



YOUTH in GREEN

A REPORT FOR THE HEINZ ENDOWMENTS

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gtech

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EXECUTIVE SUMMARY

In the spring of 2013 Heinz Endowments Children Youth and Family staff posed the question of how to expand environmental awareness and skills available to youth services throughout Pittsburgh to GTECH staff. Simultaneously GTECH had been exploring how to increase collaboration and implementation of environmental programming in line with community based organizations and youth services with particular focus on addressing blight and vacancy in distressed communities. What resulted was the following report entitled Youth in Green.

The primary objectives of this analysis were to:

1. Empirically understand where (geographically) there are gaps in youth programming with an environmental lens
2. Propose tangible and collaborative recommendations to increase youth environmental awareness and coordination among youth and environmental service providers.

To achieve this, as many youth programs as possible were cataloged so that GTECH and partners such as Allegheny Partners for Out of School Time (APOST) could highlight current connections between youth and environmental programming. Through interviews, observations, and Geographic Information Systems (GIS) mapping areas GTECH was able to identify areas in which programming networks could be formed as well as areas where environmental programming could be developed. Analysis of information collected highlighted several opportunities for development, partnership and planning to increase connectivity between green space, environmental education and youth development.

Consequently key findings found on pages 16 –28 reveal the following:

1. Where there are high concentrations of youth between 10–14 or 15–19, there is a shortage of youth programming, of any duration offering environmental activities. See maps on pages 17 – 20.

2. Where neighborhoods have high amounts of vacant land (more than 25% of total parcels are vacant) there is a shortage of both environmental learning opportunities and coordinated youth programming in general.

3. While increased networking and data exists through groups like APOST and The Kids + Creativity Network there is an absence of a single – source database for interested individuals to find environmental youth programs.

4. There is minimal coordination between traditional youth services and environmentally oriented programming and services.

As a result GTECH's recommendations for consideration of next steps are as follows:

1. Produce facilitated community conversation in 4 targeted communities/regions of the city to establish an ongoing working group aligned with existing community dialogues to establish an action plan for potential sharing resources as it pertains to integrating environmental investments and youth service delivery.

2. Conduct focused place-based projects with ecologically appropriate themes tied to hands-on learning sessions conducted in partnership with partners participating in recommendation #1.

3. Implement safe, engaging and fun green spaces for younger children to learn and play where there is vacant land in proximity to youth facilities.

4. Build capacity with existing youth service providers to prepare young adults through a landscape themed workforce development program with hands-on experience and an appreciation for the community development process.

There are approximately 615 listings of youth programs in Pittsburgh.

Of those programs, there are 76 with an environmental focus.

These programs differ in timing, duration, and the age group they serve.

9% of environmental youth programs are offered after school.

The greatest concentration of environmental youth programs is located East of the Central Business District.

The areas with the lowest coverage of environmental youth programming are in the Southern and Western region of the City.

Ultimately, this investigation confirms that communities with high levels of vacancy and blight are underserved in providing youth access to both experiential environmental education as well as a diversity of green space to explore, recreate, and learn. To this extent, GTECH investigates specific, geographic locations in which these links currently exist, where they could be augmented and where greening projects can be implemented in the most strategically significant places. While this investigation revealed gaps in the environmental programming where there are high levels of youth, the analysis of the information highlighted several opportunities for development, partnership and planning to increase connectivity between green space, education, and youth development.

The GTECH team recognizes that there is a thriving network of youth service providers and environmental education resources in the region as well as innovative efforts to increase connectivity between the two domains. To this extent the recommendations and data in this report are intended to help support and enhance current and future partner opportunities.



INTRODUCTION

This section briefly reviews the importance for connecting youth to opportunities for interaction with the environment as a learning tool and platform for development.

Our research found 33 organizations run 76 programs with an environmental focus in the City of Pittsburgh.

INTRODUCTION

Pittsburgh was once known as the “Smoky City” due to the overwhelming conditions of contamination and pollution that plagued it for over a century. Its geographic location and abundance of natural resources made it an ideal home for the industries that created the pollution problem. The collapse of these industries in the 20th century resulted in the economic decline and population loss experienced throughout the region for the past several decades. Today, Pittsburgh is a cleaner, healthier place. However, many of the remnants of the city’s past still impact us today.

The *State of the Air 2014* report, released by the American Lung Association shows that levels of fine particle pollution, or soot, in the Pittsburgh metropolitan area and statewide were at their lowest levels since the organization began compiling air quality data 15 years ago. However, the region’s ozone ranking, which can pose serious health impacts, worsened during the past several years and while the population decline of the region has come to a near stand-still, significant issues regarding our area’s youth still exist. In a 2012 report entitled, *Understanding Trends in Poverty in the Pittsburgh Metropolitan Area*, Carol DeVita found that children under the age of 18 were disproportionately impacted by the recent economic downturn. Current poverty rate for children under the age of 18 in the Pittsburgh region is nearly 17.1% according to the report.

While these problems are serious, especially when viewed through the lens of their potential impact on the future generations of Pittsburgh’s youth, there are inspiring trends and opportunities that can help to alleviate concern. One of these trends is an increase in the number of well-paying, sustainable green jobs. According to a 2010 report by the Allegheny River Towns Enterprise Zone, the Southwest Pennsylvania region can realize an increase of 11,600 green jobs bringing the total to close to 30,000 green jobs by 2015. Also of note, a related report found that many of these jobs will be either at an entry level or will require typical blue collar skills. *Youth In Green* explores how environmental programming can assist the youth of the Pittsburgh region to capitalize on these growing trends by giving them a basis of environmental awareness.

Environmental programs are important in the development of youth for a variety of reasons. These include opportunities for children to:

- *Collect and analyze information.*
- *Think about complex problems in the context of systems and the greater impact of our decisions.*
- *Grow passion and commitment towards the environment.*
- *Foster collaboration and team building skills.*

When made aware of environmental issues at an earlier age, youth are more likely to feel a responsibility for the environment and its current state. Youth may take this awareness and be compelled to engage in new forms of action and activism that will generate effective responses to ecological challenges. In order to continue to foster the attitudes of environmental responsibility and connect youth to emerging opportunities for personal and professional growth, additional environmental programming is needed in the region. This report serves as a starting point in identifying existing opportunities within the city to build a more environmentally conscious youth.

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WHO WE ARE



GTECH (Growth Through Energy and Community Health) is a Pittsburgh based non-profit social enterprise whose mission is to cultivate the unrealized potential of people and places by creating opportunities that improve the economic, social and environmental health of our communities. As an organization, GTECH is dedicating to making these opportunities available to all individuals, especially youth.

OUR CORE PROGRAM AREAS



ReClaim, a program that targets vacant land as a platform for a comprehensive redevelopment process. We work with community groups to assess, plan and implement transitional strategies while working towards a sustainable, long-term productive reuse for each site. Since 2007, GTECH has worked on over 200 vacant lots in 45 different communities.



ReEnergize is our newest program designed to reduce energy waste and improve air quality throughout Allegheny County by increasing the scale of home energy upgrades. By creating a network of community energy ambassadors throughout the region, we hope to create jobs and support an industry that has a critical role in local economic and environmental health.



ReFuel is GTECH's waste oil recycling social venture that aims to reduce air and water pollution and keep fuel investments in our region. In partnership with Green Light Biofuels, used cooking oil is recycled into a biodiesel. With this program, we have engaged over 100 youth and partnered with 56 partners to discuss alternative energy. Since 2010, we have recycled more than 15,000 gallons of waste cooking oil, eliminating over 166 tons of carbon.

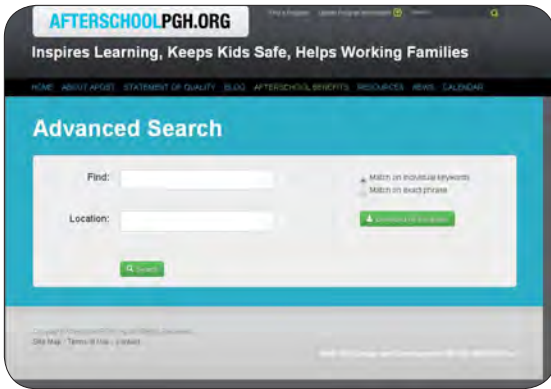


APPROACH

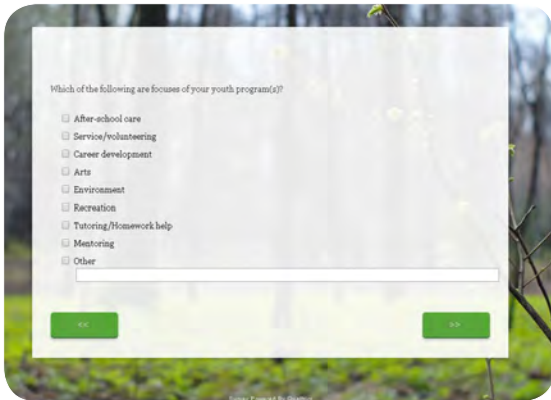
This section looks at existing youth programs and applies an environmental filter, categorizing by age, location, duration and partners. Information was gathered through interview, survey and research.

APPROACH

DEVELOPING A PROGRAM DIRECTORY



APOST has a user-friendly searchable database for all out-of-school youth programs available on their website.



A survey sent out to environmental youth programs helped to gain additional details about the programs and gauge interest in sharing resources with other organizations.

Youth In Green inventoried all youth programs in Pittsburgh with particular emphasis on those with an environmental component. This inventory resulted in a database, found in *Appendix B*, that highlighted active youth programs offered on a continual basis. The result included the programs' type and focus, location, service area, timing and age served for each program. It was created with assistance and support from Allegheny Partners for Out-of-School Time (APOST), Voices Against Violence, Remake Learning and the Pittsburgh Parks Conservancy.

GTECH collected additional details about Pittsburgh's environmental youth programs through an online survey shared through APOST's extensive network. For the purpose of this project, an environmental youth program represents *any program that has outdoor activities for youth focused on the local ecosystem, contains learning activities centered around the principles of environmental science or sustainability, or gives youth opportunities to be involved in initiatives to improve Pittsburgh's environmental health.*

For additional information about existing environmental programs, surveys were sent to organizations currently hosting youth environmental programs in the city. This also allowed us to gather basic information on existing environmental activities. For research and analysis purposes, the survey assisted in determining each program's ability to share resources with other programs, and assessed their need for additional resources to expand or start such a program. The survey was shared with direct contacts as well as listed in APOST's monthly newsletter which reaches over 200 organizations.

Below are some of the questions included in the conditional survey:

- What is your program's focus?
- What is your service area and target audience?
- If you have no environmental focus, what are the constraints?
- Are you interested in adding an environmental component?
- Do you lack: partnerships? resources? participation? expertise? facilities? other?
- Are you interested in partnering with other organizations to develop an environmental component to your program?

IDENTIFYING CATEGORIES

Our research found that the type of environmental programs vary by the age of youth served. We categorized our study by age group as follows:

■ Elementary: Age 5-9

Programs for youth of elementary school age focus on increasing exposure to the local environment and ecology. Activities for youth in this age range include outdoor play, outdoor observation, simple experiments and creative production.

■ Middle School: Age 10-14

Programs for middle school students cultivate a base of knowledge around environmental topics. Activities for youth in this age range include outdoor observation, experimentation and learning basic environmental science concepts.

■ High School: Age 15-19

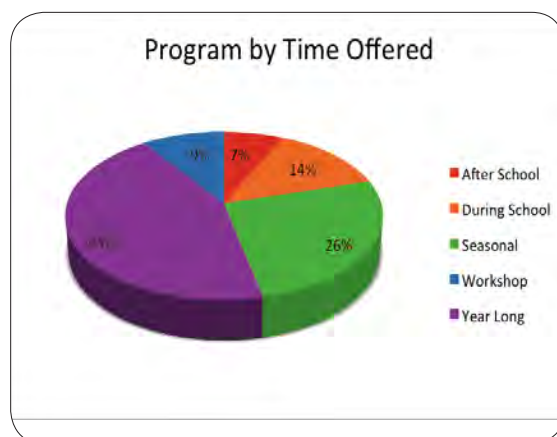
Programs for high school students develop skills applicable in the workplace. Activities for youth in this age range include job readiness training, internships and volunteering through after school and summer employment opportunities.

There are over 600 youth programs in the city. Through our research, we have found 33 organizations that run 76 programs with an environmental focus, a full list can be found in *Appendix C*. Of those programs, 64% have opportunities for elementary students, 72% for middle school students and 80% for high school students. Many of these programs are broad enough to apply to a range of ages, though this may lower their effectiveness.

