



# Nature in Neighborhoods conservation education grants full application handbook

Application accepted by invitation only

**Application due 4 p.m., April 12, 2016**

Submit via [ZoomGrants™](#)

Revised March 2016

## About Metro

Clean air and clean water do not stop at city limits or county lines. Neither does the need for jobs, a thriving economy, and sustainable transportation and living choices for people and businesses in the region. Voters have asked Metro to help with the challenges and opportunities that affect the 25 cities and three counties in the Portland metropolitan area.

A regional approach simply makes sense when it comes to providing services, operating venues and making decisions about how the region grows. Metro works with communities to support a resilient economy, keep nature close by and respond to a changing climate. Together we're making a great place, now and for generations to come.

Stay in touch with news, stories and things to do.

[www.oregonmetro.gov/connect](http://www.oregonmetro.gov/connect)

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Kathryn Harrington, District 4

Sam Chase, District 5

Bob Stacey, District 6

### **Auditor**

Brian Evans

### **Public Information**

All applications are subject to the Oregon Public Records Law.

### **Translation Services**

Translation and interpretive services are available upon request at no cost to you. For more information, contact Crista Gardner at 503-797-1627 or [crista.gardner@oregonmetro.gov](mailto:crista.gardner@oregonmetro.gov).

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## SECTION 1: CONSERVATION EDUCATION GRANTS

For nearly two decades, Metro has provided grants for habitat restoration, conservation education and other projects that connect people to nature close to home. Funding for Nature in Neighborhoods community grants has more than doubled thanks to voter approval of Metro's 5-year natural areas levy in 2013. The levy includes approximately \$3.7 million for grants focused in three areas: conservation education (\$1.6 million), restoration (\$1.6 million), and regional trails implementation (\$500,000).

Funding for 2016 conservation education grants is set at \$200,000 in total. Grants have a maximum of \$30,000. This is the final round of conservation education grants to be awarded from Metro's 5-year levy funding.

### Who may apply?

Individuals, community groups, businesses, neighborhoods, nonprofits, schools and school groups, government agencies, faith groups and service groups with nonprofit or other tax-exempt status may apply. Metro is not eligible to apply for or receive grant funds.

Conservation education grants are intended to serve people of all ages and abilities from all backgrounds. This includes funding for programs serving school-aged children to the elderly, job training and life skills for youth, and outreach and engagement programs for residents from around the region. Organizations are encouraged to submit applications for programs or projects that engage low-income and/or communities of color in program implementation, program delivery and outreach activities.

Nature in Neighborhood grants support partnerships. Successful applications typically feature multiple partners actively engaged in leveraging financial or in-kind services in order to make the program a success. Partnerships can maximize inclusiveness and lead to creative approaches that address multiple social, economic and ecological needs of the community.

### Minimum qualifications

#### Program

- Programs must address at least one of the program goals.
- Programs require at least three partners. Applicants may partner in multiple grant applications.
- After being awarded the grant, projects must be completed within 24 months.
- Metro allows the use of fiscal agents for groups that don't have 501(c)(3) status.

#### Financial

- Programs require a 1:1 match. The match should come from other funds and/or in-kind contribution(s) of materials, services or volunteer assistance.
- First year funding match must be secured at time of final application; funding match for additional years must be identified at time of final application. Funding from other grants managed through Metro cannot be applied towards match.

- Overhead costs are reimbursable up to 10 percent of the total grant award and as match up to 10 percent of the total program cost.

## **Location**

- Programs must take place within Metro’s jurisdictional boundary, the Metro urban growth boundary, or directly serve Metro-area residents.
- Programs may be conducted on Metro property by other eligible organizations or individuals by obtaining a Metro [special use permit](#).
- Programs on private land must be able to show a clear public and environmental benefit.
- All programs must have written landowner permission at the time of full application.

## **Application process**

### **Application review and selection**

A team of Metro staff and other individuals with backgrounds in conservation education, grant management, finance, volunteer coordination, program planning and community partnerships will review applications and make funding recommendations. The Metro Council makes all grant awards. Applications and pre-applications will be evaluated based on the information submitted, responsiveness to the program’s purpose and goals, the application evaluation criteria, and the review committee’s professional and collective judgment.

The application process is a two-stage process including a pre-application phase and a full application phase. Potential applicants must submit a pre-application describing the proposed program and how it meets the eligibility requirements. Full applications will only be accepted from applicants who have been invited to apply. Following the review of pre-applications by the grant review committee, Metro will invite selected programs to submit a full application. The Metro Council will review and approve the final list of programs recommended for funding.

### **Program purpose and goals**

All applications must clearly meet the grant program’s purpose and fit one or more of the grant program’s goals. See the glossary and resources section of this document for more information on the below referenced documents and terminology.

### **Purpose**

Conservation education grants support and create partnerships in local communities that improve water quality, fish and wildlife habitat and connect people with nature.

