

NATURE IN NEIGHBORHOODS GRANT AGREEMENT



THIS Contract is entered into between Metro, a metropolitan service district organized under the laws of the State of Oregon and the Metro Charter, located at 600 Northeast Grand Avenue, Portland, Oregon 97232-2736, and Portland Parks and Recreation whose address is 2909 SW 2nd Ave., Portland, OR 97201, hereinafter referred to as the "Contractor."

Metro has established the Nature in Neighborhoods grant program with the purpose of funding community projects throughout the metropolitan region. Notwithstanding any statements or inferences to the contrary, Metro neither intends nor accepts any (1) direct involvement in these projects; (2) sponsorship benefits or supervisory responsibility with respect to the events or services funded; or (3) ownership or responsibility for care and custody of the tangible products which result from the projects.

THE PARTIES AGREE AS FOLLOWS:

ARTICLE I SCOPE OF WORK

Contractor shall perform all activities described in the Scope of Work attached hereto as Exhibit "A" (the "Work").

ARTICLE II TERM OF CONTRACT

The term of this Contract shall be for a period commencing upon contract execution through and including July 1, 2015.

ARTICLE III CONTRACT SUM AND TERMS OF PAYMENT

Metro shall compensate the Contractor for performance of the Work as described in Exhibit "A." Metro shall not be responsible for payment of any materials, expenses or costs other than those that are specifically described in Exhibit "A."

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ARTICLE IV LIABILITY AND INDEMNITY

Contractor is an independent contractor and assumes full responsibility for the performance of the Work and the content of its work and performance of Contractor's labor, and assumes full responsibility for all liability for bodily injury or physical damage to person or property arising out of or related to this Contract subject to the conditions and limitations of the Oregon Constitution, Article XI, Section 9 and the Oregon Tort Claims Act (ORS 30.260 to 30.300). Contractor shall indemnify and hold harmless Metro and Metro's agents and employees, from any and all claims, demands, damages, actions, losses, and expenses, including attorneys' fees, arising out of or in any way connected with Contractor's performance of this Contract. Contractor is solely responsible for paying Contractor's subcontractors. Nothing in this Contract shall create any contractual relationship between any subcontractor and Metro.

ARTICLE V TERMINATION

Metro may terminate this Contract upon giving Contractor seven (7) days written notice. In the event of termination, Contractor shall be entitled to payment for work performed prior to the date of termination. Metro shall not be liable for indirect or consequential damages. Termination by Metro will not waive any claim or remedies it may have against the Contractor.

ARTICLE VI INSURANCE

Contractor shall purchase and maintain at Contractor's expense, the following types of insurance covering the Contractor, its employees and agents.

A. Commercial general liability insurance covering personal injury, property damage, and bodily injury with automatic coverage for premises and operation and product liability shall be a minimum of \$1,000,000 per occurrence. The policy must be endorsed with contractual liability coverage. **Metro, its elected officials, departments, employees and agents shall be named as an ADDITIONAL INSURED.**

B. Automobile bodily injury and property damage liability insurance. Insurance coverage shall be a minimum of \$1,000,000 per occurrence. **METRO, its elected officials, departments, employees, and agents shall be named as an ADDITIONAL INSURED.** Notice of any material change or policy cancellation shall be provided to METRO thirty (30) days prior to the change.

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This insurance as well as all workers' compensation coverage for compliance with ORS 656.017 must cover Contractor's operations under this Contract, whether such operations are by Contractor, by any subcontractor, or by anyone directly or indirectly employed by Contractor or any subcontractor.

Contractor shall provide METRO with a certificate of insurance complying with this article and naming METRO as an additional insured within fifteen (15) days of execution of this Contract or twenty-four (24) hours before services under this Contract commence, whichever date is earlier.

In lieu of the above, Metro will accept evidence of a self-insurance program. Contractor shall name METRO as an additional insured within (15) days of execution of this Contract or twenty-four (24) hours before services under this Contract commence, whichever date is earlier.

Contractor shall not be required to provide the liability insurance described in this Article only if an express exclusion relieving Contractor of this requirement is contained in the Scope of Work.

ARTICLE VII PUBLIC CONTRACTS

[Contractor shall comply with all applicable provisions of ORS Chapters 187, 279A, 279B and 279C. All conditions and terms required to be inserted into public contracts in the state of Oregon pursuant to any provisions of ORS Chapters 279A, 279B and 279C are hereby inserted by reference into this Contract and made requirements of this Contract as if such provisions were separately enumerated herein.

In particular, for public works subject to ORS 279C.800 to 279C.870, Contractor and every subcontractor shall comply with ORS 279C.836 by filing a public works bond with the Construction Contractors Board before starting work on the project, unless exempt under that statute.

ARTICLE VIII ATTORNEY'S FEES

In the event of any litigation concerning this Contract, the prevailing party shall be entitled to reasonable attorneys' fees and court costs, including fees and costs on appeal to any appellate courts.

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ARTICLE IX SUBCONTRACTORS

Contractor shall contact Metro prior to negotiating any subcontracts and Contractor shall obtain approval from Metro before entering into any subcontracts for the performance of any of the services and/or supply of any of the goods covered by this Contract. Metro reserves the right to reasonably reject any subcontractor or supplier and no increase in the Contractor's compensation shall result thereby. All subcontracts related to this Contract shall include the terms and conditions of this Contract. Contractor shall be fully responsible for all of its subcontractors as provided in Article IV.

ARTICLE X RIGHT TO WITHHOLD PAYMENTS

Metro shall have the right to withhold from payments due Contractor such sums as necessary, in Metro's sole opinion, to protect Metro against any loss, damage or claim which may result from Contractor's performance or failure to perform under this Contract or the failure of Contractor to make proper payment to any suppliers or subcontractors. If a liquidated damages provision is contained in the Scope of Work and if Contractor has, in Metro's opinion, violated that provision, Metro shall have the right to withhold from payments due Contractor such sums as shall satisfy that provision. All sums withheld by Metro under this Article shall become the property of Metro and Contractor shall have no right to such sums to the extent that Contractor has breached this Contract.

ARTICLE XI SAFETY

If services of any nature are to be performed pursuant to this Contract, Contractor shall take all necessary precautions for the safety of employees and others in the vicinity of the services being performed and shall comply with all applicable provision of federal, state and local safety laws and building codes, including the acquisition of any required permits.

ARTICLE XII INTEGRATION OF CONTRACT DOCUMENTS

All of the provisions of any proposal documents including, but not limited to, Requests for Proposals, Proposals and Scopes of Work that were utilized in conjunction with the award of this Contract are hereby expressly incorporated herein by reference. Otherwise, this Contract represents the entire and integrated agreement between Metro and Contractor and supersedes all prior negotiations, representations or agreements, either written or oral. This Contract may be amended only by written instrument signed

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by both Metro and Contractor. The law of the state of Oregon shall govern the construction and interpretation of this Contract.

ARTICLE XIII ASSIGNMENT

Contractor shall not assign any rights or obligations under or arising from this Contract without prior written consent from Metro.

PORTLAND PARKS AND RECREATION

METRO

Signature

Signature

Print Name and Title

Print Name and Title

Date

Date



METRO

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Scope Of Work – Exhibit A

Metro Contract No.:

Project title: Greenspaces Restoration & Urban Naturalist Team (GRUNT)
Contractor: Portland Parks and Recreation
Project Coordinator: Kelly Rosteck
Duration: July 1, 2015
Amount: \$30,000
Match required: \$30,000

SCOPE OF WORK

The scope of work specifies the work and requirements the Contractor shall undertake as part of Metro's Nature in Neighborhoods Restoration and Enhancement grant agreement. The original grant application (see attached Attachment 1) sets forth the scope of work.

PAYMENT

The Contractor shall submit reimbursement requests for work associated with meeting the scope of work. Reimbursement requests must be submitted at least twice annually and shall not be submitted more frequently than once a month.

To request reimbursement, the Contractor will submit the following:

- Signed reimbursement request form (Attachment 2)
- Complete program budget form (Attachment 3)
- Itemized statement of all expenses incurred during the current reimbursement period.
- Invoices and/or receipts for all expenses, including those expenses that are to be counted toward the match requirement.
- One page project status summary that describes the progress to date and any unexpected circumstances encountered that will affect the project that Metro should know about (bi-annually).

All reimbursement requests should be sent to:

Metro
ATTN: HEATHER KENT
600 NE GRAND AVE
PORTLAND OR 97232-2736

Payment for this Contract shall not exceed the amount stated above and shall meet the stated match requirements in the Scope of Work to be eligible for reimbursements. Substitutions or changes in the project that have not been approved by Metro are not eligible for reimbursement

Payment shall be made by Metro on a Net Thirty (30) day basis upon approval of reimbursement request.

