

MAKING A  
GREAT  
PLACE



# Nature in Neighborhoods conservation education grants pre-application handbook

Due January 26, 2015

Submit via [ZoomGrants™](#) at  
[www.oregonmetro.gov/grants](http://www.oregonmetro.gov/grants)

Revised December 2015

## 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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### **Metro respects civil rights**

Metro fully complies with Title VI of the Civil Rights Act of 1964 that bans discrimination on the basis of race, color or national origin. For information on Metro's civil rights program, or to obtain a discrimination complaint form, visit [www.oregonmetro.gov/civilrights](http://www.oregonmetro.gov/civilrights) or call 503-797-1536.

### **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©(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.

### **Equal Opportunity Contracting**

*Metro's policy is to provide equal opportunity to everyone to access and participate in locally-funded projects, programs, and services by removing barriers to participation and promoting economic opportunities for certified minority-owned enterprises (MBE), women-owned enterprises (WBE) and emerging small businesses (ESB). **Local government applicants** are asked to describe the applicability of their own MWESB policy to the grant project and how contracting for this project will help meet the goals of these local policies, if applicable.*

**All applicants** are encouraged to consider how:

- *Projects can provide social and economic benefits to low-income and communities of color beyond the specific project scope.*
- *Projects can include workforce development goals for partner organizations or programs.*

### **Interested in reviewing grants?**

Submit an interest form beginning in December 2015. People with backgrounds in conservation education, program development and evaluation, philanthropy, grant management, fundraising, community partnership development and volunteer management are needed to review grant applications and make funding recommendations. Grant applicants are eligible and may apply to serve on the review committee; reviewers must disclose any conflicts of interest. See the [website](#) for additional detail.

### **What's the timeline?**

November 2015	Availability of grant funds announced
January 2016	Conservation Education grant workshop
January 26, 2016, 4 p.m.	Conservation Education pre-applications due to Metro
February 2016	Successful pre-applications invited to submit full applications
March/April 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**, Grants Program Manager, [heathernelson.kent@oregonmetro.gov](mailto:heathernelson.kent@oregonmetro.gov) or 503-797-1739

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

## SECTION 2: PRE-APPLICATION GUIDELINES AND EVALUATION

Potential applicants must submit a pre-application describing their proposed program. Metro staff and the grant review committee will use the pre-application as the primary basis to determine funding eligibility and to provide feedback on how the grant can best meet the Nature in Neighborhoods Conservation Education grant program purpose and goals. Pre-application review may include follow-up communication with the applicant. 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 pre-application.

Successful applicants will be invited to submit a full application. Applicants who do not receive an invitation to submit a full application will be notified by Metro. Feedback from the grant review committee about how well the pre-application meets the program eligibility criteria, purpose, and goals may be provided. Upon request, information about other funding sources or suggestions for strengthening an application for a subsequent funding cycle may be provided.

Full applications will be accepted only from applicants who have been invited to apply following the pre-application process.

### **Pre-application Instructions**

***Organization, program, and contact information*** (one page, 4000 characters maximum). Please provide organizational and contact information. Provide a preliminary budget estimate, including the total program cost, the requested funding and match. A 1:1 funding match is required. In-kind services, donations of materials and volunteer time can all be counted as match. The 250 character program summary serves as a short, stand-alone description of the program to be used to inform people who will not be reading the full application.

***Organizational preparedness*** (one page, 4000 characters maximum). The statement should detail the organization's experience and capacity to conduct the program. It should also demonstrate approval from the governing body or management of the organization and/or permission by the landowner.

***Partnerships*** (one page, 4000 characters). The partnerships section should explain the active partnerships that will be formed, strengthened and extended through this program.

***Program narrative*** (one page, 4000 characters maximum). The program narrative should make a convincing case that the application meets the intent of the grant program and explain how it supports the organization's strategic plan or mission. Information should be presented in a manner that is clear and concise.

***Goals*** (one page, 4000 characters maximum). Please include a program narrative specifying how the program meets the grant program's purpose and goals (see page 3).

***Location and program reach*** (two pages maximum). Provide a location/vicinity map that shows where programming will take place and/or where participating communities are located within the

region. Describe the demographics, any unique characteristics, and from where in the region (e.g. city, school district, school boundaries, neighborhood) the program plans to recruit or engage participants. Several mapping resources are available to assist you, including the [Regional Conservation Strategy viewer](#), [Regional Equity Atlas](#), [MetroMap](#), and [Urban Growth Boundary tool](#). See the resources section of this document for more information.

**Submitting the pre-application:** Metro accepts applications via the online system [ZoomGrants™](#) at [www.oregonmetro.gov/grants](http://www.oregonmetro.gov/grants) or directly at <https://zoomgrants.com/gprop.asp?donorid=2199&limited=925>. Please register, login and submit your application **by 4 p.m. Jan. 26, 2016**.

A confirmation email will be sent by **ZoomGrants™** once the application is received. If you do not receive a confirmation, please let Crista Gardner, the grants coordinator, know.

