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Santa Clara Valley Open Space Authority

2020 Urban Grant Program

Deadline: 7/1/2020

Living Classroom **Championing Environmental Literacy in Campbell Elementary Schools**

Jump to: [Project Description](#) [Documents Upload](#)

\$ 100,007.00 Requested

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(Pacific)

Project Contact

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EIN 45-5192035

Project Description [top](#)

Applicant Type

1. What type of organization is this?

- Public Agency
- School or School District
- 501(c)3 Nonprofit
- Eligible organization acting as Fiscal Sponsor for another organization

2. Does the application include a fiscal sponsor?

If the project includes a fiscal sponsor, the fiscal sponsor must be the applicant.

- YES
- NO

Overview

3. Which type of grant are you requesting?

- Small (\$10,000 - \$39,999)
- Large (\$40,000 - \$250,000)

4. Grant category (check all that apply)

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

5. Type of project (check all that apply)

- Capital improvement (Large projects only)
- Planning
- Program

6. Project Location: Address / Neighborhood

What is the physical location of the project? If there is no physical location, please enter "N/A." If the project will be in multiple locations, please list all. Note: project location(s) must be within they Authority's jurisdiction.

Elementary Schools within the Campbell Union School District:

Capri Elementary School: 850 Chapman Drive, Campbell, CA 95008

Castlemont Elementary School: 3040 Payne Avenue, Campbell, CA 95008

Forest Hill Elementary School: 14450 McCoy Avenue, San Jose, CA 95130

Lynnhaven Elementary School: 881 S. Cypress Avenue, San Jose, CA 95117

Rosemary Elementary School: 1401 W. Hamilton Avenue, Campbell, CA 95008

Sherman Oaks Elementary School: 1800 Fruitdale Ave, San Jose, CA 95128

7. Project Location: Open Space Authority District (check all that apply)

A detailed map of the Authority Districts can be found under the Library tab, or online at <https://www.openspaceauthority.org/public-information/board-of-directors.html>.

- Authority District 1
- Authority District 2
- Authority District 3
- Authority District 4
- Authority District 5
- Authority District 6
- Authority District 7

8. Who does the project serve? Please indicate which Open Space Authority Districts are served (check all that apply)

A detailed map of the Authority Districts can be found under the Library tab, or online at <https://www.openspaceauthority.org/public-information/board-of-directors.html>.

- Authority District 1
- Authority District 2
- Authority District 3

- Authority District 4
- Authority District 5
- Authority District 6
- Authority District 7

9. Project Abstract

(Brief, 3-4 sentences)

Living Classroom has partnered with the Campbell Union School District to continue an environmental education program focusing on three key areas: environmental literacy, connection to healthy food, and life and earth science lessons. Living Classroom's program is a Next Generation Science Standard-aligned curriculum providing lessons each year to thousands of students; lessons that stimulate curiosity and are taught in the beautiful and educational school gardens we create and maintain.

Project Planning (20 points)

10. Describe the proposed project.

Living Classroom seeks funding to teach our lessons and expand our Campbell Union Elementary School District's Transitional Kindergarten (TK) to third grade instructional program at the six schools we serve for the 2021-22 and 2022-23 academic school years. Living Classroom provides an innovative approach to hands-on science lessons: by holding lessons outdoors within our own edible and native habitat gardens, children experience nature while learning how to be environmental stewards and about the sources of their food. This format not only stimulates children's natural curiosity but also benefits their mental and physical well-being while encouraging healthier eating habits.

The Campbell program began in August 2018 by designing, installing and maintaining edible and native habitat gardens at six elementary schools and then implementing our field tested, Common Core and Next Generation Science Standard-aligned curriculum at each of those schools. The proposed project plan, if awarded, would support Living Classroom's staff to:

Year 1: 2021-22

--Teach lessons to all students in Transitional Kindergarten (TK) - third grades at the six schools we serve.
--Expand our grade appropriate lessons to include all special needs students within the nine Special Day Classes, providing multi-sensory and healthy outdoor learning experiences to children who learn differently. This expansion would benefit an additional 180 students.

