



Kestrel Educational Adventures Annual Report

2015-2016

*Inspiring wonder, understanding and connection to the natural world
through playful, outdoor, scientific inquiry.*



Dear friends,

As a new educator, many years ago, my greatest satisfactions were found in children enjoying my class or program and wanting to spend more time learning with me. Now, as Kestrel's fourteenth year has finished, I have found an even greater satisfaction: hearing children tell us, the instructors, to go away because they're busy, and seeing nothing in their hands but sticks, shovels, magnifiers, crabs, frogs, or mapmaking materials. I enjoy watching children get busy finding, exploring, learning, and connecting. Busy trusting that their instructors want them to make discoveries and will give them the freedom to do so. This year, my favorite moments were when I watched children learning in nature and they didn't need us at all. These were invariably followed by conversations in which we guided students to use a scientific process to understand what they had discovered; but the initial fuel came from pure discovery. It is a great joy knowing that you have provided an experience so engaging and inspiring for children that they just want to get learning, and keep learning, as long as they are allowed to. Stepping in after the students are muddy, happy, and proud, to make sense of the experiences, makes for the richest learning discussions.

Kestrel Educational Adventures has a long history and strong culture of trusting in children and the natural world to forge connections with one another. My favorite thing about our teaching model is that we give our learners space and time to learn and to build connections to the wild. This requires the willingness to take a deep breath and let go of the idea that learning always looks or sounds a certain way or that it happens quickly. It requires us to really pay attention to our learners and figure out what is going on in their minds. It requires the courage to give up some control over the learning experience and let the natural world, and children's imaginations, take the lead. It is equally important, we have learned, to save time at the end of every day for learners to share their findings and questions, and be encouraged to pursue more.

Some people might wonder whether children can learn what they need to when given so much flexibility. My experience has been this: open-ended, joyful investigations into the natural world are a powerful tool for learning vital science concepts. Research backs this up: learning and memory are best served when linked with strongly positive emotional experiences and multiple senses. Many serious misconceptions arise from learning things too quickly or out of context. In Kestrel programs, we are fortunate to work with many school groups in several seasons. Our students, because they remember their own observations so well, are able to assemble them into complex pictures of how their local natural environments work. Children as young as Kindergarten begin to assemble ideas of how water moves and how its movements affect living things within the water. Fifth graders, building on their experiences, construct an understanding of how seasonal changes in a forest impact the growth, development, and interactions of living things. These are the kinds of understandings that do not fade.

Why does all this matter? Well, because the world is complex and so are solutions to environmental problems. Children who have a grasp of the many moving parts fueling our natural systems, and how we impact those systems, are equipped to be citizens and decision makers who can build a more sustainable future.

Sincerely,

Jessica Kagle, Founder
Program Director



From our Board President

It's a sweltering August afternoon and 8-12-year-olds are arrayed around the pond: draped over trees, floating toward a small island, and splashing an instructor from the safety of the island bank. By any standards, it's an idyllic scene. This year, while Cape Ann's drought showered us with sunshine, Kestrel had a record number of school programs in the spring and an unprecedented summer of Adventures of our very own. This year marked the second summer for students to sign up for Kestrel Adventures big and small in Being Animals and Survival Rockport. These programs gave students the chance to wallow, explore, build and settle. Many of our summer adventurers had a tantalizing taste of Kestrel during the school year, but came back eager to spend more time exploring.



Survival Rockport Shipwrecked Session

Each day this summer bloomed hot and beautiful, beckoning all of us outside. Kestrel instructors led children to discover the pleasures of swimming in ponds and walking in cool forests as well as the challenges of lighting a fire without matches, building a shelter out of found forest materials and foraging for snacks in the wilds of Rockport. These programs are important to the growth of Kestrel because they represent moments where we can fully put our philosophy, pedagogy and priorities into practice. Instructors ask deep questions and challenge students beyond their comfort level, knowing that it might take a week to learn some skills – a week of carrying supplies, learning how to get along and noticing the woods around you. It is in these moments that we nurture the seeds of love of place, nature connection and joy.

