NON-POINT SOURCE EDUCATION PROJECT
July 1, 2016 through June 30, 2019

PROJECT SUMMARY SHEET

PROJECT TITLE: The Regional Environmental Education Series "TREES"

NAME, ADDRESS, PHONE AND E-MAIL OF LEAD PROJECT SPONSOR

Foster County Soil Conservation District
6720 Hwy 200
Carrington, ND 58421

STATE CONTACT PERSON: Jill D. Vigesaa, Educator Coordinator, Foster County SCD

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TMDL Development □ and/or Implementation □ (Check any that apply)

PROJECT TYPES	WATERBODY TYPES	NPS CATEGORY
[X] STAFFING & SUPPORT	[ ] GROUNDWATER	[ ] AGRICULTURE
[ ] WATERSHED	[ ] LAKES/RESERVOIRS	[ ] URBAN RUNOFF
[ ] GROUNDWATER	[ ] RIVERS	[ ] SILVICULTURE
[X] I&E	[ ] STREAMS	[ ] CONSTRUCTION
	[ ] WETLANDS	[ ] RESOURCE EXTRACTION
	[ ] OTHER	[ ] STOWAGE/LAND DISPOSAL
		[ ] HYDRO MODIFICATION
		[X] OTHER

PROJECT LOCATION: North Dakota Statewide Education Project

SUMMARIZATION OF MAJOR GOALS: The goal of this project is to continue to provide a Nonpoint Source educational opportunity where future generations will place a greater value on natural resources, understand the causes of nonpoint source pollution and participate as informed citizens to retain the results of Nonpoint Source Pollution control efforts implemented on the ground today. Ultimately, the aim is to produce a generation who can not only define "Non-Point Source Pollution," but whose knowledge and appreciation for the value of all natural resources will cause them to be committed to the wise use of those resources. In addition, they will have the ability to address future non-point source pollution concerns with a rational, holistic approach to decision making. This will be achieved by the continuation of the highly successful statewide conservation education program called "The Regional Environmental Education Series" or "TREES." The lyceum-style programs are presented annually to approximately 30,000 elementary level students throughout North Dakota.

PROJECT DESCRIPTION: "TREES" has been an ongoing education project widely utilized across North Dakota for the past 26 years. Schools have incorporated the programs into their annual curriculum and seek to participate yearly. Soil Conservation Districts are the primary contact with their local schools. SCD's pay a per program fee and provide in-kind assistance with scheduling. The Program Manager determines the schedule for all programs, records necessary statistics, and handles all billing and receipts. The website at www.samtingonline.com provides additional information. The financial support of this NPS 319 Grant, North Dakota SCD's, the NDASCD, NDCDEA, NRCS and others make these programs available at no cost to the schools. The Foster County SCD is requesting support to continue these valuable statewide education programs.

FY 16 319 Funds Requested $ 230,000 **Match $ 182,565**

Other Federal Funds $ 7,000 **Total project cost $ 412,565** **319 Funded Full Time Personnel 0**

2.0 STATEMENT OF NEED

2.1 Water quality issues are one of the main priorities for Soil Conservation Districts in North Dakota. The impacts of water quality concerns are a vital part of the goals of conservation programs. The Foster County SCD recognizes that to retain any lasting results in conservation efforts implemented today, those efforts *must* be coupled with the education of future generations. The future generation will then have the understanding they need to retain Best Management Practices on the land, and make informed decisions that will continue to preserve and protect our natural resources. It is to this end that the Foster County SCD designed and continues to promote a non-point source pollution educational series entitled: The Regional Environmental Education Series.

This ongoing project, "TREES," is already a component of the North Dakota overall NPS I/E strategy. As stated in the North Dakota NPS Management Plan, delivery of a balanced information and education (I/E) program throughout the state is a critical component of the NPS Pollution Management Program. The NPS plan states that the primary purpose of the pollution education network is to "establish the knowledge base needed to ensure NPS pollution impacts are always considered by individuals involved in natural resource management, whether they are agricultural producers, consultants, engineers, homeowners, or federal/state/local agency personnel." NPS Watershed projects would have limited success if they only addressed NPS water movement, without consideration of soil use, plant and animal life present, human use, air quality, culture significance and financial needs. Similarly, an education program that only defines the concept of non-point source pollution would have limited value and success. NPS education must be addressed in a way that students not only understand the issue of water pollution but also develop an appreciation for their own personal responsibility in managing all our resources wisely.

The programs are designed to educate youth and adults, in an entertaining way, about environmental concerns that affect all members of society. The programs are unique lyceum-style presentations which incorporate character roles, acting, visual aids, educational materials, and audience participation to effectively educate about such issues as water quality, non-point source pollution, and the depletion of our natural resources. The programs are also an integral part of most Eco-Ed Programs, Water Quality Festivals and the Envirothon State competition.

It is very important that students have the opportunity to participate in the "TREES" series. Before students can begin to understand and define nonpoint source pollution, they must first learn that water is a limited natural resource and vital to life. They learn the water cycle and how humans utilize water. These concepts are addressed in Programs Ia and Ib for younger students and set the basis for the next programs in the series. Program II explores water quality through the perspective of the weasel family and the fact that humans need to be responsible for taking care of the land/water resources. Programs IIIa and b are fast action game shows that expose the students to many aspects of resource conservation and more specifically introduce them to Non-Point Source pollution and its definition. The final program to be introduced, Program IV is a perfect tie to the elementary curriculum with Lewis and Clark information presented as a tool to further reinforce to students the importance of caring for the land/water resources. Their fascination with Lewis and Clark encourages them to have the adventuresome spirit of being pioneers in protecting the land/water. It could be stated that 100 percent of each program is focused on water quality and NPS, since teaching students to value and care for water

resources is the ultimate goal of the series. A more detailed description of program content is included in Appendix C.

