### **OEEF Grant Application**

Application Type: GeneralGrant Application #: F-24G006

Revision from previous application:

Previous grant received: S18M-025

#### **Organization Information**

Name: Girl Scouts of North East Ohio

Web Address: www.gsneo.org

Address: 1 Girl Scout Way, Macedonia, OH 44056

County: Summit

#### **Project Information**

Project Title: Girls Scouts' Invasive Invaders: Exploring Environmental Sciences and Habitat Restoration

Educational Priority: Education Encouraging Habitat Restoration Requested Grant Amount: \$31,175.42

Target Audience: Pre-school to University - Primary, General Public - Secondary

#### **Project Description:**

Suite of wetland and invasive species resources including in-depth playbooks, an ongoing program equipment library, online training and resources, and two half-day pilot sessions.

#### Anticipated List of Collaborators:

Verizon Community Forward /JumpStart-Miles Union Learning Center at Earl B. Turner Community Center

Verizon Community Forward Clark-Fulton/JumpStart Learning Center at Cleveland Public Library Fulton Branch

Thurgood Marshall Recreation Center, City of Cleveland

Rainbow Terrace Housing

University of Akron Field Station, Martin Center for Field Studies and Environmental Education

#### **Additional Information**

Have you ever attended an OEEF grant-writing workshop? No Proposed Start Date: 01/01/2024

Will this project have statewide impact? No Proposed Completion Date: 12/31/2024

Which Ohio counties will the activities take place in? Ashtabula, Carroll, Columbiana, Cuyahoga, Erie, Geauga, Huron, Lake, Lorain, Mahoning, Medina, Portage, Sandusky, Seneca, Stark, Summit,

Trumbull, Tuscarawas

#### **Audience Category**

Formal Education: Primary: 4th and 5th grades, Secondary: 6th through 12th

Non-formal Education - Visitors to: Nature Centers and Camps, Other: Girl Scout Troops and Families

General Public Education: Adults Generally, Parents, Property Owners, Other: Minority Communities

#### **Project Issues**

Water Issues: Surface Water/Watersheds

Land Issues: Habitat Preservation, Wetlands, Threatened and Endangered Species

Other Issues: Sustainability

#### **Executive Summary**

#### Audience Need:

People of Color and girls are hugely under-represented in STEM fields. Often concentrated in under-resourced communities, Black children often lack sufficient resources and exposure to encourage STEM participation. Girls, from an early age, perceive themselves as unsuitable for STEM careers.

The proposed Girl Scouts of North East Ohio (GSNEO) Nutrient/Storm Water and Habitat Restoration educational pilot program, with complete Playbooks, equipment lending "library" for Girl Scout volunteer leaders, and online resources will bridge gap for non-professionals between existing quality educational curricula and their on-the-ground application through Girl Scout badges and patches and other Girl Scout resources. The project maximizes the 7,700 GSNEO STEM Center of Excellence facility, its three regional camps that include natural wetlands and wetland development projects, and its built-in connections with 18,000 girls and hundreds of volunteers.

#### Key Personnel:

Girls Scouts of North East Ohio is the area's largest leadership development and outdoors organization for girls. With extensive experience and resources in outdoor and STEM education, our 18-county council offers excellent infrastructure and professional staff that are geared toward implementing projects such the one proposed here.

Our STEM Experience manager holds a master's degree and has managed numerous similar projects. Our extensive network of volunteers and as-needed staff are trained are well prepared to plan and implement wetland and invasive vegetation educational programs.

We have access to an extensive online system of on-demand training capacity, program management tools, and tested-and-proven Girl Scout badge curricula that correlated to educational standards through Girl Scouts of the United States (GSUSA). The GSNEO STEM Center, opening in 2024, will provide lab space, advance equipment and STEM educational programs to school children throughout the region.

#### Overall Project Objectives:

Creation of a complete suite of resources for non-professional educators to provide education on Nutrient/Storm Water and Habitat Restoration including:

- --Development of two Playbooks on wetlands and invasive vegetation that will bridge between curriculum and implementation with more detail for activities, deeper step-by-step instructions, supply and equipment list, and suggested scripts along with specific application to Girl Scout resources, including our camps. One Playbook will be based on Project Wet and the second on Project Learning Tree
- -- Two pilot half-day session serving 60 girls each/120 total
- -- Playbooks, space, and supplies for implementation quick and easy implementation for 360 girls annually at our Camps
- --Ongoing online resources for volunteers to train and prepare to present the educational sessions on their own
- --An ongoing lending "library" of all the equipment needed at, and staffed by, our STEM Center of Excellence

#### Major Activities:

- 1) Modify playbooks based on experience and feedback from pilot programs. August 2024 through November 2024
- 2) Publish playbooks on Girl Scouts of the United States' troop leader resource website. December 2024.
- 3) GSNEO staff will update existing bridged curricula from Project Learning Tree and Project Wet to Girl Scout badges and create bridges for additional curricula to badges. 1/1/2024 through 3/31/2024; foundational work will be completed under an awarded grant from the Richard King Mellon foundation from 7/1/2023 through 1/31/24.
- 4) GSNOE staff will plan out specific activities using GSNEO camp resources including our wetland areas and invasive species in our forested areas.
- 5) GSNEO staff, with volunteer support, will lead 120 girls through two pilot wetland nutrient management and habitat restoration/invasive vegetation half-day event at GSENO's Camp Ledgewood in Summit County and or Camp Timberlane in Erie County. 6/1/24 through 9/30/24.

#### Overall Cost:

Total Project Cost: \$62,869.40 OEEF Funds Requested: \$31,175.42

Match: \$31,693,98

OEEF funds will be augmented by a 1:1 match from GSNEO and a portion of a \$75,000 Richard King Mellon Foundation grant.

#### **Project Description**

#### Audience Need:

Appreciation, interest and concern for the environment and environmental sciences are often established when children are young, often at scouting activities and camps. Many girls, especially those from under-resourced communities we service, never make it to camp and do not receive outdoor education activities sufficient to develop those elements.

STEM and GIRLS: As early as 2nd grade, youth demonstrate the stereotype that "math is for boys" and by high school only 11 % of girls declare an interest in STEM. According to the GSRI Girl Scout Impact Study, "...there is a profound gap between the knowledge and skills most youth learn in school and the knowledge and skills needed in 21st century communities and workplaces." Only 28% of STEM jobs are filled by women who make up 47% of the workforce. Women make up a large majority of all workers in health-related jobs, but remain underrepresented in other job clusters, such as the physical sciences, computing and engineering.

STEM, RACE and STUDENTS: Research shows that schools with large numbers of low-income students are systematically under-resourced compared with schools serving middle- and upper-class students. They have fewer well-trained teachers, fewer advanced courses, inferior STEM equipment, and less access to academic basics --from pencils and paper to computers and calculators. Wealth and race are closely aligned in the U.S., and the wealth of community correlates to its educational resources. It all adds up to students from historically marginalized groups having significantly fewer opportunities to learn than their more advantaged peers.

EXISTING RESOURCES: There are many established and effective curricula for educators to use in developing these qualities. Correlations charts have been developed between some of these curricula and Girl Scout badges and are widely available (e.g. to Project Learning Tree at

https://www.plt.org/stuff/contentmgr/files/1/ddfdb92cef1312331ae1ec64a391b0fb/files/junior\_badges\_\_\_journeys\_to\_plt\_materials.pdf), but many of the bridging documents are outdated as badges have changed and many have not been developed. While these curricula provide excellent classroom activities with well developed objectives, assessment opportunities, background, resources, and a solid bases for Girl Scout activities, they require adaptation to Girl Scout field experiences and are developed above the level of many volunteer and non-professional educators such as most Girl Scout troop leaders and volunteers.

#### UNDER-LEVERAGED GSNEO RESOURCES:

Volunteers: GSNEO's abundance of under-leveraged, smart, eager, non-professional volunteers among our 7,000 adult members who love working with girls to develop their appreciation, interest and understanding of the outdoors.

Organized and Ready Girl Leaders: 18,000 girl members across our 18-county Northeast Ohio service area who are eager to learn how to be leaders in nutrient management, wetlands, invasive vegetation.

Camps: 3 Girl Scout Camps encompassing more than 500 acres and containing natural and developed wetlands that foster many documented invasive vegetation species.

FILLING the GAP-Summary of Proposed Project: Staff educators at Girl Scouts of North East Ohio (GSNEO) will build out some of these curricula into a half-day module to offer more support and independence to volunteer leaders. It will provide:

- --The development of two Playbooks for nutrient management or habitat restoration. One Playbook will be based on Project Wet and the second on Project Learning Tree
- -- Two pilot half-day session serving 60 girls each/120 total
- --Playbooks, space, and supplies for implementation quick and easy implementation for 360 girls annually at our Camps
- --A lending "library" of all the equipment needed at, and staffed by, our STEM Center of Excellence

#### Qualification:

For over 100 years, girls have discovered, explored, and strengthened their outdoor skills and commitment to environmental stewardship through Girl Scouting. Outdoor programs are fun and challenging curriculum-based educational activities that empower girls with the attitudes, skills, and behaviors for effective leadership. Girl Scouts have led drives to change laws, practices and policies for years.

We have in-person and online infrastructure for training and providing volunteers with easy-to-use materials to help them operationalize outdoor-learning and leadership-development objectives.

A long-term goal of GSNEO is to provide a diverse local pool of highly qualified candidates in the technology, medical and manufacturing fields. In program year 2022 Girl Scouts in Northeast Ohio earned over 7,000 STEM badges. Scouts credit Girl Scout STEM programs with increasing their confidence in their science and math abilities.

As part of our STEM commitment, we are building a \$7 million STEM Center of Excellence at Camp Ledgewood to support our girls and students across our region with an emphasis on under-resourced communities.

GIRL SCOUTS EQUITY OUTREACH PROGRAM: GSNEO employs a full-time Community Program Project Coordinator who works solely in under-resourced communities to recruit girls and volunteers; organize and lead troops in community centers, libraries, and places of worship; and develop community infrastructure to support Girl Scouting in the community. We work to hire staff members who look like the communities we serve and who can provide services that are culturally relevant to our target audiences. The OEEF pilot program will target girls in these programs. Given that Black children and children of color make up the majority of under-resourced schools, we expect at least 1/4 of pilot program participants to be girls of color.

GSNEO STEM EXPERIENCE MANAGER, Katie Brenckle, started at GSNEO in 2010. She has been the leader implementer for numerous STEM educational grants from the Richard King Mellon Foundation, First Energy, Marathon, NASA, and Ohio Space Grant Consortium. She oversaw the facilitation of GSNEO's first LEGO league robotics teams, with her teams qualifying for competition each year. She developed a traveling program based on Girl Scout badges that covered engineering, the engineering design process, coding, app development and more. Katie has earned a Bachelor of Arts degree with a focus in anthropology and sociology-criminology and Master of Business Administration in Operations and Supply Chain Management.

Program Coordinators: Plan, organize and implement staff-led programs.

Chief Operating Officer, Emily Fein has served as GSNEO's CEO for the past six years. She holds a B.A. in History and Biology from the University of Rochester and an M.S. in Education from the Bank Street College of Education and is pursuing a Ph.D. in Education from Kent State University.

#### Continuation and Replication Plan:

Once the Playbooks are completed and revised with input from the pilot sessions, the program will become a part of GSNEO's STEM offerings:

- --The two Playbooks developed under the project will be packaged with three other Playbooks developed with awarded fund from the Richard King Mellon Foundation into a complete set of nutrient and storm water management and habitat restoration programs.
- --The STEM Center of Excellence, hosting 10,000 area students a year, will continue to provide the staff-led programs built out in the Playbooks
- -- The STEM Center will staff and maintain the equipment library
- --The Playbooks, along with training and additional resources will, be available to GSNEO volunteer leaders through Girl Scouts USA's national online resource systems (GSConnect and GSLearn): on-demand training modules on playbooks; links to Project Learning Tree and Project Wet for resources (GSNEO typically has funds available to troop leaders to purchase such resources. PLT and PW training might also be subsidized, but, being volunteers, most troop leaders have not been able to take time for those trainings); links to other program resources.

