APPLICATION FOR POLLUTION RECOVERY FUND ASSISTANCE

DATE OF APPLICATION: April 30, 2007

A. BASIC ASSISTANCE

1. Applicant: The legal name of the applicant/organization, the organizational unit and the complete mailing address of the applicant.

Name: Christopher A. Noe
Organization: Suncoast Earth Force
Address: P.O. Box 7025
St. Petersburg, FL 33734

2. Project Manager Information: Give name and title of the representative of the applicant who will be the Environmental Protection Commission's principle contact concerning this application

Name: Christopher A. Noe
Title: Executive Director
Address: P.O. Box 7025
St. Petersburg, FL 33734

Phone Number: (727) 521-1403

Email: cnoe@earthforce.org

Project Title Community Action Problem Solving

Project Time Start: Fall 2007 End: Summer 2008

Total Cost of Project $ 56,644.00

Total EPC share requested $ 56,644.00

3. Assistance Type: **New or Renewal** (check one)

X New - Award of funds for initial request within the project period.

☐ Renewal - Award of additional funds for a project beyond the current project period.

4. Project Location: The specific location(s) of the project. (Attach Site Map)

Hillsborough County School District (See list of Earth Force Schools)

5. Is the Project for:

X Restoration of a polluted area

X Mitigation of the effects of pollution

X Pollution Control Activity to prevent or minimize pollution

X Education (Environmental Stewardship and/or Pollution Prevention)

6. Is the Project directed toward restoring an identified "polluted area" (a geographic area destroyed or altered by dredging or filling or contaminated by an emission or discharge), or toward terminating an identified pollution source? Identify and explain:

See Project Narrative that defines the Earth Force model of empowering youth in Hillsborough County Schools to find and identify “polluted areas” and/or terminating nonpoint source pollution in their respective communities.

7. Is the harm or potential harm to health, safety or welfare of the public or wildlife actual or potential? Does the project seek to alleviate actual or potential harm and what is the severity of the harm and the causal relationship between the “pollution” and the harm?

Identify and explain:

This could be both actual and potential harm that students would focus on eliminating and/or reducing in their communities. See narrative for more information.

8. How long has the pollution existed or how long before any harm will be evident?

Student projects will vary and this data will materialize based on student-selected projects.

9. Identify and describe how the project proposes to alleviate the pollution (addressing technical, practical, and cost effectiveness issues):

Student projects will vary and this data will materialize based on student-selected projects.

10. Is the polluted area one which has previously been subject to commission enforcement and, if so, when and what was the result?

Could be as student-selected projects will vary. See narrative for detail.

11. If no actual pollution exists and no prior commission enforcement action has occurred, does the project otherwise enhance pollution control activities within the County?

Student projects will vary and this data will materialize based on student-selected projects and therefore could and likely will enhance pollution control activities within Hillsborough Counties.

12. Can this Project be divided into separate and independent parts, and if so,

a) What are they? There are clearly marked processes that occur within the implementation of the Earth Force Model.

- Training the Educators in Hillsborough County School District
- Implementing the 6-step process of the Community Action Problem Solving (CAPS) – model
- Realizing the remedy of the student-selected and identified pollution alleviation or reduction project
- Reporting and evaluating the project and student learning pedagogy

(See Timeline Included with this Grant Request).

b) How would the costs be allocated between them?

The costs are for training the teachers in Hillsborough County, allocating monies for programming materials, staff training and follow-up time, supplies and necessary resources for implementing of the Earth Force model.

c) Would the applicant be willing to accept only partial funding? _____

Yes, if the full funding amount requested is not or could not be realized, then a smaller amount of the project could still be implemented and advanced to realize pollution control in Hillsborough County in line with the mission of the EPC.

13. Are other funding sources committed to the project?

If so, how much and for what? _____

Approximately $5,000 towards the Annual Earth Force Youth Summit recognizing the kids' pollution control projects publicly in front of 700 other youth and local media.

14. Why do you believe that this Project is of sufficient importance to justify the expenditure of Pollution Recovery Funds?