These weeklong adventures emerge from the accumulation of moments throughout the year – snowy homeschool adventures, muddy excursions with fourth-graders, and close observations with second-graders. As we build and deepen relationships with schools and teachers, including conducting workshops to help teachers build their own nature-connected curriculum, so we deepen relationships with students and families through programs like Summer Adventures. Visitors wander into the Get Outside Center on Main Street and then come back repeatedly; for the first time this year we are offering programs directed toward adults. Like Kestrel itself, this document is a tribute to the sense of place, the wonder, the connection that we help folks find in their joy at learning about the natural world. Please take the time to learn about these deep connections – and then Get Outside with us!

Sincerely,
Caitlin Featherstone, Board Chair

About us

Based in Gloucester, Massachusetts, Kestrel Educational Adventures is a 501(c)(3) nonprofit charitable organization specializing in nature-based science education. We serve the communities of Gloucester, Rockport, Manchester, Essex, Beverly and Salem, among others. Our mission is to inspire a sense of wonder, understanding and connection to the natural world through playful, outdoor, scientific inquiry.

Founded by volunteers to improve scientific literacy in Gloucester Public Schools, Kestrel has grown dramatically since it was conceived in 2002. Today we work with dozens of schools representing thousands of students in communities across Essex County. Our instructors are well-trained, practiced, professional educators, which means we never rely on canned or scripted lessons. Instead, we work with students to engage in memorable experiences that are always authentic and often depend on spontaneous occurrences in the natural world.

In addition to our work with schools, we offer a menu of youth programs, including after school, homeschool and summer programs, and teacher professional development courses. In 2014, we opened the Get Outside Center (GOC), the physical home of Kestrel Educational Adventures. Located in the heart of Gloucester, we created the Center to connect more people, more deeply with their local wilds. The GOC includes a large map wall, local property guides, lending library, outdoor gear, digital microscope lab, kids activities, and a live animal exhibit. We look forward to the coming year full of longer term relationships with schools, and expanded opportunities for our student scientists to present their work to the public.

Kestrel Staff, 2015-2016



Jessica Kagle, Program Director and Founder

Jessica has dedicated the last 16 years to ecology education in the field, and believes deeply that education within school settings can involve real science investigation. She specializes in project based curriculum design that leads students to create meaningful and valuable work based on nature experiences. Jessica's favorite fields of natural history are mammal tracking and herpetology. She holds a Master's degree from Harvard Graduate School of Education.



Clayton Kern, Program Coordinator

Clay has a deep passion for plants, animals, and fungus, along with an obsession with fossils. Clay grew up with a strong connection to nature in York County, Pennsylvania and has always enjoyed educating both children and adults. He loves living off what the Earth provides by foraging, hunting, fishing, and gardening. Clay has been working at Kestrel for three years, and holds a Master of Science degree in Marine and Environmental Biology.



Fern MacDougal, Instructor

Growing up in Gloucester, Fern spent countless hours rambling in Dogtown and in the evergreen North Woods. She has an insatiable curiosity about plants and wildlife, and a great knowledge of both. Fern graduated from Warren Wilson College with a degree in Environmental Science. At the close of the year, she began a master's program in conservation ecology at the University of Michigan. Fern works both as an environmental activist and an educator, and has worked at Kestrel for two years.



Ben Rosseter, Instructor

Ben spent the past ten years traveling the country guiding and teaching outdoor adventure activities. He is known for his outstanding ability to manage groups with a flair for fun and silliness. Ben has recently completed his Master's Degree in Education at the Teton Science Schools and Prescott College. Ben's thesis is on how to build appreciation of places in educational programs.



Kayla Dorey, Instructor

Kayla grew up on the Long Island Sound, but for the past two years, she has made the North Shore her home. She loves becoming a part of the local and regional conservation community, as she worked for the Ipswich River Watershed Association, the Trustees of Reservations, and the Appalachian Mountain Club. She graduated in May 2014 from the University of Vermont where she earned a Bachelor's in Environmental Studies.



Kristen Hoffman, Instructor

Kristen grew up exploring the woods in her backyard and taking trips to islands and coastline with her family, studying interactions between humans and wild inhabitants. She holds a Bachelor's in Journalism from Boston University, a Master's in Science Education from the University of Washington, and her Massachusetts teaching credential in middle school science.



