



Kentucky Green Schools Mini-Grant Contract Agreement

Addressing Climate Literacy, Urban Forestry & Tree Canopy Coverage in Schools

This agreement is between **Western Middle School for the Arts (R5D3NH1SNPA7)**, at 2201 West Main Street, Louisville, KY 40212 and the **Kentucky Association for Environmental Education (KAEE)** located at PO Box 2739 Elizabethtown, KY 42702. Funding for this project is provided by the Inflation Reduction Act and the USDA Forest Service, Urban and Community Forestry Program in partnership with KAEE (Grant 24-DG-11083150-545). In accordance with Federal law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, disability, and reprisal or retaliation for prior civil rights activity (not all prohibited bases apply to all programs). KAEE and USDA are equal-opportunity providers.

Deliverables

Western Middle School for the Arts agrees to complete the deliverables as indicated in their approved grant proposal, included as Exhibit A to this agreement.

Payment

The **Western Middle School for the Arts** shall receive one hundred percent (100%) of the grant funds of up to two thousand five hundred dollars (\$2500) upon submission of the final report and receipts. Reimbursement may also be requested throughout the grant period with the submission of receipts.

Use of Grant Funds

Any funds associated with this project must be used to promote and advance activities associated with green schools. Any money associated with this project may not in any way be used to promote advocacy programs or issues. Additionally, project monies cannot be used to lobby or to urge support for or against legislation, nor can funds be used to reach positions upon which such action would be based.

Western Middle School for the Arts shall submit a record of expenditures incurred for the performance and completion of this Agreement with the final grant report. **Western Middle School for the Arts must submit copies of receipts** for verification of expenses.

INDIRECT COSTS. Subgrantee agrees to use the de minimis indirect cost rate of 10% of modified total direct costs (MTDC) as allowed under 2 CFR 200.414 (f).

AUDITS. Subgrantee shall permit Grantee, the awarding Federal agency, and their respective auditors to have access to the Subgrantees records and financial statements as necessary to meet Grantee's obligations under the Grant. Subgrantee acknowledges that the Forest Service reserves the right to disallow and recover an appropriate amount after fully considering any recommended disallowances after audits. Subgrantee shall be responsible for repayment of any and all applicable audit exceptions, which may be identified by Grantee and/or the Forest Service or their designated representatives and are material and adverse in nature to the Forest Service as to create an audit disallowance.

Federal Guidance. Subgrantee is subject to the OMB guidance in subparts A through F of 2 CFR Part 200, as adopted and supplemented by the USDA in 2 CFR Part 400. Any sub-award must follow the regulations found in 2 CFR 200.331

through .333.

Non-discrimination

Western Middle School for the Arts agrees that under the Federal Civil Rights Acts, no part of this Agreement shall be performed in a manner which illegally discriminates against any person on the basis of race, color, religion, creed, political ideas, sex, age, marital status, physical or mental handicap, or national origin.

Acknowledgment

Western Middle School for the Arts agrees to acknowledge funding for this project is provided by the Inflation Reduction Act and the USDA Forest Service, Urban and Community Forestry Program in partnership with KAAE the Kentucky Association for Environmental Education whenever **Western Middle School for the Arts** writes an article, press release, curricula, or conducts a training workshop in conjunction with projects covered by this Agreement.

USE OF FOREST SERVICE INSIGNIA. Subgrantee shall not use the Forest Service insignia on any published media, such as a Web page, printed publication, or audiovisual production, without explicit permission of Grantee after Grantee has obtained such permission from the Forest Service's Office of Communications (Washington Office).

DEBARMENT AND SUSPENSION. Subgrantee shall complete and execute USDA form [AD-1048](#), Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion, Lower Tier Covered Transactions, and deliver same to Grantee. Subgrantee shall immediately inform the Grantee if they or any of their principals are presently excluded, debarred, or suspended from entering into covered transactions with the federal government according to the terms of 2 CFR Part 180. Additionally, should Subgrantee or any of their principals receive a transmittal letter or other official federal notice of debarment or suspension, then they shall notify Grantee without undue delay. This applies whether the exclusion, debarment, or suspension is voluntary or involuntary.

GRANT AWARD COMPLIANCE. Subgrantee has received a copy of [Attachment A](#) and agrees to abide by all requirements and obligations with respect to the Grant funds as set forth therein, all of which are incorporated herein by reference as if set forth in their entirety.

Reporting

The project manager for the recipient school agrees to submit reports by email as follows:

INTERIM REPORT. Submitted by March 6, 2026.

A short email statement that implementation has progressed as planned, or explain any unexpected difficulties or setbacks. Include a brief summary of progress to date.

FINAL REPORT. Submitted by May 15, 2026.

