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[Santa Clara Valley Open Space Authority](#)

## **2020 Urban Grant Program**

Deadline: [7/1/2020](#)

### **San Jose Evergreen Community College District-Workforce Institute** **TEACHin Nature**

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

**\$ 200,000.00** Requested

Submitted: [7/1/2020 8:58:56 PM \(Pacific\)](#)

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EIN [77-0100756](#)

## **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 the Authority's jurisdiction.*

There is no specific physical location for the project. TEACHin Nature will be developing and imparting curriculum which can be offered at various locations across the Santa Clara Valley and online.

#### 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)*

TEACHin Nature is an innovative and inclusive professional learning model for pre-k - grade 12 teachers to learn how to incorporate nature into the required curriculum and teach those subjects outdoors, how to design, build, and manage an Environmental Laboratory for Sustainability & Ecological Education (ELSEE) garden, and how to advocate for building and sustaining an ELSEE garden at their school. The goal is to transition to a non-credit college course for continued education and service.

## Project Planning (20 points)

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### 10. Describe the proposed project.

The California Native Garden Foundation (CNGF) and the San Jose Evergreen Community College District-Workforce Institute (SJECDD-WI) are proposing TEACHin Nature, a nature and science-based professional learning model for pre-k - grade 12 teachers that connects people to nature and aims to conserve the natural environment. The TEACHin Nature model promotes the Open Space Authority (OSA) mission and vision through hands-on and interactive professional learning that will educate teachers and their students and the students' families about nature. The long-term goal will be to conserve the natural environment and support agriculture to establish a healthy place to live, work, learn, and play. The project will enrich the county by offering natural and open learning labs.

TEACHin Nature will be a 25-hour professional learning model, including 20 hours instruction about teaching in open spaces. Teachers will learn elements of the Environmental Laboratory for Sustainability & Ecological Education (ELSEE) garden, including native plant communities, preservation of ecosystem services, organically grown food, and native grasslands for play. The remaining 5 hours will cover leadership and grant-writing, to prepare teachers to advocate for building and sustaining an ELSEE garden at their school.

The curriculum focuses on 3 key learning outcomes. Teachers will learn how to:

- 1) Incorporate nature into the required prek-12 curriculum and how to teach those subjects outdoors.
- 2) Design, build, and manage an ELSEE garden.
- 3) Advocate for building and sustaining an ELSEE garden at their school.

Educating children, society's future, is essential to initiating long-term change to preserving the natural environment and supporting local agriculture. The first step to ensuring children, future leaders, influencers, and decision makers, understand how to create and manage cities that preserve our land is through educating and influencing the teachers that work with them every day. By providing teachers the tools to effectively integrate and expose children to nature through everyday curriculum, TEACHin Nature will impart valuable knowledge regarding the intelligence of nature, local ecosystems, and regenerative agriculture, thereby nurturing a generation who will manage cities that, with local resources, can renew and sustain itself.

Many schools lack access to appropriate outdoor spaces. By equipping teachers with leadership and grant-writing skills, aligning with knowledge of ELSEE gardens, teachers will be empowered to work with school, district, or city leaders to build and sustain ELSEE gardens.

TEACHin Nature will be offered as a SJECDD-WI course (online or in-person) and participants will earn a certificate. The goal is to transition to a non-credit course offered at one or both of SJECDD's colleges. Non-credit courses are offered free to participants and are a viable and sustainable solution for long term maintenance and continued services.

### 11. Describe key project deliverables and estimated completion dates.

Key project deliverables and estimated completion dates for TEACHin Nature include:

-March 1-June 30, 2021: Conduct survey with Santa Clara County (SCC) teachers to better understand what they need to successfully implement lessons learned from TEACHin Nature in their classroom. Based on survey results we will form an Advisory Committee consisting of local pre-k and k-12 teachers and

administrators, SJECDD-WI Academic Dean and Project Supervisor, and CNGF to revise and finalize course curriculum, participant learning outcomes, and measurement protocols.