Jennifer Harris, Camp Spindrift Specialist

Jennifer spent 19 years as a fourth grade teacher, and then went on to complete her Master of Science in School Administration. She places a strong emphasis on socioemotional learning and on community building in education. Jennifer has been the lead Kestrel educator at Camp Spindrift for the past two years, and has developed an extensive curriculum based on the camp's themes.



Tracy Bowen, Bookkeeper

Tracy is grateful to have grown up in a place and a time where she was free to roam unsupervised in the Great Sippewissett Marsh and play with the animals at neighboring Sacconneset Farm on Cape Cod. She's a great believer in giving kids time to explore nature and in Kestrel's mission; she's hopelessly drawn to working in non-profits.



We worked with 24 schools and programs, 9 towns, and over 2,300 students in programs this year.

Read about some of our program highlights!

Program Highlights

Project-based STEM afterschool class, Salem



Throughout the year, the Kestrel team headed to Bowditch School in Salem every Tuesday afternoon to teach our custom designed STEM class for upper elementary school students. Through a Read Trust grant to Salem Public Schools the program is free to students. Each eight-week session involved unravelling mysteries of science, through exploration and arts. During the “Take Flight” session, students observed and captured flying animals and studied their wings. They learned how air and wings work together to make flight possible, and then built their own original flying toys.

In the “Human and Animal Navigation” session, the focus was on migratory animals and how they use stars, magnetic fields, and landmarks to navigate. Students learned to use these methods themselves and experimented with finding their own way around.

During the “Coming Home” session, students learned about a variety of animal homes and visited with creatures such as caddisflies who make their own homes. They created final sculpture projects with imaginary animal homes.

In our final session “Design Your Own Study,” students formed teams based on their chosen studies, and each team posed a scientific question such as, where do different kinds of ferns grow? The students spent the session collecting data in the field, and finished by presenting their findings to the group.



Rockport Middle School 8th Grade



Kestrel piloted a new relationship with Rockport Middle School, supporting the 8th grade study of Millbrook Pond. All the 8th graders spend a late spring day each year at this lovely local waterway, collecting various kinds of data with a large contingent of local partners. Kestrel's water station tasked students with testing water chemistry at various points along the brook and in the pond, and analyzing the results. Kestrel instructors also set up a project planning station in the field. Students were required, after the field day, to develop a PowerPoint presentation based on their field research, and were asked to make and support a claim about ecological health.

At our project planning station, we helped students pull their experiences and ideas together to ask and answer questions such as: *which crab species are most dominant at the site, where is the nitrate level highest and why, or what methods are best working to eradicate invasive plants.* The next week, Kestrel instructors joined students in the classroom and helped them to use evidence from the field to support their claims.

Manchester-Essex Regional School District (MERSD)



This year, Kestrel engaged every MERSD Kindergartener, 1st grader, and 2nd grader in a three-part Kestrel program. The Kindergarteners embarked on our Waterway Trackers program. They began by making small model watersheds, then ventured outdoors to follow waterways on their school campus. Finally, they designed maps showing how water moves around their school. The 1st graders participated in our Tideline Explorers program, visiting the local coastline and comparing the life in different tidal habitats. In the classroom, students met some captive creatures such as rock gunnels and sea anemones. They then created dynamic clay models of shorelines, showing how different tide levels impact life along the shore. The Manchester 1st graders visited Masconomet Park, while the Essex 1st graders headed to Conomo Point. Donning mud boots and carrying clipboards, the young scientists tracked the changes in tides throughout the day, and captured and observed spider crabs, green crabs, and many other creatures. Finally, back in the classroom, they created maps showing the tidal zones at the sites they visited, and documenting where each animal was found.

The 2nd graders became Forest Ecologists. Instructors matched each student with a local wildlife species to study, including black capped chickadees, carpenter ants, great blue herons, red backed salamanders, and many more. From Manchester Memorial, we headed to Dexter Pond, and from Essex Elementary, we explored Chebacco Woods. Working in small teams, the 2nd graders scouted the woods for signs that their animal could survive in the habitat. They searched for tree cavities, ripe berries, thickets, and ground cover. Back at school, students presented the information they had gathered in the field, and used it to analyse their woodland's potential for supporting specific wildlife.



