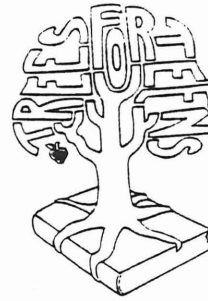


**TITLE:** T.R.E.E.S FOR TEENS  
**PROJECT MANAGER:** KIRK M. BROWN  
**ORGANIZATION:** TREE TRUST

**ADDRESS:** 6300 WALKER STREET,  
ST. LOUIS PARK, MN 55416

**LEGAL CITATION:** ML 1995, Ch. 220, Sec. 19, Subd. 6(1)

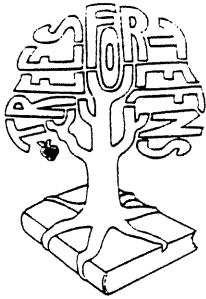
**APPROPRIATION AMOUNT:** \$75,000.00



**OBJECTIVES:** 1. To provide students with the education and training in urban forestry that will allow them to plan and implement community service projects, educate others and learn life skills for employment. 2. To provide support and resources to teachers that will help them implement the T.R.E.E.S. For TEENS program in their schools. 3. To educate mentors and technical assistants to provide support to the students and link projects from the community. 4. To work with local business to establish partnerships that will support education and career opportunities for students in the T.R.E.E.S. for TEENS program.

**RESULTS:** Six senior high schools: Grand Rapids/Grand Rapids, Osseo/ Osseo, Austin/ Austin, St. Clair/ St. Clair, Central High/St. Paul, and John Marshall/Rochester organized and implemented projects in their communities. The projects took place on both private and public lands and included plantings for Habitat for Humanity (4), J. J. Hill Elementary/St. Paul, Skyline Towers/St. Paul, Riverview Elementary/ Grand Rapids, Centennial ParkMississippi Riverfront/Grand Rapids, St. Clair School campus and St. Clair Memorial Park, Bryon School/ Rochester, Grace Lutheran Church, Holly Spirit School and Olmstead Country Extension Service/Rochester, Osseo High campus/Osseo, Austin High Campus/Austin. We were able to plant 395, 2" (average) calipher size trees, 250 seedlings, 100 potted trees and 496 shrubs. Training sessions were held on the University of Minnesota St. Paul campus and in Austin and St. Clair. Additional classroom assistance was held at each school site and coordinators were assigned to each school. Job opportunities were created in the 7 country metro area for the TEENS participants and letters of recommendation were written upon request for students in greater Minnesota. Urban Forestry science curriculum was written and all projects resulted in service learning opportunities and community service credits. Projects were organized and implemented by the students. The students also provided peer education and leadership training.

**Project Results Use and Dissemination:** The planting projects were very successful and Urban Forestry Science Curriculum will be used in schools that would like to provide the program to their students. The program will be an elective in South High/Minneapolis during the 1998 spring quarter. We will continue to expand the program to infuse other curricula. The program meets the Minnesota Graduation standards and supports Greenprints for Minnesota. Schools wanting information about the program or the urban forestry curriculum can obtain it through Tree Trust. Tree Trust will also guide schools on how to organize and implement the program in their schools. We were able to meet all of our objectives and create a usable product plus form a base to continue to expand the program.



**TREE TRUST**  
**T.R.E.E.S. FOR TEENS**  
**LCMR ML 1995, Chapter 220, Sec. 19 Subd. 6(I)**

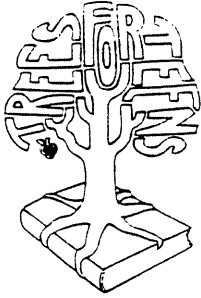
The T.R.E.E.S for TEENS program is a national model for a school to work program that educates high school and middle school students about community forestry. Students receive training and education that will allow them to plan and implement community service projects and provide educational outreach. Students prepare to apply for work in local nurseries and other green industry employment. Under the guidance of their classroom teacher, Tree Trust and technical advisors students utilize what they learn in the classroom to teach others, solve problems, and complete quality community projects. The program is an elective in schools and is supported by urban forestry science curriculum that is broken into sections that can be taught in one hour segments. The urban forestry curriculum is developed so that it can be taught in one hour segments and includes: tree biology, tree and shrub identification, soils, tree placement, planting trees, tree maintenance, tree and shrub problems (insect & disease), landscape design. Tree Trust's community outreach manual supports the program and provides information about organizing and implementing projects, grantwriting, public relations, peer education, careers and volunteerism. The urban forestry curriculum meets Minnesota Graduation Standards and supports Greenprints for Minnesota. The program is the link between school and community and unites volunteers, students, teachers, business, organizations, and resources. Community service, and service learning opportunities are an integral part of the program. Tree Trust's new Service Learning and the Environment manual also supports the service learning component of the program and provides a "how to" for service learning projects. Integration across curriculum lines is based on teacher interest and can include English/language arts, fine arts, mathematics, social studies, science, computer science, and business.. During 1998 and 1999 we will continue to develop curriculum in the following areas: Native American Traditions and Trees, greenhouse and nursery management, ecosystem based management and woodshop activities, and other curriculum as supported by schools and teachers.