## Goals

### Connecting people with nature

- Improve the ability of all communities, including underserved communities (e.g. low-income, communities of color), to learn about, help restore, experience and connect with nature and the region's natural areas.
- Increase capacity within organizations to lead educational and culturally-relevant conservation education programming in local parks and natural areas
- Help diversify the conservation movement; support organizations providing conservation education programming to low-income people and people of color.
- Support new partnerships and programs that connect people of all ages and all backgrounds with nature close to home.
- Identify and address barriers to outdoor education and nature-based programming by people of color and low-income communities and/or other structural or institutional issues that prevent communities from connecting to nature close to home.

### Environmental literacy

- Increase access to hands-on and place-based nature education and programs for school-aged children in local natural areas, with a special emphasis on underserved communities (e.g. low-income, communities of color).
- Integrate environmental education with formal, school-based learning and implement the Oregon Environmental Literacy Plan.
- Support residents of all ages becoming scientifically and ecologically literate, inspired with curiosity and motivated by their knowledge from around the region.
- Connect and teach people about their watershed and watershed health.
- Support community engagement and conservation education programs that include hands-on restoration activities, such as improving fish and wildlife habitat in local communities.
- Support region-wide conservation education initiatives, such as the Oregon Environmental Literacy Plan, or the Portland Metro STEM Partnership.

### Develop conservation leaders

- Equip participants to become conservation leaders in their communities.
- Build longer-term relationships with program participants to extend learning and continued leadership development.
- Support mentorship, youth corps and job skill development or otherwise prepare participants for continuing careers and/or higher education in natural resources, conservation education or other related fields.
- Support participation by local residents in local scientific studies, research and monitoring of water quality and fish and wildlife habitat.

## What's the timeline?

November 2015	Availability of grant funds announced
January 2016	Conservation Education grant workshop (cancelled due to weather)
January 26, 2016, 4 p.m.	Conservation Education pre-applications due to Metro
March 2016	Successful pre-applications invited to submit full applications
4 p.m. April 12, 2016	Final applications due to Metro
May 2016	Grant awards announced
July 2016	Metro funds available

## Contacts

For more information, visit [www.oregonmetro.gov/grants](http://www.oregonmetro.gov/grants) or contact:

**Heather Nelson Kent**, Community Investments Manager, [heathernelson.kent@oregonmetro.gov](mailto:heathernelson.kent@oregonmetro.gov), 503-797-1739

**Crista Gardner**, Grants Coordinator, [crista.gardner@oregonmetro.gov](mailto:crista.gardner@oregonmetro.gov), 503-797-1627.

## SECTION 2: APPLICATION GUIDELINES

Full applications will be accepted only from applicants who have been invited to apply following the pre-application review. Feedback from the grant review committee about how well the pre-application meets the program eligibility criteria, purpose, categories and goals may be provided.

The grant review committee will use the combination of the pre-application and full application as the primary basis to determine funding eligibility. It is the responsibility of the applicant to ensure their program is sufficiently defined according to the guidelines so that the review committee can efficiently review the application. Application review may include follow-up communication with the applicant.

Metro will inform grant applicants if the grant application was successful. Upon request, information about other funding sources or suggestions for strengthening an application for a subsequent funding cycle may be provided.

### Full application evaluation criteria

Applications will be evaluated based on the information submitted in the application, the stated evaluation criteria, and the review committee's professional and collective judgment. The application should make a convincing case that the project meets the purpose of the grant and is achievable.

Grant applications will be ranked according to how well they meet the following evaluation criteria from the pre-application and the full application:

**Organization, project and contact information:** Meets the minimum qualifications of three partnerships, 1:1 match and project location.

**Organizational preparedness:** Demonstrates leadership interest, organizational capability and experience, and landowner permission to implement the project.

**Project narrative, scope of work & detailed budget:** Describes clearly and concisely a well-crafted project and scope of work for project planning, implementation, maintenance, reporting and outreach.

**Evaluation measures and outcomes reporting:** Meets the overall grant program's purpose and categories and one or more of its associated goals.

**Partnerships & letters of support:** Demonstrates strong and active partnerships

**Location:** The full slate of awarded programs reaches communities from around the region.

**Program reach:** The full slate of awarded programs helps diversify participation in the region's conservation and restoration efforts.

### Applying the evaluation criteria to the 2016 grant cycle

In 2014 and 2015 Metro received many strong conservation education grant proposals. In making a recommendation to the Metro Council, the review committee considered the quality of individual proposals and how the proposals fit together as a whole package of grants. The committee favored a mix of strong, proven programs as well as important new entrants to the field with the potential to provide

culturally relevant conservation education programs and opportunities to build capacity for the sector as a whole.

For the second round (2015) of levy-funded grants, the review committee focused on quality environmental education programming and appreciated proposals with clear descriptions of the program design and delivery, knowledge and use of best practices for achieving learning outcomes, and organizations that identified and used past challenges and successes to improve future programs.

The committee found compelling environmental education programs that created a deeper connection to nature through repeat, multiple engagements. They also considered the numbers of people engaged and the frequency and length of programming. They appreciated programs that focused on longer-term engagement with a few individuals but also reached a larger audience through engagement with these participants' families or through community events. The review committee found school-based programs more compelling when connected to science standards and core curriculum. Committee members also appreciated applicants that demonstrated an understanding of evaluation measurements and outcomes, including those that were relevant to community priorities.

