



2016 – 2017

EcoJustice Partnership Request for Support
Application Guidance Packet



Institute for the Study of Children, Families and Communities
Eastern Michigan University
203 Boone Hall
Ypsilanti, MI 48197

September 26, 2016

Dear SEMIS Member,

Welcome to the 2016 – 2017 SEMIS EcoJustice Partnership Request for Support application guidance packet. Within this packet you will find all of the information that you will need in order to submit an application for SEMIS support. The contents of this packet include,

- A rationale for the 2016 – 2017 SEMIS EcoJustice Partnership Request for Support
- Eligibility Requirements
- Recipient Responsibilities
- A description of the written reflections needed upon completion of the project
- A description of important deadlines
- Link to electronic Request for Support survey
- A copy of the electronic survey for your preview and planning purposes
- A copy of the SEMIS PBE Unit Plan Template
- Photo release forms

If you require further assistance during this process, please contact Ethan, Becca or Lisa.

Ethan Lowenstein – ethan@semiscoalition.org

Becca Nielsen – becca@semiscoalition.org

Lisa Voelker – lisavoelker@semiscoalition.org

RATIONALE:

The Southeast Michigan Stewardship Coalition (SEMIS) is issuing funds during the 2016-2017 school year to support teachers and community educators in shaping meaningful place-based inquiry experiences with students and communities that are focused on Great Lakes Literacy and connecting students in deeper ways to their watersheds. Additionally, SEMIS is focused on helping young people engage in informed civic action that uses wisdom and knowledge gained from PBE experiences for the public good. This proposal will document a critical and ongoing planning conversation between teachers, students, community educators, and SEMIS staff.

2016 -2017 SEMIS Coalition Wide Essential Question:

How can we understand our water and urban landscapes as interconnected and live in ways that create just and healthy communities?

- What is included in our definition of community?
- What are the connections between Great Lakes issues (harmful algal blooms, loss of riparian zones, marine debris, and threats to key species like Sturgeon) and urban land practices?
- What cultural beliefs and values are at the foundation of the ways in which we interact with, and impact the natural and constructed landscapes in our communities?
- What is our ethical responsibility to our communities?

Proposals should articulate the nature of the project, main place-based experiences that will launch and develop the place-based inquiry, the process used to develop the inquiry, alignment with SEMIS Coalition goals, and how funds will be spent. Funding for the 2016-2017 school year is coming from a grant received from our partner, the National Oceanic and Atmospheric Administration (NOAA) through its Bay Watershed Education Training (B-WET) program. Additional funding has been secured by SEMIS through grants focused on developing youth civic voice and local community issues.

Eligible Requests for Support will be funded between \$500 - \$1500 based on need, degree of embeddedness within larger questions of inquiry, alignment with stated criteria and goals, and fund availability.

Final proposals submitted by **November 18, 2016** will be given preference. Funding is allocated on a rolling basis and is limited so early submission is recommended. **No proposals will be accepted after Friday December 2, 2016.**

ELIGIBILITY:

The SEMIS Coalition strongly believes in building transformative relationships over long periods of time. The Coalition provides extensive resources to members and operates using a strength based approach that requires active and engaged members who contribute their expertise to the SEMIS commons. Therefore, certain eligibility requirements are in place to help us share our resources in the most ethical, effective way. If you are not eligible for our funding this year, please contact SEMIS staff to discuss ways in which you can become eligible in the future.

- Recipients must be members of the Coalition.
- Regular participation in the 2016-17 cycle of PD days is required. The 2016-2017 cycle begins with the June 2016 summer institute and includes the following additional dates: Sept. 30, January 27, March TBA, and May 15 (Community Forum).
 - Funds are awarded to members attending the 2016-2017 PD cycle. If funds remain after those requests are considered, members who have participated in previous SEMIS full PD cycles will be considered.
- Place-based projects must contain interdisciplinary connections.
- Recipients will meaningfully integrate and experiment with elements of this year's theme—Watersheds and Great Lakes Literacy.
- Place-based inquiries must focus on one of the following categories:
 - Great Lakes Literacy Principles
 - Local watershed focused inquiries
 - Inquiries that connect issues of land use to watershed issues and an awareness of the Great Lakes (for example, community gardening practices and how agricultural practices impact watershed health; examining the impact of abandoned lots and industrial waste on watershed health and proposing alternatives).
- Participation in SEMIS Coalition curriculum support workshops embedded within the existing SEMIS PD events. These include workshops on the Earth Force Curriculum, MEECS Water Quality Unit, Great Lakes Literacy, NOAA and MI Sea Grant resources, and workshops on finding connections between land and water issues.

