

Santa Clara Valley Open Space Authority

2017-2018 Measure Q Urban Open Space Grant Program

1/12/2018 deadline

Marine Science Institute Discover Our Bay and Coast

\$ 30,000.00 Requested
\$ 49,161 Total Project Cost

Submitted: 1/12/2018 10:45:26 AM (Pacific)

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EIN 94-1719649

B. Project Description

Project Overview

1. Grant Category (check all that apply)

- Environmental Stewardship and Restoration
- Parks, Trails, and Public Access
- Environmental Education
- Urban Agriculture / Food Systems

2. What type of project is this (check all that apply)

- Capital improvement
- Planning
- Program

3. Project Location: Address

If the project will be in multiple locations, please list all addresses. If there is no street address, please describe the area(s).
Primary project location is MSI facility at 500 Discovery Parkway, Redwood City, CA. Discovery Voyages leave from our pier to enter the San Francisco Bay. We voyage between the Dumbarton Bridge and the San Mateo Bridge.

Other programs take place at:

- Redwood Creek and Bair Island National Wildlife Refuge.
- Pescadero State Beach, CA.
- Pillar Point tidepools, Half Moon Bay, CA.
- Stulsaft Park on Arroyo de Agua Creek, Redwood City, CA.

4. Project Location: Neighborhood

If unknown, please enter "N/A."

N/A

5. Project Location: OSA District (check all that apply)

A detailed map of the OSA Districts can be found under the Library tab, or online at <http://www.openspaceauthority.org/about/boardmap.html>.

- OSA District 1
- ✓ OSA District 2
- ✓ OSA District 3
- ✓ OSA District 4
- ✓ OSA District 5
- ✓ OSA District 6
- ✓ OSA District 7

6. Are there any project partners?

If there are project partners, please list each partner and describe their roles. Required - upload letter from each partner describing their role.

Primary project partners for Discover Our Bay and Coast are teachers from the following school districts:

Milpitas Unified School District
Santa Clara Unified School District
Franklin-McKinley School District
Alum Rock Union Elementary School District

The roles the teachers will have in the project are as follows:

Community Engagement: Teachers from participating school districts, who are familiar with our programs, will assist our Education Marketing Manager in informing other classroom teachers and parents about the benefits of Discover Our Bay Coast environmental education for their students.

Educator: Teachers will participate in the MSI program with their students. They will further their students' environmental literacy by using specific MSI pre- and post-program activities.

Scheduler: Teachers will schedule their classes for Discover Our Bay and Coast programs, or they will delegate this task to a classroom volunteer.

7. Project Abstract

(Brief, 3-4 sentences)

Marine Science Institute provides science-based, hands-on environmental education. This grant funds programs for more than 1,300 K-8th graders in the DEC's of Milpitas, Santa Clara, Franklin-McKinley, and Alum Rock School Districts. Teachers can choose to voyage on the San Francisco Bay with their class, study watershed science, or touch living sharks and other marine creatures. These experiences are NGSS-aligned and spark a long-lasting interest in science and environmental stewardship.

Community Engagement / Stakeholder Support (10 points)

8. Describe the community support and/or community engagement process.

When applicable, the application should include letters of support from local jurisdiction(s), particularly for capital improvement projects. Please submit letters using the Documents Upload tab.

Discover Our Bay and Coast marine science programs funded by Measure Q will directly serve more than 1,300 K - 8th grade Santa Clara County students. 100% of the students will be enrolled in schools within defined DEC communities.

MSI has demonstrable support within school districts of the defined Deep Engagement Communities (DECs). In the 2016-17 school year, MSI reached 2,757 students in the DEC's of Milpitas Unified, Santa Clara Unified, Franklin-McKinley Elementary, and Alum Rock School Districts. We have determined that there is a considerable need and opportunity to reach more students, especially within Franklin-McKinley and Alum Rock School Districts.

With funding from Measure Q, we will significantly increase the reach of our environmental science programs to the schools (and to the students) in the defined DEC communities.

MSI employs 2 full-time employees whose job it is to engage and schedule schools for MSI Discover our Bay and Coast programs. Our Education Marketing Manager works directly with schools and teachers to build relationships and create collaborations, and to fulfill grant goals. Our School Programs Coordinator engages with teachers by phone to discuss and schedule the class for specific programs, and to ensure the teachers have appropriate pre- and post-program activities to extend the environmental education.

