



## **2) Project and Partner Opportunities:**

Share/Discuss any Specific Projects  
(either current and potential)

- Teachers – any PBE/CBE projects you (or your schools) are doing or might be interested in doing?
  - Existing work/programming ideas or interests that are PBE/CBE relevant
  - Any interest in projects/partnerships identified in a.m. discussion?
  - Community partners – are there other additional community partners/resources/project development opportunities exist?
- Share, Discuss, Ideas, Feedback?

Participants, focused foremost on the teachers and school systems, were then asked to discuss specific projects (or potential projects) that were of interest or value to their educational programming objectives. Partners also described projects identified as priorities and of value to northeast Michigan communities, and shared ideas about linkages with partners, resources, and program development opportunities within the region. An important outcome of this discussion was identifying that there abundant projects, partner, and resource opportunities in support of developing place-based programming in the region.

## **3) Resource Needs, Professional Development Opportunities, and Necessary Support:**

Based on place-based projects identified and discussed, each group explored and outlined specific resource needs, professional development, and necessary support required for successful implementation of these place-based efforts. Partners, facilities, curricular support, training opportunities, administrative support, and funding were among the many topics discussed with each group. In most cases, participants' discussions evolved to identifying available resources and opportunities within their own networks and experience. Though discussions reflected specific connections with particular projects or efforts, many similar themes emerged out of each group and cross-cutting the region.

Support, Resource, Professional Development Needs/Opportunities?

- Did you discuss any projects "ready to go"...
- What is needed by a particular teacher/school/community right now to move a potential PBE/CBE project forward. So....
  - What are we doing well/what does project look like?
  - What does it look like if we could do it even better?
  - What resources/partners/professional development/support do we most need for a particular project?
    - Partners?
    - Curricular/lesson plan/teaching resources
    - Professional Development Opportunities
    - Facilities?
    - Administrative Support?
    - Funding?
    - Others?

\*\*\*\*Can anyone in group respond or have any information/insights/ experience relevant to any of these issues/items? ...if so, let's capture it!

## **Reconvening and Reporting:**

All three groups then reconvened, and reported a summary of their discussion and findings. Each group identified two to three potential projects that they believe to be "most partner and resource ready" for place-based educational development; and in several cases, these reflected educational programming efforts already in progress, such as watershed assessment and monitoring projects. Finally, participants shared summaries of resource needs, professional development, and necessary support findings, and discussed the items and points found in common across groups.

Discussion and notes from each respective break-out are detailed on the following pages.

## Alpena-Montmorency-Alcona Break-Out Discussions

### Facilitators/Recorders:

- Brian Matchett, Alcona High School
- Les Thomas, MSU Extension, 4-H Youth Programs, Alcona County
- Tracy D' Augustino, Sprinkler Lake Education Center [Regional Math & Science Center]



### Participating:

- Melissa Doubek, Alpena High School
- Jenny Poli, Alpena High School
- Erich Carlson, Alpena High School
- Pat Leehy, Alpena Wildlife Sanctuary Committee, City of Alpena
- Roger Witherbee, Alpena Wildlife Sanctuary Committee, City of Alpena
- Angie Bown, U.S. Fish and Wildlife Service, Alpena Fisheries Research Office
- Andy Ania, U.S. Fish and Wildlife Service, Alpena Fisheries Research Office
- Bob Baughman, Lafarge Corporation, Alpena Plant
- Barb Willyard



### Interest in PBE:

**Overall:** YES, Place-Based education an important investment for the region

On a scale of 1-10 → Group rated 7, 8, 8, 8 – get our YAC's involved, 9, 9 – I have done PBE before and it was very rewarding, 9/10, and 9/10

### Specific Projects (or Potential Projects) Identified:

- Aquatic/Maritime Artwork – extracurricular work
- Water Quality Testing with Paxton Quarry (x 5 dots)
- River Center with community education development (x 7 dots)
- Work with MDNR in developing needed Negwegon State Park Projects (x 2 dots)
- Raising/Processing Trout (Market in the Classroom – entrepreneurial education opportunities) (x 1 dot)
- Create Natural Areas on School Grounds (x 2 dots)
- YAC Involvement (\$\$, Labor)
- Salmon Fingerlings (Youth project – Harrisville) (x 1 dot)
- Interpretive Center (Paxton) – water studies, habitats, forestry (all projects can be incorporate with classroom work)
- Fossil Park for community (developing w/ Lafarge) (x 3 dots)
- Interactive Trail System at Besser Natural Area (x 1 dot)
  - Kiosks that interpret multiple habitat/ecosystem types present (e.g., coastal, pond, hardwood forest, pines) & cultural resources (e.g. shipwreck)