The Earth Force model tries to incorporate the idea of Youth Voice whereby students in Hillsborough County are actively engaged and active in solving a pollution affected area and they work to bring in the community, partners, and school officials to ameliorating such a polluted area and transforming that site to an improved and better site benefiting all stakeholders involved: government, county officials, users of the area, peers, educators, school officials, and other youth.

The end result is a project with legacy and elevates awareness to youth for a change and helps clean and control pollution in a sustainable fashion that helps the entire community for a long time to come.

15. Will the project enhance the value of private property, and if so, whose?

This could happen if students should choose a particular project that involves privately held land. This could vary by student selected projects.

B. ATTACHMENTS

All applicants must submit responses to the following as attachments corresponding to the indicated numbers:

1. Please provide a detailed map of the project site, if applicable.

   This will vary as student-selected projects will determine the site of pollution control and education.

2. Principal Investigator and Key Personnel - Present a biographical sketch of the principal Investigator(s) incorporating the following information: Name, Address, Phone Number, Email Address, Education, Background and other qualifying experience for the project.

   Principles included in the implementation of this grant initiative are following:

   Earth Force Staff:

Christopher Noe, Executive Director: Christopher comes to us with a background in issue advocacy, political campaign and non-profit management, and a successful fundraising background. Locally he has worked with numerous non profits in the area including Big *Brothers Big Sisters of Tampa Bay*, *Reclaiming Our Heritage*, and *Stand Up For Kids*. He is the former State Executive Director of Mothers Against Drunk Driving of Georgia from 2001-2005 and has received his MBA in Nonprofit Management at Argosy University in Tampa, FL, where he is currently working on his doctorate in business management on a part-time basis while advancing Suncoast Earth Force.

Tracey Shadday, Program Director: Tracey began her career with Suncoast Earth Force as an Earth Force teacher in the gifted classroom in 2001 then became Program Director in 2004. She taught in the private and public sector in Hillsborough County, Florida, for twenty-three years focusing much of her experience in gifted education. She was a gifted endorsement instructor for Hillsborough County and served on the district's Steering Committee for Gifted Educators. She became a Certified Health Education Specialist in 1994 and received National Board Certification (Middle Child Generalist) in 2001. She graduated with a BA in Elementary Education and MPH in Health Education from the University of South Florida in Tampa. She enjoys the camping, sailing, traveling and scrap booking.

Scott Willis, Program Coordinator: Scott comes to Suncoast Earth Force as the Program Coordinator after 35 years with the Florida Fish and Wildlife Conservation Commission's Fish and Wildlife Research Institute. He was a research scientist specializing in aquaculture and has been the Director of Education and Information Office for the past ten years. He has been closely associated with the National Marine

Educators Association and its state chapter. He was on the Board of Directors at the Florida Aquarium and Chair of the Education Committee and is a Past President of the Florida Chapter of the American Fisheries Society. He has worked closely with area teachers for a number of years and looks forward to bringing his love of science and the environment into the classroom. Favorite activities include kayaking (mainly with his golden retriever), camping and gardening.

Staff Contact Information:

Suncoast Earth Force
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St. Petersburg, FL 33734
(727) 521-1403
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swillis@earthforce.org
cnoe@earthforce.org

3. Project Narrative - Please provide a narrative statement describing the project that includes the following:
   a) Objectives of this Project - Describe the principal and subordinate environmental objectives of the project. Pinpoint any relevant physical, economic, social, financial, institutional or other problems requiring solution.

Earth Force is dedicated to engaging young people as active citizens who improve the environment and their communities now and in the future. Through Earth Force, young people gain skills in critical thinking, problem solving, teamwork and decision-making. More than 70% of the students we work with are from underserved or underrepresented groups. The creation of Earth Force by The Pew Charitable Trusts recognized two emerging national trends: **young people's desire to help their communities through voluntary service** and **their commitment to act on behalf of the environment**. As a national nonprofit organization, Earth Force's vision is to provide young people and educators with the skills, resources and knowledge to turn their passion into real and lasting improvement in their communities.