It should be noted that the ability of "extra-curricular" type programs to be received in schools is being further limited with the focus on achievement and pressure to show student success on standardized testing. If programs do not tie to standards or common core requirements, schools are reluctant to take additional class time away from the students. It is also becoming more challenging to work around all the student testing times. Many of the schools are also frustrated by this but have continued to make an effort to fit in the Project "TREES" programs.

The rural nature of many North Dakota schools also makes access to programs that relate to natural resources and water quality limited. It is vital to them that this quality education opportunity continues to be offered. Comments such as one from Kathy Barnett, Principal at the Victor Solheim Elementary School in Bismarck are common. She writes in part, "*I can't tell you how much we appreciate having Tom Gibson come to our school each year to talk about history and conservation. He is such a talented speaker that he is one that we never miss including on our yearly schedule. His sense of humor, of course, is delightful but more importantly, he carries an important message that students of all ages can understand and transfer.*" Part of the success of these programs has been the approach to learning that the educational community supports. Some programs that are offered in the schools lack any tie to the class curriculum content for the grade level. Educators also realize the value and effectiveness of an approach to learning that addresses issues before the students every year. The "TREES" programs seek to present the educational information in a positive format. They not only teach some of the potential sources of NPS, but also emphasize the efforts to protect against such contamination occurring.

The Foster County SCD has a solid reputation for managing the program efficiently. They are involved in many aspects of education, with Project "TREES" being one of their most successful projects, impacting the entire state of North Dakota. The project is currently operating in its 26th year utilizing grant funds and the number of students reached by these programs each year is remarkable. With huge growth each year, the 2002-2003 grant year ended with a total of 590 programs being presented and over 41,000 participants! In recent years, with just one presenter (Tom Gibson) traveling the state, the maximum number of presentations has been limited to 500. With a total enrollment in ND schools of approximately 68,000 K-6 students, the number reached by the "TREES" programs in *one year* is over 60%. When the number of students that the program is reaching each year is compared to the total 319 NPS funds that have been expended for the program, the cost per student is approximately $3.50. (*See Appendix B*)

The "TREES" programs are the *only* statewide lyceum-style presentations on topics such as water quality being offered in North Dakota. The "TREES" programs complement existing curriculum material offered by agencies such as NDSU Extension Service, the ND State Water Commission and the ND Forest Service as well as projects such as Food, Land & People, Eco-Ed, WET, WILD, and Project Learning Tree. The coordinator and presenter of "TREES" attend or assist in facilitating for these agencies as requested and encourage educators to follow-up their programs with complimentary conservation materials. To be efficient and informed on the many educational aspects of conservation, and because of the reputation of the "TREES" programs, the Program Manager, Jill Vigesaa, has been very active in many natural resource educational efforts. In 1984, a National Curriculum Development Committee, Project Food, Land & People appointed Vigesaa to their National Steering Committee. In 1997, Vigesaa was elected to serve as Secretary of that National Committee and continues that role to date. While serving on the national committee, Vigesaa has had the opportunity to share

information on the success and content of the “TREES” NPS Education Project as well as become better educated in her role as program manager. In 1998 Vigesaa was appointed to serve on the state Ag in the Classroom Council. Vigesaa has served a very active role on this board in implementing FLP Workshops across the state as well as providing “TREES” presentations at these workshops. In 2010, Vigesaa was selected from nominations across the country to receive recognition as the “Agriculture Advocate of the Year” from the USDA Ag in the Classroom Consortium.

The "TREES" project has obtained a reputation in schools as a quality education project and one that the students have both enjoyed and benefited from participating in. In addition to being very successful in reaching students, the project has managed funding efficiently.

2.2 The target audience for the presentations is based on the educational content of the program. Three programs, identified as Ia, Ib and IV, have content targeted for grades K-3. Programs IIIa, IIIb and IV are geared towards an audience of 4th-6th graders while Program II is suitable for any age audience. (See Appendix C for more complete descriptions) The average audience of students per program is about 70. The yearly total audience will therefore be dependent upon the funding level.

This project draws together the mutual concerns of Soil Conservation and the Clean Water Act. Many of the goals that Soil Conservation Districts are attempting to reach can be shown to have a direct correlation and positive impact on water quality. Increased residue on the land, a major educational emphasis of Soil Conservation, will reduce non-point source pollution as well as controlling erosion. Watershed Projects developed by local Soil Conservation Districts and funded through the NPS 319 Task Force continue to take shape across North Dakota. Foster County SCD has also worked with other 319 projects, including the Multi-County Pipestem Creek Watershed Project and the Kelly Creek Project. They understand that joint educational efforts are very beneficial for EPA and Soil Conservation Districts.

3.0 PROJECT DESCRIPTION

3.1 The Goal of Project “TREES” is to increase the awareness and understanding of non-point source pollution, natural resource conservation, and the relationships between land use and water quality, by providing quality education programs in the schools. The lyceum-style programs will be presented to approximately 33,000 students at 500 presentations in North Dakota each fiscal year from 2016-2019. Tom Gibson will be contracted by the Foster County SCD to present the programs and Jill Vigesaa will also be contracted as Program Manager.

3.2 PROJECT OBJECTIVES AND TASKS

Objective I Design and Planning of Education Programs

Task 1 Secure necessary contract with presenter and Program Manager. Plan the educational content of the programs to be offered during the upcoming school year. Meet with NDDH NPS Program Staff as requested, to review programs.

PRODUCT:
- Contract with Presenter
- Contract with Program Manager
- A minimum of six age appropriate programs targeted for the K-3 and 4-6 grade level students with options for K-12 and adult audiences.

