

Green Partners 2022 grant application

Youth environmental education projects

Project summary

Organization name	Youth Forward
Project title	Pollination Power!
Number of youth you will directly engage in project activities (projects should directly engage at least 150 people)	200 youth
Number of people you will reach through communications like newsletters and social media	1,000
Brief description of audience	Youth from Brooklyn Park, ages 9-15, primarily African immigrant, African American, Hmong
Geographic location(s) your project work will take place	Brooklyn Park
Type of applicant (Double click the check box and select "check")	<input checked="" type="checkbox"/> Returning Green Partners grantee <input type="checkbox"/> New applicant
Length of project: Are you seeking a 1-year or 2-year grant? (returning grantees may qualify for a 2-year grant)	<input checked="" type="checkbox"/> Yes, this could be a 2-year project <input type="checkbox"/> No, this is a 1-year project

Topics: What topics will you address during this project? (Double box to select "check" for each topic that applies.)

Protecting natural resources

- Caring for trees
- Protecting water
- Protecting pollinators
- Exploring nature

Preventing waste and recycling

- Recycling
- Preventing waste
- Organics recycling
- Backyard composting
- Reducing household hazardous waste

Acting on climate change

- Conserving energy
- Improving air quality
- Using renewable energy
- Choosing sustainable transportation

Section 1: Project goals and activities (25 points)

One paragraph project summary: What environmental topics will youth learn about? Include context about why this project is important to do now with your audience.

We plan to engage youth from Brooklyn Park in learning about, connecting with, and caring about water and pollinators so they grow up to be stewards of the earth by considering and making environmentally friendly choices. Youth Forward works to develop youth leaders and would like to pair our youth development program with outdoor and environmental education, particularly with an age group and audience that has little exposure to nature. Two years ago, youth leaders

expressed interest in learning more about water and pollinator issues after one of our youth shared a school project they completed on urban farming. We were able to implement our first project focused on environmental curriculum in our programming. This grant will allow us to continue the work and add to the environmental topics youth learn about.

Activities: Describe project activities and include a timeline by month, quarter, or season. Tell us about efforts youth will engage in with community partners and in direct environmental stewardship in the community. Will youth spend time outdoors? Will youth play a role in influencing project activities? Describe and submit curriculum you will use. This grant opportunity aligns with county initiatives to [reduce racial disparities](#) in health and environmental quality. How will this project potentially reduce disparities?

We will engage 30 youth to participate in a pilot “water and pollinators” program as youth leaders during the summer. Our organization runs a summer program for youth each year, and this year we will focus on water and pollinators. We have incorporated COVID-19 safety measures by requiring masks and social distancing as needed. We plan to meet outdoors or virtually if guidance from the department of health does not allow for in person gatherings. In May and early June, youth will gather for three outdoor adventures at Three Rivers Park District sites – farming, water quality assessment, and pollinator observation at Elm Creek Park Reserve in Maple Grove – and explore their own family history with water and pollinators to build a foundation for their work over the summer. When they return from their final field trip, youth will interview family and friends in their community about their relationship with water and pollinators. Youth will share these stories with each other to reflect on how the world has changed and consider the meaning these issues have in their own lives.

Throughout the summer from June to the end of August, youth will participate in weekly leadership development and training workshops on topics such as public speaking, networking, green jobs, water, pollinators, and climate change.

Curriculum resources include:

- Hennepin County [activity guide on land and water](#)
- Climate Generation’s [climate curriculum](#)
- Project WET [water curriculum](#)

In June, youth will learn about pollinator plants, look for pollinator plants in the community, and learn about pollinators and their role in providing food. Curriculum on pollinators is from a variety of sources including:

- [The Xerces Society](#)
- [North American Pollinator Protection Campaign](#) and [Pollinator Partnership](#)
- The University of Minnesota [Bee Lab](#)
- [Project Wild: pollinator curriculum](#)

At the end of the summer, youth will prepare a food item that pollinators had a role in producing for their families and share what they learned. Youth will make a pledge to protect pollinators in their yard or neighborhood.

Youth will also create water and pollinator themed art to share with their families and community members. Photos of the summer activities youth participated in will be posted on our social media.

Returning grantees only:

- If we were to fund this project for two years, provide a summary of activities in the second year. Will you work with the same participants or on the same topic? Will the project build on the previous project?
We would engage a mix of the same youth and new youth in the second year. We would evolve the education and activities we do based on youth interest and what we are able to cover in year 1, topics would remain the same.
- Provide a summary of your previous grant project, what was successful, and why this project is a logical next step for your organization. It is helpful to submit links to photos, a video, or stories from past projects, if available.
We were able to engage 30 youth in learning about food, farming, and composting. Youth shared what they learned with their families and from the survey results, 28 youth felt they could make a difference in protecting the

environment and 30 enjoyed learning about the environment. This project builds on that project by focusing on two topics related to farming, pollinators and water. Visit [this link to read our blog posts](#) about the project.

- Did you successfully complete your previous Green Partners grant projects, including submitting required reports on time? Yes No Other, please explain:

Outcomes: Hennepin County will provide a survey for youth regarding their attitudes about the environment. Describe when and how you will survey youth. [We will survey the youth at the end of the summer program. We will create a survey they can respond to on their smart phones. We will also provide paper surveys or access to an ipad to fill out the survey.](#)

Best practices: Indicate the best practices for youth environmental education that will be used in your project:

- Encourage youth leadership
- Promote community partnerships
- Develop awareness and increase knowledge of environmental issues
- Engage critical thinking skills by being inquiry-driven and interdisciplinary
- Incorporate outdoor, experiential, service learning, or place-based education
- Promote environmental stewardship through hands-on, skill-building activities
- Provide a physically and emotionally safe and inclusive environment for learning

Safety training: What type of safety training do you provide to these participants?