The program was piloted in the following six high schools: Grand Rapids, John Marshall/Rochester; Osseo, St. Clair, Central High/St. Paul, and Austin High. We were able to plant 395, 2" (average) size caliper trees, 250 seedlings, 100 potted trees and 246 shrubs. Projects took place on both public and private land. Green Teams were formed in schools. The teams comprised of students, faculty, neighborhood representatives, local business, agencies and other local resources. The Green Team solicits input to identify community needs, resources and projects. They work together to integrate school into community and provide support for sustainable community efforts.

The T.R.E.E.S. For TEEN program is supported by a Tree Trust Coordinator, educational resources and personnel, plant material acquisition, and planting equipment. The Green Team also helps raise funds to cover costs of the program. Schools provide a school coordinator who assists in the implementation of the program in the school and acts as a liaison between the school, Tree Trust and community. The neighborhood groups/community works in partnership with the school for coordination and implementation of the projects into the community. Business works to provide employment opportunities for the students and provides technical assistance.

The T.R.E.E.S. for TEENS program was piloted in 1995/97 through a grant from the Legislative Commission on Natural Resources and was successful in every school. Tree Trust will continue to develop the program through grants and funds provided through direct fundraising efforts.

Tree Trust staff includes: Dr. Kathy Widin, Dr. Peter Bedker, Gail Steinman, Jeffrey Borst, Mark Wever, Katie Himanga, Janette Monear, Kirk Brown, Darrick Unger, Doug Jones, Dave Hawes, Tammy Dickinson, and Norm Champ. Gary R. Johnson, University of Minnesota, Ken Holman, MN DNR, Doug Courneya, Olmstead County Extension Service, Emily Wright, MN DNR, Tree Care Advisors, Dick Liebbrand, Alix Dvorak.



**TREE TRUST**  
**T.R.E.E.S. FOR TEENS**  
**LCMR ML 1995, Chapter 220, Sec. 19 Subd. 6(I)**

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was not viable because of the individual time commitment. Technical advisors work with more than one students at a time and this proved to be more effective. Mentors will be used when the Junior Tree Care Advisor program is established.

A.3.c. **Materials:** No materials nor equipment will be purchased with LCMR monies.

A.3.d. **Budget**  
Total Biennial LCMR Budget: \$5,600  
LCMR Balance: -0-  
MATCH: N/A  
MATCH BALANCE: N/A

A.3.e. Timeline:	7/95	11/95	4/96	7/96	11/96	4/97	6/97
TEACHER TRAINING & DOCUMENTATION (A list of participants, training schedule, photo-documentation, and training evaluation summary.)				—	xcompleted		
SERVICE PROJECT SPONSOR MOU'S (The Memorandum of Understanding developed with each major service project cooperator.)			—	xcompleted			
PHASE I EVALUATION (Objective A documentation and evaluation report.)			—	xcompleted			

A.3.f. **Workprogram Update:** Four out of the five schools have completed their projects. We are working with Central High at this time to implement the changes in curriculum and pilot the final program outcomes. Pilot projects were successfully completed.

B. **Pilot Projects**

B.1 **Activity: Instruction of Youth.** The students in each class would receive classroom and field instruction.

B.1.a. **Context within the project:** Materials developed in Activity A.2 will be used. The youth need this training in order to successfully carryout Activity B.2 service learning projects.

B.1.b. **Methods:** Teams of trained instructors worked in each of the six participating schools. Each school program was different because of the structure of their school time for classes, their partners and the methods for selecting projects. Projects were selected by the students through various methods. Students from each school were trained for overall project organization, implementation and peer education. Student leadership teams were formed into committees such as media/fundraising, design, selection, art, and events. These students then did training to other students, both at their school and at other schools. Partnerships were formed and projects were created. Individual schools selected their projects in different ways. Some put out a request for proposal, school campus projects were created in partnership with their municipality, neighborhood group or other schools. In each school students were trained to be peer educators More than 16 hours of classroom instruction and 8 hours of field training and instruction per class were given.

