

# Progress Report - Campus Sustainability Fund

Thank you for submitting a Progress Report for your Campus Sustainability Fund grant! We look forward to hearing about the advancements of your project.

Progress Reports are due the first week of every March, May, August, and December for the duration of the project. This link will open at the start of the week. Progress Report due dates for 2022: May 6th at 5PM and August 5th at 5PM.

Please be aware of the responses minimums and maximums for each question. While this form does not enforce our minimums, we strongly encourage following them. Should we feel that not sufficient information is provided, the Committee might request a new submission.

Should your project not yet have progress to report in some areas, you may type "No progress or updates to report." However, this will be vetted by Committee Members. If you have no progress to report, that should be made evident in meetings with the Committee Member who is your direct contact.

Should your project already be completed, please note in your responses to "Next Steps" and "Progress Support" that neither questions are applicable considering your project's timeline.

Uploading photos is required for Progress Reports - if you have no photos to share because your project has not yet begun, please omit.

Email \*

elenagreenberg@arizona.edu

Project Manager Name \*

Who is submitting this Progress Report?

Elena Greenberg

Project Name \*

Action Projects for Pollinators

Project Subaccount Number \*

20623231

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Project Summary Snapshot \*

Please copy and paste the "Summary Snapshot" you provided in your project application. Responses are limited to 800 characters (~60-100 words).

Every Spring, the Bio/Diversity Project aims to facilitate meaningful environmental science projects at our partner school sites. We call these Action Projects, which are essentially capstone projects that address relevant environmental needs concerning biodiversity in our region. Action Projects can take the form of a pollinator school garden, a pollinator ArcGIS StoryMaps website or the construction of bat houses, bee homes, or bird feeders. UA interns and the students they teach collaborate to create these Action Projects, increasing their abilities with environmental projects and cultivating positive, inclusive experiences with environmental advocacy.

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## Requested Metrics \*

Please add your project's metrics and their most recent number or response here.

# of students reached/ participants in the creation of the Action Projects - Direct # of K-12 participants: 436; # of K-12 students indirectly reached through the high visibility of these projects: 2,500

Quotes/ experiences from the student interns in the classrooms - "The bird feeders gave students a chance to have a physical memento of my lessons and time with them and it will (hopefully) help them foster a sense of identity with local birds and wildlife." "They had the opportunity to see how people that share similarities to their demographics have made an impact on the scientific community and feel empowered to pursue their career field of choice."

Quotes/ experiences from the 2 student leads on how the experience affected them professionally/ personally. - "This whole process helped me build up my confidence, a lot...yeah, so it was really exciting in the beginning, but also really scary...but over the course of the semester i've grown more comfortable doing these activities and...having these experiences...and so i've grown more confident in my own skills in supporting interns and being able to speak to the teacher, the partner, and give presentations... and so I've gained a lot more confidence in that sense, both in a professional standpoint and a personal standpoint to speak to people." "I would say it gave me a lot of project planning and facilitation experience... It's really helped me develop like we said earlier, a bunch of skills. But also, just like a grasp of how like how projects are run and how they can be managed and how to better manage for the future and just all the little things that you plan for when you go into a project and, you think, it's more than that, so it's...showed me like the reality of it. I have a way better grasp of how projects might go in the future, how to better support people who are going to go through these projects in the future."

What skills did the intern support specialists gain? - Student workers who supported interns gained skills in problem solving, risk management, strategic planning, and program evaluation.

# of people in core project team involved in planning and execution of project -  
1 staff member; 2 student workers; 16 student interns

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## Project Accomplishments \*

Please describe what aspects of the project have been accomplished. Be as descriptive and specific as possible. Responses must be 500 characters at minimum and no longer than 2,000 characters, spaces included.

Examples of accomplishments could include: Held 4 public meetings totaling 130 attendees; Transitioned 300 square feet of dirt into usable garden space and signed on 14 community garden volunteers. Other examples of accomplishments could include sharing a confirmed schedule of events, the connections/contacts that have been established, or providing an update on an FM quote.

