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Santa Clara Valley Open Space Authority

2020 Urban Grant Program

Deadline: 7/1/2020

Guadalupe River Park Conservancy

Outdoor Field Trips (in-person & distance learning) for Title I & Special Needs Groups

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

\$ 144,487.36 Requested

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EIN [77-0166797](tel:77-0166797)

Project Description [top](#)

Applicant Type

1. What type of organization is this?

- Public Agency
- School or School District
- 501(c)3 Nonprofit
- Eligible organization acting as Fiscal Sponsor for another organization

2. Does the application include a fiscal sponsor?

If the project includes a fiscal sponsor, the fiscal sponsor must be the applicant.

- YES
- NO

Overview

3. Which type of grant are you requesting?

- Small (\$10,000 - \$39,999)
- Large (\$40,000 - \$250,000)

4. Grant category (check all that apply)

- Environmental Stewardship and Restoration
- Parks, Trails, and Public Access
- Environmental Education
- Urban Agriculture / Food Systems

5. Type of project (check all that apply)

- Capital improvement (Large projects only)
- Planning
- Program

6. Project Location: Address / Neighborhood

What is the physical location of the project? If there is no physical location, please enter "N/A." If the project will be in multiple locations, please list all. Note: project location(s) must be within the Authority's jurisdiction.

Guadalupe Gardens Visitor Center
438 Coleman Ave.
San Jose, CA 95110

7. Project Location: Open Space Authority District (check all that apply)

A detailed map of the Authority Districts can be found under the Library tab, or online at <https://www.openspaceauthority.org/public-information/board-of-directors.html>.

- Authority District 1
- Authority District 2
- Authority District 3
- Authority District 4
- Authority District 5
- Authority District 6
- Authority District 7

8. Who does the project serve? Please indicate which Open Space Authority Districts are served (check all that apply)

A detailed map of the Authority Districts can be found under the Library tab, or online at <https://www.openspaceauthority.org/public-information/board-of-directors.html>.

- Authority District 1
- Authority District 2
- Authority District 3
- Authority District 4
- Authority District 5
- Authority District 6
- Authority District 7

9. Project Abstract

(Brief, 3-4 sentences)

Offer standards-based outdoor education programs to students from deep-engagement communities (DEC), Title I schools, and special needs groups for three years. Funding underwrites costs for 120 Title I field trips and 75 transportation stipends, and 24 special needs field trips and transportation stipends. Funds also support training staff on distance-learning/in-person instructional strategies, best practices for working with students with special needs, & cultural relevancy and racial justice.

Project Planning (20 points)

10. Describe the proposed project.

Our proposal will offer standards-based outdoor environmental education programs to Title I schools and special needs groups, delivered through an in-person and/or distance-learning format.

Approval of this proposal would support over three years:

- 120 DEC virtual or in-person Field Trips
- 75 DEC Transportation stipends
- 24 Special Needs in-person Field Trips
- 24 Special Needs Transportation stipends
- Staff training. Topics: (8ct.) in-person/distance-learning instructional strategies, (3ct.) special needs best practices, and (6ct.) cultural relevance/racial justice Curriculum development, program administration, outreach, recruitment, and scheduling
- Learning materials, education tools, sanitation supplies, etc.

GRPC offers two types of field trips: River or Garden. In each field trip, there is a three-station rotation between three hands-on activities to allow for smaller group learning.

In our River program, students delve into the world of adaptations and ecology. Activities include a live animal encounter with GRPC's education animal ambassadors, a fun game that teaches about the shapes and uses of bird beaks, and an interactive nature walk along the Guadalupe River Trail. When weather and conditions permit, we bring students to the river where they identify macroinvertebrates and use this data to determine the overall river health, which transitions into a conversation about human impact on the environment.

Our Garden program focuses on life cycles and the intricate pollination processes. Students dissect a rose to identify its parts and function with peers, play an engaging pollination game or observation activity in our Heritage Rose Garden, and take an exciting walk through San José's Historic Orchard where they observe these topics first-hand.