With the proposed resources in place, GSNEO will be positioned to support girls in learning about and leading in Nutrient/Storm Water and Habitat Restoration for years beyond the grant period. The module will be available to other Girl Scout councils and volunteer leaders via online resources.

#### **Budget Narrative:**

#### A.1. Salary and Wages:

Manager, STEM Experience: Responsible for leading project from conceptualization through completion. Also oversees leading of sessions. Portion of full-time wages.

Staff Coordinators: Session recruitment, planning preparation, and presentations Portion of full-time wages.

Grant Program Staff: Staffing for pilot presentations, part-time.

Volunteers: help in preparation and presentation of program sessions.

#### A.2. Benefits

Full-time tax at 7.65 and benefits at 25.75% of wages, total 33.4% standard agency rate.

Part-time staff taxes at .0765 and some benefits to total 10% standard agency rate.

#### **B.1. Supplies**

As detailed by cost and quantity in budget, supplies to present Nutrient/Storm Water and Invasive Species education. Some items may be reused several times.

#### B.2. Equipment

As detailed by cost and quantity in budget, equipment for use in wetland invasive vegetation mitigation and education. Will become part of equipment library for long-term volunteer use in wetland and invasive species educational session developed under this grant.

#### B.3. Printing

Printing of Handouts (in house) and Girls Guide Book for piloting the proposed program. Estimate based on experience.

#### B.4. Other

Girl Scout Badges: GSUSA produced physical badges earned during pilot sessions. Badges are earned through nationally developed and established criteria.

Bus Transportation: two buses to provide transportation to transport participants from under-resourced communities.

Travel Mileage: 380 miles at \$0.58 per mile (OEEF approved rate). Staff driving to planning, preparation, camp locations, supply pick up, etc.

Girl Scout Program Badges: GSNEO developed badges that girls will earn at pilot sessions. Badges are developed by regional Girl Scout Councils for girls who complete locally defined criteria in a subject.

Digital Marketing: Fees for inclusion of events on GS and other systems; hosting trainings and content on line; targeted online marketing.

#### C.1. Contractual

There are not contractual experiences planned under this grant.

#### D.1. Administrative

In-kink contribution from Girl Scouts of North East Ohio for administration (bookkeeping, payroll, HR, leadership, etc.) estimated at 10% of direct costs.

#### **Project Objectives and Associated Activities & Outcome Measurements**

Objective Title: Bridging curricula

Objective Description:

Bridge GS Badges to Project Learning Tree and Project Wet, showing which curricula items can be used for each badge.

Activity Title: Bridging Curricula

Start Date: 01/01/2024 End Date: 03/31/2024 % of Budget: 10.0%

#### Activity Description:

GSNEO staff will update existing bridged curricula from Project Learning Tree and Project Wet to Girl Scout badges and create bridges for additional curricula to badges.

Outcome Title: Bridges Completed

Initial Outcome:

Bridge documents complete.

Long-Term Effects:

Bridge Documents available online.

Objective Title: Playbooks
Objective Description:

Develop detailed Playbooks for non-professional volunteers. Develop two Playbooks using GSNEO camp resources including our wetland areas and invasive species in our forested areas. Activities will include touring the wetland, learning to identify wetlands, observing water retention and flow, observing alteration to streams to slow water runoff and increase absorption, etc.

Activity Title: Create Playbooks

Start Date: 03/01/2024 End Date: 12/31/2024 % of Budget: 25.0%

Activity Description:

Create playbooks detailed playbooks.

Foundational work completed under awarded grant from 7/1/23 through 1/31/24.

Playbooks with clear, complete maps, instructions, equipment and other resources to lead young people through wetland and habitat restoration/invasive vegetation programs, focused on earning Girl Scout badges and leveraging the wetland and woodland resources typically found at Girl Scout camps. The playbook will update and create bridging documents connecting Project Learning Tree and Project Wet curriculum to specific Girl Scout badges and their requirements, giving supply lists, information resources, sample scripts and complete instructions on how and what to present at the programs.

Outcome Title: Playbooks

Initial Outcome:
Playbooks drafted.
Long-Term Effects:

Completed playbooks available online.

Objective Title: Girls will better understand Nutrient/Storm Water and Habitat Restoration

#### Objective Description:

360 girls K-12 will learn about Nutrient/Storm Water and Habitat Restoration by completing Girls Scout badge requirement that have been bridged to Project Wet and Project Learning Tree curricula and complete activity utilizing our Camps' resources. 60 in each of the two pilot sessions and 240 in subsequent.

Activity Title: Pilot Sessions

Start Date: 03/01/2024 End Date: 08/30/2025 % of Budget: 35.0%

#### Activity Description:

Pilot: 2 half-day sessions with 60 girls each. They will learn about invasive species, life cycle and vegetation needs, learn about identification, participate in identification of Camp invasive vegetation, and observe and/or briefly participate in basic removal. Foundational work will be completed under an awarded grant from the Richard King Mellon foundation from 7/1/2023 through 12/31/24.

Outcome Title: Badge Requirements Completed

#### Initial Outcome:

60 girls total will complete:

- 1) Nutrient management badge requirements
- 2) Invasive species badge requirements
- 3) Tour wetland and wooded areas

#### Long-Term Effects:

50 Girls will develop competence GSUSA outdoor outcomes:

- --Outdoor Competence: engage safely and responsibly in a range of outdoor activities (e.g., practicing Leave No Trace and knowing how to be prepared in the outdoors)
- --Outdoor Confidence: confidence in their outdoor abilities and willingness to try new, challenging outdoor activities
- --Outdoor Interest: love of nature and interest in the natural world
- --Environmental Stewardship: how their behaviors impact the environment and protect the earth

50 Girls K-12 will develop community problem solving outcomes:

--desire to contribute to the world in purposeful and meaningful ways, learn how to identify problems, create action plans to solve them

Activity Title: Implementation

Start Date: 08/30/2024 End Date: 06/30/2026 % of Budget: 10.0%

#### Activity Description:

240 girls total will complete:

- 1) Nutrient management badge requirements
- 2) Invasive species badge requirements
- 3) Tour wetland and wooded areas

Outcome Title: Nutrient/Storm Water and Habitat Restoration

#### Initial Outcome:

240 girls total will complete:

- 1) Nutrient management badge requirements
- 2) Invasive species badge requirements
- 3) Tour wetland and wooded areas

#### Long-Term Effects:

200 Girls will develop competence GSUSA outdoor outcomes:

- --Outdoor Competence: engage safely and responsibly in a range of outdoor activities (e.g., practicing Leave No Trace and knowing how to be prepared in the outdoors)
- --Outdoor Confidence: confidence in their outdoor abilities and willingness to try new, challenging outdoor activities
- --Outdoor Interest: love of nature and interest in the natural world
- --Environmental Stewardship: how their behaviors impact the environment and protect the earth

200 Girls K-12 will develop community problem solving outcomes:

--desire to contribute to the world in purposeful and meaningful ways, learn how to identify problems, create action plans to solve them

Objective Title: Non-professional leaders have module access.

#### Objective Description:

Volunteer non-professional educators will have available to them educational playbooks with clear, complete maps, instructions, equipment and other resources to lead young people through wetland and habitat restoration/invasive vegetation programs, focused on earning Girl Scout badges and leveraging the wetland and woodland resources typically found at Girl Scout camps. The playbook will update and create bridging documents connecting Project Learning Tree and Project Wet curriculum to specific Girl Scout badges and their requirements, giving supply lists, information resources, sample scripts and complete instructions on how and what to present at the programs.

Activity Title: Publish Playbooks

Start Date: 06/30/2025 End Date: 06/30/2026 % of Budget: 10.0%

Activity Description:

Publish playbooks on Girl Scouts of the United States' troop leader resource website.

Outcome Title: Playbooks available, published

Initial Outcome:

Modified playbooks based on pilot programs available online.

Long-Term Effects:

Modified playbooks accessed by volunteers and other Councils online.

Objective Title: Equipment Library

#### Objective Description:

GS Leaders will access adequate equipment for Water and Habitat Restoration education. Girl Scout troops are typically lead by volunteers. The project will provide these volunteers with access to all the equipment they need to present quality hand-on Nutrient/Storm Water and Habitat Restoration education base on Project Wet and Project Learning Tree.

Activity Title: Publish Playbooks

Start Date: 07/01/2025 End Date: 06/30/2026 % of Budget: 10.0%

Activity Description:

Publish playbooks on Girl Scouts of the United States' troop leader resource website.

Outcome Title: Playbooks available to other volunteers and councils

Initial Outcome:

Modified playbooks based on pilot programs available online.

Long-Term Effects:

Modified playbooks accessed by volunteers and other Councils online.

**Budget Summary** 

Duuget Suillilary				
Category	OEEF Grant % Total	OEEF Grant Amount	Applicant Match	Total
A.1. Salary or Wages	24.0	\$7,500.00	\$15,070.00	\$22,570.00
A.2. Benefits	0.0	\$0.00	\$7,030.30	\$7,030.30
A.3. Substitute Teachers	0.0	\$0.00	\$0.00	\$0.00
B.1. Supplies	27.0	\$8,569.38	\$863.80	\$9,433.18
B.2. Equipment	28.0	\$8,625.04	\$2,814.88	\$11,439.92
B.3. Printing	3.0	\$1,040.00	\$200.00	\$1,240.00
B.4. Other Costs	17.0	\$5,441.00	\$0.00	\$5,441.00
C.1. Contractual	0.0	\$0.00	\$0.00	\$0.00
D.1. Administrative	0.0	\$0.00	\$5,715.00	\$5,715.00
	Total Budget	\$31,175.42	\$31,693.98	\$62,869.40

Employee Name	Title	Grant # of Hours	Grant Hourly Rate	Matching # of Hours	Matching Hourly Rate	Grant Annual Salary	Grant % of Salary	Matching Annual Salary	Matching % of Salary	OEEF Grant Amount	Applicant Matching Amount
TBD	Grant Program Staff- Pilot (Presenters)	100	\$20.00	40	\$20.00	\$0.00	0.0	\$0.00	0.0	\$2,000.00	\$800.00
TBD	Staff Coordinator A	50	\$25.00	35	\$25.00	\$0.00	0.0	\$0.00	0.0	\$1,250.00	\$875.00
TBD	Staff Coordinator B	50	\$25.00	35	\$25.00	\$0.00	0.0	\$0.00	0.0	\$1,250.00	\$875.00
Volunteer Hours	TBD	0	\$0.00	80	\$29.00	\$0.00	0.0	\$0.00	0.0	\$0.00	\$2,320.00
Katie Brenckle	Manager, STEM Experience	100	\$30.00	340	\$30.00	\$0.00	0.0	\$0.00	0.0	\$3,000.00	\$10,200.00
		•							Subtotal:	\$7,500.00	\$15,070.00

A.2. Benefits			
Benefits Description	Rate or % of Salary	OEEF Grant Amount	Applicant Matching Amount
Full-time Tax and Fringe at Agency Calculated Rate	33.4	\$0.00	\$6,830.30
Part-Time Staff	10.0	\$0.00	\$200.00
	Subtotal:	\$0.00	\$7,030.30

Supplies Description	Quantity	Unit Price	OEEF Grant Amount	Applicant Matching Amount
Invasive Species Display	2	\$295.00	\$590.00	\$0.00
Invasive Species Pocket Guide	130	\$8.00	\$1,040.00	\$0.00
Children's Work GloversMedium	30	\$7.26	\$217.80	\$0.00
Rubber Aprons Child Medium	30	\$8.90	\$267.00	\$0.00
Course Booklet	140	\$8.00	\$1,120.00	\$0.00
Educational Materials	4	\$831.82	\$3,327.28	\$0.00
Invasive Vegetation Guide	130	\$80.00	\$1,040.00	\$0.00
Children's Work GlovesLarge	30	\$6.97	\$209.10	\$0.00
Adult Work Gloves	2	\$35.95	\$71.90	\$0.00
5-gallon buckets	24	\$5.00	\$120.00	\$0.00
Rubber Aprons Adult	12	\$7.30	\$43.80	\$43.80
Safety GlassesAdult	20	\$2.75	\$55.00	\$0.00
Bug spray, sunscreen, sun hats, bandanasIn-kind from camp	150	\$5.00	\$0.00	\$750.00
Rubber ApronsChild Large	30	\$13.25	\$397.50	\$0.00
Safety GlassesChildren's	70	\$2.00	\$70.00	\$70.00
		Subtotal:	\$8,569.38	\$863.80

