

A. Organization, project and contact information

Date of application	March 17, 2015
Organization	People-Places-Things, LLC
Website	www.pptpdx.com
Program contact	
Name	Patrik McDade
Title	Program Director
Phone	[REDACTED]
Email	[REDACTED]
Mailing address	[REDACTED]
Fiscal agent If different than the lead organization.	Columbia Slough Watershed Council
Fiscal agent contact	
Name	Jane Van Dyke
Title	Executive Director
Phone	[REDACTED]
Email	[REDACTED]
Mailing address	[REDACTED]
Program partners Committed partner organizations.	City of Gresham Natural Resources Program, Portland Bureau of Environmental Services Green Street Steward Program, Multnomah County Libraries, Friends of Nadaka
Potential partners Potential partner organizations.	Columbia Slough Watershed Council, Johnson Creek Watershed Council, Living Cully, Know Your City
Program title	Exploring Language, Exploring Nature; Curriculum for Immigrants & Refugees
Program summary Provide a 20-45-word summary that describes your program.	This partnership between conservation professionals and an established English learning program for adults will bring conservation education to an underserved, highly diverse population and create a model for using the natural world as curriculum.

Program length	One year (July 2015-July 2016)
Site addresses Provide addresses of all known locations for educational activities.	Rockwood Library, 17917 SE Stark St., Gresham, OR, 97233 (mailing address is Portland) Nadaka Nature Park, northwest of the intersection of NE Glisan St. and NE 178 th Ave.
Estimated funding	Estimated amount requested: \$7,608 Estimated match funds: \$800 Estimated in-kind match: \$13,837 Estimated total program budget: \$22,245

A. Organizational preparedness

People- Places-Things, LLC (P-P-T) began in 2008, out of Program Director Patrik McDade’s desire to address the “Problem of ESL”—the fact that 25 million English learners in the U.S. want greater access to civic life, but traditional ESL instruction doesn’t facilitate that pathway well. P-P-T’s flagship English for the Community Certificate Program trains facilitators to provide highly engaging English and cultural skills practice based on real-world materials and experiences, dynamic activities, and authentic relationships. Classes are offered on-site, in the communities that they serve, and are free to English learners. This model for inexpensive, two-way cultural competence training is called the Voz Alta approach, and has proved to be highly effective in overcoming common barriers, such as culture, legal status, ability level, and income, to bring together people interested in learning from each other and building multi-ethnic communities that celebrate their ethnic diversity. In 2014, P-P-T provided 421 class sessions at 13 sites and engaged 634 individual learners, with 3,243 total classroom visits. P-P-T estimates well over 10,000 classroom visits since 2010.

P-P-T's Real World Curriculum is essentially a set of strategies and techniques for identifying engaging real world materials and using them to create effective language learning experiences that support civic integration. P-P-T creates modules around these materials and themes and produces curriculum guides to support facilitators (instructors) and learners. At any given class session, the composition of learners—number of learners, languages, ethnicities and levels—can vary widely. For this reason, we create "Facilitator's Guides" to inspire and support teachers with useful activity ideas that help them adapt to different situations. Another product of curriculum development is Scorecards, which help guide both learners and facilitators to objectives, and serves as a semi durable memento of the learning experience that is useful and reusable. Scorecards for each module are a two-sided page that contains three main elements: a checklist of objectives for that module to track learning outcomes (both language and content related); a page of reference material; and a beautiful and revealing infographic that contains vocabulary icons relevant to theme. The materials are used side-by side with real world materials such as maps and brochures in English.

P-P-T has been offering classes at the Rockwood Library since 2011, and it has been the most successful site. The library is centrally located in a low-income neighborhood of Gresham with a great deal of ethnic and language diversity. It is less than a mile from Nadaka Nature Park, a City of Gresham park that includes 10 acres of natural forest. P-P-T currently offers three classes a week at the library.