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Scope Of Work – Exhibit A

All payments are subject to audit(s) by Metro. Metro shall have full access to and the right to examine, during normal business hours and as often as it deems necessary, all of Contractor's records with respect to all matters covered by this Contract. Metro shall be permitted to audit, examine and make excerpts or transcripts from such records and to make audits of all contracts, invoices, materials, payrolls and other matters covered by this Contract.

PROJECT EVALUATION/FINAL REPORT

One copy of your final report and one electronic copy will be due upon project completion and should include the following:

- 1) A written summary of grant activities and a description of the progressive steps taken to complete the project. Summary should include the following information and report on the following performance measures.
 - a) Describe the GRUNT program for at risk youth. How were the teens selected for the program and what the diversity breakdown of the group? How was the program crafted to respond to culturally diverse participants and connect them to nature?
 - b) What activities were completed by GRUNT participants? How many plants were planted, area or amount of non-native species removed, trails built, etc.
 - c) What were the challenges and successes of the program and how were they measured? How is the long-term success of the program being measured? Provide any stories of individuals from the program.
 - d) How will lessons learned during the grant program be applied to the program moving forward?
- 2) The actual total budget for the project formatted as follows
 - (a) Grant funding
 - (b) Matching contributions (products and services paid for with funds other than Metro)
 - (c) In-kind contributions (products and services donated)
 - (d) Volunteer contribution (using \$20.25 per hour to calculate value)
 - (e) Total project value.
- 3) Description of the volunteer contribution to the project. Include the number of work parties, number of volunteers, total of volunteer hours, and to the extent possible a description of organizations that volunteered.
- 4) List of partners and their contribution to the project. This includes organizations that have invested more to the success of the project than just volunteering for a work party.



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Scope Of Work – Exhibit A

- 5) Photos of the project and/or activities. If the project involves restoration, photos of before, during and after shall be included.
- 6) An outline of a maintenance plan or follow-up activities needed to ensure success, if applicable.

PROJECT ACKNOWLEDGEMENT

Metro must be acknowledged as project sponsors on any written or published material or grant product. This includes, but is not limited to: newsletters, signage, event mailings, annual reports, print or film media and news stories. The Nature in Neighborhoods program shall be recognized as Metro – Nature in Neighborhoods grant program.

OTHER

All documents, papers, time sheets, accounting records and other materials pertaining to costs incurred in connection with this Contract shall be retained by Metro and Contractor for four years from the date of completion of the Contract to facilitate any audits or inspections.

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REQUEST FOR RELEASE OF FUNDS

Grantee Name: _____

Grantee's Fiscal Agent: _____

Contract Number: _____ Project Name: _____

In accordance with the terms of the Grant Agreement, I request funds as follows:
Payment Request Number _____ OR Final Request _____

NOTES:

- Metro tracks grant expenses by the budget categories outlined in the grantee's application. Costs listed in the attached table should therefore reflect the project expenses estimated in the grantee's original proposal.
- **Documentation must be attached for all project expenses** – costs for which reimbursement is being requested, as well as all matching cash/in-kind materials & services/volunteer labor values of the project.
- All checks will be made payable to Grantee's Fiscal Agent. Grantee and Fiscal Agent are responsible for paying vendors directly.
- 5% of the total grant funds will be withheld until submission of the final report.
- If you have any questions about grant billing, contact Heather Kent 503-797-1739 (Fax # 503-797-1849)

I declare that this statement, the attached table and the accompanying documentation are, to the best of my knowledge, true, correct and complete.

Grantee's Authorized Signature: _____ Date: _____

Please forward this request to Metro's Grant Coordinator for signature below.

TO BE COMPLETED BY METRO STAFF:

I find this request to be consistent with the Grant Agreement and all funding conditions have been met.

I approve this Reimbursement Request for \$ _____.

Metro Grant Coordinator: _____

Date: _____

APPROVED AS TO FORM

Janice H. Van Dyke
10/14/13
CITY ATTORNEY

**2013 RESTORATION ENHANCEMENT GRANT
ITEMIZED REIMBURSEMENT FORM**

Attachment 3

PROJECT NAME:

CONTRACT NUMBER:

DATE:

2013 AWARD	BUDGET		HISTORY		NEW PROJECT EXPENSES			
	1. APPROVED BUDGET TOTAL PROJECT	2. APPROVED BUDGET NIN GRANT FUNDING	3. TOTAL REIMBURSEMENT REQUESTED TO DATE <i>(prior to this submission)</i>	4. GRANT FUNDS AVAILABLE <i>(prior to this submission)</i>	5. REIMBURSEMENT REQUEST PROVIDE DOCUMENTATION	6. MATCH A. CASH B. IN-KIND PROVIDE DOCUMENTATION		7. GRANT FUNDS REMAINING <i>(after this submission)</i>
PERSONAL SERVICES (SALARIES & ADMINISTRATION)								
VOLUNTEER LABOR <i>(\$21.79/hr)</i>								
PROFESSIONAL SERVICES								
MATERIALS & SUPPLIES								
TRANSPORTATION & TRAVEL								
INDIRECT/OVERHEAD								
OTHER (ITEMIZE)								
SUBTOTAL						total cash match	total in kind match	
TOTAL					TOTAL REIMBURSEMENT REQUEST []	TOTAL MATCH []		

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share the knowledge that they have learned about the environment is the fact that 8 younger siblings or cousins have joined the program. Environmental stewardship and employment becomes a family tradition. GRUNT also has positive impacts on health. The average teen spends 6-8 hours a day in front of a screen. GRUNT youth are outdoors, hiking, working and engaged in their local natural areas.

SECTION A | APPLICANT INFORMATION**Project name** Greenspaces Restoration & Urban Naturalist Team (GRUNT)**Project address** 2909 SW 2nd Avenue Portland, OR 97201**Organization** Portland Parks & Recreation**Mailing address** 2909 SW 2nd Avenue Portland, OR 97201**Contact name** Kelly Rosteck**Contact Phone** 503-823-3991 (desk) 503-823-6378 (cell)**E-mail** kelly.rosteck@portlandoregon.gov**Fiscal sponsor**Address 1120 SW 5th AvePhone 503-823-5135E-mail mike.abbate@portlandoregon.govContact name Mike Abbate, Director**Funding request**

Nature in Neighborhoods \$30,000 Match funds \$54,958

In-kind \$61,227.40**Project total** \$149,185.40**Project partners** 3 4 5+

1. All Hands Raised (formerly Portland School's Foundation)
2. Madison High School Science Teacher Jill Semlick
3. Jefferson High School Career Counselor Laura Bulinski
4. Darina Supina
5. SAFRN (Student and Family Refugee Network)

I certify that the information submitted in this grant application is correct and that I am authorized by the governing board of this organization to submit this grant application to Metro's Nature in Neighborhoods program.

Signature of responsible party _____**Printed name** Kelly Rosteck**Title** Environmental Education Coordinator**Phone** 503-823-6378 / 503-823-3991**E-mail** kelly.rosteck@portlandoregon.gov**Date** March 19, 2013

SECTION B | PROJECT PROPOSAL QUESTIONS

Please provide detailed responses to the following questions. Do not exceed more than one side of one page per question. IF YOU ARE SUBMITTING A PLANNING GRANT PLEASE SKIP TO SECTION B – PLANNING PROPOSAL QUESTIONS.

1. Describe the scope of the project. Clearly define the roles and responsibilities of each partner and how their involvement contributes to the success of the project.

The GRUNT pipeline connects teens to nature through environmental education, stewardship, recreation, and employment. Our goal is to diversify our bureau by getting urban youth interested in nature and environmental careers, and by providing the skills and experiences that they will need to be successful. **Here is how the pipeline works:**

8th Grade - Jr. GRUNT

We recruit at-risk 8th graders from North, Northeast and outer SE Portland. They participate in a 6 week fall program and 5 day spring break program which incorporate hands-on environmental science learning and leadership skill building. All sessions occur outdoors in Portland's parks and natural areas.

9th and 10th Grades – Jr. GRUNT 2.02

8th grade graduates rise to the next level of the program, which includes a 4 week summer program, 7-day backpacking trip, and school year opportunities to volunteer in stewardship and environmental education programs. All students create a resume and some are selected for paid work with the Youth Conservation Crew.

10th Grade – GRUNT

This is a 65 hour volunteer naturalist and leadership training program. All graduates earn paid work with Portland Parks & Recreation's Youth Conservation Crew (YCC), Summer Nature Day Camp or Nuts About Nature preschool.

