MEETING AGENDA FOR THE CITIZEN ADVISORY COMMITTEE
OF THE COMFORT LAKE-FOREST LAKE WATERSHED DISTRICT

Tuesday, September 3rd, 2019
5:00 – 6:30 p.m.
Comfort Lake-Forest Lake Watershed District
44 Lake Street South, Suite A, Forest Lake, Minnesota 55025

1. Watershed Activities Update [District Staff]
   a) 8-22-19 Administrator’s Report
   b) District Anniversary Events
   c) Other
2. CAC Roles and Responsibilities Assignments [Committee]
3. Committee Initiatives [Committee]
   a) Adopt-A-Drain
   b) Jeffers Foundation Partnership
   c) DIY Monitoring
4. Election of Chairperson [Committee]
TO: Comfort Lake-Forest Lake Watershed District (CLFLWD) Board of Managers  
DATE: August 15, 2019  
RE: District Administrator’s Report for the August 22nd Regular Board Meeting

Administration (1000 series)

- 1001 – Board Administration
  - A Special Meeting will be posted for a joint workshop with the City of Forest Lake, the Forest Lake Lake Association and the CLFLWD. The focus of the workshop will be items related to Forest Lake itself. The original plan was for the CLFLWD and FLLA to host a lake tour. However, at the request of the City, a workshop is now being schedule after the City’s regular meeting on Monday, August 26th.
  - Please mark your calendars for Thursday, September 5th at 6:30 p.m. at the District office for a Special Meeting of the CLFLWD Board of Managers. The primary purpose of the meeting is to order the alum treatment project for Shields Lake.
  - MAWD Awards: MN Association of Watershed Districts (MAWD) is accepting nominations for the Project of the Year and Program of the Year awards. Staff is preparing two nominations: Project – Forest Lake Enhanced Street Sweeping, Program – DIY Monitoring Program.

- 1003 – General Administration
  - CWP Loan: Semi-annual reporting (Jan-Jun) was submitted to the Pollution Control Agency (PCA) on August 1st. The District requested its second disbursement for the loan in the amount of $66,508, then received the deposit on August 8th. This brings loan funds spent to date to about $282,000. Major expenditures under the loan work plan slated for the next semi-annual period (Jul-Dec) include Shields Lake Stormwater Harvest construction pay app #2 (received 7/12/19), Shields Lake first round alum treatment (planned fall ’19), Moody Lake second round alum treatment (planned fall ’19).
  - Budget software: Staff continued to work through the service agreement addendum with CliftonLarsonAllen and legal counsel.
  - Given that our current office space is soon to be renovated. I have been working with Jessica and Minnesota Discount Office Furniture to pick out office furniture to more efficiently fit our space needs and accommodate incoming staff.
  - Jessica obtained a 10’x10’ mini storage unit for the District earlier this month and Seasonal Technician Jason has been assisting in moving the bulk of the items out of the two rooms upstairs and the lower level utility closet in order to make room for incoming staff and the planned renovations.
Programs (3000 series)

- 3002 – Permitting
  - See Permitting Update attachment for administrative updates.
  - Erin updated the permitting page of the District’s website to make it more user friendly and organized.
  - A new guidance document on the stormwater standards was added to the website, as well as to the permit information packet that is provided to prospective applicants. It has been included with the attachments in this packet.

- 3003 – Monitoring and Data Assessment
  - Staff continued to help coordinate regular lake level monitoring and correspondence with local authorities to ensure enforcement of no wake ordinances on Bone Lake and Comfort Lake.
  - Staff attended a DIY Monitoring Workshop on July 24th with Anthony Aufdenkamp from LimnoTech. The purpose of the workshop was for staff to assemble the IO Rodeo colorimeter units, receive training on their use, and provide feedback on how a volunteer monitoring program may be implemented. On July 25th, a training with Anthony was held for potential volunteers to provide additional feedback on the monitoring procedures. In attendance were Jerry Grundtner and Tom Furey. Jerry and Tom provided valuable feedback that will help shape the program. Next steps include the development of a sampling plan, and identifying additional volunteers that may be interested in the program.

- 3004 – Non-Point Source Pollution Abatement (Cost-Share)
  - Garrett and Tara Kline confirmed that Doug Joens completed his plant grant project according to the project plans on August 1st. Doug submitted his native plant receipts the same day and is awaiting reimbursements for his purchases.
  - On August 6th, Cody Chamberlain’s plant grant application was approved. They are currently working on the details of the project and will begin planting soon.
  - Michael Law’s plant grant application was approved on June 27th, 2019. He has since then completed a portion of the project and is now looking for a partial reimbursement to help continue his native planting. Garrett and Tara Kline are scheduled to conduct a site visit on August 19th and will review his request following this meeting.
  - Garrett and Tara Kline have two scheduled site visits in August with property owners that are interested in the plant grant program.
  - I requested that Federated Co-op take another soil sample of the Dahlin cropland so as to determine the remaining amount of lime needed to effectively grow a hay crop. In addition to this, I have been in touch again with a local farmer who is interested in contracting to seed, cut and buy the hay once established.

- 3005 – Education and Outreach
The District has officially become a partner of the Adopt-a-Drain program gaining access to the administrative interface on adopt-a-drain.org allowing us to see the details of the drain adopters in our area. We have also committed funds to sponsor up to 50 adopters in our District. Adopters will receive a welcome packet with informational materials and a yard sign showcasing their efforts to protect Forest Lake.

Events

- Staff planned to host another booth at Arts in the Park on Tuesday, August 18th similar to the one held on June 11th to further encourage participation in the WMP update process. Due to weather the event was cancelled. Staff will look into potentially rescheduling for another date.
- Staff hosted a group of first year students from Century College students at the District office on July 24th. Each District staff member spent a couple minutes providing a brief summary of their background, how they came to work at the watershed, and what their duties currently entail. Jessica and Dr. Funke then took the students out to the Shields Lake project site to learn about capital improvement projects.