The review committee noted the importance of time for partnership development and noted partner commitment demonstrated by strong, unique letters of support. Committee members found most compelling programs that were co-designed by the communities being served. Strong youth program proposals included leadership and career development.

Applications for community garden, agriculture-based or food production programs were found to be more compelling when programming included conservation education curriculum about native plants, habitat, natural areas and natural systems in combination with science curriculum, teacher development opportunities, and/or offered an entry point to food-insecure communities.

In the 2016 grant cycle, the review committee will be encouraged to focus on both program delivery and initiatives that seek to build capacity within communities of color in the conservation and conservation education field. Metro seeks to broaden the reach of funded programs demographically and geographically, to expand outdoor education and opportunities for diverse audiences and to connect these communities with nature close to home.

Community gardens with strong natural resource, wildlife habitat and/or water quality education curriculum will be considered for funding but, in general, programs focused on food and/or edible gardens will not.

Proposals for Outdoor School support will not be considered in this grant program. Metro provides funding for Outdoor School through its Waste Reduction Education Program. For more information, please see [www.oregonmetro.gov/schoolrecycling](http://www.oregonmetro.gov/schoolrecycling).

## **Contracting and agreements**

If the Metro Council approves funding, Metro staff will work with the successful applicant to enter into the necessary agreements for the project or program between Metro and the applicant. The applicant will have up to 36 months from the time these agreements are signed to complete the project or program. Funding is available on a reimbursement basis only. Once a reimbursement request is complete, Metro will pay within 30 days.

Applicants who receive funding shall enter into a contractual agreement with Metro that specifies legal and contractual obligations, including insurance requirements and the use of a fiscal agent. Funds may not be pre-committed prior to a completed and signed contractual agreement. Grant project or programs are subject to Metro audits and reviews. Metro and the Nature in Neighborhoods program shall be acknowledged as grant sponsors on any written or published material, grant product and/or project or program signage.

New grant recipients are required to attend the Metro-sponsored “contracting basics” meeting prior to executing the contract. Applicant must be making reasonable progress towards the project or program goals and objectives within the first six months of award. A final evaluation report will be due upon project or program completion. Metro shall receive any grant products including but not limited to curriculum, videos, guides and brochures upon request.

## SECTION 3: ONLINE APPLICATION

### Additional guidance for full application

#### Submitting the application

Metro accepts applications via the online system [ZoomGrants](https://www.zoomgrants.com/). To access your application, login in to your account at <https://www.zoomgrants.com/>, and click the Submitted tab to access your application for “Metro, Parks and Nature, 2016 Nature in Neighborhoods Conservation Education Grants”. You may also access your application by logging into your account at <https://zoomgrants.com/gprop.asp?donorid=2199>. Under the Open Programs for “2016 Nature in Neighborhoods Conservation Education Grants”, click on the title of your application in orange.

Please register, login and complete your application **by 4 p.m. April 12, 2016**. *Please note that for the full application, you do not need to click to “submit” the application. Once complete and after the deadline, Metro staff will be able to download your full application.*

A confirmation email will be sent within 24 hours from Metro staff via ZoomGrants that the application was received. To ensure that you are receiving emails about your grant, please add to your “safe senders list” the email address [Notices@zoomgrants.com](mailto:Notices@zoomgrants.com). If you do not receive a confirmation, please email or call the grants coordinator, Crista Gardner.

Do you have questions about ZoomGrants? Use the Help button at the top of each [ZoomGrants](https://www.zoomgrants.com/) page. For more information, please visit [ZoomGrants University](https://zoomgrants.zendesk.com/hc/en-us) at <https://zoomgrants.zendesk.com/hc/en-us> or contact the Help Desk at [Questions@ZoomGrants.com](mailto:Questions@ZoomGrants.com).

#### Budget

In the online application, please provide a detailed program budget, including revenues and expenditures, which directly relates to the program narrative in your pre-application. Please use the budget narrative to explain how your figures are calculated.

#### BUDGET CHART

Activity	Amount requested	Match funds Year 1 must be secured	In-kind match	Total program budget (auto-calculated)
<b>Personal services:</b> List salaries and administration costs				
<b>Volunteer labor:</b> Calculate at \$23.07/hour				
<b>Professional services:</b> List activity and amount				
<b>Materials &amp; supplies:</b> List items, quantities, prices				

<b>Transportation costs:</b> Please itemize				
<b>Indirect or overhead costs,</b> <sup>1</sup> e.g. utilities, rent, telephone, fiscal administration				
<b>Other:</b> Please describe				
<b>Total</b>				

<sup>1</sup> Only for expenses directly related to program. Costs are reimbursable up to 10 percent of total award; match up to 10 percent of total program cost

### Budget narrative

Please describe the program budget, including revenues and expenditures, which directly relates to your program narrative. Provide explanation of how figures were derived; describe personal and/or professional services costs (name of individual or company, rate, # of hours, etc.) and any other relevant information. Describe matching sources; list contributors and amounts. In order to qualify for Nature in Neighborhoods funding, you must have at a minimum the first year program contributions secured at time of full application.

### Scope of work

The scope of work and evaluation outcomes report tells the story of what will be accomplished and documented at the end of the project or program. This information should directly relate to the program goals and purpose stated in your pre-application.