Patrik McDade has been teaching English and providing cultural navigation skills in Portland and around the world since 1996. He has a graduate certificate in Teaching English as a Second Language from Portland State University and has taught thousands of classes to countless language learners. He is recognized for intercultural communication trainings, organizational development and workshops for allies supporting responsible use of power and privilege. Patrik will guide the adaptation of existing outreach and educational materials, the development of learning activities, and the design and publishing of curriculum guides. Patrik will coordinate classes and provide a lead facilitator for all classroom sessions and excursions. Facilitators are under the guidance of the Coordinator of Apprentices, Brooke Stady, who is a partner with P-P-T, and Program Director Patrik McDade. Brooke and Patrik are not always in the class, but for this pilot, Patrik intends to attend many sessions.

B. Program description

Program narrative

Program Goals:

- Leverage P-P-T's experience serving English learners in low-income, high-diversity communities to overcome barriers in conservation outreach to underserved populations through a creative approach that meets multiple community needs.
- Expand P-P-T's capacity to use conservation topics in real-world language practice by incorporating conservation partner's environmental education and stewardship experience, materials, and field activities.
- Develop and implement conservation-based curriculum for adult, low-income, immigrant and refugee English learners that connects participants to nature and their community while providing effective language and life skills practice.

The program will include: (A) Developing 10 language/culture curriculum modules using conservation themes. Curriculum will be made available for public use. (B) Collecting, adapting, and creating language practice materials and activities related to the selected themes. (C) Testing curriculum modules through a series of 45 free, weekly, 2-hour classes at the Rockwood Library. P-P-T offers 3 classes per week at the library; conservation modules will be run only at Wednesday sessions, giving learners the opportunity to simultaneously participate in other modules. (D) Providing 8 optional, free, field excursions to urban natural areas (primarily Nadaka Nature Park). (E) Graphic design and publishing of activity guides and facilitator supports. Based on attendance tracking for Rockwood classes in 2014, it is expected that the program will engage at least 100 individual learners, with 400 total visits, and 60% of participants attending more than one class session and/or excursion. At least 3 conservation partners will participate in the development of curriculum.

The groundbreaking feature of P-P-T's approach to language and cultural skills development is our emphasis on supported practice in real-world settings. This creates a more fluid, flexible, relevant system that directly connects learners to the places where they live, work and play, and to the people who share that space. We create a safe space in the classroom, then slowly lead learners out into the community, gradually engaging with all the institutions who struggle to connect with them. For example, we are using Gresham's Gardening with Native Plants poster to practice plant names in the classroom; the next step is to bring them to Nadaka Nature Park, accompanied by conservation professionals, and creative activities with real native plants that encourage them to practice language, explore nature, and connect with each other. Environmental education is an excellent fit for P-P-T's mission to provide real-world language practice that builds community bridges and increases civic engagement, because there are natural areas right in our neighborhoods and plants and wildlife right in backyards. Furthermore, many conservation organizations are specifically interested in connecting with the English learning community. We have found through experience that asking classes what content they want can be ineffective because of language barriers. People use language for everything; learners respond best to a safe environment, with engaging materials and a strong connection. For this reason, we now determine

content by choosing broadly relevant themes with visually interesting materials. During this program we will explore many materials and activities and observe what people respond to best.

The program will address multiple grant program goals by connecting underserved, low-income people, and people of color with limited English language proficiency to nature in their community. Several measures of community engagement, generated from attendance records, will be used to evaluate the effectiveness of the program. Each provides a different window on exposure that, over time, give a picture of how effectively P-P-T is engaging the target population. Facilitators also look for signs of engagement, like excitement or laughing, or of frustration, such as disengaging during an activity. P-P-T is already collecting this data, and makes data security and reliability top priorities.