Publications

- *Score your lakeshore* by Angie Hong. Published in print and online. [link]
- *Tales from the Great Lakes: Big waves, clear water, and research on killer bacteria* by Angie Hong. Published online. [link]
- More articles by Angie Hong available online at [link]

3006 – Technical Resource Sharing and Interagency Communication

- 3006f Watershed Management Plan (WMP) Update: Staff and EOR continue to work on public engagement, review relevant plans and programs, identify priority issues and goals, and preliminary plan outline. An update will be brought to the September 12th regular meeting.
- Staff helped track down a map of dead end streets around Forest Lake in preparation for a coordination meeting between Administrator Kinney, Forest Lake Lake Association board members, and City of Forest Lake staff.
- Staff and EOR worked together to prepare and distribute landowner notification letters for field surveying for the H&H model update.
- Mike Kinney, Meghan Funke, and Paula Kalinosky (EOR) continue to coordinate with the City of Forest Lake, the MPCA and the U of M regarding sampling coordination and research related to the street sweeping program. Given the leading position of this effort within municipal stormwater efforts across the country, this
effort was presented at the ASE’s Operation & Maintenance of Stormwater Control Measures national conference on August 6th in Minneapolis.

- **3007 – Research**  
  - Claros: Staff continued coordination with Claros Technologies in preparation for the in-lake phosphorus absorption media trials this summer. Claros is still working on preparing the media buckets to be tied to volunteers’ docks. EOR evaluated the feasibility of the Claros media ditch checks near Hayward Avenue. Further discussion and evaluation will occur over the coming weeks.

- **3008 – Measurement of Progress**  
  - The District’s ongoing efforts to measure and track measurement of progress continues to be highlighted by BWSR staff at 1W1P meetings as a potential example for others to evaluate.

- **3009 – Grant Research and Preparation**  
  - Moody Wetland Rehab Section 319 grant: Semi-annual reporting (Jan-Jun) was submitted to PCA on August 1st. Major remaining work on this project includes effectiveness monitoring and Wetland C construction. The grant period ends August 31, 2020.

  - Though semi-annual reporting is generally not required of Clean Water Fund grants, Board of Water and Soil Resources (BWSR) staff requested an update on financials for the Shields Lake Stormwater Harvest and Irrigation Reuse and Alum Treatment project. In preparation for the fiscal year end Comprehensive Annual Financial Report (CAFR), which BWSR is responsible for submitting to MMB, it is required to compile information on grants that exceed $500,000.

  - Staff and EOR having been working through data and performing site visits to evaluate options for projects for this next round of CWF grants. A memo is in the board packet as well.

- **3010 – Operations and Maintenance**  
  - Garrett and staff removed the Bone Lake outlet stop logs to help managed the high-water levels on July 26th. Staff will monitor the lake level and reinstall the barriers when the lake elevation drops below 908.9.

  - The Comfort Lake lake-level monitor was installed on August 1st. Due to some unknown issue, the data collected from this device is currently not being uploaded to the CLFLWD website. Staff has worked to fix this issue since the beginning of the open water season but has had little success. Communications with IT support have been difficult as most inquiries for assistance have been ignored. Staff will continue working to resolve this issue.

- **3011 – Aquatic Invasive Species Prevention and Management**  
  - Garrett attended an Aquatic Plant Identification Workshop on July 25th hosted by the University of Minnesota and the MnDNR.
o CLFLWD hired a new watercraft inspector that will assist with inspections until the end of the open-water season. He will attend the DNR training on July 12th and will begin working that weekend.

o CLFLWD has received permission from the property owner with non-native phragmites in their ditch near Bone Lake to conduct an herbicide treatment. Staff will continue to review proposals and cost estimates for a treatment this September.

o Garrett will attend the Comfort Lake Association annual membership meeting on August 15th. There he will give a presentation on general updates, Claros testing, and the Bone Lake zebra mussel treatment.

o CLFLWD staff has continued to routinely survey Bone Lake for zebra mussels and to date has not found any new zebra mussels in the lake. Staff will continue to conduct these surveys until the end of the open-water season.

o Water hyacinth was first reported in Bone Lake on July 30th by a resident of the lake. A week prior to their report, they first observed the plant emerging amongst the lily pads in front of their property. After searching the web and determining that the specimen matched water hyacinth, they sent the MN Department of Natural Resources (DNR) photos and a description of their findings. On July 30th, April Londo and Keegan Lund confirmed that the specimen was indeed water hyacinth. CLFLWD staff received this confirmation on July 31st and immediately began coordinating resources and researching this new aquatic invasive species. On the same day, Garrett and staff surveyed the initial discovery site and removed 40-50 plants from the water. On August 7th, a staff member conducted a second survey in the same area and found nothing. A full lake survey will be conducted by the end of August once Matt Downing and his boat become available.

o Garrett has registered for the MAISRC AIS Research and Management Showcase on September 18th. Additionally, he has also agreed to help host an AIS education station at the Chisago County’s Children’s Water Festival on September 19th.

Projects (5000 series)

- Project Management
  - Staff received a sample project prioritization matrix from local resident and active volunteer, Tom Furey. We are in the process of evaluating the matrix and tweaking to suit the District’s needs. This is still in the early stages but may be brought to a future board meeting for further discussion.

- 5200 Lakes
  - Bone Lake: Meghan Funke and I have continued to evaluate the data from the diagnostic monitoring, the revised SWA and now the ACPF so as to frame up a prioritization for ag BMPs and overall efforts needed to continue a positive trend on Bone Lake.

  - Forest Lake:
    - Staff and EOR continued to coordinate with University of MN to collect and analyze samples from the Forest Lake street sweeper. Initial lab results
are expected sometime in September. This data will inform progress toward the phosphorus and sediment reduction goals set out in the enhanced street sweeping plan.

- Staff and EOR have been evaluating options in the WJD6 drainage area. It is our goal to evaluate the feasibility of a treatment option for the upper half of the watershed in time to consider a CWF grant. If feasible, this would like rank well within the scoring criteria.

  - School Lake: The SCRS and University of St. Thomas (UST) had previously taken the deep sediment core on School Lake. The UST professor and a student recently returned to collect waters samples of a profile through the water column (pH, conductivity, Dissolved O2, etc.) at 1-meter intervals. This is additional work that will help the District understand more about this lake and thus the interaction with upstream waterbodies as well.

  - Shields Lake: EOR staff and I have had a new round of visits with the FHGC staff as well as communications with the contractor. Presently, there is an area that appears to be subject to a perched water table and thus creates an ongoing seep on a sidehill of the driving range. Furthermore, a large area of the seeding has come in poorly and needs to be addressed soon so that the new grass will be established before going dormant this fall. Some final issues with the controls are also being worked through right now as well.

- 5400 Wetlands

  - Staff and EOR began coordinating and planning outreach efforts for the Wetland Banking Feasibility study. Several high, medium, and lower priority parcels have been identified and will be reached out to in the coming weeks.

