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Santa Clara Valley Open Space Authority

2020 Urban Grant Program

Deadline: 7/1/2020

San Jose State University Research Foundation **CommUniverCity's Growing Sustainably Program**

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\$ 185,088.00 Requested

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Project Contact

Luann Chu

luann.chu@sjsu.edu

Tel: 408-924-2428

Additional Contacts

katherine.cushing@sjsu.edu, imelda.rodriguez01@sjsu.edu

San Jose State University Research Foundation

210 N. 4th Street,
4th Floor
San Jose, CA 95112-5569

Interim Executive Director

Eugene Kunde
research-foundation-osp@sjsu.edu

Telephone Santa Clara

Fax 408-924-1400

Web

EIN 94-6017638

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.

McKinley Elementary School--651 Macredes Av., San Jose CA 95116

Sunrise Middle School--1149 E. Julian, San Jose CA 95116

Alpha Cornerstone Academy--1598 Lucretia Ave, San Jose CA 95122

Olinder Elementary School--890 E. William St., San Jose CA 95116

The McKinley Neighborhood Center-- 651 Macredes Av., San Jose CA 95116

Spartan Keyes Neighborhood Action Center--570 Keyes St., San Jose CA 95112

Veggielution-- 647 S. King Rd., San Jose CA 95116

Kelley Park--1300 Senter Rd., San Jose CA 95112

Programming will also take place virtually via online platforms such as Zoom!, Google Classroom, and InstagramTV

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)

Growing Sustainably aims to increase urban food system awareness and engagement, reduce access barriers to natural spaces, and raise environmental literacy in low-income, Central San Jose communities. Led by CommUniverCity, 1,850 residents (1,400 students and 112 families) will learn about urban agriculture and environmental science through hands-on lessons, field trips, and family education kits. They will garden at schools and home, visit an urban farm, and experience San Jose's Kelley Park.

Project Planning (20 points)

10. Describe the proposed project.

CommUniverCity's Growing Sustainably initiative incorporates three programs designed to promote environmental stewardship, gardening knowledge and skills, and healthy eating among low-income children and their families in Central San Jose. Specific activities are as follows:

GARDEN EDUCATION (Urban Agriculture/Food Systems) - A comprehensive garden education program for 550 3rd to 8th-grade students culminating in a field trip to Veggielution's urban farm. Programs offered through 2 schools & 1 afterschool program with 18 workshops in Year 1 and 36 workshops each in Year 2 and 3.

ENVIRONMENTAL SCIENCE EDUCATION (Environmental Education) - Interdisciplinary environmental science lessons for 850 3rd to 8th-grade students culminating in a hiking and watershed science field trip to San Jose's Kelley Park. Programs offered through 2 schools & 1 afterschool program with 15 workshops in Year 1 and 30 workshops each in Year 2 and 3.

FAMILY KITS AND COMMUNITY WORKSHOPS (Urban Agriculture/Food Systems, Environmental Education) - Family-centered hands-on garden and environmental education kits for 90 households (about 360 residents) containing learning activities aligned with grade level standards in English-Language Arts, Math, and Science. 30 kits each in Year 1, 2, and 3. Summer gardening workshops for families and adults for an additional 90 residents with 3 workshops each year in Year 1, 2, and 3.

Programs will be developed in consultation with community members. Program content includes online and in-person (when appropriate and safe) workshops, as well as kit-based family education kits containing live native plants, seasonal vegetable seedlings and seeds, basic gardening supplies, journals, and simple observation and measurement equipment (e.g., magnifying glasses, pH strips). Program implementation will take place within the underserved neighborhoods of Central San Jose. We will follow all relevant university, partner organization, and county COVID-19 public health guidelines to keep community members and CommUniverCity project staff safe.

Descriptions of example garden and environmental science lessons are below.

