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Santa Clara Valley Open Space Authority

2020 Urban Grant Program

Deadline: 7/1/2020

Environmental Volunteers

Environmental Education for Santa Clara Valley Schools

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

\$ 32,063.00 Requested

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EIN

94-2550385

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.

Nature Discovery Kits preparation: EV's South Bay Education Center (1210 Homestead Road, 95050, Santa Clara). Kits distribution will be at Title I schools located in San Jose, Santa Clara, Campbell, or Milpitas. We will prioritize schools located in Deep Engagement Communities (DECs) as defined by the Authority.

Distance Learning Programs: offered to all Title I elementary schools located in San Jose, Santa Clara, Campbell, Milpitas, and Morgan Hill.

On-site School Programs and Field Trips: Due to COVID-19 and the uncertainty around reopening of schools we are not able to confirm which elementary schools will receive our on-site programs and field trips at this time. All programs will be delivered to Title I schools located within the eligible grant area in San Jose, Santa Clara, Campbell or Milpitas. We will prioritize schools located in DECs.

Training Environmental Science Educators: EV's South Bay Education Center (1210 Homestead Road, 95050, Santa Clara).

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)

This project will bring a wide variety of hands-on science and nature programs that will meet the needs of students, teachers, and parents of Title I schools in the Santa Clara Valley. Our programs help develop science skills, inspire a love of nature, and promote environmental stewardship. Through this project, Environmental Volunteers will provide support and resources to underserved communities to ensure the outdoors and science and nature education are accessible to all.

Project Planning (20 points)

10. Describe the proposed project.

Our project will bring a variety of distance learning resources and on-site environmental education programs to address the needs of students, teachers, and parents of Title I schools during 2021. All our programs and resources meet the Next Generation Science Standards.

NATURE DISCOVERY KITS

Nature Discovery Kits are equipped with books about nature and maps to local urban parks and open space areas and are an exciting way to learn about and get interested in nature and the world around us. We will distribute 1,200 kits to families at Title I schools with priority given to schools located in Deep Engagement Communities as defined by the Authority.

DISTANCE LEARNING PROGRAMS

The following programs will be offered to all Title I elementary schools located in San Jose, Santa Clara, Campbell, Milpitas, and Morgan Hill.

1. Sprout Up Explores: This 14-video series for K-4 grade students helps children understand the role they play in protecting our planet and inspires them to be good environmental stewards. Worksheets, hands-on activities, experiments, and additional supporting resources for teachers and parents are included with each video and available through Google Classroom.

2. Home Learning Activities: We are creating a variety of environmental education activities for all grade levels K-5. Activities but will focus on hands-on, inquiry-based activities, asking students to do things around the house, in their backyards, or in their immediate neighborhood. Because of the high percentage of English Learner Students in many Title I schools that we serve, the activities will be bilingual English-Spanish as much as possible.

ON-SITE SCHOOL PROGRAMS

We are planning on providing 40 on-site school programs and field trips to Title I schools, with priority given to schools located in Deep Engagement Communities as defined by the Authority.

1. Science & Nature School Program: Our volunteers deliver science and nature education programs to children in grades K-5. We use a small group format with students rotating through a series of hands-on activities. We are working on modifying our traditional high engagement, hands-on activities to ensure safe in-person delivery of our programs. This may include changes in materials, live video calls, and more.

2. Field Trips: Field trips give children an opportunity to connect with nature and help reinforce what has been learned in the classroom. If traditional field trips are not allowed when school resumes, we will provide neighborhood field trips and utilize local nature in schoolyards, and urban parks near the schools to explore the same topics students discover on a typical field trip.

TRAINING ENVIRONMENTAL SCIENCE EDUCATORS

Our college internship program provides youths an opportunity to receive specialized training in environmental science topics, learn about curriculum development, and gain experience in teaching classroom programs for grades K-5.