For more than a decade, Earth Force has provided educators the resources and training to engage young people as community leaders and problem-solvers. We champion youth-led civic engagement, cultivate effective community and school partnerships, and promote the on-going professional development of educators with award-winning materials and effective teacher training.

Specifically, the Suncoast Earth Force Field Office located in Tampa, FL is focused on applying the Community Action Problem Solving (CAPS) program as outlined below

via this grant initiative from EPC:

We train educators in how to utilize the Earth Force framework to help their students design and implement a service-learning project. Using this framework, students learn to identify local concerns, select an issue for further study, conduct a balanced investigation, and then develop and implement a plan leading to the improvement of the local issue.

As part of their service-learning project, students reinforce their understanding of basic academic concepts, hone their research skills, and have the opportunity to apply their knowledge to resolve real-world issues. We not only train and support new Earth Force educators but provide ongoing technical assistance to veteran educators each year as well.

The Earth Force process divided into six steps -- each step aligns closely to traditional community problem solving models. These steps include:

Checking it out: Community environmental inventory

What geographic area do you want to focus on: school, neighborhood? What strengths and threats are present?

Choosing one: Issue selection

What issue do you want to work on? What criteria will be used for selecting the issue that you will investigate?

Discovery: Policy and community practice research

What are people already doing about this issue?

Deciding what to do: goal and strategy selection

What are your choices for making a difference with this issue?

Getting it done: planning and taking civic action

What are your plans for making a change?

Wrapping up: reflecting, going public, and planning for the future

How did everything go? Who will you tell? What will you do next? What did you learn?

Educator Institutes. During their first year with Earth Force, educators will attend an intensive, training workshop. As part of this training workshop, educators receive an overview of the service-learning approach and the Earth Force framework. Educators also receive training in how to utilize the student materials we provide (available in Spanish and English) to help students enhance their skills in interviewing, conducting

surveys, utilizing the Internet for research, writing business letters and gaining media attention. Our program materials are referenced to national curricula standards from environmental education, science, geography, language arts, civics and social studies. Our educator training provides state standards correlations and effective assessment strategies. Educators can receive graduate credit or re-licensure hours for completing our training workshops. Earth Force staff and master teachers with experience in utilizing the Earth Force model in their classrooms design and lead the workshop sessions.

Furthermore, each summer, Earth Force hosts a national institute for veteran teachers. This institute has proven to be a professional development highlight for experienced Earth Force educators, who serve as master teachers at Earth Force local sites.

Ongoing coaching and mentoring. Following best practices in professional development training, our training is job-embedded and includes coaching and mentoring.[1] Earth Force staff observes educators in their classrooms and provide ongoing coaching/mentoring as educators integrate hands-on, student-directed learning strategies into their classroom curriculum.

Individualized technical assistance. We provide our educators with individualized technical assistance designed to address issues that arise as their students begin to design and implement their projects. We are able to help our educators identify and arrange appropriate field excursions for their students, locate content resources, and line-up guest speakers. Most importantly, through our extensive contacts within the community and local government, we are able connect our educators with consultants, experts, policy-makers and other community stakeholders who share an interest in and can bring expertise/resources to their students' projects.

Continuing educational opportunities. Throughout the year, we will offer a series of ongoing workshops that cover topics such as: how to create a democratic classroom, how to utilize/access local resources, how to develop effective assessment tools, and how to involve youth as leaders in the classroom. In addition, educators will receive information containing articles on pedagogy and classroom strategies.

Networking opportunities. We will also insure that our educators have collegial support. Networking sessions are an integral part of all of our training workshops.

Program materials. Earth Force educators will receive advanced training and program

[1] *Research You Can Use Newsletter on Professional Development*, March 2003, Colorado Department of Education.

materials. The Earth Force curriculum is the primary tool for teaching problem solving and decision-making and includes a step-by-step guide for educators to use with their students. Teachers also receive classroom posters and student materials (available in English and Spanish).