ESTIMATED COST PER YEAR:
- 319 Funding $ 200/year
- Foster County SCD Board In-kind $400/year

Task 2 Design and distribute an electronic newsletter with updates and information on the Project "TREES" website, programs and contacts. Include credit line to identify EPA and North Dakota NPS Task Force sponsorship as identified in the EPA guidelines. Order any necessary educational materials.

PRODUCT:
- Electronic design of current year newsletter
- Education materials to support programs

ESTIMATED COST PER YEAR:
- 319 Funding $500/500/500
- In Kind Expense $400/year
- NRCS Federal Funding $1000

Objective II Dissemination of Information and Promotion

Task 3 Distribute an electronic newsletter to schools as requested. Utilize e-mail or phone to inform all Soil Conservation Districts of the procedures and cost to sponsor programs. Seek information regarding specific date requests from schools/districts. Have promotional display at the NDASCD Annual Meeting. Review and update website information as necessary. Seek additional funding opportunities.

PRODUCT:
- Website Updated
- Information to all SCD's and elementary schools in North Dakota
- List of SCD's and schools ready to sponsor/host programs
- Display

ESTIMATED COST PER YEAR:
- 319 Funding $2000/$2000/$1000
- Cash Expense Website Support $500/year
- In-kind Expense – Office in Home & SCD's $ 7,200/year

Task 4 Based on requests received; coordinate the travel routes and presentation dates, make arrangement with contractor, and inform SCD's of their scheduling dates and programs to be presented.

PRODUCT:

- Google calendars with up-to-date information regarding program locations, program choice, grade levels, day/time

ESTIMATED COST PER YEAR:

- 319 Funding $ 12,500/$12,500/$5000
- SCD In-kind Expense $ 4,730/year
- Cash Expense - NDASCD $2,000/year

Objective III Presentation of Programs

Task 5 Contractor presents an average of 40-45 "TREES" programs per month throughout school year; as requested and as funding provides.

PRODUCT:

- 45-60 presentations per month @ $240/$245/$250 per program/per year
- Average 70 students per presentation

ESTIMATED COST PER YEAR:

- 319 NPS Funding $82,000/$82,500/$20000
- Cash - ND Soil Conservation Districts $35,625/$38,000/$8,500
- In-Kind Expense $21,000/$21,500/$10,000

Task 6 Program Manager prepares billings for sponsoring organization and keeps accounts payable current. Program Manager maintains active in meetings, related activities and workshops of supporting organizations and agencies. Attend SCD Meetings as necessary.

PRODUCT:

- Billing statements sent to SCD's on a weekly or as needed basis.
- Attendance and participation at AITC (Ag in the Classroom), FLP (Food, Land & People), NDEA (ND Education Association, NDASCD (ND Association of Soil Conservation Districts) and related meetings.

ESTIMATED COST PER YEAR:

- 319 NPS Funding $ 3,500/$3,500/$1,200
- In-Kind Expenses $ 2,400/year

Task 7 Program Manager will compile reports indicating location of school, number of programs, number of participants, reports in-kind from all SCD's and reviews evaluations from each county. Annual Reports are submitted to the NDDH in September of each year as well as a final project report in September 2019.

PRODUCT:

- Completed evaluation and assessment information from schools
- Statistics of programs presented
- Timely and accurate reports

ESTIMATED COST PER YEAR:

- 319 NPS Funding $ 2,000 Total
- In-Kind Expense $ 300/year

3.3 **MILESTONE TABLE FOR THE REGIONAL ENVIRONMENTAL EDUCATION SERIES PROJECT**

STATE FISCAL YEARS 2016-2019

TASK/RESONSIBLE INDIVIDUALS & ORGANIZATIONS	OUTPUT	QTY	YEAR 1 07/16 06/17 July - June	YEAR 2 07/17 06/18 July - June	YEAR 3 07/18 06/19 July - June
OBJECTIVE I - Design and Planning					
Task 1: Have a Program Manager employed	Manager	1	X	X	X
Contract with Presenter for Fiscal Year	Contract	1	X	X	X
Approve content of Program to be presented	Programs	6	X	X	X
Task 2 Draft and print biennial Brochure	Brochures	10000	X		X
Draft and print Newsletter	Newsletter	500	X X	X X	X X
Purchase necessary program supplies	Supplies				
Group 1, 2, 3, 5					
OBJECTIVE II - Dissemination of Information and Promotion					
Task 3: Do promotional mailing of Newsletters to SCD's, Schools & Organizations	Information Packets	5000	X X	X X	X X
Have booth/programs at NDASCD Convention	Displays & Presentations	4-5	X X X X	X X X X	X X X X
Task 4: Program Manager plans schedules as requested	Schedules	12 mo	X X X X X X X X X X	X X X X X X X X X X	X X X X X X X X X X
Group 1, 2, 4, 6					
OBJECTIVE III - Presentation of Programs					
Task 5: Contractor present programs as requested	Programs	475	0-0-60-30-55-45-80-65-65-50-50-0	0-0-60-30-55-45-80-65-65-50-50-0	0-0-10-10-10-0-40-10-10-10-0-0
Task 6: Program Manager maintains billing/receipts for all programs	Bills/Receipts	50+	Weekly As Needed	Weekly As Needed	Weekly As Needed
Program Manager maintains active role in organzations	Meetings	12+	X X X X X X X X X X	X X X X X X X X X X	X X X X X X X X X X
Task 7: Prepare Semi-Annual and Annual Reports	Reports	2	X X	X X	X X
Complete Annual Report	Reports	1	X	X	X
Group 1, 2, 3					

GROUP 1 Program Manager
GROUP 2 Contract Presenter
GROUP 3 Foster County SCD
GROUP 4 NRCS Statewide Staff
GROUP 5 ND Department of Health NPS Program Staff
GROUP 6 Soil Conservation Districts (statewide)

3.4 The coordination of Soil Conservation Districts in implementing this project has been a very successful system. SCD's receive program information from the Program Manager, Jill Vigesaa. They are asked to indicate if they are planning to sponsor programs, the number of schools, and program choice. Upon receipt of this information, Foster County SCD Program Manager Jill Vigesaa sends the SCD a tentative calendar for their schools and they are responsible for contacting the individual schools and making final schedules. The sponsoring SCD calls/e-mails the Program Manager when scheduling is complete and the information is relayed to the presenter.

