

Questions 1-15 are required and must be completed

1. Organization name: Huron River Watershed Council
2. Grant #: 20170704
3. Grant Period: 11/1/17 – 11/30/18
4. Location of Services (City and State): Ann Arbor MI
5. Name and Title of person completing evaluation: Jason Frenzel, Stewardship Coordinator
6. Phone Number: 734-769-5123 x600
7. Email address: jfrenzel@hrwc.org
8. Total number of clients served through this grant funding: 827
9. Describe the project's key outcomes and results based on the goals and objectives.

Overall Goal: Develop environmental curiosity, awareness, and stewardship in students, leading to increased STEM participation.

State Objective: Reach a minimum of 1000 students in 15 schools. 100% of students will directly conduct water quality testing. All students will interpret the results of their testing and report out what they and their families can do to promote healthy waters.

Task 1. HRWC's Youth Science Education Program

A. Train educators in river study techniques

B. Advise educators and assist them in adapting techniques to the classroom

C. Streamside Education Program

Over the course of this grant, two new teachers worked with the program totaling 17 teachers for the year. New teachers, including these two, learn about water quality testing and hands-on learning related to stream health. HRWC staff and lead educators helped these teachers incorporate field work into classroom lessons and how to connect the two learning environments. Feedback for improvement process is gathered after each project, at which time many teachers provide us anecdotal stories regarding their improved capacity and the students' improved learning. The ultimate goal that we are slowly succeeding at is to empower a multitude of teachers to offer place-based, hands-on, STEM based education in their classrooms and in the out-of-doors. We are seeing many of our teachers become more able to deliver these materials and opportunities with their own infrastructure. This ultimately allows us to reach more teachers over a multi-year timeframe.

Ultimately 827 students were exposed to these experiences over the past year. This is a bit shy of our goals. See challenges section of this report for additional details.

Task 2. Snorkeling and Seining Program for Middle School and High School Students.

In partnership the YMCA, HRWC taught 60 children during the summer of 2018 alongside and in the Huron River at Riverside Park in Ypsilanti Michigan.

Bringing children to the river and outfitting them with snorkels is a very fun job, for them and us! Often we see an initial reluctance by students to step into, as well as put faces into the water, but our teaching process allows them to get comfortable with the idea of being in the water (first standing near the water watching others in the water, then stepping in and doing some data collection, culminating in actual snorkeling). We work with students to become comfortable with being in the water by first getting on their knees, then dipping a head down to practice breathing, and eventually getting them to lower down entirely so the water flows over their backs. Once they get adjusted and realize they are perfectly safe, the fun starts! The children delight looking at the bottom of the river, flipping rocks over to search for aquatic insects, and are always popping up to tell us when they have seen a fish, or in special cases, large clams. In every group, there are a handful of students that don't want to stop, and tell us that they are going to get their own mask and snorkel and make their parents bring them back to the river. These are the children that will become scientists someday. We are pleased to introduce them to a bigger, ecological world.

10. Please describe any challenges/obstacles the organization encountered (if any) in attaining stated goals & objectives:

Our only considerable setback related to grant deliverables was the cancellation of a couple large school events due to weather. This lowered the number of students we were able to interact with this year. Based on the school, group, field location, and other logistics, an alternative location or date was unfortunately not possible. Due to this situation, with our teachers and schools we are exploring additional ways to accommodate more last minute changes, going forward.

One of our main schools in Ann Arbor saw a couple major changes in staffing. In resource rich environments such as this school, reconnecting programming with new staff has been readily available, which comes as a relief. However, developing new relationships does take time and thus our work was slowed down slightly. We look forward to working with this school again with an escalated interaction (more programming, more students, and/or deeper educational work with the students and teachers).

In the past year plus, we have lost connections with two of our most diverse schools in the Ypsilanti area. This was due to staff changes within the schools. Unfortunately, relationship (or logistical) disruptions have disproportionate effects in schools that are more resource limited. This loss created a notable delay in our ability to provide programming with the students in these schools. Fortunately, over the past few months, we have identified new contacts in these schools, plus identified new relationships in a new school in the Ypsilanti area. Initial conversation with staff at this school have illuminated multiple methods of programmatic, educational, and service-learning interaction between our organizations. This drastically increases the likelihood of short-term and long-term successful relationship development, and thus program delivery. We are very hopeful for this development.

11. How did the organization overcome and/or address the challenges and obstacles?

Developing long-lasting relationships in resource limited schools has recently been a challenge. We are working to develop broader, and deeper relationships in those location to help ease potential staffing changes or other disruptions. This work will inevitably be more time intensive, but we are committed to delivering place-based, STEM education to all of our community members, especially those with fewer resources.