Project Planning (20 points)

9. Describe the proposed project

MSI's primary activity is our in-school education program, Discover Our Bay and Coast, which serves an average of 40,000 Northern California pre-K through college level students each year. Discover Our Bay curriculum was created with teacher input and is aligned with Next Generation Science Standards and CA Common Core learning.

MSI's Education Marketing Manager and School Programs Coordinator will work directly with teachers within the defined Deep Engagement Communities (DEC), specifically Milpitas Unified, Santa Clara Unified, Franklin-McKinley Elementary, Alum Rock, and Morgan Hill School Districts, to determine the best environmental education program for their classes level and interests.

A Measure Q grant of \$30,000 funds 1,352 students in the DEC regions (39 programs) and includes transportation subsidies.

Teachers can choose from the following Discover Our Bay and Coast programs:

1. Discovery Voyage is a 4-hour exploration of the San Francisco Bay aboard our 90' research vessel. Students participate in 4 learning stations where they work in a cooperative setting using industry-standard science equipment.

Students:

- Use a seine net to catch fish and marine life from the Bay, and dichotomous keys to study and identify them.
- Gather samples of plankton from the Bay to view and identify using video-microscopes.
- Use a Van Dorn bottle to collect water samples, developing hypotheses and gathering data on temperature, density, salinity and other measures of water quality.
- Operate a mud grab to take a benthic sample, to study plants and invertebrates that live at the bottom of the bay while learning about the geologic and cultural history of California.

2. Inland Voyages are in-class "field trips" to the Pacific Ocean and Bay, enabled by our mobile aquarium that brings live sharks, fish, crabs, and other marine animals to students at their school.

3. Shoreside Program is a 3-hour land-based version of the Discovery Voyage that takes place at MSI's pier and Discovery Lab on the bayfront in Redwood City.

4. Ocean Lab students handle and study animals, and dissect a squid, to develop an understanding of taxonomy, anatomy, characteristics and adaptations.

5. Tidepool Excursion is a 2½ hour hands-on exploration of the terrain and inhabitants of the Pillar Point tidepools in Half Moon Bay, CA.

6. Marsh and Beach Exploration is a 2½-hour hands-on exploration of sandy beach and marsh ecology at Pescadero State Beach.

7. Canoes in Sloughs is a 5-hour wetland ecosystem expedition exploring Redwood Creek and the salt marshes by canoe.

In addition to our complete list of programs, we also offer "multiple-exposure" curriculum. Unlike single exposure programming, which consists of one field trip or classroom visit, multiple-exposure programs are a multi-interaction experience for students which gives them a deeper understanding of topics such as the Scientific Method, Biomimicry, and Wonders of Watersheds.

10. What is the lifetime of this project?

For capital improvement projects, applicants must state how long the project would remain on the site AND demonstrate that they have appropriate permissions. Please submit the Land Tenure form and documentation using the Documents Upload tab.

- 5 Years (minimum for capital improvement projects)
- Other time period - explain: This proposed environmental education project is for one year. If funding is acquired it will go into year 2 and beyond.
- Perpetuity
- Not applicable

11. Describe your plans for operating and maintaining the project over the next 10 years, and indicate your source of funds for ongoing management.

This question is required for all capital improvement projects. For planning and program projects, please answer if applicable, otherwise enter "N/A."

As long as there are children filling our schools there will be a need to fund their education.

MSI has been delivering engaging, interactive Discover Our Bay marine adventures led by highly-qualified marine science educators into San Francisco Bay Area schools for almost five decades.

Marine Science Institute's budget is approximately \$1.95 million dollars of which 37% comes from Institutional Funders (foundations, corporations, and government agencies) and Individual Donors, while the other 63% comes from School Program Fees and our Marine Science Camp income.