Year 2: 2022-23

--Expand our reach to include fourth and fifth grade lessons during the 2022-23 academic year. Living Classroom will offer 3 lessons per classroom per year for both grade levels. The curriculum for these lessons is already available and being offered at other school districts. This expansion would benefit an additional 600 students.

By the end of this grant cycle, after both academic years, Living Classroom will be able to serve the entire cohort of students from TK through fifth grade at each of the six schools we serve in Campbell. Over this time period, Living Classroom will also:

--Cultivate and maintain the edible gardens and native habitat garden spaces within all six elementary schools.
--Provide community engagement activities through volunteer workday opportunities and in-class parent volunteer opportunities (when allowed due to the pandemic).

Living Classroom expects to grow the CUSD program over these next two years by incrementally offering more lessons at each grade level through fifth grade. This is a proven strategy that we successfully followed

in the Los Altos and Mountain View programs to assure success at every step, gain teacher support and participation, and assure adequate resources for the increasing instructional load.

11. Describe key project deliverables and estimated completion dates.

Living Classroom (LC) is adapting daily to new rules and guidelines based on the COVID-19 pandemic response. Deliverables for this grant may change according to the changing school district requirements and guidelines.

Year 1: 2021-22

--To deliver over 280 lessons to students in TK - third grades by the end of the 2021-22 academic year reaching approximately 2200 students (unduplicated).

--To reach another 180 students within the six schools by expanding lessons offered to include Special Day Classes by the end of the 2021-2022 academic year.

Year 2: 2022-23

--To reach an additional 600 students within the six schools by expanding lessons offered to all fourth and fifth grade classes by the end of the 2022-23 academic year.

By the end of academic year 2022-23, LC will be able to:

--Deliver lessons to all elementary students within the six schools we serve (over 3000 students based on current enrollment numbers).

--Deliver 3-4 lessons on average per classroom per grade resulting in approximately 415 lessons taught annually by the end of the 2022-23 academic year.

Additionally, Living Classroom will:

--Provide community engagement activities through volunteer workday opportunities such as garden beautification days at 2 of the 6 schools each year over the period of the grant. School beautification days will provide opportunities for community involvement and to further maintain LC gardens such as adding larger soil amendments, mulching and new plantings as needed.

--Recruit and train 4-6 volunteer docents each year to assist with teaching lessons; our goal is to have at least two bilingual docents by 2022-23 academic year.

12. Does this project require permission, permits, or other approvals? If so, please describe the status of these.

Living Classroom has already received approval and ongoing support from the Campbell Union School District for this program. See the attached letter of support.

As of March 2020 COVID-19 Shelter in Place orders, Living Classroom staff have been restructuring our lessons to be able to provide high-quality, science-based lessons to all students next year in non traditional formats. Living Classroom staff pivoted to provide our lessons through new and easily accessible methods. We created a new For Parents tab on our website that provides 20 YouTube videos of our most popular lesson-based activities, along with a list of resources and ideas appropriate for all ages. Our garden team immediately (and safely) harvested spring crops intended for our students and donated the bounty to local food banks. To date, we have donated more than 200 pounds of produce to West Valley Community Services in Cupertino and to the Community Services Agency of Mountain View. Beginning in June 2020, Living Classroom staff prepared 32 lesson plans to be delivered virtually that include hands-on activities that can be directed by the classroom teacher.

13. What is the lifetime of this project? If applicable, describe plans for operating and maintaining the project in the future.

Living Classroom seeks funding to continue and expand the previously successful program within the

Campbell Union School District for an additional two years. Funding support from this grant would assist with programmatic and staffing costs for the following time period(s):

--2021-22 Academic School Year; August 2021 - June 2022

--2022-23 Academic School Year; August 2022 - June 2023

Living Classroom is a 501(c)3 non-profit organization and will continually seek program funding beyond June 2023 through individual donors, foundation and grant support.

14. Describe the project's readiness for implementation.

Living Classroom began serving students in the Campbell Union School District in 2018. Within the first two years of introducing our program within CUSD, we exceeded our goal with 92% of teachers signing up for the lessons.