RECIPIENT RESPONSIBILITIES:

As a recipient of SEMIS funding during the 2016-2017 school year, you will be asked to participate in certain activities and to give back to the Coalition in the following ways,

- Community building – PBE activities should be co-planned between teachers, partners and students. Ideally all partners in the process, including students (as appropriate), have helped to write this request for support. Project plans should be considered living documents and therefore should be revisited and adjusted as appropriate throughout the school year. SEMIS expects changes as the plan progresses; please keep us informed of your project adjustments.
- Securing Photo/Video release - Coalition consent forms will need to be collected from building administrators and parents. Photo release forms can be found on the SEMIS website and in the Application support packet.

- Storytelling – recipients of partnership support funds will take an active role in sharing their experiences. This will include, taking part in evaluation activities such as, a pre- and post-student survey, educator interview, “Letters to SEMIS” by students, teachers, and community educators, and possible observations/journaling. It is also expected that you will use the SEMIS Unit Plan Template or a similar planning tool to document your experiences.
- Social Media - Posting and taking part in Coalition discussion boards on the Semis coalition blog spot Facebook, Twitter, etc. is expected. Please work in the platform that is most comfortable for you.
- Student presentations--student learning, as well as parent and community member reflections on that learning, should be shared in at least one public setting. Possibilities include,
 - The SEMIS Community Forum on May 15, 2017.
 - School Board, PTO, or similar school leadership group meetings or events,
 - Industry conferences such as MAEOE, Detroit Bioneers, EMU’s EcoJustice and Activism Conference, Youth Leadership summits or others

WRITTEN REFLECTIONS:

Upon completion of the project, recipients should submit the following written reflections,

- The teacher and community partner should individually or together write a “Letter to SEMIS” about their place-based teaching that year. Feel free to include pictures/photos in your letters.
- Students should write developmentally appropriate “Dear Coalition” letters describing a powerful learning moment and the impact the place-based inquiry and civic action process had on them. Students could also discuss a challenge or success in the project. Younger students may wish to draw pictures describing a powerful moment or something that stuck with them from the experience.

A specific set of prompts will be sent to you by **May 1, 2017** along with instructions on how to return the letters to Erin Gallay and the SEMIS staff.

DEADLINES AND LOGISTICS:

Deadlines

- Final proposals submitted by **November 18, 2016** will be given preference. Funding is allocated on a rolling basis and is limited so early submission is recommended. **No proposals will be accepted after Friday December 2, 2016.**
- Photo releases must be given to us before project activities begin.
- To receive project funds, **all invoices must be submitted to Arthetus Abraham (aabraham@emich.edu) by May 15, 2016.** If invoices are not received by this time, funds may not be allocated.

A Note about Transportation:

Transportation coordination is the responsibility of the teacher or community educator. If direct payment to the bus company is required by your school, notify SEMIS staff as soon as possible. Do not wait until just before a trip to request direct payment – SEMIS can not process requests on short notice!

ELECTRONIC REQUEST FOR SUPPORT SURVEY LINK

When you have completed your planning, and are ready to submit a Request for Support, please go to,

<https://www.surveymonkey.com/r/semisrequest>

We recommend using the SEMIS PBE Unit Template or similar planning tool to help you develop your project. Similarly, you may wish to type up each section of the Request for Support in a word document before going to the Survey Monkey link. This will reduce the amount of time you need to spend online, and ensure that you do not lose any of your written work if you get interrupted while completing the survey. All Requests for Support must be submitted through the survey link. A copy of the Request for Support survey begins on the next page of this packet.

Rationale

The Southeast Michigan Stewardship Coalition (SEMIS) is issuing funds during the 2016-2017 school year to support teachers and community educators in shaping meaningful place-based inquiry experiences with students and communities that are focused on Great Lakes Literacy and connecting students in deeper ways to their watersheds. Additionally, SEMIS is focused on helping young people engage in informed civic action that uses wisdom and knowledge gained from PBE experiences for the public good. This proposal will document a critical and ongoing planning conversation between teachers, students, community educators, and SEMIS staff.

Proposals should articulate the nature of the project, main place-based experiences that will launch and develop the place-based inquiry, the process used to develop the inquiry, alignment with SEMIS Coalition goals, and how funds will be spent. Funding for the 2016-2017 school year is coming from a grant received from our partner, the National Oceanic and Atmospheric Administration (NOAA) through its Bay Watershed Education Training (B-WET) program. Additional funding has been secured by SEMIS through grants focused on developing youth civic voice and local community issues.