11th Grade until Age 22

Graduates of both programs have access to long-term mentoring which includes year round professional development and paid internship opportunities.

Roles and responsibilities of each partner:

- **All Hands Raised** (9th Grade Counts Collaborative) provides bus passes for youth during summer program, Marylhurst University mentors from the Masters of Teaching program, and an AmeriCorps member.
- **Laura Bulinski** (Jefferson High School), **Jill Semlick** (Madison High School), **Hacienda CDC** and **SAFRN** connect us to students for recruitment and identification of youth who would benefit most from our programs. We stay in communication all year long to discuss progress of youth.
- **Darina Supina** graduated from GRUNT in 2009. She currently serves as a volunteer advisor to the program. She speaks with program participants about career and college options and trains new GRUNT graduates who work with Nature Day Camp or Nuts About Nature Preschool.

2. Describe how your proposal relates to the **program goals** (project proposals need to address at least one of these to be successful):
- Creates new or expands existing relationships between partners and/or organizations.
 - Connects people to their watershed and/or teaches people about watershed health.
 - Preserves and restores fish and wildlife habitat in local communities; connects to larger conservation initiatives.
 - Supports nature education and hands-on learning for school-age children.
 - Improves the ability of underserved communities – particularly low-income people and communities of color – to experience and access nature.

The GRUNT program aligns with Metro's Nature in Neighborhoods program goals in that it:

- **Has a deep network of partnerships.** We partner with **22 public schools and partner organizations** that serve culturally diverse and/or economically disadvantaged communities. These partners help us identify which students need the opportunities provided by GRUNT the most. Two local businesses have donated outdoor gear (including jackets, hats, socks and boots) so that our youth can comfortably explore nature. All Hands Raised provides a great deal of support to our summer Jr. GRUNT program through bus passes for youth, an AmeriCorps staff person, and resources.
- **Connects underserved youth to nature.** Through targeted recruitment, we build a diverse program economically, culturally, linguistically and racially. Demographics of current participants: 69% are people of color, 56% speak English as a second language and 82% participate in the Free & Reduced Lunch program.
- **Provides year-round nature-education experiences for youth.** GRUNT participants and graduates venture outdoors with us year round, so that they may experience all that our unique ecology has to offer, as well as become comfortable in nature in all seasons. Our curriculum is tied to Oregon State Science standards and explores watersheds in multifaceted ways: water quality testing, macroinvertebrate studies, amphibian monitoring, watershed models, native and non-native plants, erosion, discussions of how our personal actions impact watersheds, and recreation in and around our watersheds. We visit all Portland watersheds on the east side of the river and some on the West side.
- **Promotes a stewardship ethic.** GRUNT works with PP&R Stewardship coordinators to plant native plants, remove invasive species, build trails and educate the public about nature. In late winter / early spring, we work with the park ecologist to monitor amphibians in Oaks Bottom Wildlife Refuge.

3. Include a timeline showing steps, major milestones or events pertaining to the project and any continued activity past the period of grant funding. If your project requires permitting, indicate what permits will be required, where you are in the permitting process and/or if you have already obtained any required permits.

Permits are not needed for any of our site visits or projects. We work closely with park managers, ecologists and stewardship coordinators to select sites and projects.

July 2013 (matching funds)

- Jr. GRUNT summer program - 4 weeks of environmental science, life skills & high school preparation
- Paid jobs for GRUNT graduates with the Youth Conservation Crew, Nature Day Camp or Nuts About Nature Preschool

August 2013

- Paid jobs for GRUNT graduates continue (matching funds)
- Jr. GRUNT – 7 day backpacking trip incorporating leadership and Leave No Trace principles
- Planning for fall Jr. GRUNT

September 2013

- Recruit 18-20 new 8th graders for Jr. GRUNT

October & November 2013

- Jr. GRUNT 8th grade cohort meets every Saturday
- Jr. GRUNT 2.0 (9th & 10th Graders) meet on school holidays

October & November 2013

- Jr. GRUNT 8th grade cohort meets every Saturday
- Jr. GRUNT 2.0 (9th & 10th Graders) meet on school holidays

December 2013 & January 2014

- Jr. GRUNT 2.0 meets monthly
- Recruit 18 new 10th graders for the GRUNT program

March 2014

- Spring Break Jr. GRUNT program (8th and 9th grade cohorts) / recruit 1 – 3 new participants to fill any open spots.
- Spring Break paid internships for GRUNT graduates

February - June 2014

- GRUNT meets on Saturdays (65 hours total); graduation occurs in June & student fill out hiring papers for summer work.
- Jr. GRUNT meets monthly for enrichment

4. Describe how your project will engage the community. Who are the likely participants (note if you are targeting low-income or communities of color in your outreach strategies). Is there anything new or groundbreaking about this community engagement for your organization or within the Portland region? Are there educational aspects of this project? Include numbers of people/participants and the types of participants you are planning to include (adults, school-age children, at-risk youth, etc.). If applicable, include the hours of instruction or activity the project will provide to participants.

We will serve a total of 170 youth in fiscal year 2013-14. Our participants are youth, ages 13 – 22. While continuing to work with graduates from previous years, we recruit at least 18 new 8th graders for Jr. GRUNT and 18 new 10th graders for GRUNT each year. These students come to us through the assistance of counselors and science teachers at schools and organizations in culturally diverse communities. These include: Jefferson High School (HS), Roosevelt HS, Madison HS, David Douglas HS, Benson HS, Cesar Chavez Middle School (MS), George MS, King K-8, Open Meadow MS, Hacienda CDC, NAYA, Latino Network, Rose CDC, IRCO Asian Family Center and the Office of Youth Violence Prevention (serving gang-affected youth).

Educational aspects of our programs include: job readiness training, environmental science learning and social skills.

Job readiness training:

By building concrete job skills and a working connection to our parks and natural areas, GRUNT youth become attractive candidates for jobs within our bureau. We keep them updated about job openings and provide resources, support and professional development that improve their hireability.

Environmental science skills:

Our hands-on, inquiry based and relevant curriculum engages even the most reticent student. Topics include: amphibians, water quality, macroinvertebrates, fungi, salmon, watersheds, native and non-native plants, ethnobotany, birds and other wildlife.

Social skills

Students learn about and practice the social expectations in a job, including professional language, dress, teamwork and inclusion.

The GRUNT pipeline is closely aligned with PP&R's mission to provide equitable access to nature and to promote health and stewardship. PP&R Director Mike Abbatè describes the GRUNT pipeline as *"making important contributions to our efforts to diversify the bureau; to bring people in contact with the amazing natural world at our doorstep, to have Healthy Parks, and a Healthy Portland...for all!"*

5. Describe the project or program outcomes or benefits. How will you define and measure success? If applicable, what is the long-term maintenance strategy for the project?

Short-term deliverables and measurable outcomes:

- **175 youth** will participate in environmental education, volunteerism, recreation & employment. We served 135 youth in FY 12-13 and expect to recruit 40 in the FY 13-14 cohort. New participants are required to have at least 80% attendance in order to graduate. Youth from older cohorts will show sustained involvement through employment, volunteerism or by attending a professional development workshop or outdoor enrichment activity.
- **40 youth will gain paid employment** with the Youth Conservation Crew, Nature Day Camp, Nuts About Nature preschool or another PP&R program as a result of their work with GRUNT.
- **344 healthy lunches** will be provided to teens during volunteer experiences.
- Teens will complete **600 man-hours** of stewardship.

Long-term measurements of success (we collect this data each year):

- How many GRUNT graduates completed high school?
- How many are studying environmental sciences or education in college or university?
- How many are pursuing natural resources careers?
- How many are employed by PP&R?
- How many have recommended that family or community members join GRUNT?