Living Classrooms grade-differentiated lessons build upon each other from one grade to the next, offering increasingly sophisticated concepts and inquiry methods covering myriad topics within life sciences, earth sciences, social studies, math, nutrition, and citizen science projects (iNaturalist, Monarch SOS, The Great Sunflower Project). Students gain conservation skills by learning the roles they can play in supporting native wildlife and native habitats on their own school campuses.

Living Classrooms instructional team members are credentialed teachers or have teaching experience with young students. Our qualified gardeners and horticulturists have significant experience with native plants, beekeeping, bird-watching as well as landscape design and irrigation.

When distance learning became reality in Spring 2020, Living Classroom staff was quick to pivot to new learning platforms. We are committed to providing outstanding experiences to students in both online and safe outdoor only formats for the next academic year. All Living Classroom lessons have been modified to shortened form in anticipation of upcoming changes beginning Fall 2020 but will continue to meet NGSS and Common Core standards.

Project Budget (15 points)

15. Budget Summary - Grant Request

This is a budget summary only; a detailed Project Budget must be submitted using the Documents Upload tab. Please enter dollar amount. Note: after the application is submitted, the software will automatically add a TOTAL.

<input type="text" value="81000"/>	Grant request: Personnel
<input type="text" value="0"/>	Grant request: Contracted Services
<input type="text" value="13830"/>	Grant request: Supplies / Materials
<input type="text" value="287.50"/>	Grant request: Other Direct Costs
<input type="text" value="4890"/>	Grant request: Indirect Costs
<input type="text" value="100,007.50"/>	TOTAL

16. Budget Summary - Matching Funds

This is a budget summary only; a detailed Project Budget must be submitted using the Documents Upload tab. Please enter dollar amount. Note: after the application is submitted, the software will automatically add a TOTAL.

<input type="text" value="33,985"/>	Total Matching Funds
<input type="text" value="33,985.00"/>	TOTAL

17. Budget Narrative

Provide a brief budget narrative to explain the expenses listed in each of the budget categories (e.g. Personnel).

The Living Classroom program is a full service program, relying on trained or credentialed teachers to deliver instruction, experienced gardeners to create and maintain our gardens (11 gardens total in CUSD) and a small administrative team for support.

Personnel: The proposed budget includes compensation, taxes and modest benefits for a part-time Program Manager, one part-time Materials Manager, one part-time Program Instructor, one part-time Garden Manager and modest administrative support. With the expansion of the program in year 2, we will hire an additional part-time Program Instructor.

The Program Manager is responsible for coordinating all aspects of lesson delivery including scheduling, docent training, and instruction. The Program Manager is supported by the Program Instructor for lesson delivery and by the Materials Manager for lesson kit preparation.

The Garden Manager is responsible for making sure that all 12 educational edible and native habitat gardens are maintained to maximize the students' experience with the lessons that take place there. The Garden Manager also purchases seedlings, designs interpretive signs, and other garden materials as needed to support each lesson.

Contracted Services: Living Classroom works with Hands-On Bay Area, an organization that organizes volunteer corporate work crews to help us to maintain and improve our gardens. The proposed budget anticipates holding up to 5 total events over 2 years.

Supplies and Materials: The proposed budget includes all lesson materials and garden supplies required for giving each of our lessons. The lesson kits include items such as child appropriate garden tools, paper consumables, napkins, wipes, printed supplies, worksheets, clipboards, markers and other materials including PPE as needed due to COVID-19. Many of our lessons also require garden supplies such as seedlings for planting, seeds, and labels. Garden maintenance materials, such as soil amendment and/or mulch, are required to help maintain each of our twelve gardens among the six schools we serve. Additional lesson kits for the fourth and fifth grades will be created. The proposed budget includes all materials needed to build lesson kits including the electronic tablets required for a fourth grade lesson where students become citizen scientists.

The administrative support in the proposed budget under indirect costs are for supervision of the CUSD program including assistance in grant expense tracking, tracking staff time and mileage allocation, marketing and outreach, and signage for funder recognition and acknowledgement.