Action Projects fostered a greater sense of belonging within sustainability issues for both UArizona students and K-12 students who are traditionally underrepresented in the environmental fields:

83% of partner teachers stated that Action Projects fostered their K-12 students' sense of belonging.

"I think that the action projects...made them aware of how they can play a role, actively play a role, in these animals' well-being and lives... I believe it opened the door to further investigation, further interaction with environmental science projects." -K-12 Partner Teacher

"Relating to our native Southwest and the Sonoran desert, this is where the students live, this is where they've grown up, this is where a lot of their heritage is...it brings them back to 'I am part of this community, I am part of this science field...there a place for me in this field.'" - K-12 Partner Teacher

100% of UArizona interns said that Action Projects offered the ability to make a positive difference in the Tucson community, increased their positive science identity, and provided greater momentum to participate in environmental advocacy.

"I think [action projects] helped students come out of their comfort zones in a positive way and helped them to see themselves as having an impact on pollinators and the environment." -Bio/Diversity Project Intern

Action Projects provided opportunities for workforce readiness and professional development for UArizona students:

Interns gained leadership skills, science communication skills, time management, and public speaking skills.

Student workers who supported interns gained skills in problem solving, risk management, strategic planning, and program evaluation.

## Next Steps \*

Please detail the next steps for your project, numbering each step. (ie, 1. Connect with X Department to collaborate on the event, 2. Contact the catering options to confirm pricing, 3. Interview candidates for internship). If your project is completed, you can note "Project is Completed." Responses must be 500 characters at minimum and no longer than 2,000 characters, spaces included.

Our project has concluded. No next steps are necessary.

## Challenges Faced \*

Please identify and describe any obstacles/roadblocks you or your team have experienced, and detail how you've managed them/ will manage them. Should your project already be completed, please note what challenges you faced and what you would do differently. Responses must be 500 characters at minimum and no longer than 2,000 characters, spaces included.

This project has concluded and we did not experience any significant roadblocks or challenges with this project. Program evaluation demonstrated to program staff that K-12 partner teachers, UArizona student interns, and student workers were overall very satisfied with their participation in the Action Projects. Two partner teachers mentioned wanting more time for their students to work on the Action Projects because of the value that they present in the classroom. In the future, Action Projects can be scaled up in order to make this possible. Across the board, K-12 partner teachers noticed the positive impact of the action projects. One partner teacher stated, "I think it was really good for them to see people closer to their age and female doing science... I thought that was really good, especially for the girls to be able to see, like, 'hey this is possible, this is something you can do.'"


## Project Support \*

Can the CSF support you in addressing any roadblocks you've encountered? How else can the CSF support your project? Responses must be 500 characters at minimum and no longer than 2,000 characters, spaces included.

Our project has concluded. No project support is necessary.

## Photos

Please upload or provide link (below) to relevant photos. Providing photos to your project is required. Please include event photos, any and all relevant photos, as well as flyers or advertisements.

 Bird Feeders\_4th...

## Photo Link

Please copy hyperlinks to photos here should you not be able to individually upload photos. Please include event photos, any and all relevant photos, as well as flyers or advertisements.

<https://drive.google.com/drive/folders/1zLtZUrYfmKZT0FpUH0uDTdE2vYGtEEVq?usp=sharing> ; Digital Stories are also available to view here: [https://youtube.com/playlist?list=PL70kAXf\\_kOrKCOq1KZ-qsdinYcgQ6Kqhd](https://youtube.com/playlist?list=PL70kAXf_kOrKCOq1KZ-qsdinYcgQ6Kqhd)

## Media/Links

Please include links to any media coverage or events information (e.g. news, social media, websites, interviews, etc.)

Our annual report will be available to view soon. <https://wise.arizona.edu/>

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This form was created inside of University of Arizona.

Google Forms