B.2. Equipment						
Equipment Description	Quantity	Unit Price	OEEF Grant Amount	Applicant Matching Amount		
Garden Cart	4	\$173.00	\$346.00	\$346.00		
ExtractagatorClassic	6	\$134.00	\$0.00	\$804.00		
Organizer to store large tools (Library)	4	\$80.00	\$320.00	\$0.00		
Lopper	12	\$28.98	\$347.76	\$0.00		
Snips	12	\$12.99	\$155.88	\$0.00		
Hand Spade	12	\$12.00	\$72.00	\$72.00		
Hoetwo pronged	6	\$32.00	\$96.00	\$96.00		
6 pc Shovel Set	4	\$169.49	\$677.96	\$0.00		
Cultivator	6	\$27.00	\$81.00	\$81.00		
WeederExtended Handle	12	\$25.00	\$0.00	\$300.00		
Magnafying Glasses	3	\$16.00	\$48.00	\$0.00		
Organizer to store small tools (library)	2	\$280.00	\$560.00	\$0.00		
Sheers, pruning	12	\$14.99	\$89.94	\$89.94		
HoeAction Hoe	6	\$28.00	\$84.00	\$84.00		
ExtractagatorSmall	6	\$120.00	\$0.00	\$720.00		
Hoe, Scuffle	6	\$46.00	\$138.00	\$138.00		
Hand weeder	12	\$6.48	\$77.76	\$0.00		
Hand Spade/weeder	12	\$10.00	\$120.00	\$0.00		
Bug Manafier	24	\$10.95	\$262.80	\$0.00		
Clippers (garden)	12	\$13.90	\$83.94	\$83.94		
Garden Rake	6	\$26.00	\$156.00	\$0.00		
Saw, pruning	6	\$25.00	\$150.00	\$0.00		
Sanitation Cabinet for Safety Goggles (library)	2	\$679.00	\$1,358.00	\$0.00		
Sign stands, metal frame, movable, with activity information, instructions, links (e.g. "for sale" sign stands) (Library)	20	\$50.00	\$1,000.00	\$0.00		
Signs, portable, with activity information, instructions, link	20	\$120.00	\$2,400.00	\$0.00		
	Subtotal:			\$2,814.88		

B.3. Printing			
Printing Description	Rate Description	OEEF Grant Amount	Applicant Matching Amount
Handout Printing	200 pgs at .2 per page	\$40.00	\$0.00
Girls Guide Booklet	150 \$8 each	\$1,000.00	\$200.00
	Subtotal:	\$1,040.00	\$200.00

B.4. Other Costs		
Other Costs Description	OEEF Grant Amount	Applicant Matching Amount
Girl Scout Badges	\$840.00	\$0.00
Bus Transp for Participants	\$1,500.00	\$0.00
Travel Mileage	\$145.00	\$0.00
Girl Scout Program Patches	\$1,228.00	\$0.00
Digital Marketing	\$1,728.00	\$0.00
Subtotal:	\$5,441.00	\$0.00

D.1. Administrative		
Administrative Description	OEEF Grant Amount	Applicant Matching Amount
Administrative Costs at Agency Calculated Rate of 10%	\$0.00	\$5,715.00
Subtotal	\$0.00	\$5,715.00

**Applicant Contact** 

Contact Type: Fiscal Agent Job Title: Chief Financial Officer

Name: John Graves

Primary Phone: (330) 983-0401 Primary Fax: (330) 983-0399

Primary Email: jgraves@gsneo.org

Primary Address: 1 Girl Scout Way, Macedonia, OH 44056

Alternate Phone: (800) 852-4474 Alternate Fax:

Alternate Email: Alternate Address:

Alternate Start Date: Alternate End Date:

Contact Type: Project Director Job Title: Manager, STEM Experience

Name: Katie Brenckle

Primary Phone: (330) 430-9605 Primary Fax:

Primary Email: kbrenckle@gsneo.org

Primary Address: 1 Girl Scout Way, Macedonia, OH 44056

Alternate Phone: Alternate Fax:

Alternate Email: Alternate Address:

Alternate Start Date: Alternate End Date:

Contact Type: Authorizing Agent Job Title: Director, Girl Experience

Name: Fallon Pulley

Primary Email: fpulley@gsneo.org

Primary Address: 1 Girl Scout Way, Macedonia, OH 44056

Alternate Phone: (330) 687-7244 Alternate Fax:

Alternate Email: Alternate Address:

Alternate Start Date: Alternate End Date:

March 20, 2023

M. Jane Christyson Chief Executive Officer One Girl Scout Way Macedonia. Ohio 44056

Dear Ms. Christyson:

Please accept this letter of collaboration between the Verizon Community Forward Learning Centers and Girl Scouts of North East Ohio (GSNEO) for your application to the Ohio Environmental Education Fund (OEEF) in 2023.

We understand that GSNEO's proposed project will pilot provide half-day programs at their Girl Scout Camps in the summer of 2024 along with transportation from and back to our Center in Cleveland. We have been hosting Girl Scout troops at our Center led by Girl Scout staff and are pleased with its success. We hope this project will continue well into the future. We are confident the OEEF/GSNEO project will produce culturally relevant and appropriate outdoor experiences for our girls.

JumpStart is a 501 (c) (3) non-profit corporation that is organized and operated exclusively for charitable and educational purposes. The Verizon Community Forward Learning Centers are a unique, hybrid opportunity for the community. We are half maker space, half tech center. We provide maker technology like laptops, 3D printers, vinyl cutters, laser cutters, and virtual reality. We have built a curriculum around these various pieces of technology to break them down so that they're easily accessible for anyone in the community, regardless of learning level. Both our Learning Centers (Union-Miles and Clark-Fulton) host GSNEO's staff-led Girl Scout troops as part of GSNEO's Equity Outreach Program. We currently have 35 girls participating in the Girl Scout program at our two sites.

We will be happy to collaborate with the OEEF/GSNEO project by continuing to recruit girls for Center-based troops and for these special programs. We will also provide the pick-up and drop-off locations during Center hours to facilitate participation. Our girls enjoy off-site trips and nature excursions and prompting from our staff often overcomes whatever hesitation they might have stemming from what is often a lack of experience with the outdoors and regional travel. We are confident that our girls will be excited about this opportunity.

Please feel free to call me at 216-970-8148 or email me at <u>feowyn.mackinnon@jumpstartinc.org</u> at should you have any questions about my support for this valuable program.

Sincerely,

Feowyn MacKinnon

for MAZ

Director, Learning Center Curriculum and Education

Thurgood Marshall Neighborhood Resource and Recreation Center 8611 Hough Ave, Cleveland, OH 44106 (216) 664-4045

July 15, 2023

M. Jane Christyson Chief Executive Officer One Girl Scout Way Macedonia, Ohio 44056

Dear Ms. Christyson:

Please accept this letter of collaboration between the Thurgood Marshall Neighborhood Resource and Recreation Center and Girl Scouts of North East Ohio (GSNEO) for your application to the Ohio Environmental Education Fund (OEEF) in 2023.

We understand that GSNEO's proposed project will pilot provide half-day programs at their Girl Scout Camps in the summer of 2024 along with transportation from and back to our Center in Cleveland. We have been hosting Girl Scout troops at our Center led by Girl Scout staff and are pleased with its success. We hope this project will continue well into the future. We are confident the OEEF/GSNEO project will produce culturally relevant and appropriate outdoor experiences for our girls.

The City of Cleveland's Thurgood Marshall Neighborhood Resource and Recreation Center offers programs beyond traditional sports and recreational activities that provide our residents—especially our youth and young adults—with access to an array of programs and opportunities that will strengthen our neighborhood as a whole. GNSEO provides Girl Scout troops activities led by GSNEO staff for girls at our Center. We hope to continue this relationship with our fall services.

We will be happy to collaborate with the OEEF/GSNEO project by continuing to recruit girls for Center-based troops and for these special programs. We will also provide the pick-up and drop-off location during Center hours to facilitate participation. Our girls get a lot out of Girl Scouts at our Cener and they will be eager to participate in this opportunity.

Sincerely, **Eugene Smith**Center Manager



Lara D. Roketenetz, Ph.D.
Department of Biology
The University of Akron
Martin Center for Field Studies and Environmental Education
4240 Ira Rd.
Akron, OH 44333
(330) 972-7502 (Office)
ldr11@uakron.edu

July 13, 2023

M. Jane Christyson Chief Executive Officer One Girl Scout Way Macedonia, Ohio 44056

Dear Ms. Christyson:

Please accept this letter of collaboration between the University of Akron Field Station (UAFS) and Girl Scouts of North East Ohio (GSNEO) for your application to the Ohio Environmental Education Fund (OEEF) in 2023.

We understand that GSNEO's proposed project will bridge existing water and wildlife curriculum at their camps and other natural areas, allowing volunteer program leaders to present quality wetland and habitat restoration programs to their participants.

The mission of The University of Akron Field Station is to serve the needs of the people of northeastern Ohio through research, education, and service that promotes a better understanding of our relationship with the natural environment. The goals of the Station are:

1) to provide a center for long-term environmental research emphasizing habitat restoration and terrestrial ecology, 2) to support the education programs of primarily urban universities and local schools, and 3) to interact with the local community in promoting environmental awareness. We pride ourselves on collaborating with other nature education programs and schools throughout NE Ohio. We have expertise in wetland programming such as Wonders of Wetlands and ecological restoration through faculty at UA, and have created new curriculum that focuses on learning the skills for wetland delineation.

We will be happy to work with GSENO to ensure complementary programming with no duplication, offer some guidance on curriculum selection, and collaborate in any other ways we can in support of our common goal of educating young women about our natural resources. We can also host visits from Girl Scouts who would like to investigate environmental science careers further after completing the GSNEO program. We will also offer our outreach programs on Biomimicry and natural history to girls at GSNEO camps and activities on an asneeded/desired basis. We are looking forward to working with you in the future and strengthening our collaboration.

Sincerely,

Lara Roketenetz, Ph.D. (s/h)

Field Station Director/ Senior Lecturer of Biology

## THE DAVEY TREE EXPERT COMPANY

CORPORATE OFFICE, 1500 N. MANTUA ST., P.O. BOX 5193, KENT, OHIO 44240-5193 TEL. 330-673-9511



September 8, 2022

#### To Whom it May Concern:

I am writing on behalf of The Davey Tree Expert Company to express support for Girl Scouts of North East Ohio (GSNEO). We value the programming that Girl Scouts provides through troop and after-school programs to the girls in our area. With nationally-developed curriculum that correlates to Common Core Standards, Girl Scouts delivers evidence-based programming that gives girls the skills they need to be strong leaders and champions for the environment. My organization is glad to help them by reviewing their projects and offering expertise to answer questions about their initiatives.

This project will support plans that my organization values, specifically educating the public regarding invasive plant identification and management and providing them with action steps to take in their own backyards. With nearly 18,000 girls in their program, Girl Scouts of North East Ohio can make a big difference and make our community a better place.

Sincerely,

Sandra L. Reid

Vice President, Corporate Communications

Sandar L. Reid

and Strategic Planning

SLR:beh

#### **64<sup>™</sup> House District**

PARTS OF TRUMBULL COUNTY
INCLUDING: GIRARD, HUBBARD,
HOWLAND, LIBERTY, McDONALD, NILES,
VIENNA, WARREN, WEATHERSFIELD

#### **COMMITTEES**

VICE CHAIR, ECONOMIC & WORKFORCE

DEVELOPMENT

COMMERCE & LABOR

HIGHER EDUCATION

INSURANCE



## Nick Santucci State Representative

#### **COLUMBUS OFFICE**

VERN RIFFE CENTER

77 SOUTH HIGH STREET 13<sup>TH</sup> FLOOR
COLUMBUS, OH 43215
PHONE: (614) 466- 5441
REP64@OHIOHOUSE.GOV

July 17, 2023

Director Anne Vogel
Ohio Environmental Protection Agency
50 W. Town Street, Suite 700
Columbus, OH 43215

Dear Director Vogel,

I offer this letter of support for the Girl Scouts of Northeast Ohio's application to the Ohio Environmental Education Fund.