Resource Guides. All sites provide weblinks, resource materials, and guest lecturer lists to their educators. Suncoast has pioneered a searchable, online database of community partners, created to save valuable time for the educators in finding information they needed to support their classes. This source can be used not only by Earth Force educators but by any educator in the Tampa Bay area, serving more than 27,000 educators.

Earth Force Website and Intranet. Earth Force's online tools include a website and intranet. Educators from across the United States can access lesson plans, share project stories, identify potential community partners and resources, and connect their teaching to both local and national efforts. Earth Force will identify project stories that illustrate best practices in community and environmental research, youth-led civic action projects, exemplary use of community resources and coordinated planning efforts. Our goal is for 50 percent of participants to submit project stories using on-line technology. Stories will be disseminated via the Earth Force website, listserv, networking meetings, conferences and media events, with each sponsor recognized as a supporter.

SEF Professional Development 2007-2008

Suncoast Earth Force would like to provide its educators with the best service possible-professional development. Suncoast Earth Force is committed to providing a year of support and development to not only better prepare you to facilitate the program to your students, but to provide you with learning experiences. We would like to highlight the need for collaborative learning contexts, teacher inquiry, engagement in practical tasks of instruction and assessment, exploration of relevant subject matter, and consistent feedback and follow-up activities.

Suncoast Earth Force Specific Goals for this EPC Grant 2007-2008:

Goal 1: To impact communities with a tangible solution to existing current local pollution and environmental problems identified as a community need.		
Objective	**Measure**	**Outcome**

1. Identify and address key environmental issues in community via EF process.	Canvass current community viewpoints via pre/post surveys	Community is benefited with service learning project results

Goal 2: To empower students with the knowledge, skills, and attitudes necessary to be life-long learners and principled stewards of the environment.		
Objective	**Measure**	**Outcome**
1. To promote civic responsibility – sense of personal responsibility for and commitment to the long-term well-being of the environment and the community. 2. To promote civic efficacy – Confidence in one's abilities to effect positive change in the environment and the community. 3. To promote academic engagement – Interest in achieving in formal and informal learning environments 4. To promote deliberation and communication skills – Ability to use oral and/or written communication skills to carefully develop and thoughtfully defend a position on an environmental and/or community issue.	Pre/post surveys Pre/post surveys Pre/post surveys Pre/post surveys	Students will provide knowledge or awareness in a particular individual, group or organization. Students will believe they can personally make a difference in their school or community – personal self-efficacy (**Demonstration**).

Goal 3: To improve and enhance the educator experience		
Objective	**Measure**	**Outcome**
1. To promote the use of research-based instructional strategies in classroom instruction.	Pre/post surveys.	Educators will believe they have improved their teaching.
2. To enhance educators' awareness of local environmental issues/problems.	Pre/post survey.	Educators will learn processes and content to lead their students though a environmental service learning action project.
3. To improve educator perceptions of students.	Pre/post survey.	Educators will develop more favorable opinions of students' abilities to positively influence the community.

b) Results and/or Benefits Expected - Identify specific environmental results and/or benefits to be derived from the project. Include all primary and secondary benefits accruing to the grantee, to the pollution served, and in general, to the public and environment.

Below is a chart that outlines that audience to which we will target under this grant:

Number of Participants	**List of Partners/Contributors**	**Number of Volunteers or Hours**
10 new/veteran educators	SEF uses many partners	2 year round = 90 hours

2 graduate students 300 plus elementary and middle school students in Hillsborough County Schools	throughout the year. We include partners as experts during trainings and workshops and encourage educators to use them as experts in their classroom: * The Florida Aquarium * Invasive Species Task Force * City of Tampa Water Dept. * Tampa Bay Estuary Program *TECO Inc. * Manatee Viewing Center * Crystal Springs Preserve * Camp Bayou Preserve * Weedon Island & Brooker Creek Preserve * Adopt-A-Pond, Hills. Co.	Youth Summit: 10 volunteers = 60 hours

The educators will work with their students on a yearlong Earth Force project that incorporates service learning, environmental education and civic education. These combined with learning strategies, social marketing tools, etc. will provide the educators the knowledge and resources to effectively take their students through a process that gives the students the skills to make a difference in their community while focusing on pollution control issues.

c) General Project Information - Discuss the criteria that will be used to evaluate the results and successes of the project as well its relationship to other work planned, anticipated or underway.