### Scope of work (two pages maximum)

In the online application, please briefly list the schedule, activities, and responsible parties. Two pages are requested, however additional space is provided.

<b>Schedule</b>	<i>What is the schedule and timeline for your activities?</i>
<b>Activities</b>	<i>What are your primary program activities? How many of each do you expect to complete? Be as specific as possible.</i>
<b>Responsible person or partner</b>	<i>Who or what organization will lead and participate in each activity?</i>

## Evaluation outcomes report (two pages maximum)

In the online application, please describe the program evaluation outcomes in the evaluation measures chart online. Two pages are requested, however additional space is provided.

Reporting how well community grants met their purpose and delivered on the intended outcomes will strengthen accountability with voters and the larger community in the Metro area. Therefore, Grantees will submit program progress reports every six months and a final outcomes report will be due upon program completion. The final outcomes report will include a summary of grant activities, the actual total budget and in-kind matching contributions, photos, follow-up activities, and an evaluation of the program, including a descriptive qualitative story and quantitative evaluation measures.

Please describe here the outcomes you will report for your program, according to the overall purpose, categories and goals established for Metro's Nature in Neighborhoods conservation education grants.

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<b>Goals and Outcomes</b>	<i>How will you know when you have been successful in fulfilling the Nature in Neighborhood goals and met your organization's goals? What stories do you hope to be able to tell about your program's success? How do you plan to overcome any challenges? How will you use the information to improve your work in the future?</i>
<b>Program reach</b>	<i>Who is your target audience? (include demographic information about participants like age, race and ethnicity and socio-economic status) How many program participants do you expect to serve?</i>
<b>Data collection method</b>	<i>How will you gather the information necessary to know whether your program was successful?</i>

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### Sample evaluation measures

For your reference, shown below are **sample evaluation measures** you might use for each of the grant funding categories and goals. Please develop your own evaluation measures based on your specific program.

**Purpose:** Conservation education grants support and create partnerships in local communities that improve water quality, fish and wildlife habitat and connect people with nature.

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**Goals****Connecting people with nature**

Improve the ability of all communities, including underserved communities (e.g. low-income, communities of color), to learn about, help restore, experience and connect with nature and the region's natural areas.

Increase capacity within organizations to lead educational and culturally relevant conservation education programming in local parks and natural areas

Help diversify the conservation movement; support organizations providing conservation education programming to low-income people and people of color.

Support new partnerships and programs that connect people of all ages and all backgrounds with nature close to home.

**Environmental literacy**

Increase access to hands-on and place-based nature education and programs for school-aged children in local natural areas, with a special emphasis on underserved communities (e.g. low-income, communities of color).

Integrate environmental education with formal, school-based learning and implement the Oregon Environmental Literacy Plan.

Support residents of all ages becoming scientifically and ecologically literate, inspired with curiosity and motivated by their knowledge from around the region.

Connect and teach people about their watershed and watershed health.

Support community engagement and conservation education programs that include hands-on restoration activities, such as improving fish and wildlife habitat in local communities.

Support region-wide conservation education initiatives, such as the Intertwine initiatives, Oregon Environmental Literacy Plan, or the Portland Metro STEM Partnership.

**Develop conservation leaders**

Equip participants to become conservation leaders in their communities.

Build longer-term relationships with program participants to extend learning and continued leadership development.

Support mentorship, youth corps and job skill development or otherwise prepare participants for continuing careers and/or higher education in natural resources, conservation education or other related fields.

Support participation by local residents in local scientific studies, research and monitoring of water quality and fish and wildlife habitat.

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**Outcomes**

Partnerships with community-based organizations serving diverse audiences strengthened

Organizational capacity for conservation education increased

Capacity of organizations to accomplish their missions increased

Ability to lead programs (e.g. service learning, stewardship) promoting sustainability in

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<b>Outcomes (continued)</b>	<p>schools and communities increased</p> <p>Ability of teachers to align and integrate effective experiential, outdoor focused, place-based and inquiry-based learning into the curriculum increased</p> <p>Institutional and/or organizational support for effective experiential, outdoor focused, place-based and inquiry-based learning increased</p> <p>Numbers of participants in multiple programs or multi day programs</p> <p>Participant environmental literacy knowledge and skills increased</p> <p>Specific college and career readiness skills demonstrated</p> <p>Understanding of natural systems and how humans are interconnected to these systems increased</p> <p>Appreciation of the natural world and human relationships to it, especially in the Pacific Northwest increased</p> <p>Percentage of participants who view themselves as conservation leaders within their communities increased.</p>	
<b>Program reach</b>	<p>New communities and/or community organizations participating in conservation education programs</p> <p>Resources to advance conservation education leveraged or increased</p> <p>Participant numbers</p> <p>Demographic diversity of education program participants and/or volunteers</p> <p>Contact hours (number of participants * hours * student/teacher ratio = contact hours)</p> <p>Number of first-time schools and/or teachers participating in conservation education programs.</p>	
<b>Data collection method</b>	<p>New or expanded partnership agreements</p> <p>New or expanded programming</p> <p>New, renewed, ongoing or increased funding support</p> <p>Recruitment, participation of new leaders</p> <p>Development of new partnerships</p>	<p>Registration records</p> <p>Surveys</p> <p>Pre- and post-surveys</p> <p>Anecdotes</p> <p>Observation</p> <p>Partner feedback</p> <p>Partner assessments</p>

## Uploads

In the online application, please upload the following additional attachments to support, expand on and provide additional detail about the program as described in pre-application.