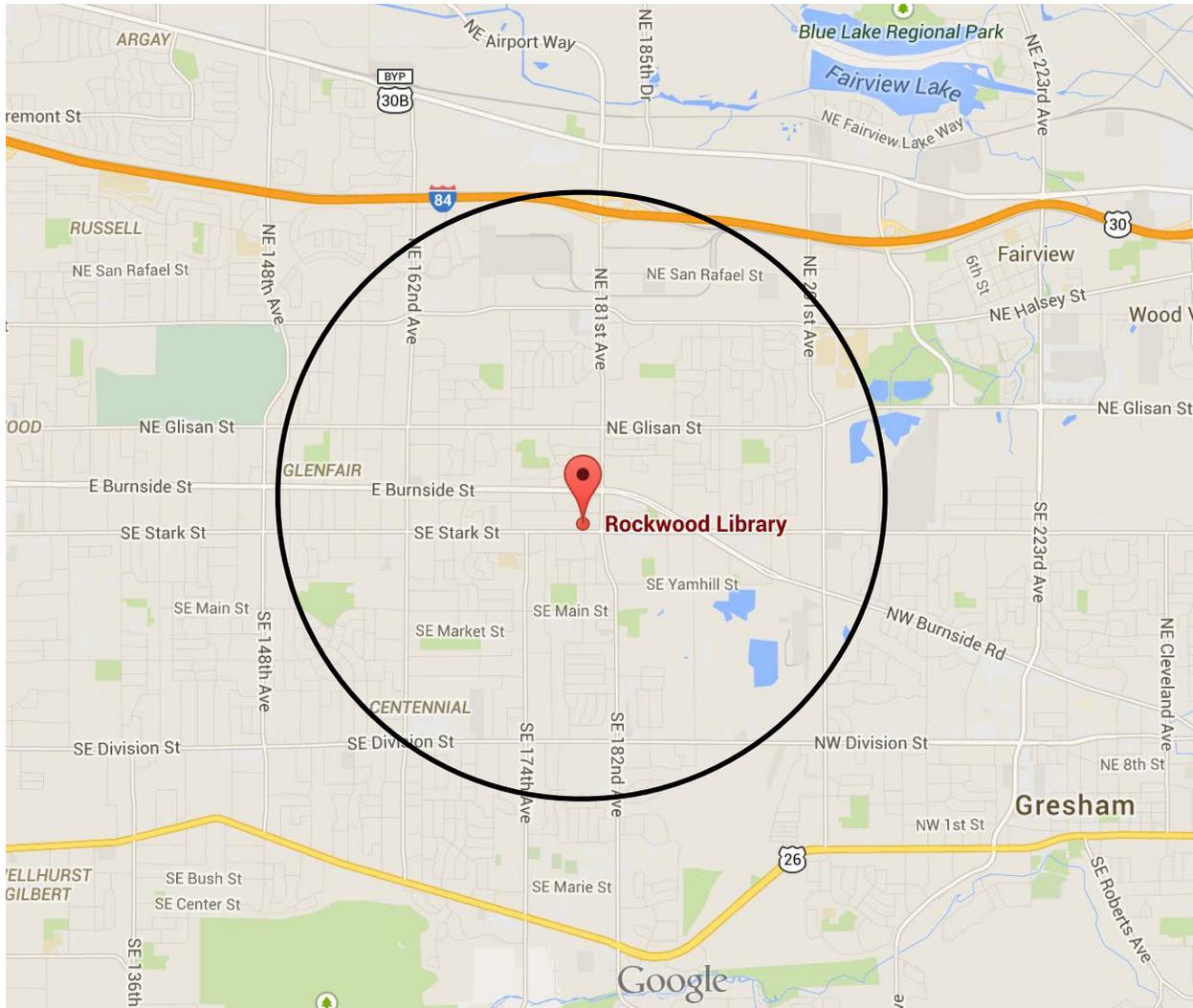
Partnerships

This program takes an approach to conservation outreach and English language instruction that is unique in both fields. However, the model has been successfully tested by P-P-T in individual class sessions, including five taught by guest professionals from **The Portland Bureau of Environmental Services (BES) Green Street Stewards Program** staff. Because all partners are building on well-established and successful programs and share common goals of outreach, community building, and community service, the partnerships formed through this program will be effective and compelling. **The City of Gresham's Natural Resources Program (NRP)** manages more than 1000 acres of natural areas and organizes dozens of community stewardship and educational events each year, working with schools, community groups, and individual volunteers. The NRP is continually exploring new ways of engaging underserved, low-income, and ethnically diverse communities in the Gresham area. These communities are concentrated in neighborhoods such as Rockwood, with little access to natural areas. Engaging them requires a creative approach that addresses multiple community needs. This program provides such an approach. Through the Green Streets Stewards program, BES has reached out to thousands of adults and youth. Staff partner with many nonprofit organizations, residents, and business owners to provide trainings and education. BES staff will assist in the development and implementation of a curriculum module around the theme of Green Infrastructure. **Friends of Nadaka** works to bring programming to Nadaka Nature Park and to increase access to nature for the diverse community surrounding the park. Friends of Nadaka will attend at least 4 class sessions or excursions and assist in curriculum development. **Multnomah County Library** supports P-P-T classes by assisting with outreach, providing a classroom space, and helping to recruit classroom assistants.

Program staff will continue to build new partnerships, reaching out to conservation and community organizations who could provide additional support for curriculum development and implementation. Because of the unique outreach opportunity offered by classroom participation, it is anticipated that many organizations will be interested.

By the end of the grant period, P-P-T will fully incorporate conservation curriculum into its regular curriculum cycle (presented at 6 sites so far in 2015). NRP, BES, and Friends of Nadaka all have staff that regularly engage in community events and outreach and can continue to periodically attend excursions and class sessions. Forming partnerships with other conservation organizations will also allow the program to involve a range of disciplines and provide continued support from professionals.

C. Location and program reach