B.1.c. **Materials:** A total of \$4,500 in LCMR funds (\$900 per school) were used for, trees, plants, mulch, and planting supplies necessary for teaching proper planting and maintenance procedures. The planting and maintenance supplies will be retained by the school to be used in on going maintenance of the plants.

B.1.d. **Budget**  
Total Biennial LCMR Budget: \$8,750  
LCMR Balance:-0-  
MATCH: N/A  
MATCH BALANCE: N/A

B.1.e. Timeline:	7/95	11/95	4/96	7/96	11/96	4/97	6/97
YOUTH INSTRUCTION & DOCUMENTATION (A list of participants, teaching schedule, photo-documentation, and student evaluation summary.)			—	xCOMPLETED			

B.1.f. **Workprogram Update:** all projects were completed

B.2 **Activity: Service Projects.** Each teen participated in a community service project, peer education project or Service Learning project and qualified for community service credits.

B.2.a. **Context within the project:** The youth will use what they learned in Activity B.1 to complete a community service project as arranged in Activity A.3.

B.2.b. **Methods:** We found it very difficult to recruit mentors for this program. The mentorship time commitment was more than most volunteers were willing to commit. We were able to utilize the skills of technical advisors and professionals to lecture in the classroom and on the project sites. Tree Care Advisors were very helpful in the implementation of the projects and a Tree Trust coordinator was essential to move the projects forward and coordinate communication and education with all partners. Tree Trust staff did on site education for students and staff and they were the catalyst to make sure that the needs of all partners were identified and incorporated into the program. Clear descriptions of the project, the youth's role, and the timeline were developed for each service project. All projects were successful and the program was the impetus to continue the program in three of the five schools. It is important that a team of teachers within the school take ownership of the program to make it sustainable. Tree Trust will continue to develop the program and infuse curriculum that will include more teachers and students. The students will become Junior Tree Care Advisors and will be assigned a Tree Care Advisor as a mentor for summer advising.

B.2.c. **Materials:** Additional funding for plant materials was obtained through MnReleaf and through student fundraising efforts. The students were capable of organizing fundraisers, soliciting money from local business and organization groups and student contacts. Continued programming was supported by local organizations, foundations and corporations. Hormel Foundation and Blandin Foundation have continued support to their local schools and we are raising funds to continue to develop this into a school to work program. We are working with the Minneapolis High Schools to develop a year long program and we will solicit to various corporations and foundations for this project.

B.2.d. **Budget**  
Total Biennial LCMR Budget: \$16,750  
LCMR Balance: -0-  
MATCH: N/A  
MATCH BALANCE: N/A

B.2.e. Timeline:	7/95	11/95	4/96	7/96	11/96	4/97	6/97
SERVICE PROJECTS & DOCUMENTATION				—		completed	

B.2.f. **Workprogram Update:** All projects were completed and were successful. Landscaping projects included: Habitat for Humanity, Skyline Towers, J.J. Hill Elementary, Riverside Elementary, Grand Rapids Mississippi Riverfront Park, Osseo High School campus, Austin High campus, St. Clair High campus and City park, Rochester Extension Service, Byron School, Grace Lutheran Church, Holy Spirit School. Partnerships were established and supported.

B.3 **Activity: Recognition and Job Placement.** Participants in the program were recognized with certificates and most projects incorporated a celebration. Public relations efforts included press releases about the projects and the youth. Articles were

written for local newspapers, schools news, and television coverage highlighted the projects. In many cases technical assistance came from the local media. Youth in the metro area received an opportunity for employment at Northern States Power working on a Tree Trust crew in partnership with the Greening the Great River project. Employment wages were covered by NSP and Tree Trust. Letters of recommendation were supplied to youth upon request and employment opportunities were created with local nurseries and business.

**B.3.a. Context within the project:** This culminates the Activities B.1 and B.2 which have given the youth skills to use for employment. Phase II (Objective B) evaluation will influence the content of the publications in Phase III (Objective C).

**B.3.b. Methods:** The accomplishments of the participating youth, teachers, schools, and local organizations were recognized through one or more events and through news releases. The TCTTI provided priority placement for participating youth in their existing summer youth employment programs. Selected youth, teachers, schools, mentors, community volunteers, etc. will receive a post project evaluation questionnaire.