Benefits of GRUNT:

- **Engages diverse participants in environmental stewardship & employment** - participants are recruited from schools and community organizations in diverse neighborhoods with 75% or greater Free & Reduced Lunch participation. We work closely with counselors, teachers, and partners to identify teens at risk for dropping out of school, and who would benefit from the long-term mentoring and environmental training provided by GRUNT.
- **Improves health of participants** – programs take place outdoors in parks & natural areas where youth are engaged in physical activity such as hiking, kayaking, and natural areas restoration. We also teach healthy eating habits.
- **Supports academic success** – Our environmental science curriculum is directly correlated to Oregon State Science Standards. We make the material accessible to all types of learners through hands-on and relevant activities including amphibian research, water quality testing and native plant walks. In the words of one 2012 participant: *“It [Jr. GRUNT] helped me get a step up on other kids in my grade because they aren’t learning as much science.”* This is especially important because we recruit diverse youth from underserved backgrounds. According to Portland Public Schools, teens of color and from low-income homes are facing high unemployment and low high school graduation rates. We assess learning through pre- and post tests. Short-term learning is assessed at the beginning and end of a lesson. Longer term learning is assessed using a pre-test at the beginning of a program, and a post-test at the end of the program (6 to 10 weeks later). We differentiate assessment based on the group’s English language skills. Tests can be written, oral, or done in pairs.
- **Increases teens’ knowledge of career & college options** – teens are exposed to a wide variety of career choices within natural resources. They meet and interview professionals, gain experience through internships, summer work and volunteer opportunities, and tour colleges.
- **Puts disadvantaged teens on an equal playing field for employment** – our rigorous job skills and work readiness curriculum prepares youth to perform high quality work and provides experiences to build a strong resume. In the words of Sonja Rosas, a graduate from the 2009 GRUNT class, who recently became employed with an environmental organization: *“Now that I’m out of GRUNT, I realize how brilliant it was! [The organization I’m working for] is not diverse and the way hiring is done, it excludes a lot of people. Because of my experiences with Parks, I am on an equal playing field.”*

SECTION C | PROJECT BUDGET

ACTIVITY	CURRENT REQUEST (NIN funds)	MATCHING FUNDS	IN-KIND CONTRIBUTIONS	CONTRIBUTORS (name/amount)	TOTAL
Personal services <u>Metro:</u> GRUNT crew leaders (2) - \$4,800 Jr. GRUNT crew leaders (3) - \$15,635 <u>Match:</u> Program coordinator (1) - \$40,000 Stewardship Coordinators (3) - \$2,080 No Ivy League - \$24,000	\$20,435	\$42,080		City of Portland / \$42,080	\$65,515
Volunteer labor			# of hours: <u>160</u> X \$21.79/hr. = <u>\$3,486.40</u>	Darina Supina (80 hours) Robel Haile (80 hours)	3,486.40
Professional services (include service sources, rates and hours) <u>Metro:</u> Backpacking trips (Big City Mountaineers - 2 trips @ \$1700 each) Kayaking trips (Adventures Without Limits - 2 trips @ \$500/each) Ropes Course (Synergo - \$700/day) Bug Chicks (2 workshops @ \$200/each) <u>In-Kind:</u> Backpacking Trips (2) - 12,000 match	\$5,500		Big City Mountaineers / \$12,000		17,500
Materials and supplies Printing / Brochures and student journals - \$400 Uniforms for 40 youth (\$35/each) - \$1,200 Food- (\$45/food for 18 youth) \$1,125 Reusable water bottles (40 @ \$.5/each) - \$200	\$2,925				2,925
Transportation or travel <u>Metro:</u> Gas (1390 miles @ .82) - \$1,140 <u>Match:</u> 15 passenger vans (2) - \$12,000	1,140	\$12,000		City of Portland / \$12,000	\$13,140
Overhead costs¹ Cell phone for crew leader (\$19/mo.) Outlook account for crew leader (650)		878		City of Portland / 878	878
Other (itemize)			\$45,741	No Ivy League - \$24,000 WMSWCD - \$8,141 All Hands Raised - 13,600	45,741
TOTALS	30,000	54,958	61,227.4		149,185.40

SECTION C | BUDGET NARRATIVE

Personal services (salaries / administration)

- **Crew Leaders** - Programs are taught by part time environmental education staff. Three out of five of our crew leaders graduated from the GRUNT program in 2009 and represent the cultural groups of the students we serve. (Crew Leaders are paid \$17.82 / assistants are paid between 9/hr and 13/hr.)
- **Program Coordinator**
Kelly Rosteck is a permanent full time employee and is responsible for GRUNT, Jr. GRUNT and many associated programs. She spends about half of her time coordinating GRUNT programs and providing support (1,600 hours @ \$25/hr).
- **Stewardship Coordinators** - PP&R has three permanent stewardship coordinators who plan and lead all stewardship activities (67 hours @ \$30/hr).
- **No Ivy League (a crew of Youth Conservation Crew)** - Provides paid natural resources work for teens, including graduates of the Jr. GRUNT and GRUNT programs. While funding for the YCC is not secured, the No Ivy League has external funding and is secured. A crew costs \$24,000 to run.

Volunteer Labor

- **Darina Supina (GRUNT '09)** volunteers to fulfill a requirement of her program at Portland Community College. She advises on curriculum and materials, leads nature walks and trains teens who will be working with Nuts About Nature preschool and Nature Day Camp
- **Robel Haile (GRUNT '10)** volunteers to lead Jr. GRUNT during breaks from University of Oregon. He does this because he loves it and also to improve his resume for scholarships and programs.

Professional services (activity / amount)

All of these recreation activities connect teens to nature in a deeply personal way; our youth would not have access to these types of experiences without GRUNT.

- **Backpacking trips** (2 trips at \$1,700 each with Big City Mountaineers) – youth embark on a 7 day intensive trip, in which they practice Leave No Trace in the backcountry, explore their personal boundaries and develop leadership skills.
- **Kayaking trips** (2 trips at \$500/each with Adventures Without Limits)– Paddling around Ross Island is challenging, fun, and provides a platform for exploring Willamette Valley watershed issues.
- **Ropes Course** (1 trip at \$700 with Synergo) - Leadership workshop on the Sandy River.
- **Bug Chicks Workshops** (2 workshops at \$200/each)– The Bug Chicks teach hands-on invertebrate workshops and share information about the diversity of careers in the environmental field.

Materials and supplies:

- **Printing** – brochures, posters and flyers are used to recruit students; Field journals are printed for students to take notes in and journal (40 journals at \$3/each)
- **Uniforms** – (40 sets at \$35 per youth) each youth receives a shirt and a hoody to wear while working and learning in natural areas.
- **Food for youth** – many youth do not have access to healthy food when they are not at school; we provide simple, healthy meals at our programs (\$45 to serve up to 18 youth per day)
- **Reusable water bottles** (40 bottles at \$5/each from Next Adventure)– each student is given a bottle as a part of our sustainability initiative.

Transportation / travel

- **Vans / Gas** – (1390 miles at \$0.82/mile) We transport teens to natural areas in 15 passenger vans owned by the City, but must pay for gas & maintenance

Other:

- 9th Grade Counts is a key partner and provides support to our summer program.
- WMSWCD awarded us \$8,141 to support the GRUNT pipeline
- No Ivy League (PP&R City Nature) will provide summer employment for at least 6 GRUNT teens this summer.

SECTION D | ADDITIONAL INFORMATION

Letters of support

Three letters of support from any major partners with designated roles and/or responsibilities in carrying out your project are required.

NOTE: Letters of support shall be part of your submittal. Letters received prior to or after the deadline and not part of the submittal will not be accepted.

Letter from fiscal sponsor

A letter from your fiscal sponsor (if your agency/group is not acting as sponsor) is required.

Letter(s) of support from landowner(s)

If the project is occurring on land that is owned by someone other than the applicant, a letter of support from the landowner is required. This includes private or public landowners, schools and landowners of access routes to project site.

Project location map

A map of the project location is required (not to exceed one 8½" x 11" page).



January 16, 2013

Kristin Blyler
 Metro Nature in Neighborhoods Grant Program
 600 NE Grant Avenue
 Portland, OR 97232

Dear Ms. Blyler,

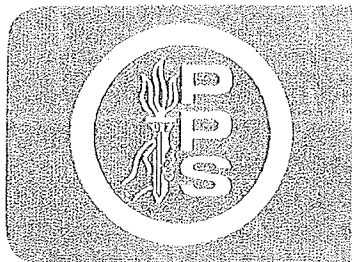
I am writing in support of the proposal submitted by the City of Portland Parks and Recreation Department for their Jr. GRUNT (Greenspaces Restoration and Urban Naturalist Team) program. As managing partner of Portland's Ninth Grade Counts initiative, a network of over twenty organizations working to link our community's most at-risk youth with the supports they need to enter high school ready to succeed, All Hands Raised has worked with Jr. GRUNT since 2011.

Jr. GRUNT provides rising ninth graders with summer high school transition programming that offers academic instruction and enrichment with a focus on learning in and about Oregon's natural areas. Dubbed "the Greenest Ninth Grade Counts program" in an article by the Mayor's Office two summers ago, Jr. GRUNT engages diverse students in hands-on environmental stewardship, environmental science training and natural resource conservation education. These programs give youth a passion for conservation and knowledge that empowers them to pursue higher education and careers in natural resources.

Through bringing learning outdoors and treating the natural world as a classroom, Jr. GRUNT allows students to experience school in a different way and fosters lasting connections to environmental stewardship and conservation. All Hands Raised strongly supports the efforts of Jr. GRUNT as they seek external funding for this vital program.