Please upload three letters of support by active partners which strengthen the project narrative and describe the role of that partner. (three pages minimum)

Please upload a letter stating permission to use property by land owner or manager, if applicable (maximum one page)

Please upload the 501(c)(3) tax-exempt status statement or your organization's 501(c)(3) IRS determination letter, if applicant is not a school or government agency, or the following 501(c)(3) tax-exempt status statement (maximum one page)

"I certify that the above information is correct and that I am authorized by the governing board of this organization to submit this grant application to Metro. Further, I certify that this organization is in good standing with the IRS and retains its official 501(c)(3) tax-exempt status and is further classified as public charity and *not* a private foundation OR qualifies for exempt status as a public school, government agency, or religious institution." *Signed by the executive director or a board member.*

If desired, please upload any additional photos, curriculum or materials that help to describe or illustrate the project to ZoomGrants. These should be no more than two pages.

## ATTACHMENT A: APPLICATION ONLINE FORMS

For your reference, please find below copies of the online application forms. Metro accepts applications via the online system [ZoomGrants](https://www.zoomgrants.com). To access your application, login in to your account at <https://www.zoomgrants.com>, and click the submitted tab to access your application for "Metro, Parks and Nature, 2016 Nature in Neighborhoods Conservation Education Grants". You may also access your application by logging into your account at <https://zoomgrants.com/gprop.asp?donorid=2199>. Under the Open Programs for "2015 Nature in Neighborhoods Regional Trails Grants", click on the title of your application in orange.

Please register, login and submit your application **by 4 p.m. April 12, 2016.**



You must be logged in to apply.

[New ZoomGrants™ Account](#)

## Metro

Parks and Nature

# 2016 Nature in Neighborhoods Conservation Education Grants

**CLOSED**

**Deadline** 1/26/2016

Open Programs

Description

Requirements

Purpose and Goals

Library

Contact Admin

Announcements

### Description [\[hide this\]](#)

#### 2016 NATURE IN NEIGHBORHOODS CONSERVATION EDUCATION GRANTS

For nearly two decades, Metro has provided grants for habitat restoration, conservation education and other projects that connect people to nature close to home. Funding for Nature in Neighborhoods community grants has more than doubled thanks to voter approval of Metro's 5-year local option levy in 2013. The levy includes approximately \$3.7 million for grants focused in three areas: conservation education (\$1.6 million), restoration (\$1.6 million), and regional trails implementation (\$500,000).

Funding for 2016 conservation education grants is set at \$200,000 in total. Small grants have a maximum of \$30,000. The final round of conservation education grants will be awarded in this grant cycle of 2016.

Please see find the 2016 Nature in Neighborhoods conservation education handbook on the [Nature in Neighborhoods website](#) for guidance and details.

Do you have questions about ZoomGrants? Use the Help button at the top of the page. For more information, please visit [ZoomGrants University](#) or contact the Help Desk at [Questions@ZoomGrants.com](mailto:Questions@ZoomGrants.com).

To ensure that you are receiving emails about your grant, please add to your "safe senders list" the email address [Notices@zoomgrants.com](mailto:Notices@zoomgrants.com).

If you have questions about your application or grant, please contact Crista Gardner, grants coordinator (503)-797-1627 or [crista.gardner@oregonmetro.gov](mailto:crista.gardner@oregonmetro.gov). For more information, visit [Nature in Neighborhoods grants website](#).

### Requirements [\[hide this\]](#)

#### MINIMUM QUALIFICATIONS

##### Who may apply?

Individuals, community groups, businesses, neighborhoods, nonprofits, schools and school groups, government agencies, faith groups and service groups with nonprofit or other tax-exempt status may apply. Metro is not eligible to apply for or receive grant funds.

Conservation education grants are intended to serve people of all ages and abilities from all backgrounds. This includes funding for programs serving school-aged children to the elderly, job training and life skills for youth, and outreach and engagement programs for residents from around the region. Organizations are encouraged to submit applications for programs or projects that engage the underserved, low-income and/or communities of color in program implementation, program delivery and outreach activities.

Nature in Neighborhood grants support partnerships. Successful applications typically feature multiple partners actively engaged in leveraging financial or in-kind services in order to make the program a success. Partnerships can maximize inclusiveness and lead to creative approaches that address multiple social, economic and ecological needs of the community.

##### Program

- Programs must address at least one of the program goals.
- Programs require at least three partners. Applicants may partner in multiple grant applications.
- After being awarded the grant, projects must be completed within 24 months for small grants (up to \$30,000).

##### Financial

- Programs require a 1:1 match. The match should come from other funds and/or in-kind contribution(s) of materials, services or volunteer assistance.
- First year funding match must be secured at time of final application; funding match for additional years must be identified at time of final application. Funding from other grants managed through Metro cannot be applied towards match.
- Overhead costs are reimbursable up to 10 percent of the total grant award and as match up to 10 percent of the total program cost.