**B.3.c. Materials:** No materials nor equipment will be purchased with LCMR monies.

**B.3.d. Budget**  
Total Biennial LCMR Budget: \$4,850  
LCMR Balance: \$0  
MATCH: N/A  
MATCH BALANCE: N/A

<b>B.3.e. Timeline:</b>	7/95	11/95	4/96	7/96	11/96	4/97	6/97
RECOGNITION EVENTS (Copies of press releases and event agendas.)				xcompleted			
JOB PLACEMENT DOCUMENTATION (A list of youth placed in jobs.)					completed		
PHASE II EVALUATION (Objective B documentation and evaluation report.)			—	xcompleted			

**B.3.f. Workprogram Update:** We have completed section B.3f. The program has been completed. Final reports have been submitted to the Minnesota Dept. of Natural Resources for those projects funded by LCMR ReLeaf funds.

C. Publications

**C.1 Activity: Publication Design and Writing.** Drafts of three publications (*Youth Notebook, Teacher's Manual, Program Guide*) will be produced.

**C.1.a. Context within the project:** Urban Forestry Science curriculum was developed and projects were implemented. Funding was not sufficient to develop a Youth notebook, Teachers manual or program guide. We will continue to develop this program with private funding but with the initial cut in our request, the restriction of ReLeaf dollars for plant materials only and the time consuming project implementation and science curriculum development we were unable to provide publication about the program. It should also be noted that there is not a "cookie-cutter" approach to these types of programs. We provided the template and structure that accommodates individual school development. These types of programs are very time consuming but show the students that what they learn in the classroom can be applied practically in their community. It integrated curriculum, people, places and partners. Students achieved the following skills: leadership, technical, team building and life skills for organizing, and implementing projects. We are confident that when this program is fully developed it will be a national model of a school to work program that meets graduation standards, incorporates Service Learning and Community Outreach and connects students with internships and jobs. The

project shifted from the original but the shifts came from identifying the needs, resources and wants of teachers, students, parents and potential employers.

**C.1.b. Methods:** This program will be an elective at South High in Minneapolis in the third trimester of the 1998 school year. The curriculum has been reviewed by students and teachers and modifications have been made. This curriculum will be supported by technical advisors from Tree Trust and additional curriculum will be written to support the expansion of this program/. We continue to work with the following high schools: Austin, Grand Rapids and Cambridge Isanti Senior High

**C.1.c. Materials:** No materials nor equipment will be purchased with LCMR monies.

**C.1.d. Budget**  
Total Biennial LCMR Budget: \$14,960  
LCMR Balance: -0-  
MATCH: N/A  
MATCH BALANCE: N/A

<b>C.1.e. Timeline:</b>	7/95	11/95	4/96	7/96	11/96	4/97	6/97
PROTOTYPE PUBLICATIONS (Science Curriculum)						Xcompleted	

C.1.f. Workprogram Update

**C.2 Activity: Review, Revisions, and Reproduction.** Curriculum was reviewed by students, teachers and urban forestry consultants.

**C.2.a. Context within the project:** The publications developed in Activity C.1 will be improved and made ready for distribution in C.3.

**C.2.b. Methods:** We will be meeting the Dept. for Children & Family Learning about the programs curriculum development. magnitude in their school.

**C.2.c. Materials:** No materials nor equipment will be purchased with LCMR monies.

**C.2.d. Budget**  
Total Biennial LCMR Budget: \$6,710  
LCMR Balance: -0-  
MATCH: N/A  
MATCH BALANCE: N/A

<b>C.2.e. Timeline:</b>	7/95	11/95	4/96	7/96	11/96	4/97	6/97
FINAL PUBLICATIONS							—X

C.2.f. Workprogram Update

**C.3 Activity: Publication Distribution and Final Report.** The publications are distributed and final reports prepared.