Vernal Ponds at Beverly Cove

For the second year in a row, Kestrel teamed up with Beverly Cove School 5th grade teachers to support their vernal pond project unit. This teacher-designed unit anchors the science standards to a place only steps from the school, and tasked the students with getting to know the place throughout the year, monitoring its life, and sharing their findings with others.

We visited the pond in both the spring and the fall, and compared qualities of the water, sunlight, and soil in each season. Students collected data on the plants and the animals, and how their lives are affected by the seasonal changes. They learned to distinguish wood frog from spotted salamander eggs, after finding both in the pond, found buttonbush and other plants that depend on wetlands, and discovered the only species of New England salamander that isn't born in the water. Students created an original guide to life at the pond using field experiences and drawings.



Homeschool Science: Life of a Fish



Throughout an eight-week class, our homeschoolers explored what it is like to be a fish in the Ipswich River. They tested the water quality to determine its oxygen content and look for pollutants, caught and observed small fish, and visited the downtown Ipswich dam and fish ladder. At the fish ladder, learners were surprised to discover turtles trapped below the dam. They decided to rescue them and move them where they were headed, and while doing so, learned about the same challenges also faced by fish trying to swim upstream of the dam to spawn.

They studied fish body forms, and the fluid dynamics of different shapes in the water. Finally, all the students crafted their own model fish out of art materials, and a story to go along with them. The students acted out stories constructed from their experiences, and told of how everything - the shapes, the water itself, manmade structures, and other animals - all contribute to the life of a fish.



“I wish we could stay here for the whole entire day and explore. Next time!”

West Parish 2nd grader on our Tideline Explorers field program

“Now that I’m so into animals, when I go home I’m going to ask my mom if I can explore back behind my backyard. I have a forest there and a swamp.”

Waterway Trackers kindergartener from Manchester Memorial School (making a model swamp and realizing she had never seen one)

“Kestrel is the real deal in science education. They teach kids to think and act like scientists by giving them open ended experiences and inviting them to pose their own questions. They inspire wonder in children and mentor them to seek answers and connections...For some kids, it’s the only time this type of exploration happens. The education and instruction that Kestrel provides can be truly life changing for young children. It also allows children that learn differently a new and exciting way to access learning and curriculum.”

Parent of student who has participated in our school, afterschool, weekend, and summer programs

“Everyday he came home animated and full of stories about what he discovered that day. From building his own fishing rod and catching fish with it, to using a flint and steel to make a fire, to using things in nature to build a fort, he was happy as a clam at high tide. My guess is that much of it had to do with the expertise of his guides.”

Survival Rockport parent

YMCA Camp Spindrif Science Cabin, Gloucester



This year, Kestrel continued our partnership with YMCA’s Camp Spindrif in Gloucester, led by instructors Jennifer and Fern.

Each week, campers of all ages participated in Kestrel adventures that kept to the camp themes. During Harry Potter week, campers took a Care of Magical Creatures class. During fairy tale week, campers made “Rapunzel hair” out of natural materials, and during Pirate Week the campers learned to make and use treasure maps with their newly-learned orienteering skills. Kayak trips out into the marsh were wonderful opportunities to practice independent skills and observe egrets that were feeding.



The Kestrel science cabin was also open regularly for campers and counselors to bring their wild finds. Campers brought insects, plants, and nature mysteries, excitedly investigating them along with the Kestrel instructors.

Kestrel Summer Adventures

Instructors Jessica and Clay enjoyed an amazing five weeks of summer with 60 uniquely talented and adventurous young people. Our two Summer Adventures programs are detailed below.

Being Animals

Our Being Animals program, based at Essex County Greenbelt's headquarters, invited our youngest adventurers to imagine transforming themselves into different local wildlife every day. Our little animals spent their mornings as insects, swallows, mummichugs, crabs, and ospreys.

While learning to hunt, move, and live like local wildlife, children nurtured their own inner wildness, experiencing a sense of freedom in the outdoors. As crabs, they invented methods for getting across marsh ditches. As various flying creatures, they played with kites, and as snakes, they learned to climb trees. As birds, they gathered materials and designed their own cup or cavity nests, sculpting and painting species-specific clay eggs to lay inside the nests.