Eligible Requests for Support will be funded between \$500 - \$1500 based on need, degree of embeddedness within larger questions of inquiry, alignment with stated criteria and goals, and fund availability.

Final proposals submitted by November 18, 2016 will be given preference. Funding is allocated on a rolling basis and is limited so early submission is recommended. No proposals will be accepted after Friday December 2, 2016.

Eligibility for Funds

The SEMIS Coalition strongly believes in building transformative relationships over long periods of time. The Coalition provides extensive resources to members and operates using a strength based approach that requires active and engaged members who contribute their expertise to the SEMIS commons. Therefore, certain eligibility requirements are in place to help us share our resources in the most ethical, effective way. If you are not eligible for our funding this year, please contact SEMIS staff to discuss ways in which you can become eligible in the future.

* 1. I am a current SEMIS Coalition member.

- Yes
 No

* 2. I have been a regular participant in the 2016-2017 SEMIS PD cycle which began with the summer institute in June 2016, fall PD - Sept 30, 2016, Winter PD - January 27, 2017, March EcoJustice and Activism Conference - Date TBD, and the Community Forum - May 15, 2017.

- Yes
 No

* 3. This proposal contains interdisciplinary connections.

- Yes
 No

* 4. This proposal meaningfully integrates and experiments with elements of this year's theme—Watersheds and Great Lakes Literacy.

- Yes
 No

* 5. I, along with other participants named in this proposal, plan to participate in SEMIS Coalition curriculum support workshops embedded within the existing SEMIS PD events. These include workshops on the Earth Force Curriculum, MEECS Water Quality Unit, Great Lakes Literacy, NOAA and MI Sea Grant resources, and workshops on finding connections between land and water issues.

- Yes
 No

Eligibility for Funds

* 6. This proposal is focused on one of the following priority areas,

- Great Lakes Literacy Principles
- Local watershed focused inquiries
- Inquiries that connect issues of land use to watershed issues and an awareness of the Great Lakes (for example, community gardening practices and how agricultural practices impact watershed health; examining the impact of abandoned lots and industrial waste on watershed health and proposing alternatives).
- Other

Recipient Responsibilities

As a recipient of SEMIS funding during the 2016-2017 school year, you will be asked to participate in certain activities and to give back to the Coalition in the following ways,

- **Community building** – PBE activities should be co-planned between teachers, partners and students. Ideally all partners in the process, including students (as appropriate), have helped to write this request for support. Project plans should be considered living documents and therefore should be revisited and adjusted as appropriate throughout the school year. SEMIS expects changes as the plan progresses; please keep us informed of your project adjustments.
- **Securing Photo/Video release** - Coalition consent forms will need to be collected from building administrators and parents. Photo release forms can be found on the SEMIS website and in the Application support packet.
- **Storytelling** – recipients of partnership support funds will take an active role in sharing their experiences. This will include, taking part in evaluation activities such as, a pre- and post-student survey, educator interview, “Letters to SEMIS” by students, teachers, and community educators, and possible observations/journaling. It is also expected that you will use the SEMIS Unit Plan Template or a similar planning tool to document your experiences.
- **Social Media** - Posting and taking part in Coalition discussion boards on the Semis coalition blog spot Facebook, Twitter, etc. is expected. Please work in the platform that is most comfortable for you.
- **Student presentations**--student learning, as well as parent and community member reflections on that learning, should be shared in at least one public setting. Possibilities include,
 - The SEMIS Community Forum on May 15, 2017.
 - School Board, PTO, or similar school leadership group meetings or events,
 - Industry conferences such as MAEOE, Detroit Bioneers, EMU’s EcoJustice and Activism Conference, Youth Leadership summits or others

* 8. I have read these expectations and am comfortable with them.

Yes

I'm not sure - I have some concerns (please specify)

Proposal Narrative

- * 9. Please provide an overview of the project that includes, a brief summary statement of the project, major questions for inquiry, and your learning and project goals for students.

- * 10. Please list participating partners.

- * 11. Please list additional participating teachers. Include teacher's grade level, content area, and school affiliation if different from main applicant.

- * 12. How many students will participate in this PBE experience?

- * 13. Please list 3-5 key standards addressed by this proposal.

Alignment to SEMIS Goals

* 14. Please check off the following EcoJustice Education student learning goals that you will seek to achieve with this project.