In our distance-learning alternative, teachers will have access to the "field trip package" which includes the three stations mentioned above (e.g. pre-recorded animal encounter, nature walk, orchard tour, etc.) and a live GRPC instructor present in one of the online stations. With access to the field trip package, teachers may use the videos as they see fit and in whichever order they would like. If distance-learning continues to be the preferred program delivery method in the upcoming academic year, transportation stipends will be reallocated to more field trip package scholarships.

This proposal includes a vital array of trainings for staff including in-person/distance-learning strategies, best practices for facilitating programs for students with special needs, and cultural relevance, equity and racial justice training to ensure we are providing the best and most authentic experience for our diverse students.

All of these activities support State Standards and the developmental milestones of our students.

11. Describe key project deliverables and estimated completion dates.

- 120 DEC virtual and/or in-person Field Trips for underserved, Title I schools to be implemented within three years from receipt of grant funds; 40 field trips per academic year through 2024
- 75 DEC Transportation Scholarships within three years from receipt of grant funds; 25 scholarships per academic year through 2024
- 24 Special Needs Field Trips within three years from receipt of grant funds; 8 per academic year through 2024
- 24 Special Needs Transportation Scholarships within three years from receipt of grant funds; 8 per academic year through 2024
- 8 distance-learning and/or in-person instructional training within three years from receipt of grant funds; between 2 and three each academic year through 2024
- 3 special needs instructional best practices trainings; 1 per academic year through 2024
- 6 cultural relevancy, equity, an racial justice trainings; 2 per academic year through 2024

If funds are received in March 2021, we hope to implement the first set of 40 field trips by July 2021, and will resume a consistent number of program offerings until Spring 2024.

Please note: In light of COVID-19, we expect the deliverables and completion dates will vary; inevitably, there will be a disruption for teachers and students as they return to the classroom from distance-learning. In addition, some groups, particularly participants of our special needs program, have stated their preference for in-person programs. Given this, we plan to pivot funds to the following years within the grant period to ensure the equivalent number of groups are still able to experience our programming.

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

No. This application is a program, not a capital project.

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

The proposed project is a longer-term program over three years that does not include capital improvements. The Guadalupe River Park Conservancy has a contractual agreement with the City of San José for the ongoing programming, stewardship, and development of the Guadalupe River Park. We have delivered various education programs, including field trips, since 2003 and will continue to provide this service to our communities. We maintain relevance and efficacy of our programs through continued communication with school districts, educators, parents, and youth participants. We also participate in trainings and convenings on topics around environmental education delivery, teaching pedagogies, and updates to public school curriculum requirements.

14. Describe the project's readiness for implementation.

The majority of the project is ready. We have a breadth of curricula utilizing the River and Gardens as learning labs for our programs, and established field trip curricula to be used in upcoming years. As part of our special needs program, we revise the curriculum and sites based on the needs of the individual group that attends to ensure we are meeting their learning and developmental needs. For example, some experiences for visually impaired students may not be as impactful to those who are hard of hearing and visa versa. In order to create the best experience for our students, we send a survey to teachers in advance of their field trip to gather pertinent information about their class. For groups on the autism spectrum, we place emphasis on bringing familiar aspects of their classroom (such as attention grabbers, reward systems, commonly-used phrases, etc.) to alleviate the disruption to their otherwise comforting, daily routines.

We are currently hosting a distance-learning summer camp, and will use this experience to assess what additional training, equipment, and resources is needed.

We sent surveys to teachers in the region to determine which distance-learning format is most appropriate for their existing curriculum. Major findings include interactive activities, content recorded out in the Gardens and River, and a “field trip package” of 30-minute video segments with a live instructor in one of the segments to better augment their existing lesson plans.

Project Budget (15 points)

15. Budget Summary - Grant Request

This is a budget summary only; a detailed Project Budget must be submitted using the Documents Upload tab. Please enter dollar amount. Note: after the application is submitted, the software will automatically add a TOTAL.

<input type="text" value="89462.36"/>	Grant request: Personnel
<input type="text" value="2925"/>	Grant request: Contracted Services
<input type="text" value="15200"/>	Grant request: Supplies / Materials
<input type="text" value="30900"/>	Grant request: Other Direct Costs
<input type="text" value="6000"/>	Grant request: Indirect Costs
<input type="text" value="144,487.36"/>	TOTAL

16. Budget Summary - Matching Funds

This is a budget summary only; a detailed Project Budget must be submitted using the Documents Upload tab. Please enter dollar amount. Note: after the application is submitted, the software will automatically add a TOTAL.