Suncoast participates in a national evaluation of Earth Force programs administered by the Center for Human Resources at Brandeis University. Evaluation results are made available to EPC of Hillsborough County.

Our national evaluation will be conducted for two purposes, to determine the impact and effectiveness of Earth Force programs after they are completed, and to provide data about program improvement as it unfolds. Students will complete a survey before and after taking part in the program, which will include items about how to

solve problems, and items dealing with confidence and efficacy. Teachers will complete a post-program survey that includes items about the program's impact on student knowledge, skill, and attitude gains.

Our local evaluation will include student focus groups and online educator surveys for attitude and behavior change. Small groups of students will take part in focus group interviews to discuss in depth their project activities and how projects affected them and changed attitudes and behaviors. This will be done before and after they complete their project.

4. Scope of Work – Provide a detailed scope of work for the proposed project. List in chronological order a schedule of accomplishments, progress, or milestones that are anticipated over the length of the project.

Timeline:

October 2007: two-day training to include new and veteran educators and interns.

October 2007: commence CAPS model in Hillsborough County Schools

October/November: pre and post student surveys; student focus groups.

November 2007: students begin to focus on sites for pollution control related projects

October through May: educators facilitate Earth Force process with students to conduct a community action project.

November, January, & May: Professional Development: Earth Force offers professional growth workshop for educators.

October - May Support: Earth Force staff will conduct ongoing site visits to classes and one-on-one meetings with educators and students to assess progress and strategy mapping for CAPS processes.

April: Youth Summit. Approximately 800+ Earth Force students will attend. It's a day for the students to share and reflect on their projects and learn from hands-on activities provided by local organizations.

April/May: post student surveys; student focus groups, educator exit interviews, graduate students report, and final project story updated from pollution control sites and all others.

5. Budget Information – Please itemize expenditures necessary to perform project using the format below. **Please note that it is the policy of the Executive Director to maximize the environmental restoration and pollution prevention potential of each project seeking funding. Therefore, projects requesting indirect costs (e.g. – overhead) in excess of five percent (5%) of the total direct costs of the project will**

not be considered for funding.

BUDGET CATEGORIES

	PRF Funds	Federal	Applicant	State	Other
a. Personnel	$4,800.00				
1. T. Shadday					
2. S. Willis					
b. Administrative	$15,940.00				
c. Materials	$32,544.00				
d. Contractual	$960.00 (Teacher Stipends) for training days				
e. Construction	N/A				
f. Other	$2,400.00 Evaluation				
g. Total Direct Charges (Sum of a. to f.)	**$ 56,644.00**				

C. SUBMITTAL OF APPLICATION

Please submit a total of five (5) applications [Four (4) paper + one (1) in electronic format on a CD] to:

Environmental Protection Commission of Hillsborough County
Environmental Resources Management Division
Attn: Tom Ash / Pollution Recovery Fund
3629 Queen Palm Dr., Tampa, Florida 33619

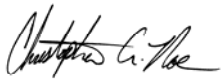
Completed applications must be received at the above address by 5:00 p.m. (EDT), May 1, 2007.
Late applications and email applications <u>will not</u> be considered.