It is my understanding that the Girl Scouts of Northeast Ohio's proposed project will bridge existing water and wildlife curriculum at their camps and other natural areas, allowing volunteer program leaders to present quality wetland and habitat restoration programs to their Girl Scout participants.

It was shared with me that currently, Girl Scouts of Northeast Ohio (GSNEO) serves nearly 18,000 girls across 18 counties in Northeast Ohio, with the help of over 9,000 adult volunteers. GSNEO has three Girl Scout Camps encompassing more than 500 acres and containing natural and developed wetlands that foster many documented invasive vegetation species. I met with representatives from GSNEO, and they explained to me that this proposed project will address the practical, "on-the-ground" bridge between Girl Scout assets and curricula like Project Learning Tree and Project Wet (GSNEO Playbooks).

It is my understanding that with this proposed project, Girl Scouts will learn about the wetland preservation and development along with invasive species identification and mitigation by completing Girls Scout badge requirement that have been bridged to Project Wet and Project Learning Tree curricula and activity guides and planned out to utilize the Girl Scouts of Northeast Ohio's Camps' resources.

For these reasons, I respectfully request your full and fair consideration of the Girls Scouts of Northeast Ohio's application to the Ohio Environmental Education Fund. I would be happy to answer any questions you may have regarding my support letter.

Respectfully Yours,

ARD)

Nicholas S. Santucci State Representative 64<sup>th</sup> Ohio House District





April 28, 2023

Ms. Jane Christyson, President and CEO Girl Scouts of North East Ohio One Girl Scout Way Macedonia, OH 44056

RE: Grant ID #12006

Dear Ms. Christyson,

I am pleased to inform you that the Trustees of the Richard King Mellon Foundation reviewed your proposal submitted on February 21, 2023 and approved a grant of \$75,000 to Girl Scouts of North East Ohio to support a pilot project combining the Girl Scout Badge and Journey structure with an invasive-plant control curriculum.

Based on the outcomes outlined in your proposal, Girl Scouts of North East Ohio expects to create five programs for girls in kindergarten through 12th grade to learn about invasive species that are affecting ecosystems and how to properly remove these plants and replace them with natives. Girls will participate in hands-on activities to earn badges and journeys that connect information on invasive plants species, their spread in the ecosystem, and the proliferation of these plants being sold in garden nurseries. The curriculum and programs will be pilot tested with adjustments being made to the program based on adaptive management. As part of the initiative, the group will teach adult leaders about invasive plant species and how to remove them and prevent their spread; develop education materials adding identification of invasive species into Girl Scout badges and journey content; and prepare a guidebook for Girl Scout councils for nationwide delivery. The funds provided by this grant are to be used solely for the above stated purpose and you will be asked to submit online reports due June 1, 2024 and January 1, 2025 outlining the accomplishments realized through this grant, including progress on outputs and outcomes as described in your proposal. You will receive a notice approximately one month prior to the report due date with instructions on accessing the report online.

Should you wish to communicate publicly about the Foundation's grant -- through the news media, social media, on your website or in public marketing materials -- we must approve that communication before it is made public. A check in the amount of \$75,000 representing payment in full of this grant is enclosed. The following conditions will also apply to this grant:

1. Girl Scouts of North East Ohio represents that it is exempt from federal income tax as an organization described in section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"), that it is not a "private foundation" as defined in

- 2. The grant funds and income thereon may not be used for any of the following purposes: (1) to carry on propaganda, or otherwise to attempt to influence legislation; (2) to influence the outcome of any specific public election, or to carry on, directly or indirectly, any voter registration drive; (3) to make any grant to an individual or organization which does not comply with the requirements of section 4945(d)(3) or (4) of the Code; or (4) to undertake any activity which is not charitable.
- 3. Any funds not expended or committed for the purposes of the grant set forth above must be returned to the Foundation. Girl Scouts of North East Ohio specifically acknowledges that the Foundation has standing and the right to enforce the return of any funds not expended for the specific purposes of the grant. Girl Scouts of North East Ohio shall promptly notify the Foundation in advance with respect to any material changes in its charitable purposes. In that event, or in the event that Girl Scouts of North East Ohio fails to keep, fulfill, or perform all of the terms, representations, and conditions of this letter agreement, the Trustees of the Foundation may, in their sole and absolute discretion, terminate this agreement by giving written notice of the termination to Girl Scouts of North East Ohio. Girl Scouts of North East Ohio shall then have a period of 60 days in which to provide the Foundation with an accounting of its expenditure of grant funds and to reimburse it for any unused or misused portions of the grant paid to that time, provided that the Foundation shall have no responsibility for any commitments made in reliance on the terms of this agreement after the date such notice was received by the Grantee.
- 4. The Grantee shall make its books of original entry and other accounting records maintained by it available for inspection by the Foundation during reasonable business hours through the period ending on the sixth anniversary of the disbursement of the Grant.
- 5. The Grantee shall not promote, or in any manner support, terrorism, terrorist activities, the destruction of any state, or violence against the citizens of any state, nor shall the Grantee knowingly transact business with any entity that promotes or in any manner supports such actions.
- 6. The management, security, and safeguarding of the grant funds is the sole responsibility of the Grantee. The Foundation will not be responsible for, and will not provide any additional grant funds as a result of, any loss of grant funds resulting from fraud, theft, data or security breaches, mismanagement, or any other reason. Further, if any funds are so lost and therefore not expended for the specific purposes of the grant, the Foundation will have the right to enforce the return of such funds in accordance with paragraph 3 above.

To indicate your understanding and acceptance of the terms of this grant, please sign and date this letter below, and return a copy.

Since

Sam Heiman

Director

Enclosures (2)

cc: Ms. Kathy Moock, Chair, Board of Directors

I understand and accept the terms of the Richard King Mellon Foundation grant of \$75,000 to Girl Scouts of North East Ohio to support a pilot project combining the Girl Scout Badge and Journey structure with an invasive-plant control curriculum and I acknowledge receipt of the enclosed check. *Please return a signed copy in the envelope provided.* 

Signature

Date

Print Name

Print Title

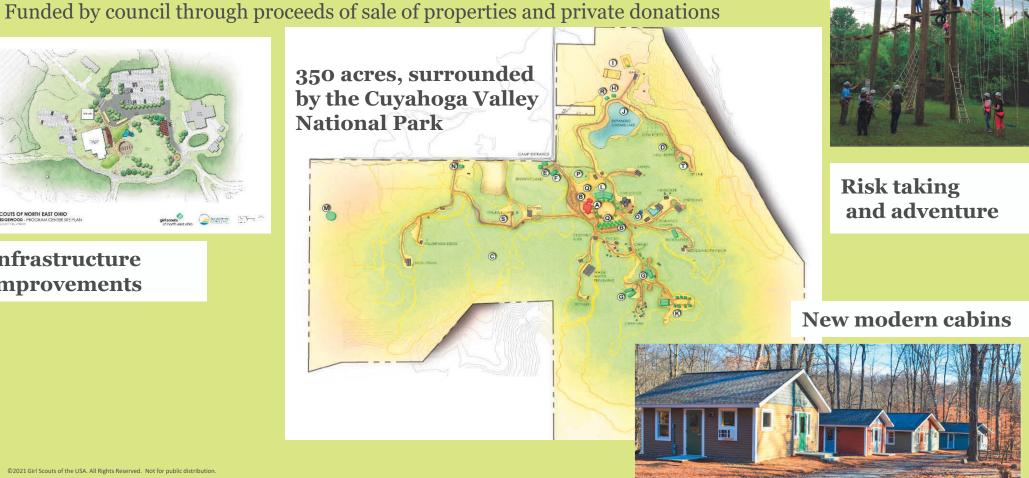
# Camp Ledgewood Location:

7047 Akron-Peninsula Rd, Peninsula Over \$10 million in recent improvements,

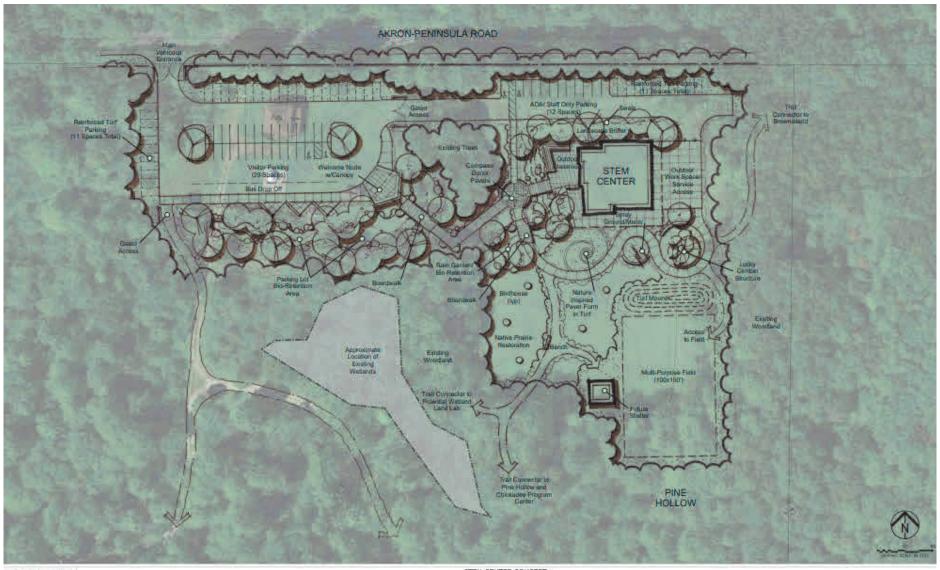


**Infrastructure** improvements

©2021 Girl Scouts of the USA. All Rights Reserved. Not for public distribution



## GSNEO STEM Center of Excellence Site Map





STEM CENTER CONCEPT CAMP LEDGEWOOD GRL SCOUTS OF NORTHEAST OHIO JUNE 2002

## **Entryway Wetland Map**

## Description of invasive vegetation

Akron-Peninsula Road

These wetlands have a few potentially invasive plant species that can be removed or treated. Several *Frangula alnus* (glossy buckthorn) shrubs could be pulled from this area. Typha spp. (cattail species) were also identified, likely Typha x glauca, a hybrid between the native Typha latifolia (broadleaf cattail) and the invasive Typha angustifolia (narrowleaf cattail). It is recommended to remove or treat these cattails as they can suppress species diversity in a wetland.



Mowing activities are presently occurring around several large Quercus palustris (northern pin oak) trees, which may cause damage to the trees and soil compaction within their root zones. The areas highlighted in yellow include existing wetlands and existing wetlands being mowed. It is recommended to create a "No-Mow" buffer around these trees and around these wetland areas to improve the quality of the trees and wetlands. It may be advantageous to install 'Please Do Not Mow' signs to delineate the wetland restoration area.











engineering license

Existing entryway wetlands areas **GRAPHIC SCALE** The information presented is not a survey or engineering product, and should not be used or any purpose provided by applicable law r regulation that requires a surveying or (IN FEET)



Existing entryway wetlands areas could be made into an attractive education feature through a diverse selection of plantings that have different seasonal bloom times and wildlife benefits. Plantings could include asters, swamp milkweeds, blue flag iris, turtlehead, and cardinal flower. Flowering wetland shrubs including swamp hibiscus, winterberry holly, swamp rose, and buttonbush could also be installed here. Plantings could be labeled to assist in identification.