Final reimbursements will not be awarded until the final report and all receipts have been submitted and approved by the grant coordinator. The final report must briefly but clearly describe what happened during the project. It must include the following information:

- a. A brief summary or overview of the project and accomplishments.
- b. If applicable, reasons why established outcomes were not met and/or why you deviated from the original work plan.
- c. A description of how activities were performed (i.e. give detailed methodologies used).
- d. Estimated impact of this project (i.e., number of students and/or educators reached annually)

Send interim and final reports and appropriate documentation to Perry Thomas, perry@kaee.org.

Signatures

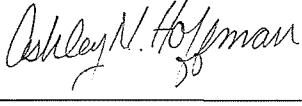
Western Middle School for the Arts/Jefferson County Board of Education dba Jefferson County Public Schools

Date: _____

Signature

Dr. Brian Yearwood
Superintendent

Kentucky Association for Environmental Education



Date: 12/18/2025

Signature

Ashley Hoffman
Executive Director, KAAE

Exhibit A

Application

Addressing Climate Literacy, Resilience, & Tree Canopy Coverage in Schools

Overview

PK-12 schools located in disadvantaged communities throughout Kentucky are encouraged to participate in the Kentucky Green Schools program, which is designed to inspire students to develop environmentally friendly behavior and to feel empowered to take active steps toward creating a greener and healthier world—starting with their local environment at school. Funding for this project is provided by the USDA Forest Service, Urban and Community Forestry Program in partnership with the Kentucky Association for Environmental Education ([KAAE](#)).

KAAE will award grants up to \$2500, to elementary, middle, and high schools that are registered in Kentucky Green Schools, to **support initiatives that address urban forestry and tree canopy coverage within the school grounds**. This can range **from tree plantings and maintenance to forestry education initiatives**.

Projects must account for how schools will use one of the [KGS investigations](#) to identify a forestry-related need at their school and how funding will be used to meet that need. To identify a need, teachers should have students complete one of the KGS Investigations, such as the School Site Investigation (which is a perfect fit for this funding), and then determine what school improvement project they would like to implement. From there, the students can work with their teacher to put together a proposal for funding to address that need.

System for Award Management (SAM) Registration

The school or school district awarded funds under this agreement will be **required to have an original Unique Entity Identifier (UEI) in the System for Award Management (SAM)** for receipt of final payment. For purposes of this agreement, System for Award Management (SAM) means the Federal repository into which an entity must provide information required for the conduct of business as a Cooperative. Additional information about registration procedures may be found at [www.sam.gov](#). Applications for funding will be accepted without the UEI number, as long as registration for the UEI has been submitted.

Eligibility

To be eligible for funding, schools must either be 80% or more free and reduced lunch or be located in a disadvantaged community by using the [Climate and Economic Justice Screening Tool \(CEJST\)](#), a geospatial mapping tool designed to identify disadvantaged communities. Please check your status by inputting your school address into the tool.

Submission

Please submit your proposal to Perry Thomas, perry@kaee.org, no later than November 26, 2025. Grant awards will be announced by December 19, 2026.

Application

Addressing Urban Forestry & Tree Canopy Coverage in Schools



Contact Information

School or School District:	Western Middle School for the Arts / Jefferson County Public Schools
UEI Number:	R5D3NH1SNPA7
Project Manager:	Steven Rahe
Phone:	Main: 502-485-8345 / Cell: 502-718-9240
Address:	2201 West Main Street, Louisville, KY 40212
Email:	steven.rahe@jefferson.kyschools.us

Mailing Address (for payments):

Project Purpose

2201 West Main Street, Louisville, KY
40212

Tree Plantings and Maintenance:

Please briefly explain your project and indicate how it will use the green schools investigations to address forestry related initiatives and/or tree canopy coverage within the school grounds (2-3 sentences).

Our project aims to plant and care for native trees in the outdoor classroom areas of the school grounds that have little to low tree coverage, helping to create more shade, improve biodiversity, and make outdoor classroom spaces more accessible and inviting! Students will use data from their Green School investigation-- like observation of current trees, measuring and tracking wildlife diversity-- to decide the best places to plant and which species to choose, and why. In addition to the main planting area (outdoor classroom space) we plan to add small native trees and bushes to the front garden to create additional green space that is not only welcoming, but can be used alongside the other outdoor areas for outdoor learning experiences.

Project Description

Please provide a detailed summary of your project and the activities you plan to undertake (2-3 paragraphs).

This project will bring together multiple student and volunteer groups-- WMSA student ambassadors, Gardening Club, Beta Club, PTSA volunteers and science classes-- to create a healthier, greener and more welcoming school environment. Students will use their Green Schools investigation data to identify areas with no/low tree canopy , evaluate sunlight and soil conditions, and determine where native trees and shrubs can thrive. Science classes will extend their learning outdoors through lessons on matter cycling, photosynthesis, ecosystems and biodiversity, allowing students to connect classroom content directly to the plantings and the ongoing maintenance.