We were delighted to watch as the children forged connections with nature and each other, and began to notice patterns and become aware of the web of life that is all around them.



Survival Rockport

Each week, our young survivors were immersed in a story of adversity in which they became heroes. In Lost in the Woods week, survivors had to learn first to build shelters against the elements, then to purify water, navigate the landscape, and cook over matchless fires. During Shipwrecked week, the challenges were a little different; gear had to be recovered from underwater, fish caught with homemade poles for food, and, finally, the survivors used downed logs to build an escape raft and climbed aboard. Stranded on Mars survivors had to test the waters for acids before knowing it was safe, collect strange creatures for study, and use chemistry to construct escape rockets.

Each day, we held a council during which survivors chose jobs, heard each others' ideas, and practiced working together to become a strong team. By the end of each week, everyone was ready for a bonfire around which we shared our stories with parents and siblings.

Special thanks to Essex County Greenbelt Association for allowing us to use Cox Reservation in Essex and Gott Lane Woods in Rockport as our summer classrooms!

Get Outside Center, Main Street Gloucester



The Get Outside Center (GOC), our free drop in resource filled with live critters, exhibits, and maps, has become a vital community resource. The goal is to connect people of all ages with the local wilds and empower them to become explorers and naturalists.

Open six afternoons a week and staffed primarily by volunteers, the GOC welcomed over 950 visitors during the year. Most people came to visit with the animals and enjoy the stream table and microscopes, while others attended events, or just came in to get more information about outdoor places to enjoy. Our trail maps were popular with adult visitors looking to learn more about the area.

The volunteer and intern positions have allowed us to welcome a new audience: those looking

to learn more or give more back to their communities. Our high school student intern studied marine animal husbandry while establishing our marine life tank, and other volunteers have learned exhibit maintenance and brought their professional skills to share. Our Get Outside Center Volunteers logged 400 hours over the course of the year.

Special Event Highlight

Summer Programs Fair

On March 6th, Kestrel hosted our first annual Summer Programs Fair at the Get Outside Center. Featuring ten local summer adventure programs, the fair offered more than just information. Live animals, craft and science activities, knot tying and tracking demonstrations, and lots of snacks made the event fun for everyone. Over 100 people attended the Summer Programs Fair.



Accomplishments

• **Goal from last year:** *Integrate more deeply with partner schools.* Our team placed a heavy emphasis on this goal over the past year. In particular, we built stronger partnerships within the Manchester-Essex (MERSD) and Salem school systems, as well as with Gloucester. We reached three grade levels of students in Manchester, up from two last year. We reached all the Gloucester 2nd graders four times; last year most of these schools worked with us only two times. For all our school programs, we connected with teachers ahead of time to brainstorm points of connection to their curriculum, and custom-built teacher support packets for each school. We also established a once a week STEM program in Salem that ran all year, for 30-45 students each eight-week session. In Rockport, we worked with the middle school to support an ongoing project managed by the science teacher.



• **Goal from last year:** *Expand our programmatic reach.* We succeeded at this goal by reaching new schools within Salem with the STEM program for elementary school students, and with programs in Georgetown High School, Faith Christian School, Rockport Middle School, and the Cambridge Friends School. We also built a new homeschool program for families in and around Groveland. This is definitely an area where Kestrel needs to continue to grow, as there are still many Essex County Schools where there are no Kestrel programs.

• **Goal from last year:** *Expand Summer and Afterschool Programs.* We expanded our participation in Salem afterschool programs by establishing the STEM partnership at the Bowditch School. This year, we ran a weekend program on wildlife tracking and storytelling called Stories from the Wild Side. We would like to continue our expansion of afterschool offerings, and efforts to partner with school districts to do so are underway. We also doubled participation in our summer programming and added an extra week to both Being Animals and Survival Rockport.

• **Goal from last year:** *Develop and launch Kestrel consulting to help classroom teachers implement inquiry science.* In the spring, Kestrel partnered with Salem Public Schools to lead two sessions of their four-part science teacher training, with 20 participating teachers. We also provided a special custom training and curriculum assistance to 15 Marblehead Village School teachers.

Kestrel Youth Programs by the Numbers...