12. Describe any unintended positive outcomes as a result of the efforts supported by this grant.

One of our organizational goals is to conduct professional-level water quality monitoring with volunteers. This year more than most, thanks to Gimble funding, we were able to leverage our relationships with high

school teachers and college professors and educators to get them to encourage their students to volunteer with us at our large monitoring events. During these events, retired environmental educators and scientists, along with other adults with a wide diversity of backgrounds, lead the students to stream sites and conduct rigorous studies of the stream's macroinvertebrate populations. It is wonderful that youth are engaging with our monitoring activities in a way that goes beyond our field-trip based STEM programming.

Our water quality monitoring guides our management of resources. This year, our volunteers have collected samples that indicate we have several streams in the Washtenaw County area that are showing improved water quality and habitat, including Fleming Creek, Malletts Creek, and Millers Creek. The latter two are urban streams that have had troubled histories with much degradation. After millions of dollars in restoration work, we are now seeing improvements, which is a great sign that management activities are moving us in the right direction.

13. Briefly describe the impact this grant has had on the organization and community served.

The Gimbal grant has allowed HRWC to continue and expand our most important youth education program. Projects like this allow youth initiate or reinforce their interests in environmental and STEM related activities. As noted in the success stories of this report, we are delighted to see new and returning students excitement around this program and these experiences.

14. Please provide a narrative on how the funds were used to fulfill grant objectives. Support documents (receipts, expense reports or marketing materials) can be emailed to grant-info@thecommunityfoundation.net or faxed to 951-684-1911 or mailed to The Community Foundation, 3700 Sixth St.

Suite 200, Riverside, CA 92501

Materials were purchased to supply the program with basic needs. Equipment included aquatic sampling equipment such as conductivity meters, magnifying glasses, and sample jars. Printing and travel was slightly more than originally budgeted. As we used slightly less funds for materials overall, those funds were put towards personnel costs, which were increased by roughly 10% from the original budget.

15. Please relate a success story.

1.

Quotes from participating youth:

Student: "The volunteers were so friendly and informative. I thought the activities were very engaging and interesting. The weather was nice, and we did many new things we would not have been able to do in class."

Student: "I learned what several different species of insects are!"

Student: "It was a great experience that will stick with me. I liked finding the bugs and examining their bodies."

2.

A student who had attended HRWC's education events roughly 8 years ago has returned in a very impressive way. Luke was a very engaged elementary school student, with very supportive teacher and parents. His work with HRWC's education program was very similar to what the Gimbal grant has supported. After a few years and a couple school changes, Luke is has returned to us with the overt intention of implementing a plan to take on more responsibility and leadership in our volunteer programming. As a high school sophomore, Luke is delivering the same educational offerings to area youth, include students older than him. Over the course of the next year he is slated to take on an incremental leadership role in our water quality monitoring programs. And he will finish up his high school

years as an early joiner of our field internship program. Luke is of course an exceptional example, but one of many, who shows us that our youth education program is a stepping stone and opportunity to reinforce education and career trajectories in STEM careers.

Questions 16-24 are optional questions and relate to demographic information on clients served. This helps us provide a broader picture of your organization and populations being served.

(Q16-17 optional space to relate additional success stories)

18. Which category best describes the organization. Please choose only one.
Environment

19. What is the organization's primary program area of interest?
Environment/Environmental

20. Approximate percentage of clients served through grant in each ethnic group category. Total must equal 100%

21. Approximate percentage of clients served from grant funds in each age category.

22. Approximate percentage of clients served with disabilities from grant funds.

23. Approximate percentage of clients served in each economic group.

24. Approximate percentage of clients served from grant funds in each population category.

Line Item Request	Line Item Explanation	Support From HRWC	Support From Other Funders	Amount Funded by Gimbel	Line Item Total of Project
Personnel		\$24,787.07	\$48,564.18	\$18,639.74	\$91,991
Benefits for personnel	\$29,360 x 30% = \$8,808	\$5,825.53	\$11,150.55	\$4,299.92	\$21,620
Travel	640 miles@.55/mile = \$352.00	\$232.27	\$114.29	\$671.44	\$862.00
Materials and Supplies	\$6/student x 1,000 students = \$6,000	\$1,065.14	\$1,420.66	\$1,123.30	\$3,953
Printing, meeting supplies, conferences		\$1,385.76	\$1,874.00	\$265.59	\$3,525
Indirect: covers rent, insurance, audit	10% of salary and benefits (\$29,360 + \$8,808 = \$38,168)	\$10,913.68	\$12,389.00	\$0.00	\$23,303
TOTALS:		\$44,209	\$75,513	\$25,000	\$145,254