**C.3.a. Context within the project:** All the results from previous steps are compiled and finalized.

**C.3.b. Methods:** Distribution of the publications will include one set for each state urban forest council, copies for participating schools and project sponsors, copies for selected school programs across the state, plus copies for those ordered by the first printing cutoff date. The final project report will be prepared describing the project methodology, results, and evaluations by participants and outside advisory panels

**C.3.c. Materials:** No materials nor equipment will be purchased with LCMR monies.

C.3.d. Budget  
Total Biennial LCMR Budget: \$2,240  
LCMR Balance: -0-  
MATCH: N/A  
MATCH BALANCE: N/A

C.3.e. Timeline:	7/95	11/95	4/96	7/96	11/96	4/97	6/97
DISTRIBUTION PLAN							X
_____X (a list of who received publications) FINAL PROJECT REPORT (a report summarizing the whole program)						_____X	

C.3.f. Workprogram Update

VI. Evaluation: Panels of national professional and local youth advisors were set up to review the initial program design, pilot projects, and the publications. As described in the methodology above, each step of *TREES for Teens* will be documented and each phase of the program will be evaluated by a cross section of program participants. Complete documentation and evaluation will be included in the final report and the results will influence the content of the publications. Measures of success will include responses on evaluation forms, including satisfaction of youth participants and the summer employers. The youth in this program will gain skills and experience in decision-making, they will accomplish real world projects, and their commitment to their communities will increase through the respect they gain by contributing their new skills. The program will assist schools in meeting their community service requirements. It will improve high school curriculum by showing how communities and their trees are part of ecosystems and the roles youth can play in community-based efforts to plant and care for trees.

VII. Context within field: When completed the *TREES for Teens* program will be a national model of a school to work program that integrates service learning, community outreach, life skills, partnerships and project implementation. It is targeted to be a full year elective at schools and will link students with internships and employment. It has provided teachers with the resources and assistance so that they can learn and teach students about urban forestry and the importance of their contributions in their communities. It builds upon existing programs being carried out by members of the Project Team, in particular the Tree Trust's Youth Employment and Time for Trees (school environmental education and outdoor learning center implementation) programs and the Minnesota Extension Service's Tree Care Advisor Program and the LCMR ReLeaf program and Conservation Partnership Grant program. The program links various state and private programs to maximize efforts and create partnerships for sustainable communities. What is planned through *TREES for Teens* will complement and not be redundant with what exists now or is planned for 1995-96 through other programs including *Project Learning Tree*, *Growing Together Program/The School Gardener* (National Tree Trust). Most of the curriculum materials related to urban forestry are for K-8 or they are of a more general nature. Project Learning Tree will be releasing in 1995 and 1996 eight high school level environmental education modules dealing with different, broader environmental issues. MnDNR is developing materials to supplement Project Learning Tree which are the Primer and Discovery Guide for Minnesota Forest Resources. Each of these materials are very distinct from what is proposed for TREES for Teens. In contrast to the approaches and materials available, TREES for Teens is much more explicitly intended to give youth skills and practice in the tools and techniques of arboriculture (tree planting and care) such that they can competently go out and implement real projects. Other curriculum tends to expose them to environmental principles, while TREES for Teens will give them confidence and skills in how each of them can actually do something specific to improve their environment. This program was significant in creating curriculum and opportunities for schools, potential employers, partners, technical advisors, volunteers, teachers and students to make a great impact in their communities and in their own lives.

VIII. Budget context: *TREES for Teens* will begin on July 1, 1995. The total budget for *TREES for Teens* through June 30, 1997 is projected to be \$184,255. In addition, to the LCMR monies, the following contributions are expected (given in \$ equivalents). These figures do not include office supplies and equipment, copying, phones, etc. which will be provided in kind by each participating organization.:

	<u>materials</u>	<u>staff &amp; volunteer time</u>
TCTT	6,000	5,000
U of Mn		14,610

DNR	350	17,720
Schools		
School Materials	6,000	
School Staff		8,520
School Youth		5,520
Service Projects		
Service Projects Materials	2,500	
Service Project Staff		8,460
Service Project Volunteer	2,550	
Tree Care Advisors		26,355
Other		
National Advisory Panel		2,520
Youth Advisory Panel		980
Environmental Education Program Team		2,190

IX. Dissemination: The plans for developing an exhibit to publicize the program and publications as well as the plan for distributing the information are described in the methodology under Objective C.

X. Time: The *TREES for Teens* pilot program and each of the products listed will be completed by June 30, 1997.

XI. Cooperation: *TREES for Teens* is being done cooperatively by the Twin Cities Tree Trust (TCTT), the Minnesota Department of Natural Resources Forestry Division (DNR), and the University of Minnesota - Minnesota Extension Service/Forest Resources (U of Mn). The following staff commitments are listed in percent of full time equivalent for two years including both LCMR and non-LCMR funding of position.

