



Strong Proposal for Impact Grant

Project Title: Please provide a descriptive title that captures your project.
Children's Garden at the Park

Project Abstract: Please provide a 2 - 3 sentence brief description of your grant request.

This grant will purchase materials and supplies to establish a children's garden at the park. The garden will teach urban youth how to grow produce in a sustainable manner and about the nutritional value of eating fresh produce. The children's garden will be a joint venture between park staff, the Gardeners Club, the Boys and Girls Club, and the Girl Scouts of America.

Comment [S01]: States use of funds.

Comment [S02]: Audience is identified and impact of project is clear. "Urban youth" may not be the best term; be sensitive to who partners serve.

Comment [S03]: Partners are identified.

Project Description: Please provide a detailed long description of request/project. (500 word limit).

The children of the Boys and Girls Club will establish a children's garden at the Park where they will plant, tend and harvest the garden while they learn about sustainable food production. The project will offer the children an opportunity to grow some of their own food which can be shared with family and friends. Surplus produce may be sold locally by the group to support next year's program. By being involved first-hand with the planting, care and harvesting of the produce, the children will gain a better understanding of where food comes from, and learn about the nutritional value of eating fresh, sustainably grown produce.

Comment [S04]: This entire paragraph "paints the picture" of the project. Relevant details follow.

The Gardeners Club will instruct the children and staff of the Boys and Girls Club in sustainable gardening techniques and mentor their activities. Throughout the project they will coach the children and provide support.

Comment [S05]: The partner role and benefit is clear.

The Field in the Park has been selected as the location for the children's garden. The Field is approximately 12 miles from the Boys and Girls Club. The Club will transport the children to the farm several times each week to water and tend the garden while it is growing. The children will be divided into work groups and will take turns working at the garden so that it does not become too tedious or burdensome for any group.

Comment [S06]: Questions are addressed before they are asked: where the project will happen and the how children will get there. Eliminates any questions of recruitment, outreach and transportation.

Comment [S07]: Be good to know how many children

The Field has ample space and fertile soil, suitable for gardening. At the initial phase, a one half acre plot will be set aside and fenced off for the project. In the first year, however, only a portion of the plot will be used for the garden. The remainder of the plot will be in reserve for potential future growth of the project. Fencing, approximately eight feet tall and constructed of woven wire, will be erected around the overall garden area to keep out deer and other wildlife.

Comment [S08]: Introduced here so not a surprise or superfluous cost in the section on budget.

To supply water for the garden, rain gutters and downspouts will be installed on the old milk house. The children will construct rain barrels and attach them to the downspouts to collect rain

Comment [S09]: Details not necessary, but again, helps paint the picture.



water. Collecting rain water for the garden will have the added benefit of teaching the children about water conservation. To supplement the rainwater, the National Park Service has committed to repairing the well on the property so that water for growing the crops is available from the well if necessary.

Comment [SO10]: Example of additional park support.

Sustainable gardening practices will be employed, including the use of organic fertilizers. Compost barrels will be constructed and maintained by the children, and the compost will be added to the garden soil at the end of the first growing season.

Comment [SO11]: Reflects a stated NPS value.

Explain how your project meets the following relevant criteria:

- a) Critical Need;
- b) Innovative/Creative;
- c) Appropriate Budget;
- d) Leverages Resources or Partnerships

A. Critical Need. This project addresses three (3) critical needs within our society. First is the need for children and adults to understand where food comes from. As a society we have become so far removed from our food sources that we have little or no appreciation for its origins. This results in poor choices where broader environmental issues are concerned. Second, this project addresses the need to reduce childhood obesity. One of the factors that has led to an increase in the obesity rate is poor eating habits. In the past 50 years there has been a rapid mushrooming of fast-food restaurants across the country. Consumption of these high-fat foods has contributed a great deal to the high obesity rate in America. The obesity rates in children aged 6 to 11 years increased from 6.5% in 1980 to 19.6% in 2008. If children are not given the opportunity to become connected with the origins of their food supply and learn about proper nutrition they will never gain the knowledge necessary to make good food choices. Third, this project gets children outdoors, moving, working, learning, and playing in the open fields. Evidence has shown that children who spend time outdoors in physical activity are generally healthier and better adjusted.

Comment [SO12]: Clearly states number and category (society) of needs that supports the project.