- 5800 Interagency Communication

  - Lower St. Croix (LSC) One Watershed One Plan (1W1P): Staff worked with managers to prepare handouts for the July 22nd Policy Committee meeting. The handouts helped explain the District’s interpretation of BWSR’s Prioritized, Targeted, Measurable (PTM) implementation strategy. This will be an ongoing discussion over the next several Policy Committee meetings as the framework for the overall LSC 1W1P document is moved toward its final stage.
We protect Forest Lake
Sweep up! Rake up! Pick up!
adopt-a-drain.org

Depiction of yard sign received by adopt-a-drain volunteers
## Administrative Updates

<table>
<thead>
<tr>
<th>Permit Number</th>
<th>Project Name</th>
<th>LMD</th>
<th>Applicable Rules</th>
<th>New Impervious</th>
<th>Project Summary</th>
<th>Applied</th>
<th>Approved</th>
<th>Active</th>
<th>Closed Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-003</td>
<td>Woods on Comfort Lake</td>
<td>Comfort Lake</td>
<td>2.0, 3.0, 4.0</td>
<td>1.3 acres</td>
<td>9-lot single family home development on Comfort Lake. Per the amended permit executed 2/14/2019, the stormwater facilities, common areas, and all unsold lots were fully stabilized. As-builts of the stormwater facilities were submitted and approved, and buffer signs have been properly installed, thus fulfilling all original and amended permit requirements.</td>
<td>2/21/2017</td>
<td>10/20/2017</td>
<td>10/20/2017</td>
<td>8/15/2019</td>
</tr>
<tr>
<td>18-002</td>
<td>Forest Lake Safe Routes to School</td>
<td>Forest Lake</td>
<td>2.0, 3.0</td>
<td>0.74 acres</td>
<td>1.2 miles of 8’ bituminous trail as part of the City of Forest Lake Safe Routes to School Pedestrian Connection Improvements project. Project achieved permanent stabilization, and as-builts were submitted and approved, thus fulfilling all permit requirements.</td>
<td>2/2/2018</td>
<td>4/16/2018</td>
<td>4/16/2018</td>
<td>7/31/2019</td>
</tr>
<tr>
<td>18-006</td>
<td>Scandia 2018 Street and Utility Improvements</td>
<td>Bone Lake and Little Comfort Lake</td>
<td>3.0, 6.0</td>
<td>0 acres</td>
<td>Reclamation of approximately 4 miles of roads within the City of Scandia to replace deteriorating culverts and restore existing pavement areas. Replacement of the watercourse crossing at Oakhill Road. Project achieved permanent stabilization, and as-builts were submitted and approved, thus fulfilling all permit requirements.</td>
<td>3/30/2018</td>
<td>5/10/2018</td>
<td>5/11/2018</td>
<td>8/12/2019</td>
</tr>
<tr>
<td>19-004</td>
<td>Forest Lake 2019 Street Improvements</td>
<td>Forest Lake</td>
<td>3.0</td>
<td>0.1 acres</td>
<td>Bituminous reclamation on approximately 2.33 acres of City streets in the City of Forest Lake. Project achieved permanent stabilization, thus fulfilling all permit requirements.</td>
<td>2/14/2019</td>
<td>3/4/2019</td>
<td>3/6/2019</td>
<td>8/5/2019</td>
</tr>
<tr>
<td>18-017</td>
<td>Third Lake Estates</td>
<td>Forest Lake</td>
<td>2.0, 3.0, 4.0</td>
<td>1.3 acres</td>
<td>10 new single-family homes on a 7.5-acre site. The site contains one existing single-family home that will remain. The permit encompasses house construction through to final site stabilization.</td>
<td>5/30/2018</td>
<td>8/1/2019</td>
<td>8/2/2019</td>
<td></td>
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<tr>
<td>19-005</td>
<td>Menards Warehouse Addition</td>
<td>Comfort Lake</td>
<td>2.0, 3.0</td>
<td>1.3 acres</td>
<td>Warehouse addition on the existing 19.2-acre Menards site.</td>
<td>3/29/2019</td>
<td>7/29/2019</td>
<td>7/29/2019</td>
<td></td>
</tr>
<tr>
<td>19-022</td>
<td>Geske Septic System</td>
<td>Little Comfort Lake</td>
<td>3.0</td>
<td>0</td>
<td>Installing a new mound septic system on a 3.7-acre lot resulting in approximately 0.13 acres of surface disturbance.</td>
<td>7/24/2019</td>
<td>8/8/2019</td>
<td>8/13/2019</td>
<td></td>
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<tr>
<td>19-023</td>
<td>Liberty Ponds Single Family Home 17</td>
<td>Little Comfort Lake</td>
<td>3.0</td>
<td>0.1 acres</td>
<td>Build a single-family residence and associated driveway on a 0.8-acre lot in the Liberty Ponds development.</td>
<td>8/2/2019</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
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</tbody>
</table>
Permitting Program Update (07/18/19 – 08/15-19)

Permitting Program Metrics
YEAR TO DATE METRICS

<table>
<thead>
<tr>
<th></th>
<th>Comfort</th>
<th>Little Comfort</th>
<th>Forest</th>
<th>Bone</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Residential⁷</td>
<td>7</td>
<td>5</td>
<td>18</td>
<td>11</td>
<td>40</td>
</tr>
<tr>
<td>Current Developments⁴</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Current Commercial</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Current Government</td>
<td>5</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Total Current Sites</td>
<td>19</td>
<td>8</td>
<td>25</td>
<td>11</td>
<td>63</td>
</tr>
<tr>
<td>Total Inspections in 2019</td>
<td>74</td>
<td>161</td>
<td>125</td>
<td>62</td>
<td>419</td>
</tr>
<tr>
<td>Average Inspections per Site in 2019</td>
<td>3.89</td>
<td>20.13⁵</td>
<td>5.00</td>
<td>5.64</td>
<td>6.65</td>
</tr>
<tr>
<td>Total Non-Compliant Inspection Items in 2019</td>
<td>31</td>
<td>77</td>
<td>117</td>
<td>52</td>
<td>277</td>
</tr>
<tr>
<td>Average Percentage of Non-Compliant Items per Inspection in 2019</td>
<td>4.25%</td>
<td>4.94%</td>
<td>9.51%</td>
<td>8.67%</td>
<td>6.77%</td>
</tr>
</tbody>
</table>