Sincerely,

Kara Carmosino
 Community Engagement Coordinator



PORTLAND PUBLIC SCHOOLS

2735 Northeast 82nd Avenue / Portland, Oregon 97220-5397

Phone: (503) 916-5220 • FAX: (503) 916-2702

MADISON HIGH SCHOOL

Jill Semlick
Science Teacher
Madison High School
2735 NE 82nd
Portland Oregon
jsemlick@pps.net

Dear Kelly,

I just want to take a moment to thank you for all of the wonderful work that you do with my students. I was reflecting over the holiday, and realized that the GRUNT program and YCC have served over 15 of my very high risk students. These are students that are labeled academic priority by the Portland School District. This means they come from high poverty, have poor attendance, and are at high risk for dropping out. Your programs changed the trajectory to failure for these students. Each of them graduated high school, held a job with one of your affiliate agencies, and in many cases, attends or attended and graduated from a college program.

I believe that these programs are life changing for my students. The mentorship component, and job and life skills that the program uses makes it possible for my students to enter the middle class. This is the only program of it's kind that I know of that accomplishes this. I know that this work is critical, and I wanted to let you know how much I appreciate all of your hard work!

All my best to you in the coming year.

Jill Semlick

1/5/2013

March 17, 2013

Metro Nature in Neighborhoods
c/o Kristin Blyler
600 NE Grand Ave
Portland OR 97232

Re: Letter of support for Portland Parks Jr. GRUNT program

Dear NIN Proposal Review Team;

As a local practitioner in the area of natural area stewardship, and as the mother of a teen who has immensely benefitted from participation in the Portland Park's Jr. GRUNT program, I am pleased to offer this letter of support for their proposal for Nature in the Neighborhoods funding.

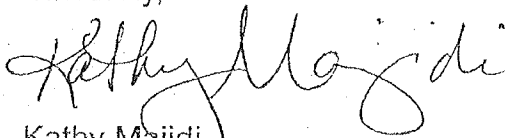
The programming offered through this program provides a unique overlap of education, mentorship, college/career planning, natural area stewardship, and outdoor recreation experiences for teens at a critical development stage. This comprehensive program serves to develop leadership, confidence, stewardship skills, and a greatly increased appreciation for interacting with nature. I find the core goals of the program to be one of the best representations of The Intertwine's goals for increasing Metro resident appreciation for and use of our natural area network.

Having experienced the benefits of the programming first-hand through my son's involvement last summer, I can attest to the ability of the programming to engage, educate, and motivate young teens struggling with focus and motivation. The exposure to outdoor adventure; the development of competencies in hiking, camping, kayaking, mountain biking; and the instillment of appreciation for the benefits and stewardship needs of open spaces was an experience that proved more compelling to my son than video game playing with his neighborhood friends. He was so drawn to the role model staff and new experiences everyday during his 4-week Jr. GRUNT program last summer, that afterwards he became motivated to find opportunities to work with younger kids in outdoor settings, and now volunteers enthusiastically with Portland Parks. This was a shocking development for parents who had yet to see their son invest effort in school, chores, or recreational opportunities not involving paint guns or electronics. In my experience, the program provides an unparalleled opportunity for urban teens to learn their physical potential, gain a comfort level in unfamiliar terrain (or in unfamiliar waters), and begin to really value nature at a personal level.

As the Natural Resources Program Coordinator for Gresham, I have the opportunity to work in a program that is largely supported by the efforts of community volunteers to implement biodiversity surveys, habitat improvements, and natural area restoration. We've seen the value directly in getting kids out in the field, increasing their connection to their local resources. The Jr. GRUNT provides a concentrated breadth of natural area experiences. In an era of continuing budget cuts that have reduced or eliminated programming critical for supporting youth and engaging the community in natural area stewardship, I find the Jr. GRUNT program to be a unique model that I advocate for replicating in east county, and across the Metro area. While we regionally see dwindling opportunities for youth in Outdoor School, Police Activities League, and local community recreation programming, it has been entirely inspiring to see the Jr. GRUNT program develop, providing critical opportunities for youth to expand their understanding and appreciation for our natural area network. The program structure is unique in that teens cannot help but come to understand the interplay between personally stewarding natural areas and personally benefitting from natural areas. It's not just an investment in these individual teens, it's an investment in future rate payers who will be more inclined to support public initiatives for natural area acquisition and stewardship.

This program invests in our young teens' health, joy, and love of the outdoors, while simultaneously instilling a stewardship ethic and personal pride of accomplishment from the challenges presented to them by the exceptional program staff. With such a clear relevance to the goals of Metro and The Intertwine, I most enthusiastically support their Nature in the Neighborhoods grant proposal, and would also welcome the chance to connect with Metro staff and other local jurisdictions in the near future to discuss opportunities to grow the program beyond the Portland jurisdictional boundaries. The results I've experienced personally lead me to believe that we have not yet had in our Metro area an equally successful model for creating such a wealth of personal connections to our natural areas, and the benefits of those connections for the teens fortunate enough to participate in Jr. GRUNT will undoubtedly last a lifetime.

Sincerely,



Kathy Majidi

City of Gresham Natural Resources Program Coordinator

March 16, 2013

Kristin Blyler
Metro
600 NE Grand Ave
Portland OR 97232

Ms. Kristin Blyler:

My name is Darina, and I am one of the 2009 GRUNT graduates. I am very thankful to those who made it possible for me to participate in GRUNT because through this program I have grown and become who I am today. With my interest in nature, GRUNT was the perfect match for me. It taught me a lot about local ecology and showed me many ways I could take care of the nature surrounding me. Thanks to GRUNT, I was able to learn about a variety of environmental careers and had the opportunity to explore a few different jobs with Portland Parks & Recreation.

In the summer following my GRUNT Graduation, I got my first job. I was one of the members of Teen Naturalist Team(TNT). Together with a group of other teenagers I have been working on making our community a better place to live. Together we developed nature lessons with which we visited different summer schools, raising nature awareness. I believe that children who had a chance to participate in the nature lessons that we have created, will have a positive input on the environment.

Currently, I am a lead teacher with PP&R's nature preschool program, Nuts About Nature. Nuts About Nature offers children an outdoors experience, during which they learn about nature by exploring it. Every class, a hike around a park, with a few stops for learning, play, and snack, helps children connect to nature. Often, children develop special relationships with spaces that they like to revisit later. I am very grateful for the opportunity to be involved in this program; it was GRUNT that opened this door for me.

I have greatly benefitted from GRUNT and I am hoping that many other high school students, like I was, will also have a chance to explore nature and themselves with GRUNT in the future.

Sincerely,

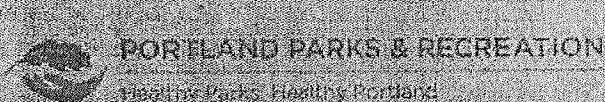
Darina Supina

9116 SE Bristol Park DR
Happy Valley OR, 97086

City Nature Environmental Education Teen Program Summary FY 2011-2012



Healthy Parks, Healthy Teens, Healthy Portland



Commissioner Nick Fish
Director Mike Abbate



Partners

Special Thanks to our Long-Time Sponsors:

- East Multnomah Soil & Water Conservation District
- Nike GO Pass Program
- Office of Youth Violence Prevention
- Bureau of Environmental Services

School Partners:

- Beaumont Middle School
- Benson High School
- Cesar Chavez Middle School
- Centennial High School
- David Douglas High School
- George Middle School
- Jefferson High School
- King K-8
- Madison High School
- Ockley Green Middle School
- Open Meadow Middle School
- Roosevelt High School

Community Partners:

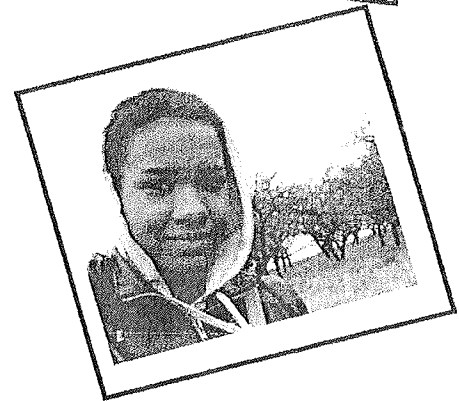
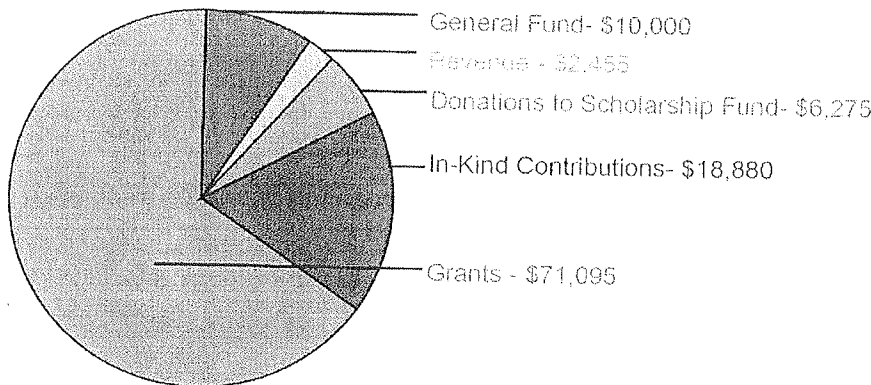
- 9th Grade Counts - All Hands Raised
- Adventures Without Limits
- Big City Mountaineers
- Brothers & Sisters Keepers
- Hacienda CDC
- Icebreaker
- IRCO Asian Family Center
- Latino Network
- NAYA
- New Columbia Housing Authority
- Northwest Trail Alliance
- Oregon Surf Adventures
- Ortiz Family Center
- Rose CDC
- SOS Outreach
- Summer Youth Connect
- Work Systems, Inc.