### Pre-application evaluation criteria

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

Grant applications will be ranked according to how well they meet the following evaluation criteria:

#### Qualified program

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

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

#### Well-crafted program

**Program narrative:** Describes clearly and concisely a well-crafted program.

**Goals:** Meets the overall program purpose and directly addresses one or more of the grant program goals.

**Partnerships:** 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 the conservation movement.

### 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 upcoming 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).

## SECTION 3: PRE-APPLICATION FORM

Metro accepts applications via the online system [ZoomGrants™](http://ZoomGrants.com) at [www.oregonmetro.gov/grants](http://www.oregonmetro.gov/grants) or directly at <https://zoomgrants.com/gprop.asp?donorid=2199&limited=925>. For your reference, please see below for the questions included in the pre-application. Please register, login and submit by 4 p.m. Jan. 26, 2016.

### PROGRAM SUMMARY

**Program Name**

**Amount Requested \$**

*Up to \$30,000*

**Estimated Match \$**

**Applicant Information**

First Name

Last Name

Telephone

Email

**Organization Information**

Organization Name

Address 1

Address 2

City

State/Province

Zip/Postal Code

Country

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.*

## APPLICATION QUESTIONS

### 1. Program summary (45 words, 255 characters)

*Provide a brief summary that describes your program.*

### 2. Fiscal agent

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

### 3. Program partners

*Committed partner organizations.*

### 4. Potential partners

*Potential partner organizations.*

### 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.*

### 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.*

### 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.*

### 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.*

## MAPS AND DEMOGRAPHICS

### Documents Requested:

#### 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.*

#### Demographic form (two pages)

*Please download and fill out the 2015 NIN Conservation Education demographic form.*

## SECTION 4: DEMOGRAPHIC INFORMATION

In order to serve the region's communities as broadly as possible, Metro is conducting a survey to learn whom our grants currently serve and to help improve community access. The demographic information you provide will not be used for the review of your grant application.

1. How did you find out about the Nature in Neighborhoods grants?

- |  |   |
|--|---|
| <input type="checkbox"/> Website             | <input type="checkbox"/> Our Big backyard Newsletter      |
| <input type="checkbox"/> Email               | <input type="checkbox"/> Metro Employee                   |
| <input type="checkbox"/> Friend or colleague | <input type="checkbox"/> Workshop, meeting or other event |
| <input type="checkbox"/> Newspaper           | <input type="checkbox"/> Other (Please specify):          |

1. Does your organization consider itself to be a culturally-specific community based organization?<sup>1</sup>

Primary Applicant     Yes         No    please specify: \_\_\_\_\_

2. Please indicate, to the best of your ability, whether your project partners consider themselves to be a culturally-specific community based organization:

Co-Applicant     Yes         No    please specify: \_\_\_\_\_

Partner 1             Yes         No    please specify: \_\_\_\_\_

Partner 2             Yes         No    please specify: \_\_\_\_\_

Partner 3             Yes         No    please specify: \_\_\_\_\_

- 
- <sup>1</sup> Definition: A culturally-specific community based organization meets the all of the following criteria:
  - The majority of members and/or clients are from a particular (or multiple) community (or communities) of color, such as: African American, Asian/Pacific Islander, Native American, Latino, African Immigrant and Refugee, and Slavic.
  - The staff, board and leadership reflects the community that is served.
  - The organizational or programmatic environment is culturally focused and identified as such by members.
  - The organization or program has a track record of successful community engagement and involvement with the community being served.
  - The community being served recognizes the organization or program as a culturally-specific organization or program.
  - Source: Philanthropy and Communities of Color in Oregon: from strategic investments to assessable impacts amidst growing racial and ethnic diversity. PSU (2010).

3. For the project outlined in your Nature in Neighborhoods grant proposal, do you expect to engage a majority (more than 51%) non-white population?

Yes

No

4. If yes, which population(s)?

Asian

American Indian/Alaskan Native

Latino /Hispanic

Native Hawaiian or Other Pacific Islander

African

Slavic

Black/African American

Other (Please specify):

Middle Eastern/North African

5. Please tell us what you based your answer(s) on (e.g. staff input, staff observation, census data, school demographic data, previous project).

6. To inform our evaluation outcomes reporting, Metro would like to learn what demographic information our grant applicants already collect. What demographic data does your organization collect about the population you serve?

Race and ethnicity

Gender

English proficiency

Age

Primary language

Special needs

Geography/location

Other (Please specify):

Income

7. Please tell us about how you collect and use demographic data in your program.

8. We understand that demographic data can be highly personal both for individuals and organizations. Please describe any concerns you would have about sharing your demographic data about participants in programming related to this grant application.

9. Do you have any comments about this survey?

## 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](#)**: 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](#)**: 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](#)**: 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](#)**: 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](#)**: 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)

**[Depave](#)**: Depave is a nonprofit that works to remove unnecessary pavement from urban areas to create community green spaces and mitigate stormwater runoff through community partnerships and volunteer engagement. <http://depave.org/>

## MAPPING RESOURCES

Below are list of mapping resources to assist in project 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>