Notes:
1. Current site numbers include all permits that are either active or in the permitting process as of 8/15/2019. 2019 inspection numbers include all inspections conducted in 2019 as of 8/15/2019 – this may include inspections of projects that are currently closed out.
2. Residential numbers do not include any homes within residential developments/subdivisions.
3. Totals may not equal the sum of each Lake Management District’s numbers. Some projects are in more than one LMD and are counted for each applicable LMD.
4. Comfort Lake LMD developments include: Cherry Hill (2 lots), Shoreview One (2 lots), Woods on Comfort Lake (9 lots), and Heims Lake Villas (33 lots). Little Comfort Lake LMD developments include: Liberty Ponds (79 lots) and Birch Lake Estates (5 lots). Forest Lake LMD developments include: Chestnut Creek (220 lots) and Third Lake Estates (10 lots).
5. The inspection numbers for Little Comfort LMD seem disproportionate to the number of sites because one inspection is counted for each Liberty Ponds home, but the development of Liberty Ponds is counted as one site for the purpose of maintaining consistency with the other developments.
Comfort Lake-Forest Lake Watershed District (CLFLWWD)  
Stormwater Rule (2.0) Standards Flowchart

Peak Flow (2.3.1)  
No increase in flow rate at each point of discharge from pre-development condition for 2, 10, & 100-year storm events

Stormwater Volume (2.3.2)  
Volume management at each point of site discharge for:

- New Development
- Redevelopment
- Public Linear

Is the site within a landlocked basin or an area that drains to a landlocked basin?

- No
- Yes

Is the site within a landlocked basin or an area that drains to a landlocked basin?

- No
- Yes

Infiltrate or treat\(^4\) the volume equal to 1.1-inches from:

- No increase in volume from pre-development for 24-hour, 2-year storm event\(^1\)
- No increase in volume from pre-development for 24-hour, 5-year storm event\(^2\)

Will the project disturb more than 50% of the site or reconstruct more than 50% of existing impervious surface?

- No
- Yes

Infiltrate or treat\(^4\) the volume equal to 0.55" of runoff from new and reconstructed impervious OR 1.1" of runoff from impervious net increase, whichever is greater

New and reconstructed impervious surface\(^2\)

All impervious surface on site\(^3\)

Water Quality (2.3.3)  
Incorporate 1 or more stormwater management practices listed below\(^4\) – sized to capture volume from developed site for 24-hour, 2-year storm event

Stromwater Management Practices: (in order of preference)

- Infiltration
- Enhanced Filtration
- Biofiltration
- Stormwater Ponds
- Stormwater Wetlands

If volume standard has not been met\(^5\) - Total Suspended Solids in runoff not captured by a practice must be reduced to the maximum extent practicable

Any Impervious Surface Subject to Regulation under 2.3.2 Above

Wetland Bounce and Inundation Period (2.3.4)  
If there is a wetland or lake on project site – stay within the limits below:

- Preserve Wetland
- Manage 1 Wetland
- Manage 2 Wetland
- Manage 3 Wetland and Lakes

Wetland Management Class\(^6\)

Permitted Bounce: 2 & 10-Year Events

- Pre-Development
- Pre-Development + 0.5 feet
- Pre-Development + 1.0 feet
- No Limit

Inundation Period: 2-Year Event

- Existing
- Existing + 1 day
- Existing + 2 days
- Existing + 7 days

Inundation Period: 10 & 100-Year Events

- Existing
- Existing + 2 days
- Existing + 14 days
- Existing + 21 days

Footnotes:

1. Pre-Development conditions are calculated in accordance with subsection 2.3.10 of the District Rules.
2. Volume is calculated per the formula provided in subparagraph 2.3.2(b)(ii) of the District Rules.
3. Volume is calculated per the formula provided in subparagraph 2.3.2(b)(i) of the District Rules.
4. If treatment mechanism does not reduce runoff volume, refer to the volume conversion factors that can be found in Table 2.3.2 of the District Rules.
5. Applies if volume standard has not been met by the application of paragraphs 2.3.2(e) and (f) of the District Rules.
6. Wetland Management Classes are determined by the Minnesota Routine Assessment Method (MnRAM) and are further explained in the Definitions section of the District Rules.
Lakes: Big waves, clear water, and research on killer bacteria

You can’t swim slowly through waves. Approach the churning water timidly, and it will slam against your face, choke you, and push you backwards towards the land. Neither can you swim over a wave or around a wave. The only path is through.

The trick is to swim hard until you get past the break. Tuck your head under, reach, pull, and plow through the water until you finally reach the place where frothy whitecaps give way to rolling hills. Then, you can relax your stroke a bit. Find the rhythm of the water and let it carry you.

Last weekend, I traveled to Door County, Wisconsin for an ultra-relay triathlon on Washington Island. There, Lake Michigan reminded me of her ever-changing temperament. Sometimes the lake was calm and warm, other times it churned with angry waves and cold, grey water. In the final hours of our race, I found myself challenged to swim five quarter-mile loops through churning water, roiled by an overnight storm, to help bring our team to the finish. The waves bucked and broke in a dozen different directions and I tucked my head and swam.

While riding the ferry from Washington Island back to the mainland, I was reminded of a conversation I had years ago while traveling. I had met two girls – one from the east coast and one from the west coast – neither of whom had ever visited the Great Lakes. "Is this what they are like?” they asked one day, as we sat perched on a rock, overlooking a bay. "No,” I replied. “They are much, much bigger. When you look out across them, you can’t see the other side.” Incredulous, they asked, “Not even if you stood on top of a tall rock while you looked out? What if you used a pair of binoculars?” I went on to explain how the lakes were like the ocean – big enough to have waves and even shipwrecks – and yet different because they are filled with cold, fresh water instead of salt. I told them about the rocky shores of Lake Superior and the towering sand dunes along Lake Michigan.
The Great Lakes — Superior, Michigan, Huron, Erie and Ontario — cover more than 94,000 square miles and hold nine-tenths of the U.S. supply of fresh surface water. These lakes provide drinking water for more than 48 million people in the U.S. and Canada, generate more than 1.5 million jobs, and are home to 3,500 plant and animal species. Lake Superior, the greatest of the greats, has the largest surface area of any freshwater lake in the world and contains enough water to fill all four of the remaining Great Lakes, plus three additional Eries. Lake Michigan is the second largest by volume and has the largest freshwater sand dunes in the world. An estimated 3000 ships have gone down in Lake Michigan over the years, and many can still be seen almost perfectly preserved in its frigid waters.