<input type="text" value="212975"/>	Total Matching Funds
<input type="text" value="212,975.00"/>	TOTAL

17. Budget Narrative

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

We are requesting \$144,487.36 from OSA for our Outdoor Environmental Education Programs over the next three years, with \$219,775 currently secured through ongoing partnerships with community foundations and secured sources with public agencies.

PROJECT PERSONNEL - \$89,462.36

Program implementation tasks include curriculum development, field trip preparations, program delivery, clean-up and sanitation, staff and participant coordination, and post-program administration, data entry, and collecting feedback on impact.

Each field trip program for DEC is approximately \$500, and each special needs field trip is approximately \$800. The additional costs for special needs field trips is due to additional Guadalupe Guide instructors, and catering curriculum to suit specific group needs (activities change if participants are visually impaired, sensitive to sounds and stimulation, all youth or a blend of ages, etc.).

Program implementation for distance-learning “field trip packages” are also approximately \$500. Time saved from field trip clean-ups and sanitation are offset by increased time for coordination with participants, particularly with technology support and if classrooms wish to use a package over multiple days/weeks.

Distance learning transition is additional training time for staff to provide meaningful educational experiences through a digital format.

Outreach and scheduling by the Education Associate supports communications, customer service, trip confirmation or rescheduling support, and other needs that make easier and reduce barriers for schools

and groups to participate.

CONTRACTED SERVICES - \$2,925

A trainer with expertise in education program delivery to groups with special needs will be hired annually at \$150 a year.

Trainers with expertises in cultural relevancy and racial justice will be hired bi-annually at \$1,650 per year. OSA funds will support one of the bi-annual trainings per year.

DIRECT COSTS - \$46,100

Transportation stipends to 75 Title I schools are \$300 each and 24 special needs groups are \$350 each.

Distance learning transition costs include costs for videography and audio equipment, video conferencing and learning platform technology, and staff training materials

Education equipment, animal care, sanitation supplies include upkeep to games, science experiments, animal and skeleton models, care for our live animal ambassadors, and supplies needed to sanitize equipment for participants.

Education materials for field trips are consumable materials per field trip, which includes worksheets, science and art supplies, packaged dried fruits, etc. Costs for special needs groups are higher due to more customized consumable materials and equipment.

INDIRECT COSTS - \$6,000

Program management by the Deputy Director is management time overseeing the Education Department, which includes weekly meetings, procurement of ed

Project Goals (15 points)

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

Guadalupe River Park Conservancy (GRPC) provides field trips that allow for inquiry-based learning. The goal our environmental education programs are:

Connect our local community, particularly youth and those with less access to open space, to a local natural asset

Empower youth with a passion for environmental stewardship

Expose youth, especially under-served youth, to subjects that inspire students to explore careers in STEM industries

One of our education program priorities is equity: ensuring as many students as possible are able to participate in our programs and access our natural assets. For many years, GRPC has prioritized recruiting and providing programming to groups in Deep Engagement Communities, defined as places "that experience greater environmental burdens and barriers to access nature." We provide programming to the low-income Title I schools within these OSA boundaries, as well as other Title I schools not identified by these metrics. These teachers are able to apply for program and transportation scholarships, which remove the barrier of getting to our site to participate in field trips.

Our teaching pedagogy promotes inquiry-based learning that centers the pace and depth of learning on the curiosity of our students. With this approach, we hope these self-discoveries of our ecosystem and natural processes encourage them to inquire more about their environment and its necessary stewardship.

Career opportunities in science, technology, engineering and math, particularly in Silicon Valley, continue to be prominent industries that may lead to high-paying jobs. Yet gaps remain in reflective representation in

those industries, as well as the access to pursue them for many youth living in DEC. During field trips, we make a clear link to professions that use the biology, chemistry or ecology related skills that are part of the curriculum. Through reducing the barriers to participating in our education programs, and through the hiring and training of education staff with diverse backgrounds, we believe we can make steps in bridging that gap.