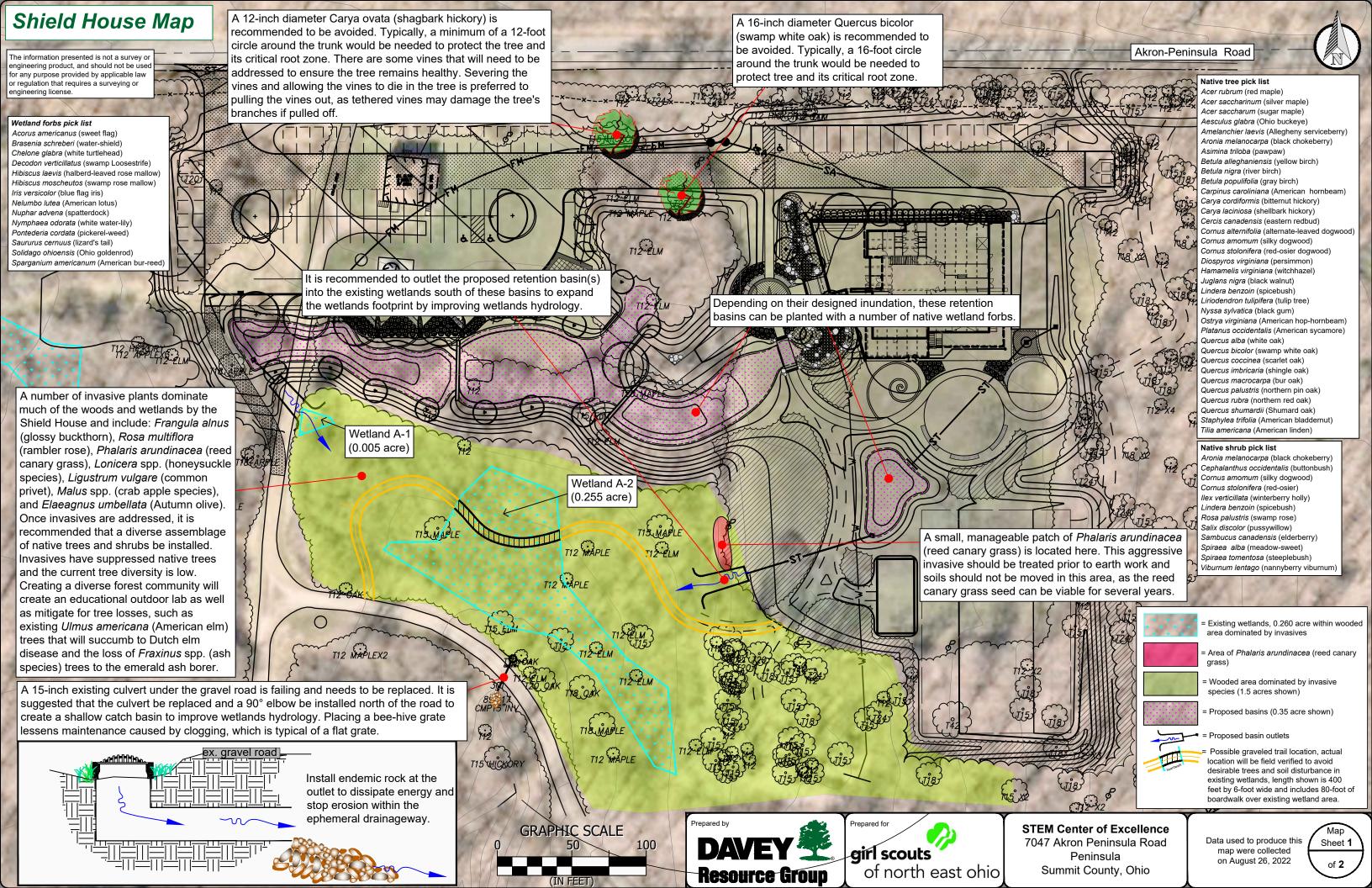


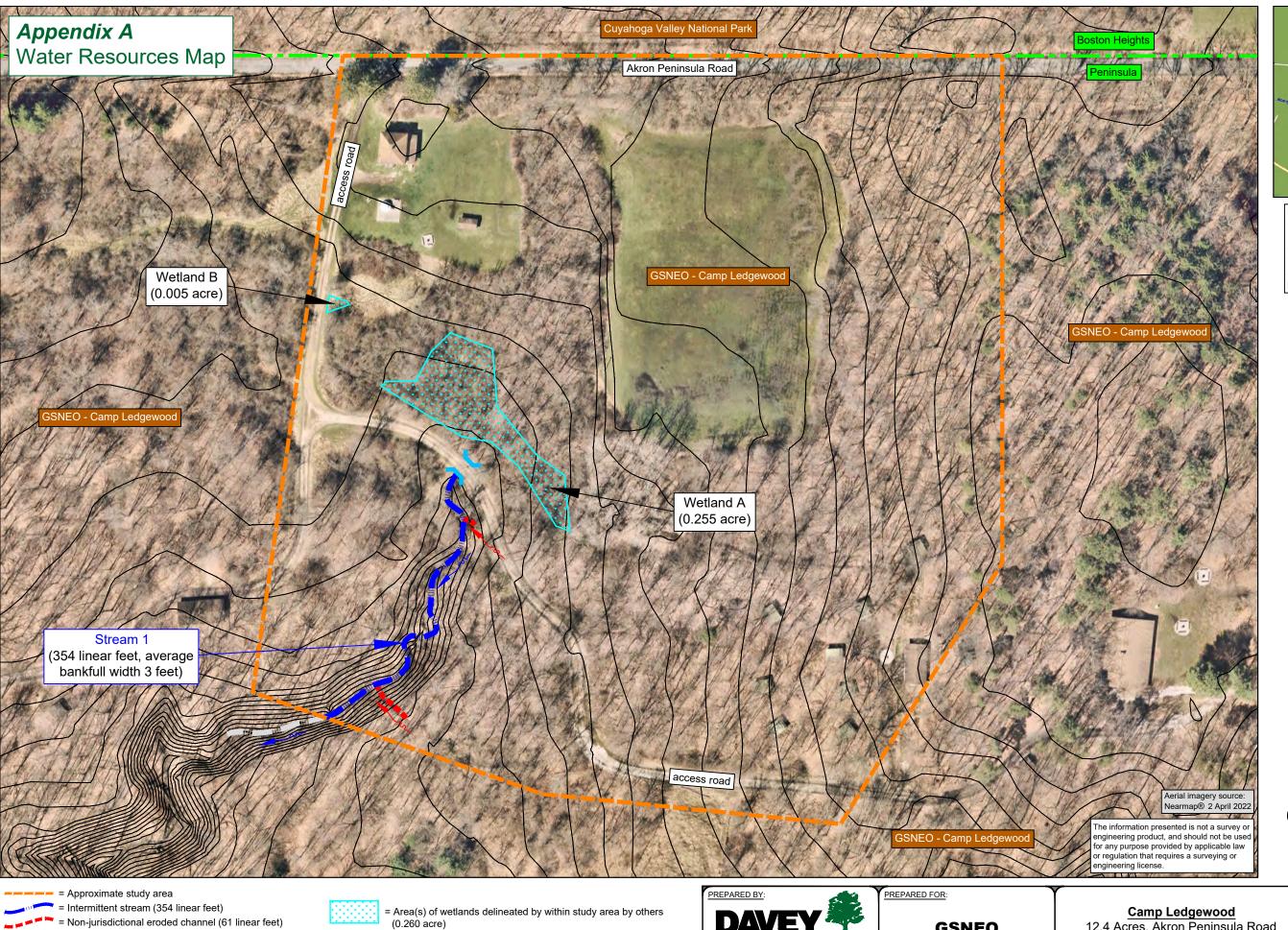


**STEM Center of Excellence** 7047 Akron Peninsula Road Peninsula Summit County, Ohio

Data used to produce this map were collected on August 26, 2022

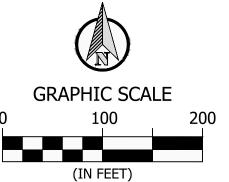








**NOTE**: Wetlands sizes and stream lengths could change upon overlay of a boundary survey, especially where these features extend outside of or are in close proximity to the shown study limits. Wetlands acreage and stream lengths are calculated for the portion that occurs in the shown study limits.





= Direction of flow

= Existing culvert(s)

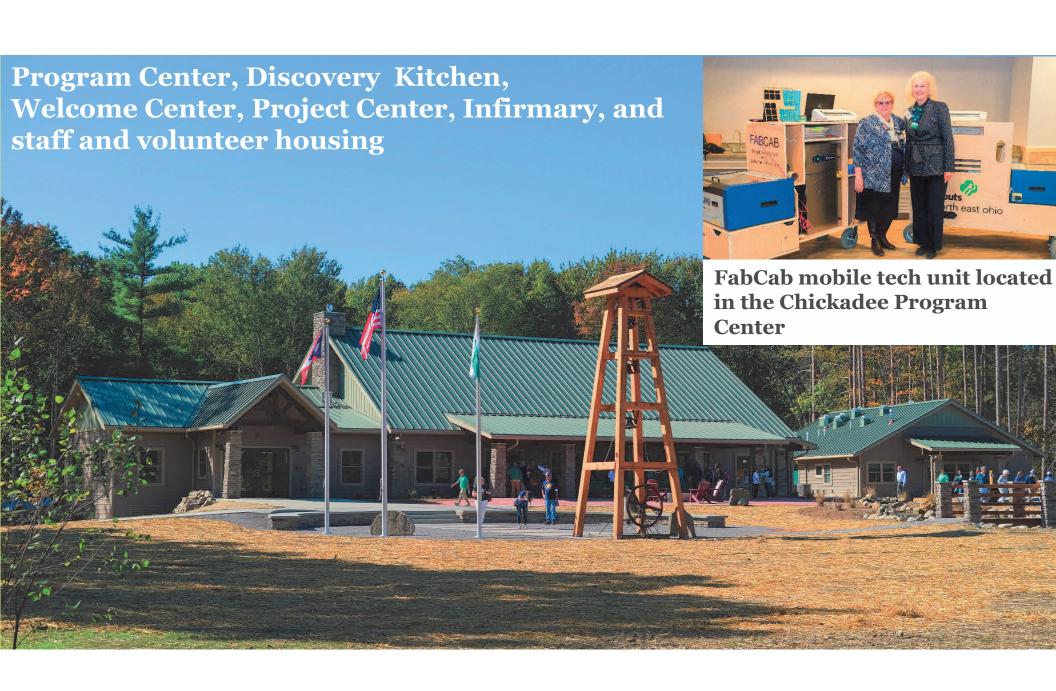


**GSNEO** 

12.4 Acres, Akron Peninsula Road Peninsula, Summit County, Ohio

Stream data collected 15 February 2023

Map Sheet 1 of **1** 



## **STEM Center of Excellence**

## Who will use it?

Proposed audience: Girl Scout members use on weekends during the school year and all summer. Weekdays during the school year used by girls and boys. For example, there are 100,000 Kindergarten through fifth grade students within a 30-minute drive time of Camp Ledgewood.

## What Progress has been made?

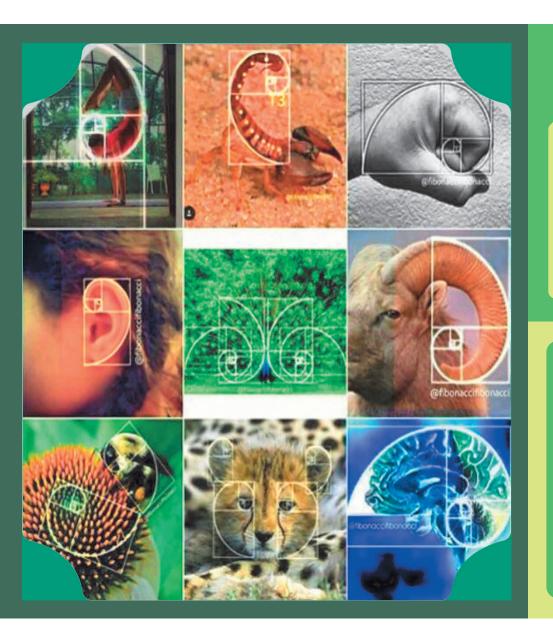
We have hired architect Sol Harris/Day to design of the building and Regency Construction to manage the construction process.

We received \$350,000 in capital grants from the State of Ohio, in partnership with Kent State University.