In addition to their size, Lakes Superior and Michigan are known for their ultra-clear water. Most smaller lakes contain more nutrients and have softer, mucky bottoms, which help them to support a higher density of aquatic plants and animals. However, the suspended sediment and algae in these smaller lakes also impacts water clarity. In contrast, I was able to see all the way to the bottom of Lake Michigan with ease, even when I was swimming far from shore in choppy water.

Lake Erie, the smallest of the Great Lakes by volume, is shallower and has been most heavily affected by pollution from surrounding farms and cities. (Lake Erie has an average depth of 62ft, 210ft at its deepest, while Lake Superior averages 500ft deep and is an astounding 1,332 feet at its deepest!) Researchers at Sea Grant and the Great Lakes Environmental Research Laboratory are studying harmful algal blooms in the Great Lakes, and particularly Lake Erie, to help understand how to protect humans and wildlife from these toxin-forming bacteria. Locally, the St. Croix Watershed Research Station (SCWRS) in Marine on St. Croix is conducting similar research on lakes in Minnesota to help understand when, where, and why harmful algal blooms happen. As part of this project, the SCWRS worked with MinuteEarth to produce a short and very fun video that helps to explain how “the bacteria that made life on Earth possible are now killing us.”
According to the Great Lakes Commission, our five mighty lakes support a $5 trillion regional economy in the U.S. and Canada, and generate more than $52 billion annually from recreation alone. People flock to the shores of the Great Lakes for scenic driving, agate hunting, sailing, fishing, dining, camping, wading and relaxing.

Also, there are waves in the lakes. Yes, there are definitely waves.
On the Water
Angie Hong

Score your shore: A tool to measure the health of your lakeshore property.

The water’s edge is alive. Herons, ducks and other birds nest near the shore to fish, skim for insects, and hunt for frogs and crayfish. Turtles sun themselves on fallen logs during the summer and bury themselves in mud along the bank during the winter. Fish spawn and lay their eggs in the shadows of fallen logs. By the water’s edge, children laugh and chase frogs while anglers in nearby boats wait patiently for a bite.

The Minnesota DNR offers several resources to lakeshore property owners to help maintain or restore the health of their shorelines. One - the Score Your Shore tool - was designed to help people assess the condition of their properties without the help of an expert. Landowners score high points for having trees, shrubs and groundcover on the upland and shoreline portions of their properties; keeping native aquatic plants such as bulrush, pondweeds, and water lily; and leaving at least some downed tree limbs or branches in the water to provide habitat and protection from wave-based erosion.

The goal of Score Your Shore is to identify opportunities for improvement - not shame people for having altered shorelines.

“I went through the manual and identified 10-15 things to do my first year after buying the property,” said Tom Furey, a cabin-owner on Bone Lake. “I realized I should get my well water checked to make sure it’s safe to drink and I should probably check my soil too before I begin any landscaping projects.” He soon discovered a wealth of local assistance available through the Comfort Lake - Forest Lake Watershed District and Washington Conservation District, including free site visits, planting plans, and grants to purchase native plants.

Maintaining and restoring lakeshore habitat isn’t just good for wildlife; it also helps to protect valuable real estate from literally washing away. Trees and deep-rooted native plants hold soil in place and help rainwater to soak into the ground. Deep and widespread root systems spread out underground, creating a mesh that holds the soil in place, limiting lakeshore erosion from waves and protecting streambanks and riverbanks from slumping. Additionally, shoreline vegetation filters out some of the nutrients and pollution that flow overland from nearby farms and neighborhoods.

In addition to protecting against erosion, native plants like milkweed, asters and black-eyed susans add visual interest and provide food for birds and pollinators. In wooded areas, native shrubs help to keep buckthorn from invading. Submerged and emergent aquatic plants shelter and feed fish, turtles and shore birds and also provide a buffer against wave action and winter ice-heaves.

To download a copy of the Score Your Shore manual and find other shoreline management resources, go to www.dnr.state.mn.us/scoreyourshore.

To request a free site visit in Washington County, call 651-330-8220 or go to www.mnwcd.org. In Chisago County, call 651-674-2333. Staff will provide recommendations for shoreline management and information about watershed district grants.

Find information about local lake improvement efforts at www.cflwld.org (Comfort Lake - Forest Lake Watershed District), www.cmscwd.org (Carnelian-Marine-St. Croix Watershed District), or www.ricecreek.org (Rice Creek Watershed District).

Angie Hong is an educator for East Metro Water. Contact her at 651-330-8220 x.35 or angie.hong@mnwcd.org.
YOU’RE INVITED!
HELP US CELEBRATE OUR 20TH ANNIVERSARY WITH A

Watershed District Tour

Saturday, September 21st | 8:00 a.m. - 12:00 p.m.
More details coming soon! RSVP encouraged: tinyurl.com/CLFLWD2019TOUR
MISSION OF THE CAC:

The mission of the Citizen Advisory Committee (CAC) is to assist and advise the Comfort Lake-Forest Lake Watershed District (CLFLWD) Board of Managers and staff. This is accomplished by integrating community values and perspectives into plan amendments, project prioritization, and programs in the District.

ROLES AND RESPONSIBILITIES:

The CAC actively participates in CLFLWD planning processes, watershed management plan reviews, and implementation of education and outreach programs. It is an important communication link between the CLFLWD citizens, staff, and Board of Managers.

• **Primary Responsibilities**
  o Attend the monthly meetings which take place the first Tuesday of the month. CAC meeting agendas vary month to month, and may include some or all of the following
    • Review and comment on
      o Watershed Management Plan (WMP)
      o Annual Budget
      o Technical Reports
    • Provide updates on items related to individual roles
    • Identify and discuss new issues or opportunities that are relevant to the responsibilities of the CLFLWD
  o Propose new program/project ideas to increase community outreach and involvement
  o Act as liaisons for communication between community groups, organizations and citizens with the Watershed District
  o Attend Board of Managers meetings as available, minimum once per year.
  o Assist other Committee members in the fulfillment of tasks associated with their individual roles as able.
• **Individual Roles**

In addition to the primary responsibilities listed above, each Committee member is expected to pick at least one of the following roles based on their individual interest and availability. Members will be asked to give updates on the activities associated with their roles at each monthly meeting. More than one committee member may be assigned to each role.

- **Reviewer**
  
  Review technical reports, Board minutes, and studies bringing forth items that may be of interest to the Committee for discussion at Committee meetings.

- **Recruiter**
  
  Help recruit new CAC members and assist with new member orientation.