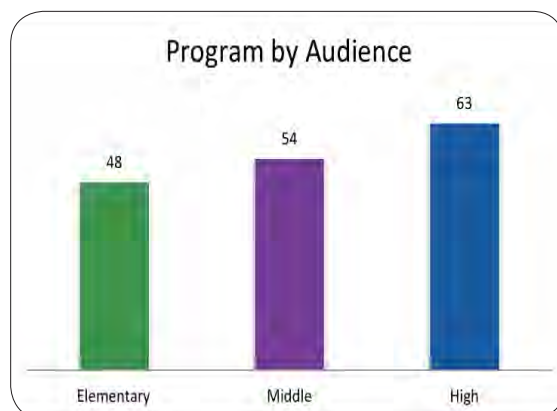
Identifying the duration and timing of programs was also found to be an important factor in determining youth's ability to access them. Of the programs studied, 1% occur over the winter, 3% on weekends,

Program Type	Environmental Focus	Target Audience
AFTER_SCHOOL	service/volunteering, education	E,M,H
SUMMER		E,M
DURING_SCHOOL		H
YEAR_LONG		E,M,H
SUMMER	Green career development, education	H, Female
DURING_SCHOOL	green career development, education	M,H,C
SUMMER	green career development, education	M,H,C
YEAR_LONG	green career development, education	M,H
YEAR_LONG	green career development, education	M,H
WINTER	green career development, education	E,M,H
WEEKEND	green career development, education	M,H
WORKSHOPS		E,M,H
DURING_SCHOOL		M,H
SUMMER		E,M,H

Our database of environmental youth programs includes details like program type, focus of program, and target audience. The full database can be found in *Appendix B*.



Environmental youth programs vary by timing and frequency.



Most environmental youth programs cater to high school students, followed by middle school and elementary students.

By determining the areas with the highest concentrations of youth and overlaying the this information with youth programs and vacant land, we were able to identify areas for new programming opportunities using vacant land as an educational tool.

9% throughout the year, 9% after school, 14% during school, 22% throughout the summer and 43% as workshops. Few environmental youth programs run consistently, though a steady flow of activities for youth may lead to better results.

While collecting information about each environmental youth program, several organizations stood out for their ability to connect youth to their local environment, demonstrate the basics of scientific research and prepare youth for the green workforce. By studying the baselines for what made each of these case studies effective, we were able to formulate recommendations for the replication of certain successful components. Those programs are highlighted in *Appendix C*.

Our final step prior to composing recommendations was to map concentrations of youth under the age of 18 by United States Census tracts. This gave us the ability to determine which geographic areas of the city had the highest percentages of youth out of the entire population of those areas. By overlaying this information with youth programs and vacant land, we were able to identify areas for new programming opportunities using vacant land as an educational tool. Specific findings can be found in the next section of this report.



FINDINGS

This section highlights the assessment of social, environmental and programmatic opportunities from the inventory and information gathered. Maps help orient readers to opportunities in relation to need.

FINDINGS

IDENTIFYING OPPORTUNITIES

Each opportunity found through research will be addressed in the *Findings* and *Recommendations* sections of this report. A critical component of this report is the identification of areas where a lack of environmental programming exists in relation to high levels of youth. Maps on the following pages inform the process of matching programs that could share resources and inform recommendations for areas that may benefit from additional project work.

This investigation revealed several opportunities in relation to environmental youth programming in Pittsburgh. Highlighted opportunities include:

- *Absence of a single-source database for interested individuals to find environmental youth programs.*
- *A void in communication between various stakeholders, organizations and communities about programming opportunities.*
- *A lack of resources for the support and enhancement of current youth programs, especially those tailored toward environmental issues.*
- *The need for more programming options and increased capacity for organizations to host youth programs.*

Through this project partner organizations have expressed interest and need for the inventory gathered. APOST, STEMisphere, Grow Pittsburgh, Remake Learning and other organizations supporting youth programming have expressed interest in obtaining access to data sets and visualizations in order to strengthen their own investigations into educational and developmental resources for youth. In order to address this interest, GTECH has worked with each organization to update contact information for known programs. Conversations with partners have also included tangible next steps to make sure this database is open to the public and contains the ability to sort by environmental programming.

This section of the report uses maps to show where existing youth programs, those with an environmental focus, concentrations of youth and vacant land.

A critical component of this report is the identification of areas where a lack of environmental programming exists...

FIGURE 1: ELEMENTARY AGE DISTRIBUTION BY NUMBER OF YOUTH BY TOTAL POPULATION

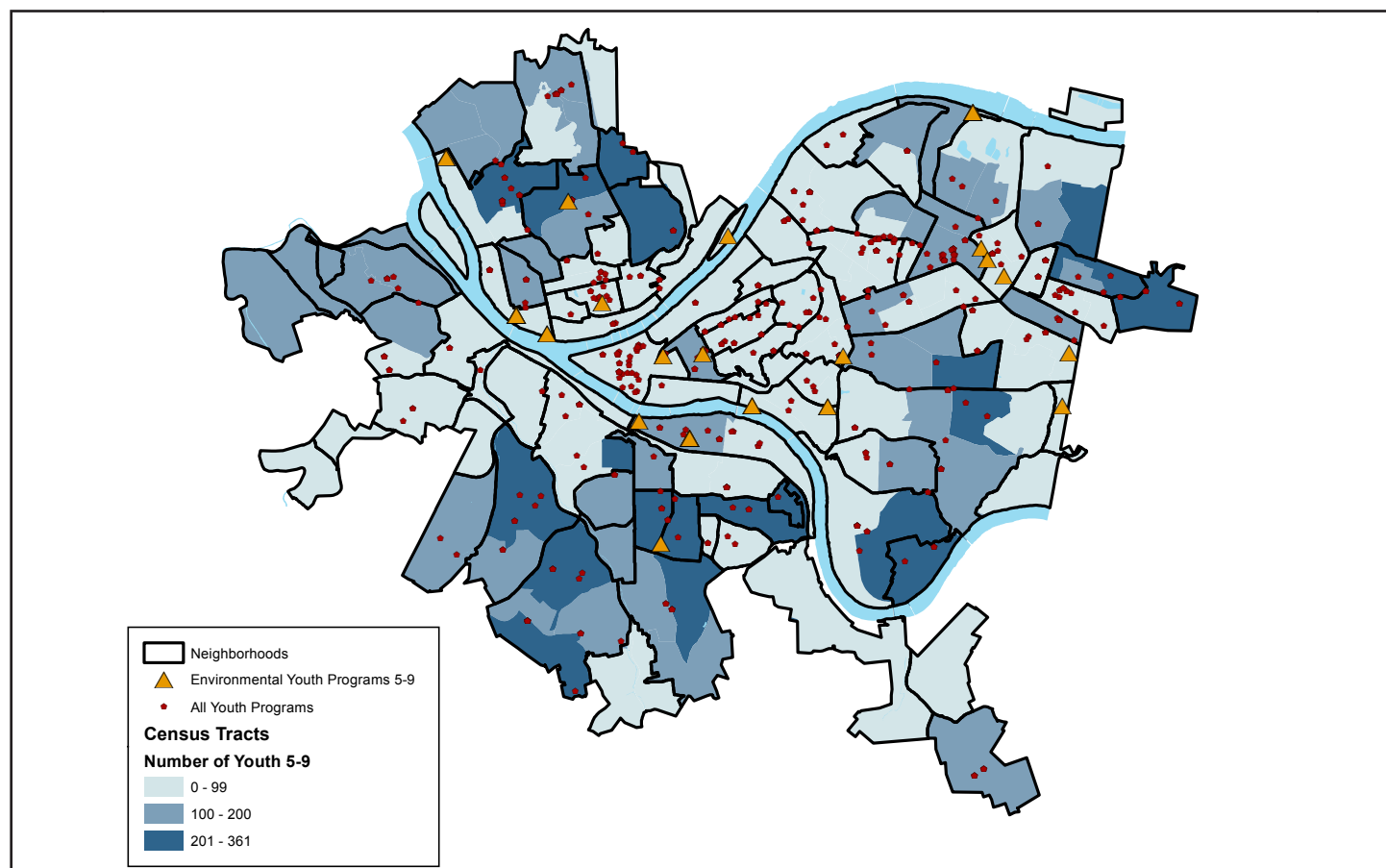


Figure 1 displays the total number of out-of-school youth programs and environmental youth programs targeted at the 5-9 age group. Blue shading indicates the number of youth, aged 5-9 years, by the number of the total population of the City of Pittsburgh.

Using information provided by the US Census, we have noted three major clusters of youth, aged 5-9, indicated by darker blue areas:

Northside communities – Spring Hill, Perry South and California-Kirkbride

Hilltop communities – Mount Oliver Borough and Arlington

East End communities – Homewood and Garfield

FIGURE 2: MIDDLE SCHOOL AGE DISTRIBUTION BY NUMBER OF YOUTH BY TOTAL POPULATION

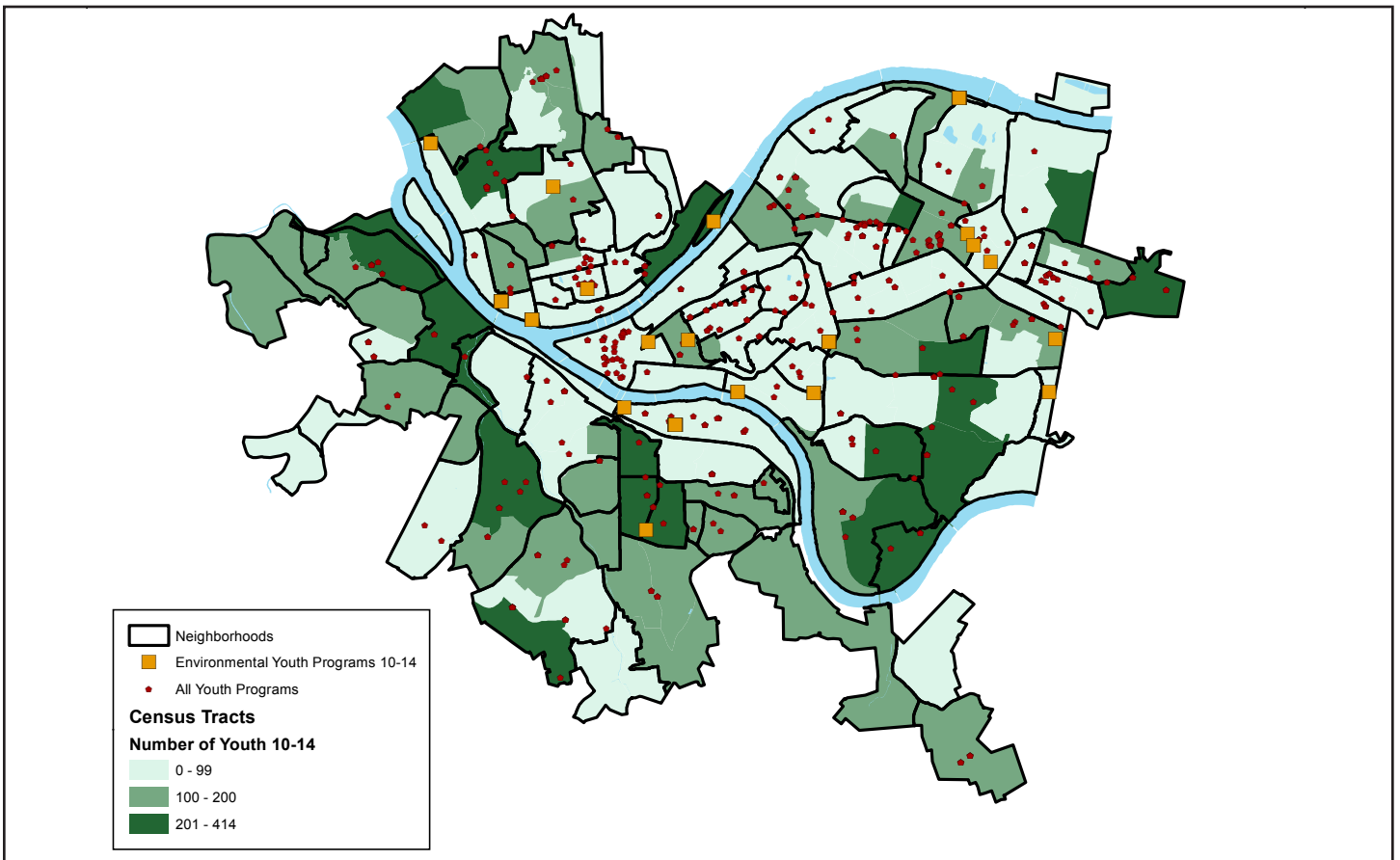


Figure 2 displays the total number of out of school youth programs and environmental youth programs, targeted at the 10–14 age group. Green shading indicates the number of youth, aged 10–14, by number of the total population of the City of Pittsburgh.

Utilizing information provided by the US Census, we have identified that instead of strong clusters, middle school aged students are fairly evenly dispersed throughout the city. Figure 2 also highlights the many out of school youth programs located along the central “spine” of neighborhoods running east from Downtown. These include communities such as the Hill District, Oakland, Bloomfield and Shadyside. There is certainly a concentration of out of school youth programming along this corridor, while these neighborhoods represent some of the lowest number of youth aged 10–14.