19. How does this project serve the community?

These metrics are required for all projects. Project-specific metrics can be added under Question 20 below. Note: after the application is submitted, the software will automatically add a TOTAL that will not be used.

4080	Number of people served
4080	Number of youth served (under 18 years)
144	Number of programs provided
8,304.00	TOTAL

20. In what other ways does the project serve the community? Please list the project-specific goals (both social and environmental).

Please list any additional goals and how they will be measured (e.g. surveys, field measurements, attendance sheets, etc.).

An additional community goal is to support our local schools and education partners with high quality, standards-based, and place-based programs - particularly in light of social distancing measures, economic recovery, and future budget reductions due to COVID 19.

We will measure this by tracking the number of schools who participate in our in-person or distance learning field trips, and highlight increased demand from existing or new schools seeking our programs. GRPC would be happy to share this information with OSA if desired for your future planning and granting needs.

Impact (15 points)

21. Describe the lasting impact of the project.

GRPC creates long-lasting impact through academic and scientific skill development, emotional health, and encouragement to become stewards of the environment.

Outdoor learning is essential for academic success. Child & Nature Network's Green Schoolyards Report states students experience "improve[d] outcomes in science, math, & language arts," as well as "better grades, higher test scores, and enhanced knowledge" (2017) when learning in an outdoor, green spaces. Our programs are specifically designed to have students engage directly with nature, whether physically or virtually, and develop skills of observation, peer discourse, questioning strategies, defending an argument with evidence, etc. We often hear students say, "I can't believe I could do that!" and "I can't wait to do this again!" These statements show educators that they ignited curiosity and left the students wanting to continue their learning. Additionally, exposure and encouragement to pursue STEM-related careers is integrated into our curricula and discourse with students. For example, "Today you are going to be biologists/hydrologists. Did you know YOU could do this as a job?" We also recruit a diverse staff team to reflect the students we reach to make it easier for them to envision themselves in STEM careers. Our department is committed to the ongoing success of our students, and we are constantly reviewing curricula to ensure we are providing the skills students need as a preliminary step to continue with these careers as adults.

Our program provides improves the emotional and mental health of our students. As COVID-19 has swept across the world, there has also been a peak in mental and emotional health challenges for all. Outdoor, green spaces have been proven to help kids feel calm, positive, resilient, and confident (C&NN, Green Schoolyard Report). Being outdoors, or exposed to the outdoors virtually, fosters socioemotional growth and confidence as they participate and complete field trip activities. This exposure is essential. Attending a

field trip, and for some, coming to a park for the first time, is a vital first step to introduce students to the emotional, positive experiences of spending time and learning outdoors.

GRPC is an organization of stewards. It is engrained in our mission and framework to engage the community to become stewards of the environment. For example, in our animal encounter station, we ask students to articulate the challenges animals living in the river, which often leads to a deeper discussion of human impact. We then ask for them to collaborate with peers to determine concrete ways they can personally help the environment in the next day, week, and year. We then probe deeper and ask what, societally, can happen to protect our green spaces, and what steps they can take to do so. These conversations open dialogue and empower students to think critically about the environment and be the change they wish to see.

Community Engagement / Stakeholder Support (10 points)

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

Please submit letters using the Documents Upload tab.

As noted in several of the attached letters of support, our programs are relied upon by many educational and institution partners. Our partnerships with schools, particularly those in deep engagement communities, further strengthens as many of them are familiar and consistently participate with us. This has given our partners the capacity to expand and curate their curricula to take advantage of our field trip programs, extending its impact to other areas of student learning. Their regard for our programs is an honor we proudly uphold.

In terms of financial support, we have a generous group of funders who understand the importance of our program and have supported us for several years including, but not limited to, Open Space Authority, Packard, Shortino, and Valley Water.

Our program fosters community engagement through offering a variety of programs for ages two to adults, abilities, grade levels, and demographics. We promote these programs and engage our dedicated following through various social media platforms including Facebook and Twitter. Additionally, our monthly newsletter, which reaches 6,700+ recipients per month, engages our community by informing them of current and upcoming education opportunities.