Over \$5.4 million has been raised to date from individuals, foundations, and corporations toward our \$7 million goal. We have a \$1.5 million matching challenge gift from the Daley Family Foundation.

We have hired architect Sol Harris/Day to design of the building and Regency Construction to manage the construction process

©2021 Girl Scouts of the USA. All Rights Reserved. Not for public distribution.



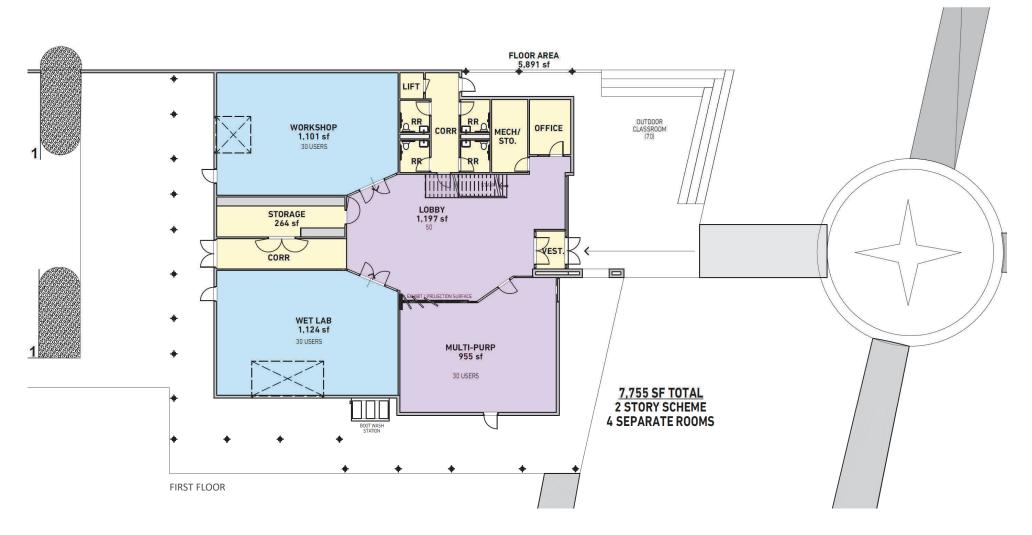
# **Thesis**

Making the world a better place through nature inspired design



**Building Program** 

- Lobby/Entry
- Restrooms
- Office
- 4 program spaces (30 participants in each)
- Multipurpose
- Wet lab
- Workshop
- Tech space
- Telescope
- Storage
- Outdoor spaces, trails, and connections



#### FLOOR AREA 1,861 sf



SECOND FLOOR

The OEEF proposed project will be operationalized in large part at our STEM Center of Excellence and our wetlands, both at Camp Ledgewood. This document offers and overview of the Center and Wetlands. The activities described below are NOT part of the OEEF proposed project.



## STEM Center of Excellence *and*Wetland Preservation at Camp Ledgewood

#### The STEM Center of Excellence

At Girl Scouts of North East Ohio, we have launched our STEM Center of Excellence campaign, a bold initiative to support students across the region—especially low-come students and girls—in developing their interests in STEM careers. In conjunction with building the STEM Center of Excellence facility on our Camp Ledgewood property, we are restoring and preserving the wetlands on the site.

#### The Site

The STEM Center will be located at GSNEO's Camp Ledgewood in Peninsula, 17 miles from downtown Akron and a half hour drive from over half of GSNEO's girl members and over 100,000 Kindergarten through 5<sup>th</sup>-grade public school children. Camp Ledgewood is open year-round and hosts approximately 13,000 Girl Scout visits (including week-long campers). The camp is accredited by the American Camping Association (ACA), complying with 300 national standards for health and safety. Camp Ledgewood provides many activities, including canoeing, archery, swimming, zip lining, and our new high adventure course. Girls face their fears and do things they never thought they would do, all while experiencing the great outdoors.

#### The Facility

The STEM Center of Excellence will be a stand-alone STEM learning center located at the camp but independently accessible and available to students across the region. This unique space will give a hands-on STEM learning experience, with state-of-the-art technology and equipment. Equipped with green horticultural rooms, telescopes, 3D printing and design machines, a bee exhibit, a weather station and more, the Center is designed to immerse young people in STEM learning experiences.

The 7,755 square foot STEM Center will serve Girl Scouts in the summer and on weekends and will be available for local educators and schools on weekday during the school year. The STEM Center has the potential to serve thousands of students in surrounding communities as well as all 18,000 of our girl members. Girl Scouts will complete STEM badges and school children will engage in staff-facilitated daylong and overnight STEM programs. Current plans include our classrooms, a multipurpose room, a wet lab, a maker space/workshop, a tech space, an outdoor gathering space/classroom, and a rain garden. A unique roof environment specifically designed to enhance the STEM experience will feature rain barrels,

a vegetative roof to teach water conservation concepts, green architecture, hydrology, botany, wind vanes to learn about wind energy and electrical production and an environmental testing lab. The observatory and telescopes at Camp Ledgewood will be relocated to the STEM Center roof and more advance telescopic equipment will be housed in a lab with a retractable roof to allow celestial observation.

SoL Harris/Day Architecture has created the design for the new STEM Center and conducted a design visioning process with a series of community charettes—opportunities for stakeholders to have input in the design process. The design process was completed in May 2022 and the construction bidding has been completed with the selection of the women-owned/women-led construction firm, Regency Construction as the Construction Manager at Risk.

#### The Need

To close the STEM gender and racial gaps, girls and children of color need to explore a range of STEM interests, understand how STEM helps people and society, connect with role models and caring adults, and have access to resources and support.

STEM and LOW-INCOME STUDENTS: Research shows that schools with large numbers of low-income students are systematically under-resourced compared with schools serving middle- and upper-class students. They have fewer well-trained teachers, fewer advanced courses, inferior STEM equipment, and less access to academic basics --from pencils and paper to computers and calculators. It all adds up to students from historically marginalized groups having significantly fewer opportunities to learn than their more advantaged peers.

STEM and GIRLS: As early as second grade, youth demonstrate the stereotype that "math is for boys" and by high school only 11 % of girls declare an interest in STEM. According to the GSRI Girl Scout Impact Study, "...there is a profound gap between the knowledge and skills most youth learn in school and the knowledge and skills needed in 21st century communities and workplaces." Only 28% of STEM jobs are filled by women who make up 47% of the workforce.

Our commitment to encouraging girls to discover and excel in STEM fields has yielded tangible results. In 2021, despite a pandemic, Girl Scouts in Northeast Ohio earned over 14,000 STEM badges. Girl Scouts are twice as likely as non-Girl Scouts to participate in STEM activities (60% versus 35%), and 77% of scouts say that because of Girl Scouts, they are considering a career in technology. Girl Scout STEM programs have successfully impacted girls' self-confidence related to STEM, as well as their confidence overall. STEM participants credit Girl Scout STEM programs with increasing their confidence in their science and math abilities, or both, by as much as 90%. STEM programs also increased girls' overall self-confidence by 84%.

#### Wetland Preservation, Stewardship and Sustainable Access for All

The Wetland Restoration, Stewardship and Sustainable Access for All Project will restore areas of wetlands located on the grounds of Girl Scouts of North East Ohio's Camp Ledgewood and STEM Center of Excellence, adjacent to the Cuyahoga Valley National Park. Designed for public access and preservation, the project will make the wetlands available for sustainable observation by the estimated 14,000 visitors we expect each year at the STEM Center.

THE LAND: A four-acre wetland area is immediately adjacent to the site for our STEM Center of Excellence with paths connecting portions of it. An additional, smaller wetland is near the Camp facilities. According to a review by Davey Tree, invasive vegetation covered approximately 90% of the wetland's wooded area. As such, there is a great need for invasive vegetation management at the site. Restoring the wetlands areas will create a diverse forest community and provide an educational outdoor lab.

WATERFLOW: A 15-inch existing culvert under the gravel road is failing and needs to be replaced. Davey recommends that a 90° elbow be installed north of the road to create a shallow catch basin to improve wetlands hydrology. Placing a bee-hive grate (domed or peaked grate) lessens maintenance caused by clogging, which is typical of a flat grate.

#### Wetlands Restoration, Environmental Justice and Community Access

The Wetland Restoration, Stewardship and Sustainable Access for All Project is an environmental stewardship project that provides environmental education in an active, involved, experience-based format. It is also a community access and social justice project that will engage the community in experiencing, enjoying, and understanding the environment that focuses on reaching students from under-resourced schools and girls across Northeast Ohio with STEM and environment education that will lead to a better world and a sustainable relationship with the environment—minority groups being those most negatively impacted by environmental damage.

We will reach out to under-resourced schools in the area to take advantage of the STEM Center itself and its programming, and thereby the wetlands access, with the intent of increasing STEM career interest among minority girls and boys. School use is expected to provide about 50% of the visitors with the rest being Girl Scouts using the Center and Girl Scouts' Camp Ledgewood. School use is expected to provide about 50% of the visitors with the rest being Girl Scouts using the Center and all of GSNEO's Camp Ledgewood.

#### Phase I

Phase I of the project will remove invasive vegetation, restore proper water flow, and plant new native plants appropriate to the wetlands. The Davey Tree Expert Company has surveyed the area, provided the wetlands assessment, and developed the plan for restoration and accessibility.

#### Phase II

Phase II—still in the planning stage, will install a wet-land path and boardwalk across a portion of the wetland, with benches and educational signage, as well as planting of additional appropriate native flora.

#### Conclusion

The STEM Center of Excellence and Wetland Preservation projects will help build a strong diverse STEM workforce in Northeast Ohio while developing leadership skills and instilling environmental appreciation and understanding among our youth.

# **OEEF Grant Staff Checklist**

Application #: F-24G006 Organization Name: Girl Scouts of North East Ohio

Application Type: GeneralGrant Project Title: Girls Scouts' Invasive Invaders: Exploring Environmental

Sciences and Habitat Restoration .

A. Overall

Yes Project eligible?

2. Not selected Project meets which of OEEF's Educational Priorities: Education Encouraging Habitat Restoration

3. Yes Organization eligible?

4. HCL Initials of staff member who provided pre-review, if any

**Overall Comments:** 

This project seeks to combine habitat restoration and environmental career exploration while focusing on girls and people in demographics that overlap strongly with EJ areas. Part of the project will be focused on presenting the Scouts with information about invasive species as part of an outdoor program; the second part creates lending materials for troops and their leaders.

#### **B.** Application Cover Sheet

5. Yes Collaborators identified on cover sheet appear to be correct based on their role as described in the proposal

Comments: Not entered

6. Yes Time lines and start date are realistic and consistent with OEEF Guidelines

Comments: 1/1-12/31/24

7. Yes Grant duration 30 months or less

8. Yes Audience identified by applicant is correct for the project. If not, re-assign to audience: Not selected

9. 0 points Under-served Audience: Award 10 extra points if the proposed project targets a regulated community primary audience.

Yes List of counties identified by applicant appears correct based on activities in project description

Comments: Summit

11. 5 points Under-served Audience: Award 5 points if the application targets a minority audience that the OEEF has defined as under-

served.

12. 0 points Under-served Counties: Award 5 points if the applicant organization is located in (OR all the proposed activities will take

place in) a county/counties that OEEF has defined as under-served (i.e., where fewer than two grants have been awarded). Award 3 points if some of the proposed activities will take place in counties that OEEF has defined as under-

served.

13. No Is this a revision of a previous application? (check last 2 cycles) If yes, OEEF ID#: Not entered

14. No Has applicant previously received OEEF grant(s)? If yes, OEEF ID#: Not entered

15. No Was previous grant awarded in the past twelve months?

16. No Is any previous grant still open?

Not selected If yes, is previous grant likely to close before the Council meeting for this current grant cycle?

#### C. Audience Categories and Project Issues

17. Comment if applicant appears to have made assignments in error

Comments: Not entered

## **D. Contact Information**

18. Yes One person is not serving in all 3 roles (director, fiscal, authorizing)

Comments: It is correct that one person is not serving in three roles.