11. Describe key project deliverables and estimated completion dates.

JANUARY – JUNE 2021

- Prepare and distribute 1,200 Nature Discovery Kits equipped with books about nature and maps to local urban parks and open space areas. The kits will be directly distributed to students and/or families at Title I schools located in San Jose, Santa Clara, Campbell, or Milpitas that have 90% or more of students eligible for free or reduced price meals (FRPM) through their FRPM distribution sites. We will prioritize schools located in Deep Engagement Communities as defined by the Authority.
- Offer and deliver our new Sprout Up Explores program for grades K-4 to teachers and parents of Title I elementary schools located in San Jose, Santa Clara, Campbell, Milpitas, and Morgan Hill.
- Offer and deliver our home learning environmental education activities for grades K-5 to teachers and parents of Title I elementary schools located in San Jose, Santa Clara, Campbell, Milpitas, and Morgan Hill.
- Deliver 20 science and nature on-site school programs and field trips to Title I elementary schools located in San Jose, Santa Clara, Campbell, or Milpitas. We will prioritize schools located in Deep Engagement Communities as defined by the Authority. We will adapt the delivery of our in-person programs to ensure the safety of the students and of our volunteers. Outdoor classrooms and live online video interactions could also be used if circumstances change. If traditional field trips are not allowed, neighborhood field trips will still give children an opportunity to explore and connect with nature.

JUNE – AUGUST 2021

- Hire and train 4 college students from Santa Clara University and San Jose State University for our 2021-2022 College Internship program. The training program includes classroom observations, in-person training, and supported teaching in the classroom. Our college interns will deliver science and nature programs and field trips to schools during the fall of 2021.

SEPTEMBER – DECEMBER 2021

- Deliver 20 science and nature on-site school programs and field trips to Title I elementary schools located in San Jose, Santa Clara, Campbell, or Milpitas. We will prioritize schools located in Deep Engagement Communities as defined by the Authority. We will adapt the delivery of our in-person programs to ensure the safety of the students and of our volunteers. Outdoor classrooms and live online video interactions could also be used if circumstances change. If traditional field trips are not allowed, neighborhood field trips will still give children an opportunity to explore and connect with nature.
- Continue offering and delivering our Sprout Up Explores program for grades K-4 to teachers and parents of Title I elementary schools located in San Jose, Santa Clara, Campbell, Milpitas, and Morgan Hill.
- Continue offering and delivering our home learning environmental educational activities for grades K-5 to teachers and parents of Title I elementary schools.

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

In the past, most schools that we have worked with have required a contract with proof of insurance and verification of volunteer background checks. We will comply with any permissions, contracts, or other approvals that schools and/or school districts might require during the 2020-2021 school year.

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

Since 1972 we have reached more than 465,000 children through our volunteer-driven programs in and with nature. The lifetime of this program fits well within the upcoming school year, and our plan for 2021 and for the future is to continue to provide volunteer-driven, high-quality schools programs and field trips that develop science skills, inspire a love of nature, and promote environmental stewardship.

In this time of profound uncertainty, we are adapting our organization so that we can be responsive, innovative, and flexible. We are working to create and deliver a wide variety of programs and resources that can accommodate the diverse needs of students, parents, teachers, and schools.

As many of our local schools are under severe budgetary strain and outdoor and science learning opportunities are being reduced or eliminated, we are planning on expanding our programs to reach more Title I schools in low-income communities and increase the number of volunteers and college interns that will deliver these programs.

14. Describe the project's readiness for implementation.

We are currently developing the 17th video for our Sprout Up Explores program series. The videos in this series and all supporting materials will be available to students, teachers, and families at the beginning of the 2020-21 school year. Several more videos are planned for local nature preserves in Santa Clara County and at Open Space Authority sites.

We are also in the process of adapting our curriculum and evaluating all options to determine the best approach to support our teachers and students going forward, with our home learning activities and on-site school programs and field trips. We have conducted a survey of Santa Clara and San Mateo parents and teachers that will help us determine how we can best serve their needs and what would be the best distance learning opportunities. We expect to collect the results of the survey very soon, and use that information to develop new home learning activities and adapt our existing curriculum for school programs during July-September 2020. Training of volunteers on curriculum updates will take place in the fall and we will be ready to start implementing this project in January of 2021.

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.

\$18,550.00	Grant request: Personnel
\$0	Grant request: Contracted Services
\$5,040.00	Grant request: Supplies / Materials
\$8,473.00	Grant request: Other Direct Costs
\$0	Grant request: Indirect Costs

32,063.00	TOTAL
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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.