-June 30-August 30, 2021: Participant selection through a competitive application process, ensuring TEACHin Nature selects teachers -- especially science teachers -- who are passionate about nature immersion and motivated to create change within the educational system and how urban land is managed.

-September 1, 2021-October 31, 2022: Offer TEACHin Nature to 80 pre-k through grade 12 teachers from underserved schools in SCC. The pilot will consist of four cohorts, each serving 20 teachers. Tentative pilot cohort dates include:

-September 2021: Cohort One

-February 2022: Cohort Two

-March 2022: Cohort Three

-September 2022: Cohort Four

-October 1-December 31, 2021: Review and analyze data collected from Cohort One and adjust curriculum accordingly for course improvement.

-January 1-October 31, 2022: Work with Evergreen Valley College (EVC) and San Jose City College (SJCC) deans and faculty, and Academic Senates to develop and offer TEACHin Nature as a non-credit course.

-October 31-November 30, 2022: Compile all data collected to prepare the final report.

-Spring or Summer 2023: Offer first cohort as a non-credit course.

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

The proposed TEACHin Nature program does not require any land site permission, permits, or other approvals. However, to ensure TEACHin Nature curriculum is offered as a non-credit course, the SJECDD-WI dean will work with EVC and SJCC deans and faculty, and the Academic Senate to develop and offer TEACHin Nature as a non-credit course. TEACHin Nature will need to be approved by SJECDD Academic Senate and adopted by either EVC or SJCC. TEACHin Nature will use the first cohort as a pilot to collect participant data and refine curriculum. During the first pilot the SJECDD-WI team will collaborate with the academic senate and EVC or SJCC deans to obtain the necessary approval. The goal is by the end of fiscal year (FY) 21-22, curriculum will be approved and added to the course catalog.

The ELSEE model, which teachers will learn to replicate at their own schools, is a SITES-certified teaching garden which includes 200 sustainable benchmarks, along with its own pedagogical benchmarks. We have already created ELSEE-certified teaching gardens in Franklin-McKinley School District, and will train teachers to secure permission, grants, and community support to replicate this model at their own schools. CNGF's land use model advocates for the development of food-dense urban farms with native hedgerows, with the goal of allowing more open spaces to be dedicated to wild nature.

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

TEACHin Nature has the capability of long-term implementation and continued education for SCC teachers. As a non-credit course, TEACHin Nature can be offered at no cost to the participant. Once approved as a non-credit, the course will become part of the college(s) course catalog.

Non-credit course curriculum can also be adopted and modified by other community colleges across the state (114 in total). TEACHin Nature will act as a model. SJECDD-WI will promote this model among other California Community Colleges. The long-term goal is to enlist as many colleges as possible in adopting and implementing the curriculum so more teachers will be trained on nature immersion and outdoor instruction. Thus impacting a larger number of children and their families.

CNGF and SJECDD-WI recognize that teachers are busy and developing new lesson plans which incorporate nature can be a challenge. A component to the training will include participants developing lesson plans integrating traditional academic subjects with nature. All lesson plans will be located on a dedicated web

page and made available to other teachers interested in nature immersion.

Support is essential for each participant to effectively implement what they learned. Each completer will become a member of the TEACHin Nature alumni group. A dedicated web page with additional resources will be available and CNGF and SJECDD-WI will host two alumni meetings a year to promote collaboration and offer support.

#### 14. Describe the project's readiness for implementation.

SJECDD-WI and CNGF teams' ample experience and expertise ensuring project readiness for implementation include:

- SJECDD-WI has provided professional development and education to regional workforce including teachers for 32 years and developed customized training curricula.
- SJECDD-WI offers interactive courses online through Canvas and Playposit.
- CNGF has been teaching teachers, interns and community members for 15 years, supported the development of teaching gardens at 85 different schools, and trained First 5 teachers how to use the Nature Immersion model of teaching outdoors.