Project Goals (15 points)

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

Living Classroom provides a critical component of outdoor environmental and garden-based education for students within our local school districts by creating access to and teaching lessons in the native habitat and edible school gardens we create and maintain. The Living Classroom curriculum connects students to nature in a unique way in that our program provides the opportunity for all children to interact with the outdoors regularly through nature based learning. This is particularly meaningful and important for socio-economically disadvantaged students, represented by almost 50% of the student body at CUSD, who may not have equal access to resources as their more affluent peers. (2018–19 data; <https://www.ed-data.org/district/Santa-Clara/Campbell-Union>).

Living Classroom lessons provide a strong linkage to our local environment through learning about native plants and how they were used by native populations and the important wildlife habitats they support.

Students also learn about a diversity of foods through planting, harvesting and even tasting many of the foods they grow - thereby increasing knowledge and, hopefully, influencing healthier eating habits. We aim to instill a value in our youth to protect and preserve the environment for themselves and future generations.

The benefits of nature-based education cannot be replicated by textbooks or tablets--they are outdoor experiences which focus on observational skills, use of the senses, and engage students fully through play outdoors. Additionally, school gardens support multiple learning styles as many students, including special needs students, may learn best through visual, kinetic or related sensory learning. There are few places within a community that support inclusiveness, diversity, access and equity more than a garden that is enjoyed by all ages, socioeconomic groups and is gender and race neutral.

19. How does this project serve the community?

These metrics are required for all projects. Project-specific metrics can be added under Question 20 below. Note: after the application is submitted, the software will automatically add a TOTAL that will not be used.

	Number of people served
3100	Number of youth served (under 18 years)
715lessons	Number of programs provided
3,100.00	TOTAL

20. In what other ways does the project serve the community? Please list the project-specific goals (both social and environmental).

Please list any additional goals and how they will be measured (e.g. surveys, field measurements, attendance sheets, etc.).

Living Classroom provides beautiful ecological habitat gardens that demonstrate to students the changing landscape over four seasons just steps from their classroom and from which to explore native plants, bug life cycles and how to attract pollinators. Our edible gardens provide a peaceful environment to teach kids where their food comes from. Interpretive signage throughout our gardens are educational for all visitors. These gardens, equally accessible by all, are a priceless gift to each school community.

Living Classroom will teach 300 lessons in Year 1 (2021-22) reaching 2380 students and approximately 415 lessons delivered in Year 2 (2022-23) reaching over 3100 students with the addition of the fourth and fifth grades.

To evaluate our program we use Teacher Feedback Surveys and collect "In the Moment" comments from teachers and students.

Twice a year, Living Classroom will send online teacher evaluation forms that collect teacher feedback about lesson delivery and the strength of our lesson content. This feedback allows for continuous improvement of our lessons. Our goal is to earn an approval rating of 4 or higher (from a 5 point scale) from every teacher.

Living Classroom staff will actively solicit "In the Moment" comments from teachers and students about their experiences. Students and teachers provide valuable feedback of how enthusiastically and effectively our lesson content has been received; we keep these qualitative records for reporting purposes

Impact (15 points)

21. Describe the lasting impact of the project.

Living Classroom has been providing a science-based garden curriculum within the local schools for over 13 years and is passionate about instilling a love of nature in today's youth. Studies show that school gardens improve environmental attitudes and instill a respect for nature that lasts into adulthood (Lohr, V.I. and C.H. Pearson-Mims. 2005). Our gardens are publicly accessible to all visitors outside of school hours. For the

students, we believe that garden-based education is critical for nurturing future environmental champions, and for raising children who know where their food comes from.

The best example of our impact is from the teachers we serve. As one teacher from Forest Hill school said, "I think that LC blends so naturally with the standards, and with the adjustments of the NGSS. You can read a book, but when you are outside it paints a picture for them. They are out with the plants and this makes the curriculum come alive. I see a difference in how they recall the plants and the living things. The parts of the plants really come alive for them. They stay engaged the whole time."

By growing food in the school gardens, students truly connect with the sources of their food and how they nourish their bodies. "I think that part of it is that children are more inclined to try it if they've grown it. We insisted that they take a "polite bite" and then they were surprised when they tried the acorn squash, for example, and then wanted more. The vegetables were new to them and they found out that they liked it. Part of the curriculum in my class is the five senses and tasting is one of the senses. When you plant the carrot and pull it out of the ground, kids are motivated to try it." Kindergarten Teacher, CUSD.