\$29,699.00	Total Matching Funds
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29,699.00	TOTAL
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17. Budget Narrative

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

PERSONNEL

- Education & Training Director: Brittany Sabol will oversee the development of resources for our new home learning activities, the adaptation of our curriculum for on-site school programs and the teaching guides for the Neighborhood Field Trips. She will also train our college interns, and conduct the evaluations of our programs (90 hours, priced at \$28/hour).
- School and Collaboration Programs Manager: Toby Goldberg will reach out to faculty and teachers of Title I elementary schools located in San Jose, Santa Clara, Campbell, and Milpitas to offer and market our distance learning and on-site school programs and field trips. She will also manage the scheduling and delivering of our on-site programs (485 hours, priced at \$28/hour).
- Sprout Up Program Director: Maddie Taylor oversees and manages the development and delivery of the Sprout Up Explores program to local schools, including posting of new videos and supporting materials, providing online support, and soliciting and evaluating program feedback (105 hours, priced at \$28/hour).
- College Interns: After completing their training, our paid college interns work on curriculum and materials development, and deliver our school programs and field trips. Our college interns are paid at a rate of \$15.50/hour.

SUPPLIES AND MATERIALS

- Teaching kits/materials: Supplies and materials used during our on-site school programs including hands-on learning kits and others priced at \$31.50/school program
- Nature Discovery Kits: Purchase of 3,600 nature books priced at \$2.80/book

OTHER DIRECT COST

- Fee waivers for Title I schools: Full scholarship to provide 40 on-site school programs and field trips, priced at \$315/program.
- Mileage reimbursement for college interns: Travel of 520 miles is anticipated for each college intern, paid at the standard federal rate of \$0.575

Project Goals (15 points)

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

Kids need early science learning and access to nature so that they can understand their world. Access to science and nature helps students build critical thinking and problem solving skills and, as studies have shown, translate into a greater likelihood that, as adults, they will become good stewards of our environment.

Elementary schools in the Bay Area experience unequal access to science learning opportunities. This results in a significant 32-point science “achievement gap” between students from low-income and high income backgrounds. Since 1972, Environmental Volunteers has addressed this problem by providing science learning opportunities for underserved students through hands-on classroom sessions and field studies to local nature preserves.

The schools we serve lack the resources (funding and staff) to provide quality science education programming on their own and rely on our organization to provide these learning opportunities for their students under ordinary circumstances. In the midst of the COVID-19 pandemic, we are facing education challenges that are far from ordinary.

While the Silicon Valley economy falls into recession, gaps in wealth, income, academic achievement, and opportunities are increasing. Public schools are under severe budgetary strain and, unfortunately, outdoor and science learning opportunities are being reduced or eliminated especially in underserved areas. These differences in education are exacerbating a large ethnic disparity in science test scores. We see persistent patterns of underachievement for lower-income African-American and Hispanic students.

We need to provide additional education resources and facilitate access to nature to children in these communities to effectively close the opportunity gap:

- All students need access to expanded learning opportunities that foster a love of learning, and the surrounding open space areas, urban parks, and natural areas are ideal for this job
- We need to provide engaging and inclusive learning experiences about the world, exposure to nature and science that will develop their interests and passions
- Students need to build relationships with positive role models to develop the academic and life skills needed to succeed.
- We need to create a welcoming and inclusive space for all our students, volunteers, and community members.

The COVID-19 pandemic has dramatically exposed the vast inequities in our communities. Through this project, Environmental Volunteers will continue to provide programs and resources to ensure the outdoors and science and nature education are accessible to all.

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.

2,244	Number of people served
2,200	Number of youth served (under 18 years)
72	Number of programs provided
4,516.00	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.).

The goal of this project is to facilitate access to nature for students and families who live in underserved communities, and to design and offer distance learning and on-site environmental education programs that will provide a wide variety of activities and resources to meet the needs of teachers, students, and parents

during the next school year.

Our goals are to ensure that the new distance learning program projects are:

- Adaptable and varied: options for any school to receive EV programming in whatever format fits the restrictions at their school.
- More than just watching something: we want students actively engaging, asking, and answering questions, synthesizing information, problem-solving, etc.
- Multi-purpose: supporting cross-curricular teaching
- Continuing our support of meeting Next Generation Science Standards and other curriculum standards
- Low on facilitation requirements from the teachers and uses technology strategically and in a way that sparks learning beyond the screen time

To measure the effectiveness and impact of the new learning programs, we will conduct a Mid and Post-Project Evaluation Survey of volunteers, teachers, and parents. Programs will be adapted as needed.

The expected outcomes are:

- Students, parents, and teachers found the resources helpful
- Activities were engaging and enjoyable for students
- Teachers confirm resources helped students learn more easily
- Resources supported teacher lesson plans/objectives

Impact (15 points)

21. Describe the lasting impact of the project.

During the 2018-19 school year, Environmental Volunteers provided 293 classroom programs and 119 field trips to 7,279 elementary students in 52 schools of the Bay Area. Evaluation results show that our programs increase student's environmental science knowledge and their love for the natural world.

