

VII. Appendices

Appendix A: Job Descriptions

Program Co-Director: Responsible for fundraising until such time that a separate position can be created. Responsible for the youth outreach program at Sharpe Health School. She serves as a liaison to Sharpe school in relation to the opportunities and needs of the Earthkeeping training program. She will design the syllabus for and teach a regular schedule of Horticulture and Landscape design classes; create designs and cost estimates for contract work; be partly responsible for some implementation. She will contact potential clients, set up the original meeting and carry on the necessary relationships with paying clients.

This position requires in-depth knowledge and experience in horticulture, Permaculture, organic gardening, and landscape design. It also requires at least five years of prior teaching and management abilities and knowledge of non-profit, faith-based organizational dynamics. This is a part-time position.

Program Co-Director: The program director is responsible for collecting and tracking IDA contributions. She is responsible for youth outreach at Roosevelt High and on the streets. She carries out the daily supervision of the interns for implementation of landscape design contracts. She will help design curriculum and syllabus and teach daily classes in finance and leadership. She will be NFTE certified, teach NFTE classes and be responsible for teaching interns to do the bookkeeping required for the landscape design business. She will create a schedule of workshop topics and issues and arrange for workshop leaders, speakers and other adjunct faculty.

At least five years of prior administrative experience is required for this job in addition to several years teaching experience with teens. Fluency in Spanish is a necessity. This is a full-time position.

Project Director: The responsibilities of this job are to provide financial oversight and direction, marketing and organizational expertise and planning, creating and implementing a fundraising program and to oversee the development and implementation of the curriculum. The Project Director will serve as the liaison between Earthkeeping and LSS on all financial matters. S/he will be responsible for any financial adjustments necessary to bring the training program as close to self-sufficiency as possible and to assure that the landscape design business is profitable. S/he will set up a schedule of advertising and be in charge of all marketing presentations. S/he will also be engaged in the leadership training curriculum. Prior project management, marketing and fundraising experience necessary. Background in accounting and supervisory experience. Fluency in Spanish preferred. This will be a full-time position.

Appendix B: Landscape Design Services
















The Earthkeeping landscape and organic garden design business has several unique features and are designed to serve the emerging market for sustainable services and products.

a) Services:

1) In addition to typical landscape services such as reshaping gardens, mulching, and weeding, we offer comprehensive, environmentally sustainable landscaping practices including:

- a. Design plans based on principles that:
 - i. ___ contribute to ecological restoration;
 - ii. ___ enhance harmonious relationships between humans and nature;
 - iii. ___ create a sanctuary for beauty, health and peace of mind.
- b. ___ Use of native plants *
- c. ___ Establishing guilds** of plants to improve overall plant and garden health
- d. ___ Creating plant habitats that attract wildlife
- e. ___ Designing and installation of organic gardens which produce healthy, pesticide-free food.
- f. ___ Design and installation of edible landscapes.
- g. ___ Use of natural pest management systems that reduce lawn, garden and groundwater pollution.
- h. ___ Designing to reduce the spread of invasive plants*
- i. ___ Introducing recycling and positive use of household wastes
- j. ___ Reducing labor by incorporating principles of self-maintenance
- k. ___ Creating Ponds for beauty and peace of mind
- l. ___ Creating Pond systems to recycle household wastewater (available in 2006)

Appendix C: Sample of MS Project Gantt Chart

ID		Task Name	Duration
			
26		Develop Curriculum handbook	20 d
27		Complete handbook	0 d
28		Create information brochures	11 d
29			
30		Monitoring and Evaluation Systems	340 d
31		Establish organizational policies	30 d
32		Establish Financial monitoring and evaluation system	90 d
33		Establish monitoring and evaluation system for Training Program curriculum & staff	175 d
34		Establish monitoring and evaluation system for students	175 d
35		Establish monitoring and evaluation system for Design Business & customers	175 d
36		Establish monitoring and evaluation system for Value-added biz & customers	140 d
37			
38			
39		Find IDA Provider	98 d
40		Meet with Browns of SBICOA	1 d
41		Apply to NFTE course	1 d
42		NFTE course appl notified	0 d
43		Attend NFTE course	3 d
44		Meet w/Lori Kaplan of LAYC re teaching NFTE there	1 d
45		Meet w/Latin American Youth Center re IDA's	1 d
46		IDA account set up	0 d
47		Interns deposit savings	0 d

Appendix D: Earthkeeping Greening Project Collaboration

DC Department of Health, Watershed Protection Division
Schoolyard Conservation Site Program
"Greener Schools, Cleaner Water"
2004 Application Form

Name of School: Theodore Roosevelt High School
4301 13th St., NW
Washington, DC 20011
(202) 576-6130

Participating Teachers:

(Three teachers will be provided training; however, any other interested teachers are eligible to assist with the program). Please indicate a project leader/head contact with an asterisk (*).

First, last name Grade, subject taught stud email address phone
Claudia Barrios 9-10 ESL math, science 75 cmbarríos@aol.com 2/518-0772
Carey Hartin 9-10 ESL soc. stud., Eng. 75 cch73@yahoo.com 240-462-6261
Mike Hill* 9-10 ESL math, science 75 mikehill3060@hotmail.com 2/483-7524
Tina Milledge 9-12 school psychologist 800 sweetae1aol.com 2/576-6452
Richard Redenius 9-10 ESL English 75 Rbreneniusaol.com 2/745-3833
Jennifer Sokol 9-12 science 125 oislanders200 1 (iyahoo.com 7/309-6428
Beatriz Zuluaga 9-10 LSS partner 50 zuluablsnca.or 2/723-3000 x247

Note. A portion of the training may occur during the summer. Teachers will be notified of the dates prior to the end of the school year. Participating teachers must attend all training dates.