The program will engage participants from the same population and geographic area that has attended past English classes at the Rockwood Library. P-P-T estimates that 80% of attendees live within walking distance (about one mile) of the library. Analysis of demographics using the Regional Equity Atlas shows that the Rockwood Library is located in a neighborhood with a high density of people of color and a high percentage of people below the poverty line, surrounded by neighborhoods with high to medium densities of people of color and a medium to high percentage of people below the poverty line. The only unifying characteristic of the communities that will be recruited is that they are non-native English speakers, primarily immigrants and refugees.

C. Program Budget Worksheet and Narrative

BUDGET NARRATIVE

The funds requested will pay for the development of facilitator supports and score cards for each module. These are the tools P-P-T uses to organize and communicate curriculum objectives, activities, and resources to instructors and learners. Funds will be used to pay for P-P-T staff time spent developing these tools and for graphic design work, and to pay for printing. The majority of matching funds will be in-kind services provided by P-P-T and partner organizations. Services will include managing the program, developing activities and identifying materials, and testing curriculum in class sessions and excursions. Matching funds from the City of Gresham will pay for bus rentals for excursions. This is a one year program; all program contributions are secured. The match amount exceeds the requested amount. Details of activities, who will be responsible for each, and how budget numbers were derived are given below.

BUDGET CHART

Activity *Hours estimates for each activity (unless otherwise stated) are based on the organization's experience with similar tasks	Amount requested	Match funds	In-kind match
	Year 1	Year 1	Year 1
Personal services			
Develop Facilitator's Guide for 10 modules (P-P-T Director, ██████████)	\$2500		
Develop Scorecard for 10 modules (P-P-T Director, ██████████)	\$500		
Program Administration (P-P-T, 5% of requested amount, based on actual operational costs)	\$380		
Over program operations, ensure program quality, communicate with stake holders (P-P-T Program Director : ██████████)			\$1500
Supervise program operations; support facilitators (P-P-T Coordinator of Apprentices: ██████████)			\$450
Manage attendance database (P-P-T data manager: ██████████)			\$400
Attend at least one class session, including prep and wrap up (3 hrs); support AmeriCorps participation in program (2 hrs per month) (City of Gresham NRP staff: ██████████)			\$1627
Provide materials and attend at least 4 class sessions in the green infrastructure module (Portland BES staff: ██████████)			\$1000
Provide materials and attend at least 4 class sessions or excursions with themes relevant to Nadaka Nature Park (Friends of Nadaka staff: ██████████)			\$192