- Helping students to understand the root causes of social and ecological issues.
- Helping students develop voice
- Helping students develop a better understanding of and connection to the Great Lakes
- Developing a deep partnership with a community group or organization
- Fostering inter-generational dialogue
- Impacting the social and ecological health of the community
- Gathering, analyzing, and using evidence to argue for community change
- Developing a deep relationship with the more than human world (e.g., "nature")
- Integrating the arts and EcoJustice
- Other (please specify)

* 15. Explain how you will meet the above goals.

Key Place-based Experiences

Throughout a place-based investigation, there are key experiences that enhance student engagement, expose students to real world challenges, and provide new opportunities for learning. Excursions to a Great Lake, trips to the local watershed council offices, a walk to map some aspect of the community, or doing water quality monitoring in a local waterway are all examples of key place-based experiences. Below you will find some of the SEMIS coalition supported experiences for the 2016-2017 school year. These are only a small list of possibilities and we encourage designing your own experiences as well. Identifying capstone experiences early in the year can help us determine your need for financial and professional support and can also help you anchor your inquiries around key big ideas and experiences.

* 16. Please check off key features and experiences you expect your place-based inquiry to include this year. Do not feel limited by this list!

- Michigan Sea Grant GLEP boat trip
- Excursion into a local lake, river, or stream
- Excursion to a local park, public garden, bioswale, or other green space
- A visit to a community partner's organization
- Guest educators from the community in the classroom
- Community mapping and inventory
- Meaningful focus on photography and video as a means of public participation (example - participation in the Photo Voice process or other media program)
- Meaningful cross-school, or cross GLSI Hub collaboration. (budget for this feature should include at least one bus trip to each others' school or location). Funding cross-school and cross-hub collaborations is a priority of the Coalition because it embodies our strength-based coalition building. Collaboration across schools may include a proposal for veteran place-based educators in one school to coach newer place-based educators in another.
- Other (please specify)

Partnerships

We strongly encourage proposals that involve a partnership among multiple coalition schools.

- * 17. Describe how the project will be used to create or strengthen coalitions (e.g., with community partners, between teachers in the school, students from different grades, collaboration with teachers and students in other Coalition schools, with families?)

- * 18. Describe how you collaboratively planned this proposal and how you intend to plan moving forward. Have teachers, students, and community partners had a voice in planning the project? How will they have a voice moving forward? How will you meet to plan? (In-person? Meeting virtually?)

Community Engagement, Assessing Growth, and Storytelling

* 19. Describe how you plan to document, celebrate, and assess participant growth

- How will you document the project and share it with the wider community (e.g., creating a website, using the SEMIS PBE planning template or similar unit planning tool, joining the Coalition Facebook page, writing a Blog post on the SEMIS website, creating short videos or photography displays, etc)
- How will you know what students have learned from the experience? What methods of assessment will you use?

* 20. A student-led public presentation is required of all projects. In addition to school level presentations that students might do, please check off at least one public presentation venue from the menu below

- The EcoJustice and Activism Conference at EMU (March TBA)
- The Coalition Community Forum (May 15)
- School Board, PTO, or other school leadership event
- Presentation or performance involving community members outside of the school
- Other (please specify)

Budget

Eligible Requests for Support will be funded between \$500 - \$1500 based on need, degree of embeddedness within larger questions of inquiry, alignment with stated criteria and goals, and fund availability. Request what you and your students need, but only what you need in order for SEMIS to support as many place-based experiences as possible for students this year.

* 21. Describe in detail how the funds will be used in the table below.

Please note:

- It is expected that in many cases community partner time will be a notable portion of the grant.
- Some portion of the student transportation budget may be covered by other funds - include realistic costs and needs even if total budget exceeds the maximum range for funds)
- Examples of key activity costs include admission prices for certain field experiences and other trip fees not associated with transportation.

Community Partner Time

Student Transportation

Project Materials

Key Activity costs

Other

TOTAL BUDGET

* 22. Describe matching funds or in-kind contributions from the Community Partner or organization collaborating on this project. (Some in-kind contribution by the Community Partner is expected)

Professional Development Support

* 23. Which of the following content workshops have you already experienced either as part of the SEMIS Coalition or through other professional development sources?

- Earth Force Process
- MEECS Water Quality Unit
- MEECS Land Use Unit
- MEECS Ecosystems and Biodiversity Unit
- MI Sea Grant GLEP Curriculum

* 24. Are there additional professional development content workshops that you need in order to make this year's PBE experiences successful? If so, please explain.

Upon Completion of the Project

Written Reflection

1) The teacher and community partner should individually or together write a “Letter to SEMIS” about their place-based teaching that year. Feel free to include pictures/photos in your letters. For guidance on what the letter should contain, please see the Application guidance packet.