Educational Vision & Experience:

1) How do you hope your school will benefit from a schoolyard greening project?

Before attempting to answer the Watershed Protection Division's questions, we would like to emphasize our desire to use the shell of our dry, cracked, ornamental fountain and transform it into a 'pond' with fish and frogs and water plants and microscopic aquatic life so that we can use it as a resource for our science, literature, art, math, etc., curricula. This pond will be a focal point of "Our Garden Paradise" habitat for the Petworth and Roosevelt communities. As the future pond is located between our vegetable plots and our native plant habitat, we believe that it will serve to attract and sustain more local and migratory wildlife. We hope that it will instill a sense of school pride in Roosevelt students and staff members as we begin a campaign to keep our school clean and attractive — inside and out!

We would like to implement the following projects at Roosevelt:

- Transform an ornamental fountain that doesn't hold water into as natural a pond as possible, for enhancement of our existing garden and habitat areas and for study of pond ecosystems
- Create a rain garden in front of Roosevelt (14th St.entrance)
- Plant trees and flowers and maintain Roosevelt's interior courtyard
- Repair and maintain Roosevelt's greenhouse for winter gardening
- Enhance our gardening and environmental study curriculum

In addition to expert advice and financial help for our projected pond, we campus greening facilitators need to secure ongoing funding and counseling in our efforts to build on our past successes in giving students hands-on experience in outdoor gardening and habitat stewardship. We need gardening supplies and tools to seed, compost and maintain our existing and projected green spaces. We've worn out most of the gloves we bought two years ago; our potting soil and pot and compost supplies are exhausted; many of the transparent plastic panels forming the walls and roof of the greenhouse are beyond repair.

We are convinced that Roosevelt students have benefited from past greening initiatives and that they are benefiting from their current garden activities. They will continue to earn community service credit and learn about habitat preservation and protection of the environment if provided with greening projects as part of their academic curricula.

- 2) How do you hope to engage your students in the schoolyard greening project? What type of educational activities and/or youth programs do you envision using?

Teachers use schoolyard greening projects as extensions of their curricula for English science, social studies, math, etc.

- 3) What type of experience, if any, have the participating teachers had with using the outdoors / school grounds as a learning tool? If specific trainings have been attended, please list them.

National Wildlife Federation Habitat Stewardship Training (45 hours)

CAYA Service Learning Training (45 hours)

DCPS Service Learning Training (45 hours)

- 4) Have the participating teachers worked with students on water quality and water runoff issues?

Yes. Students participated in the "Trees for Kids Project" last year, creating and implementing a plan for stabilizing an eroding hillside with trees and grasses. In past years teachers and students have studied the effects of waste products polluting the Anacostia River and the Chesapeake Bay Watershed. A fieldtrip to the National Aquarium and Science Center in Baltimore gave participating students and teachers a hands-on demonstration of the ecology of the Inner Harbor and that of the Chesapeake Bay region.

We model the process of erosion by water runoff in our environmental science classes and visit the campus and community to see examples of such erosion as well as sites where plantings have eliminated erosion by water runoff.

We plan to test for lead in our water fountains and in our water supply at school; we test the soil in our garden every year.

Community Support:

- 5) Are there surrounding organizations, community members, or businesses that could be involved with your project? Please list them and describe how they will be involved. Have they already agreed to participate? (Letters of support can be included.)

Beatriz Zuluaga and LeeAnn Schray of Lutheran Social Services have inspired and informed our efforts at schoolyard greening, environmental awareness, and habitat enhancement from the very beginning of our ventures in creating an outdoor classroom for academic courses at Roosevelt. We have received trees, planting advice and volunteer hands-on help from your "Trees for Kids" project.

Mr. Learie Phillip, our principal, has given us unflinching, enthusiastic moral support as well as access to the limited discretionary school funding under his purview.

Lutheran Social Services has provided funding for us from USDA and United Way grants Judy Tiger, and her organization, Garden Resources of Washington, have provided us with financial support in establishing our outdoor classroom.

- 6) How do you envision maintaining your schoolyard greening project? Who will participate and how will they be involved?
Lutheran Social Services Earthkeeping Ministry has a year-round high school garden internship program. Student interns (many of them Roosevelt students) will maintain our schoolyard projects during the summer.

The Current State of Our Schoolyard:

- 7) Do you already have a schoolyard greening project I outdoor learning area on your school grounds? If yes, please describe. Did you receive grant funding for its creation?
We have a vegetable garden, a butterfly garden, and an area planted with native trees, bushes and perennials. See above for more specifics and for funding information.

- 8) Do you have areas on your schoolyard that are experiencing erosion* (bare soil, exposed tree roots, etc.) or that experience excessive ponding** of water following a storm?

*Yes ** Yes.

- 9) If you know, list any renovations to the school or school grounds that have occurred in the past five years or renovations that are planned for your school (building or grounds) in the next four years.
We don't know of any renovations that would impact on our existing and planned school grounds

projects

- 10) Provide a rough estimate of the amount of your school ground that is covered in asphalt and the amount that is green space.

Approximately 35-40% of our school ground is covered in asphalt. Aside from the football stadium and track, there is very little green space for relaxation and appreciation of nature on the Georgia Avenue side of the school grounds — except for our garden area.

- 11) Please provide pictures of your school grounds (maximum of 3), specifically areas that you believe would benefit from a greening project.

See attached. We hope to take and send to you pictures of our dry fountain — soon to begin new life as our school pond.

Approval by Principal:

Please have your principal sign below or attach a letter with signature from your principal indicating that they are aware of your application and support your potential involvement in the schoolyard greening project.

Principal's Signature:

Learie Phillip, Principal
T. Roosevelt Senior High School

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