#### Location

- Programs must take place within Metro's jurisdictional boundary, the Metro urban growth boundary, or directly serve Metro-area residents.
- Programs may be conducted on Metro property by other eligible organizations or individuals by obtaining a Metro special use permit.
- Programs on private land must be able to show a clear public and environmental benefit.
- All programs must have written landowner permission at the time of full application.

### Purpose and Goals [\[hide this\]](#)

#### Purpose

- Conservation education grants support and create partnerships in local communities that improve water quality, fish and wildlife habitat and connect people with nature.

#### Goals

##### Connecting people with nature

- Improve the ability of all communities, including underserved communities (e.g. low-income, communities of color), to learn about, help restore, experience and connect with nature and the region's natural areas.
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##### Environmental literacy

- Increase access to hands-on and place-based nature education and programs for school aged children in local natural areas, with a special emphasis on underserved communities (e.g. low-income, communities of color).
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- Support region-wide conservation education initiatives, such as the Oregon Environmental Literacy Plan, or the Portland Metro STEM Partnership.

##### Develop conservation leaders

- Equip participants to become conservation leaders in their communities.
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- Support mentorship, youth corps and job skill development or otherwise prepare participants for continuing careers and/or higher education in natural resources, conservation education or other related fields.
- Support participation by local residents in local scientific studies, research and monitoring of water quality and fish and wildlife habitat.

### Library [\[hide this\]](#)

[2016 Nature in Neighborhoods Conservation Education Grants Pre-Application Handbook](#)

## Applicant View

Application Status: Not Submitted

You must be logged in to begin.

Program Summary

Application Questions

Budget

Scope of Work

Uploads

Activity Log

### Program Summary

*(answers are saved automatically when you move to another field)*

#### Program Name

#### Amount Requested

Up to \$30,000

\$

#### Estimated Match

\$

## Applicant Information

First Name

Last Name

Telephone

Email

## Organization Information

*(changes to this data will be reflected on all other applications for this organization)*

Organization Name

Address 1

Address 2

City

State/Province

Non-US

Zip/Postal Code

Country

United States

Telephone

Fax

Website

EIN (XX-XXXXXXX)

## CEO/Executive Director

First Name

Last Name

Title

Email

### Additional Contacts for this Application

*Additional Contacts will be copied on all emails sent to the application owner regarding this application. Enter ONLY email addresses separated by a comma. No names. No titles. No phone numbers.*

Next

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## Metro

Parks and Nature

# 2016 Nature in Neighborhoods Conservation Education Grants

CLOSED

Deadline 1/26/2016

Open Programs

Description

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Purpose and Goals

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## Applicant View

Application Status: Not Submitted

You must be logged in to begin.

Program Summary

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## Application Questions

(answers are saved automatically when you move to another field)

### Instructions [Show/Hide](#)

#### APPLICATION PROCESS

The application process is a two-stage process including a pre-application phase and a full application phase. Potential applicants must submit a pre-application describing the proposed program and how it meets the eligibility requirements. Full applications will only be accepted from applicants who have been invited to apply. Following the review of pre-applications by the grant review committee, Metro will invite selected programs to submit a full application. The Metro Council will review and approve the final list of programs recommended for funding.

For additional details, please see the [2016 Nature in Neighborhoods Conservation Education Grants Pre-Application Handbook](#) for guidance and details.

### 1. Program summary (one paragraph, 255 characters)

Provide a brief summary that describes your program.

Maximum characters: 255. You have characters left.

### 2. Fiscal agent

If different than the lead organization. If no fiscal agent, please write "not applicable".

Maximum characters: 255. You have characters left.

### 3. Program partners

Committed partner organizations.

Maximum characters: 255. You have characters left.

### 4. Potential partners

Potential partner organizations.

Maximum characters: 255. You have            characters left.

**5. Program length**

*(Select only one)*

One year

Two years

**6. Organizational preparedness (one page, 4000 characters)**

*Explain why your organization and partners have the experience and capacity to conduct the program, including identification of key personnel, their roles in the program and their qualifications.*

Maximum characters: 4000. You have            characters left.

**7. Partnerships (one page, 4000 characters)**

*Show how partnerships and collaboration with other individuals, organizations and groups in your community will be formed, strengthened and extended through this program.*

Maximum characters: 4000. You have            characters left.

**8. Program narrative (one page, 4000 characters)**

*Provide a narrative that describes the program. Explain why the program is important for your organization and community, such as how it fits your organization's strategic plan or mission.*

Maximum characters: 4000. You have            characters left.

**9. Goals (one page, 4000 characters)**

*Describe how the program addresses the Nature in Neighborhood conservation education grant's purpose, category and goals, including how the program supports regional and local initiatives.*

Maximum characters: 4000. You have            characters left.