Children often express their enthusiasm for the skills they learn and carry this enthusiasm home to their families. Many even start their own edible gardens at home. "Living Classroom has been a great experience for the kids at our school. The kids look forward to it and remember the activities and the growing they do throughout the year. It's been amazing to see the kids eat things directly from the garden that they normally wouldn't try. There is something about growing food that seems to change the perspective for them. Even as a parent and gardener myself, I have learned from the lessons I have been able to participate in. I really hope they continue this program!" Parent 2nd Grader, CUSD.

"Living Classroom has been such a great hands-on learning experience for my kindergarten students! We have loved the lessons that involved going into our school garden and seeing the progress of how our plants are growing. This has encouraged us to go out there more and incorporate it more into other parts of our day like writing." Kindergarten Teacher, Lynhaven School, CUSD.

A few Living Classroom program activities are publicly available on our website; currently our lessons are considered proprietary content.

Community Engagement / Stakeholder Support (10 points)

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

Please submit letters using the Documents Upload tab.

Living Classroom collaborates with school districts and their local communities to provide engaging, hands-on lessons that stimulate curiosity and create beautiful and educational areas on school grounds that offer daily exposure to nature. We engage local businesses and service organizations - along with students and parents - to help build our gardens and provide needed funding.

In addition to our excellent teaching staff, a community of dedicated, well-trained docents from the local community of parents and volunteers help to lead or assist with our lessons which allow us to provide 1,100+ scheduled lessons benefitting 5800+ students annually throughout our program locations. Living Classroom also works with Hands-On Bay Area, an organization that organizes volunteer corporate work crews, to help install and maintain our gardens. Additionally, our staff organize volunteer work days at participating schools for anyone interested in volunteering to help plant, spread mulch, weed, and do other tasks to help maintain our school gardens.

Leadership & Innovation (10 points)

23. Describe how this project employs innovative approaches or encourages collaboration and partnerships.

If there are project partners, please upload partner letters on the Documents Upload tab.

While many organizations provide environmental or nature education, Living Classroom is unique in providing best-in-class, field tested learning aligned with Next Generation Science Standards in garden-based settings. Living Classroom gardens serve as ecological laboratories that provide stimulating and attractive outdoor learning environments. We create native habitat and edible gardens in each school we serve, providing the setting for lessons ranging from plant life cycles to history, from ecology to ethnobotany, from nutrition to scientific observation and experimentation.

Gardens are natural “ice breakers”, bringing multiple generations, cultures and groups together for natural collaboration and partnership in a common goal - be it to weed, build, plant, harvest or teach. Language, age, gender, socioeconomic status or physical ability barriers are nonexistent when people come together to create a garden, harvest its bounty or simply to enjoy its beauty and the wildlife within. Living Classroom gardens embody inclusiveness, diversity, equity and access for all students.

The COVID19 pandemic compelled teachers and education providers to “re-imagine” how to deliver lessons. Living Classroom is proud of our ability to innovate with safe and engaging delivery of hands-on, garden based lessons in alternative formats, as they are needed.

Organizational Capacity (15 points)

24. Briefly describe the organization and its ability to successfully implement this project. This might include successful past projects, key staff qualifications, financial resources, etc.

If the applicant is a Fiscal Sponsor, please describe both the Fiscal Sponsor and the sponsored organization.

In the 13 years Living Classroom has been providing garden-based lessons, we have developed a field tested, standards-aligned program to very efficiently provide meaningful learning experiences to several thousand students. We currently serve Palo Alto, Los Altos, Mountain View and Campbell school districts and an after-school program with Santa Clara Parks and Recreation Department. Our grade-differentiated lessons build upon each other from one grade to the next, offering increasingly sophisticated concepts and inquiry methods covering myriad topics within life sciences, earth sciences, social studies, nutrition, math, and citizen science projects.

Living Classroom employees include instructional staff who are either credentialed teachers or experienced informal educators, and garden staff who are qualified horticulturalists and have extensive experience and educational background in designing, constructing, and maintaining both edible and native habitat gardens. Our dedicated staff consists of a full-time Executive Director, two part-time administrative support staff, and 10 full-time or part-time Program Managers, Garden Manager, Program Instructors, Materials Managers, and Garden Coordinators. Living Classroom also works with local service organizations and community volunteers to help install and maintain our gardens. Additionally, our staff organize volunteer work days at participating schools for parents and students to help plant, spread mulch, weed, and do other tasks to help maintain our school gardens.

