

### Section 1. Organizational Information

Organization Name

Mailing Address

City  State  Zip

Authorized Officer for this Grant

Individual's Email Address

Individual's Title

Individual's Phone Number

Have the grant funds been fully expended?

Yes

No

If "No," stop here and contact The Joanna Foundation for consultation.

### Section 2. Grant Summary

Start Date (date on p.1 - mm/dd/yyyy)  Grant Amount

Project Title

Overall Purpose (select one)

Operating support

Matching funds

Administrative/technical support

Capital campaign

Seed money/startup funds

Facilities/equipment

Specific project/program  (insert title or one sentence summary below)

Were major changes made to the project after the grant was received? Yes  No

If "Yes," please explain why and summarize the changes as part of your Summary of Impact.

### Section 3. Summary of Impact

Separately, using software of your choice, write a concise summary of how the grant helped achieve the objective of the request. For example, you may mention activities to date, progress toward milestones, participation by volunteers, partners or audience members, and/or significant achievements. You may use metrics to show change or anecdotal examples to illustrate impact. You may use bullets or lists. Describe the difference that The Joanna Foundation grant made to your organization in this time frame. We recommend one page of text or less. You may add items that showcase your work, such as a photo, graphic, chart, media article, testimonial, or link to a short video.

**When you are satisfied with your draft, save your Summary of Impact in pdf format, attach any additions, insert your material after this page, and submit the combined file (consisting of this 2-pg form + your materials) as a single pdf file.**

Joanna Foundation – Interim Report 3-31-24 \$1,500

Funding (\$1,500) was received from the Joanna Foundation to support the Friends of Charleston National Parks (FCNP) Kids to the Parks (KTP) Program which enable students in Charleston Area Title One Schools to take field trips to Fort Sumter National Park which introduce them to the South Carolina history of this time-period. During the January-February program, with additional support from the National Parks Foundation and local foundations such as Joanna, the KTP program served over 400 students and 30+ teachers and parents.

**Goals and objectives:** The KTP program directly serves and interacts with the community through working collaboratively with Charleston area Title One schools. The KTP objectives include the following: (1) Align with classroom curricula: SC public school students study SC history in grade 4. Visiting Fort Sumter while learning about the civil war has proven to be a very effective tool to enhance traditional classroom instruction. The narrative of the NPS park rangers is geared towards inclusive storytelling as they tell the history of this time-period. (2) The KTP encourages health and wellness through outdoor recreation, The field trip is an outdoor educational experience which includes a ferry in Charleston Harbor and outdoor learning activities at Fort Sumter. (3) The program also fosters future outdoor stewards as these trips to Fort Sumter are done in conjunction with classroom learning and are the catalysts that spark excitement and in learning about history and the Lowcountry area. The students also receive Every Kid Outdoors (EKO) park passes to encourage continues engagement with the outdoors.

**Activities:** The KTP program included the following activities during the January-February 2024 program: Two NPS Rangers visited the classroom on a pre-trip classroom visit to set up expectations and to provide context. Following the field trip, the Rangers returned to the classroom and led group discussions and played a game regarding stewardship which touched on climate change. Each classroom received a certificate, a book on Robert Smalls and students were given their EKO 4th grade passes. During the field trip which included a ferry ride to Fort Sumter, the highlight was being outside and experiencing the power of place. The dolphin sightings were plentiful. The students were engaged in the Robert Smalls story and were fascinated to see the fingerprints in the fort's bricks, made by enslaved children. The stations incorporate leadership, bravery, and the power of knowledge. The students responded favorably as did the lead teacher and lead assistant.

Monitoring of school participation is tracked by the FCMP Executive Director and the CCSD. A report on teacher reviews will be available at the end of program. There were no recommendations from CCSD staff or chaperones that needed to be incorporated at this time.



*Please click on each pin to view photos!*