

# Attachment 1 - 2024 Youth Environmental Education application for Green Partners

## Project summary

|   |  |
|---|--|
| <b>Applicant name</b>   | Youth Forward  |
| <b>Project title</b>  | Pollination Power!   |
| <b>Number of youth you will directly engage</b> in project activities<br>(projects should directly engage at least 150 people)                | 200 youth  |
| <b>Number of youth you will reach through communications</b> like newsletters and social media  | 1,000  |
| <b>Brief description of the audience</b>  | Youth from Brooklyn Park, ages 9-15, primarily African immigrant, African American, Hmong                      |
| <b>Geographic location(s)</b> your project will take place  | Brooklyn Park  |
| <b>Type of applicant</b><br><i>(In Microsoft Word, double click the check box and select "checked", or otherwise indicate your selection)</i> | <input checked="" type="checkbox"/> Returning Green Partners grantee<br><input type="checkbox"/> New applicant |
| <b>Budget request:</b><br><i>(Returning grantees qualify for a 2-year grant)</i>  | Year 1: \$24,103.50<br>Year 2: \$24,653.50   |

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

### Preventing waste and recycling

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

### Protecting natural resources

- Caring for trees
- Protecting water
- Sustainable landscaping
- Protecting pollinators
- Exploring nature
- Environmental science

### Acting on climate change

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

## Section 1: Application and project team

### Applicant information

Applicant legal name, mailing address, phone number: Youth Forward, 701 South Fourth Avenue, Minneapolis, MN 55415, [www.youthforwardmn.org](http://www.youthforwardmn.org), 612-200-1000

Applicant organization's mission: Youth Forward's mission is to empower youth to become leaders in their community.

### Returning grantees

- Did you successfully implement your most recent Green Partners grant project and submit the required reports on-time?  Yes  No  Other, please explain:
- Provide a summary of your most recent Green Partners grant project and the project outcomes. It is often helpful to share photos, articles, or video, or share a brief story from your past project(s). If you are currently working on your first Green Partners grant, tell us about your project outcomes and successes so far. [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.](#)

### Project team

List and describe the staff, including partners and youth, who will implement the project. Describe their role and the experience they bring. List the project manager and the back-up project manager (required). Please have key project partners submit a letter of support stating they agree to their role in the project.

| Name               | Email / phone  | Organization  | Role in the project  |
|--------------------|--|---------------|--|
| Maggie Rhee        | 612-348-9352<br><a href="mailto:Maggie@youthforward.org">Maggie@youthforward.org</a>     | Youth Forward | Overall project manager (required)<br>Will oversee all aspects of the project including reporting, data collection and staff supervision |
| Richard Grimes     | 612-348-9352<br><a href="mailto:Rick@youthfoward.org">Rick@youthfoward.org</a>           | Youth Forward | Back-up project manager (required)<br>Outdoor education manager  |
| Michonne Hawthorne | 612-348-9352<br><a href="mailto:Michonne@youthforward.org">Michonne@youthforward.org</a> | Youth Forward | Authorized to sign the contract / grant agreement  |
| Rosita Espinosa    | 612-348-9352<br><a href="mailto:Rosita@youthforward.org">Rosita@youthforward.org</a>     | Youth Forward | Communications manager, project assistance and communications  |
| Sasha Williams     | 612-348-9352<br><a href="mailto:Sasha@youthforward.org">Sasha@youthforward.org</a>       | Youth Forward | Project assistant, project assistance and education supplies   |
| Daryl Dixon        | 612-348-9352<br><a href="mailto:Daryl@youthforward.org">Daryl@youthforward.org</a>       | Youth Forward | Administrative assistant, financial reporting  |

### Experience and support

- Have the staff involved in this project implemented environmental projects in the past?  Yes  No
- Do you have policies and practices in place to prevent volunteers from working with youth unsupervised, or do you conduct background checks for staff/volunteers working directly with youth, unsupervised?  Yes  No  Not applicable
- 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.

### Cultural competency

- How has the Applicant and project team demonstrated efforts to increase their cultural competency? Youth Forward staff receive annual training on race and equity. Many of our staff represent the communities we engage in programming. Youth Forward staff members have worked with youth in this community for 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.

## Section 2: Participant information

**Describe your participants.** Who are they and what is their relationship to Hennepin County, do they live, work, or recreate in the County? Provide context about why this project is important to do now with your audience. Why are you the right organization to engage this audience?

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 have little exposure to environmental issues and outdoor recreation but have expressed interest in learning more.

Do your participants face [disparities](#) in relation to education, employment, income, housing, transportation, justice, or health? Yes, youth participants are likely to experience disparities in all the areas listed.

If the Applicant is a school, indicate whether:

- More than 50% of students are eligible for educational benefits, such as the former free or reduced lunch program.
- Less than 50% of students are eligible for educational benefits, such as the former free or reduced lunch program.

**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+)

What percentage of your audience falls into these categories?