PRODUCTIVE POLLINATORS: Participants learn about the important role of insects and other pollinators in ecosystem and food system processes. They learn how climate change is affecting the relationship between

native pollinators and plants. (Grades 3-5)

BE PREPARED: FLOOD KIT: Participants learn what a flood is in the context of San Jose's flood history. Content includes understanding how floods occur and how this type of natural disaster can impact communities. Using teamwork and prioritization skills, students organize hypothetical emergency kits and compare their results to what the experts recommend. (Grades 3-5)

Implementation details are further described in our response to q. 11.

11. Describe key project deliverables and estimated completion dates.

GARDEN EDUCATION

To promote horticultural knowledge and skills that enhance standard school instruction, CommUniverCity's six-lesson garden education program will be delivered to three partner organizations. In Year 1 of the program, beginning March 2021, 18 lessons will be delivered (6 workshops at 3 sites) to 3rd through 8th-grade students by December 2021. The number of workshop series participants in Year 1 is 90 (30 students per site), with 20 students taking part in a field trip to an urban farm. In calendar years 2 and 3, the number of workshops (36), students participating in workshops (180), and students participating in field trips (40) will double since the work period will cover 2 academic semesters. In years 2 and 3, half of the workshops (18) and field trips (2) will be completed by May 31 and the other half by December 31. The urban farm field trips will be completed by December 2021 in year 1 and May 31 and December 31 in years 2 and 3.

ENVIRONMENTAL SCIENCE EDUCATION

To increase environmental knowledge and awareness among low-income children with environmental, hands-on educational activities, CommUniverCity's environmental science education program will be delivered to three partner organizations. In Year 1 of the program, beginning March 2021, 15 lessons will be delivered (5 workshops at 3 sites) to 3rd through 8th-grade students. The number of lesson participants in Year 1 is 150 (10 students per site), with 20 students taking part in a field trip to Kelley Park. In calendar years 2 and 3, the number of lessons (30), participating students in lessons (300), and students participating in field trips (40) will double since the work period will cover 2 academic semesters. In years 2 and 3, half of the workshops (10) and field trips (2) will be completed on May 31 and the other half by December 31. The Kelley Park field trips will be completed by December 2021 in year 1 and by May 31 and December 31 in years 2 and 3.

FAMILY KITS AND COMMUNITY WORKSHOPS

To promote active learning in low-income families in gardening and environmental science, CommUniverCity will develop and distribute 90 family-focused garden and environmental science kits (30 per year) to households and hold 9 summer community gardening workshops (3 per year) at partner sites. Kit distribution will be complete by May 31 of year 1 and November 30 of years 2 and 3. Summer gardening workshops will be complete by August 31 of year 1, 2, and 3.

SJSU runs on an academic calendar, so most project work revolves around 5-month semesters. Spring runs from January to May and fall runs from August to December. Content for gardening and environmental education workshops and Family Education Kits is developed in months 1-3 of each semester. Lessons and workshops for schoolchildren take place during months 3-5 of the semester. Programming for Year 1 is adjusted to account for a March 2021 project start date as this is the earliest time funds become available.

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

CommUniverCity's work in the community is approved by SJSU's Office of Research and Innovation following all relevant guidelines for the University's Human Subjects Institutional Review Board (Protocol #F1304017). Planned field trips to Veggielution and Kelley Park with local schoolchildren will be organized in partnership with partner schools and field trip permission will be obtained from parents and legal guardians in Years 1, 2, and 3 of the project.

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

The direct lifetime of the project is three years from 3/1/2021 to 2/29/2024. After this period, we will work with interested partner school administration, teachers, and afterschool program managers to loan-out the environmental science education kits after the grant period concludes, as they are designed to be portable and easily deliverable to classrooms of 25-30 students. Additionally, we can continue to work with the Environmental Resource Center in SJSU's Environmental Studies Department, a CommUniverCity partner since 2017, to provide student teachers who will take on the project.

Growing Sustainably is central to CommUniverCity's mission, providing garden and environmental education to our community for over 10 years. It will continue to exist as long as CommUniverCity exists but without external funding we will be unable to maintain program effectiveness and will need to reduce the number of partner schools.