Leadership & Innovation (10 points)

23. Describe how this project employs innovative approaches or encourages collaboration and partnerships.

If there are project partners, please upload partner letters on the Documents Upload tab.

GRPC approaches innovative program delivery and collaboration in a number of ways:

We foster consistent, adaptable, and loyal relationships with partners. Understanding early that the impacts of COVID 19 will have ramifications on schools and curriculum for the foreseeable future, we surveyed our partner schools to better understand ideal distance-learning formats. Through teacher input, we learned that science learning per week ranges from 30 minutes to 2 hours, and created our three-segment "field trip package" with supplemental materials worth 30 minutes of instruction. This allows teacher flexibility to use our package that best fits with their weekly curriculum goals (spread over four weeks, concentrated in one, or other arrangements that best support their work).

Our department oversees a gifted team of interns to continually develop and improve our educational materials. Over the years, they have created unique 3-D prints scaled-up animal bones and skulls, developed a macroinvertebrate ID pamphlet for field trips, and used cameras and phone applications to monitor animal ambassador behaviors and feeding times.

Our use of the Guadalupe River Park as a learning environment also differentiates our education programs. The park is at the intersection of a wild river and an urban environment, and we teach environmental

science principles while highlighting the human impact on ecology.

Organizational Capacity (15 points)

24. Briefly describe the organization and its ability to successfully implement this project. This might include successful past projects, key staff qualifications, financial resources, etc.

If the applicant is a Fiscal Sponsor, please describe both the Fiscal Sponsor and the sponsored organization.

The Guadalupe River Park Conservancy provides community leadership for the development and active use of the Guadalupe River Park & Gardens through education, advocacy and stewardship. The Conservancy is continually involved in completing the master plans for both the park and gardens, creating educational programs, promoting awareness of the Park & Gardens, and developing membership and volunteer opportunities to increase public support and involvement.

The Guadalupe River Park is a three-mile ribbon of park land that runs along the banks of the Guadalupe River in the heart of downtown San Jose. Key park assets include the Rotary PlayGarden, San Jose's first all-inclusive playground, Heritage Rose Garden, featuring over 2,600 varieties of roses, the River Trail that connects downtown San Jose to the Bay Area waters, and an impressive collection of public art and memorials in all of San Jose. It is a resource of regional importance to the people of Santa Clara County and the Bay Area.

The Board of Directors supports our emphasis on serving students from Title One schools and authorizes staff to pursue foundation and corporate grants to underwrite the costs. Guadalupe River Park Conservancy's (GRPC) outdoor science programs have been operating since 2003.

GRPC has two full-time education staff members. Education Program Manager Mel Sarmiento was hired as the education program assistant in April 2016, and transitioned to the managerial role in 2018. She attended San José State University and studied K-12 education with a minor in Portuguese Studies. Mel has interned and worked in the field of outdoor education for more than a decade and has a wealth of experience in education program development.

GRPC hired our Education Program Associate, Lauren McCawley, in January 2019. Lauren brings several years of education experience including her role at the Children's Discovery Museum as a BioSITE educator. As a former classroom teacher in Hungary, Spain, and South Korea, Lauren has experience educating in a variety of languages and settings and brings a unique perspective to our program experience.

Executive Director Jason Su prepares grant proposals for corporate and foundation funders.

During the 2018-19 academic year, we reached 5,839 total students. Early Childhood Education -- 731; Field trips -- 2,936; Water Festival -- 309, Homeschool -- 634, and Boys & Girls Clubs -- 54

Financial resources include agreements and support from our membership base, City of San Jose, Santa Clara County, Knight Foundation, Packard Foundation, Shortino Family Foundation, Google, Valley Water, San Jose Water, Adobe, Western Digital, and other private and community partners.

BONUS POINTS: Underserved Communities (10 points)

25. Describe how the project addresses open space needs for sensitive populations such as residents of park-poor neighborhoods, underserved or disadvantaged communities, youth, seniors, persons with disabilities, or is located within a Deep Engagement Community (DEC).

This question is optional; please answer if applicable, otherwise enter "N/A." A map of the DECs can be found by clicking on "Apply" at <https://www.openspaceauthority.org/urban>.