- **Implementor**
  
  Coordinates the implementation of Committee initiatives with Committee and Staff assistance as needed.

- **Representative (Chair)**
  
  Serve as central contact point between CAC members, staff, and board. Reviews Committee meeting notes and confirms meeting agenda. Provides in-person update to Board of Managers quarterly.
Appreciate & Preserve OUR Natural Resources Together
What is the Jeffers Environment-based Learning Method?

The Jeffers Foundation commitment to offer professional development for pre-service and in-service educators about outdoor learning, also referred to as “environment-based learning,” is proven through its free on-site workshops which

✓ Develop instructional methods which stimulate academic knowledge and spark a sense of wonder and curiosity in children
✓ Stimulate observation and sensory perception skills
✓ Explore learning activities which can be optimized in an outdoor setting
✓ Prepare educators for success outdoors with students
✓ Articulate benefits and challenges of teaching outdoors
✓ Use hands-on, multi-disciplinary activities and journaling that focuses on understanding of concepts and skills for any subject or discipline, and
✓ Provide no-cost Jeffers’ teacher-made resources, including EcoTime cards, Calendar-in-the-Classroom lessons, and LookIt kits

Why Environment-based Learning?

➔ It uses the outdoor classroom for interdisciplinary, collaborative, student-centered, hands-on, and engaged learning.

➔ It focuses on general and discipline-specific knowledge (e.g. math, language arts, science, social studies); critical thinking and problem-solving skills; creativity; and basic life skills such as interpersonal communications and cooperation.

➔ It improves student learning, closes the achievement gap, reduces discipline problems, increases student engagement and enthusiasm for learning, and influences the way young people learn to live successfully in the world that surrounds them.
How might this help my discipline?

➢ Language Arts: Improved development of language arts skills
   Greater enthusiasm for language arts
   More success in communicating with others

➢ Math: Improved understanding of mathematical concepts & content
   Better mastery of math skills
   More enthusiasm for studying math

➢ Social Studies: Greater comprehension of social studies content
   More advanced skills in applying civic processes to real-life situations
   Growing enthusiasm for social studies

➢ Special Ed: More engaged learners in active, hands-on learning
   Alternative teaching approach to seatwork and paper/pencil
   Use of manipulatives
   Cross-disciplinary approach

➢ Science Increased knowledge and understanding of science content, concepts, processes, and principles
   Better ability to apply science to real-world situations
   Greater enthusiasm and interest in learning science

Dr. Tom Westerhaus
Director of Educational Programs
Jeffers Foundation
Plymouth, MN
tbwesterhaus@gmail.com
715-629-7223 (office)
715-245-7002 (cell)
2019 Jeffers Foundation
Outdoor Classroom Workshops and Facilitators
Board approved 11/10/2019

The intent of this document is to better define Jeffers Foundation workshop options in coming years, define roles of those involved with the workshops, and create facilitator teams for conducting outdoor classroom workshops.

I. Workshop Types:

A. "Why Outdoors? Why not?!"

Purpose: Introduce concept of students learning in the outdoor classroom to teachers and other staff members interested but not familiar with the idea; build teacher enthusiasm for outdoor learning; increase observational skills; general introduction to Calendar in the Classroom and/or EcoTime Cards; share Jeffers resources.

Time: 1-2 hours

# of Participants: Minimum-6; Maximum-30

Facilitators: One lead presenter

Resources: Calendars, EcoTime Cards, various handouts

Cost: None

Follow-up: Use of CIC and EcoTime for Responsive Classroom; promote scheduling of TTwMN workshop for later date

B. "College Prep: Becoming a Future Outdoor Teacher"

Purpose: Introduce concept of learning in the outdoor classroom to pre-service teacher candidates at all public and private Minnesota colleges with teacher preparation programs; learn beginning skills, strategies, and tools for successful teaching outdoors; learn concept of journaling outdoors; build teacher candidates’ observational skills; use Jeffers resources available to future teachers.

Time: 3-4 hours

# of Participants: Minimum-15; Maximum-60

Facilitators: One or two Jeffers facilitators (determined by ratio 1:15) plus one college instructor; consider on-line facilitation at some point

Resources: Jeffers journals, Calendars, Lookits, EcoTime cards, bandanas, color match paint chips, snacks/light meal

Cost: None, but in-kind teaching support from college faculty

Follow-up: Requirement of methods course for students to create an outdoor learning activity for elementary students using state science standards, sensory perception, and interdisciplinary approach; activity to be submitted to Jeffers Foundation for recognition and use by teachers, as well as presenting at MnSTA; journals provided for new teachers requesting them for their class upon being hired as a teacher, and examples of Jeffers journals from their students will be submitted at the end of each year that journals are provided.
C. "Early Childhood: Getting Our Youngest Learners Outdoors!"

**Purpose:** Support identified professional development needs of Minnesota early childhood educators about the outdoor classroom and nature-based learning by providing hands-on activities, early childhood outdoor curriculum, and networking opportunities around planning/designing outdoor play spaces that educators can use for their students in conjunction with MNECO; increase observational skills; learn place-based skills, strategies, and resources early childhood educators (including school-based centers, charter schools, home day cares, and private preschools) can use outdoors with children; have fun outdoors! Examples could include: Nature Play, Risky Play, Bringing the Outdoors In, and Nature Play Advocacy.

**Time:** 1-4 hours

**# of Participants:** Minimum-12; Maximum-30

**Facilitators:** One facilitator, plus Guest Presenters for specific topics as requested (e.g. birding, trees, winter clothing, etc.)

**Resources:** Calendar in the Classroom, GO Outdoors, A Parents’ Guide to Nature Play, Jeffers-generated videos of nature-based preschools, books and publications housed at Jeffers Foundation, and other resources to be created by Early Learner presenters.

**Cost:** No charge.

**Follow-up:** Parent surveys to be conducted pre- and post-workshop to determine parental understanding and support of nature-based learning activities.

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D. "Team Teaching with Mother Nature- 1.0-elementary" and "Team Teaching with Mather Nature- 1.5-middle level"

**Purpose:** Introduce and/or reinforce concept of outdoor learning in the outdoor classroom to teachers and other staff members; build teacher enthusiasm and confidence for outdoor learning strategies; assist teachers in initial discussion of benefits and challenges of outdoor learning; increase observational skills; learn skills, strategies, and tools for successful teaching outdoors; use multi-disciplinary journaling activities that provide focus for outdoor teaching; recognize one's schoolyard and/or environmental nature center as a teaching “classroom;” have fun learning outdoors! TTwMN workshops would always focus on 1) Why Teach Outside; 2) Preparing for Success; and 3) Making It Real, along with the essential elements required of every TTwMN workshop.