Comment [SO13]: Includes relevant and easily available national data to strengthen the point.

Comment [SO14]: Strong point. Could be stronger with data!

B. Innovative/Creative. This project is innovative because it uses actual, hands-on experiences to teach children about nutritional food, where it comes from, and how it is grown. Children will also learn the value and see the benefit of dedicated, physical labor. Although lessons about food and nutrition can be taught in a classroom, the practical, hands-on approach of this project will have benefits over a classroom presentation because it will involve active learning. The garden and the farm will be a memorable, living classroom.

Comment [SO15]: Defines "innovative" relevant to the project.

Comment [SO16]: Important point, can be strengthened with data.

C. Appropriate Budget. The budget, as outlined, is within the scope of this grant. Furthermore, the equipment that is purchased with the grant can be used year after year and only replaced as needed because of damage or wear and tear. The National Park Service is committed to the project and has already ordered materials for infrastructure improvements, including the gutters and downspouts for rain collection, parts needed to repair the well, and the fencing materials.

Comment [SO17]: Good argument for investing in tools or other capital support.

Comment [SO18]: Clear support of Park and commitment regardless of whether grant is given. Important for NPF to leverage dollars and to show park buy-in.

D. Leverages Resources or Partnerships. This project will be a partnership between the



National Park Service, the Boys and Girls Club, the Gardeners Club and the Girl Scouts of America or a similar volunteer group. The National Park Service will supply the land under a special use permit, make infrastructure improvements, and provide organizational support and oversight. The Boys and Girls Club will supply the "labor force" to establish, tend and harvest the garden. The Gardeners Club is on board and will teach the children about sustainable agriculture and provide guidance throughout the project. The Girl Scouts of America (or a similar volunteer group) will supply the labor to erect a fence around the garden plot.

Comment [SO19]: Partners are named which indicates a good degree of pre-planning, including agreement of role in the project. NPS role is also very clear.

Comment [SO20]: Not sure this is the best word, but it is clear what the meaning is! Use plain language with "quotes."

Comment [SO21]: This is a one-time volunteer project so this partner is not as important. Note the language that allows a switch of partners.

Preference Area: If applicable, explain how your project fits into any of the following categories:

- a) Civil War to Civil Rights;
- b) Sustainability, Conservation, Preservation;
- c) Targets an Underserved Audience

A. Civil War to Civil Rights: The Field where the garden will be placed was established in the mid-eighteenth century and has been continuously farmed. During the Civil War, the adjacent Fort was attacked several times by Confederate troops and the area saw regular troop activity and encampments during the Civil War.

Comment [SO22]: Continues in an ongoing tradition without this being a "famous" Civil War or Civil Rights site. Good example of finding a relevant but not forced connection. Connection has to be real!

B. Sustainability, Conservation, Preservation: A primary objective of this project is to teach children about sustainable agriculture, including water and soil conservation. Children and adults at the Field will also learn about National Park Service efforts to preserve historic buildings and historic landscapes while making them available for public use. In 2010, the barn buildings at the Field were stabilized to reduce deterioration and are currently being examined for potential future uses.

C. Targets an Underserved Audience: The primary audience for this project is the Boys and Girls Club. Boys & Girls Clubs of America is the nation's oldest and largest organization with a primary mission to serve young people from disadvantaged circumstances.

Comment [SO23]: Found the right partner for the park. Author simply borrowed from their mission statement without providing specific demographics.

Project Timeline: Please outline the timeline for your program, including milestones and significant tasks identified in your proposal.

Comment [SO24]: This timeline is not too specific but clearly the project has been thought through and partner roles and tasks have been discussed and agreed upon.

- February 2012 - Children conduct research and work with the [mentors from the] Gardeners Club to develop a growing plan to determine what will be planted and when.
- March 2012 - NPS Installs gutters and downspouts on the milk house. Children construct rain barrels and compost barrels. Children start plants in flats at the club
- April 2012 - Volunteers till garden plot. Volunteers erect fencing.
- April – August 2012 - Children Plant, weed, water, harvest produce.



Project Partners: If applicable, please identify and describe all project partners and how they are contributing to this request.

The park, [one of 395 units of the National Park System] preserves America's colorful transportation history while providing educational, interpretative and recreational opportunities for it's more than xxx annual visitors. Today the park provides a place to recreate, enjoy nature, and learn about the past.