Since our founding in 1970, we have developed healthy relationships and repeat funding from Oracle, David and Lucile Packard Foundation, Moore Family Foundation, Genentech, Cargill, Applied Materials, Leshner Foundation, Sand Hill Foundation, Atkinson Foundation, CA Coastal Commission, and the National Oceanic and Atmospheric Administration (NOAA) to name a few. Our reputation within the Bay Area educational community is well-established and has provided us with great support from multiple stakeholders, not the least of which is the thousands of school teachers and principals who register for our programs each year. Each year we have an obligation to not only seek these funders for new and renewed gifts to support our mission and meet our annual budget, but to grow this funding pool and implement new educational experiences as both the physical and cultural climate in the Bay Area evolves.

12. Describe the project's readiness for implementation.

Please include the status of any planning, design, or funding development necessary for project completion. This includes the status of CEQA compliance and any permits required for this project. REQUIRED: CEQA form, if applicable.

The Discover Our Bay program is ready for implementation now. Upon award of Measure Q funding, we will begin marketing our programs to the schools within the defined-DEC regions, and begin scheduling the classes into our 2017 calendar. MSI instructors will be trained in September for the programs they deliver in non-DEC areas (which are sponsored by other generous funders) in the months prior to the Measure Q funding period. The portion of the Discover Our Bay budget that will comprise the match funding is currently being sought through our grant proposals.

Project Budget (15 points)

13. Budget Summary

This is a budget summary only; a detailed Project Budget must be submitted using the Documents Upload Tab. Please note: after the application is submitted, the software will automatically total all lines. This additional TOTAL will not be used.

16650	Grant request: Personnel
396	Grant request: Contracted Services
1108	Grant request: Supplies/Materials
10346	Grant request: Other Direct Costs
1500	Grant request: Indirect Costs
30000	TOTAL GRANT REQUEST
19161	TOTAL MATCHING FUNDS
49161	TOTAL PROJECT COSTS (grant request + matching funds)
63.87	PERCENT MATCH (matching funds / grant request)
128,385.87	TOTAL

Project Goals (15 points)

14. Describe the specific problems, issues, or unserved needs the project will address.

Seven million people live in the greater San Francisco Bay Area. The San Francisco Bay influences us even if we don't live close enough to it to see it or cross it each day. The San Francisco Bay defines us. It is the name of our region. It is the name of our home. It is our identity. The San Francisco Bay is the West Coast's largest estuary and its waters drain over 40 percent of the state of California. The estuary encompasses an area of approximately 1,600 square miles, and has over 275 miles of shoreline. The vast enormity of this inland water and the geography that surrounds it creates climate and micro-climates for hundreds of miles in every direction. The Bay supports a complex ecosystem; there are communities of crabs, clams, fish, birds and other organisms.

Besides the life-giving water we need, the Estuary also provides many resources for the people that live within the San Francisco Bay area. Californians use the Bay for recreational activities like boating, fishing, swimming, and bird watching. The Bay is vital to our economy not the least of which because it contains six major ports for the shipping industry.

A future prosperous, healthy, and safe California rests upon residents making wise environmental choices essential to our quality of life. K-12 students in California do not currently have consistent access to adequately funded, high-quality learning experiences, in and out of the classroom, that build environmental literacy. While some students regularly participate in systematic, ongoing environmental literacy experiences, many more receive only a limited introduction to environmental

content and some have no access at all. (Glen Price Group; A Blueprint for Environmental Literacy: Educating Every Student In, About, and for the Environment; Californians Dedicated to Education Foundation, 2015)

The San Francisco Bay Area is a world-class hub of technological innovation, with some of the highest paid and innovative science professionals in the country. At the same time, an average of 45% of students in the greater Bay Area are in the Free and Reduced Price Lunch program (an indicator of low income status); their schools constantly struggle to deliver high-quality science and environmental education.

The San Francisco Bay is as relevant and as important a school topic for California students as anything else they learn about our state, perhaps even more so. But the study of this region that is so pivotal to our history, our present day lives and to our future is not even required. Marine Science Institute makes the San Francisco Bay come alive for students. We take students out onto the Bay on our 90' research vessel. Our programs are aligned with the NGSS and Common Core so teachers can choose these exciting student experiences for topics they are required to teach anyway. After nearly 50 years, we have heard dozens of stories from students telling us that MSI was their BEST FIELD TRIP...EVER!

15. Please list the project's goals (both social and environmental).

These should be specific, measurable goals (e.g. 600 people participating in educational programs). Please see Appendix E of the Grant Program Guidelines for a list of sample goals.