#### E. Project Description - Overall

Yes Project does not include political advocacy

20. Yes Project includes adequate safeguards for any potentially dangerous activities

21. No If this is a K-12 formal education project, it includes specific examples or a satisfactory explanation of the process that will

be used to align student learning activities with New Learning Standards

Comments: Yes, the project does not include political advocacy; Safeguards are woven into the description and outcomes,

but not specifically noted; this is not a formal educational project

#### F. Budget Narrative

22. Yes Itemized detail is provided23. Yes Figures are accurate

## G. Budget Spreadsheet

#### Personnel

24. Yes Salary

25. Not selected Benefits: Explanation of how calculated and % used for fringe.

26. Yes Stipends or Substitute: OEEF is not asked to pay for both for the same teacher for the same day

Comments on Personnel section of budget:

Benefit calculation is in the budget narrative.

#### Non-Personnel

27. Yes Supplies: Identified, grouped, unit priced, and totaled
28. Yes Equipment: Itemized, grouped, unit priced and totaled
29. Yes Printing: Itemized, # of copies, unit price, and totaled
30. Yes Other: Categorized, method of calculation, and totaled

Comments on Non-Personnel section of budget:

## Not entered

#### Contractual

31. No Name of party, organization, # of hours, hourly wage, total

32. No The combination of Personnel and Contractual costs does not exceed 35% of the budget. (If it does, add comment and

note percentage)

Comments on Contractual section of budget:

## Contractual is not part of the budget.

33. Yes There are no ineligible expenses

34. Yes There is no unacceptable pass-through of grant funds to a third party35. Yes Overall, expenses are reasonable (if questionable, add comment)

Comments: There are no ineligible expenses or pass-through funds.

36. 5 points Award five extra points if the applicant (with their collaborators) has provided a strong, well-documented cash or in-kind

match that greatly exceeds 10% of the funds requested from OEEF. (Do not assign extra points for less than a 50% match)

Comments: Not entered

H. L	etters of Collabo	ration and Support
37.	Yes	Collaboration does not appear to be needed for this project to succeed
		Comments: Collaboration is needed and is documented.
38.	Yes	If the project is collaborative, documentation letters have been received from all, partial or none of the collaborators
39.	5 points	Award five extra points for projects with very strong, well-documented collaboration
		Comments: Not entered
40.	5 points	Award five extra points if the applicant has provided documentation of support for the project from members or appropriate representatives of the target audience. (Letters or applications from teachers of the targeted grade level will meet this criteria for the pre-school to university audience. Letters or applications from an established trade or professional association will meet this criteria for the regulated community audience.)
		Comments: There are not letters from the scouts or their leaders; however, there are letters from other organizations who serve in leadership capacities organizing the troops.
41.	Yes	Attachments, if any, are relevant to the applicant's ability to successfully complete the proposed project
42.	Yes	Other
		Comments: One download includes letters of collaboration, a letter of support from a state legislator, and an additional grant award letter; the second download has the STEM center from which troops and classes can borrow materials to explore the wetlands and review native versus invasive species.

Checklist completed: Yes Total Points Awarded: 20 out of 35

# **OEEF Grant Reviewer Score Sheet with Comments**

Application #: F-24G006 Organization Name: Girl Scouts of North East Ohio

Grant Type: GeneralGrant Project Title: Girls Scouts' Invasive Invaders: Exploring Environmental

Sciences and Habitat Restoration

Primary Target Audience: Pre-school to University Application Status: Scoring Complete

Reviewer 1		
A. Audience Need (up to 20 points)	Points Awarded	Maximum Score
The target audience is well described.	5	5
2. The need is a documented need of the target audience, not the applicant/provider organization.	5	5
3. The need for the project was determined in a valid way.	5	5
4. Meeting this need will yield substantial benefits to the target audience.	3	5
	18	20

#### **Reviewer Comments on Need Statement:**

Grant request intends to focus on underserved communities through the Girl Scout structure in NE Ohio. In-depth playbooks are to be developed, program equipment is identified and a library of online training and resources have been identified. Participants will benefit from two half-day pilot sessions. Greater detail on the target participants (underserved communities and people of color) would strengthen the proposal as would the means through which the target populations might be specifically served. This type of learning from the grant could lead to greater sustainability.

B. Organizational Qualifications (up to 10 points)	Points Awarded	Maximum Score
1. The applicant organization and/or its collaborators are experienced and well-qualified to work with this audience.	5	5
2. The applicant organization and/or its collaborators have appropriate expertise to conduct this project and ensure that the project information is scientifically valid and unbiased.	5	5
	10	10

## **Reviewer Comments on Organizational Qualifications:**

No additional Comments.

С	. Project Objectives (up to 35 points)	Points Awarded	Maximum Score
1.	. The objectives define specifically who will benefit and what will be learned.	3	5
2.	. The objectives address the need of the target audience as presented in the Statement of Need.	5	5
3.	. The objectives are consistent with the mission of the applicant organization.	5	5
4.	. The objectives meet one of OEEF's educational priorities.	5	5
5.	. The objectives are measurable.	3	5
6.	. The objectives are realistic for the age group or audience being targeted.	3	5
7.	The project does not appear to duplicate other available environmental education resources and programs.	5	5
		29	35

## **Reviewer Comments on Objectives:**

The objectives are very broadly identified. This is an area that could use additional refinement in order to promote success particularly since the grant serves many different age groups.

[	D. Project Activities (up to 35 points)	Points Awarded	Maximum Score
1	The project activities are specific, and the sequence of activities is appropriate.	5	5
2	2. The project activities are appropriate for meeting the stated project objectives.	3	5
3	3. Reasonable steps are taken to ensure that the project information is scientifically valid and unbiased.	3	5
2	1. The project activities are (or will be) aligned with the Ohio Department of Education's Academic Content Standards for K- 12 education. (for pre-school or university audience projects, award 5 points)	5	5
5	5. The activities are age-appropriate.	5	5

6.	The project does more than disseminate information: learners will engage in hands-on activities, problem solving, and/or skill-building.	5	5
7.	The project makes good use of existing environmental education materials, or provides good justification for the decision to develop new materials.	5	5
		31	35

#### **Reviewer Comments on Activities:**

The grant proposal provides very broad descriptions of activities that appear to be standard in GS. The number of students directly served relative to the potential impact (two pilots of 60) seems fairly low for an institution with great outreach potential. The GSNEO already has access to tremendous resources -- how will this enhance existing project activities?

	. Timetable (up to 10 points)	Points	Maximum
E.	. Timetable (up to 10 points)	Awarded	Score
1.	The start and end dates are realistic for completion of the activities.	5	5
2.	The start and end dates show that activities will be carried out in a logical sequence.	5	5
		10	10

## **Reviewer Comments on Timetable:**

These seem adequate, based upon the information provided.

F. Outcome Measurement (up to 15 points)	Points Awarded	Maximum Score
1. The measurements are scientifically and educationally valid for determining if the project objectives were achieved.	0	5
2. The measurements describe success indicators, tools being used to measure, methods of analyzing the data, and who will be conducting the evaluation.	0	5
3. The measurements address both short-term and long-term effects of the project.	3	5
	3	15

#### **Reviewer Comments on Outcome Measurements:**

The proposal only marginally address the assessment of impact.

	G. Continuation/Replication Plan (up to 15 points)	Points Awarded	Maximum Score
	1. The project includes a realistic plan for sharing the results with other educators.	5	5
ŀ	2. The plan describes how the project can continue once OEEF funding ends.	3	5
ļ	3. The plan describes how the project can serve as a model for replication with similar audiences.	3	5
1		11	15

### Reviewer Comments on Continuation/Replication Plan:

This can be somewhat inferred based upon the longstanding structure of the GS organization as well as other partners such as the Centers of Excellence.

Н	. Budget (up to 20 points)	Points Awarded	Maximum Score
1	. The budget table and narrative clearly explain all expenditures to be funded by the OEEF.	5	5
2	. The budget is appropriate for this type of project.	5	5
3	. Salary costs are reasonable as a proportion of the overall budget. (In general, salary costs should not exceed 50% of the total OEEF budget for the project. Higher amounts should be very well justified by the applicant)	5	5
4	Equipment costs are reasonable as a proportion of the overall budget. (In general, equipment costs should not exceed 50% of the total OEEF budget for the project. Higher amounts should be very well justified by the applicant)	5	5
		20	20

## **Reviewer Comments on Budget:**

The budget seems reasonable although the products serve a small number of individuals with insignificant discussion of sustainability and dissemination to broader audiences.

	I Discretionary Boints (un to 40 maints)	Points	Maximum	
1	I. Discretionary Points (up to 10 points)	Awarded	Score	

categories previously listed. The reviewer must explain in the comment section why the discretionary points were awarded.	0	10
Reviewer Comments on Awarding of Discretionary Points:		

Total points awarded by reviewer 1: 132 out of 170

none awarded.

R	Reviewer 2			
A	Audience Need (up to 20 points)		Maximum Score	
1.	The target audience is well described.	5	5	
2.	The need is a documented need of the target audience, not the applicant/provider organization.	3	5	
3.	The need for the project was determined in a valid way.	5	5	
4.	Meeting this need will yield substantial benefits to the target audience.	5	5	
		18	20	

#### **Reviewer Comments on Need Statement:**

This reviewer believes that the need to help educate and give girls confidence in the STEM fields is very necessary. The fact that girls are under-represented in these fields has been documented in many different areas, not only by the Girl Scouts, although that was the only source cited in this application.

B. Organizational Qualifications (up to 10 points)	Points Awarded	Maximum Score
1. The applicant organization and/or its collaborators are experienced and well-qualified to work with this audience.	5	5
2. The applicant organization and/or its collaborators have appropriate expertise to conduct this project and ensure that the project information is scientifically valid and unbiased.	5	5
	10	10

#### **Reviewer Comments on Organizational Qualifications:**

The key personnel and partners identified in this application are well qualified.

C	. Project Objectives (up to 35 points)	Points Awarded	Maximum Score
1	. The objectives define specifically who will benefit and what will be learned.	5	5
2	. The objectives address the need of the target audience as presented in the Statement of Need.	5	5
3	. The objectives are consistent with the mission of the applicant organization.	5	5
4	. The objectives meet one of OEEF's educational priorities.	5	5
5	. The objectives are measurable.	5	5
6	. The objectives are realistic for the age group or audience being targeted.	5	5
7	. The project does not appear to duplicate other available environmental education resources and programs.	5	5
		35	35

## **Reviewer Comments on Objectives:**

The objectives of this project meet several of the OEEF's priorities yet the project is focused. Project Wet and Project Learning Tree curricula will be used in addition to curricula based on those resources. This project does not seem to duplicate those resources.

D.	Project Activities (up to 35 points)	Points Awarded	Maximum Score
1.	The project activities are specific, and the sequence of activities is appropriate.	5	5
2.	The project activities are appropriate for meeting the stated project objectives.	5	5
3.	Reasonable steps are taken to ensure that the project information is scientifically valid and unbiased.	5	5
4.	The project activities are (or will be) aligned with the Ohio Department of Education's Academic Content Standards for K-12 education. (for pre-school or university audience projects, award 5 points)	5	5
5.	The activities are age-appropriate.	3	5
6.	The project does more than disseminate information: learners will engage in hands-on activities, problem solving, and/or skill-building.	5	5
7.	The project makes good use of existing environmental education materials, or provides good justification for the decision to develop new materials.	5	5
		33	35

# Reviewer Comments on Activities:

Although specific badge requirements/activities (not project activities but Girl Scout activities) are not listed in the application, a wide range of ages will be able to participate. Girl Scouts have a good reputation for creating age-appropriate activities.

	E. Timetable (up to 10 points)	Points Awarded	Maximum
ŀ	,		Score
	The start and end dates are realistic for completion of the activities.	5	5
	2. The start and end dates show that activities will be carried out in a logical sequence.	5	5
		10	10

#### **Reviewer Comments on Timetable:**

The project timelines seem realistic and reasonable.

	F. Outcome Measurement (up to 15 points)	Points Awarded	Maximum Score
	1. The measurements are scientifically and educationally valid for determining if the project objectives were achieved.	5	5
	2. The measurements describe success indicators, tools being used to measure, methods of analyzing the data, and who will be conducting the evaluation.	3	5
	3. The measurements address both short-term and long-term effects of the project.	5	5
1		13	15

#### **Reviewer Comments on Outcome Measurements:**

The outcomes are primarily measured by the success of the girls completing the badge requirements.