Comment [SO25]: Provide purpose of the park, and any details that support the project. Don't assume your reader knows!

The Boys and Girls Club is considered the premier youth development organization [in the county], providing children with the highest quality programs and opportunities for success. Its mission is to enable all youth, especially youth from disadvantaged circumstances who need them most, to reach their full potential as responsible, productive, caring citizens. They provide a safe place to learn, grow and have fun, a place for ongoing relationships with caring, adult professionals, and life-enhancing programs and character development experiences that create hope and opportunity. The Boys and Girls Club will establish, tend and harvest the produce at the Field.

Comment [SO26]: Role is clear.

The Gardeners Club is charged with educating residents about safe, effective and sustainable horticultural practices that build healthy gardens, landscapes, and communities. They are affiliated with the University and their goal is to extend [their] services, programs and expertise to the general public. The Gardeners Club will instruct the children and staff of the Boys and Girls Club in sustainable gardening techniques and mentor their activities. Throughout the project they will coach the children and provide support.

Comment [SO27]: Role is clear.

The Girl Scouts of America (GSA) is one of the nation's largest and most prominent values-based youth development organizations. For over a century, the GSA has helped build the future leaders of this country by combining educational activities and lifelong values with fun. The GSA believes that helping youth is a key to building a more conscientious, responsible, and productive society. The GSA or another volunteer group will construct fencing around the garden area to keep out deer and other wildlife.

Comment [SO28]: Role is clear.

Request Amount: Please identify the total amount being requested. **\$4,125**



Project Budget Description: Each request can ask for up to \$10,000. Please note federal or partner funds that are being contributed towards this request.

Comment [SO29]: Budget should reflect what the project will be doing. Terrific if an excel spreadsheet is attached. However, can do by categories based on actual costs.

Tools: Shovels, rakes, garden hoes, four prong cultivators, speed/grass rakes, steel wheelbarrows (6 cu.ft.), watering cans, garden hosees, barn buckets, pitch forks, hand trowels, tomato rings, garden gloves.
Impact Grant \$1,400

Comment [SO30]: Note the list is detailed though individual items are not listed by cost.

Equipment: Roto-tiller, compost tumblers, rain barrel supplies.
Impact Grant \$1,500

Supplies: Soil amendments (as per soil test results) , seed trays, growing medium, seeds, starter plants, row covers, pins for row covers, weed-free straw for mulch.
Impact Grant \$1,200

Services: Soil testing.
Impact Grant \$25

Total Requested Amount \$4,125

Partner Funds:

Infrastructure Improvements: Materials for gutters, downspouts, fencing materials, and well repair
National Park Service \$3,900

Comment [SO31]: Crucial to note if Partner donations have been secured prior to proposal submission. Good break down of partner support. Clearly the grant will be leveraged with additional in-kind support.

Labor costs: Repair of well (32 hours x \$32/hr)
National Park Service \$1,024

Labor costs: Installation of gutters and downspouts (16 hours x \$20/hr)
National Park Service \$320

Volunteer Hours: Erection of deer fencing (8 people x 15 hours each) 120 hours x \$20.85
GSA/Volunteer Group \$2,502

Volunteer Hours: Tilling with tractor (1 peron x 7 hours) 7hours x \$20.85
Farmer/volunteer \$145.95

Volunteer Hours: Roto tilling before planting (1 person x 5 hours) 5 hours x \$20.85
Volunteer \$104.25

Volunteer Hours: Teach, advise, lead gardening project (2 people x 35 hours) 70 hours x \$20.85
Master Gardeners \$1,459,5



Weak Proposal for Impact Grant

Project Title: Please provide a descriptive title that captures your project.
Future Stewards of the Park

Project Abstract: Please provide a 2 - 3 sentence brief description of your grant request.

Park Partner and the Park will implement a project to engage underserved youth with nature and create our next generation of stewards through hands-on volunteer projects. A Volunteer Coordinator will identify and coordinate volunteer projects suitable for youth organizations, along with higher education and corporate groups that are aligned with the park's overall goals. Park Partner will build the capacity of volunteer Chapters, increase the number of volunteers/volunteer hours and provide innovative social media recruiting and promotional tools that engage youth long-term and provide project sustainability.