4.0 COORDINATION PLAN

4.1 The Foster County SCD continues to take the lead for the "TREES" program implementation across the state of ND. However, many partnerships have formed with Project TREES and other agencies/organizations to further educational efforts. Soil Conservation Districts and Natural Resource Conservation Service employees work together in each of the counties through a Memorandum of Understanding agreement. Because of their federal nature, in-kind services provided by the NRCS are not tracked and accumulated for use with this grant, but they are an integral part of the program partnerships and success. Tom Gibson, Contractor and Presenter of the programs, has been invited to participate in training and education meetings of the Game and Fish Department, Project Wild, NDSU Extension Service, State Health Department, and the Soil Conservation Districts, as well as other national organization functions, which he does on his own time. Through this cooperative effort, information presented in the programs is consistent with state and local activities and is also the most current information available. In 2006, the ND Farm Bureau Foundation also partnered and assisted the "TREES" Program in purchasing a lap-top computer, which is used extensively by the Program Manager for record-keeping and correspondence related to the "TREES" Project. The professional accounting program "QuickBooks" is utilized for keeping accurate financial records for the project. Excel Worksheets are utilized for keeping statistics regarding the programs and student numbers and the schedules are coordinated through Outlook.

4.2 Support for the programs is evidenced by the sustained demand for programs each year. Every Soil Conservation District in the state has sponsored local programs and they are anticipating continued funding as well. Without the support of the 319 NPS program, most SCD's would no longer be able to provide this opportunity to their schools. Programs have also been sponsored and paid for by groups other than SCD's such as; the Fish and Wildlife Service, ND State Parks, the Game & Fish Department, PTA groups and 4-H Clubs. The "TREES" programs have become very well-known across the state and receive considerable media attention. Thank you messages and telephone calls of commendation are received by Foster County SCD and sponsoring SCD's. Copies of messages and evaluations are on file and can be made available to the Task Force upon request.

4.3 Program Manager Jill Vigesaa is very active and involved in working with related conservation education programs. Vigesaa also communicates with other agencies outside ND in receiving education materials and information that can assist in the development of the programs. The Program Manager remains active and involved in serving on and assisting with such committee appointments as the USDA Ag in the Classroom Council and the Project Food, Land & People National Steering Committee. Vigesaa will also work with the NDDH NPS Program Staff to review program content and receive assistance in the development of new programs.

The "TREES" programs, targeted for elementary students and presented lyceum style, are the only one of their kind, providing information on water quality issues. Other education programs that are utilized by the North Dakota Game and Fish Department (Project WET and WILD) and the North Dakota Forest Service (Project

Learning Tree) are aimed at providing education and information curriculum to the educators. The "TREES" programs provide a unique opportunity for their students to experience someone new coming into their schools/classrooms and engages them in an entertaining educational program. The "TREES" program is designed as a curriculum enhancement project rather than a curriculum development project.

The ND Nonpoint Source Pollution Management Plan states that to establish wide spread awareness, the target audiences will vary between educational projects and generally cover the entire spectrum including K-12 students and teachers. These programs are not limited to a specific grade level, but a majority of their programming is presented to the grade level(s) noted the appendix. Each program serves a separate audience yet builds on the previous program.

5.0 EVALUATION AND MONITORING PLAN

5.1 The Foster County SCD will monitor the project on a biweekly basis to assure that the program goals are being met. Program questionnaires are given to teachers on an intermittent basis to provide feedback on the quality of the programs and any suggestions for improvements. This information is correlated and discussed with the presenter to assure a quality education program. The NDDH NPS Program Staff will be consulted to analyze any future programs that may be developed.

5.2 Evaluation of the programs for effectiveness is difficult to test and measure when effectiveness is determined by increased awareness and attitude changes toward our natural resources. The process of developing non-reader and non-discriminatory testing and statistically analyzing this data is costly and the results may be inconclusive. The programs have also been in existence for over 25 years, so control group students would be difficult to identify. The Program Manager and contractor have provided responsive questions that students were asked prior to participating in the program. These sample questions are included in *Appendix E*. The questions were asked again at the conclusion of the program, and the results were quantified and statistically analyzed. This information was a gauge of the substantive content of the program and not an accurate measure of the attitude change that occurs over time. This type of evaluation required the participation of a school administrator or teacher to provide assistance and required additional time spent at each school for the presenter. The results of the sample assessment showed conclusive evidence that the students were engaged in the learning and their knowledge of water resources and the ability to define nonpoint source pollution was significantly improved. The continued demand and positive response from educators, administrators and students will continue to be an accurate measure when used as a gauge for effectiveness of these programs.