Although a large portion of the proposed curriculum has been instructed in segments, currently TEACHin Nature is in the design phase. CNGF and SJECDD-WI are working collaboratively to formalize the model. For instance, the team has:

- Developed course module descriptions.
- Advanced the development of detailed curriculum and course manuals.

Current course outline includes the following modules:

1. Introduction to California Ecology
2. Eating California - Introduction to Regional Plant-Based Cuisine
3. Indigenous Storytelling and Native California Species - Theory and Practice
4. From Compost to Harvest - Teaching Regenerative Gardening Methods to Children
5. STEAM Education in the Outdoor Classroom
6. Introduction to Designing, Growing and Maintaining ELSEE Teaching Gardens
7. Field Study Practicum in Outdoor STEAM Education
8. Introduction to Educational Grant Writing and Advocacy

### 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.*

\$61,080	Grant request: Personnel
\$115,400	Grant request: Contracted Services
\$23,520	Grant request: Supplies / Materials
\$0	Grant request: Other Direct Costs
\$0	Grant request: Indirect Costs
200,000.00	<b>TOTAL</b>

#### 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.*

\$88,715	Total Matching Funds
88,715.00	<b>TOTAL</b>

## 17. Budget Narrative

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

The projected budget is assuming a project start date of March 1, 2021 and will run for a total of 22 months through December 31, 2022. The proposed budget includes:

\$61,080 - Personnel:

- Academic Dean of Workforce & Economic Development (not charged to the grant) but it is a fundamental role to lead the vision and mission of the proposed model, oversee the academic curriculum and the budget, and empower instructors and staff with the intention to educate and serve the target population.
- Project Supervisor will offer project management, co-lead the advisory committee, collaborate with CNGF experts, communicate with faculty, and support the non-credit approval process.
- Division Administrative Assistant, Sr. will support coordination of advisory committee and project meetings, support the Dean, Workforce & Economic Development with the non-credit approval process.
- MAPin Coaches: The SJECCD-WI MAPin program will offer outreach, recruitment, retention, and registration support for all participants. MAPin will have a hotline (phone and email) for interested individuals to contact for additional information regarding TEACHin Nature. In addition, MAPin will offer regular information sessions via Zoom and in-person (depending on county social distancing protocols at the time) and orientation sessions to support the registration process.
- Workforce Institute (WI) Instructors will teach the grant management and leadership component of TEACHin Nature.

\$115,400 - Contract Services:

- Strategic Performance Monitor will develop and disseminate survey questions which will be sent to pre-k and k-12 teachers in SCC. Data collected and analyzed will be used to refine learning objectives and curriculum. In addition, this role will develop pre- and post- surveys to be completed by all TEACHin Nature participants. Data collected will be used for program review and improvement.
- CNGF will offer experts regarding the environmental components to the curriculum, support recruitment of instructors for environmental modules, and serve on the advisory committee.
- Advisory Committee Assignments: Stipends will be offered to advisory committee participants which will include pre-k and k-12 teachers and administrators and college faculty.

\$23,520 - Supplies/Materials:

- Printing, paper & in-class materials for creating course materials.
- Start Up Kits will be offered to graduates from first 4 cohorts. The kits will include supplies and materials teachers can use to implement what they learn during TEACHin Nature in their own classrooms.

## Project Goals (15 points)

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

TEACHin Nature will be addressing specific and current problems, beginning with our local community. Upon implementation, TEACHin Nature will offer teachers knowledge and resources to renew and enhance pre-k through grade 12 lesson plans and pedagogy, which has been affected by COVID-19. Training teachers to educate outdoors provides alignment with health authorities recommendations. Research shows us that outdoor learning enhances children's immune systems, reduces stress, and - with outdoor STEAM education - students learn how to grow food and restore and care for nature. Though nearly all topics can be taught outdoors - using resources provided by nature - some teachers may not be comfortable teaching in an outdoor classroom.