Comment [S032]: This does not give enough information on the "project." Raises a question as to whether the project/s have been identified.

Comment [S033]: This again underscores that there is no project.

Comment [S034]: So many audiences! Confuses the reader as to who is the audience; the "underserved youth" in the first sentence or higher ed. and corporate groups in the next?

Comment [S035]: "Build the capacity" is jargon if the capacity is not described.

Comment [S036]: This is an intended impact but unrelated to the rest of the paragraph. Is the goal more hours or engaging youth in nature and stewardship?

Comment [S037]: Sounds like the kitchen sink. Not clear on what the project is so unclear on what the recruiting and promotional tools would do.

BETTER VERSION

The Park, with its lead partner, will bring current partner volunteer programs to the "next level" by coordinating service learning projects that will 1. Effectively engage underserved youth with nature through service; 2. Significantly increase the hours and impact of all volunteers efforts and 3. Educate park partners on the skills needed to build a volunteer network through service learning programs. The grant will support a volunteer coordinator who will engage identified park partners in creating and managing sustainable volunteer and service learning programs.

Comment [S038]: Not the best word choice, BUT the meaning is clear.

Comment [S039]: Demonstrates an opportunity that the Park will capitalize on.

Comment [S040]: Goals and purpose of the project are clear. A "picture" is starting to appear.

Comment [S041]: Clear use of funds.

Project Description: Please provide a detailed long description of request/project. (500 word limit).



In direct support of the NPS "A Call Action" this proposal commits partners, volunteers and the Park to actions that advance the mission of the Service. By connecting people to parks and working to preserve America's special places through hands-on volunteer projects, we will help prepare the younger generation to become park stewards dedicated to the spirit of conservation through volunteerism.

Comment [S042]: Immediately referencing "A Call to Action" in the first line of the project description signals that the project is not yet defined. Better to use Call to Action, or other reasons for support, in Criteria (though not necessary.)

The project goals will also support those of the America's Great Outdoors initiative to:
Make the outdoors relevant to today's young people: make it inviting, exciting, and fun;
A. Ensure that all young people have access to outdoor places that are safe, clean, and close to home;
B. Empower and enable youth to work and volunteer in the outdoors;
C. Build upon a base of environmental and outdoor education, both formal and informal.

Comment [S043]: Paragraph two starts with AGO! Still no word on the project description. Another flag!

Project:

Future Stewards will utilize the efforts of [a] seasonal Volunteer Coordinator to coordinate conservation and preservation-based youth volunteer projects. The project will provide local focus at its eight partner sites to create a sense of ownership and empowerment to youth volunteers and community-based chapter members. Project partners from high schools, institutions of higher education and NPS and partners will create a bond with the natural environment and their role in preservation through service projects. During the last 12 months, the Park partners engaged youth volunteers to complete various conservation volunteer projects. The following are good examples of the incredible impact that youth can have:

Comment [S044]: The project is finally described BUT appears to be the work of a volunteer coordinator. There is no clear opportunity for innovation or a "next level." This may be what the social media is for, but hard to tell.

Comment [S045]: What is local focus?

Comment [S046]: Two audiences. Will one project serve both?

Comment [S047]: This is the intent but does not say how.

Comment [S048]: Introduces past evidence of success but nothing about the planning for the project.

Comment [S049]: Numbers listed below but how many expected to be involved going forward.

- In October, more than two dozen high school students volunteered for trail projects.
- In March, forty-four students from the university spent their spring break in the Park cleaning up fallen trees and branches.
- In March, Park Partner worked with a group of college students in the Park.
- In April, 225 students, parents and staff from the high school generated over 2500 hours of service at three different work sites in the park.
- In April, thirteen high school students helped to put rock dust down and complete a trail.
- In July, 20 youth from the high school put in a full afternoon of work following up on a view-shed enhancement and tree-planting project.

Building the capacity of each chapter through youth-led volunteerism is key to project sustainability. Evaluation of project goals in October 2012, will be provided by the Project Coordinator with significant input from the Volunteer Coordinator, and all project partners including the National Park Service.

Comment [S050]: A statement with no explanation of how this will happen. Raises a question.

Comment [S051]: Not clear on what will be evaluated and why.