	2013-14	2014-15	2015-2016	% increase from last year
Unique Individuals	1,622	1,600	2,319	+45%
Student Participation Number	3,421	6,550	7,360	+12%
Contact Hours, School Year Programs	3,616	6,219	7,964	+28%
Total Contact Hours	4,426	11,100	11,691	+5%

Students & Schools

Beverly

Ayers Ryal Side Elementary School
Beverly Cove

Cambridge

Cambridge Friends School

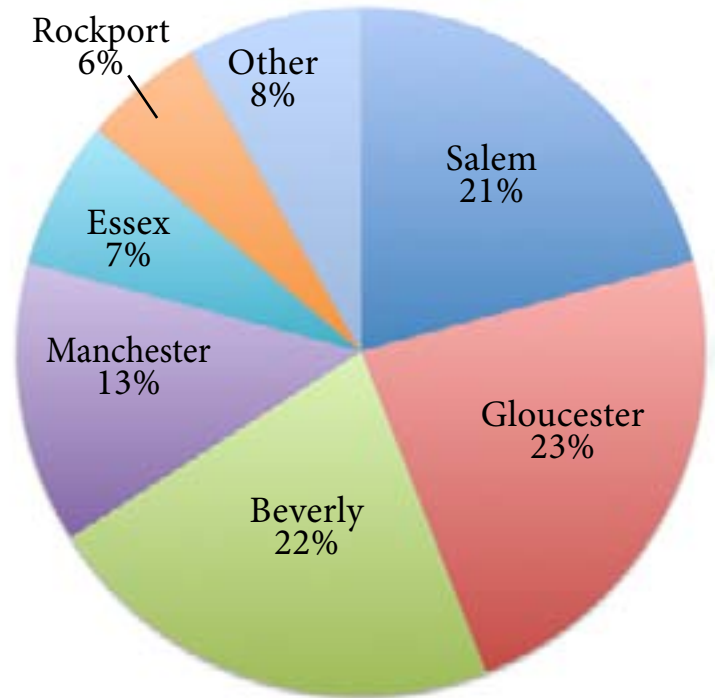
Georgetown

Georgetown Public High School

Gloucester

Eastern Point Day School
Camp Spindrift
Beeman Memorial School
Veterans Memorial Elementary
East Gloucester Elementary
Plum Cove Elementary
West Parish School
Gloucester U @ Gloucester High School
Pathways for Children
Faith Christian School

Students Served, by Town:
school year programs



Manchester/Essex

Essex Elementary School
Manchester Memorial School
Brookwood School
Landmark School

Marblehead

Marblehead Village School

Rockport

Rockport Middle School

Salem

Collins Middle School
Saltonstall School
Expanding Horizons Program
S.T.E.M. Magnet Program



Beverly students collecting temperature data

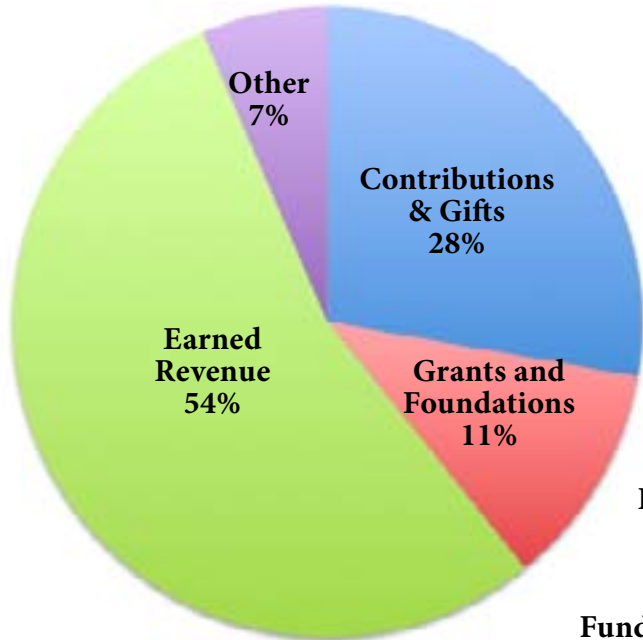
We also provide programming to homeschooled children from a variety of other towns.