2) Students should write developmentally appropriate “Dear Coalition” letters describing a powerful learning moment and the impact the place-based inquiry process had on them. Students could also discuss a challenge or success in the project. Younger students may wish to draw pictures describing a powerful moment or something that stuck with them from the experience.

A specific set of prompts will be sent to you on May 1. All letters should be returned by June 9. You can either PDF the letters or mail to:

**Southeast Michigan Stewardship Coalition
Institute for the Study of Children, Families and Communities
Eastern Michigan University
203 Boone Hall
Ypsilanti, MI 48197**

25. I understand the obligations for written reflections at the end of the project.

Yes

I am not sure (please specify concerns)

Deadlines and Logistics

Deadlines

- Final proposals submitted by November 18, 2016 will be given preference. Funding is allocated on a rolling basis and is limited so early submission is recommended. No proposals will be accepted after Friday December 2, 2016.
- Photo releases must be given to us before project activities begin. (See address above).
- Educator reflections and student letters should be sent by June 9, 2017.
- To receive project funds, all invoices must be submitted to Arthetus Abraham (aabraham@emich.edu) by May 15, 2016. If invoices are not received by this time, funds may not be allocated.

A Note about Transportation:

Transportation coordination is the responsibility of the teacher or community educator. If direct payment to the bus company is required by your school, notify SEMIS staff as soon as possible. Do not wait until just before a trip to request direct payment – SEMIS fiduciary is not able to process requests on short notice!

By submitting an electronic request for support you are agreeing to all of the expectations and responsibilities described in this application.

Place-based Education Curriculum Plan

Name of Project/Unit:		Duration:	
Primary Subject(s) Addressed:		Grade Level:	
Materials Needed:			
Project Summary/Overview			
Learning Spaces/Places	How will you utilize different learning spaces to help students connect to their place? (Natural, human constructed, public)		
Common Core State Standards Addressed:			
21st Century Competencies (to be taught)	<i>Collaboration and Communication</i>		<i>Creativity and Innovation</i>
	<i>Collaborative Problem Solving</i>		<i>Information and Communication Technology</i>
	<i>Critical Thinking</i>		<i>Personal and Social Responsibility</i>
Top 5-10 Measureable Outcomes:	<u>By the end of the project/unit, students will be able to:</u>		
Driving/Essential Question			
Key Concepts/Big Ideas			

Entry/Launch Event			
Student Products/ Presentations/Civic Actions			
Public Audiences			
Reflection Methods/Formative Assessments: (These are just examples)	Journal/Learning Log		Chart and Chat
	4-Corners discussion		Norms reflection and debriefing
<p>Activities/Lessons: <i>What lessons will allow students to build the knowledge, skills, and habits to reach your outcomes, inquire deeply into the driving question and concepts, and publically demonstrate their understanding for real audiences?</i></p>			
<p>Community Partners: <i>Who are your community partners? What are your next steps for helping students connect to existing and new partners?</i></p>			



Photo/Video Release

I give EMU, officers, employees, and agents, permission to take photographs and/or video of me. I also give permission to EMU to put the finished photographs, tweeted photos, or video, including composites or artistic representations, to any legitimate uses it may deem proper. I understand that the use of the photographs or video is intended for, but not limited to, publicizing EMU programs. I hereby waive my right to inspect and/or approve the finished photographs/videos that may be used in conjunction with the afore mentioned publications.

Subject matter of photograph(s): SEMIS Professional Development, SEMIS Coalition events, Elementary, middle, and high school participation in Southeast Michigan Stewardship Coalition activities and related school programming during the 2016-17 school year.

Additional applications/uses: Potential promotional materials

Name: _____

Signature: _____

School/Organization: _____

Date: _____





Photo/Video Release for Students

I give EMU, officers, employees, and agents, permission to take photographs and/or video of my student. I also give permission to EMU to put the finished photographs, tweeted photos, or video, including composites or artistic representations, to any legitimate uses it may deem proper. I understand that the use of the photographs or video is intended for, but not limited to, publicizing EMU programs. I hereby waive my right to inspect and/or approve the finished photographs/videos that may be used in conjunction with the afore mentioned publications.

Subject matter of photograph(s): Elementary, middle, and high school student participation in Southeast Michigan Stewardship Coalition activities and related school programming during the 2016-17 school year.

Additional applications/uses: Potential promotional materials

Student Name: _____

Guardian Signature: _____

Relationship to student: _____

Teacher Signature if a photo release already exists at school (**by signing here you are confirming that a photo release form exists on file at your school for the above student*):

School (if applicable): _____

Date: _____