FIGURE 3: HIGH SCHOOL AGE DISTRIBUTION BY NUMBER OF YOUTH BY TOTAL POPULATION

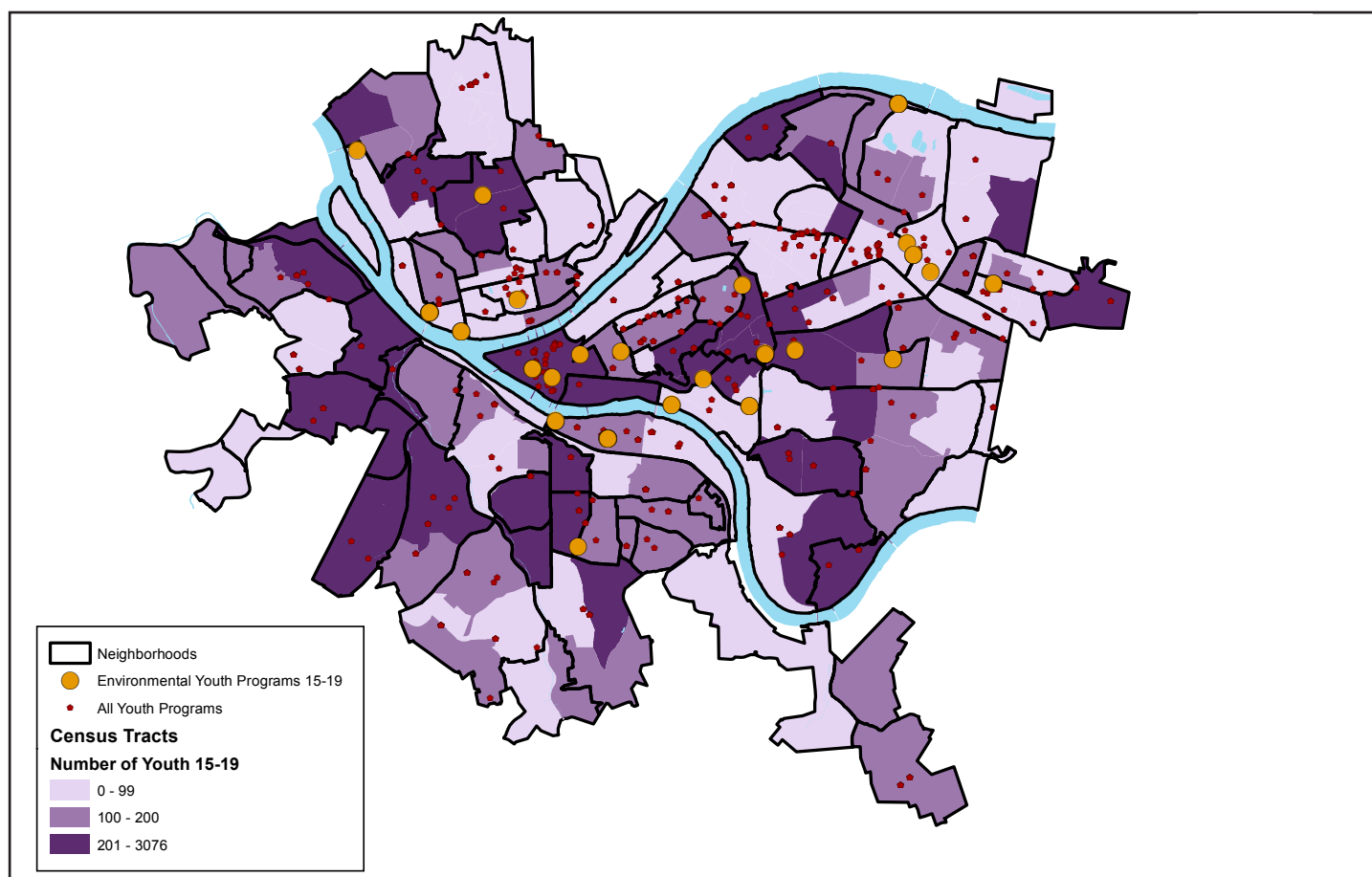


Figure 3 displays the total number of out of school youth programs and environmental youth programs targeted at the 15-19 age group. Purple shading indicates the number of youth, aged 15-19, by the number of the total population of the City of Pittsburgh.

This map shows the highest population of youth of high school age concentrated in census tracts contained in the neighborhoods of Bluff, South Shore, West Oakland, Terrace Village, North Oakland, and Squirrel Hill North. It is likely that the population of students at the colleges and universities distorts the distribution of high school aged youth as shown by this map. Despite this distortion, there are several environmental youth programs in or near the above-mentioned neighborhoods as well.

MAPPING: YOUTH IN RELATION TO EXISTING ENVIRONMENTAL PROGRAMMING

The maps created by GTECH revealed important information about the distribution of youth programs throughout Pittsburgh. Overall, these maps show that the locations of youth programs and environmental youth programs do not always correspond with high concentrations of youth. In addition to these findings, mapping and case study analysis present that while an area may have adequate coverage of youth programming, it is still unknown if these identified programs are maximizing impact by sharing resources, funding opportunities or various other types of information with partner organizations.

Priority should be given to ensuring adequate and age appropriate programming options are available in areas with concentrated populations of youth. This will expose motivated youth to environmental issues earlier in their development and facilitate creative and innovative outlets for addressing their concerns. Providing adequate coverage of environmental programming offers context around topics of conservation, stewardship and the overall benefits of greenspace in communities. These ultimately allow for the development of critical thinking and decision-making skills, which are critical for youth development. Once youth have confidence in their skills they will be empowered to take action in their own communities. Urban environments also present prime opportunities to instruct students on ecological systems, native plants and biodiversity, all of which complement core skill sets gained from general youth programming.

Figures 4, 5 and 6 demonstrate different concentrations of age groups with different densities of youth programming. While examining these study areas, it is concluded that different approaches are necessary for individual areas. While some areas of the city, particularly the East End, may only require facilitated conversations on how to coordinate programming resources, other areas require more infrastructure and resources. The Western and Southern portions of the city would benefit from heavier investments and long-term programs to educate and encourage youth to take ownership of their environment. Areas with no youth programming should be targeted first, followed by areas void of environmental programming.



Figure 4: Fairywood, Windgap, Sheraden, and Crafton Heights are neighborhoods with high populations of youth aged 5-9 with few programming options and no environmental programs.

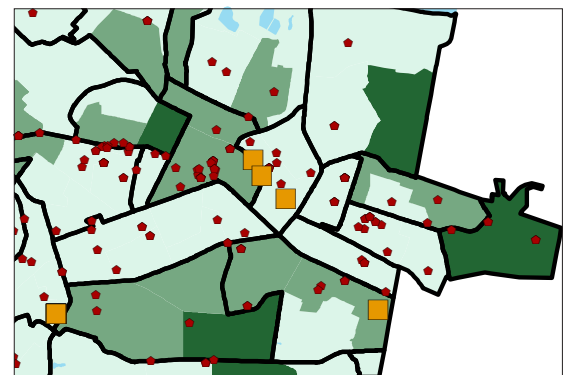


Figure 5: East End neighborhoods show large amounts of youth programming for ages 10-14, but a general lack of youth programming tailored towards environmental issues.

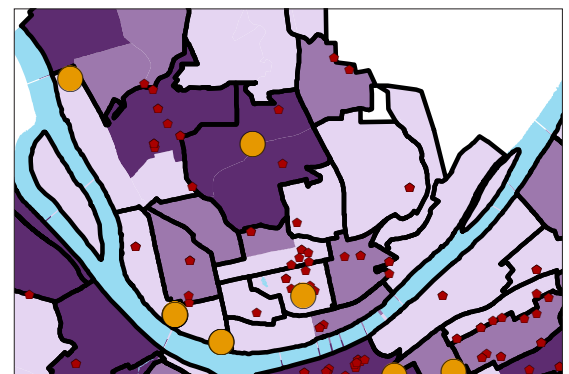


Figure 6: Northside neighborhoods show higher numbers of youth aged 15-19 with youth programming and youth programming tailored towards environmental issues.

Population and economic decline has resulted in more than 27,000 vacant lots in the City of Pittsburgh.

VACANCY IN RELATION TO YOUTH PROGRAMMING

Population and economic decline has resulted in more than 27,000 vacant lots in the City of Pittsburgh. Excessive amounts of vacant land in communities results in higher levels of crime, public safety and health concerns, decreases in property values and an overall decline of the quality of life for residents. The ReClaim Program at GTECH targets these vacant lots as a platform for a comprehensive, resident-driven redevelopment process. By empowering individuals in communities with higher amounts of vacant land, we have the opportunity to convert liabilities to tangible assets that contribute back to their communities.

The second set of maps overlays areas presenting higher concentrations of vacant land with locations of youth programs that have a specific focus on environmental programming. Although vacant land may currently be viewed as a liability for communities, it has potential to offer opportunities especially pertaining to youth programming. Environmental youth programs can use vacant sites for numerous project and programming options. Vacant spaces can be transformed into everything from playspaces to living & learning laboratories depending on the communities' resources and youth population.

Vacant land can provide many ecological learning opportunities.

Vacant land has been identified on the maps on pages 22 to 25 on a parcel by parcel basis and is highlighted in yellow. Active park space has also been mapped to allow the viewer to see the placement of current environmental youth programming. Many of these programs are located in or near current park space, but vacant land can provide many ecological learning opportunities as well. Youth programming has been divided by age again, with triangles representing programs that target children aged 5–9, squares representing programs targeting children aged 10–14 and circles for programs targeting youth aged 15–19.

The duration of each program has also been provided on these maps, including programs that are during school, after school, seasonal, year-long or workshop in nature. This provides us with a sense of the amount of time that youth are engaged in these programs, and allows recommendations to be made for programming to be created in areas with short-term or no programming opportunities.

FIGURE 7: YOUTH PROGRAMMING, AGE 5-9, BY DURATION WITH VACANT LAND

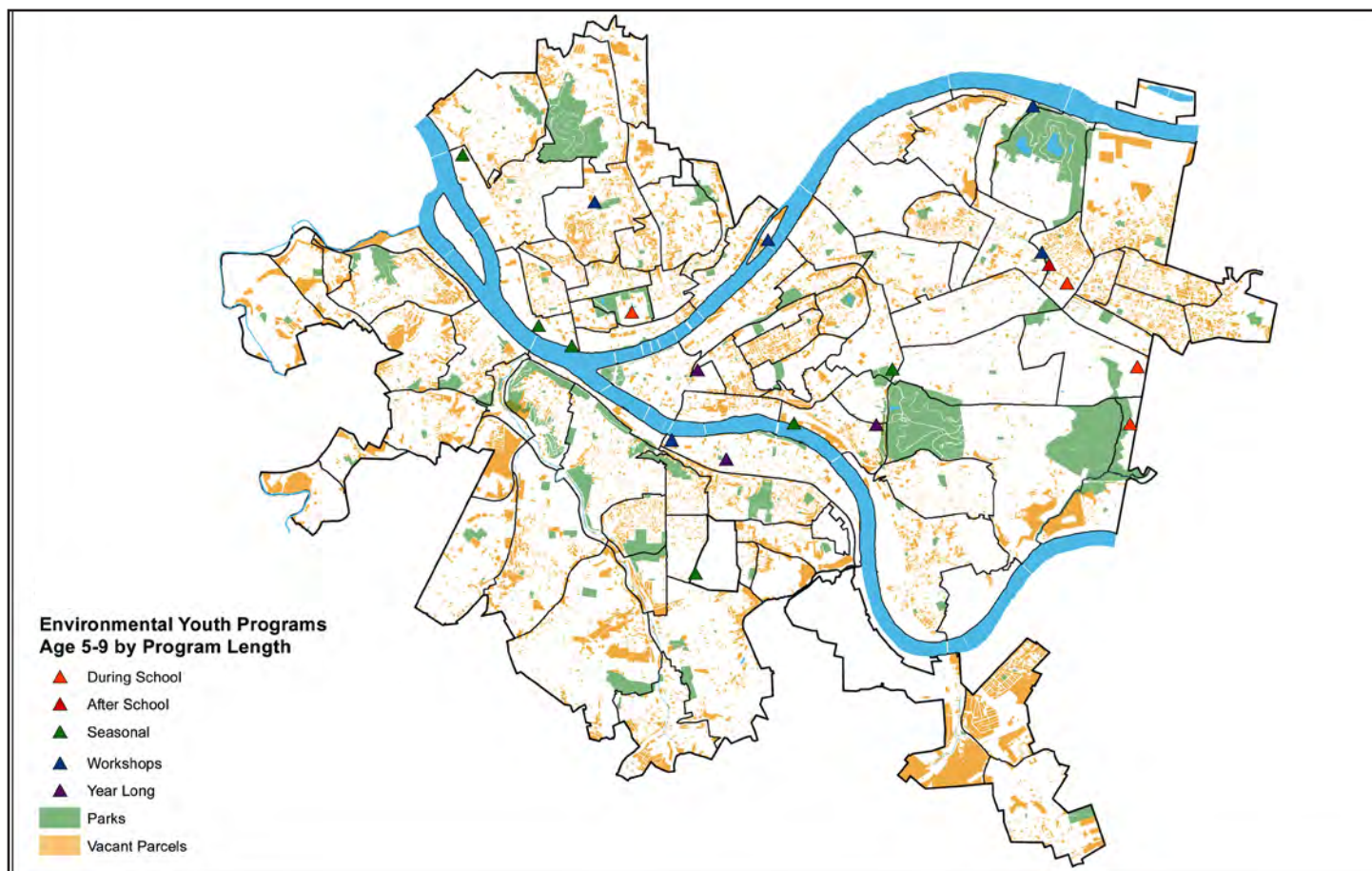


Figure 7 displays environmental youth programs for ages 5-9 by duration in proximity to vacant land. Vacant land is a major problem throughout the city but there are higher concentrations of vacant lots in several communities including Homewood, Hill District, Hilltop and Northside communities.