Volunteer labor			
Facilitate 45 class sessions (P-P-T Primary Instructors, 2 hrs per session, plus 0.5 hrs prep: [REDACTED] [REDACTED])			\$1903
Assist with at least 24 class sessions or excursions (P-P-T Secondary Instructors/Assistants, [REDACTED] [REDACTED])			\$1353
Attend all 8 excursions and at least 1 class session per month; provide materials and assist with curriculum development (City of Gresham AmeriCorps, 3 hrs per class/excursion, including prep and wrap up, [REDACTED] [REDACTED])			\$3382
Assist with outreach, provide assistants for some class sessions (Multnomah County Library Volunteers: [REDACTED] [REDACTED])			\$2030
Professional services			
Graphic design for Scorecards for 10 modules (company to be determined, 2 hrs per module, rate and hours based on previous experience and typical rates listed locally: [REDACTED] [REDACTED])	\$1000		
Graphic design for infographic creation/materials modification for 10 modules (company to be determined, 4 hrs per module, rate and hours based on previous experience and typical rates listed locally: [REDACTED] [REDACTED])	\$2000		
Graphic design for reusable Scorecard template (company to be determined, rate and hours based on previous experience and typical rates listed locally: [REDACTED]).	\$300		
Graphic design for reusable Facilitator's Guide template (company to be determined, rate and hours based on previous experience and typical rates listed locally: [REDACTED])	\$100		
Materials & supplies Printing black and white scorecards for classroom use (30 per module, rate based on FedEx quote: [REDACTED])	\$66		
Transportation costs Bus rental to transport participants from Rockwood Library to Nadaka Nature Park or other site for outdoor excursions (City of Gresham NRP, rate based on typical First Student Inc. rates: [REDACTED] [REDACTED])		\$800	
Indirect or overhead costs¹ Fiscal administration (Columbia Slough Watershed Council: 10% of total award)	\$761		
Total	\$7608	\$800	\$13837

D. Evaluation Outcomes Report and Activities Plan

Goals
<p>The program will leverage P-P-T's experience serving English learners in low-income, high-diversity communities to overcome barriers in conservation outreach to underserved populations through a creative approach that meets multiple community needs; expand P-P-T's capacity to use conservation topics in real-world language practice by incorporating conservation partner's environmental education and stewardship experience, materials, and field activities; and develop and implement conservation-based language practice curriculum for adult, low-income, immigrant and refugee English learners that connects participants to nature and their community while providing effective language and life skills practice.</p> <p>The program will address multiple grant program goals by connecting underserved, low-income people and people of color, with limited English language proficiency, to nature in their community; building the capacity of organizations to connect with these groups and provide conservation education programming; helping to diversify the conservation movement by building bridges between conservation professionals and underserved communities; and increasing environmental literacy through curriculum that introduces conservation concept, such as local ecology and watershed health, using locally relevant material.</p>
Outcomes
<p>This program will: develop and test 10 curriculum modules on conservation themes selected based on partner's outreach priorities and P-P-T experience; provide at least 45 class sessions and 8 excursions to natural areas where curriculum will be tested; engage at least 100 individual learners, with 400 total visits and 60% of participants attending more than one class session and/or excursion (based on attendance tracking for Rockwood 2014 classes); collaborate with at least 3 conservation partners; fully incorporate conservation curriculum into P-P-T's regular course offerings by the end of the grant period (presented at 6 sites so far in 2015); form new partnerships with additional conservation organizations and professionals interested in participating in the program; make curriculum developed through this program freely available and serve as a model to other organizations.</p>
Program reach
<p>The program is designed for Limited English Proficient individuals, but is open to anyone. Most participants are adult internationals. The program will serve at least 100 individual learners, with many attending multiple classes. Because it would be difficult for learners to understand why and how such information is being collected and used, P-P-T does not track demographic information. However, facilitators know the native language and nationality of almost every learner. P-P-T estimates that nearly 100 percent of learners are non-white, primarily Latino, Slavic, and Asian. Analysis using the Regional Equity Atlas shows that the Rockwood Library is located in a neighborhood with a high percentage of people below the poverty line. Communities with limited to no English proficiency are underrepresented or completely absent from conservation education programming and conservation work because of barriers of language, as well as income and culture. This program bridges those gaps while meeting an identified community need (English practice and civic engagement). The program will also develop the capacity of a new organization, P-P-T, to participate in conservation education and increase resources, currently very limited, for ESL programs to integrate conservation curriculum and outdoor excursions.</p>
Data collection method

