



GLOBAL GRANTS COMMUNITY ASSESSMENT RESULTS

Use this form to report community assessment findings to The Rotary Foundation when you apply for a global grant.

Assessing the strengths, weaknesses, needs, and assets of the community you plan to help is an essential first step in designing an effective and sustainable global grant project. See [Community Assessment Tools](#) for full instructions and helpful tips.

This form will help you report the results of your community assessment, and it's required when you apply for any humanitarian or vocational training team grant. Complete a separate form for each beneficiary community (e.g., school, health care system, or village), using information that is both current and specific to each community. Remember, you can't use global grant funds to cover the cost of doing an assessment, but you can use district grant funds.

Beneficiary community or institution

Local, regional, national educational communities

International communities through education of individuals drawn by historical significance of the site and its relative proximity to Yellowstone National Park

Groups in the community that would receive a clear, direct, and immediate benefit from the project

Secondary and post secondary educational institutions.

Beneficiaries' demographic information, if relevant to the project

Elementary and high schools in the Big Horn Basin serve approximately 4000 students, all who could be impacted by increased availability of materials and accessibility of information. Additionally, the local post secondary institution, Northwest College, has 1900 students. Visitors to Yellowstone from other states include educators who frequently take materials from the Heart Mountain Interpretive Center and will have access to additional educational materials including curriculum, website resources and virtual tours, facilitating national impact of this project.

Potential global exposure of this project is evidenced by visitation numbers to Yellowstone National Park,

3.8 million in 2017.

Who conducted the assessment? (check all that apply)

- Host sponsor members
- International sponsor members
- A cooperating organization
- University
- Hospital
- Local government
- Other [Click or tap here to enter text.](#)

Assessment dates

Kim Barhaug, Historical Site Manager of Heart Mountain Interpretive Center, first met with members of the Cody Rotary Local Global Grant Committee on October 12th, 2017.

Meetings were held with Kim Barhaug from Heart Mountain Interpretive Center and high school and local college history departments on November 8th and November 22nd, respectively.

Bruce Eldredge, Executive Director and CEO of Buffalo Bill Center of the West met with Kim Barhaug from Heart Mountain Interpretive Center on November 13th, 2017, with communications as appropriate with members of the Cody Rotary.

What methods did you use? (check all that apply)

- Survey
- Community meeting
- Interview
- Focus group
- Asset inventory
- Community mapping
- Other [Rotary Local Global Grant Investigative Committee](#)

Who from the community participated in the assessment?

Nick Fulton, Powell High School; John Corbin, Cody high School; Ann McKinney, Northwest College; Bruce Eldgredge, Buffalo Bill Center of the West, Cody Rotarians.

List the community needs you identified that your project would address.

1. Access to tangible curriculum addressing the history of Japanese American internment during World War II, including the constitutional issues and social justice implications of this experience
2. Development of global access to the historical site by maximizing access for tourists to Yellowstone National Park through hands-on education with relatively low staffing using further kiosk and educational resource (curriculum, website, virtual tours) development.
3. Ownership and engagement of local students in the historical site.

List any needs you identified that your project would not address.

1. Involvement of elementary age student involvement in the creation of educational resources.
- 2.

List the community's assets, or strengths.

1. Proximity to Yellowstone
2. Already-established cooperative arrangement with Buffalo Bill Center of the West for school-based field trips
3. Recently-established site museum, Heart Mountain Interpretive Center
4. Established staff and volunteer resources to maintain project

Considering the needs and assets you listed, explain how you determined the project's primary goal.

The project's primary goal Train the trainer
Tourist destination – individual teachers visiting, able to deliver tangible curriculum
Local Yoing people taking responsibility/ownership

How would your project's activities accomplish this goal?

The Project would focus on the training of local high school, and statewide post secondary educators who would team with the HMIC and local Rotarians to help educate others through site improvements and through website and virtual tour development.

What challenges have prevented the community from accomplishing the project's goals?

Funding to jumpstart this project
School district budget cuts limiting visitation to the site

How is the community addressing these challenges now?

Free admission for schools is currently offered through other grant sources.

Why are the project's activities the best way to meet this community need?

It is a relatively low-cost project that will have local, national and global impact on peace and conflict resolution.