**Time:** 4-6 hours

**# of Participants:** School-wide or district-wide focus with minimum-20, maximum 60 participants

**Facilitators:** Team of facilitators, including one lead facilitator, plus one facilitator for every 15 students

**Resources:** Calendars, EcoTime cards, bandanas, Lookits, Jeffers journals, sit-upons, pencils, color match paint chips, snacks/light meal

**Cost:** None, but cancellation may be fee charged to school or district for Jeffer planning if workshop is scheduled but does not result in registration for the workshop by minimal number of teachers required.

**Follow-up:** Lead facilitator schedules follow-up visit/contact to school site within 2 weeks and again 6 months following workshop to observe implementation and ongoing professional development for outdoor teaching (e.g. parts 2 and 3 of the Jeffers Outdoor Classroom video; surveys of teachers as to time spent outdoors with students prior to the workshop, 6 months after workshop, and 1 year after workshop; school or district agreement to study and share district test data regarding students participating in frequent outdoor learning activities; examples of Jeffers journals from their students will be submitted at the end of each year that journals are provided using photos of students’ work or outside classroom experiences. In addition, teacher participants will be asked pre and post workshop the following question: How often do you teach outdoors before and after workshop? Data will be tallied.
E. “Team Teaching with Mother Nature 2.0: A Deeper Dive”

**Purpose:** (Similar in scope to TTwMN 1.0 and 1.5, but expanded opportunities to explore activities and concepts at an application level); reinforce concept of outdoor learning and outdoor classroom, including its benefits and challenges; strengthen observational and sensory perception skills and strategies for doing the same with students; strengthen and expand skills and strategies for successful outdoor teaching, especially in designing key questions; create resources and materials to be used by teachers’ students outdoors; expand Jeffers journaling strategies; identify state academic standards that can be attained by outdoor instruction; feel confident about outdoor instruction as a way to spark students’ sense of wonder, increase engagement in learning, and expand academic knowledge; demonstrate confidence by creating and presenting a mini-outdoor lesson to participant peers attending the workshop; incorporate phenology in daily lessons or morning meetings; have fun learning and growing in one’s outdoor teaching strategies!

**Time:** 6 hours to 3 days; generally presented at McColl Pond as institutes (summer or winter)

**# of Participants:** Minimum-15, Maximum-60, all with previous participation in any other Jeffers workshop, or, if no previous experience, then with special approval of Lead Facilitator.

**Facilitators:** Team of facilitators, including a Lead Facilitator, plus one additional facilitator for every 15 teachers

**Resources:** Calendar, EcoTime cards, bandanas, Lookits, Jeffers journals, sit-a-ponns, pencils, color match paint chips, snacks/light meal

**Cost:** Minimal fee paid by district or organization to be refunded upon full participation in the workshop.

**Follow-up:** Each participant will present an original mini-outdoor activity to participant peers and submit a written description of this teacher-created activity for use by other educators on the Jeffers Foundation website; examples of Jeffers journals from their students will be submitted at the end of each year that journals are provided.

F. “Regional Team Teaching with Mother Nature K-8”

**Purpose:** (Similar to TTwMN 1.0 and 1.5, but not done for a specific district or school but rather scheduled at various environmental learning centers and schools throughout the state, thereby encouraging easy access to workshops by individual teachers without full commitment by their schools or districts). Introduce and/or reinforce concept of outdoor learning in the outdoor classroom to teachers and other staff members; build teacher enthusiasm and confidence for outdoor learning strategies; increase observational skills; learn skills, strategies, and tools for successful teaching outdoors; use multi-disciplinary journaling activities that provide focus for outdoor teaching; recognize one’s schoolyard and/or environmental nature center as a teaching “classroom;” have fun learning outdoors!

**Time:** 4-6 hours

**# of Participants:** Educators from individual schools (including public, private, charter, and home schools) or environmental learning centers from across the state who are interested in outdoor learning; minimum-15, Maximum-60 participants per regional workshop

**Facilitators:** Team of facilitators, including one lead facilitator, plus one facilitator for every 15 students

**Resources:** Calendars, EcoTime cards, bandanas, Lookits, Jeffers journals, sit-a-ponns, pencils, color match paint chips, snacks/light meal

**Cost:** None

**Follow-up:** Participants share enthusiasm with home school or district and seek TTwMN workshop for their school building or district; surveys of teachers as to time spent outdoors with students prior to the workshop, 6 months after workshop, and 1 year after workshop; examples of Jeffers journals from their students will be submitted at the end of each year that journals are provided.
G. “School Garden Workshop: Growing Together in the Outdoor Classroom”

Purpose: Expose concepts explored in Team Teaching with Mother Nature workshop to specifically address educators and volunteer parents who can promote student engagement in activities involved with the development, planting, harvesting, and maintenance of a local school garden; increase student observation skills; build resources, strategies, and tools for teachers to use with students in the school garden; promote student journaling, recording, and graphing of garden-related concepts in their Jeffers Journals; reinforce the concept of the school garden as one example of an outdoor classroom by providing staff with professional development activities for use with students; promote networking and idea-sharing of schools throughout Minnesota regarding best practices in school gardening.

Time: 2 hours

# of Participants: Minimum-15, Maximum 30, designed primarily for schools previously receiving Jeffers funding to develop a school garden.

Facilitators: One facilitator for up to 30 teachers

Resources: Jeffers Journals; Lookits, Freshwater Calendars, Calendar in the Classroom lessons; Minnesota School Gardens (MN Dept. of Agriculture) School Garden handouts

Cost: None

Follow-up: Lead facilitator schedules follow-up visit to school site within 6 months following workshop to observe implementation; each school will be required to respond to a School Garden Survey at the end of the school year as to use and applications by teachers and students of the school garden as an outdoor classroom; schools will make available outdoor school garden lessons available for video-taping by Jeffers Foundation to be shared on the Foundation website.

H. “District-focused Professional Development”

Purpose: Outdoor learning workshop designed around needs identified by a school district focused and committed to STEM or STEAM for grade levels prekindergarten to high school.