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<b>Total \$ 0.00</b>	<b>Total \$ 0.00</b>	<b>Total \$ 0.00</b>

**Budget Narrative** (Discuss/justify the items and amounts you entered above.)

Please describe the program budget, including revenues and expenditures, which directly relates to your project scope of work and activities. Provide explanation of how figures were derived; describe personal and/or professional services costs (name of individual or company, rate, # of hours, etc.) and any other relevant information. Describe matching sources and list contributors and amounts. In order to qualify for Nature in Neighborhoods funding, you must have at a minimum the first year project contributions secured at time of full application.

Maximum characters: 65000. You have characters left.

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## Scope of Work

*(answers are saved automatically when you move to another field)*

### Instructions [Show/Hide](#)

Please briefly list the schedule, activities, and responsible parties. Two pages are requested, however additional space is provided.

Please describe the program evaluation outcomes and complete the evaluation measures chart below. Two pages are requested, however additional space is provided.

Please see the 2016 Nature in Neighborhoods Conservation Education Grants Handbook on the [2016 Nature in Neighborhoods Conservation Education Grants website](#) for guidance and details.

## Scope of Work

### SCHEDULE

When will each activity occur?

### ACTIVITIES

What activities will occur when?

### RESPONSIBLE PARTNER

Who or what organization will lead and participate in each activity?

#	Schedule	Activities	Responsible person or partner
1.			
2.			
3.			

	/	/	/
4.	/	/	/
5.	/	/	/
6.	/	/	/
7.	/	/	/
8.	/	/	/
9.	/	/	/
<b>Total</b>			

### Evaluation

#### GOALS AND OUTCOMES

How will you know when you have been successful in fulfilling the Nature in Neighborhood goals and met your organization's goals? What stories do you hope to be able to tell about your program's success? How do you plan to overcome any challenges? How will you use the information to improve your work in the future?

#### PROGRAM REACH

Who is your target audience? How many program participants do you expect to serve?

#### DATA COLLECTION TOOLS AND METHODS

How will you gather the information necessary to measure success? What records or tools will you use to know whether you are meeting your objective? When and how will you collect your evaluation information?

#	Goals and Outcomes	Project reach	Data collection tools and method
1.	/	/	/
2.	/	/	/
3.	/	/	/
4.	/	/	/
5.	/	/	/
6.	/	/	/
7.	/	/	/

8.	/	/	/
9.	/	/	/
<b>Total</b>			

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## Uploads

### Instructions [Show/Hide](#)

Please upload the following documents to your application.

Please see the 2016 Nature in Neighborhoods Conservation Education Grants Handbook on the [2016 Nature in Neighborhoods Conservation Education Grants website](#) for guidance and details.

### Documents Requested \*

### Required? Uploaded Documents \*

Location and program reach (two pages): Provide a location/vicinity map that shows where the program and/or participating communities are located within the region. Describe the demographics and any unique characteristics of the community.	Required	-none-	<input type="button" value="Upload"/>
Please download and fill out the 2015 NIN Conservation Education demographic form. The demographic information you provide on this form will not be used for the review of your grant application. <a href="#">Download template: 2015 NIN Grants Demographic Form</a>	Required	-none-	<input type="button" value="Upload"/>
Please upload at least three letters of support by active partners.	Required	-none-	<input type="button" value="Upload"/>
If applicable, please upload a letter stating permission to use property by land owner or manager.		-none-	<input type="button" value="Upload"/>
Please upload the Organization 501(c)(3) IRS determination letter or a 501(c)(3) tax-exempt status statement and Employer Identification Number (EIN). This is not required for schools or government agencies.		-none-	<input type="button" value="Upload"/>
If desired, please upload any additional photos, curriculum or materials that help to describe or illustrate the project to ZoomGrants. These should be no more than two pages.		-none-	<input type="button" value="Upload"/>

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

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Please note that for the full application, you do not need to click to “submit” the application. Once complete and after the deadline, Metro staff will be able to download your full application.

## GLOSSARY

**Conservation education** helps people of all ages understand and appreciate our natural resources and how to conserve those resources for future generations. Through structured educational experiences and activities targeted to varying age groups and populations, conservation education enables people to realize how natural resources and ecosystems affect each other and how resources can be used wisely (Intertwine Conservation Education Task Force).

**Environmental education** refers to organized efforts to teach about how natural environments function and, particularly, how human beings can manage their behavior and ecosystems in order to live sustainably. In practice, “environmental education” is usually used interchangeably with “sustainability education.” The state and national conversation is more focused on environmental/sustainability education than on conservation education (Intertwine Conservation Education Task Force).

**Environmental literacy** is an individual’s understanding, skills and motivation to make responsible decisions that consider his or her relationships to natural systems, communities and future generations (The Oregon Environmental Literacy Plan). Environmental Literacy encompasses the following dispositions and skills: (a) ecological knowledge; (b) verbal commitment; (c) actual commitment, or environmental behavior; (d) environmental sensitivity; (e) issue identification and issue analysis skills; and (f) action planning (Intertwine Conservation Education Task Force).

**Stewardship** is the responsible use (including conservation) of natural resources in a way that takes full and balanced account of the interests of society, future generations and other species, as well as of private needs, and accepts significant answerability to society (Intertwine Conservation Education Task Force).