Financials

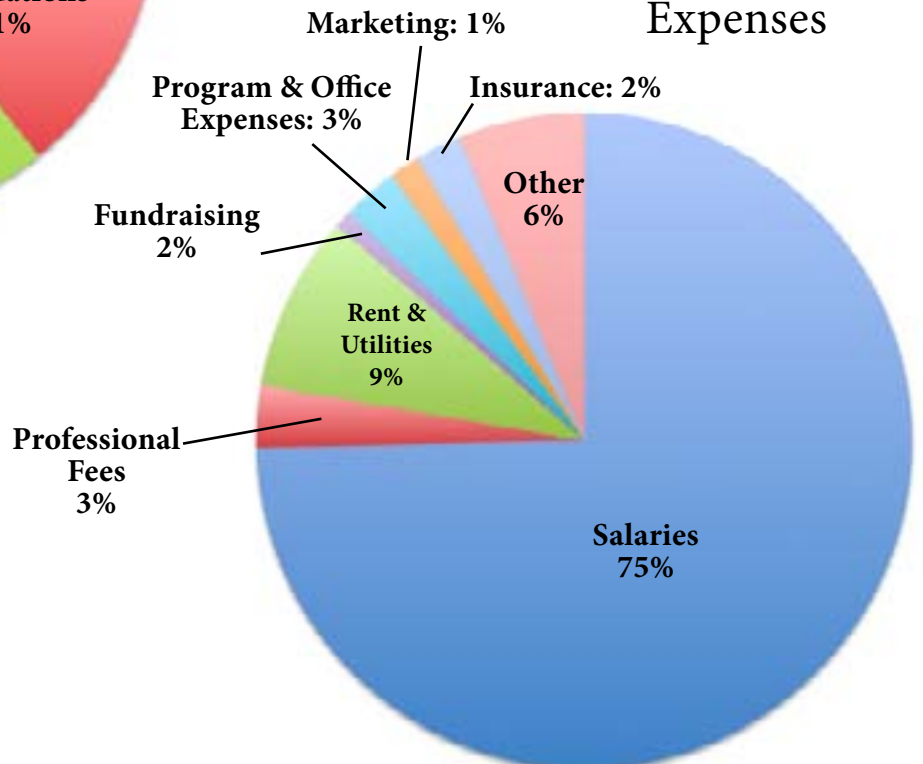
INCOME		8/31/2016
Contributions and Gifts		37,632
Grants and Foundations		15,500
Earned Revenue		73,515
Other		8,756
TOTAL INCOME		135,403

EXPENSES		8/31/2016
Salaries, employee benefits		101,051
Professional and Contractual Fees		4,130
Rent, Utilities & Maintenance		11,741
Fundraising		1,155
Program and Office Materials		3721
Marketing and Promotion		2,039
Insurance		3,083
Other Expenses		8,149
TOTAL EXPENSES		135,339
Net for the year		64

Income



Expenses



Goals for 2016-2017



Documenting small creatures found during Expanding Horizons Bioblitz in Salem

A) Continue to expand program reach.

- Develop partnerships with more Essex County schools and other organizations providing for youth.
- Reach more grade levels within partner schools.



Professional Development for Marblehead Teachers

B) Continue to increase program depth.

- Increase the average number of contact hours we spend with each student.

C) Develop and implement effective tools for assessing student growth in science skills, conceptual understanding, and care for the natural world.



Which creatures live here?

D) Increase the effectiveness of the Get Outside Center as a service for connecting people with the local natural world.

- Increase visibility and visitation.
- Hold an increased number of events in the Get Outside Center.
- Provide services targeted to adults.

Supporters

Grants, Foundation and Corporate Donations

<i>Supporter</i>	<i>Amount</i>	<i>Program</i>
The Dusky Foundation	\$4,000	General Program Support
Cell Signaling Technology	\$4,000	Get Outside Center
Sam Park	\$4,000	GPS 2nd grades
New England Biolabs Corporate Donation	\$2,500	General Program Support
Manchester-Essex Conservation Trust	\$2,000	MERSD K, 1st, 2nd grades
Patagonia	\$500	General Program Support
The Education Foundation for Rockport	program fees	Rockport Middle School
Cape Ann Savings Bank	\$250	Plum Cove 4th grade
Bank Gloucester	\$200	Plum Cove 4th grade