14. Describe the project's readiness for implementation.

This project builds on the 10-year history of award-winning sustainability, garden, and nutrition education programs spearheaded by CommUniverCity. The original idea for Growing Sustainably emerged out of residents' vision to make fresh, healthy, affordable food available to low-income, largely immigrant families, and to inspire an appreciation for the natural environment among children. Our 2017 to 2020 suite of programs was generously supported by the Open Space Authority and resulted in engagement with over 3,089 residents. Over 990 SJSU students volunteered over 7,900 hours to educate, engage, and inspire our community to grow its own food and live a sustainable lifestyle. Additional environmental science workshops CommUniverCity jointly developed with Keep Coyote Creek Beautiful in 2019-20 added another 60 SJSU students, 334 residents, and 2,413 volunteer hours to the effort.

Much of the content for garden and environmental science lessons for Year 1 is already developed and forms the basis for training student interns and project staff. Due to COVID-19, lessons that were planned for in-person instruction will be modified to allow for remote instruction. Our school partners (e.g., McKinley and Olinder Elementary schools), Veggielution, and SJSU faculty have incorporated a collaboration with Growing Sustainably into their work plans for the next three years, as evidenced by Partner Letters. We regularly work with these organizations on other CommUniverCity projects.

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="165874"/>	Grant request: Personnel
<input type="text" value="0"/>	Grant request: Contracted Services
<input type="text" value="7200"/>	Grant request: Supplies / Materials
<input type="text" value="3200"/>	Grant request: Other Direct Costs
<input type="text" value="8814"/>	Grant request: Indirect Costs
<input type="text" value="185,088.00"/>	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="46278"/>	Total Matching Funds
<input type="text" value="46,278.00"/>	TOTAL

17. Budget Narrative

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

Personnel: \$165,874 salary and benefits not incl. in kind

Program Manager: \$83,841

The Program Manager is the focal point of Growing Sustainably's education programs. Main duties and responsibilities include supporting classroom teachers' and residents' participation in Growing Sustainably; leading garden activities at partner sites; teaching summer workshops; distributing education kits; maintaining data collection systems; evaluating program results; and creating and implementing an annual work plan. This is a fully benefited 52% time position paid that will enhance program depth and offer a year-round point of contact for the program (1,080 hours per year).

SJSU Faculty: \$12,000

Ms. Aerts is a core member of the SJSU Environmental Studies faculty, teaching Environmental Education and Resource Analysis courses. Rachel will oversee the work of SJSU students working to support Growing Sustainably, reviewing lesson content and co-leading lesson delivery with the Program Manager. (91 hours per year)

SJSU Student Project Coordinators: \$31,155

Two undergraduate students will support the Program Manager. Their main responsibilities will be communications support, centrally coordinating and executing project logistics (including online lessons), supporting digitization of lesson content, and assisting in lesson delivery. (280 hours per year)

In Kind Service: (\$41,278)

The Executive Director and Community Director provide 507, and 135 hours of in-kind service to the project, respectively. The Executive Director oversees overall design and implementation of major program components, managing senior project staff, and hiring project personnel. CommUniversity's Community Director is responsible for securing community partnerships with schools and other organizations, recruiting family participants and ensuring partner satisfaction with project delivery.

Fringe Benefits: \$38,878

Benefit rates for the Program Manager (39.1%), paid SJSU faculty and students (9.1%) total are mandatory expenses set by the U.S. Department of Health and Human Services.

Supplies/materials for lessons and education kits: \$5,500 requested + \$5,000 in kind

Funds will go towards kit and lesson materials (e.g., journals, pocket microscopes, gardening supplies), SJSU student volunteers t-shirts, CommUniverCity staff apparel.

Technology: \$1,700

1 computer (Apple 21.5" iMac with Retina display) for graphics, video creation, digitization and uploading of instructional materials.