For youth ages 5-9, only 1 after school environmental youth program and 3 year round environmental programs were identified within the City. This void of well-timed and prolonged programming should be addressed to encourage environmental consciousness and increase opportunities for youth at an early stage. The lack of opportunities in early childhood is cause for concern. Youth have more chance to benefit from long-term development and environmental practices.

FIGURE 8: YOUTH PROGRAMMING, AGE 10-14, BY DURATION WITH VACANT LAND

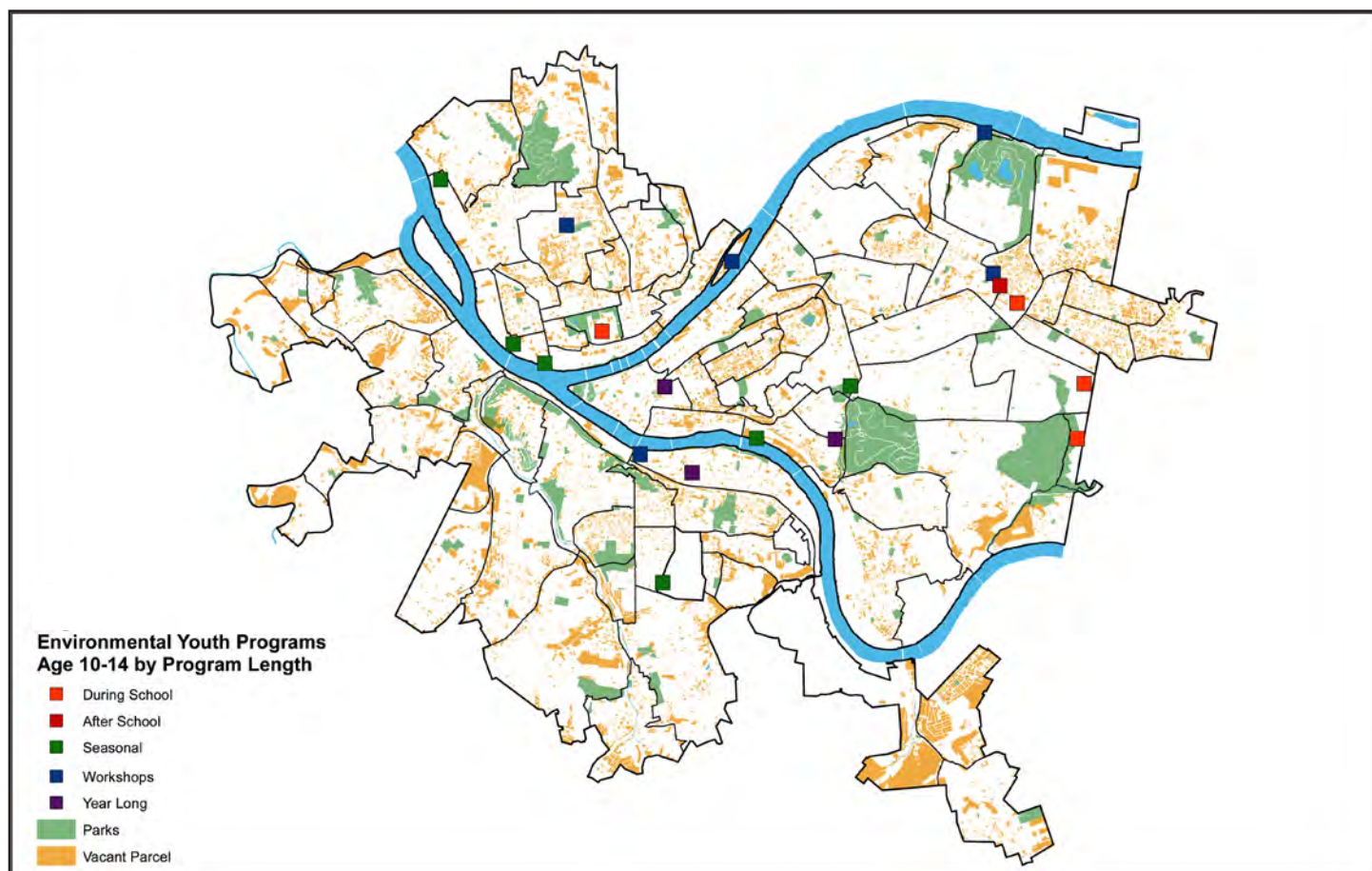


Figure 8 displays environmental youth programs for ages 10-14 by duration in proximity to vacant land.

For youth ages 10-14, there are shortages for after school and year round programming options. Areas like The Hilltop have only one environmental youth programming option. From analyzing the first set of data, some of these areas have upwards of 25 percent of youth aged 10-14 as a percent of total population. The lack of environmental programs for a large swath of middle school aged children should be noted. While many other youth programs exist in The Hill District, there are no environmental programs for children aged 10-14. With an area that is so laden with vacant land, an environmental program that focuses on creative reuse opportunities should be explored.

FIGURE 9: YOUTH PROGRAMMING, AGE 15-19, BY DURATION WITH VACANT LAND

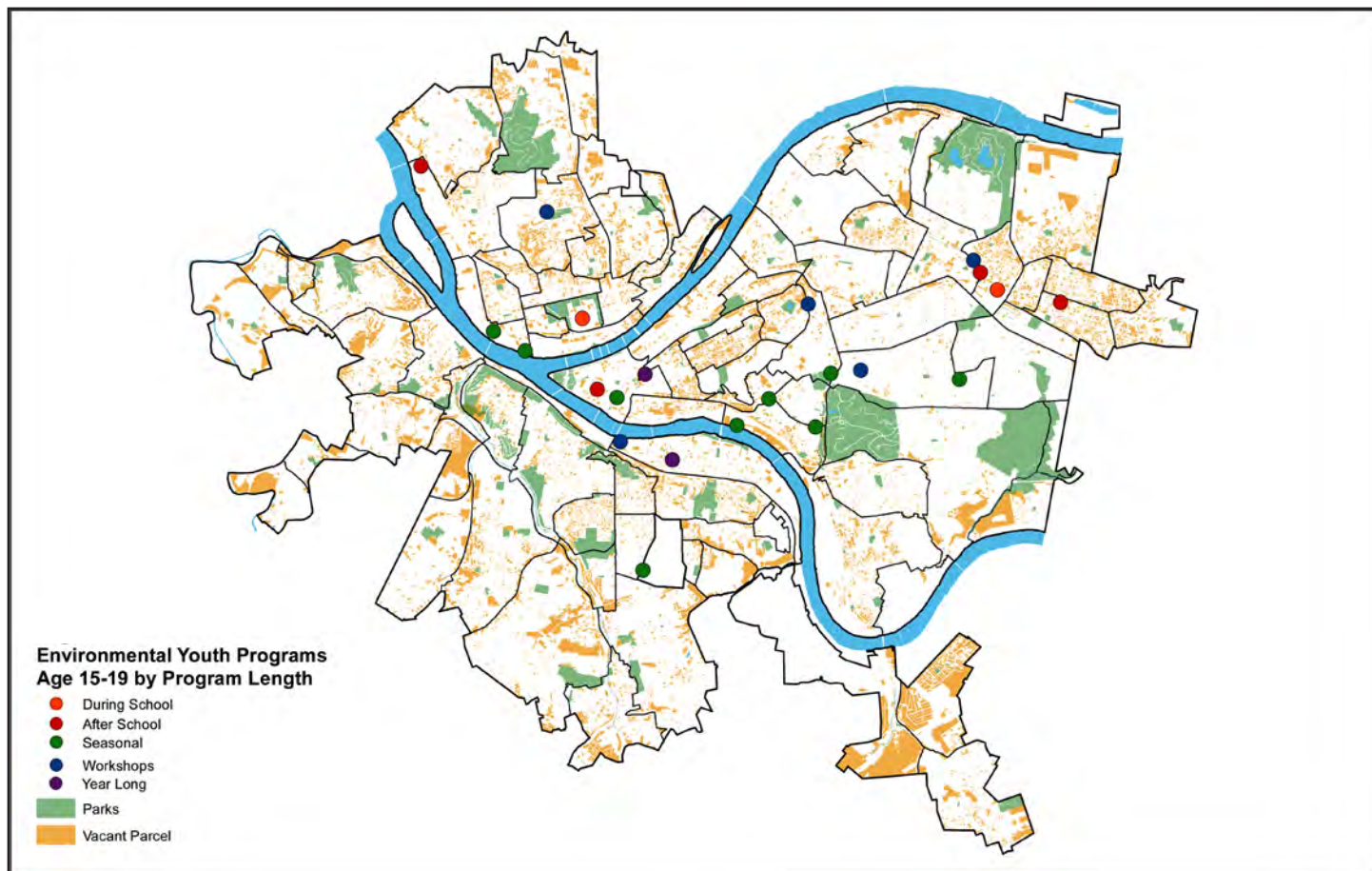


Figure 9 displays environmental youth programs for ages 15-19 by duration in proximity to vacant land.

While more programming options for youth aged 15-19 exist, it should be noticed that the concentration of these programs shifts to areas in and around Pittsburgh's university centers. While this makes sense as high percentages of younger college students fit within this age bracket, it should be noted that other areas of the city with higher percentages of high school students are not adequately covered by environmental programming.

MAPPING: VACANT LAND IN RELATION TO EXISTING ENVIRONMENTAL PROGRAMMING

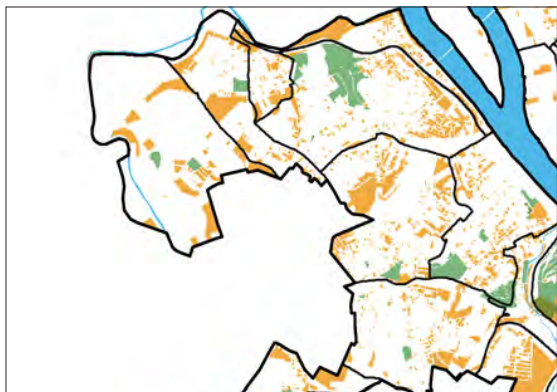


Figure 10: West End neighborhoods with high amounts of vacant land and no youth programming.



Figure 11: East End neighborhoods with high amounts of vacant land and youth programming. No programming specifically tailored to environmental issues is present.

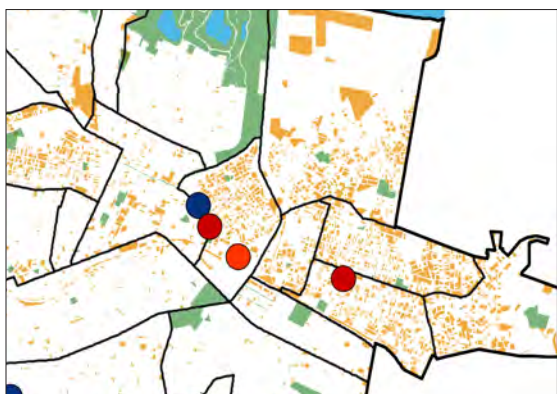


Figure 12: East End Neighborhoods with high amounts of vacant land and youth programming.

Vacant land can serve as a catalyst for community change in neighborhoods throughout Pittsburgh. This change has some of the greatest potential to come from the city's youngest, most creative citizens. There is a relationship between the areas with large pockets of vacant land and no youth programs. Community groups, schools, non-profit and faith-based organizations should be encouraged and funded at an appropriate level to establish these programs. Areas highlighted that fall into this classification with higher percentages of youth are Hazelwood, Beechview, Fairywood, Windgap and Lower Lawrenceville, among others.

Other opportunities exist in areas with higher concentrations of vacant land near existing youth programs not tailored to environmental purposes. Programs in these areas should be encouraged to adopt environmental programs. Working alongside community groups and environmentally focused organizations, existing youth programs are able to incorporate environmental programming that will contribute to the growth and health of communities. Existing programs could convert vacant lots into playspaces, sports fields or community gardens. This would allow youth to get outside and develop an understanding of their local place and the ecosystem that surrounds them.

Those sites with existing youth programming in proximity to vacant land often already take advantage of the opportunities that vacant land offers. In addition to project implementation, creative environmental youth programming could be developed around mentoring and design opportunities where professionals and youth learn together about projects that could benefit their communities. Best concepts could be adopted and implemented allowing youth to obtain hands-on project management and decision making skills.