Above: MERSD Forest Ecologists gathering data

Left: Young scientists in Salem finding creatures for Bioblitz

Individual Donors

We would like to appreciate the support of the following donors and sponsors:

\$1,000+

Anna DiPerna
Susan Kaplan
Mark McDonough
Deirdre Mulligan
Jean Nichols
Sam Park
William Taylor

\$400 - 999

Helen & Jay Featherstone
Kenneth & Ronnie Kagle

\$100 - 399

Torey Adler
Alice Brickner
Jeff Denoncour
Christopher Jencks
and Jane Mansbridge
David & Jeane Kagle
Jessica Kagle
Emily Kahn
Joseph Muzio
Vicky Shen
Paulina Swartz
Karen Swift-Gorton

up to \$99

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Candace Martinez
Richard & Doris Prouty
Rick Roth
Cara Smith
Janet and Mark Standley
Mel Stern
Nancy Tharler



Special Thanks

Board of Directors 2015-2016

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Emily Kahn (Clerk)
Jeff Denoncour from 7.2016 - present
Deirdre Mulligan
Jean Nichols from 11.2014 -1.2016
Rick Roth



Get Outside Center Volunteers: Deanne Leavitt and Luke, Nicole Vasopoli, Peter Warny, Lucas Olson, Ben Flemer, Caroline Haines, Mark and Nathaniel Carper
Intern: Chase O'Brien

Volunteers and In-kind Donations:

Thank you Torey Adler, Colleen Anderson, Nicole Bogin, Tracy Bowen, the Cave, Jeff Cochand, Richard DiPerna, Rick Doucette, Kim Edelman, Benjamin Flemer, Molly Gould, Cathie Hull, Melissa Jencks, Jen Kern, Elizabeth MacDougall, Maritime Gloucester, Mark McDonough (and the Serenitee Restaurant Group), Rob Newton and the Cape Ann Cinema and Stage, Rick Roth and The Cape Ann Vernal Pond Team, Spaulding Trust, Elizabeth Stephens, Sticky Fingers Bakery, Virgilio's and many others too numerous to mention, who provided advice, support, and inspiration this fiscal year.

Our Favorite Places Online Auction

We were thrilled to continue our online auction this year, focusing on our favorite local businesses, artists, places, and people. The auction was a huge success thanks to our donors, and the many enthusiastic bidders. Thank you all! And please continue to support our favorite places - we know you'll love them too!

Auction Donors

112 Oak Growth and Renewal	Harry's Pizza and Deli	Roy Moore Lobster Shack
Agnes Magnolia	Jalapenos	Ryan Young
Alchemy Restaurant	Jenna Lanoue	Savour Wine and Cheese
Ben Flemer	Jean Nichols	Scott Wilson & David Hirshberg
Becky Carson (Mary Kay)	Jimmy Tarantino	Serenitee Restaurant Group
Black Earth Composting	Kaihlanen Gallery	Sue Ann Pearson
Body & Soul Medical Aesthetics	Kathie Babcock	Sticky Fingers Bakeshop
Bose	Keurig	SummerQuest @ Crane Estate
Boston Red Sox	Landmark School Outreach	The Lopardo Family
Cala's Restaurant	Laura Blanchard	The Pewter Shop
Cha Cha La Mer	Liz Davis	The Trustees of Reservations
Chapman's Green House	Manchester By The Book	Treetop Yoga
Coffee Time Bake Shop	Maritime Gloucester	True North Gallery
CinemaSalem	Mud Puddle Toys	Turner Seafood
Clayton Kern	Nell Schwechheimer	Village Silversmith
Deborah Coull Salon	North Shore Massage	Wendy Taylor
Deirdre Mulligan	Organic Garden Cafe	Wenham Teahouse
Doggie Depot	Melita Fiore	Wild Oats Health Food
Duckworth's Bistrot	Pamplemousse Gourmet Foods	Zeke's Place
Erika Riley	Paul DiPerna	
Firenze	Prides Crossing Confections	
Freddi Pare	Rasta Pasta	
goodlinens	Red Sox	
Grace Humphrey	Refind	
Green Meadow Farm	Rockport Music (Shalin Liu)	
Hauswitch	Roy Moore Lobster Restaurants	