G	. Continuation/Replication Plan (up to 15 points)	Points Awarded	Maximum Score
1.	. The project includes a realistic plan for sharing the results with other educators.	5	5
2.	. The plan describes how the project can continue once OEEF funding ends.	5	5
3.	. The plan describes how the project can serve as a model for replication with similar audiences.	5	5
		15	15

## Reviewer Comments on Continuation/Replication Plan:

The creation of the Play Books and the subsequent resources made available to volunteers assure that the information compiled and created will serve others after the initial project is completed.

Н.	. Budget (up to 20 points)	Points Awarded	Maximum Score
1.	The budget table and narrative clearly explain all expenditures to be funded by the OEEF.	5	5
2.	The budget is appropriate for this type of project.	5	5
3.	Salary costs are reasonable as a proportion of the overall budget. (In general, salary costs should not exceed 50% of the total OEEF budget for the project. Higher amounts should be very well justified by the applicant)	5	5
4.	Equipment costs are reasonable as a proportion of the overall budget. (In general, equipment costs should not exceed 50% of the total OEEF budget for the project. Higher amounts should be very well justified by the applicant)	5	5
		20	20

### **Reviewer Comments on Budget:**

All line items seem appropriate.

I. Discretionary Points (up to 10 points)	Points	Maximum
	Awarded	Score
Up to 10 discretionary points may be awarded by the peer reviewer in cases where the applicant has demonstrated that the project has unique characteristics and excellent overall quality, where this distinction does not appropriately fit into the categories previously listed. The reviewer must explain in the comment section why the discretionary points were awarded.	5	10
	5	10

#### **Reviewer Comments on Awarding of Discretionary Points:**

This project has the potential to better our environment, create many environmental stewards (present and future) and affect girls in an underserved population. It is evident that this project has been well thought out and planned.

# Total points awarded by reviewer 2: 159 out of 170

G	Reviewer 3			
A	. Audience Need (up to 20 points)		Maximum Score	
1.	The target audience is well described.	5	5	
2.	The need is a documented need of the target audience, not the applicant/provider organization.	5	5	
3.	The need for the project was determined in a valid way.	5	5	
4.	Meeting this need will yield substantial benefits to the target audience.	5	5	
		20	20	

#### **Reviewer Comments on Need Statement:**

Not entered

	B. Organizational Qualifications (up to 10 points)		Maximum Score
	1. The applicant organization and/or its collaborators are experienced and well-qualified to work with this audience.	5	5
	2. The applicant organization and/or its collaborators have appropriate expertise to conduct this project and ensure that the project information is scientifically valid and unbiased.	5	5
l		10	10

# **Reviewer Comments on Organizational Qualifications:**

Name recognition of organization and collaborators demonstrates experience and expertise - all credentials/qualifications not explicitly stated within application

c	C. Project Objectives (up to 35 points)	Points Awarded	Maximum Score
1	. The objectives define specifically who will benefit and what will be learned.	5	5
2	. The objectives address the need of the target audience as presented in the Statement of Need.	5	5
3	. The objectives are consistent with the mission of the applicant organization.	5	5
4	. The objectives meet one of OEEF's educational priorities.	5	5
5	. The objectives are measurable.	5	5
6	. The objectives are realistic for the age group or audience being targeted.	5	5
7	. The project does not appear to duplicate other available environmental education resources and programs.	3	5
		33	35

# Reviewer Comments on Objectives:

The project utilizes already existing programs like Project Learning Tree and Project Wet

D. Project Activities (up to 35 points)	Points Awarded	Maximum Score
1. The project activities are specific, and the sequence of activities is appropriate.	5	5
2. The project activities are appropriate for meeting the stated project objectives.	5	5
3. Reasonable steps are taken to ensure that the project information is scientifically valid and unbiased.	5	5
<ol> <li>The project activities are (or will be) aligned with the Ohio Department of Education's Academic Content Standards for K- 12 education. (for pre-school or university audience projects, award 5 points)</li> </ol>	5	5
5. The activities are age-appropriate.	5	5
6. The project does more than disseminate information: learners will engage in hands-on activities, problem solving, and/or skill-building.	5	5
7. The project makes good use of existing environmental education materials, or provides good justification for the decision to develop new materials.	5	5
	35	35

## **Reviewer Comments on Activities:**

Not entered

E. Timetable (up to 10 points)	Points Awarded	Maximum Score
. The start and end dates are realistic for completion of the activities.	5	5
2. The start and end dates show that activities will be carried out in a logical sequence.	5	5
	10	10
Reviewer Comments on Timetable:		
Not entered		
F. Outcome Measurement (up to 15 points)	Points Awarded	Maximum Score
. The measurements are scientifically and educationally valid for determining if the project objectives were achieved.	5	5
The measurements describe success indicators, tools being used to measure, methods of analyzing the data, and who will be conducting the evaluation.	3	5
3. The measurements address both short-term and long-term effects of the project.	5	5
	13	15
Reviewer Comments on Outcome Measurements:		
The measurements are not clearly defined - very vague explanation of playbooks complete and published		
G. Continuation/Replication Plan (up to 15 points)	Points Awarded	Maximum Score
. The project includes a realistic plan for sharing the results with other educators.	5	5
The plan describes how the project can continue once OEEF funding ends.	5	5
3. The plan describes how the project can serve as a model for replication with similar audiences.	5	5
	15	15
Reviewer Comments on Continuation/Replication Plan:		
Clear description of how materials will be incorporated into an existing library of resources; replication and continuation appe	ars to be sus	tainable
H. Budget (up to 20 points)	Points Awarded	Maximum Score
. The budget table and narrative clearly explain all expenditures to be funded by the OEEF.	3	5
The budget is appropriate for this type of project.	5	5
3. Salary costs are reasonable as a proportion of the overall budget. (In general, salary costs should not exceed 50% of	5	5

H. Budget (up to 20 points)	Points Awarded	Maximum Score
The budget table and narrative clearly explain all expenditures to be funded by the OEEF.	3	5
2. The budget is appropriate for this type of project.	5	5
<ol><li>Salary costs are reasonable as a proportion of the overall budget. (In general, salary costs should not exceed 50% of the total OEEF budget for the project. Higher amounts should be very well justified by the applicant)</li></ol>	5	5
<ol> <li>Equipment costs are reasonable as a proportion of the overall budget. (In general, equipment costs should not exceed 50% of the total OEEF budget for the project. Higher amounts should be very well justified by the applicant)</li> </ol>	5	5
	18	20

# Reviewer Comments on Budget:

Educational Materials listed in Supplies: 4 @ \$831.82 for a total of \$3327.28 ... what exactly is this?

I. Discretionary Points (up to 10 points)	Points	Maximum
i. Discretionally Folints (up to 10 points)	Awarded	Score
Up to 10 discretionary points may be awarded by the peer reviewer in cases where the applicant has demonstrated that the project has unique characteristics and excellent overall quality, where this distinction does not appropriately fit into the categories previously listed. The reviewer must explain in the comment section why the discretionary points were awarded.		10
		10

# Reviewer Comments on Awarding of Discretionary Points:

Not entered

# Total points awarded by reviewer 3: 154 out of 170

G	Reviewer 4		
A	. Audience Need (up to 20 points)	Points Awarded	Maximum Score
1.	. The target audience is well described.	5	5
2	. The need is a documented need of the target audience, not the applicant/provider organization.	5	5
3	. The need for the project was determined in a valid way.	5	5
4	. Meeting this need will yield substantial benefits to the target audience.	5	5
		20	20

#### **Reviewer Comments on Need Statement:**

Not entered

	B. Organizational Qualifications (up to 10 points)	Points Awarded	Maximum Score
	1. The applicant organization and/or its collaborators are experienced and well-qualified to work with this audience.	5	5
	2. The applicant organization and/or its collaborators have appropriate expertise to conduct this project and ensure that the project information is scientifically valid and unbiased.	5	5
l		10	10

# **Reviewer Comments on Organizational Qualifications:**

Excellent support which will ensure the success of this project.

C.	Project Objectives (up to 35 points)	Points Awarded	Maximum Score
1.	The objectives define specifically who will benefit and what will be learned.	5	5
2.	The objectives address the need of the target audience as presented in the Statement of Need.	5	5
3.	The objectives are consistent with the mission of the applicant organization.	5	5
4.	The objectives meet one of OEEF's educational priorities.	5	5
5.	The objectives are measurable.	5	5
6.	The objectives are realistic for the age group or audience being targeted.	5	5
7.	The project does not appear to duplicate other available environmental education resources and programs.	5	5
		35	35

# Reviewer Comments on Objectives:

Not entered

D.	Project Activities (up to 35 points)	Points Awarded	Maximum Score
1.	The project activities are specific, and the sequence of activities is appropriate.	5	5
2.	The project activities are appropriate for meeting the stated project objectives.	5	5
3.	Reasonable steps are taken to ensure that the project information is scientifically valid and unbiased.	5	5
4.	The project activities are (or will be) aligned with the Ohio Department of Education's Academic Content Standards for K-12 education. (for pre-school or university audience projects, award 5 points)	3	5
5.	The activities are age-appropriate.	5	5
6.	The project does more than disseminate information: learners will engage in hands-on activities, problem solving, and/or skill-building.	5	5
7.	The project makes good use of existing environmental education materials, or provides good justification for the decision to develop new materials.	5	5
		33	35

# Reviewer Comments on Activities:

Camp Ledgewood provides an easily assessable location to facilitate these water quality activities. What an excellent facility to coordinate the entire project.

E. Timetable (up to 10 points)	Points Awarded	Maximum Score
The start and end dates are realistic for completion of the activities.	5	5
2. The start and end dates show that activities will be carried out in a logical sequence.	5	5
	10	10

#### Reviewer Comments on Timetable:

Not entered

F. Outcome Measurement (up to 15 points)	Points Awarded	Maximum Score
1. The measurements are scientifically and educationally valid for determining if the project objectives were achieved.	5	5
2. The measurements describe success indicators, tools being used to measure, methods of analyzing the data, and who will be conducting the evaluation.	5	5
3. The measurements address both short-term and long-term effects of the project.	5	5
	15	15

#### **Reviewer Comments on Outcome Measurements:**

Not entered

G. Continuation/Replication Plan (up to 15 points)	Points Awarded	Maximum Score
The project includes a realistic plan for sharing the results with other educators.	5	5
2. The plan describes how the project can continue once OEEF funding ends.	5	5
3. The plan describes how the project can serve as a model for replication with similar audiences.	5	5
	15	15

## Reviewer Comments on Continuation/Replication Plan:

Not entered

Н	. Budget (up to 20 points)	Points Awarded	Maximum Score
1.	. The budget table and narrative clearly explain all expenditures to be funded by the OEEF.	5	5
2	. The budget is appropriate for this type of project.	5	5
3	. Salary costs are reasonable as a proportion of the overall budget. (In general, salary costs should not exceed 50% of the total OEEF budget for the project. Higher amounts should be very well justified by the applicant)	5	5
4	Equipment costs are reasonable as a proportion of the overall budget. (In general, equipment costs should not exceed 50% of the total OEEF budget for the project. Higher amounts should be very well justified by the applicant)	5	5
		20	20

## **Reviewer Comments on Budget:**

Supplies should include water quality tests to evaluate nutrients and health of the wetland unless that equipment is already provided by the STEM Center.

I. Discretionary Points (up to 10 points)	Points Awarded	Maximum Score
Up to 10 discretionary points may be awarded by the peer reviewer in cases where the applicant has demonstrated that the project has unique characteristics and excellent overall quality, where this distinction does not appropriately fit into the categories previously listed. The reviewer must explain in the comment section why the discretionary points were awarded.	5	10
	5	10

# Reviewer Comments on Awarding of Discretionary Points:

This is a very comprehensive proposal with outstanding support. The infrastructure is there to enhance and improve existing materials and provide an advanced level of activities and meaningful learning opportunities to an under-resourced audience.