Revenue Report

	2012	2011	2010
GRUNT	\$9,000	\$9,000	\$9,000
Jr. GRUNT	\$21,000	\$21,000	\$6,000
Internships	\$11,000	\$20,000	\$10,000
TEA	\$18,730	\$10,000	\$10,000
TNT	\$24,000	\$24,000	\$24,000



Leveraging Resources



"I want to thank everyone in GRUNT for helping me get my first job and having an impact in my life for doing better things and making better choices. GRUNT has helped me know more of nature and make really great new friends."

~ GRUNT '12 graduate

JR. GRUNT REPORT

2012 PROGRESS REPORT

JULY 1-DEC 31 2012



PORTLAND PARKS & RECREATION
Healthy Parks. Healthy Portland.

Life Skills & Environmental Science Through Outdoor Adventure

PURPOSE

JR. GRUNT gives teens real life skills, academic support, positive adult mentorship, and career and college exposure in the context of outdoor adventure and environmental science. This supports the work of No Child Life Inside, and the 9th Grade Counts Collaborative of All Hands Raised. Jr. GRUNT meets the following Initiatives in PP&R's Strategic Plan:

- **HEALTH** *Jr. GRUNT promotes physical and mental well-being by providing opportunities for youth to explore local parks, hike, kayak, and create bonds with a new community.*
- **EQUITY of ACCESS** *Jr. GRUNT connects youth from N, NE and outer SE Portland to natural areas and experiences that may otherwise have been out of reach.*
- **STEWARDSHIP** *Jr. GRUNT students complete more than 600 man hours of natural area restoration, thereby increasing their sense of "ownership" of local natural areas and helping to foster an appreciation for the natural world in Portland's young citizen population.*

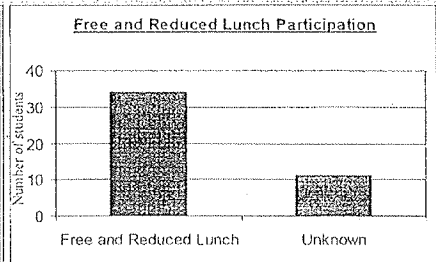
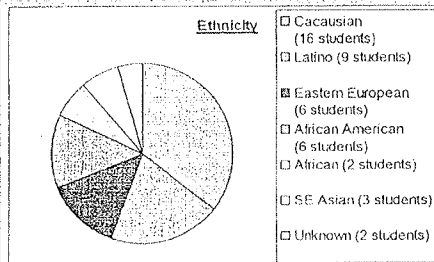
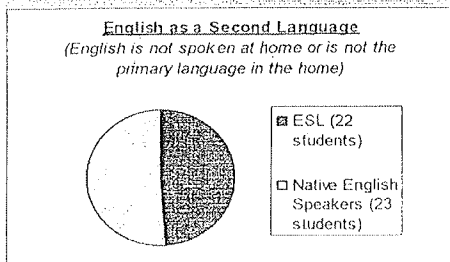
GOALS

- **LIFE SKILLS** *Includes teamwork, communication, and leadership training.*
- **MENTORSHIP** *Focuses on positive adult mentoring and career counseling.*
- **NATURAL SCIENCE** *Includes stewardship hours; Naturalist training is correlated to OR State Science Standards.*
- **CAREER EXPLORATION** *Focuses on professionalism, interview practice, and resume building; Includes career and college site visits, guest speakers, and volunteer and employment opportunities with PP&R.*

BY THE NUMBERS

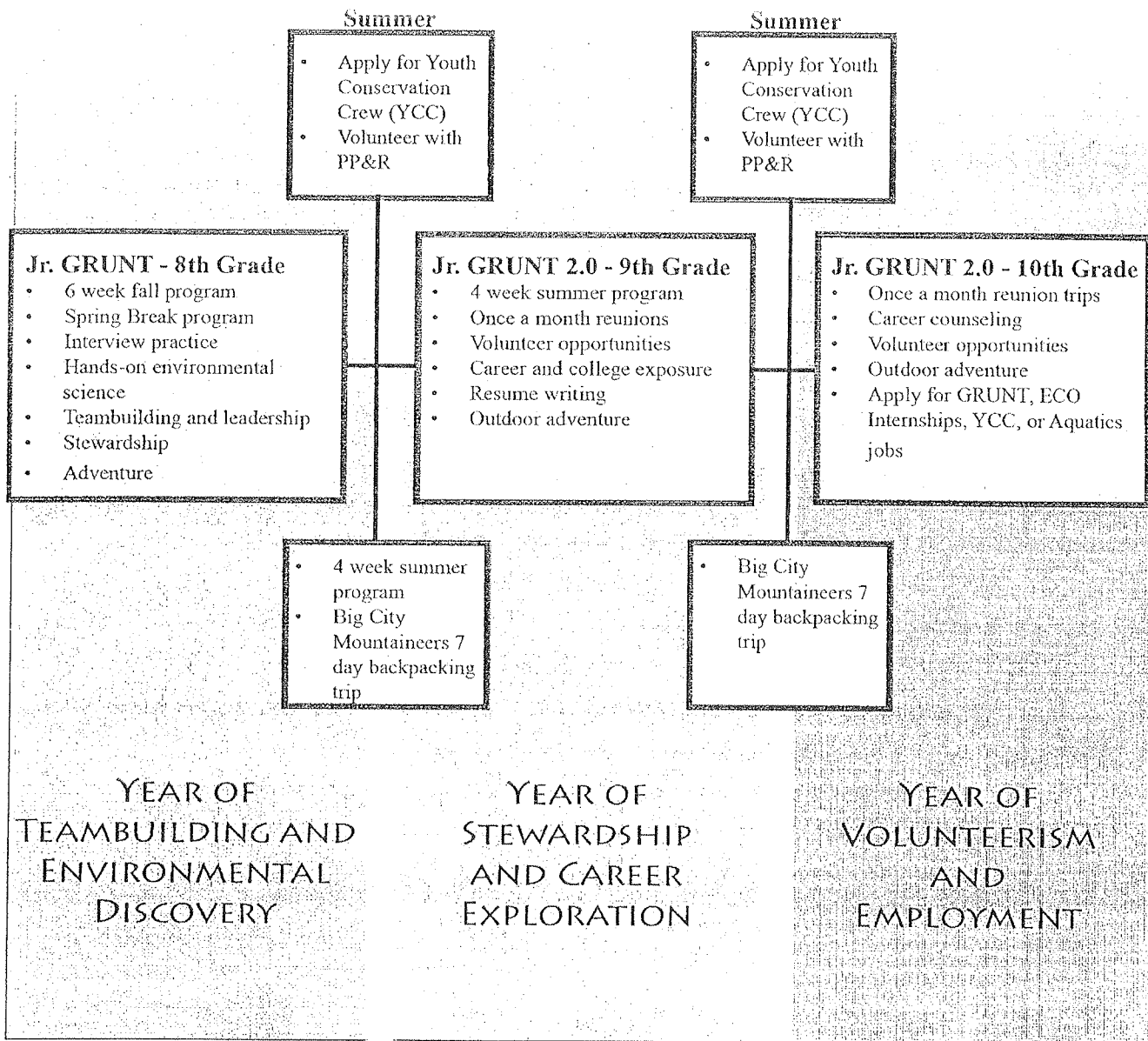
- 62..... Total # of Jr. GRUNT graduates since 2010, with continued access to services
- 18..... 8th Grade participants in Jr. GRUNT in Fall 2012
- 27..... 9th and 10th Grade participants in Jr. GRUNT in FY 2012/13
- 6..... 9th and 10th Grade students who volunteered with PP&R Environmental Education
- 3..... 9th and 10th Grade students employed by PP&R's Youth Conservation Crew and Nature Day Camp
- \$31,000.... Cost of year-round programming for 8th-10th grade Jr. GRUNT
- \$2,710..... Given in scholarships for Jr. GRUNT students to participate in other PP&R City Nature programs
- 2,931..... Contact hours in FY 2012/13 in nature or promoting outdoor activity

DATA FOR ACTIVE PARTICIPANTS OF 2012/13



THE JR. GRUNT PATH

We encourage youth to discover their own interests and passions. With environmental science and nature stewardship as the baseline in the 8th grade program, we continue to offer mentoring through the 9th/10th grade and GRUNT program activities, volunteer experiences, and opportunities for paid employment and internships with Portland Parks and Recreation.



