

Green Partners 2021 grant application

Youth environmental education projects

1. Project summary

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

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

Protecting natural resources

- Caring for trees
- Protecting water
- Protecting pollinators
- Learning about habitats

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

2. Project goals and activities (25 points)

- **One paragraph project summary:**

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 leadership development program with outdoor and environmental education, particularly with an age group and audience that has little exposure to nature.

- **Activities:** Describe the project activities and include a timeline of activities, by month, quarter, or season. Tell us if youth will play a role in influencing project activities. Be sure to describe and *submit curriculum you plan to use with your application*. Reference steps you will take to protect participants from COVID-19.

We will engage 30 youth to participate in a pilot “water and pollinators” program as youth leaders during the summer. Our organization has run summer programs for youth every year, but this is the first time we will focus on water and pollinators. We have incorporated COVID-19 safety measures by requiring masks, social distancing, and hand sanitizing. We plan to meet outdoors or virtually until guidance from the department of health allows for in person gatherings. In May and early June, youth will gather for three outdoor adventures – canoeing, hiking, and pollinator research 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 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 and discuss and reflect how the world has changed.

Throughout the summer from June to the end of August, youth will participate in weekly leadership development and training workshops on topics such as working in teams, planning meetings, public speaking, networking, green jobs, water quality, pollinators, and growing sustainable food.

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 year two (if applicable). N/A
- **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

3. Participant information (25 points)

- Describe your project participants (those you will directly engage in the project). Where do your participants live, work, or go to school in Hennepin County? (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 be low-income and have little exposure to environmental issues and outdoor recreation.

- Tell us how you will recruit and retain project participants. Describe your relationship to and past experience working with this audience. *If you do not have an established relationship with this audience, you must find a project partner who can provide a strong connection to your audience for the duration of the project.*

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. In past years 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 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.

4. Organization and project management information (25 points)

- Organization website and mailing address: 701 South Fourth Avenue, Minneapolis, MN 55415, www.youthforwardmn.org
- List the staff and others who will implement the project. Describe each person's role and experience. Submit letters of support from significant organizations you will partner with to implement this project.
 - List the 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
 - List a back-up project manager/phone/email: Richard Grimes, outdoor education manager, 612-348-9352 rick.grimes@youthforward.org
 - List 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
 - List the person who will sign the grant agreement and email: Michonne Hawthorne, Michonne.hawthorne@youthforward.org

Your organization commits to having two people attend the grant orientation meeting on September 14, 2021. 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

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- Have the staff involved in this project implemented youth or environmental 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
- Some projects benefit from county staff support in project planning or implementation, while others simply need funding or troubleshooting support. How can we 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.

5. Budget (25 points)

- **Budget narrative:** Be sure the budget request aligns with your project activities and that all expenses are explained in your application. Only include items that would be covered by this grant. Briefly explain what you use the funds for and why you need this grant. 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 the county staff and project reporting.

Funds will be used to pay staff time to plan, create, and implement the project and to advertise the events. We will purchase education supplies to learn about reducing waste and pollinators, a field trip, 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):