The following sample feedback from our 2018-2019 teacher survey demonstrates the significant positive impact of our program on students:

- 98% of teachers reported either a moderate, high, or transformative impact of our programs on their students
- 93% of teachers responded that their students' knowledge increased

"A single program by the EV helped my first graders learn about birds. My students were completely engaged in the hands-on activities that help them make abstract concepts concrete. This program helped illustrate my previous lessons and helped my students build on the material they have learned throughout the year." Elizabeth Blank, McCollam Elementary School (San Jose).

"The EV has brought high quality programs to my students for the last 7 years. My students are from low-income households and are second language learners. I love how the EV programs are aligned to our standards and that the students get hands-on experience that they would never get outside of this program." Heather Martinez, Los Arboles Elementary School (San Jose).

Environmental Volunteers has trained and mentored 36 college interns during the past 10 years. Our college interns learn leadership skills, participate in curriculum and materials design, and deliver our school programs and field trips. They have delivered more than 1400 programs, sharing their passion for science and nature with thousands of students from low-income communities.

Our programs also have a positive impact at the community level through intergenerational engagement. A significant number (67%) of our school program volunteers are retired seniors. Research shows that intergenerational programs are especially beneficial to children from low income families and communities, and that children learn better from older adults. Our senior volunteers benefit by feeling productive and

engaged with the community. Our volunteers bring science and nature concepts alive for kids of all ages in classrooms and on field trips. During the 2018-19 school year, 156 volunteers taught our school programs and led our field trips, contributing over 5,367 hours.

“Being an Environmental Volunteer has been a game changer for me. I feel useful and appreciated. Every volunteer day I try to learn something new. Education is a lifelong adventure for me. I really enjoy working with the kids.” EV Senior Volunteer.

“As a retired elementary school teacher the EV is the perfect place to continue carrying on something I loved. Now, looking back over more than 20 years of EV classroom visits and field trips, I know I could not have made a better choice.” EV Senior Volunteer.

Community Engagement / Stakeholder Support (10 points)

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

Please submit letters using the Documents Upload tab.

We asked approximately 100 teachers that we served during the 2018-19 and 201-20 school years to fill out a form about their interest in having the Environmental Volunteers deliver their programs and/or support distance learning in their schools during the next school year. 36 teachers answered our interest form, and their responses expressed a clear interest in our distance learning programs and on-site school programs and field trips in whatever form we can deliver under the current circumstances.

Please see attached community support letters.

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.

This spring, Environmental Volunteers partnered with Access Books and local schools to distribute 3,600 books to elementary children. We gave each student a small bundle of books to keep through the school Free and Reduced Meal Price distribution sites. Because books and maps to local parks and open space areas are an exciting way for kids and families to learn about nature and get interested in the world around us, we want to scale this model and give each family a “Nature Discovery Kit” equipped with selected books about nature and science and maps and interpretation guides to local parks and open space areas.

Our volunteers will play a role in selecting nature-themed books, bundling them for age-groups and interest diversity, and then we will distribute the kits to students through the Free and Reduced Lunch Program distribution sites at Title I schools that have 90% or more of students eligible for free or reduced price meals.

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.

Environmental Volunteers is a recognized national leader in environmental education. We have reached over 465,000 kids since the organization was created in 1972 through our science and nature school programs, our homeschool program, and public nature education programs and events for our

communities.

We are leading collaborations with other organizations the Mountain View Whisman School District and the Ravenswood school district to deliver science and nature education in innovative ways. We also manage the Field Trip Transportation Fund, which provides grants that cover the transportation costs of science and nature field trips for low-income youth (K-12) throughout the Bay Area.

- Elliott Wright, Executive Director

Elliott Wright has been Executive Director since March 2018 and brings twelve years of experience in nonprofit leadership, management, development and environmental education. Prior to joining the EV, Elliott worked for The Nature Conservancy for six years where he served as a Campaign Director of the Northern Sierra Partnership and Senior Associate Director of Development for the Conservancy, globally. He has been a Senior Instructor with National Outdoor Leadership School and REI and continues to serve in that role. Elliott has a B.A. from Bowdoin College in Maine, with a double major in Environmental Science, History, and a minor in Biology.