Discover Our Bay and Coast Project Goals through Measure Q funding:

1. In 2018-19, 1,350 low-income students from the Defined Deep Engagement Communities of Santa Clara County will participate in hands-on environmental education utilizing the natural environment as their classroom.
2. In 2018-19, each Discover Our Bay program will:
 - a. Introduce students to the San Francisco Bay or Pacific Ocean by placing them into direct contact with either of these natural environments and/or to the living creatures from them.
 - b. Facilitate students' active learning through the use of observation, critical thinking, and problem-solving skills in a cooperative setting.
 - c. Emphasize the interdependence of all living things, the direct connection we have to our physical environment especially our relationship with the San Francisco Bay or Pacific Ocean and their associated watersheds, and the special responsibilities of humans to the environment.
 - d. Instill students' confidence, encourage involvement, and inspire their accomplishments by providing positive role models.

Impact (15 points)

16. Describe the lasting impact of the project.

Through the concepts we teach and the hands-on activities we lead, the lasting impact of Discover Our Bay and Coast programs, and the outcomes we measure are as follows:

1. Students gain an understanding, appreciation, and respect for their San Francisco Bay Area ecosystem.
2. Students increase their knowledge of environmentally-responsible human behavior, and learn specific habits that apply this knowledge.
3. Students increase their proficiency in the use of the scientific method of inquiry.

The measurement tools we use to determine if and how close we come to achieving our short-term impact are:

1. Survey:

At the end of each program teachers and chaperones are given a survey. They rate their program on a 4-point scale (1 is low, 4 is high). They rate five criteria:

- A. Quality of instruction
- B. Program content
- C. Attention to safety
- D. Age/grade appropriateness
- E. Overall organization of the visit

2. Student Art or Essay:

Depending on the grade level of the class attending the program, MSI invites every teacher to administer a literary arts assignment, an art or writing exercise to the students, in which they draw a picture or develop a poem or other statement about what they learned on their experience with MSI. They mail these works back to us, whereupon we use them to assess our programs and to deliver first-hand feedback to our funders.

Medium-Term impact MSI seeks to achieve through our programs are "actions" we look for. These are not immediately measured after each program. Rather MSI randomly surveys teachers and other important MSI stakeholders (e.g., donors, volunteers, Summer Camp attendees and their families) throughout the year. We specifically seek to determine if any of the following have positive results:

1. Students report going outdoors to natural areas in their free time
2. Students meet the NGSS

3. Students report talking to friends and family about what they have learned
4. Teachers are more comfortable teaching science and spend more time on the subject
5. Teachers seek out more opportunities to teach environmental education to their students

Long-Term Impact MSI hopes to achieve is more lofty, and harder to tie directly to our 47 years of delivering marine science education to students and the public. This impact, nevertheless, is critical to justifying MSI's continued existence in the San Francisco Bay Area. We seek, through stakeholder feedback, how they perceive MSI as moving toward these outcomes:

1. Children and youth living in the Bay Area form tomorrow's community of environmental activities, champions and stewards
2. Ever-increasing numbers of students in the Bay Area graduate with degrees in math and science
3. Environmental education is integral to education

Leadership & Innovation (10 points)

17. Describe how this project employs innovative approaches or encourages collaboration and partnership in the field of parks, open space, urban agriculture, land conservation, or environmental education.

MSI dedicates two full-time staff who proactively reach out to teachers and give them one-on-one consultation regarding the specific alignment of MSI's individual programs with the required science curriculum for their class. In addition, we offer annual workshops to teach the specifics of the new NGSS, the opportunities to meet some NGSS requirements through MSI field trips, and the availability of deep sponsorships to reduce costs of innovative science education and exciting field trips for their class.

In a recent study on science education in the Bay Area (Fensterweld, John; Woeful State of Science Instruction; Silicon Valley Education Foundation, 2011), teachers reported they feel less prepared to teach science than they do other subjects. 80% of K-5 teachers in the study reported spending 60 minutes or less per week teaching science. Formal educators need all resources they can get to elevate science education and to achieve the education goals set by NGSS and Common Core.