In addition, TEACHin Nature could be a model with long term impact to the larger scale problem. Over half the world's population lives in cities. Many of the people living in these cities lack both awareness and resources to be stewards to the planet. As society evolved and large cities were developed, nature was left out, causing long term effects to the planet's health. Due to the way cities were designed, relying on fossil fuel, everything is shipped. Water and food are shipped in; waste and garbage are shipped out. This causes air and noise pollution, climate change, lack of biodiversity, and diminished wellbeing. The way cities are designed cannot change overnight. Educating the next generation to be good stewards to the planet is the foundation to long term impact and improving the planet's ecosystems. To influence the next generation, we must first educate our teachers. TEACHin Nature will be a model offering resources and skills to nature immersion in the outdoor classroom.

### 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.*

80	Number of people served
2,400	Number of youth served (under 18 years)
4 Cohorts	Number of programs provided
2,480.00	<b>TOTAL</b>

### 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.).*

TEACHin Nature will serve the community in various capacities, both social and environmental.

-Goal 1: For every five teachers trained, one garden is created.

-Goal 2: Each trained teacher will impact their class of approximately 30 students and their families each academic year.

-Goal 3: Develop TEACHin Nature into a non-credit course for continued implementation beyond the funding period.

-Goal 4: TEACHin Nature will be adopted by one other community college each academic year. This will increase access to the training beyond Santa Clara Valley to impact the entire state of California, and potentially other states across the country.

-Goal 5: For each ELSEE garden developed, students, families and community members will also host a local farmer's market. Increasing community engagement and supporting underserved families with fresh and nutritious produce.

### Impact (15 points)

#### 21. Describe the lasting impact of the project.

The lasting and long-term impact of TEACHin Nature, along with other CNGF and SJECCD-WI existing projects, would be to protect local ecology, sequester CO2 emissions, enhance biodiversity, connect children to nature, promote local food security and food sovereignty to underserved communities, and address future workforce needs.

Through past experience, CNGF and SJECCD-WI recognize the influence teachers have, not only among their students, but within the community at large. TEACHin Nature would empower teachers to become instruments of change and inspiration throughout Santa Clara Valley. For every five teachers trained, TEACHin Nature's goal is for one teaching garden to be created. These gardens will be learning labs and could be used to feed community members and offer access to freshly grown food, which leads to increased

nutrition. Teaching gardens will help restore ecology, prepare children for initiating necessary change to our environment, and promote a new model of urban land use, starting with the schoolyard.

In addition, teachers will learn how to educate their students about ecosystems in the Santa Clara region, with a focus on native plant communities and their interdependent relationships to animal, fungal, and microbial life. Each academic year teachers directly impact the lives of approximately 30 children and their families.

With the current COVID-19 circumstance, remote learning has becoming a challenge and a barrier for many, educational leaders are looking for students to return to their school sites. However, with social distancing regulations, indoor education offers additional challenges. Teaching outdoors is a potential solution to the current circumstance as well as offers long term and lasting impact to the educational system, students served, and Santa Clara Valley environment and ecology.

Lastly, we recognize that not all teachers will be able to participate in the training but may want to start incorporating outdoor education as much as possible. TEACHin Nature will have a dedicated web page on SJECED-WI's website which will host lesson plans developed by TEACHin Nature graduated teachers. These lesson plans will be available to all teachers at no cost and will live on the website beyond the funding period. Many of the nature immersion lessons can also be brought home, inspiring teachers and students to grow their own native/food gardens.

## Community Engagement / Stakeholder Support (10 points)

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

*Please submit letters using the Documents Upload tab.*

TEACHin Nature's concept including the current course outline and description was developed in collaboration with CNGF and SJECED-WI, as well as volunteers, interns, and stakeholders such as key educational partners.