PORTLAND PARKS & RECREATION
Healthy Parks, Healthy Portland



www.PortlandParks.org
Commissioner Nick Fish
Director Mike Abbate



JR. GRUNT - 8TH GRADE PROGRAM

For 6 Saturdays in the fall, and 5 days of Spring Break, we take teens into nature for life skills training and hands-on environmental science and naturalist training.



NATURE

Experiential learning and scientific inquiry are the building blocks of our naturalist training; teens stay engaged through hands-on activities.



ADVENTURE

Hiking and kayaking are some of the outdoor recreation opportunities that get the youth hooked on physically active adventures and allow them to develop an appreciation for the natural world.

"I come to Jr. GRUNT because I love the outdoor programs. I keep coming back because there is so much to do and so much to learn. I just love this program!"
-Jhonatan, 13

"[The most important thing I've learned is] self-confidence, friendship and courage."
-From Evaluation

"[Jr. GRUNT] helped me get a step up on other kids in my grade because they aren't learning as much science"
- Morgan, 13



TEAMWORK

Through team-building and trust activities, youth and staff create a supportive environment in which teens are able to improve their teamwork and communication skills.



PROFESSIONALISM

Though public speaking opportunities and team-building games, the teens practice their leadership skills and gain an understanding of professional behavior.

"I come to Jr. GRUNT because I am really interested with nature and science. I keep coming back because it really helps me with using my time wisely... My favorite thing about Jr. GRUNT is the staff because I feel I can really connect with them."
-From Evaluation

HIGHLIGHTS

- 100% completion rate! All youth who were accepted into the Jr. GRUNT 8th grade program completed attendance requirements.
- As part of the application process, youth participated in interviews - an important professional skill.
- 8th grade students received mentoring from 4 Jr. GRUNT 2.0 10th grade student volunteers.
- Stewardship day at Elk Rock Island with City Nature allowed youth to give back to their community and learn about environmental restoration first-hand.
- Guest instructors provided informative and entertaining lessons on invertebrates and archeology.
- Parks visited: Whitaker Ponds, Oaks Bottom Wildlife Refuge, Elk Rock Island, Willamette Park, Hoyt Arboretum, and Eagle Creek.

JR. GRUNT 2.0 - 9TH AND 10TH GRADE PROGRAM

Including a 4 week summer program, a 7 day backpacking trip, and multiple days throughout 9th and 10th grade, we take teens into nature for leadership and naturalist training, environmental stewardship, and career and college exploration.



**VOLUNTEERISM/
EMPLOYMENT** Youth are connected to opportunities to volunteer with a variety of programs and in their 10th grade year are eligible for paid employment.



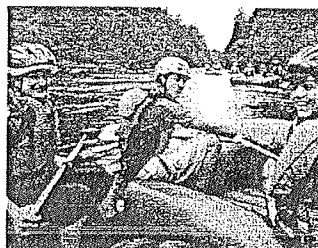
CAREER EXPLORATION

Through career and college site visits and guest speakers, students are exposed to a variety of career and education opportunities.

"Jr. GRUNT inspired me to keep my community a better place...I want Jr GRUNT to teach others what they taught me so that we can continue to be a good place and environment for our friends and family...
This is the only program that gives me hope for the world" - Elijah, 15

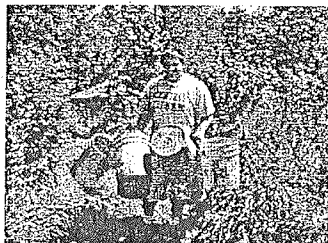
"These programs have really killed my son's addiction to computer games! ...I love it when he comes home animated and excited about what you all did that day.

This program is amazing."
~ Kathy, Joey's mother (9th Grade)



ADVENTURE

Hiking, rafting, rock-climbing, and backpacking are some of the outdoor recreation opportunities that build on the 8th grade year.



STEWARDSHIP

Youth give back to their community by participating in environmental stewardship projects; this fosters a sense of "ownership" of local parks while teaching a positive work ethic.

"At first I just went to Jr. GRUNT because it was something to do on Saturdays, but it helped me care more about the environment and now caring about nature is like habit."

-Alli (10th grade)

HIGHLIGHTS

- 25 Jr. GRUNT graduates (now in the 9th and 10th grades) are still actively participating in the Jr. GRUNT 2.0 program.
- 6 students volunteered as either assistants with the Jr. GRUNT 8th grade program, the Nature's Playground program, or the Teen Environmental Adventures program and also with our holiday wreath fundraiser and in the Environmental Education office.
- 3 students were hired by PP&R this summer; 2 worked with the Youth Conservation Crew's No Ivy League, and 1 worked as a counselor at Environmental Education's Summer Nature Day Camp.
- 10th Grade Jr. GRUNT students are able to apply to the GRUNT program this year, offering even more opportunities for paid work experience.
- 6 students went on a 7 day backpacking trip with Big City Mountaineers and PP&R.

TESTIMONIALS

MORE QUOTES from YOUTH

"The highlight of my week is coming to Jr. GRUNT!"
-Keyontay and Izayah, 13

"The most important thing that I learned is that nature is something that should be taken care of."
- Victor, 13

"I loved everyday of Jr. GRUNT! There was always something new to learn. [The instructors] had such a good attitude, and made everything clear and understandable."
- From Evaluation

"My favorite thing about Jr. GRUNT is the staff because I feel I can really connect with them."
- From Evaluation

"The way you structure Jr. GRUNT is seriously great. We have structured time, we learn things, we get to play, and we get to have fun."
- Ben, 14

"I keep coming back because I love all the staff and the students. The group is so entertaining and fun and I enjoyed getting to know everyone and making new friends!"
- From Evaluation

"Nature is our habitat and something we need to protect."
- From Evaluation

"The staff from the past two weeks has been the best teachers I've ever had. They are nice and are really fun."
- Joey, 14

"I really liked the site visits because they are based in the professional environment and we learn about different jobs."
- Ben, 13

"[My favorite moment in Jr. GRUNT was] when we went kayaking. I built more strength and had fun paddling in the water and we saw a bald eagle!"
- Izayah, 13

"To me, nature is life, a learning experience, and a resource that helps you think."
- From Evaluation

"I have learned to work with many different types of people with different interests."
- From Evaluation

MORE QUOTES from PARENTS:

"I was really appreciative of how competent and timely the staff have been about communication, and how organized and prepared they were. That let me trust them to take my kid far away."
- Kim, Dion's mother (8th Grade)

We are so grateful Jr. GRUNT exists...Jacob likes the combination of having a good time with opportunities to *give back to the community*. For him, he feels like he's making Portland a better place...This summer was the first time I saw him get into the idea of taking care of himself, improving himself, *becoming healthier*. He'd come home after stewardship days, after carrying those wheel barrels of mulch, and say, "Mom! Look at my muscles." He's now skipping the ice cream after dinner, making healthier choices. He's inspiring me to make healthier choices. *The program has exceeded my expectations.*"
- Amy, Jacob's mother (9th Grade)

"Kadja is so happy in this program she definitely wants to continue. She is learning so much!"
- Susan, Kadja's mother (8th Grade)

"I've noticed that [my son] likes to be outside more and he is more careful with the natural environment."
- Nelia, Eugene's mother (9th Grade)

"After trying it out for a day *he fell in love with it*... Thanks to the program my son *became more responsible*...[He tells me] it is fun to know new places around the city and to *learn about each place's natural environment*. My son *loves being in contact with nature and enjoys working in a group*."
- Eva, Hector's mother (9th Grade)