- Continued Support for Sprinkler Lake Facilities (particularly transportation)

**Projects most “ready” for additional exploration/investment:**

- River Center
  - Interpretive Development Opportunities
  - Community Resource
  - Educational Classroom
  - Partners: YAC; CFNEM via Barb W.; USFWS; Alcona (Matchett); Alpena H.S. (Melissa D.); City of Alpena committee (Pat. Leahy, Roger Witherbee); Interactive Trail (Cathy Green)
- Water Quality Testing
  - Testing needs/opportunities on Pine and Black Rivers
  - Could connect with water testing/monitoring programs on Thunder Bay River and connected with River Center
  - Partners: Alcona (Matchett); Alpena High (Jenny Poli); NEMCOG; Huron Pines
- Fossil Park – Lafarge Quarry
  - Community Resource/Educational Attraction
  - Educational Classroom
  - Partners: Lafarge; Alpena High School; Sprinkler Lake

**Resource Needs, Opportunities, and Necessary Support:**

- Professional Development
- In-service offerings k-12 with Natural Resources/Great Lakes Partners (what can we offer each other?)
- Involvement of Sprinkler Lake & AMA ESD are key
- Tying content to benchmarks “GLICS”
- Will require awareness of need, including:
  - Training for teachers/instructors (Gary Goren can help with)
  - Raising Public awareness (work with news media)
- Testing/Evaluation Tools (requires \$\$ funding)

**Summarized Report-Out to Full Group:**

- YES, Place-Based education an important investment for the region
- Projects:
  - Water Quality Testing
  - Lafarge connections/projects:
    - Fossil Park – working with active Alpena Quarry
    - Paxton Quarry – usage for educational opportunities
  - River Center Interpretive Development (with City of Alpena)
  - Youth Advisory Council
- Challenges/Resource Needs/Necessary Support:
  - Educational Service District (ESD) level training and support
  - Math and Science Centers providing resources and professional development support
  - Tying content to Michigan Benchmarks
  - Training for Teachers
  - Public Awareness/Support
  - Tools & Funding to Implement

## Cheboygan – Otsego – Jo-Berg Break-out Discussion

### Facilitators/Recorders:

- Marty Samson, SEE-North [Regional Math & Science Center]
- Tracy Meisterheim, MSU Extension, 4-H Youth Programs, Cheboygan County

### Participating:

- Beckki Heckman, Inland Lakes High School
- Jenny VanDale, Inland Lakes Schools
- Kevin Kennedy, Johannesburg-Lewiston High School
- Brenda Archambo, Sturgeon for Tomorrow
- Tom Cadwalader, Trout Unlimited, Headwaters Chapter



### Interest in PBE:

**In general:** YES, very interested in Place-Based Education work

- Archambo (Sturgeon for Tomorrow)  
-- interest scaled at 10
  - how do we do better. Too many opportunities; limited staff and resources
- Bekki (H.S. Teacher) – interest scaled at 5
  - Wants to but needs time (planning); need training and comfort level
- Kevin (H.S. Teacher) – conducts existing PBE work via watershed studies
  - Needs for continuing existing PBE programming
  - \$\$ - money for equipment; administrative support



### Specific Projects (or Potential Projects) Identified:

- Research Projects – such as sturgeon research
- Habitat Conservation – students participants
- Hatchery – internships, students working on biological and/or interpretive/outreach
- Sturgeon in the Classroom
- 4-H project with the Nature Conservancy – habitat work with State Parks/Properties

\* All of these need community partners, curriculum, professional development for teachers, administrative support, and funding!!!!