POLLUTION RECOVERY FUND APPLICATION PROCESS
Terms and Conditions

The following terms and conditions govern the use of the Pollution Recovery Fund and will be considered during the application review process and applied to any subsequent award of grant funding:

1. This application is for funds granted through the Environmental Protection Commission's Pollution Recovery Fund as regulated by the EPC Act and Chapter 1-9, Rules of the Environmental Protection Commission. Reimbursement for work performed is contingent upon submittal of valid, original invoices to the EPC Project Manager within the timeframe specified in a fully executed grant agreement by and between the applicant and the Environmental Protection Commission of Hillsborough County. No work associated with the approved project is authorized until such time as the applicant has received a copy of a fully executed grant agreement.
2. Funding for indirect costs (e.g. – overhead) in excess of five percent (5%) of the total direct costs of the project will not be considered.
3. Funding requests for capital equipment will only be considered if such equipment relates directly to the project proposed and is a vital part of the project's success. Any such requests will be considered on a case-by-case basis and any equipment purchased using Pollution Recovery Funds may be subject to ownership by the Environmental Protection Commission under the terms of the executed grant agreement.
4. Travel is not reimbursable by the Pollution Recovery Fund unless explicitly allowed under the terms of the executed grant agreement.
5. Repairs and/or routine maintenance of equipment, not purchased by Pollution Recovery Funds and, therefore, not subject to EPC ownership are not reimbursable by the fund.
6. EPC Board approval and subsequent execution of grant agreements may take up to one year from the date of application. Applicants should plan accordingly to allow for this timeframe in their project planning. Every effort will be made to expedite seasonal or otherwise time-sensitive projects however, at no time will the process take less than six (6) months from the application deadline.

X I have read and accept the terms and conditions presented here and choose to submit my application for Pollution Recovery Funds in accordance with these terms and conditions.



April 30, 2007

Applicant's Signature: _____ Date: _____

POLLUTION RECOVERY FUND APPLICATION PROCESS

Instructions

The Hillsborough County Environmental Protection Act (Chapter 84-446, Laws of Florida) and Chapter 1-9, Rules of the EPC establish a pollution recovery fund which is to be supervised and used by the Commission to restore polluted areas of the county, as defined by the Commission, to the condition they were in before pollution occurred, to mitigate the effects of pollution, or to otherwise enhance pollution control activities within Hillsborough County. The application and review process is generally as follows:

Application Forms must be submitted on or before the May 1, 2007, 5:00 p.m. deadline.
Late applications and email applications will not be considered.

- There will be a newspaper advertisement, and possibly press releases, specifying the deadline for submitting applications.
- Application forms and instructions can be obtained from Tom Ash, phone 813-627-2600 Ext. 1011 or from our website at: www.epchc.org
- Except under special circumstances, applications submitted earlier than the deadline will be held until the next processing period, and then processed with the others.

Following the deadline, applications will be distributed to the EPC General Counsel's office, EPC Staff, and Citizen's Environmental Advisory Committee (CEAC).

- Both the applicant and/or reviewer may request a meeting to discuss details of the project at any time during the review process.
- Applicants will be invited to attend a regularly scheduled CEAC public meeting to make a brief (15 minute) presentation in support of their project and answer any questions that may arise. EPC technical staff will be in attendance.
- EPC staff will meet with the Executive Director to discuss all applications in the group and to prioritize and determine recommendations for CEAC and the EPC's Commissioners to consider.

A summary of the EPC Staff recommendations will be presented to CEAC.

- Staff will present recommendations to CEAC, then CEAC will discuss the applications and its recommendations to the EPC Board.

Staff and CEAC recommendations will be presented to the EPC Board for final decision.

- The EPC Board meeting will likely be the first or second EPC Board meeting following the CEAC meeting so that the information can be properly placed on the agenda (typically the EPC Board meeting will be one of those in the September – November time frame) .
- Applicants may choose to attend the EPC Board meeting and may request to speak.

If the project is approved, the applicant must sign an agreement before monies will be available.

- EPC Legal will draft the agreement with standard terms and conditions. The EPC's Project Manager will then provide it to the applicant for review and execution.
- EPC Legal will arrange for execution of the agreement by the EPC Chair after it is executed by the applicant, and will then forward final copies to the Applicant's Project Manager and the EPC Project Manager.
- The EPC Project Manager will be responsible for ensuring the applicant's compliance with the agreement.