Printing and Advertising: \$700

For printing of program materials and flyers; color reproduction/lamination needs for program recruitment, lesson delivery, and general program communications.

Food and Refreshments :\$2,000

For program planning and gardening workshops (approximately 5 per year)

Staff Screening: \$500

For staff Livescan, background, and TB tests required for project team members working with children.

Indirect Costs at 5%: \$8,814

Project Goals (15 points)

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

FOOD INSECURITY: Based on school enrollment, over 85% of children in the Central San José neighborhoods served by CommUniverCity are Latino and 89% are eligible for free or reduced price school lunch. According to a 2013 report by the Santa Clara County Public Health Department (Obesity, Physical Activity, and Nutrition), 47% of Latino children and 68% of Latino adults are overweight or obese, putting these residents disproportionately at risk of diabetes and other obesity-linked health risks. Residents lack access to affordable, healthy food.

LIMITED ACCESS TO NATURE: Minority and low-income youth, such as children living in CommUniverCity neighborhoods, are less likely than Anglo and higher-income youth to have adequate access to and positive experiences in nature. This marginalization further aggravates health disparities among low-income, minority youth, as decreased outdoor activity is linked to rising childhood obesity, and to serious and long-term physical health risks that include coronary heart disease, hypertension, Type 2 diabetes, stroke, respiratory problems, and some cancers (Centers for Disease Control, 2007; Frumkin, 2005; Frumkin & Louv, 2007; Louv, 2005).

UNDERLYING FACTORS: Limited exposure to green spaces among low-income and minority youth stems from multiple factors including unfamiliarity with natural areas, racial discrimination, lack of transportation, program expense, a lack of cultural diversity among environmental education staff, and programs that may make minority and low-income youth and families feel unwelcome—perpetuating the perception that nature centers are places for “White people with money.” (Strife, 2009; California State Parks, 2005; Hong and Anderson, 2006; Kohlhuber et al., 2006; Frumkin, 2005; Elmendorf, Willits, & Sasidharan, 2005; Hood, 2005; Platt, 2008; Wolch, Wilson, & Fehrenback, 2002; Wolch et al., 2002. Children who grow up with limited access to nature may develop negative perceptions of the natural environment, and even develop ecophobia—a fear of the natural world. (Branch, 2000; Louv, 2005; Sobel, 1999). Since early childhood experiences in nature significantly influence the development of lifelong environmental attitudes and values, questions arise about whether tomorrow’s adults who grow up disconnected from nature will want to protect and care for the natural environment (Chawla, 2006a, 2006b; Hofferth & Curtin, 2006; EcoAmerica, 2006; Louv, 2007; Pyle, 2002; White, 2004).

HOW GROWING SUSTAINABLY HELPS: Growing Sustainably aims to increase awareness among low-income elementary and middle school children and their families on the importance of growing and eating healthy, fresh foods, as well as promote environmental awareness. This is accomplished by engaging children and their families in growing their own fruits and vegetables and providing environmental science lessons that make STEM education meaningful to residents through local examples of issues and personal solutions.

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.

1,850	Number of people served
1,535	Number of youth served (under 18 years)
275	Number of programs provided
3,660.00	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.).

Garden Education Program Goals: 1) increased gardening skills and plant science knowledge, and 2) increased understanding of food origins and appreciation of locally grown organic produce will be measured using participant post-treatment surveys. Goal: 70% or more of participants report increases in both categories.

Environmental Science Education Goals: 1) increased appreciation, respect and desire to care for nature, 2) increased knowledge of and understanding of the natural world and the relationships between the basic elements, plants, and animals in ecosystems, and 3) increased understanding of local water issues will be measured using participant post-treatment surveys. Goal: 70% or more of participants report increases in pro-environmental attitudes or demonstrate environmental knowledge by correctly answering science-based questions.