### Resource Needs, Opportunities, and Necessary Support:

- Teacher time/release
- Student time
  - During school (have to justify time relative to “MEAP”/curriculum)
  - After school (\$\$\$/Funding – parents won’t/can’t pay & numbers of students available/needed to justify programming)
- Need to have administrative buy-in
- Also need to start with “early adopter” teacher’s who are excited and already doing work – providing continuing support, and opportunities for others to learn from their work
- When offering in-services, need to make sure teachers have access
  - \$\$/funding support
  - Math and Science Centers/ESD’s critical for distribution/support
- Mini-grants for teachers to implement and for supplies; this helps with sustainability issues for teachers already engaged

**Summarized Report-Out to Full Group:**

- YES, very interested in Place-Based Education work
- PBE Projects most ready for developmental investment:
  - Kevin’s Watershed Work:
    - Not looking for more, but sustainability funding
  - Salmon in the Classroom/Project F.I.S.H.
    - Want to be doing more in-class hands-on
  - Study/Habitat work with State Parks/Coastal Properties: Cheboygan’s 4-H connect with The Nature Conservancy
  - Sturgeon Education: research, interpretation, potentially Sturgeon in the Classroom
  - Ship-based Education – education opportunities out on the water (research vessels, tallships, etc.)
- Challenges/Resource Needs/Necessary Support:
  - More time to I.D. and develop curriculum/lessons (Inland Lakes H.S.)
  - \$\$\$ Funding for:
    - Teacher Time Release
    - Mini-grants for teachers and projects
    - Equipment and training
    - General support in sustaining programs
  - Administrative buy-in and support
  - Meeting required benchmarks and standards
  - More staff/people time to take advantage of all the opportunities!!!
  - Need volunteers/man power from the community

## Presque Isle County Work Group Discussion:

### Facilitators/Recorders:

- Kathy Karsten, MSU Extension 4-H Youth Programs, Presque Isle County
- Mindy Horn, Onaway Area Schools

### Participating:

- Holly Wirgau, Rogers City Middle School
- Matt Barsen, Rogers City Middle School
- Nathan Skibbe, Huron Pines
- Dave Smrcek, Ocqueoc River Commission
- Charlie Lyon, Presque Isle Drain Commissioner/Ocqueoc River Commission
- Ralph Steman, Presque Isle Conservation District



### Interest in PBE:

- **Overall:** YES, Place-Based education important; important to use natural resources in learning; already working to achieve through Ocqueoc River Celebration and Salmon in the Classroom work

### Specific Projects (or Potential Projects) Identified:

- Ocqueoc River Celebration (Onaway)
- Project FISH/HOFNOD training (locally through COP ESD)
- Salmon in the Classroom (Rogers City)
- Planning for Professional Development for COP ESD
  1. Late March/Early April: create a mini-“Great Lakes/Aquatic Education Networking Meeting” for county – have teachers bring ideas
  2. April: build connections, concrete plan, and partnerships for:
    - Service Learning
    - Place-based Education
    - Community as Partners

### Resource Needs, Opportunities, and Necessary Support:

Needs (potential road blocks):

- Professional Development teacher involvement
- Need ways to use PBE to move from inside to outside classrooms
- Service-learning around rivers (“how to” support)
- Community involvement and education
- Achieving cross-disciplinary projects/work
- Media and public relations
- Communication with (agency & grade levels)

Opportunities/relevant resources:

- Project FISH training @ Alpena
- Water testing equipment secured by County Drain Commissioner (Charlie)
- Michigan Community Service Commission investments in county
- Service Learning work in county
- State required 40 hours of community service
- Resource experts in area/county
- Start up \$\$ to River Commission (Dave) to adopt Trout and Swan watersheds
- Creating continuum/timeline of opportunities throughout the K-12 system
- Government “brag board”
- Partners: Hammond Bay Anglers and Ocqueoc River Commission
- Matching Place-based/Community-based education to resources and matching benchmarks

**Summarized Report-Out to Full Group:**

- YES, Place-Based education important; important to use natural resources in learning; already working to achieve through Ocqueoc River Celebration and Salmon in the Classroom work
- Projects:
  - Ocqueoc River Celebration: sustaining, growing, sharing lessons-learned with other interested schools
  - Salmon in the Classroom – sustain and grow opportunities with community partners
  - Field Trips with Resource Experts – be specific, connect with “sense of place”
  - Planning Retreat/Professional Development opportunities for COP ESD: connecting teacher ideas with community connections, and supporting with service learning/PBE in-service training
  -
- Challenges/Resource Needs/Necessary Support:
  - Promoting opportunities with administrators
  - Matching benchmarks with community projects
  - Sponsor ESD-level meeting to provide:
    - Place-based education in-service
    - Plant seeds about what’s out there and potential opportunities
  - Service Learning a big part of county school’s investment; place-based education and community-based education can help facilitate integration of projects with community