- Regular volunteers, students and participants 30%
- Occasional participants/students 50%
- Infrequent participants/students 10%
- New participant/students 10%

## Section 3: Project goals and activities

**Goals and project summary:** What are your goals for this project? Describe the project and environmental topics youth will learn. How is the program structured, for example, will activities build knowledge over time with the same youth participants, or will you continually engage new youth participants in the same activities?

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.

**Project activities:** Tell us what you plan to do. Describe below your project activities and timeline by month, quarter, or season. Does your project include opportunities for hands-on activities or outdoor nature experiences for youth? What educational resources do you plan to use, [Hennepin County's environmental education resources](#) or other educational resources? Describe or submit the curriculum you plan to use.

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. 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.

We will continue to use direct conversations, email, and social media to communicate about project activities. We have an email list of 1,000 people that we email to at least once per month. We host a blog and will 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.

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.

### Year 1 timeline of activities

| Quarter | Activities |
|---------|------------|
|---------|------------|

|                                 |  |
|---------------------------------|--|
| Fall: September – December 2024 | <ul style="list-style-type: none"> <li>• Project planning team meets</li> <li>• Project planning</li> <li>• Conversations with community group and school partners</li> </ul>  |
| Winter: January – March 2025    | <ul style="list-style-type: none"> <li>• Presentations to community groups and schools</li> <li>• Youth recruitment begins</li> </ul>  |
| Spring: April - June 2025       | <ul style="list-style-type: none"> <li>• Youth recruitment continues</li> <li>• May: Youth orientation meeting</li> <li>• Farming and water quality session at Elm Creek Park Reserve</li> <li>• Weekly leadership and training workshops – land and water topics; art workshop</li> <li>• Pollinator observation at Elm Creek Park Reserve</li> <li>• Weekly leadership and training workshops – climate and pollinator topics; art workshop</li> </ul>                             |
| Summer: July - August 2025      | <ul style="list-style-type: none"> <li>• Youth pledge activity</li> <li>• Youth will interview family and friends about their relationship with pollinators and water</li> <li>• Youth share stories with each other and explore together what it means to them</li> <li>• Family dinner and pollinator education event to share what youth learned</li> <li>• Annual budget report due August 31, 2025</li> <li>• Annual report and youth surveys due September 30, 2025</li> </ul> |

**Year 2 timeline of activities (Optional and only available to returning Green Partners grantees)**

| Quarter                         | Activities   |
|---------------------------------|--|
| Fall: September – December 2025 | <ul style="list-style-type: none"> <li>• Project planning team meets</li> <li>• Project planning</li> <li>• Conversations with community group and school partners</li> </ul>  |
| Winter: January – March 2026    | <ul style="list-style-type: none"> <li>• Presentations to community groups and schools</li> <li>• Youth recruitment begins</li> </ul>  |
| Spring: April – June 2026       | <ul style="list-style-type: none"> <li>• Youth recruitment continues</li> <li>• May: Youth orientation meeting</li> <li>• Farming and water quality session at Dream of Wild Health</li> <li>• Weekly leadership and training workshops – land and water topics; art workshop</li> <li>• Pollinator observation at Eloise Butler Wildflower Garden and Bird Sanctuary</li> <li>• Weekly leadership and training workshops – climate and pollinator topics; art workshop</li> </ul>   |
| Summer: July – August 2026      | <ul style="list-style-type: none"> <li>• Youth pledge activity</li> <li>• Youth will interview family and friends about their relationship with pollinators and water</li> <li>• Youth share stories with each other and explore together what it means to them</li> <li>• Family dinner and pollinator education event to share what youth learned</li> <li>• Annual budget report due August 31, 2025</li> <li>• Annual report and youth surveys due September 30, 2025</li> </ul> |

**Outcomes:** It is a requirement to survey for youth regarding their attitudes about the environment. Describe your plan to 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.

**Safety training:** If applicable to the project, what type of safety training and safety practices do you provide to participants? We will provide bee safety training before the pollinator observation activity and youth will wear bee suits.

## Section 4: Budget

**Budget spreadsheet:** Find the Green Partners Budget Form on the Hennepin County Supplier Portal and submit it with your application.

Be sure all expenses are explained in the application and that they are eligible expenses. Grant reviewers appreciate a detailed budget so they understand how funds will be used. Provide details regarding number and cost per item for all supplies and purchases, including educational supplies, incentives, and food. For personnel, list estimated hours and hourly rates, stipend amount, or other relevant pay details. If you are seeking funds for staff time, we recommend including at least 10 hours for meetings with county staff and project reporting. Only include items that would be covered by this grant. We do not require a match.

If you are requesting a two-year grant (returning grantees only), submit a separate spreadsheet for each year's budget – a sheet for year one activities and a separate spreadsheet for year two project activities.

**Budget narrative:** Is there anything we should know about your budget request that may not be apparent in the application or spreadsheet(s)? [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.](#)

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**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):