Explain how your project meets the following relevant criteria:

- a) Critical Need;
- b) Innovative/Creative;
- c) Appropriate Budget;



d) Leverages Resources or Partnerships

There is a critical need to provide additional support to the National Park Service for the preservation and conservation through volunteer support, specifically to the underserved population of youth. The ideas provided in "America's Great Outdoors, A Promise to Future Generations, Youth Report" included:

- Expand outdoor education activities to engage more young people in hands-on, place-based learning experiences.
- Provide more opportunities for kids to get outside during the school day, through curriculum-based activities, service-learning projects, and outdoor recess and P.E.
- Link outdoor professionals, including park and forest rangers, to local school districts to educate teachers and students on the significance of their natural and cultural surroundings, and inspire them to get out and explore the outdoors.
- Increase cultural literacy and cultivate civic pride by helping families and school groups visit historic sites and landscapes.
- Leverage grants and other existing resources to make it easier and more affordable for school groups to access public and private lands.
- Use mentor and ambassador programs to bring young people outdoors and teach them the skills necessary to connect with and enjoy nature.
- Increase outdoor learning experiences in native schools, and incorporate more lessons about sacred sites and practices.

Comment [S052]: Is the critical need FOR preservation and conservation OR volunteer support OR the volunteer support of underserved youth? If all three, why? Again more questions raised.

Comment [S053]: More AGO! But no information on why it is relevant to this park! Don't assume anything!

To that end, an innovative approach to reach children through internet and social media outlets and marketing tools is needed to reach youth as traditional methods are failing.

Comment [S054]: Introduces another purpose! Raises another question. Why are traditional methods failing?

Future Stewards budget would include the stipends for one seasonal Volunteer Coordinator position that will coordinate conservation and preservation volunteer projects centered on youth involvement. During the past year, the Director of Volunteers led numerous projects that engaged youth and helped form and fortify additional Chapters along the throughout the park. This innovative chapter approach towards recruiting and motivating volunteers has been extremely successful over the last 12 months. The ability of each chapter to work eventually almost autonomously will increase youth participation for tree plantings, trail cleanup, debris and garbage removal from waterways and campgrounds and the ongoing cooperation and participation of NPS staff these events.

Comment [S055]: Here is the best description of the project. But it is buried in the proposal. It does begin to "paint the picture," however, too many questions have been generated by this point .

Park Partner has mirrored the suggestions of President Obama's 2011 Youth Report by leveraging available local resources and partnering local schools with mentoring colleges and universities, corporations and NPS and Partner staff to provide support for the park and its future stewards.

Comment [S056]: Another national report but without an example to support its inclusion.



Preference Area: If applicable, explain how your project fits into any of the following categories:

- a) Civil War to Civil Rights;
- b) Sustainability, Conservation, Preservation;
- c) Targets an Underserved Audience

Project: Future Stewards specifically addresses: b.) Sustainability, Conservation, Preservation and c.) Targets and Underserved Audience.

Park Partner was organized as a membership-based organization to provide a link between park visitors and the communities surrounding the park. The organization and its members act as a catalyst for ensuring the preservation, conservation, and enhancement of the park. Park Partner’s goals are to save views and vistas, recruit volunteers, secure trails and preserve historical structures. Park Partner funds plantings, interpretive exhibits, education programs, distribution of visitor information, and much more all to empower individual responsibility in the preservation and protection of this unique natural resource. Park Partner accomplishes these projects through partnerships with organizations, businesses, and volunteers of all ages: children, students, and adults. Together, working with local communities through the outreach of Park Partner Chapters, Park Partner helps to both preserve the park and provide financial support for park projects. Park Partner Programs are always project centered and include:

Comment [S057]: Borrow the mission statement.

Comment [S058]: Already stated.

- Assist the park in database management of and recruitment of volunteers
- “Youth Can Do It” promotes youth involvement in leadership/volunteer positions.
- Junior Ranger Program provides funding for the parks Junior Ranger program
- “Nature Children” takes steps to re-establish the connection between children and the natural world. This program will promote outdoor volunteer opportunities within our park.
- Trails First Program - Volunteers adopt, construct, maintain and enhance the park’s trails.

The growth of each chapter and building capacity will eventually lead to project sustainability and the long-term goal of two seasonal Volunteer Coordinator positions.