Family Kit and Community Workshop Goals: 1) increased knowledge about sustainable agriculture and the environment, and 2) family members sharing environmental interests and concerns with each other will be measured by participant surveys administered one month after kit distribution and at the end of the community gardening workshops. Goal: 70% or more of kit participants in both programs report increases in gardening, nutrition or environmental knowledge, and 70% or more of participants reporting that they shared their environmental interests and concerns with each other because of Growing Sustainably.

Impact (15 points)

21. Describe the lasting impact of the project.

The long lasting social and environmental impact of Growing Sustainably is reflected in positive changes in health, cognitive, social and pro-environment attitudes among low-income, largely immigrant, Latino participants. Below, we provide direct evidence from recent analysis of Growing Sustainability participants on highlights of the project's positive outcomes.

During the '18-'19 program cycle, 92% of students participating in our garden and nutrition education programs said they enjoyed being in nature more because of their participation in Growing Sustainably, an increase of 9% from the '17-'18 program year. 83% indicated they can talk to their parents about healthy eating, and 73% reported being able to make something to eat with fruit and vegetables by themselves.

During the '17-'18 program implementation cycle, 65% of students participating in our garden education program reported they could garden on their own. 44% reported Growing Sustainably lessons helped them learn practical skills or supported their learning academic subjects such as math, science, and writing.

Research conducted in 2019 by the Department of Environmental Studies at SJSU comparing students who participated in Growing Sustainably at McKinley Elementary School versus a control group at a comparable school shows a statistically significant increase in environmental literacy in 4th grade students, particularly in the areas of environmental awareness and attitude. Moreover, journal entry analysis and participant observation indicates participants made real progress overcoming initial fear of the natural environment simply by spending regular time outside in the school's raised bed gardens and began to adopt an environmental stewardship perspective.

After a final garden class in 2019, student self-reflection expanded to include feelings beyond the physical context of the school garden, to the larger local entire ecosystem. For example, student participants wrote "I learned of ways to save the environment," "I learned about pollution and how to save energy," and "I felt good for making the environment a better place."

CommUniverCity's recent collaboration with Keep Coyote Creek Beautiful on local environmental science education, Watershed-in-a-Box, also demonstrated increased environmental awareness in program participants. Following the lesson A River Runs Through It, 85% of participants could correctly distinguish

between pervious and impervious surfaces (N=53). 70% of students were able to remember and write down the 4 R's, Reduce, Reuse, Recycle, Refuse and provide examples of how they can use one "R" in their life (N=57).

Feedback from classroom teachers is positive, as shown by the following quote: "[Watershed-in-a-Box] is a great opportunity for students to learn about the natural environment that surrounds them and how they can contribute to make it safe and healthy" - Ashley Wicklander, 5th grade teacher, McKinley Elementary School.

Community Engagement / Stakeholder Support (10 points)

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

Please submit letters using the Documents Upload tab.

CommUniverCity engages local residents in developing neighborhood strategic plans as a blueprint to direct its work plans. In particular, the Five Wounds-Brookwood Terrace Neighborhood Improvement Plan, developed by the community (with 200+ participating neighborhood residents) in partnership with SJSU's urban planning department, has guided CommUniverCity's efforts to advance neighborhood-driven priorities. The community planning document is available online at http://cucs.org/wp-content/uploads/2015/09/FWBTNeighborhood_ImprovementPlanAmendment.pdf.

The community plan provides details on a number of top ten community priorities. These include expanding educational and enrichment programs, fostering a "college-going" culture, and enhancing community health. Growing Sustainably directly addresses these key community priorities by engaging SJSU students to serve as college-going role models for children and their families, and by providing educational enrichment on practical topics that touch residents' lives everyday (i.e., food and the natural environment).

Resident leaders are an integral part of our Steering Committee. They participate in monthly update meetings and are regularly consulted on program development, both informally and through a new project approval process. Our school and community partners have provided letters indicating their commitment to and support of Growing Sustainably.

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.