Time: As determined mutually by school district and Jeffers’ Director of Educational Programs; ongoing commitment on both parts, therefore one-time presentations not sufficient

# of Participants: To be determined mutually by district and Jeffers’ Director of Educational Programs; no minimums or maximums

Facilitators: Team of facilitators to consist of school district personnel, Lead Facilitator, and other facilitators as needed

Resources: To be determined by mutual agreement of the school district and Jeffers Foundation

Cost: None

Follow-up: District agrees to study and share district test data regarding students participating in frequent and ongoing outdoor learning activities; district agrees to share with other districts and MDE what data it has regarding student achievement as related directly to outdoor learning experiences; district agrees to host regional workshops for surrounding districts at no cost to Jeffers Foundation.
I. "Workshop-presentations at Professional Organizations"

**Purpose:** Assist professional organizations such as MEA, MESPA, MnSTA, MAEE, MNASSE, NAEYC, and various other interested organizations by presenting aspects of outdoor learning in the outdoor classroom; Introduce concept of outdoor learning to teachers and other staff members; build teacher enthusiasm for outdoor learning; increase observational skills; general introduction to Calendar in the Classroom and EcoTime Cards; design short workshops around needs of the professional organization.

**Time:** 1-2 hours

**# of Participants:** No minimums or maximums

**Facilitators:** One facilitator

**Resources:** Calendars, EcoTime Cards, various handouts

**Cost:** None

**Follow-up:** Short questionnaire at end of workshop to evaluate usefulness of presentation.

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II. Definition of Jeffers' Roles:

A. **Director of Educational Programs:**
   1. Recruit, select, train and evaluate team members of Lead Facilitators.
   2. Maintain schedule of all workshops.
   3. Approve initial payment requests for time submitted by facilitators and lead facilitators and submit to CEO and Executive Vice President.
   4. Facilitator workshops type I, "Why Outdoors? Why not?"
   5. Serve as workshop facilitator back-up for other workshops as needed.
   6. Approve and coordinate G. District-focused Professional Development partnerships and workshops.
   7. Recruit new participants (individuals, schools, districts, ELCs, etc.) for workshops and follow-up on all workshop inquiries coming into the Jeffers Foundation website.
   8. Coordinate materials and workshop requests with Administrative Specialist.
   9. Keep all stakeholders informed about workshops and educational programs, including Jeffers Board members, facilitators, and lead facilitators.
   10. Identify all workshop types, define roles of those involved with workshops, and create facilitator teams.

B. **Lead Facilitators:**
   1. Coordinate agenda-setting with those requesting workshops by designing and taylor-making the agendas to meet the missions and workshop purposes of both the school/district and Jeffers Foundation.
   2. Identify and seek commitment of facilitators necessary to assist with workshop.
   3. Commit to leading minimally 5 workshops and assisting with 5 additional workshops during the calendar year.
   4. Coordinate the workshop arrangements and ordering of all resources for the workshops one is leading, including working with the Administrative Specialist in Jeffers' offices and the district or school contact person.
5. Order and secure necessary food and refreshment items for the workshops.

6. Coordinate all workshop publicity and participant recruitment, including working with the Jeffers Board representative responsible for Communications (Publicity and Marketing), as well as the Administrative Specialist.

7. Schedule facilitator team workshop planning sessions as necessary.

8. Receive Fixed Fee (TBD) per year for completion of all Lead Facilitator duties as defined in consultant contract, with travel expense reimbursement but no submission of hours worked.

C. Facilitators:

1. Participate in a minimum of 5 workshops per year as facilitator as scheduled by a Lead Facilitator.

2. Assist with agenda-planning, lesson design, activity facilitators, and resources gathering/creation/use under the direction of the Lead Presenter.

3. Submit hours for workshop prep and presentation, mileage, and travel expenses as appropriate. Rate of pay approved by the Jeffers Board of Directors.

4. Participate in workshop planning meetings as scheduled by the Lead Facilitator.

5. Assist with workshop set-up, take-down, and any follow-up as requested by the Lead Facilitator.

6. Participate as requested in evaluating and updating Jeffers materials.

D. Administrative Specialist:

1. Post all workshops scheduled on Jeffers website as directed by Director of Educational Programs and/or Lead facilitators.

2. Advertise workshops through mailings, emails, workshop templates and other such marketing efforts.

3. Gather workshop Jeffers materials/resources for scheduled presentations as submitted on the request form by Lead Facilitators at least 10 days in advance of the workshop.

4. Inventory, order, and advise the Board, CEO, and Director of Educational Programs on all Jeffers materials.

5. Order and secure necessary food and refreshment items for the workshops.

6. Coordinate all workshop publicity and participant recruitment, including working with the Jeffers Board representative responsible for Communications (Publicity and Marketing), as well as the Administrative Specialist.

7. Schedule facilitator team workshop planning sessions as necessary.

8. Receive Fixed Fee (TBD) per year for completion of all Lead Facilitator duties as defined in consultant contract, with travel expense reimbursement but no submission of hours worked.

E. Director of Communications (Publicity, Marketing, Inspiration):

1. Receive information regarding upcoming workshops, institutes, and presentations form Director of Educational Programs Administrative Specialist, or Lead Facilitators and create marketing plan and materials to promote participation in the workshop.

2. Create advertising templates for each of the aforementioned Jeffers Foundation workshops.

3. Video-tape mini-presentations at workshops as requested and make videos available for website use.

4. Create promotional video about Jeffers Foundation resources, mission, etc. to be used by Board members and presenters as requested.

F. Executive Vice President:

1. Serve as resource and “think tank” for Director of Educational Programs in designing, presenting, evaluating, and updating Jeffers workshops.

2. Screen Jeffers Foundation website for workshop requests or details and submit to appropriate director or Lead Facilitator.

3. Approve pay requests from all facilitators and Lead Facilitators.

4. Assist in setting meetings with persons interested in workshops and appropriate Jeffers personnel.

5. Serve as problem-solver for workshop-related issues.

6. Co-facilitate the development of Early Childhood curriculum, networking opportunities, and materials with the Director of Educational Programs as directed by the Jeffers Foundation Strategic Plan.
G. CEO/Board Chairman

1. Dream the dreams that serve to make our workshops and Foundation successful in promoting outdoor learning and environmental stewardship.

2. Approve pay requests from Director of Educational Programs, facilitators and Lead Facilitators.

3. Arrange agenda for Jeffers Foundation Board meetings to include communications about, issues related to, and Board required action regarding Jeffers workshops.

4. Evaluate work of Director of Educational Programs twice each year to be sure programs and efforts are directed at meeting the stated mission of the Jeffers Foundation.