Section 2: Participant information (25 points)

Age group of youth you will directly engage in the project (select all that apply):

- Pre-K (Under 5 years old)
- Grades K-2 (ages 5-8)
- Grades 3-5 (ages 8-11)
- Grades 6-8 (ages 11-14)
- Grades 9-12 (ages 15+)

Describe your youth participants. Who are they and what is their relationship to Hennepin County, do they live, work, or go to school in the county? Do youth and their families face [disparities](#) in relation to education, employment, income, housing, transportation, justice, or health? What is their interest in the environmental issue? (*Schools only: Report percent of students receiving free/reduced lunch.*)

[The audience for this project includes high school-age youth from Brooklyn Park who are primarily immigrants, African American, Hmong and youth who live in the immediate vicinity of Youth Forward's office. Participants are likely to experience disparities in all the areas listed. Participants have little exposure to environmental issues and outdoor recreation but have expressed interest in learning more.](#)

Describe your relationship and experience working with this audience. *If you do not have an established relationship with this audience, find a project partner who can provide a strong connection to your audience.*

[Youth Forward staff members have worked with youth in this community over the past 10 years and as a result are experienced in engaging this audience. Through their years of experience, staff are aware of the youth's interests and learning styles. The project coordinator working on this project has been active in engaging Brooklyn Park youth since 2015 and the youth engagement manager has been working with youth for more than 10 years. The program assistant has one year of experience working with youth at Youth Forward.](#)

[During the school year, we facilitate monthly events for youth including movies, painting classes, and sports. Each summer, we host a youth program. Previously the summer program has focused on computers, health, and reading. See our \[blog\]\(#\) for examples of the work with do with youth.](#)

[We will recruit youth leaders through email, social media, fliers, word of mouth and announcements at existing monthly community meetings. We will retain youth leaders by paying them a stipend for their successful participation and feeding them at events and workshops.](#)

What communications channels do you currently use and how will you use or expand on these tools to communicate with your audience during this project?

We will continue to use direct conversations, email, and social media to communicate with our audience. We have an email list of 1,000 people that we email to at least once per month. We host a youth blog and we post information on our youth programs [Facebook site](#), which has 800 followers. We will create a hashtag that participants can use. Our staff attend community events and post fliers at local gathering places to recruit community youth in program initiatives. We also plan to deliver programming through Zoom as needed.

Section 3: Organization and project management information (25 points)

Organization information: Organization name, mailing address, and website: Youth Forward, 701 South Fourth Avenue, Minneapolis, MN 55415, www.youthforwardmn.org

List and describe the staff and others who will implement the project, include their role and brief bio that includes their experience conducting youth education, if applicable.

- Overall project manager/phone/email: [Maggie Rhee](#), Program manager, oversee all aspects of the project including reporting, data collection and staff supervision. She has been in this role with Youth Forward for the past 5 years. 612-348-9352 maggie.rhee@youthforward.org
- Back-up project manager/phone/email: [Richard Grimes](#), outdoor education manager, 612-348-9352 rick.grimes@youthforward.org
- Name, title and email of the person who has authority to sign the grant agreement: [Michonne Hawthorne](#), Michonne.hawthorne@youthforward.org
- Additional project staff and project partners. Please submit letters of support from all significant organizations and/or experts you will partner with to implement this project.
 - [Sasha Williams](#), Program assistant, plan pollinator gardens, assist with workshops
 - [Rosita Espinosa](#), Communications manager, project support and communications
 - [Daryl Dixon](#), Administrative assistant, field trip coordinator, financial reporting
- Have the staff involved in this project implemented youth projects in the past? Yes No
- Do you conduct background checks for staff and volunteers working with youth? Yes No
- Do you provide training to staff and volunteers working with youth? Yes No

County meetings and support:

- The project manager and one other person should attend the grant orientation meeting in September 2022 and periodic check-in meetings. Provide their names and emails so we can follow up if awarded a grant. [Maggie Rhee](#), Maggie.rhee@youthforward.org and [Richard Grimes](#), rick.grimes@youthforward.org
Some projects benefit from county staff support in project planning or implementation, while others simply need funding or troubleshooting support. How can Hennepin County best support your project? [Youth Forward staff will seek advice from Hennepin County staff regarding the appropriate field trip sites, flyers, brochures, magnets, and other resources that can be used during the project. County staff will be asked to attend one of the youth training workshops to present and answer questions.](#)

Section 4: Budget (25 points)

Find the Green Partners Budget Form on the Supplier Portal and submit it with your application. If you are seeking funds for staff time, we recommend including at least 10 hours for meetings with county staff and project reporting.

Submit a one-year budget. Describe budget items and be sure all expenses are explained in the application. List and provide details regarding number and cost per item for educational supplies, incentives, and tools for participants to take action, and food. For personnel, list estimated hours and hourly rates, stipend amount, or other relevant pay. Only include items that would be covered by this grant.

Budget narrative: Briefly explain what you use the funds for and why you need this grant. If are seeking a 2-year grant, briefly describe your second-year budget.

Funds will be used to pay staff time to plan, create, and implement the project, to pay and feed youth, and to advertise the program. We will purchase education supplies to learn about water and pollinators, field trips, and food for workshops as an incentive to participants.

Optional: How did you hear about the Green Partners grant program?

- Coworker/colleague
- Hennepin County commissioner
- Hennepin County e-newsletter
- Hennepin County staff
- Social media
- Newspaper
- Community group email or newsletter
- Student or youth leader
- Other (please list):