Engaging youth around environmental education and stewardship using vacant land is a key step in protecting our environment and the health of our communities. Rather than looking at vacant lots through a negative lens, they should be viewed as assets that can advance community goals and sustainability. By mixing creativity with community we can empower youth to realize the potential of their communities as seen in Case Studies in Appendix C.

FIGURE 10: YOUTH AGES 5-9, CONCENTRATION OF VACANT LAND AND EXISTING PROGRAMMING

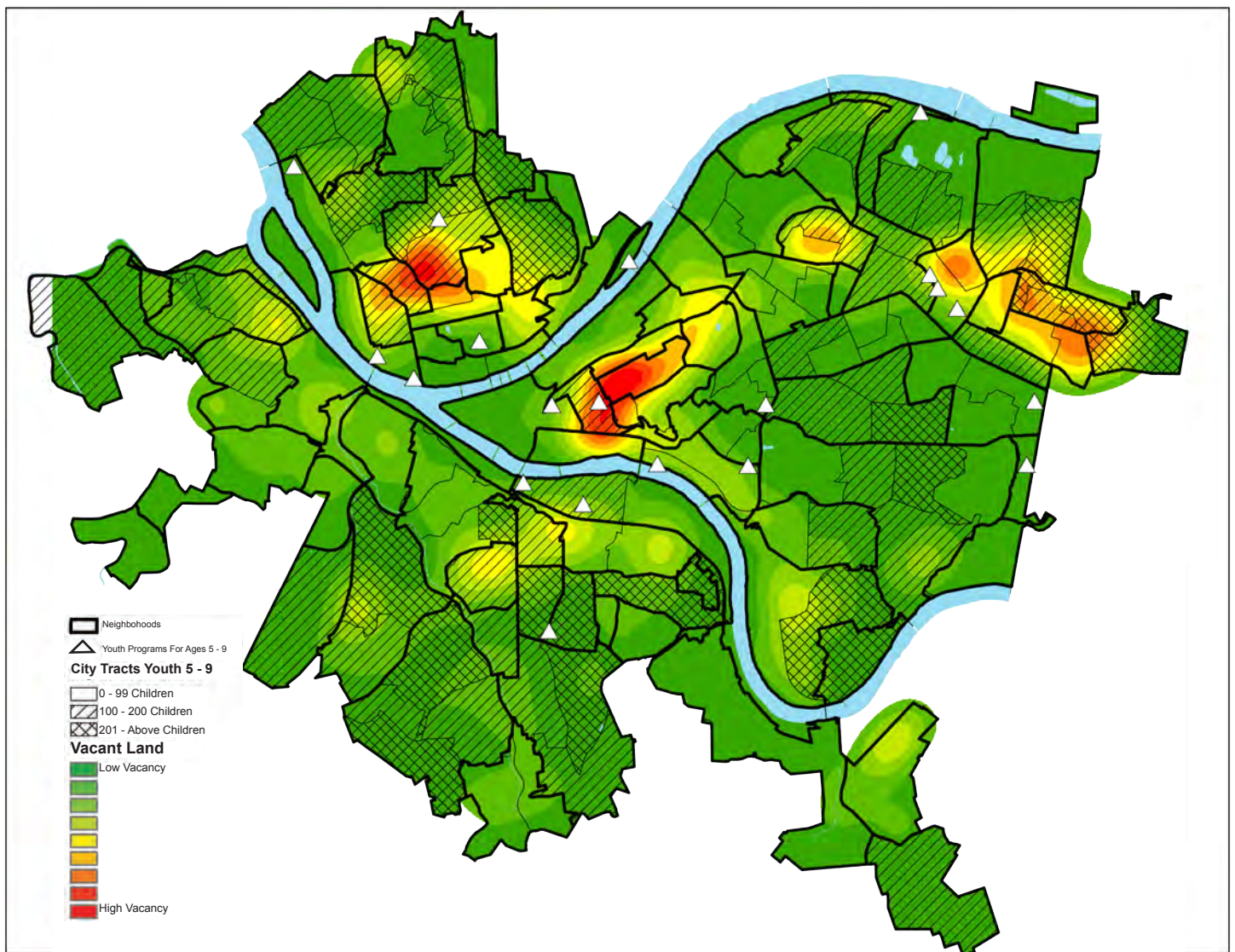


Figure 10 is a Kernel Density or “hotspot” map illustrating vacant land concentrations, total youth population for age 5-9 and locations of existing youth environmental programming. The color spectrum signifies areas of higher concentrations of vacant land as indicated in the legend. The American Community Survey via the US Census provided the youth populations numbers by age group per neighborhood. This is essential in demonstrating where youth programming can be supported by the number of youth in a given geographic area. The third data point included in the map is where existing environmental youth programs are located in relation to vacancy and youth ages 5-9.

FIGURE 11: YOUTH AGES 10-14, CONCENTRATION OF VACANT LAND AND EXISTING PROGRAMMING

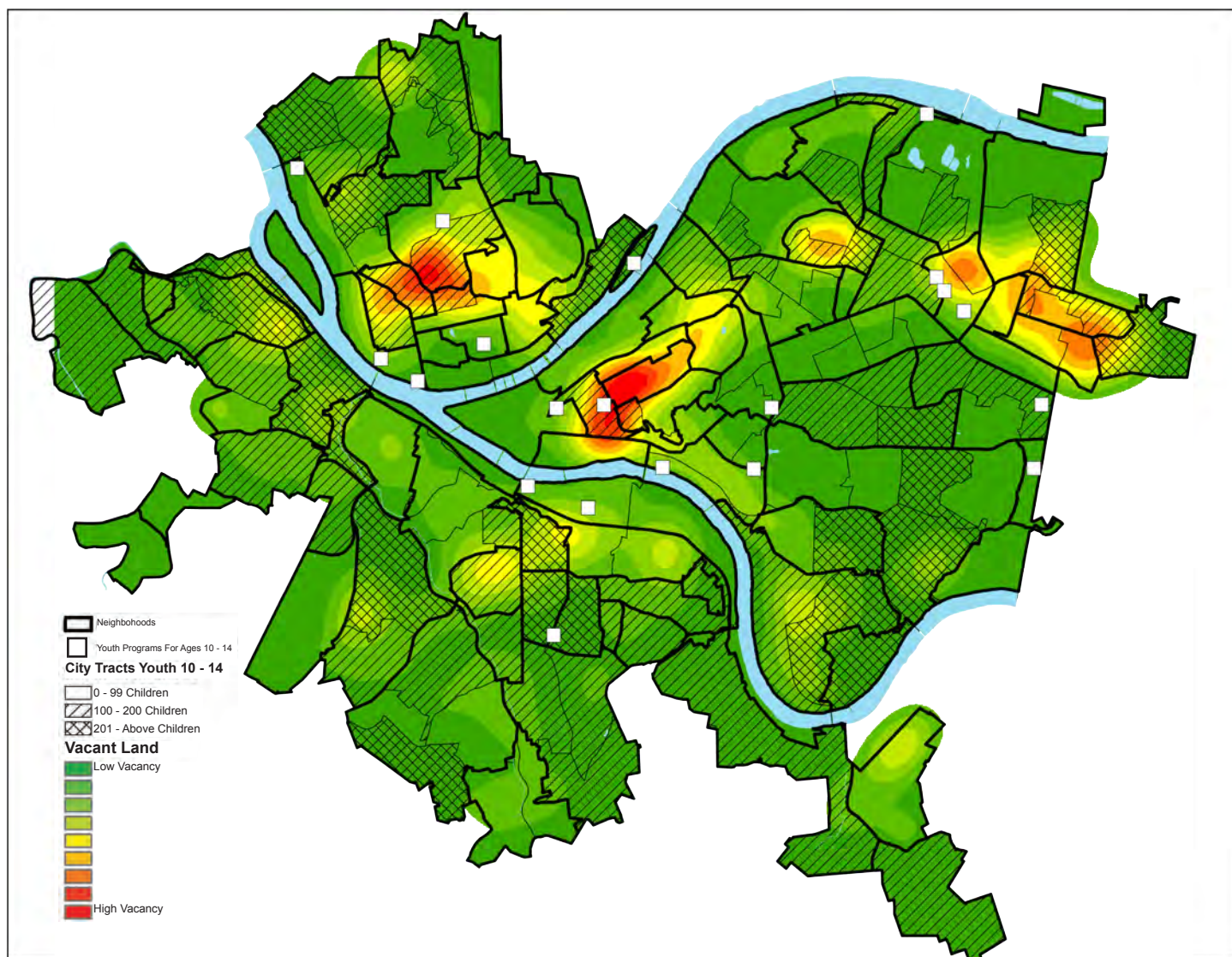


Figure 11 is a Kernel Density or ‘hotspot’ map illustrating vacant land concentrations, total youth population for age 10 – 14 and locations of existing youth environmental programming.

FIGURE 12: YOUTH AGES 15-19, CONCENTRATION OF VACANT LAND AND EXISTING PROGRAMMING

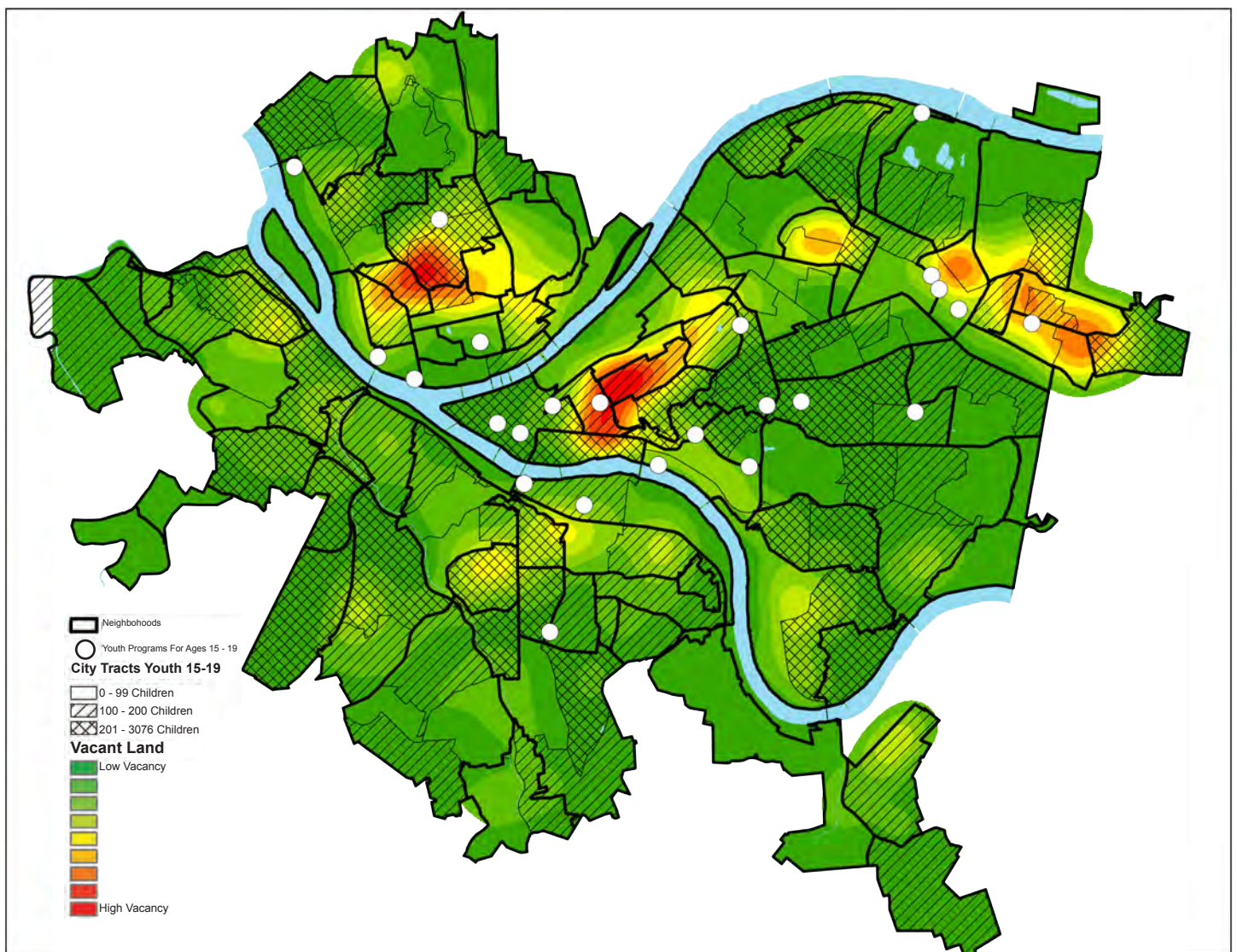


Figure 12 is a Kernel Density or “hotspot” map illustrating vacant land concentrations, total youth population according to Census Tracts data and locations of existing youth environmental programming for age group 15 -19.