Comment [S059]: Use of jargon. Not clear what capacity is being built.

Project: Future Stewards specifically targets youth as an underserved population. A decline in physical activity has contributed to soaring obesity rates among America's young people. In the past thirty years, childhood obesity rates have tripled, and now one third of American children are overweight or obese, and therefore more susceptible to heart disease, asthma, cancer, and other health conditions. Recreation in the outdoors is an antidote to many of these health risks, and research indicates that regular exposure to nature lowers stress, cultivates creativity, and builds self-confidence among young people. Our project will listen to the direction suggested at the 21 youth sessions that led to the recommendations of the "America's Great Outdoors: Youth Report."

Comment [S060]: This is the first time sustainability is being explained and it is not completely clear how the seasonal coordinators will be funded long-term.

Comment [S061]: Good use of data here.

Comment [S062]: Passive language.



Project Timeline: Please outline the timeline for your program, including milestones and significant tasks identified in your proposal.

December 2011- Advertise and recruit for Volunteer Coordinator position.

January 2012 - Project Implementation begins with the recruitment/ hiring of Volunteer Coordinator positions.

February 2012 - Project design begins with the input of project partners including the Project Coordinator and park staff including the Chief of Interpretation and Education.

March 2012 - The Volunteer Coordinator will work with NPS staff to create and approve a series of youth-driven volunteer efforts that will provide primarily conservation, preservation and volunteer projects for each of the eight identified partners.

April-October 2012 - Engage youth and other project partners including higher educational institutions and corporations to achieve project goals through volunteer-driven initiatives.

Comment [S063]: Unclear what this will look like. Will they be working together?

April-December 2012 - Provide innovative multi-media and social media resources that illuminate the efforts of youth in transforming our volunteer efforts along the Park and what can be achieved. Videos, pictures, youth response cards, media clippings and news footage will be provided to social media outlets (Facebook, Twitter, etc.) as well as NPS and Partner websites and publications.

Comment [S064]: Not clear on the purpose and use of social media. This has not been referenced since the beginning of the proposal.

September 30, 2012 - Provide an analysis of project successes and barriers that address each of the project goals.

Comment [S065]: Goals are unclear.

October 28, 2012 - Provide a Final Report that fully analyzes and report on project goals and barriers as well as provide all publicity and media efforts that have been achieved during the project period.

Project Partners: If applicable, please identify and describe all project partners and how they are contributing to this request.

Park Partner staff (including but not limited to) the Director of Volunteers, National Park Service Staff (including but not limited to) the Chief of Interpretation and Education will be responsible for: the recruitment of the Volunteer Coordinator position, creating youth volunteer-led projects in rural and urban areas of the Park, building the capacity of eight local partners to ensure sustainability of the project and working cooperatively to evaluate project successes and barriers

Comment [S066]: Should be listed and their participation confirmed. Also be helpful to know how many people represented by all eight partners.



during and at the conclusion of the project period in October 2012. Numerous youth organizations including schools near the park, corporate volunteers as well as students from colleges and universities nationally and internationally will engage in projects that will focus on engaging youth.

Comment [SO67]: Should be identified.

Comment [SO68]: What?!

Request Amount: Please identify the total amount being requested. \$5,000

Project Budget Description: Each request can ask for up to \$10,000. Please note federal or partner funds that are being contributed towards this request.

Volunteer Coordinator position requested (\$5,000 stipend). Park Partner is providing an equal match in Director of Volunteers salary for the project

Comment [SO69]: NPF general rule is 20% of budget can be directed toward staffing.

What would have made this proposal more successful?

1. Clearly stated the need for a volunteer coordinator and made the case that this was a critical need for the park. i.e. “park partners have been very successful in increasing the number of volunteers over the past year. Though this is a good change, it has created a new problem of not knowing how to develop and align the best projects for each group.”
2. Explained the work of the volunteer coordinator. What specifically would they be doing? i.e. “The volunteer coordinator would work to identify and develop long-term projects to align the skills and interest of the partners and the park.”
3. Defined capacity-building. What and who?
4. Who are the partners? Why are they important to the park? What is their specific role in the project?
5. How will the projects foster closer connections to nature? Are their criteria to determine this?
6. OK to align projects with Call to Action and AGO, but more important to make the case of relevance to the park.