This program is amazing. We need to figure out how to get it in more cities, like Gresham too.... Whatever you get paid, you need to get paid more...*So many more kids need to do this program!* I love it that Joey comes home excited about the day, and tells me he wants to be able to argue and debate like a lawyer!"
- Kathy, Joey's mother (9th Grade)

"[Dion] had a lot of fun, learned things, felt like he got to be adventurous and try new things he hadn't done. He said he made some social connections easily, which is usually very difficult for him."
- Kim, Dion's mother (8th Grade)

JR. GRUNT

FY 2012/13

PARTNER ORGANIZATIONS

- **East Multnomah Soil and Water Conservation District**
Generously funds Jr. GRUNT FY 2012/13.
- **9th Grade Counts Collaborative of All Hands Raised**
Serves as a resource and an active network between school districts and organizations for the summer 9th Grade Counts Jr. GRUNT program.
- **Worksystems**
Part of the 9th Grade Counts Collaborative. Provides \$6,494 of in-value including supplies and youth Trimet passes. Coordinates career and college site visits for the Jr. GRUNT 9th Grade Counts summer program.
- **Oregon Campus Compact**
Part of the 9th Grade Counts Collaborative. Provides \$6,546 of in-kind value by providing a full-time AmeriCorps volunteer for the Jr. GRUNT 9th Grade Counts summer program.
- **Big City Mountaineers**
Provides \$12,000 of in-kind value (staff, equipment, food) for 7 day backpacking trips.
- **Adventures Without Limits**
Provides staff and equipment for the kayaking and rafting trips.
- **Icebreaker**
Donated Merino wool hats and socks.
- **Amer Sports**
Donated winter jackets and rain pants.

The following schools and community organizations aid in recruitment and youth referrals:

- **Office of Youth Violence Prevention**
- **Hacienda CDC (Community Development Corporation)**
- **Ortiz Family Center**
- **Native American Youth And Family Center (NAYA)**

We recruit students from mainly North Portland middle schools with 75% or higher student participation in the Federal Free and Reduced Lunch program.

Jr. GRUNT students have attended the following schools:

Middle Schools

- George
- Ockley Green
- Cesar Chavez
- King
- Scott
- Open Meadow
- Happy Valley
- Trinity Academy
- Lane
- Da Vinci Arts
- Beaumont
- Sellwood
- Harriet Tubman Leadership Academy
- Saint Andrew's
- Alice Ott

High Schools:

- Roosevelt
- Benson
- Harriet Tubman
- Saint Mary's
- Aloha
- De La Salle
- Madison
- Grant
- Central Catholic
- David Douglas

JR. GRUNT

FY 2012/13

ENVIRONMENTAL SCIENCE

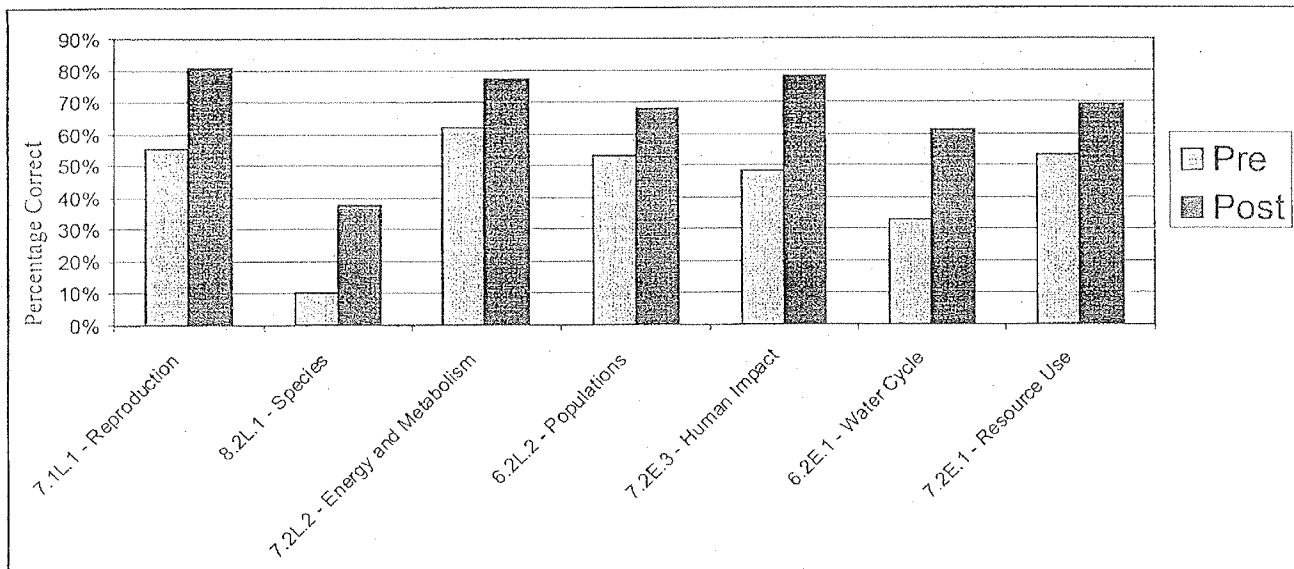
We piloted a new evaluation method in Fall 2012. We plan to duplicate this method in order to track our results.

These are the results of the Jr. GRUNT Fall 2012 program.

Jr. GRUNT teaches Oregon State Science Standards

METHODS:

In order to assess environmental science knowledge attainment, we gave out short quizzes to all participants at the beginning of each day. Each quiz had 4-5 questions that relate directly to Jr. GRUNT's learning goals and Oregon State Science Standards. At the end of the season, all students took each quiz over again in a cumulative exam. Each question was evaluated individually and we calculated the percentage correct for pre and post test results.



**To present the data for this graph, we matched questions with the Science Standards to which they applied. If multiple questions pertained to the same standard, the pre and post average percentage correct for each question is shown.*

***See Oregon State Science Standards on next page.*

RESULTS:

In a comparison of test results comparing pre and post knowledge of science topics, there is a percentage increase in each Science Standards category. After analysis of pre and post results for each question, we would like to further refine the quizzes to incorporate more multiple choice questions and less fill-in-the-blank questions. In addition, we will re-word or change questions that we do not feel address our learning goals, cause confusion for the youth, or those questions that youth seemed to have a higher pre-knowledge of.

JR. GRUNT

FY 2012/13

OREGON STATE SCIENCE STANDARDS - 6-8TH GRADE

Oregon State Science Standards include: Life Science, Physical Science, and Earth Science. The following standards are those that the Jr. GRUNT program focuses on:

7.2L.2 - Explain the processes by which plants and animals obtain energy and materials for growth and metabolism.

7.1L.1 - Compare and contrast sexual and asexual reproduction.

8.2L.1 - Explain how species change through the process of natural selection. Reproduction is necessary for the survival of any species. 5F/M5* Traditionally, a species has been defined as all organisms that can mate with one another to produce fertile offspring. 5A/M4* Changes in environmental conditions can affect the survival of individual organisms and entire species. 5F/M2b

7.2E.3 - Evaluate natural processes and human activities that affect global environmental change and suggest and evaluate possible solutions to problems. Human activities, such as reducing the amount of forest cover, increasing the amount and variety of chemicals released into the atmosphere, and intensive farming, have changed the earth's land, oceans, and atmosphere. Some of these changes have decreased the capacity of the environment to support some life forms. 4C/M7

6.2L.2 - Explain how individual organisms and populations in an ecosystem interact and how changes in populations are related to resources.

6.2E.1 - Explain the water cycle and the relationship to landforms and weather. Water evaporates from the surface of the earth, rises and cools, condenses into rain or snow, and falls again to the surface. The water falling on land collects in rivers and lakes, soil, and porous layers of rock, and much of it flows back into the oceans. The cycling of water in and out of the atmosphere is a significant aspect of the weather patterns on Earth. 4B/M7*

7.2E.1 - Describe and evaluate the environmental and societal effects of obtaining, using, and managing waste of renewable and non-renewable resources. Fresh water, limited in supply, is essential for some organisms and industrial processes. Water in rivers, lakes, and underground can be depleted or polluted, making it unavailable or unsuitable for life. 4B/M8* Some material resources are very rare and some exist in great quantities. The ability to obtain and process resources depends on where they are located and the form they are in. As resources are depleted, they may become more difficult to obtain. 4B/M10ab*

7.2E.3 - Evaluate natural processes and human activities that affect global environmental change and suggest and evaluate possible solutions to problems. Human activities, such as reducing the amount of forest cover, increasing the amount and variety of chemicals released into the atmosphere, and intensive farming, have changed the earth's land, oceans, and atmosphere. Some of these changes have decreased the capacity of the environment to support some life forms. 4C/M7