**Place and community-based education** is an approach to teaching and learning that starts with the local community. It addresses two critical gaps in the experience of many children now growing up in the United States: contact with the natural world and contact with community. It offers a way to extend young people’s attention beyond the classroom to the world as it actually is, and to engage them in the process of devising solutions to the social and environmental problems they will confront as adults. By doing so, this distinct curricular approach can increase students’ engagement with learning and enhance their academic achievement (The Oregon Environmental Literacy Plan).

## RESOURCES

Below are list of documents, maps and tools to assist with program research.

**[The Oregon Environmental Literacy Plan](http://www.ode.state.or.us/gradelevel/hs/oregon-environmental-literacy-plan.pdf)**: The Oregon Environmental Literacy Plan targets integration of conservation and environmental education into science, technology, engineering and math curriculum. The Oregon Environmental Literacy Aligning the Oregon Environmental Literacy Strands & the Academic Standards delineates specific curriculum adjustments to integrate environmental education into academic standards. [www.ode.state.or.us/gradelevel/hs/oregon-environmental-literacy-plan.pdf](http://www.ode.state.or.us/gradelevel/hs/oregon-environmental-literacy-plan.pdf); <http://eeao.org/>

**[The Intertwine Conservation Education Task Force](http://www.theintertwine.org)**: The Intertwine outlines efforts to broaden regional collaboration and system building, tools to more effectively reach new and diverse audiences and address gaps in program delivery, and establish a clearinghouse of opportunities, research and resources for conservation education providers and users. [www.theintertwine.org](http://www.theintertwine.org)

**[Portland Metro STEM Partnership](http://www.pdxstem.org)**: A regional collaboration of public and private organizations addressing a shared goal of transforming science, technology, engineering and mathematics (STEM) education for K-12 students. [www.pdxstem.org](http://www.pdxstem.org)

**[Diversifying the American Environmental Movement](http://www.environmentaldiversity.org)**: As the nation continues to diversify, the environmental movement is left with one of the greatest challenges it will face this century. In order to become an influential and sustainable movement for generations to come, it needs to successfully address its diversity crisis. In this essay, the authors, Marcelo Bonta and Charles Jordan, analyze the problem, acknowledge past and current diversity efforts, provide a comprehensive and strategic approach to diversifying, and stress the importance of diversifying in the right way. They provide action-oriented solutions at the movement, organizational and individual levels. [www.environmentaldiversity.org](http://www.environmentaldiversity.org)

**[It's Our Nature outdoor immersion series](http://www.oregonmetro.gov)**: Metro offers a year-long field trip series for adults to immerse themselves in the region's natural areas and learn about natural history topics including geology, tracking, birding and ethnobotany. [www.oregonmetro.gov](http://www.oregonmetro.gov)

## MAPPING RESOURCES

Below are list of mapping resources to assist in program development.

**[Regional Conservation Strategy viewer](http://www.regionalconservationstrategy.org/site/viewer)**: The viewer provides easy access to the data for those without GIS capacity to view and obtain some quick summary statistics about land cover, high value habitat, and protected areas. The full Regional Conservation Strategy documents, GIS data, and modeled outputs are available for download and are an incredibly rich information resource.

<http://www.regionalconservationstrategy.org/site/viewer>

**[Regional Equity Atlas](https://gis.oregonmetro.gov/equityAtlas/)**: Using maps, policy analysis, community-based research and other tools, the Equity Atlas project assesses how well different populations across the four-county Portland-Vancouver metro region can access key resources necessary for meeting their basic needs and advancing their health and well-being. By illuminating the region's geography of opportunity, the Equity Atlas is a powerful tool for promoting greater [regional equity](#). It can be used to inform a wide range of planning, policy and investment decisions, such as where to locate new housing, transit, parks, services, infrastructure and other amenities, and where to most effectively target public and private investments.

<https://gis.oregonmetro.gov/equityAtlas/>

**[MetroMap](https://gis.oregonmetro.gov/metromap/)**: This is Metro's web mapping service where you can view and print maps or data specific to your area of interest. MetroMap allows you to view map-based information about a location of your choice. View information on parcel and tax assessment, zoning, political boundaries, planning, flood plain and special districts. The results can be displayed in text-only format or on a map.

<https://gis.oregonmetro.gov/metromap/>

**[Urban Growth Boundary tool](http://gis.oregonmetro.gov/LookupTools/UGB/)**: Enter an address to see a map that shows whether a specific property is inside, was added to, or removed from the urban growth boundary.

<http://gis.oregonmetro.gov/LookupTools/UGB/>

**[Portland comprehensive plan app](http://www.portlandbps.com/gis/cpmapp/)**: The City of Portland is updating its Comprehensive Plan, a long-range 20-year plan that sets the framework for the physical development of the city. To do so, Portland has created a mapping tool to view demographic, parks, natural resources, etc.

[www.portlandbps.com/gis/cpmapp/](http://www.portlandbps.com/gis/cpmapp/)

**[School districts](http://nces.ed.gov/ccd/index.asp)**: One source of local demographic data is the neighborhood schools. Each public school maintains data on the percentage of students eligible for the free and reduced lunch program and students participating in English as a Second Language programs. Demographic statistics on schools can be found in the National Center for Education Statistics, Common Core of Data (CCD):

<http://nces.ed.gov/ccd/index.asp>