RECOMMENDATIONS

To ensure this effort can move forward, the following section outlines several opportunities to build on existing capacity for communities to work with youth and the environment at various age levels.



Underutilized land across from The Pittsburgh Project is an ideal learning lab for continued environmental programming if funding and capacity issues were addressed.



Children playing kickball on the site of two recent demolitions at Sojourner MOMS in East liberty . Innovative ideas like playspaces made from recycled materials are just one way to reclaim a vacant lot.



The EECO Center offers an interactive way for youth to learn more about stormwater, energy efficiency, and environmental practices in a state of the art structure.

RECOMMENDATIONS

Through this investigation and analysis, it is evident that there is a strong community need to address the lack of environmental programming available in high vacancy neighborhoods across the city since vacancy is a symptom and signal of larger problems affecting youth. Targeted approaches should be taken to ensure current youth populations have access to programming opportunities that best address neighborhood demographics while laying the foundation for expanded future environmental programming with strong partner organizations with the demonstrated capacity to implement programs.

APOST is in the process of developing a county-wide database of all youth programs and an online user interface that will allow individuals to search for programs. This directory will allow users to filter by type, age, service area and focus of program. The “environmental” label will added as a distinct selection and organizations offering environmental programming options should be encouraged to keep their listings up-to-date. Using the definitions outlined in this report, and the list of organizations we found to be a fit, APOST will add this information as a filter when their database goes live which it is expected to do later this year.

This section outlines recommendations to enhance youth groups as it relates to increased spaces and programming options. Community residents, parents, environmental nonprofits, educators, and Pittsburgh’s philanthropic community have the resources and responsibility to ensure that our youth are developing a strong sense of stewardship and care for the environment.

The following are highlighted as recommendations that GTECH can assist in the implementation of:

- **Facilitate Community Conversations Around Planning For Environmental Youth Programming**
- **Conduct Vacant Land Reclamation Projects Tailored To Youth Outdoor Activities**
- **Summer Youth Programming With Educational Session Facilitation Centered Around Biodiversity, Stormwater and Greenspace**
- **Management Of Junior Ambassador Programming And Training Sessions**

FACILITATED COMMUNITY CONVERSATIONS

Concept:

Create a consortium of partners equipped with an action plan for sharing resources and aligning programs for maximum impact.

Overview:

Collaboration is essential for strengthening any organization and expanding programs. If organizational capacity and resources can be shared, each group will be able to accomplish more without additional cost. This kind of cooperation strengthens organizations by providing more support to overcome obstacles often found with small organizations. Each organization has different strengths; one organization might have the trust and respect of local residents while another has the ability to plan great curriculum for youth. Partnering may allow the first organization to run more effective events for youth and create a bridge to the community for the second group. This level of collaboration increases awareness of the broader Pittsburgh community and eliminates the chance duplicate services.

Next Steps:

The Hilltop Youth Consortium Case Study, page 38, is a strategy applicable to all age groups and geographic locations. Both the West End and Northside are ideal starting points given high vacancy rates, lack of appropriately matched environmental programming in relation to current populations and existing partners offering youth opportunities.

The Pittsburgh Project offered environmental youth programming until their Americorp staff position funding was cut. While there is a strong internal interest to reestablish programming, they lack staff capacity but have access to land, gardens, indoor facilities located on bus routes and surrounded by high concentrations of youth populations. Convening a group of Northside churches, community-based organizations, nonprofits, and educators will identify proactive solutions on how best to reestablish this once successful program. Partners such as Northside Coalition for Fair Housing, the Student Conservation Association and the Pittsburgh Summer Youth Employment Program are ideal anchor institutions who can offer insight and capacity to further benefit Northside youth.

Preliminary Costs and Scope:

Project Management	\$2,500
Project Staff	\$3,000
Partner Fee	\$1,500
Supplies	\$1,250
Printing & Mileage	\$750
TOTAL	\$9,000

Program Length: 6 months with at least 4 meetings in one region of the City. Facilitated conversations may occur at any time of the year but given the scope of work, winter may make the most ideal timeframe.

This is a necessary first step in bringing stakeholders together and putting all resources in the open to think about new programming and partnership opportunities.

Potential Partners:

Citywide - Pittsburgh Summer Youth Employment Program

Northside - Pittsburgh Project, local churches, or Northside Coalition for Fair Housing

EDUCATIONAL SERIES PROGRAMMING

Preliminary Costs and Scope:

Project Staff	\$7,500
Partner Fee	\$500
Supplies	\$1,500
Project Materials	\$5,000
Printing & Mileage	\$500
TOTAL	\$15,000
	EACH PROJECT

Program Length: 6 session lesson plan for the duration of either a spring or fall semester on a particular environmental topic such as stormwater, land use planning or plants and ecology.

Potential Partners:

Hilltop: Voices Against Violence after school program

Northside: Propel Schools middle school science class or Northside Coalition for Fair Housing youth programs

Concept:

Supplement existing youth programming with hands-on environmental educational sessions that culminate in a tangible site project such as a rain garden or bioswale.

Overview:

Urban environments are not traditionally considered as platforms for ecology and biodiversity lessons for youth. Hands-on science lessons centered around the spread of invasive species, human's impact on the environment, the natural web of life and nature's pollinators demonstrate the diversity of both animal and plant life in ecological communities.

Next Steps:

It is important for children to understand how the environment works as a system, as well as their place in it and how their actions can alter the web. Educational classes with complimentary demonstration projects can be crafted that allow students to understand these connections. Projects such as butterfly gardens allow youth to understand the importance of native plants and how their presence supports local and native ecosystems. As part of GTECH's recent youth programming we have partnered with Voices Against Violence to install one of these gardens in McKinley Park. This garden will be used as a educational tool, instructing the youth of the Hilltop on the intrinsic and scientific valuable of these natural pollinators.

Rain gardens are yet another opportunity to explain the tangled web of ecosystems. Past projects with organizations like Propel Schools has allowed GTECH to demonstrate human impacts on watershed networks. While these projects also have aesthetic value, they also contribute to educational lessons on how we can mitigate our water usage and prevent stormwater overflow. While the concepts of biodiversity and ecology can be lofty, we believe that there are hands-on, scientifically based ways to engage students at any age.

OUTDOOR CLASSROOMS AND SAFE PLAY PROJECTS

Concept:

Create safe spaces for younger children to learn and play that can be programmed by partner organizations to use the space as a teaching tool and platform for environmental education.

Overview:

Lack of safe outdoor spaces to play and learn in is a difficulty for many youth programs. The negative effects of spending too much time inside include depression, attention disorders, obesity, and emotional stress. Having a safe, inviting, and creative outdoor space may provide many benefits for youth, program staff, and parents.

Land must be owned or have a long-term lease and should have a sponsor who is responsible for the daily maintenance and programming of the space. Once there is a commitment to move forward, engagement, visioning and design are followed by and implementation both at a professional level as well as with the use of community volunteers.

Next Steps:

As part of our investigation of youth programs, GTECH has been in communication with Homeless Children's Education Fund (HCEF), an organization that provides homeless children with access to the same resources as their peers. HCEF's mission is "to provide advocacy, community engagement, and direct service programs that support the education of children and youth experiencing homelessness in Allegheny County". HCEF has partnered with great facilities like Sojourner House of East Liberty that serve those who are homeless. HCEF hopes to build engaging outdoor spaces like the Sojourner House MOMS Green Play Yard for youth members of their partner organizations in the future. Spaces like this create a sense of ownership that can be healing for those who feel no relationship to a physical space. GTECH's model of connecting people to places can be paired with the restoration of a vacant lot, addressing two issues with one solution.

Costs and Scope:

Project Staff	\$10,000
Site Design	\$500
Supplies	\$500
Project Materials	\$14,000
TOTAL	\$25,000
	EACH PROJECT

Project Length: 1 year with design activities taking place in the winter and expected implementation through a combination of contractor and volunteer support and expected completion for the fall.

Location: Interest in outdoor space as a classroom or programming space has been expressed by various partners, specifically in Homewood, Northside, Hill District and Hilltop neighborhoods.

To move this effort forward, we would reach out to partners to see who has the capacity and time to take on this type of project.

JUNIOR AMBASSADOR MODEL

Costs and Scope:

Project Staff	\$20,000
Partner Fee	\$5,000
Site Design	\$1,500
Project Materials	\$15,500
Supplies	\$2,500
Printing & Mileage	\$500
TOTAL	\$45,000

Program Length: 8- 12 to incorporate education and training sessions as well as design and implementation of projects in the community.

Potential Partners:

East End - Junior Green Corp

Hilltop - Voices Against Violence

Concept:

Establish young adults throughout the city who have an appreciation for the community development process, contribute to their own neighborhood through a landscape-themed and hands-on workforce development program.

Overview:

Operation Better Block's Junior Green Corps program, page 37, and Voices Against Violence, page 39, connects youth to their communities through service and by developing their understanding of the local environment. This model provides many benefits to the neighborhood beyond direct youth involvement. The neighborhood's environmental health is improved, adults can follow the youths' positive example and many participants become more economically secure.

GTECH has developed the adult Ambassador Model to strengthen community capacity through engagement, education and resident-driven tangible actions on vacant land. This program takes a two-fold approach to considering people-centered empowerment and place-based action. It begins with recruiting, and training ten to twelve residents from one region of Pittsburgh to engage in their community and implement projects that transform vacant land into something positive. With the first two rounds of the Ambassador Model in the Pittsburgh's Northside and Hilltop communities nearly complete, the model has shown its ability to bring people together with the places they live in and improve the environmental wellbeing of neighborhoods.

Next Steps:

The success of the Junior Green Corps, Voices Against Violence, and the Ambassador Model could be combined to create a Junior Ambassador Model. We recommend that this model be made to apply to any neighborhood in the city. In each neighborhood, it could share resources with existing youth programs and focus on environmental issues specific to that neighborhood.

THANK YOU!

Once again, we'd like to take this opportunity to thank the Heinz Endowments for your generous support. We are grateful for Heinz Children, Youth & Family for making this project possible. Effective action cannot exist without thorough investigation. This effort allowed us to take that first step of inventorying youth programs around Pittsburgh with a focus on environmental programs and better understand the needs of communities who may benefit from these connections.

Your gift has allowed us to consolidate information from several organizations and analyze it both visually and statistically to see where there are gaps in resources and opportunities for sharing. In addition, this project allowed us to make connections with some inspiring programs and organizations dedicated to the health of children and the environment and instilling a sense of pride of community into daily activities. We look forward to the opportunity to work with these organizations again in the future and are excited to be able to provide them with some useful information for their planning and programming efforts.

Using the data that we have collected, we are able to make informed recommendations on how GTECH and other organizations can address the issue of vacant land and the challenges facing youth in Pittsburgh.

Our sincere thanks for your continued support throughout the years. We look forward to continuing the partnership in the future.

Warmly,

The GTECH ReClaim Team



APPENDICES

This section provides the supporting materials for the study including case studies, the survey and the directory.

APPENDIX A: CASE STUDIES

EDIBLE SCHOOLYARD PITTSBURGH

- **SERVICE AREA:** CITY WIDE
- **TARGET AUDIENCE:** ELEMENTARY SCHOOL
- **LENGTH OF PROGRAM:** SEASONAL, DURING SCHOOL



Edible Schoolyard students show off their harvest.



Edible Schoolyard students work together on a garden.

Edible Schoolyard Pittsburgh is a program of the urban agriculture non-profit, Grow Pittsburgh. Part of a broader network of organizations, the seed-to-table learning model of Edible Schoolyard was created by Alice Walker in Berkeley, CA. Garden activities and cooking lessons are integrated into the regular classroom curriculum. Piloted in the fall of 2006, Edible Schoolyard PGH partners with six flagship schools, including Pittsburgh Dilworth in Highland Park, Pittsburgh Faison in Homewood, Pittsburgh Colfax in Squirrel Hill, Pittsburgh Montessori in Friendship, Urban League Charter School in East Liberty, and the Environmental Charter School in Regent Square. Four classes are held in these schools per week and the lessons are divided into a trimester system.

The majority of classes that take place during the growing season are held outside in schoolyard gardens created with the help of students. In the off-season, classes focus on other aspects of food, such as cooking and nutrition. In addition to teaching youth to grow their own food and cook the food that they've grown, Edible Schoolyard strives to engage youth by encouraging them to use all five senses. The students have a lot of enthusiasm when the Edible Schoolyard staff and volunteers come to lead a class for them. The hands-on learning experience gives every student an opportunity to be engaged in growing and preparing food.

SOJOURNER HOUSE MOMS: GREEN PLAY YARD

- **SERVICE AREA:** GARFIELD, EAST LIBERTY
- **TARGET AUDIENCE:** ELEMENTARY SCHOOL, MIDDLE SCHOOL
- **LENGTH OF PROGRAM:** YEAR LONG, AFTER SCHOOL

Sojourner House MOMS (Motivation Opportunities Mentoring Spirituality) is an organization that provides “safe, independent housing and supportive services for homeless, single, dual-diagnosed women in recovery and their dependent children.” The MOMS program mends family relationships and presents the women with a sustainable model for sobriety and mental health.