Collaboration lies at the core of CommUniverCity. For every CommUniverCity project, including Growing Sustainably, SJSU, the City of San Jose, and local partners all play equal supporting roles. By combining the energy and expertise of SJSU faculty and students, City Departments, and schools and residents, we obtain results that are greater than the sum of their parts. For example, in addition to having grade school children benefit directly from garden and environmental science instruction, SJSU students benefit by improving their teamwork and communication skills. The City benefits by hosting pro-social recreational activation activities for a population that might not normally visit their parks, opening the door to future park visits.

A more practical Growing Sustainably innovation is the development of family-focused education kits. During the COVID-19 public health crisis, meeting in large groups is unadvisable; many parents & students are spending unhealthy amounts of time on digital devices. The novel kits and fun lessons (with accessories included) provided an engaging way of learning that also promoted family togetherness and discussion about important issues. Initial demand for a set of 25 demonstration garden kits distributed to families in the McKinley and Olinder neighborhoods this spring far exceeded supply. Over 100 families requested kits within 24 hours of receiving email invitations. This response indicates that future kits will be well-received.

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.

CommUniverCity is a unique community-university-city partnership that engages local residents, faculty and students at San Jose State University, and local project partner organizations in learning projects that accomplish neighborhood-identified goals. It is the flagship program for community engagement at SJSU. We focus our efforts in the underserved neighborhoods of Central San Jose, which is home to about 10% of the City of San Jose's residents. 64% of the population is Hispanic and about 45% are foreign-born. Here median income is 58% of the median income for the City of San Jose and 40% of households earn less than \$50,000 per year.

Every year, CommUniverCity spearheads over 30 community-engaged learning projects with partner organizations. Our project partners include neighborhood associations, parent groups at schools, thirteen K-12 schools, after school programs, community centers, food distribution sites, libraries, over a dozen City departments, twenty-five community and nonprofit organizations, and numerous SJSU academic departments. Since its inception in 2005, we have engaged with 115,556 residents. Over 21,000 students have invested 394,382 hours of volunteer work into the community valued at over \$8.38 million.

Key staff working on the project ensure its successful implementation. CommUniverCity's Community Director, Imelda Rodriguez, has deep ties to the community and residents in the Five Wounds-Brookwood Terrace neighborhood. She has worked with our partner schools and afterschool programs for the past 10 years and will continue to do so for Growing Sustainably. The Project Lead for this project is CommUniverCity's Executive Director, Katherine Cushing. Dr. Cushing is a Professor of Environmental Studies at San Jose State University and a Special Advisor to the University Provost on Sustainability. Professor Cushing has worked at SJSU for over 16 years and will serve as a liaison between the CommUniverCity project team and Environmental Studies faculty and students to oversee project work.

In 2019 CommUniverCity received the National Society for Experiential Education's Award of Excellence for a community-based organization and also received commendations from the City of San Jose's Councilmembers and Mayor, U.S. House of Representatives Congresswoman Zoe Lofgren, and State Senator Jim Beall in recognition of our 15-year history of social change work. In 2020, CommUniverCity was awarded the SPUR Impact Award for Community Advocacy. This national, state, regional, and local recognition further attest to our track record of bringing meaningful positive change to local neighborhoods in the areas of community health and the environment.

CommUniverCity's fiscal sponsor is the SJSU Research Foundation. The Foundation provides professional grant management services to our organization in the areas of staff hiring, payroll, budgeting, accounting, auditing, and insurance.

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>.

Growing Sustainably engages Central San José low-income elementary school students and their families.

The proposed project focuses its work in the Open Space Authority's Deep Engagement Community #3, with a focus on the neighborhoods and schools surrounding the Highway 101 and Highway 280 interchange within 2 miles of the SJSU campus. The geographic service area and the populations to be served were selected based on grassroots interest and long-time cross-sector service partnerships.