Throughout the design phase of TEACHin Nature, community support and involvement will be essential. SJECED-WI will assign a Strategic Performance Monitor to develop a pre-survey which will be disseminated among pre-k and k-12 teachers and administrators in Santa Clara Valley. The purpose of this survey is to collect information from those that will be utilizing what they learn from TEACHin Nature in the classroom at their school site. Once the survey has been disseminated and data collected and compiled, CNGF and SJECED-WI will invite those that responded to participate in a meeting. The goal of this initial meeting is to offer teachers and administrators the opportunity to provide feedback on the course outline. In addition, CNGF and SJECED-WI will ask for experts and key stakeholders to serve on an Advisory Committee which will co-lead the development of final curriculum and learning outcomes. The plan is to recruit pre-k and k-12 teachers and administrators and college faculty to serve on the Advisory Committee to offer approximately 20 hours of expertise during project development and implementation. Advisory Committee members would be compensated through a stipend. This will ensure TEACHin Nature observes the needs of those in the classroom.

## Leadership & Innovation (10 points)

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### **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.*

TEACHin Nature is an innovative approach to current and emerging environmental and educational challenges in Santa Clara Valley. CNGF and SJECED-WI partnership is founded on collaboration and inclusion

ensuring these carry on throughout the project conception, development, and implementation.

TEACHin Nature's innovative approaches include efforts to train pre-k and k-12 teachers who spend approximately 25 hours a week with their students. The training includes how to innovatively incorporate nature, local ecosystems, regenerative farm systems, and ecological land use into academic subjects, including science, math, English, history, and arts, how to design, build, and manage an ELSEE garden, and how to advocate and promote transforming their school yard to an urban teaching garden.

Teachers in our community will become ambassadors promoting environmental education to other teachers, staff and administrators, parents, and community members. TEACHin Nature will be the foundation to empower and lead others to address climate change, grow their own food, decrease food miles, and increase community health and well-being.

The developed training will be offered in 3 formats, in-person, online and, hybrid. We understand that this is an uncertain time which requires flexibility. SJECDD-WI has ample experience developing and offering training in an online format and will utilize tools such as Canvas, Zoom, and Playposit to ensure participants meet outlined learning objectives.

## 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.*

CNGF and SJECDD-WI offer a wide range of expertise and experience, and together have the ability to successfully implement TEACHin Nature. TEACHin Nature will be a new initiative leveraging CNGF as the environmental expert and SJECDD-WI as the educational, program development, and management expert. Both organizations have current successful programs, services, and processes that will be merged to formalize and implement TEACHin Nature. Examples include:

- SJECDD-WI has successfully managed multiple grant projects. Most recently, SJECDD-WI led Silicon Valley Career Pathways (SVCP), Northern California's largest network of STEM education and career programs. Funded by 2 California Career Pathways Trust grants totaling \$19.2M, SVCP successfully met project deliverables set by the California Department of Education and was recognized by the Community College Futures Assembly with the 2019 National Bellwether Award in Planning, Governance, and Finance.
- CNGF created a SITES-certified ELSEE garden which has been internationally certified by the US Green Building Council and Sustainable SITES Initiative.
- CNGF's First 5 pilot program engaged underserved preschool students and parents and trained 75 SCC Family Resource Center teachers at an ELSEE garden. Families notice their children loved learning to garden and teachers claimed an increase in confidence and motivation about outdoor education.
- SJECDD-WI is a reputable educational institution which has been providing professional development and education for 32 years.
- 92% of participants of SJECDD-WI's certified professional trainings received job offers.
- CNGF has established a reputable summer intern program averaging 40 interns each year.
- SJECDD-WI uses an iterative process when developing new initiatives, which includes a Design, Implementation, and Improvement Phase. The phases are repeated ensuring each iteration offered moves closer to the desired outcome.

In addition to successful projects, both CNGF and SJECDD-WI consist of key staff which bring necessary qualifications ensuring TEACHin Nature will be successful. Please see list below of key staff including examples of qualifications and experiences.