				Obj A	Obj B	Obj C	Overall
Twin Cities Tree Trust							
President (Program Manager) (Kirk Brown)	1%	1%		1%	3%		
Program Coordinator (Janette Monear)		5%	6%	3%	14%		
Project Coordinator (Contract)	6%	5%	7%		18%		
School Coord. (Contract)	5%	3%	4%		12%		
University of Minnesota - MN Extension Service/Forest Resources							
Extension Educator (Gary Johnson)		6%	3%	8%	17%		
Extension Educator (Stephan Carlson)		3%	2%	3%	8%		
Department of Natural Resources - Forestry Division							
Urban Forestry Volunteer Coord. (Ken Holman)		3%	2%	1%	6%		
5 Field Foresters (% each person)		1%	1%		2%		
Graphic Designer (FTE)		2%		4%	6%		
Participating High Schools							
5 Teachers (% each person)		1%	1%		2%		

XII. Reporting Requirements: Semiannual six-month Work program update reports will be submitted not later than January 1, 1996, July 1, 1996, January 1, 1997, and a final six-month Work program update and final report by June 30, 1997.

XIII. REQUIRED ATTACHMENT:

1. Qualifications:
2. Project Staffing Summary: Return one copy of the enclosed project staffing form.

*TREES for Teens* Project Team  
**OVERVIEW OF QUALIFICATIONS**

Kirk M. Brown has been President of the Twin Cities Tree Trust since 1982. During this time, the Tree Trust has grown to be a nationally recognized leader in community-based forestry and the employment and training of economically challenged and/or special needs youth and adults. In 1993, the Tree Trust had a budget of \$2.9 million and employed over 2000 people. In addition to his experience with Tree Trust, Mr. Brown is Treasurer and co-founder of the Alliance for Community Trees (a national support network for non-profit organizations dedicated to urban and community tree planting, care, conservation, and education). He is also President Elect of the Minnesota Society of Arboriculture, was chair for five years of MSA's Program and Education Committee, and a founding member of the City of Roseville Tree Advisory Board.

Janette Monear is Education Program Director for the Twin Cities Tree Trust where she developed the Time for Trees program. She directs the Tree Trust's efforts to organize community forestry programs for youth and adults. Ms. Monear provides classroom instruction in public and private schools and helps schools plant outdoor environmental learning labs. Her educational outreach efforts have resulted in many partnerships from securing utility company sponsorship for the Time for Trees Program to grassroots work through which people are empowered to take ownership of their projects. Ms. Monear's diverse background contributing to the program includes seventeen years in banking and finance as Assistant Director for Advertising and Promotion for the Cedar Rapids Merchant National Bank. Also, as Program Coordinator for Minnesota Extension Service/Anoka County she developed and implemented the oak wilt suppression program.

Gary R. Johnson (professional vita attached) is an ISA Certified Arborist and has been a University educator for sixteen years, including faculty appointments at the University of New Hampshire, the University of Maryland at College Park, and the University of Minnesota. Currently, he is an Extension Educator and Associate Professor with the Minnesota Extension Service/Department of Forest Resources at the St. Paul campus of the University of Minnesota. His experience in curriculum development includes being Curriculum Chair for Horticultural Technology at the University of New Hampshire (1980-82), developing and implementing the Urban Forest Management curriculum at the University of Maryland (1987-92), and Chair of the Minnesota Shade Tree Short Course Conference (1992-94). Mr. Johnson developed and implemented the Tree Care Advisor Program through the Minnesota Extension Service and serves as its primary instructor and administrator.

Ken Holman is the State Urban Forestry Volunteer Coordinator with the Department of Natural Resources. Since completion of a BS in Forestry at the University of Minnesota, Mr. Holman has fifteen years of diverse professional experience in urban forestry. He has worked for the Twin Cities Tree Trust, was city forester for Green Bay, Wisconsin, and was a shade tree program specialist for the Minnesota Department of Agriculture. Currently, he chairs Minnesota's Arbor Month Partnership and has facilitated urban forestry projects with many inner city schools and community organizations.

**Additional technical experts involved:** Dr. Kathy Widin, Dr. Peter Bedker, Katie Himanga, Consultants, Doug Courneya, Olmstead County Extension Service, Gail Steinman, Darrick Unger, Jeffrey Borst, Mark Wever, Tammy Dickinson, Norm Champ, David Hawes, Doug Jones, Emily Wright, Tree Care Advisors. Professionals, Dick Liebbrand, Alix Dvorak (student).