PART I: FUNDING SOURCES	2016-2017	2017-2018	2018-2019	TOTAL
EPA SECTION 319 FUNDS				
1) FY 16 319 Funds	$104,310.00	$105,590.00	$20,100.00	$230,000.00
OTHER FEDERAL FUNDS				
1) NRCS (FA)	$2,000.00 *	$2,500.00 *	$2,500.00 *	$7,000.00
STATE/LOCAL MATCH				
1) STATEWIDE SCD'S (TA & FA)	$47,775.00	$50,050.00	$13,900.00	$111,725.00
2) ND ASSOCIATION OF SCD'S	$1,700.00	$1,800.00	$2,000.00 *	$5,500.00
3) PRESENTER IN-KIND	$20,000.00	$20,500.00	$10,000.00	$50,500.00
PROJECT COORDINATOR IN-KIND	$4,880.00	$4,880.00	$3,580.00	$13,340.00
4) ND CONSERVATION DISTRICTS EMPLOYEES ASSOCIATION	$500.00	$500.00	$500.00	$1,500.00
SUBTOTALS	$74,855.00	$77,730.00	$29,980.00	$182,565.00
TOTAL BUDGET	$181,165.00	$185,820.00	$52,580.00	$419,565.00

FA: Financial Assistance
TA: Technical Assistance
NRCS: Natural Resources Conservation Service
This is included for informational purposes to acknowledge that MOU's between SCD's and NRCS offices allow resources to be shared, which provides a valuable source of in-kind to enable this program to operate efficiently.

PART 2: Section 319/Non-Federal Budget

PERSONNEL/SUPPORT	2017	2018	2019	TOTAL COSTS	CASH MATCH	IN-KIND MATCH	319 FUNDS
1) Program Manager *(a)*	$ 26,400	$ 27,600	$ 5,000	$ 59,000	$ 6,000		$ 53,000
2) Travel - Program Manager *(b)*	$ 500	$ 500	$ -	$ 1,000	$ -	$ 1,000	$ -
3) Internet Service, Office Equipment & Supplies	$ 780	$ 780	$ 780	$ 2,340	$ -	$ 2,340	$ -
4) Promotional/Workshops	$ 150	$ 150		$ 300	$ -		$ 300
5) Office Space *(c)*	$ 3,600	$ 3,600	$ 3,600	$ 10,800	$ -	$ 10,800	$ -
6) Telephone	$ 1,000	$ 1,100	$ 500	$ 2,600	$ -		$ 2,600
SUBTOTAL	$ 32,430	$ 33,730	$ 9,880	$ 76,040	$ 6,000	$ 14,140	$ 55,900
OBJECTIVE 1: Design and Planning							
1) Contracts with Presenter and Manager	$ 400	$ 400	$ 400	$ 1,200		$ 1,200	$ -
2) Program Supplies	$ 150	$ 150		$ 300	$ -	$ -	$ 300
3) Printing of Annual Newsletter/Biennial Brochure					$ -	$ -	$ -
SUBTOTAL	$ 150	$ 150	$ -	$ 300	$ -	$ -	$ 300
OBJECTIVE 2: Promotion/Dissemination of Information							
1) SCD's planning & supporting In-kind	$ 9,650	$ 9,650	$ 4,000	$ 23,300	$ -	$ 23,300	$ -
2) Postage for newsletter mailings					$ -	$ -	$ -
3) Telephone	$ 200	$ 200	$ 100	$ 500	$ -	$ -	$ 500
4) Website Hosting & Support	$ 500	$ 500	$ 500	$ 1,500	$ 1,500	$ -	$ -
SUBTOTAL	$ 10,350	$ 10,350	$ 4,600	$ 25,300	$ 1,500	$ 23,300	$ 500
OBJECTIVE 3: Presentation of Programs							
1) Contractor - 475 Maximum Programs @ $240/245/250 *(d)*	$ 114,000	$ 116,375	$ 25,000	$ 255,375	$ 82,125		$ 173,250
2) Postage for billings/evaluations	$ 35	$ 15		$ 50			$ 50
3) Travel - Inkind and billed to others *(e)*	$ 21,000	$ 21,500	$ 10,000	$ 52,500	$ -	$ 52,500 *	$ -
SUBTOTAL	$ 135,035	$ 137,890	$ 35,000	$ 307,925	$ 82,125	$ 52,500	$ 173,300
ADMINISTRATIVE							
2) SCD Coordination Meetings	$ 1,200	$ 1,200	$ 600	$ 3,000	$ -	$ 3,000	$ -
SUBTOTAL	$ 1,200	$ 1,200	$ 600	$ 3,000	$ -	$ 3,000	$ -
TOTAL 319/NON-FEDERAL BUDGET	$ 179,165	$ 183,320	$ 50,080	$ 412,565	$ 89,625	$ 92,940 *	$ 230,000

(a) Program Manager is an independent contractor

(b) Travel by Program Manager to SCD/Organization meetings is billed to program; most other travel is all in-kind

(c) Office-in-home space provided in-kind - $300/month

(d) The number of programs requested by schools is over 500 per year. The matching portion charged to SCD's per program will be $75/$80/$85

(e) Presenter is an independent contractor. Expenses for mileage, lodging and meals are paid by the contractor and not reimbursed by the program. If there are special requests for the Program Manager or Presenter to be present for a single event, mileage is billed in addition to presentation fee.

* For a more detailed description of the In-Kind Match, see Appendix A

Appendix A

DESCRIPTION OF IN-KIND SUPPORT PROVIDED
TO PROJECT "TREES"

PERSONNEL/SUPPORT

2) Travel – Program Manager

The Program Manager occasionally travels on behalf of the "TREES" program with a personal vehicle. This mileage is not billed to the program but is considered as in-kind. The monthly value of this in-kind is based on $ .54/mile and is an estimated in-kind contribution of $500 per year for year 1 and 2.

5) Office Space

The Program Manager coordinates the "TREES" Programs from an office in home. The value of the office space and the necessary Internet Service are provided as in-kind support. The value is determined to be $300/month for office space or a total of $3600 per year.

OBJECTIVE 2: Promotion/Dissemination of Information

1) SCD's Planning & Supporting In-Kind

The "TREES" programs are supported by in-kind from sponsoring Soil Conservation Districts. This includes the time spent by the SCD Board Members to review and take action regarding their commitment to sponsor programs. It also includes the SCD Office Personnel time for all aspects of sponsoring the programs, from contacting the schools, setting up the schedules to attending the programs.