#### SJECDD-WI

-Academic Dean offers 20 years of experience in education and a unique perspective merging the academic, workforce, and support services required in TEACHin Nature.

- Project Supervisor brings a unique background including child and adolescent development, counseling, and project management.
- Strategic Performance Monitor, Ph.D. in Research and experience with extensive program review and improvement.
- Instructors, experts in training leadership and grant writing.

#### CNGF

- Executive Director: Decades of experience in sustainable gardens, nature education.
- Instructors: Diverse backgrounds including, early childhood outdoor and art educators; PhD with expertise in pedagogy; native storyteller.
- Interns: Offer perspectives from current students and innovative ideas.

### **BONUS POINTS: Underserved Communities (10 points)**

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#### **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>.*

TEACHin Nature will support and serve sensitive populations strategically recruiting teachers from schools located in park-poor areas in Santa Clara Valley. These schools normally serve underserved and disadvantaged communities. By targeting areas, participant teachers will bring knowledge gained from TEACHin Nature back to their classroom and the vulnerable communities. In addition, they will gain tools and resources to advocate for a teaching garden to be established at their school. With the creation of STEAM education and school teaching gardens, students and their families will benefit from the conversion of school lands that will enhance their connection to nature, build food security and access to nutrition. Deep Engagement Community students will learn how to restore local ecology and grow food using resilient methods inspired by natural systems.

### **BONUS POINTS: Community Building (10 points)**

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#### **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."*

By educating teachers, TEACHin Nature, is actively encouraging community building. Teachers are natural ambassadors and leaders in communities and can share their knowledge not only to their students, but with other teachers, students' families, and school administrators. TEACHin Nature will empower them to build local networks within their communities to create and sustain support for eco-literacy and local food security using a new model of land use at urban schoolyards.

As TEACHin Nature grows it is anticipated that more teaching gardens will be developed. Each garden can act as a hub for community engagement and collaboration. Community members could volunteer at the teaching gardens where entire communities can eat the food grown at the gardens. In addition, the garden could be used to host events such as student fairs, harvest festivals, farmer's markets, and "barn-raising" (ex. mulch-spreading).

The goal of TEACHin Nature is to be the foundation to a much larger movement. By educating first the teachers, followed by students and families, the community can advocate for building their very own community-based teaching garden.

## 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."*

TEACHin Nature enhances and raises awareness about climate resilience through the curriculum imparted to teachers. Module one, Introduction to California Ecology, will educate teachers about ecosystems in our region, with a focus on native plant communities and their interdependent relationships to human, animal, fungal, and microbial life. This module will act as the foundation for teachers to understand the importance of restoring local ecosystems and growing food locally to build climate resilience.

In addition, ELSEE teaching gardens do not release as much CO<sub>2</sub> as traditional ag. By educating teachers about ELSEE gardens and how to advocate for building these gardens at their school and community sites, TEACHin Nature is promoting Regenerative Organic farms, in which the soil holds carbon and reduces food miles. A one-acre, urban ROA production farm can potentially produce enough food to feed 500 local people. TEACHin Nature is a foundational model to eventually increase local Regenerative Organic farms in Santa Clara County, reducing food miles and feeding communities, especially disadvantaged people who live in food deserts and lack access to fresh and nutritious produce.

## Documents Upload [top](#)

### Documents Requested \*

Financial Statement

Project Budget

[download template](#)

Fiscal Sponsorship Agreement

[download template](#)

Site Control Documentation

[download template](#)

CEQA Compliance Certification Form

[download template](#)

Letters of Support

Project Partner Letters

Maps and Site Plans

Photographs

Other

### Required? Attached Documents \*

✓

[SJECCD 2019 Financial Report](#)

✓

[SJECCD-WI OSA UGP Budget](#)

[Regional Letter of Support](#)

[TEACHin Nature Infographic](#)

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

Application ID: 211140

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