- Brittany Sabol, Education and Training Director

Brittany Sabol has been EV's Education and Training Director for 11 years and is responsible for curricula development and training our program docents. Her career experience includes science education program management and animal management for a wildlife rescue organization. Before coming to the EV, Brittany was a program manager at The Tech Museum of Innovation. She graduated from the University of Minnesota with a B.S. in Ecology and a B.A. in Theater.

- Toby Goldberg, School Programs Manager

Toby Goldberg has been EV's School Programs Manager since 2016 and is responsible for coordination of classroom services with teachers and school administration. Prior to working for the EV, she spent 15 years working in science and environmental education with Santa Barbara City College, Marine Science Institute and Santa Clara Valley Audubon Society. She holds a B.S. in Biology from Stanford University and an M.A. in Ecology from the University of California-Santa Barbara.

- Christine Zack, Education and Operations Manager

Christine Zack joined the EV in 2017 as Education and Operations Manager. Prior to joining the EV, she worked in research for nine years at the San Diego Zoo's Institute for Conservation Research specializing in the reintroduction and translocation of endangered species. Christine has a B.S. in biological anthropology and M.S. in biology from University of California-San Diego.

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>.

As the economy falls into recession, gaps in wealth, income, academic achievement, and opportunities are increasing. Differences in access to education opportunity are exacerbating the inequality. In underserved neighborhoods, 80% of students are below grade level, and too few are prepared for post-secondary education or training. All of our youth need access to education opportunities that foster a love of learning, and utilize our surrounding natural environments in urban parks and open space areas. Our youth need engaging learning experiences in local nature offered by groups like Environmental Volunteers that will develop their interests and passions. They also fundamentally need relationships with positive role models to develop their interests and awareness of the natural world.

List of high priority Title I schools located in DECs that we intend to serve (with percent of students eligible

for free or reduced price meals, FRPM):

Aptitud Community Academy at Goss, San Jose 93.4% FRPM, DEC #3

Clyde Arbuckle Elementary, San Jose 91.9% FRPM, DEC #3

O. S. Hubbard Elementary, San Jose 90.2% FRPM, DEC #3

Cesar Chavez Elementary, San Jose 89.2% FRPM, DEC #3

San Antonio Elementary, San Jose 87.0% FRPM, DEC #3

Lyndale Elementary, San Jose 86.2% FRPM, DEC #3

Thomas P. Ryan Elementary, San Jose 85.0% FRPM, DEC #3

Donald J. Meyer Elementary, San Jose 84.8% FRPM, DEC #4

A. J. Dorsa Elementary, San Jose 84.6% FRPM, DEC #3

McKinley Elementary, San Jose 82.4% FRPM, DEC #3

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."

All of our youth need access to expanded education opportunities that foster a love of learning, and the surrounding natural environments of Open Space Authority are ideal for this job. They need engaging learning experiences in local nature put together by groups like Environmental Volunteers, and they need direct exposure to nature and science programs that will develop their interests and passions. They also fundamentally need relationships with positive role models to develop their interests and awareness of the natural world.

Our volunteers and college leaders will actively encourage community engagement by enabling thousands of families from the selected schools to get involved in local nature. With the support of the Urban Grants program of the OSA we will together make a tangible, lasting impact for thousands of families in our underrepresented schools.

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."

At the heart of all of our programs we create an understanding of the systems that we depend upon. Our vision is that all people will learn about and be inspired by the natural world so that they become responsible stewards of the Earth. We achieve this by providing hands-on science education, encouraging awareness of the interrelationships between people and nature, fostering an attitude of stewardship for the environment, and providing knowledge and skills to children so they can make informed decisions about the environment. These programs lead to actions that create climate resilience.

Documents Upload [top](#)

Documents Requested *

Financial Statement

Project Budget

[download template](#)

Required? Attached Documents *

✓ [Environmental Volunteers 2019 Form 990](#)

[Environmental Volunteers Audit 2019](#)

✓ [EV Project Budget](#)

Fiscal Sponsorship Agreement

[download template](#)

Site Control Documentation

[download template](#)

CEQA Compliance Certification Form

[download template](#)

Letters of Support

[Letter of support - Kathleen King](#)

[Letter of support - Los Arboles](#)

[Letter of support - McKinley](#)

[Letter of support - Access Books](#)

[Letter of support - Build](#)

Project Partner Letters

Maps and Site Plans

Photographs

Other

[Additional information about proposed programs](#)

[List of priority Title I schools](#)

[Books for students summary](#)

[EV Annual Report](#)

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Application ID: 210954

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