OBJECTIVE 3: Presentation of Programs

3) Travel – In-kind and billed to others

The presenter for the "TREES" programs (Contractor Tom Gibson) is paid on a per program basis and expenses for mileage, lodging and meals while traveling are paid on his own. These amounts are considered to be in-kind since they are not paid directly by the grant.

This is calculated by using actual amounts for lodging, mileage at $.575/mile and meals based on state rates. The presenter (Tom Gibson) prepares a monthly report of his travel expenses, which is submitted to the Manager and documented. The estimated amounts included in this grant are reflective of previous years.

	2016-2017	2017-2018	2018-2019
Lodging	$ 5,000	$ 5,500	$ 2,000
Meals	$ 3,000	$ 3,500	$ 1,000
Mileage	$ 12,000	$ 12,500	$ 7,000
TOTALS	$ 20,000	$ 21,500	$ 10,000

Appendix B – Programs Presented during School Year 2014-2015

COUNTY	SCHOOL	# PROGRAMS	# STUDENTS
Barnes County	Washington Elementary	3	280
	Barnes Co Eco Ed	1	96
	Jefferson Elementary	4	325
	Maple Valley - Oriska	1	70
	Maple Valley - Buffalo	1	63
	Litchville-Marion	2	83
	Barnes Co Eco Ed	1	31
	St. Cates	2	122
	Barnes County North	2	107
Griggs/Steele	Griggs/Steele Eco Ed	1	112
Foster County	Juanita Lake Eco-Ed	1	85
Cass County	Central Cass	8	228
Western SCD	Heart River	3	307
	South Heart	3	93
	Trinity East	3	136
	Trinity West	3	240
	Water Festival	14	280
Rolette County	Dunseith	2	84
	Rolette	3	326
Cass County	Kennedy	1	114
	Bennett	5	382
Traill County	Peter Boe Jr. Elementary	1	40
Cass County	Oak Grove	5	239
West McLean	Max	2	101
Nelson	Lakota	2	105
	Dakota Prairie	2	171
Grand Forks	Winship	3	147
	Midway	2	157
	Northwood	2	96
	Emerado	2	147
	Wilder	2	50
Mouse River	Newburg	2	86
	Westhope	2	155
Grand Forks	St. Michaels	2	281
	Thompson	2	142
	South Middle	1	42
	Lewis & Clark	4	191
	Holy Family	2	242
	New Testiment Baptist - Larimore	1	209
Ransom County	Enderlin	1	26
	Lisbon	1	103
	Ft. Ransom	1	63
Grand Forks	Manvel	2	304
	Schroeder Middle	2	112
	Century	5	465
	Ben Franklin	5	221

COUNTY	SCHOOL	# PROGRAMS	# STUDENTS
Burke County	Bowbells	2	159
	Lignite/ Burke Central	1	49
	Powers Lake	2	174
Grand Forks	Kelly	5	380
Traill County	Hatton	2	250
	Hillsboro	2	123
Morton County	Flasher	2	27
	St. Anthony/Little Heart	1	117
	Sweet Briar	1	74
	Prairie View	2	190
	Roosevelt	1	48
	Glen Ullin	2	112
	Hebron	2	194
	Mary Stark	1	65
	St. Joseph's	1	90
	Christ the King	1	72
Kidder County	Steele Elementary	2	80
North McHenry County	TGU Granville	2	125
	TGU Towner	2	107
Burleigh County	St Mary's	5	244
	Northridge	6	215
	Miller	3	128
	Brentwood	1	46
	Grimsrud	5	175
	St. Anne's	3	236
	Northridge	6	272
	Sunrise	14	688
	Centennial	10	295
	Roosevelt	5	214
	Liberty	3	6
	Myhre	1	11
	Manning	2	63
	Apple Creek	2	54
	Prairie Rose	6	298
	Murphy	6	459
	Moses	6	298
	Pioneer	6	274
	Sterling	2	148
	Menoken	2	122
	Will Moore	2	542
	Solheim	2	122
	Miller	6	708
Ward County	Washington Elementary	2	148
	McKinley	2	150
	South Prairie	2	433
	Longfellow	2	72

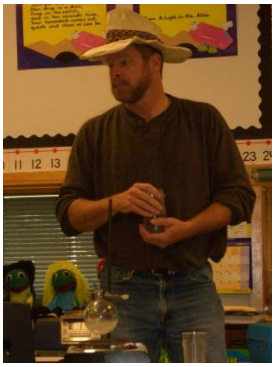
COUNTY	SCHOOL	# PROGRAMS	# STUDENTS
	Bel Air	2	120
	Bell	2	319
	Dakota Elementary	2	87
	Bishop Ryan	1	25
Pierce County	Ely Elementary	1	20
	Little Flower	2	148
Towner County	North Star - Cando	2	250
	Cando Living Center	1	51
Ramsey County	Central Middle School	2	255
	Sweetwater	5	256
Ward County	Bishop Ryan	1	175
	Sunnyside	2	151
	Roosevelt	1	22
Cavalier County	St. Alphonsus	1	34
	Munich	2	67
Walsh County	Minto	2	253
	Fordville	2	144
	Granfton - Century	1	151
	Grafton - Central Middle	1	93
	Park River	2	89
Foster County	Carrington	5	288
Grant County	Grant & Roosevelt Elementary	1	40
	Grant Co. Junior High	1	25
	Prairie Learning Center	1	15
Bowman-Slope	Rhame	2	259
	Bowman	2	70
	Scranton	2	214
Slope-Hettinger	Hettinger	2	128
	Mott	2	250
Adams County	New England	2	86
Oliver County	Center	1	129
LaMoure County	Kulm	1	27
	Edgeley	1	33
	Willowbank	1	80
	Fairview	1	39
	LaMoure	1	22
Logan County	Gackle	2	158
Richland County	Breckinridge Elementary	1	33
	Rothsay	1	62
	Circle of Nations	1	41
	St. John's	2	169
	St. Mary's	1	90
	Central Elementary	2	215
	Fairmount	1	47