In addition to planting native trees in the back, outdoor classroom area to increase shade and support wildlife, we will enhance the front native garden by adding small native trees and shrubs to create a visually appealing and inviting space for students, staff, families and visitors. These improvements can encourage more outdoor learning, studying and hands-on stewardship, giving students an opportunity to contribute to their school community in a sustainable way. With the help of community partners, students will take part in site preparation, planting, mulching, watering and long-term care, building a sense of ownership and understanding of how collective action can improve school grounds. Arts integration-- nature journals, student designed signage, art pieces inspired by outdoors-- will support student expression and deepen their connection to the school community, nature and the overall project.

Through these activities, students will not only help expand tree canopy coverage, but also develop the skills and confidence to design, maintain and advocate for sustainable, student-centered outdoor spaces on our school grounds.

Green Team Summary

Please have your student green team provide a summary of the investigation they completed and how their data supports the action project they proposed (1-2 paragraphs).

A student collaboration between Gardening Club, Student Ambassadors, 7th grade science classes, and BETA club spent time observing how our school grounds are used and what opportunities we have for learning outside. Through Gardening Club's work in the raised beds and 7th grade outdoor science class lessons, we noticed that our school grounds have very limited tree variety and fewer shady areas than we thought. We also realized that the front flowerbed, while planted with native species, isn't as visually appealing or welcoming as it could be, which might keep students and staff from using it as a space to gather or learn. These observations helped us recognize some patterns in biodiversity, sunlight exposure and habitat quality around different parts of the school.

From these observations, we saw areas where improvements could be made. The limited trees in our back field means less shade, fewer wildlife habitats and fewer comfortable outdoor spaces for classes, studying or recreation. The lack of diversity in plants, especially trees, also made it harder for our science classes to investigate ecosystems, photosynthesis and matter cycling in meaningful ways. Based on what we observed and learned, we came up with a project to plant more native trees in low-canopy areas and add small native trees and shrubs to the front flowerbed. These additions would increase biodiversity, create more inviting outdoor learning spaces, and make our school grounds healthier, more beautiful and more accessible for everyone!

Implementation Strategy & Timeline

Please provide a timeline of events or milestones for your project using the template provided below.

Event or Milestone	Completion Date
Finalize planting plan with help of Trees Louisville (community partner) using Green Schools investigation observations; identify planting locations, choose native trees/shrubs species, and coordinate student groups (Gardening Club, Student Ambassadors, BETA Club, Science Classes)	January 30, 2026
Prepare the planting sites and begin front gardening improvements. Students complete soil checks, clear debris/clean-up, outline changes in beds and begin small-scale preparations.	March 1, 2026
Submit Interim Report Main planting event: plant native trees in low-canopy areas and install small native trees/shrubs in the front garden. Students begin initial maintenance (watering, mulching, monitoring general plant health) Ongoing maintenance, data collection, student reflections. Create signage with collaboration with arts classes, document growth (science classes) and prepare final observations to share with the school community.	March 15, 2026 April 15, 2026 May 1, 2026

Submit Final Report May 15, 2026

Measurable Outcomes

Success will be measured by completing each project milestone on time, including finalizing the planting plan, preparing sites, and submitting required reports. We will track student participation, document visible improvements to garden beds, and ensure all native trees and shrubs are planted as planned. Ongoing maintenance logs, student reflections, and growth observations will help us monitor plant health and learning outcomes. Final success will be demonstrated through a completed final report with clear evidence of student engagement, interdisciplinary collaboration, and healthy early growth of the newly planted native species.

Budget

Please provide a detailed budget for your project, not to exceed \$2500. Receipts and documentation will be required for all expenses.

Sample budget chart:

Category	Description	Budget Request
Personnel	TreesLouisville's staff with volunteers (mostly provided at no cost).	\$ 120.00
Fringe	NA	\$0.00
Travel	NA	\$0.00
Supplies	17 trees @ \$147.00 per tree (includes trunk guards, green wells, and stakes) Approximately \$107.00 per tree, \$20.00 per water well, \$3.00 per trunk guard, \$10.00 for stakes and twine per tree.	\$ 2,380.00
Contracts	NA	\$0.00
Other	NA	\$0.00
Project Total		\$ 2,500.00

This budget primarily covers the cost of the trees. TreesLouisville will take on the responsibility of designing, acquiring the permitting for, and conducting the planting itself. TreesLouisville may also aid Western Middle School for the Arts, specifically during the Summer months, with watering for the first year - after which the trees should be able to survive on their own. Depending on availability, TreesLouisville may host a volunteer event around this planting to aid in the planting process.

Western Middle School for the Arts 2025 - 2026 KGS Climate Mini Grant Contract

Final Audit Report

2025-12-18

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