Living Classroom's mission is to inspire children to learn about and value the natural world through garden-based education. In 2019-20, Living Classroom served 20 school campuses in northern Santa Clara County, reaching 5,812 students from 4 to 12 years old with 680 lessons taught (prior to Shelter In Place orders in March 2020). Living Classroom has the experience and expertise necessary to launch, deliver, and maintain our outdoor classrooms within each school district.

BONUS POINTS: Underserved Communities (10 points)

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

This question is optional; please answer if applicable, otherwise enter "N/A." A map of the DECs can be found by clicking on "Apply" at <https://www.openspaceauthority.org/urban>.

CUSD is a socioeconomically and ethnically diverse school district of 7,273 students with schools primarily in Campbell and a small part of San Jose (2018–19 data; <https://www.ed-data.org/district/Santa-Clara/Campbell-Union>).

Based on the District-level data reported for 2018–2019, the Unduplicated Pupil Count of students receiving Free/Reduced-Price Meals, English Learners & Foster Youth is above fifty percent (51.1%) district wide. Ethnically, 47% of CUSD students are Hispanic, 23% are White, 15% are Asian, 7% are two or more races, 3% are Black or African American, and 5% other.

Obesity rates in youth are climbing while access to fresh fruits and vegetables may be limited among some communities. The Physical Fitness Test results indicate that only 62% of fifth graders fall within the healthy fitness zone for Body Composition (California Department of Education 2017-18). Frequent exposure to a wide range of fruits and vegetables through the Living Classroom curriculum within the local public schools, we believe, can help to form healthier eating habits among youth long term.

BONUS POINTS: Community Building (10 points)

26. 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."

Living Classrooms builds community by engaging parents and local community members with volunteer opportunities as docents. We train docents to teach our lesson content, through regularly scheduled training events each year, providing them the knowledge and confidence to teach or assist with any of our lessons. This is a great opportunity for parents to engage with their children and their children's friends. In addition, we provide several docent enrichment events annually such as a herbal workshop, beekeeping workshop, socials, etc.

Living Classroom builds partnerships with organizations with a similar mission. For example, we partner with Hands on Bay Area to provide service opportunities to the local community for volunteering within their local schools. E3, a high school arm of the Los Altos Community Foundation, has also worked with LC to build garden beds and compost bins.

BONUS POINTS: Climate Resilience (5 points)

27. How does this project enhance and/or raise awareness about climate resilience?

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

One of Living Classroom's goals is to graduate environmentally literate students. One way we do this is by creating native habitat gardens within all the school campuses we serve. In our lessons, students learn to identify native plants to our region and understand their important role in creating actual wildlife habitat. Students participate in Citizen Science projects through observation and data collection. We are guided by the work of the San Francisco Estuary Institute who published Resilient Silicon Valley and Re-Oaking Silicon Valley reports. These reports inspire us to teach students about how they can, even in their neighborhood or school, play a role in bringing back habitat landscapes or gardens that will help restore our native ecology. This is an important paradigm shift for the next generation of students: to be connected to nature

so they can build a future that is environmentally sustainable.

Documents Upload [top](#)

Documents Requested *	Required?	Attached Documents *
<u>Financial Statement</u>	✓	Living Classroom Budget 2019-20
<u>Project Budget</u> download template	✓	LC Project Budget XLS version LC Project Budget PDF version
<u>Fiscal Sponsorship Agreement</u> download template		
<u>Site Control Documentation</u> download template		
<u>CEQA Compliance Certification Form</u> download template		
<u>Letters of Support</u>		CUSD Letter of Support
<u>Project Partner Letters</u>		
<u>Maps and Site Plans</u>		
<u>Photographs</u>		Seed to Pretzel lesson Planting seedlings Kids in the garden
<u>Other</u>		Annual Report

** ZoomGrants™ is not responsible for the content of uploaded documents.*

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