COUNTY	SCHOOL	# PROGRAMS	# STUDENTS
	Hankinson	1	77
	Lidgerwood	1	87
	Campbell	1	24
	Richland 44	2	113
Mercer County	Beulah	3	54
	Beulah Middle	2	119
Morton	Water Festival	7	72
Western Stark	Belfield	2	39
Golden Valley	Beach	1	95
	Golva	2	90
	Wibaux	2	179
Western Stark	Hope Christian Academy	2	93
	Roosevelt	2	157
	Lincoln	6	406
Wells County	Fessenden-Bowdon	2	183
	Harvey	2	94
Bottineau	Water Festival	4	18
Stutsman County	Washington Elementary	1	88
	Hillcrest SDA School	1	63
	Anne Carlson School	1	88
	St. John's	2	42
	Roosevelt	1	37
McIntosh County	Ashley	2	28
	Zeeland	2	136
	Wishek	2	101
Wild Rice	Sargent Central	2	81
	Milnor	1	294
	North Sargent	1	89
Cass County	Carl Ben Eielson	6	89
	Clara Barton	6	573
Grand Forks County	Water Festival - Dakota Science	8	80
Cass County	Central Cass	6	127
	Kindred Elementary	5	231
Traill County	Central Valley - Buxton	2	121
Grand Forks County	Viking	5	314
Cass County	Northern Cass	4	296
	South Elementary	3	150
	Dakota Montessori	2	162
	Bennett	4	47
	Horace Elementary	5	127
	Harwood	5	205
	Kennedy	1	119
	TOTAL	458	27134

DESCRIPTION OF PROGRAMS
PRESENTED BY TOM GIBSON

PROGRAMS IA AND IB

Ia Pete Bogg and the Amazing Water Machine



Designed for the K-3rd grade levels, this program begins the process of teaching students about the value of water in our lives. This knowledge and appreciation is the basis for future education about conservation and the impact of pollution. Pete Bogg is a cowboy who teaches the students about what can happen to water as it flows along a river. Examples of both point source and non-point source pollution are given (utilizing urban runoff, municipal waste and livestock waste runoff scenarios), which enter the river (a glass of water) and cause pollution (food coloring drops). Students are asked to give examples of what could be done to protect and conserve our water. The presenter also gives examples. A small-scale distiller powered by a Bunsen burner it used to demonstrate and describe the water cycle to the students.

K-3rd Grade—30 Minutes in Length.

Ib "Water You Doing?"

This program is also designed for K-3 grade audiences and builds a broad basis for appreciation of why caring for our water resources is so important. Taking us back to the early 1800's with a historical perspective, a shy German immigrant "Gunnar" portrays the captivating struggle to obtain a good, clean constant source of water in the everyday life of the settler. He shares the intense feeling of the early settlers as they sought to protect and preserve their water resources. Those were the days of the TRUE reduce, reuse and recycle. As the younger students begin to grasp the fact that life without water could not be possible, they are ready for the next step in learning more about personal responsibility and the higher level learning concepts of NPS pollution.

K-3 Grade Levels—30 Minutes in Length.

PROGRAM II

The was the first program developed by Independent Contractor Tom Gibson, prior to the NPS Grant. Entertaining for any age group, Sam Ting is a Norwegian who gets all dressed up to come and tell his American friends about the Weasel family. Utilizing good 'ol Norwegian humor, Sam teaches about adaptations and habitat of wildlife and closes with a high impact example of how non-point or point source pollution can affect wildlife and human resources. Students are left with the thought that humans must be responsible in the wise use of our natural resources.

K-12th Grade & Adult—60 Minutes in Length

PROGRAMS IIIA AND IIIB

Designed for the 4th-6th grade levels, these programs have a game show format with host "Darin Ewe" awarding the students with "Conservation Bucks" for correct natural resource answers/decisions and "Common Cents" the incorrect choices or answers. The questions deal with a wide range of natural resource issues including wetlands and non-point source pollution. These programs are a perfect fit for the NPS Management Plan which encourages instruction in resource management including human, financial, soil, water, plant, animal, air and culture. There are currently two separate versions of this high energy, motivating and highly requested program.