Because P-P-T's classes are open-entry with no commitment required, attendance and continued attendance are excellent indicators of participant's satisfaction. P-P-T carefully records attendance data, keeping data security and reliability top priorities. P-P-T also keeps a loyalty card for each learner, which they fill out with their name and the date of each class session they attend. This adds redundancy and consistency to attendance tracking and encourages on-going participation. Several measures of community engagement, generated from attendance records, will be used to evaluate the effectiveness of the program. Measures include: total reach (the total number of individuals who participated in at least one Excursion); total visits (the total number of chairs filled); total number of class sessions; average participants per class; and an engagement coefficient (a measure of how much people participated). Each provides a different window on exposure that, over time, give a picture of how effectively P-P-T is engaging the target population. Facilitators also look for signs of engagement, like excitement or laughing, or of frustration, such as disengaging during an activity. P-P-T is already collecting this data via carefully managed attendance sheets for each class, submitted to an online database.

At the end of each class facilitators fill out a reflection, scoring their own performance as well as learner responses such as connection and engagement. This exercise, along with recorded attendance, allows P-P-T to monitor and analyze attendance and engagement on a class by class, activity by activity basis and respond dynamically (both between classes and during class) when attendance and/or engagement drop. Responding to these cues from learners will allow P-P-T to find the most engaging activities and materials to use in each module.

Partner participation in class sessions, excursions, and curriculum development will also be tracked by P-P-T.

Activities

The program will include: (A) Developing 10 language/culture curriculum modules using conservation themes. Potential topics include backyard wildlife, green infrastructure, and native and invasive plants. (B) Collecting, adapting, and creating language practice materials and activities related to the selected themes. Potential materials include outreach fliers, watershed models, and objects from nature. (C) Testing curriculum through a series of month long modules consisting of free, weekly, 2-hour classes at the Rockwood Library. (D) Graphic design and publishing of activity guides, facilitator supports and score cards. Curriculum will be made available for public use via publishing on City of Gresham's website or other public websites. (E) Providing 8 field excursions to local natural areas (primarily Nadaka Nature Park) to practice language in the field. Potential activities include locating native plants, navigating using a trail map, and identifying wildlife habitat.

Schedule or Timeline

Development and testing of conservation module curriculum will be ongoing throughout the grant period. Development and testing began in February 2015. Activities about visiting local parks and natural areas, wildlife watching, and native plants have been presented at 5 class sessions and utilized City of Gresham outreach materials. These tests will likely give rise to 2-3 modules on native plants, local wildlife, and getting outside. Modules will be tested at weekly class sessions over a period of 4 weeks. Classes in this series are held Wednesdays at the Rockwood library. Some modules will be tested more than once during the grant period. Before a new module begins, materials and activities will be identified and developed, and facilitator guides and score cards will be created. P-P-T uses a dynamic system for developing curriculum; activities and materials are adjusted in response to classroom experiences.

Excursions will occur once per module.