MSI has invested considerable resources in learning the new standards since 2013, and has emerged as a leader in understanding and implementing the NGSS. We are so committed to supporting teachers in this transition to the NGSS going forward that a major part of our 2015-2018 strategic plan is focused solely on helping our education community with that enormous need.

Organizational Capacity (15 points)

18. Briefly describe the organization.

Please include the year the organization was founded and its mission and goals. If the applicant is a Fiscal Sponsor, please describe both the APPLICANT and the SPONSORED ORGANIZATION.

The Marine Science Institute (MSI) was founded in 1970, and based on stewardship for the environment, at a time when there was broad public concern over water resource issues in the San Francisco Bay Area.

Our mission is to cultivate a responsibility for the natural environment and our human communities through interdisciplinary science education. We achieve this through the following goals:

- Place students in direct contact with the natural environment;
- Emphasize the interdependence of all living things, their connection to the physical environment, and the special responsibilities of humans to the environment;
- Facilitate active learning through the use of observation, critical thinking, and problem-solving skills in a cooperative setting, and
- Instill confidence, encourage involvement, and inspire accomplishment by providing positive role models.

MSI served 4,000 students in 1970. In 2016-17 we reached more than 56,000 people with our science lessons and messages of environmental conservation and stewardship. Since our founding, MSI has provided meaningful educational experiences in nature in over 1.3 million people from all backgrounds. The Discovery Voyage was MSI's first program, which continues to be the Bay Area's only ship-based science program on the water. We have since expanded our experiential learning programs to include land-based programs at our shore-side facility, trips to coastal habitats, and in-class visits via our mobile aquarium.

19. Describe the organization's ability to successfully implement this project. This might include successful past projects, staffing levels, financial resources, etc.

If applicant cannot otherwise demonstrate its capacity, expertise, and experience, please provide names and contact information of individuals knowledgeable about the organization's work.

In our 47 years of operation we have reached over 1.3 million people with our marine science education and messages of environmental conservation. In the past year alone we engaged and educated more than 58,000 people about the wonders of the San Francisco Bay, 45,000 of them students in the Discovery Our Bay and Coast school program. We have seen

generations of family members come through our doors excited to learn about marine life. Many come back to tell us that they are now science teachers because of their experience at MSI as a child.

Since 2013, our programs have been aligned to the CA Common Core and Next Generation Science Standards (NGSS). This allows teachers to see in advance what topics will fulfill their curriculum requirements and to plan the most inspiring and educational field trip of the year for their students. In collaboration with the San Mateo Environmental Learning Collaborative (SMELC), Ten Strands, the San Mateo County Office of Education and five area nonprofit organizations, we created a series of Teacher Workshops titled, 'Professional Learning Collaborative for K-8 Educators: Succeeding with NGSS Using Your Local Environment.' In preparation for full implementation in Fall 2018, MSI's alignment of the NGSS provides teachers with on-the-job training and preparation for the rigorous changes they will encounter as they teach to the standards in their classrooms.

Because studies have shown that Multi-Exposure programs have a greater impact on the students, facilitating much deeper learning experiences, in 2014-15 we piloted two programs in which we bundled single modules with a field trip allowing us to reinforce the science concept for students - The Scientific Method Combination Programs and Wonders of Watershed. The astounding popularity of these pilot programs has led us to offer three more Multiple Exposure Programs –Discovery Voyage Biomimicry, Classroom Biomimicry, and Habitat Combos. As the California drought continues, we have added water conservation education to our curriculum to teach students about the causes and how their actions can be a part of alleviating the crisis. Our teachers have recognized the value of Multiple Exposure Programs to the extent that we have completely booked all of our available slots for Multiple Exposure Programs in the 2015-16 school year!

Our 90 foot research vessel, the Robert G. Brownlee, continues to be the star of our show. This amazing work horse continues to carry full loads of students out onto the waters of the San Francisco Bay or the Delta twice a day, five days a week, nearly every week of the year! And quarterly, we host EcoVoyages for the public to explore the bay and learn about our precious ecosystem. As you consider those you will fund through Measure Q, we invite you to visit our campus, go for a voyage on the Bay, and learn first-hand what tens of thousands of students are experiencing each year.