4-6 Grade Levels—50 Minutes in Length

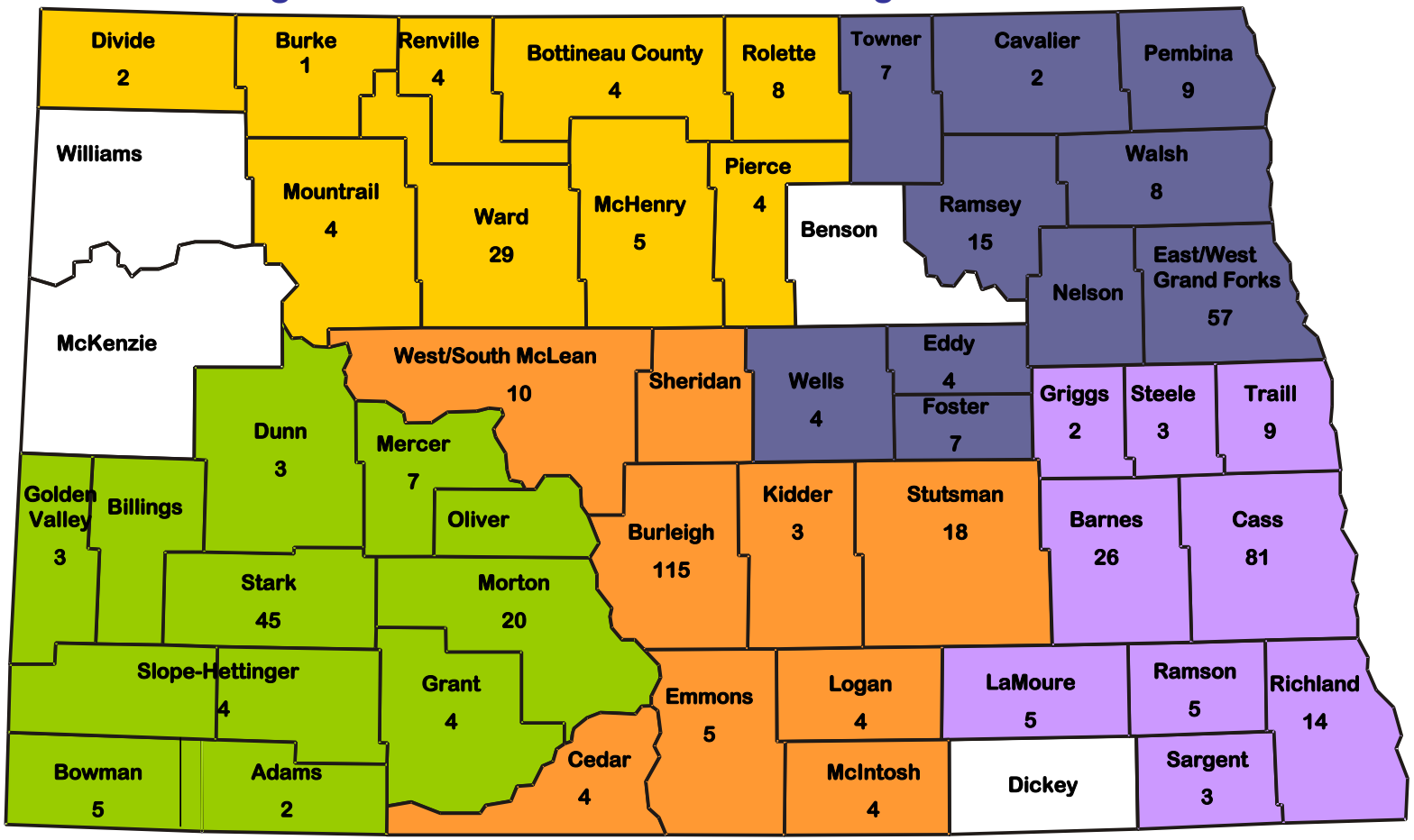
PROGRAM IV – "TRAVELING WITH LEWIS & CLARK"

The newest program in the series was developed to tie the natural resource message into a huge effort in the schools to feature Lewis and Clark curriculum. In order for programs to be utilized by the schools, a connection to current learning is essential. Therefore, it was the perfect opportunity to enhance the learning of students by making them more aware of the natural resources as our early explorers saw them and further encouraging them to value and protect them yet today. Students experience a bit of the Lewis and Clark Expedition with "George Gibson." George Gibson was one of the nine men from Kentucky enlisted in the US Army to join the Corps of Volunteers for the North Western Discovery. The program takes the audience back to March 1805 at Ft Mandan and Pvt. Gibson is out hunting. As the program progresses, the older students may be given the opportunity to interact with Pvt. Gibson and try some trading. Students are fascinated by the hands-on learning and the closing message builds upon the previous program goals of creating a desire within students to do their part to preserve and protect the water and soil resources for ourselves and future generations.

K-3 Grade Level Program—30 minutes in length

4-6 Grade Level Program—50 minutes in length

Counties Supporting Project "TREES" Programs and Number of School Programs able to be Presented During One School Year



Counties in white were unable to be reached this year. They typically sponsor school programs but the presenter could not get to all in one year.

Total for year – 577 Programs

SAMPLE QUESTIONS FOR STUDENT ASSESSMENT

ORAL TEST for K-3 Students Scheduled for Pete Bogg Presentation

Please write the response choices in a place visible to the students... Yes, No and Maybe. Then read the following statements aloud to your students and ask them to respond with the answer that best fits how they feel. They can either raise their hands or the teacher can have them all reply at once with thumbs up, thumbs down or a closed fist for maybe. Please record the number of responses. This Pre-test should be completed prior to watching "Pete Bogg and the Amazing Water Machine." Please repeat the activity again immediately following his program.

1. I feel it is important for me to care about the environment	Yes ____	No ____	Maybe ____
Post Test - FOLLOWING PRESENTATION	Yes ____	No ____	Maybe ____
2. When I use water, I think about ways that I can conserve or use less	Yes ____	No ____	Maybe ____
Post Test - FOLLOWING PRESENTATION	Yes ____	No ____	Maybe ____
3. I think that everyone, everywhere should conserve water	Yes ____	No ____	Maybe ____
Post Test - FOLLOWING PRESENTATION	Yes ____	No ____	Maybe ____
4. I could describe the water cycle	Yes ____	No ____	Maybe ____
Post Test - FOLLOWING PRESENTATION	Yes ____	No ____	Maybe ____
5. I have some good ideas of how to take care of the water and soil	Yes ____	No ____	Maybe ____
Post Test - FOLLOWING PRESENTATION	Yes ____	No ____	Maybe ____
6. I would like to have a job helping people care for the environment	Yes ____	No ____	Maybe ____
Post Test - FOLLOWING PRESENTATION	Yes ____	No ____	Maybe ____

***TOTAL NUMBER OF STUDENTS SURVEYED: _____ GRADE LEVEL OF STUDENTS _____