13 March 2015

N-I-N Grant Review Committee
c/o Christa Gardner
Metro
600 NE Grand Ave.
Portland, OR 97232

Re: Support of N-I-N Application by People-Places-Things, LLC

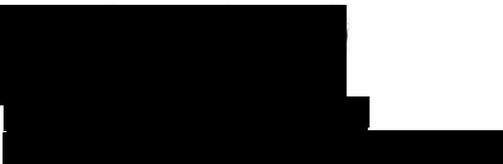
Dear Review Committee Members;

The City of Gresham's Department of Environmental Sciences strongly supports the work of the local People-Places-Things (P-P-T) organization in providing free English language skills training to a diverse and low-income community. I'm writing in support of P-P-T's Nature in Neighborhoods grant application that seeks to enhance their existing curriculum by integrating conservation education and natural area exploration into their existing program delivery model.

Gresham staff and our AmeriCorps volunteers are excited to have the opportunity to assist P-P-T in expanding their already successful English-learning programs, and will be active partners in developing conservation curriculum materials. We will also assist in hosting experiential learning opportunities that increase not just English proficiency skills, but also awareness of our local native ecosystems, challenges to the health of those ecosystems, and opportunities for connecting with nature through open space exploration, volunteer events, and at-home measures that can benefit local native wildlife and water quality.

Your support of this grant application will enable P-P-T and their project partners to engage a greater portion of our community in local conservation measures, natural area stewardship, and even civic engagement. We look forward to assisting P-P-T in these worthwhile efforts, and appreciate Metro's interest in helping launch this initiative.

Sincerely,

A large black rectangular redaction box covering the signature and name of the sender.



CITY OF PORTLAND ENVIRONMENTAL SERVICES



1120 SW Fifth Avenue, Room 1000, Portland, Oregon 97204 ■ Nick Fish, Commissioner ■ James Hagerman, Interim Director

March 16, 2015

Dear Metro NIN Staff,

The Bureau of Environmental Services' (BES) Green Street Steward Program (GSSP) supports the educational efforts and activities of People, Places, and Things LLC. GSSP will provide in-kind staff resources to assist with development and implementation of a curriculum module introducing green infrastructure design and stewardship to people learning English as a second language. Green Street Steward Program staff will provide a supportive role in coordination with other conservation professionals from City of Gresham and Confluence Environmental Center.

The GSSP values the role of People, Places, Things LLC and the unique approach they use to teach English as a second language: providing their everyday life and the environment in which they interact as the basis of the program. The curriculum that is developed as a result of this grant can serve as a citywide model. Strengthening partnerships with the grant participants can help build social capital and community engagement among the Portland region's diverse populations. Additionally, these partnerships exemplify the guiding principles in the BES' strategic plan as they relate to environmental leadership, equity, and stewardship. These same principles and objectives guide our work in the Green Street Steward Program: building community while fostering stewardship and promoting equity in the protection of watershed health, public health, and the environment.





March 14, 2015

To Whom It May Concern:

On behalf of the Friends of Nadaka, we would like to offer support to People, Places, Things, LLC's (P-P-T), application for the Nature in Neighborhoods grant. Their program "Exploring Language, Exploring Nature" will provide conservation education to an underserved, highly diverse population; increase awareness and use of Nadaka Nature Park and will serve as a model for using the natural world as an educational tool.

P-P-T will bring English learners on excursions to Nadaka Nature Park to incorporate conservation education into their curriculum. Friends of Nadaka will assist with curriculum development and testing by attending or leading excursions through the park. We will also develop educational and outreach materials for P-P-T and attend sessions focused on the flora and fauna from Nadaka.

The Friends of Nadaka are extremely excited to partner with P-P-T who will bring more programming to the park and increase access to nature for a wide range of community members in west Gresham. This is a great collaboration and aligns with Friends of Nadaka's vision to build cultural understanding and nurture nature, food, and families.

With support from Metro; P-P-T and Friends of Nadaka will contribute greatly to the local community, strengthen community partnerships, and increase access to natural areas. This collaboration will improve environmental literacy for a diverse population of students, families, and the entire community.

Sincerely,