20. Briefly describe key staff members and volunteers' qualifications and experience relevant to the project.

Marilou Seiff, Executive Director: Marilou has been with the Marine Science Institute since November 1996. She was named Executive Director in 2003. Before MSI, Marilou worked as an Aquatic Biologist at the Pacific Environmental Laboratory, a diver at the Marineland of the Pacific, and a biologist at the California Department of Fish & Game. Marilou holds a B.S. in Biology from Stanford University, and a M.S. in Biology from the University of the Pacific.

Karen Peluso-Galaviz, Ship Program Manager: Karen directs all aspects of the ship- and canoe-based programs including hiring, training and scheduling of all Science Instructors and Marine Educators. She started at MSI as Instructor with the Delta Discovery Voyage program in 2003 and became MSI Ship Program Manager in 2006. Prior to joining MSI, Karen held educator roles with Save the Bay, Don Edwards SF Bay NWR, and the Common Murre Restoration Project. Karen has a B.S. in Biology from Murray State University in KY.

Jodi Stewart, Land Program Manager: Jodi holds a BS in Biology from U of Wisconsin at Whitewater, and a BS Honours in Environmental Sciences from Deakin University, Australia. Jodi joined MSI in 2013. Prior to MSI, Jodi was field assistant in wetland delineations and stream restorations and environmental educator for the YMCA. Jodi directs staff and manages land-based programs including the shoreside, tide pool, marsh and beach programs, inland voyages, and all activities in our aquarium.

BONUS POINTS: Underserved Communities (10 points)

21. Describe how the project addresses open space needs for sensitive populations such as residents of park-poor neighborhoods, underserved or disadvantaged communities, youth, seniors, or is located within a Deep Engagement Community (DEC).

A map of the DECs can be found under the Library tab of online at <http://www.openspaceauthority.org/urban>. This question is optional; please answer if applicable, otherwise enter "N/A."

Discover Our Bay and Coast project brings nature-based learning via school field trips to the Bay and the ocean, and visits to classrooms with live marine animals so students will learn about estuary and ocean environments. The recipient population for this education has been carefully selected as K-8 classes in school districts within the DEC regions. While these districts are not named in the Understanding Our Community: A Community Assessment Project document, it was easy to superimpose the school districts on the DEC map. The K-8 districts that fall within the DEC regions are:

- Milpitas Unified
- Santa Clara Unified
- Franklin-McKinley
- Alum Rock School Districts

Within Discover our Bay and Coast programs, students have the opportunity to take a ship out onto their San Francisco Bay, visit their tide pools, or interact with living sharks and other marine creatures. We provide these experiences, with scientific curriculum that can spark a long-lasting interest in science, nature and environmental stewardship. Our programs utilize the

proximity of the complex and fascinating ecosystems of the Bay and the Ocean, and lead students through experiential scientific discovery. This teaching style, of immersion and hands-on learning, appeals to students who struggle in the conventional classroom setting, and can inspire them to consider science degrees as they advance their education. With Measure Q funding, no student will be left out because of the costs.

BONUS POINTS: Community Building (10 points)

22. Describe how this project actively encourages community building by engaging or accommodating local residents in novel and creative ways.

This question is optional; please answer if applicable, otherwise enter "N/A."

N/A

BONUS POINTS: Leverage Funding (5 points)

23. Describe how the project leverages funding with more than 25% match by grantee (cash or in-kind).

This question is optional; please answer if applicable, otherwise enter "N/A."

The \$49,161 budget and \$30,000 request we have outlined for the Discover Our Bay and Coast proposal for school programs within the defined DEC areas requires a 33% match, or a match of \$9,900. So that we can achieve the number of low-income students served, we will solicit additional funding to achieve as much as a 64% match. We fully expect to receive \$9,161 (or 30.5%) of that match from the cost share that will be borne by the participating schools. The remaining \$10,000 will come from funding from a private foundation.