In 2013, the MOMS Green Play Yard was developed in the two vacant properties adjacent to the Sojourner MOMS Apartments. The playground was constructed with the support of GTECH, Negley Place Neighborhood Alliance, The Design Center, East Liberty Development, Inc., and Burt Hill. Created almost entirely out of recycled materials, the space was meant to encourage creative education through play. It has become a safe, flexible, and easily maintained ‘backyard’ for residents of the MOMS Sojourner House and has encouraged ownership of the space by multiple generations.

In the summer, the MOMS staff reported a positive impact of the educational programming offered at the site. The kids were actively engaged in the activities and showed ownership of the projects implemented. The first education session focused on healthy outdoor activities, encouraging kids to open their minds and through a game of fitness bingo learned about the health benefits of active play. The second session focused on creative arts and music, and students worked on crafts that would become part of the play yard. Carnegie Library’s program, Libraries in Your Neighborhood, Community and School, led activities for the kids such as creating stepping-stones and playing musical instruments. The Homeless Children’s Education Fund has also provided educational resources for children, youth, and parents including a state-of-the-art Learning Center. These opportunities to create in and interact with the play yard helped to develop a sense of ownership for youth who would be using the play yard on a regular basis.



A child enjoys the natural playscape at the Sojourner House MOMS Green Play Yard. The yard includes natural and recycled elements like tree stumps and colorfully painted tires.



Children explore the Green Play Yard and add their own creativity with colorful accents along the fence and a chalkboard.



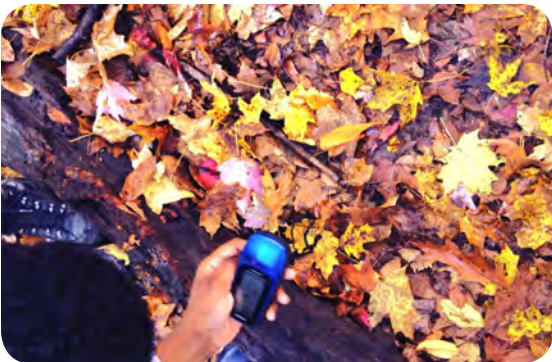
A mother and child work together on planting flower pots for the Green Play Yard.

PITTSBURGH PARKS CONSERVANCY: MISSION GROUND TRUTH

- **SERVICE AREA:** CITY WIDE
- **TARGET AUDIENCE:** MIDDLE SCHOOL
- **LENGTH OF PROGRAM:** SEASONAL



Middle school students explore the Nine Mile Run Watershed with Mission Ground Truth to learn about macroinvertebrates and other life in the stream.



A Mission Ground Truth participant uses a GPS device to collect data in a Pittsburgh forest.

In partnership with Nine Mile Run Watershed Association and Pittsburgh schools, the Parks Conservancy runs in-school and out-of-school programs, giving many Pittsburgh youth of all ages an understanding of the ecosystem that they live in. These programs include Habitat Explorers, High School Urban Ecostewards, Nature School, Park Stewards, Summer Camps, and Mission Ground Truth.

Mission Ground Truth is a program for middle school students to learn more about forest and stream ecosystems using current ecological techniques. Students then use the information that they collect to understand the ecosystem services provided by forests and streams and the human impacts on those systems.

Students learn how to use the scientific process and accurate data collection methods to analyze the health of an ecosystem. They visit parks in all weather and seasons to experience the value of green spaces and to learn to identify plants. The students also participate in service projects, working in teams to restore the parks with tasks like planting trees, removing invasive species, and controlling erosion.

For many of the students that participate in Mission Ground Truth, the experience is something they are completely unfamiliar with. On a forest hike last fall, the teachers noticed one of the students really struggling. At the end of the day, the student explained what was troubling her: “I have never walked up a hill before. We just get in the car and drive”. Often, the most important thing about Mission Ground Truth is the very act of getting kids outside and realizing the possibilities that their ecosystem holds.

OPERATION BETTER BLOCK: JUNIOR GREEN CORPS

- **SERVICE AREA:** HOMEWOOD
- **TARGET AUDIENCE:** HIGH SCHOOL
- **LENGTH OF PROGRAM:** YEAR LONG, AFTER SCHOOL

Operation Better Block, a neighborhood-based organization of Homewood, developed the Junior Green Corps in response to several community concerns including blight, lack of understanding about environmental consequences of blight, lack of activities for youth, and a need for economic security.

The Junior Green Corps addresses each of these issues by providing high school aged youth in Homewood with activities that impact the physical spaces in the neighborhood, develop their leadership in the community, and give them an opportunity to explore green jobs. Since the program's inception, youth have taken pride in beautifying Homewood by maintaining more than fifty vacant, overgrown lots and clearing streets of litter. Youth also planted their first urban garden on an abandoned lot on Frankstown Avenue, planted approximately 300 new trees along the Homewood Station of the Martin Luther King, Jr. East Busway, and participated in rigorous training facilitated by Green Living Technologies International on construction and installation of edible 'green walls' to grow produce indoors.

All students receive a stipend, disbursed twice a month and contingent upon their active participation and conduct. By awarding stipends under these conditions, students are encouraged to lead projects that transform the community's image as well as their own.



Two Junior Green Corps members work to plant sunflower seeds at a vacant lot in Homewood.



Junior Green Corps members pose for a group picture.



The Hilltop Youth Consortium focuses first on collaborating between organizations and sharing resources.



Youth across Pittsburgh could benefit from more inter-organizational cooperation and communication like that fostered by the Hilltop Youth Consortium.



The Hilltop Youth Consortium works to inspire more thoughtful action around the Hilltop.

HILLTOP YOUTH CONSORTIUM

- **SERVICE AREA:** THE HILLTOP
- **TARGET AUDIENCE:** ALL AGE GROUPS
- **LENGTH OF PROGRAM:** YEAR LONG

In December of 2013, organizations working with Youth in Pittsburgh's Hilltop neighborhood began meeting to learn about each other's programs and determine the best way to collaborate and support each other. This group, called the Hilltop Youth Consortium, has been meeting on a monthly basis. Groups involved include Voices Against Violence, Shadow Student Athletes, Carnegie Library of Pittsburgh – Knoxville, YMCA of Greater Pittsburgh, Hilltop Alliance, and area churches. Each organization involved came to the first meeting with lists of needs and resources with the intention of finding ways to share.

The Hilltop Youth Consortium is a great example of the kind of collaboration that would be valuable for youth organizations around Pittsburgh. The group formed organically with the expectation that all involved would benefit from hearing lessons learned by other organizations, gaining programming ideas, and sharing resources.

This group meets monthly in person to share news and updates of what each is doing and what they may be able to offer each other. It also has a Facebook page managed by a librarian at the Carnegie Library in Knoxville to spark discussion and dates for meetings and events. This type of multi-faceted approach effort is sometimes the most effective way to engage a broad range of people and keep them connected with parallel efforts.

VOICES AGAINST VIOLENCE

- **SERVICE AREA:** THE HILLTOP
- **TARGET AUDIENCE:** ALL AGE GROUPS
- **LENGTH OF PROGRAM:** YEAR LONG

Voices Against Violence, an organization founded in 1995 in the South of Pittsburgh, is dedicated to empowering youth and reducing interpersonal conflict. One of their avenues for accomplishing this is through outdoor and environmental education.

McKinley Park in Beltzhoover, one of the city's oldest parks, has been a great resource for Voices Against Violence. In past years, youth participating in Voices Against Violence's summer programs were led on regular hikes around the park. Once while on one of these hikes, a group of girls happened on a friend of Voices Against Violence with a bucket full of berries. The girls got a taste of fresh black raspberries and have been fascinated ever since by the concept of finding such a wonderful and nutritious snack in an urban forest.

Experiences such as this have led Voices Against Violence to include more purposeful environmental education in their programs. One of these programs, a summer camp with over 200 youth, will use McKinley Park as the focal point for environmental education. This program will start by showing youth the value of a park and forest in an urban area, with a concentration on woodland ecosystems, watersheds, and urban forest ecology. This program will be carried out in partnership with the Carnegie Library and the Pennsylvania Department of Conservation and Natural Resources.

Because a well functioning ecosystem looks similar to a well functioning human community, Voices Against Violence will use these themes to address their broader goals of encouraging cooperation and compassion in youth in Pittsburgh's Hilltop. Voices Against Violence has also been instrumental in convening organizations concerning Hilltop Youth for conversations about how to improve programs and strengthen shared resources. They have held two Hilltop Youth Summits this year, and plan to make it a regular meeting.



Voices Against Violence participants collect samples from a stream.



When not volunteering around the Hilltop, Voices Against Violence participants enjoy exploring Pittsburgh's green spaces and riverfronts.

APPENDIX B: SURVEY TO YOUTH PROGRAMS

Youth in Green

Q2 Thank you for taking time to complete this survey for GTECH Strategies. Your responses support a project exploring current and potential links between youth in Pittsburgh and environmental initiatives. Ultimately, this project will create more opportunities for low-income youth to move towards a path of economic security through experience in the green economy. This survey should take approximately ten minutes to complete.

Name (1)

Job Position (2)

Organization Name (3)

Name of youth program(s) (If different from organization name) (4)

Q3 Which of the following are focuses of your youth program(s)?

- ☐ After-school care (1)
- ☐ Service/volunteering (2)
- ☐ Career development (3)
- ☐ Environment (4)
- ☐ Recreation (5)
- ☐ Tutoring/Homework help (6)
- ☐ Mentoring (7)
- ☐ Other (8) _____
- ☐ Arts (9)

If Environment Is Selected, Then Skip To Please describe the environmental com...

Q17 Which of the following describes your reason for not having an environmental focus in your youth program(s)?

- ☐ Staff are not trained in an environmental field. (1)
- ☐ The youth are not interested in participating in an environmental program. (2)
- ☐ Staff are not interested in leading an environmental program. (3)
- ☐ We don't have materials to run an environmental program. (4)
- ☐ Our facility is not suitable for an environmental program. (5)
- ☐ We just never considered it. (6)

Q18 Would you be interested in including an environmental component in your youth program(s) in the future?

- ☐ Not interested (1)
- ☐ Somewhat Interested (2)
- ☐ Interested (3)
- ☐ Very interested (4)

Answer If Would you be interested in including an environmental component in your youth program in the future? Not interested Is Selected

Q23 Why aren't you interested in including an environmental component?

Answer If Would you be interested in including an environmental component in your youth program in the future? Not interested Is Not Selected

Q19 Which of the following do you currently have that would allow you to start an environmental program for youth?

- ☐ Staff with knowledge of the environmental field. (1)
- ☐ An appropriate facility (2)
- ☐ Program materials (3)
- ☐ Curriculum/plans (4)
- ☐ Funding (5)
- ☐ Youth interest (6)
- ☐ Staff interest (7)
- ☐ Other (8) _____
- ☐ Other (9) _____
- ☐ Other (10) _____

Answer If Would you be interested in including an environmental component in your youth program in the future? Not interested Is Not Selected

Q22 Which of the following do you currently need in order to start such a program?

- ☐ Staff with knowledge of the environmental field. (1)
- ☐ An appropriate facility (2)
- ☐ Program Materials (3)
- ☐ Curriculum/Plans (4)
- ☐ Funding (5)
- ☐ Youth interest (6)
- ☐ Staff interest (7)
- ☐ Other (8) _____
- ☐ Other (9) _____
- ☐ Other (10) _____

Answer If Which of the following are focuses of your youth program? Environment Is Selected

Q12 Please describe the environmental component of your youth programming.

Answer If Which of the following are focuses of your youth program? Environment Is Selected

Q9 What is the focus of the environmental component of your youth programming?

- ☐ Green career development (1)
- ☐ Service/volunteering (2)
- ☐ Education (3)
- ☐ Outdoor recreation (4)

Answer If Which of the following are focuses of your youth program(s)? Environment Is Selected

Q18 What ages do you serve?

Answer If Which of the following are focuses of your youth program(s)? Environment Is Selected

Q19 What is your service area? Please be specific. (Whole city, specific region, specific neighborhood)

Answer If Which of the following are focuses of your youth program(s)? Environment Is Selected

Q20 When is/are the program(s) offered?

Answer If Which of the following are focuses of your youth program? Environment Is Selected

Q11 Please list the organizations or programs, if any, that currently support your program(s) with staff time, shared facilities, materials, shared curriculum, or any other kind of functional or material provision. Leave this question blank if you're not currently supported by other programs.

Answer If Which of the following are focuses of your youth program? Environment Is Selected

Q24 List the organizations or programs, if any, that are supported by your program(s) with staff time, shared facilities, materials, shared curriculum, or any other kind of functional or material provision. Leave this question blank if you don't currently support other programs.

Answer If Please list the organizations or programs, if any, that currently support your program by providing staff, shared facilities, materials, shared curriculum, or any other kind of functional or materi... Text Response Is Empty And Which of the following are focuses of your youth program? Environment Is Selected

Q25 Would you be interested in receiving support for your program from another organization?