In the 2018-19 academic year, 78% percent of our participants were from underserved Title I schools. Many

of these groups are within DEC's as we deliberately recruit from these areas. With the receipt of consecutive OSA funding, we have loyal relationships with DEC classrooms who attend on a yearly basis and depend on our programs to support classroom learning.

Awareness and exposure is a critical first step to long-term, lasting impacts. According to the Pew Research Center, when Black and Hispanic adults employed in the STEM field were asked about the underlying reasons why people of color are underrepresented in these careers, "45% attribute these disparities to these groups not being encouraged at an early age to pursue STEM-related subjects." Our programs catalyze under-served youth exposure to STEM-related careers through a variety of hands-on, standards-supporting activities, and encouragement to pursue this field as noted in the curricula.

A GRPC education priority is reaching students with special needs. We recognize that these classrooms are one of the most under-served communities, which is tragic as these students cognitively, emotionally, and physically benefit from learning and being outdoors. For example, for students lacking one of their senses, the intense aroma of a bay leaf, or the sudden splash of cold water from a duck landing in the river, tell a greater story of a riparian ecosystem for those who rely on specific senses than simply lecturing.

BONUS POINTS: Community Building (10 points)

26. Describe how this project actively encourages community building by engaging or accommodating local residents in novel and creative ways.

This question is optional; please answer if applicable, otherwise enter "N/A."

We have a solid group of local, diverse volunteers who actively support our education program shown below:

- Our department recruits volunteers to translate field trip materials to a variety of languages.
- GRPC has regular volunteer opportunities to help maintain our outdoor classrooms including mulching, litter/river clean-ups, and invasive plant removal.
- We inform field trip families they are invited to volunteer, help harvest, and take fruit home from our Historic Orchard. Participating families receive free food, family bonding, and community-building.
- Our volunteer animal care team – teens and seniors - provide basic care and enrichment for our education animals on a daily basis.
- Our department oversees a collaborative group of volunteers who help develop education program materials. For example, to save the integrity of realia, our teen tech intern created 3-D prints for student manipulation in our programs including: a crayfish exoskeleton puzzle, a rat skull, and many more. This tech integration ignites student curiosity and interest in the art of 3-D printing which is a valuable STEM skill and future career.
- Our Rotary PlayGarden is an all-inclusive playground and an asset for all of our groups, including groups with special needs. Non-ambulatory students, for the first time ever, have ridden our wheelchair-accessible merry-go-round with their friends and family. Many students return to this space after their field trip program with their families.

BONUS POINTS: Climate Resilience (5 points)

27. How does this project enhance and/or raise awareness about climate resilience?

This question is optional; please answer if applicable, otherwise enter "N/A."

Located in downtown San José, our park offers a wealth of opportunities to think critically about climate resilience. When possible, students collect river macroinvertebrates - indicator species of pollutants in water. This helps visualize impacts of humans on the environment, and leads to organic conversations about potential solutions. Other field trip stations cover similar content goals.

We've seen firsthand, specifically with returning DEC groups, that exposure to nature through consecutive

years is a powerful way to help students visualize ongoing environmental changes. For instance, returning students have commented on the shallow river compared to previous years. These conversations about larger-scale environmental changes are most effectively observed through repeated years of exposure. We ask probing questions such as, "How did the river change since last year? Does this just affect other places?" This leads to discussions about our climate and boosts confidence in students who have made these observations.

We are working with the most vital groups of people – our youngest generations. Stewardship is ingrained in GRPC's ethos, and is a motif in our curricula. Our programs prepare students to care for the environment in attainable, realistic ways and empower them to make larger changes in the future. Our instructors guide organic conversations with small groups about effects on the environment that leads to authentic personal and group goals.

Documents Upload [top](#)

Documents Requested *	Required?	Attached Documents *
Financial Statement	✓	Financial Statements - aUDITED
Project Budget download template	✓	Project Budget - Outdoor Field Trips
Fiscal Sponsorship Agreement download template		
Site Control Documentation download template		
CEQA Compliance Certification Form download template		
Letters of Support		Letters of Support
Project Partner Letters		
Maps and Site Plans		
Photographs		Testimonials and Photos Additional Photos 01 Additional Photos 02 Additional Photos 03
Other		

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