Our partner schools are located within DEC # 3. Here, over 53% of children and 40% of families live in poverty. Average 2012 tax year adjusted gross income was \$35,908 (49% of the state average). Food services in the neighborhoods typically consist of popular fast food venues with occasional local restaurants. This area has also been one of the locales hardest hit by COVID-19, as many residents are essential workers and live in housing situations that makes self-quarantine difficult.

Growing Sustainably is focused on low-income census tracts where a significant number of households have low vehicle access, live in apartments with limited or no space for gardening, and have limited access to supermarkets. Local parks are often viewed by residents as unsafe places for their kids to play. School teachers tell us they have little time to teach environmental education, even though they would like to, due to the primary emphasis on English and math instruction.

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."

CommUniverCity has made a long-term commitment to building "social capital" to improve local education and children's welfare, safety, health, and community engagement. Grassroots community involvement is built formally into the organization's leadership structure with five seats for residents as voting members of CommUniverCity's Steering Committee, including the co-chair.

CommUniverCity's commitment to building local community capacity has resulted in the creation of active grassroots organizations including Garden to Table. Now known as Taylor Street Farm, this endeavor was launched and incubated by CommUniverCity and incorporated as a nonprofit in 2011. Another CommUniverCity legacy project, Friends of the Five Wounds Trail, is an active resident group that leads trail clean-ups and advocates for the trail's expansion.

Growing Sustainably has close working relationships with the community, schools and afterschool programs from which participants are recruited, and grassroots and neighborhood-based organizations (e.g., Olinder Neighborhood Association, Bonita/McKinley Neighborhood Association, Five Wounds/Brookwood Terrace Neighborhood Action Council, Spartan Keyes Neighborhood Association, and school councils). Outreach is conducted with presentations at neighborhood and school meetings (which we attend regularly), flyers in Spanish and English distributed at school sites, and face-to-face outreach and knock & talks in partnership with neighborhood residents.

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."

All school environmental science and garden education lessons, as well as the family-focused education kits integrate climate science and resilience into instruction and action. For example, the environmental science lesson A River Runs Through It teaches students how a type of "green" infrastructure called bioswales (vegetated depressions) can slow, spread, and sink water into our local aquifers to replenish local groundwater supplies. This type of landscape feature can be especially important during times of extreme weather, which will be more frequent due to climate change. By playing the fish life cycle game, There and Back Again, students learn that climate change can increase the temperature of stream water and make it

more difficult for aquatic organisms to thrive. The gardening lesson Productive Pollinators teaches students that due to climate change, pollinators and the plants they rely upon for food are increasingly getting out of synchronization (e.g., insects eggs are hatching before plants they depend upon flower). The Pollution Solutions lesson shows students how they can reduce material consumption by simply buying less "stuff," thus contributing to lower personal carbon footprints.

Documents Upload [top](#)

<u>Documents Requested</u> *	Required?	<u>Attached Documents</u> *
<u>Financial Statement</u>	✓	Audited Financial Statements FY2018-2019 Form 990 2018-6-30
<u>Project Budget</u> download template	✓	Project Budget
<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>		CEPA Support Letter CommUniverCity Housing-Letter of Support-OSA-CUC MBNA-OSA-Letter of Recommendation.pdf OlinderPark-Letter of Support-OSA-CUC OSALetterofSupportCommUniverCityESD Monica Vazquez-OSA-Letter of Support.docx Spartan-Keyes Letter of Support-OSA-CUC.pdf Raul Peralez-OSA-Letter of Support.doc
<u>Project Partner Letters</u>		Alpha Cornerstone-OSA-Letter of Support McKinleyElementary-Letter of Support-OSA-CUC.pdf OlinderElementary-Letter of Support-OSA-CUC.pdf Veggielution-OSA-Letter of Support PRNS OSA CUC Letter of Support Sunrise Letter of Support OSA
<u>Maps and Site Plans</u>		
<u>Photographs</u>		
<u>Other</u>		GOALS – CommUniverCity Growing Sustainably Program OSA Grant Application – June 2020 CommUniverCity Annual Report

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