- ☐ Yes (1)
- ☐ Not at this time. (2)

Answer If List the organizations or programs, if any, that your program currently supports by providing staff, shared facilities, materials, shared curriculum, or any other kind of functional or material pro... Text Response Is Empty And Which of the following are focuses of your youth program? Environment Is Selected

Q16 Would you ever consider supporting another program to make environmental programming more available to youth in Pittsburgh?

- ☐ Yes (1)
- ☐ Not at this time. (2)

Answer If Which of the following are focuses of your youth program? Environment Is Selected

Q27 Would you be interested in having your program(s) listed in a database that gives youth and their supporters more information about environmental programming? If you answer "Yes", we will be contacting you at a later date to gather information to add to this database.

- ☐ Yes (1)
- ☐ No, because... (2) _____

Answer If Would you be interested in having your program(s) listed in a database that gives youth and their supporters more information about environmental programming? If you answer "Yes", we will be contact... Yes Is Selected

Q16 Please enter the name and email address of the person who would be best to contact regarding the environmental component of your youth program(s).

Contact name (1)

Email address (2)

Q26 We really appreciate your input! Please contact Lydia Yoder, at l.yoder@gtechstrategies.org or call 412-361-2099 ext. 3 with any questions or comments about this survey.

APPENDIX C: CURRENT ENVIRONMENTAL YOUTH PROGRAM DIRECTORY

Organization	Program Name	Organization Address	Program Type	Environmental Focus	Target Audience
Alcosan	Scholastic Outreach	3300 Preble Avenue	AFTER_SCHOOL	service/volunteering, education	E,M,H
Alcosan	Summer Science Camp	3300 Preble Avenue	SUMMER		E,M
Allegheny County Conservation District	Envirothon	33 Terminal Way, Suite 325b	DURING_SCHOOL		H
Boy Scouts of America	Greater Pittsburgh Council	1275 Bedford Avenue	YEAR_LONG		E,M,H
Carlow University	Environmental Career Opportunity (ECO) Camp	3333 Fifth Avenue	SUMMER	Green career development, education	H, Female
Carnegie Museum of Natural History	Field Trips	4400 Forbes Ave	DURING_SCHOOL	education	M,H,C
Carnegie Museum of Natural History	Summer Camps	4400 Forbes Ave	SUMMER	green career development, education	M,H,C
Carnegie Museum of Natural History	Teen Docents	4400 Forbes Ave	YEAR_LONG	education	M,H
Carnegie Museum of Natural History	Teen Reporters	4400 Forbes Ave	YEAR_LONG	green career development, education	M,H
Carnegie Museum of Natural History	Winter Camps	4400 Forbes Ave	WINTER	green career development, education	E,M,H
Carnegie Museum of Natural History	Youth Naturalist Institute	4400 Forbes Ave	WEEKEND	education	M,H
Carnegie Science Center	Science Workshops	1 Allegheny Avenue	WORKSHOPS		E,M,H
Carnegie Science Center	SciTech Days	1 Allegheny Avenue	DURING_SCHOOL		M,H
Carnegie Science Center	Summer Camps	1 Allegheny Avenue	SUMMER		E,M,H
City of Pittsburgh	Pittsburgh Summer Youth Employment Program	406 County Building 414 Grant St	SUMMER		H, C
Conservation Consultants Inc.	Energy Education Program	64 S 14th St	YEAR_LONG	Green career development, education	E,M,H,C
Environment and Energy Community Outreach Center (ECCO Center)		200 Larimer Avenue	WORKSHOPS	Education, Outdoor recreation	E,M,H
Environmental Charter School at Frick Park	Lower School	309 South Braddock Avenue	DURING_SCHOOL		E,M
Environmental Charter School at Frick Park	Upper School	829 Milton Street	DURING_SCHOOL		E,M
Girl Scouts	Girl Scouts of Western Pennsylvania		YEAR_LONG		E,M
Green Building Alliance	Green Schools Academy	33 Terminal Way, Suite 331	WORKSHOPS		E,M,H
Grow Pittsburgh	Edible Schoolyard Pittsburgh	6587 Hamilton Avenue, #2W	DURING_SCHOOL		E,M,H
Homewood Better Block "Green Team"	Jr. Green Corps	801 Homewood Avenue	YEAR_LONG		H
Junior Achievement of Western Pennsylvania		1 Allegheny Center, Suite 430	DURING_SCHOOL		E,M,H
Operation Better Block	Junior Green Corps	801 Homewood Avenue	AFTER_SCHOOL		H
Outdoor Classroom	A la Carte Lessons	1531 Mayview Road	DURING_SCHOOL	Education	E,M
Outdoor Classroom	Module-based Days	1531 Mayview Road	DURING_SCHOOL	Education	E,M,H
PA Resources Council	Environmental Health Program	64 S 14th St	WORKSHOPS		E,M,H
PA Resources Council	Litter Prevention Outreach	64 S 14th St	WORKSHOPS		E,M,H
PA Resources Council	PRC Assemblies	64 S 14th St	WORKSHOPS		E,M,H
PA Resources Council	Resource Conservation Program	64 S 14th St	WORKSHOPS		E,M,H
PA Resources Council	Schoolyard Composting Program	64 S 14th St	WORKSHOPS		E,M,H
PA Resources Council	Watershed Awareness Program	64 S 14th St	WORKSHOPS		E,M,H
PA Resources Council	World of Water Day Camp	64 S 14th St	WORKSHOPS	Education	E,M,H
PA Resources Council	Worm Composting Program	64 S 14th St	WORKSHOPS		E,M,H
Paddle Without Pollution	Watershed Paddling Program for Urban Youth		SUMMER, AFTER_SCHOOL	Education, Outdoor recreation	E,M,H
Penn State	Pittsburgh 4-H	6435 Frankstown Avenue	DURING_SCHOOL	education	E,M,H
Phipps Conservatory and Botanical Gardens	Farichild Challenge	One Schenley Park	SUMMER		M,H
Phipps Conservatory and Botanical Gardens	High School Internship for Underserved Youth	One Schenley Park	SUMMER		H
Phipps Conservatory and Botanical Gardens	Scouts and Brownies	One Schenley Park	AFTER_SCHOOL		E,M
Phipps Conservatory and Botanical Gardens	Seasonal Camps	One Schenley Park	YEAR_LONG		E
Pittsburgh Parks Conservancy	Habitat Explorers	2000 Technology Drive, Suite 300	WORKSHOPS	Service/volunteering, Education	E
Pittsburgh Parks Conservancy	High School Urban Ecotowards	2000 Technology Drive, Suite 300	WORKSHOPS	Service/volunteering, Education	H
Pittsburgh Parks Conservancy	Junior Counselor	2000 Technology Drive, Suite 300	SUMMER	Service/volunteering, Education	H
Pittsburgh Parks Conservancy	Mission Ground Truth:21	2000 Technology Drive, Suite 300	WORKSHOPS	Service/volunteering, Education	M
Pittsburgh Parks Conservancy	Park Stewards	2000 Technology Drive, Suite 300	WORKSHOPS	Service/volunteering, Education	E
Pittsburgh Parks Conservancy	Summer Camps	2000 Technology Drive, Suite 300	SUMMER, WORKSHOPS	Service/volunteering, Education	E,M
Pittsburgh Project		2801 North Charles St	WORKSHOPS		E,M,H
Pittsburgh Zoo and Aquarium	Field Trips	7340 Butler Street	WORKSHOPS		M
Pittsburgh Zoo and Aquarium	KidScience	7340 Butler Street	WORKSHOPS		E,M,H
Pittsburgh Zoo and Aquarium	Let the Zoo Come to You	7340 Butler Street	WORKSHOP		E,M,H
Pittsburgh Zoo and Aquarium	National Ocean Sciences Bow	7340 Butler Street	WORKSHOPS		E,M,H
Pittsburgh Zoo and Aquarium	Project Polar Bear	7340 Butler Street	WORKSHOPS		E,M,H
Pittsburgh Zoo and Aquarium	Safari Scholars	7340 Butler Street	WORKSHOPS		E,M
Pittsburgh Zoo and Aquarium	Summer Camps	7340 Butler Street	SUMMER		E,M,H
Pittsburgh Zoo and Aquarium	Wildlife Academy	7340 Butler Street	WORKSHOPS		E,M,H
Pittsburgh Zoo and Aquarium	Zoo U.	7340 Butler Street	DURING_SCHOOL		H
Pittsburgh Zoo and Aquarium	Zoo Teens	7340 Butler Street	WORKSHOPS		H
RiverQuest	90 Minute Programs	1501 Reedsdale Street, The Cardello Building, Suite 2001	WORKSHOPS		E,M,H
RiverQuest	Adventure Voyages	1501 Reedsdale Street, The Cardello Building, Suite 2001	SUMMER		E,M,H
RiverQuest	Environmental Science on the Three Rivers	1501 Reedsdale Street, The Cardello Building, Suite 2001	WORKSHOPS		E,M,H
RiverQuest	Marcellus Shale and River Ecosystems	1501 Reedsdale Street, The Cardello Building, Suite 2001	WORKSHOPS		E,M,H
RiverQuest	RiverTales	1501 Reedsdale Street, The Cardello Building, Suite 2001	WORKSHOPS		E,M,H
RiverQuest	Summer Camps	1501 Reedsdale Street, The Cardello Building, Suite 2001	SUMMER		E,M,H
Sierra Club	Sierra Student Coalition	425 N. Craig St., Suite 202			H
Student Conservation Association	Conservation Leadership Corps (school-year)	239 4th Ave, Ste 2100	AFTER_SCHOOL		H
Student Conservation Association	SCA City Summer	239 4th Ave, Ste 2100	SUMMER		H
Student Conservation Association	Conservation Crews	239 4th Ave, Ste 2100	AFTER_SCHOOL		H
The Green Design Institute	Green Design Apprenticeship	5000 Forbes Avenue	WORKSHOPS		H
The Hill House	Hill House Youth Services	1835 Centre Avenue	WORKSHOPS		E,M,H
The Kingsley Association	East End Youth Advisory Council	6435 Frankstown Avenue	WORKSHOPS		H
Voices Against Violence	Summer Enrichment Program	733 Brownsville Rd.	SUMMER	Service/volunteering	E,M,H
Western PA Conservancy	Environmental Studies Lessons	Washington's Landing Marina, 800 Waterfront Dr	WORKSHOPS		E,M
Women for a Healthy Environment	Food City Fellows	1405 Shady Avenue	SUMMER	Education, Outdoor recreation	H
Women for a Healthy Environment	Teens on the Eco Scene	1405 Shady Avenue	SUMMER	Education, Outdoor recreation	H

APPENDIX D: BUDGET

PROPOSED

Project Management	\$8000
General Admin	\$4500
Assessment	\$3000
Data analysis	\$3500
Mapping	\$3500
Outreach	\$6500
Meeting Facilitation	\$4000
Research Intern	\$10,000
Equipment/Software	\$2000
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TOTAL BUDGET	\$48,750

ACTUAL

GTECH Staff	
Project Management	\$2500
General Admin	\$3500
Assessment	\$5250
Data Analysis	\$6500
Mapping	\$10,000
Communication	\$5500
Research Intern	\$10,000
Other Expenses	
Software	\$1000
Meeting Facilitation	\$2000
Equipment/Software	\$1000
Survey	\$500
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TOTAL BUDGET	\$48,750

THE HEINZ ENDOWMENTS
Guidelines for Preparation of Grant Follow-Up Report

YOUTH IN GREEN

Grantee: Growth Through Energy and Community Health Grant Ref#: E1324
Purpose: to support a planning process to identify where existing youth programs can be expanded to bring youth voice to reuse of vacant land
Grant Amt: \$48,750.00 Interim Report ☐
Date Submitted: June 20, 2014 Final Report ☒

Please use the following outline when preparing your follow-up report on the grant you received from The Heinz Endowments:

1. Who is your primary program staff contact at the Endowments for this grant?
See Page 2
2. What was the planned use of the grant?
See Page 4-6
3. What were the original project goals and measures of success as outlined in the initial proposal?
See Page 4-6
4. What has changed as a result of this project or grant? Please show us your baseline data/beginning point as compared to current data/status. You may use quantitative and/or qualitative measures as appropriate.
See Page 17-27
5. Were the original activities conducted as planned? If not, what changed and why?
See Page 4-6
6. What was your method for assessing/evaluating the impact of this project or grant?
See Page 4-7
7. What have you learned about your activities in relation to your chosen outcome(s)? Please include both successes and failures.
See Page 17-33
8. Is your project/program ongoing? If yes, how is/will it be supported?
See Page 28-33
9. Have you received any other funding for this project/program since this grant was made? If yes, list sources and amounts.
None
10. Have there been any significant changes to your organization during the grant period? How did these changes impact the project? If so, explain.
None
11. What assistance did you receive, or could you have received beyond the grant check to improve your project?
See Page 5
12. If additional information is needed beyond what is requested in numbers 1-11 above, it will be requested by means of separate correspondence from the responsible program officer.

Executive Director _____

Board President _____