In our 4 decades of experience, we have found that the very small cost share that we require of the lowest-income schools can be a huge burden for them. Because of that, we have created a Get-a-Grant Toolbox for teachers and posted it on our website. This toolbox provides instructions, funding leads and sample letters for teachers and their classroom volunteers to use in seeking funding for the cost-share of the MSI environmental science program, as well as for other needs their class and school can anticipate. You can find the Get-a-Grant Toolbox here: <https://www.sfbaymsi.org/get-a-grant-toolbox>

C. Work Plan

C.1. Project Work Plan

Task Number	Activities	Timeframe	Outcome/Deliverables
1	Market programs: Education Marketing Manager (EMM) and School Programs Coordinator (SPC) conduct outreach and promote MSI programs to teachers in DEC school districts. Activities include email marketing, participation in teacher fairs, program recommendations at MSI's back-to-school teacher event, personal visits, and calls to school personnel, and program information on our web site.	8/15/18 - 3/31/19	1. Superintendents at all 4 targeted DEC school districts are reached. 2. Principals at schools within all 4 targeted districts are reached. 3. All other marketing activities are employed to inform teachers and school district administrators about Discover Our Bay and Coast program opportunities.
2	Train and schedule instructors: Program Managers (PMs) hire and train new staff in program content and delivery for a staff training week in August, and provide individual feedback through the year to fine-tune the teaching quality of each instructor. They also schedule staff to teach the programs each month.	8/15/18 - 4/30/19	1. 15 MSI instructors are trained in Discover Our Bay and Coast curriculum delivery. 2. All MSI instructors are placed on schedule for program delivery.
3	Schedule programs: EMM and SPC speak individually with teachers to determine the best program option for their students, and schedule programs for them. This is a time intensive process that involves one-on-one curriculum counseling for teachers. SPC sends the teachers information about their program including maps, student roster forms, pre- and post-activities they can	8/15/18 - 4/30/19	1. 39 classes from the targeted DEC school districts are registered and scheduled for program delivery.

implement in their classroom, and science content background information to prepare their students for getting the most out of their MSI program. This task includes distributing bus transportation assistance to schools that need it.

4	Teach programs: Students travel to the MSI campus located at the San Francisco bayshore in Redwood City CA, or a field site on the coast to participate in hands-on education programs. Each program is taught by a minimum of 2 MSI educators, with additional staff added for larger student groups to ensure that small group learning can take place. For Discover Voyage and Shoreside programs, MSI educators guide students in use of equipment such as a mud grab tool and sifting table installed on our ship and on our dock, and a seine net deployed to catch fish and crabs off the stern of the ship or from the bayshore. Students use our video microscope stations to view plankton samples they draw from the bay, and touch and study bay animals on the ship and in our aquarium. For Inland Voyage programs, MSI educators bring live marine animals to the students' classrooms for hands-on guided study. For coastal programs, MSI educators bring supplies and learning materials for the students to use during the program.	9/11/18 - 6/15/19	1. 39 classes from the targeted DEC school districts participate in their chosen Discover Our Bay and Coast program(s).
5	Evaluate programs: After each program, teachers and chaperones complete surveys on the quality of the program. PMs review every survey. Drawing from survey content, PMs provide feedback to MSI educators, and improve programs as needed as part of a continuous program improvement cycle.	11/1/18 - 7/31/19	1. Evaluations from each program are collected. 2. Evaluation data is analyzed.
6	Report on results: PMs provide evaluation information on programs to MSI Fund Development staff for reporting to funders. Also, PMs and Development staff analyze student work inspired by the bayshore and coastal explorations. MSI Development staff synthesize evaluation data and write program reports containing both quantitative and qualitative evaluation data.	2/1/19 - 8/31/19	1. Data from Discover Our Bay and Coast evaluations is compiled into reports for internal use. 2. Data from evaluations is inserted in reports to Discover Our Bay and Coast funders.
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D. Documents Upload

Documents Requested *	Required?	Attached Documents *
Financial statements	✓	Financial Statements Form 990
Authorizing Resolution from Governing Body download template	✓	Authorizing Resolution from Governing Body
Project Budget download template	✓	Project Budget

Acknowledgment Form



[Acknowledgment Form](#)

[download template](#)

Fiscal Sponsorship Agreement

[download template](#)

Land Tenure Form

[download template](#)

CEQA Compliance Certification Form

[download template](#)

Letters of Support

[Letters of Support](#)

[Letters of Support](#)

[Letters of Support](#)

[Letters of Support](#)

Letters from Project Partners

[Letters from Project Partners](#)

[Letters from Project Partners](#)

Maps

Other

[2017 Annual Report](#)

[MSI Program Photos](#)

[Literary Arts Samples](#)

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