#10

The Community Foundation
Strengthening Inland Southern California through Philanthropy

2018 S.L. Gimbel Foundation Fund Grant Application

Internal Use Only:
Grant No: 2019102

Organization / Agency Information

Organization/Agency Name: Inside the Outdoors Foundation		
Physical Address: 8755 Santiago Canyon Road, Silverado, CA 92676		
Mailing Address: P.O. Box 4		
CEO or Director: Lori Kiesser		***Title:*** Executive Director
Phone: 714.708.3889	***Fax:***	***Email:*** lkiesser@ocde.us
Contact Person: Lori Kiesser		***Title:*** Executive Director
Phone: 714.708.3889	***Fax:***	***Email:*** lkiesser@ocde.us
Web Site Address: insidetheoutdoors.org		***Tax ID:*** 33-0373014

Program / Grant Information

Interest Area: ☐Animal Protection ☐Education ☒Environment ☐Health ☐ Human Dignity

Program/Project Name: Environmental STEM: Students, Science, and Stewardship			***Amount of Grant Requested:*** **$50,000**
Total Organization Budget: $787,800	***Per 990, Percentage of Program Service Expenses (Column B/ Column A x 100):*** 98.6%	***Per 990, Percentage of Management & General Expenses Only (Column C / Column A x 100):*** 1.4%	***Per 990, Percentage of Management & General Expenses and Fundraising (Column C+D / Column A x 100):*** 1.4%
Purpose of Grant Request (one sentence): Funding will provide low-income students with environmental education experiences and teachers with training to integrate environmental education into classroom lessons.			
Program Start Date (Month and Year): 1/8/2019		***Program End Date (Month and Year):*** 1/7/2020	
Gimbel Grants Received: List Year(s) and Award Amount(s) 2012 - $25,000; 2013 - $25,000; 2015 - $25,000; 2017 - $50,000			

Signatures

Board President / Chair: (Print name and Title) Dawn Curtis, Board Secretary	***Signature:*** Dawn Curtis	***Date:*** 12/6/18
Executive Director/President: (Print name and Title) Lori Kiesser, Executive Director	***Signature:*** Lori Kiesser	***Date:*** 12/6/18

2018 S.L. Gimbel Foundation Fund APPLICATION
Narrative

I. Organization Background

Inside the Outdoors' (ITO) mission is to empower students, teachers, parents and the community through hands-on environmental science education experiences in nature to expand their knowledge, understanding and stewardship of the environment. Inside the Outdoors Foundation provides financial, educational and advisory support to ITO. The organization was established in 1974, serving 500 students at one outdoor education camp the first year. Since then, ITO has grown to provide multiple environmental science experiences for more than 100,000 students, teachers, parents and community members each year.

Organizational Accomplishments:

Inside the Outdoors is an award-winning program recognized for both environmental and educational excellence. The program has received the California Governor's Environmental and Economic Leadership Award three times (2008, 2011, 2015) and the California School Board Association's Golden Bell Award twice (2008 and 2015).

ITO is a long-standing member of the Inland Empire EE Collaborative. In 2017, ITO began working with the Environmental Literacy Steering Committee (ELSC) on the statewide initiative to integrate environmental education into schools in the Inland Empire. Leading the work in Fontana and Rialto school districts has resulted in the opportunity for the Inland Empire (districts, EE Collaborative members, and community leaders) to serve as the model for school-based environmental education for the entire state. The success of Inland Empire programs also has resulted in ITO's appointment to the ELSC. This brings recognition, funding, and most important, additional environmental education opportunities to Inland Empire students.

Program Activities:

Environmental STEM becomes accessible to all students through Inside the Outdoors hands-on lessons. ITO programs foster an interest in learning and natural resource stewardship through project-based learning activities that bring textbooks to life. Furthering the experience, ITO encourages students to take action in their communities through Service-Learning.

Inside the Outdoors has four programs which support current content standards:

- Field Trips – Students explore nature's classroom as they conduct a series of field experiments that bring science to life.
- Traveling Scientist – Science lessons turn the classroom into a laboratory where students can touch and learn by using their senses.
- Service-Learning – Classroom lessons connect to real-life projects as students lead environmental stewardship projects that benefit their communities.
- Community Programs – Science becomes fun for the family in programs that encourage them to investigate the nature around them and learn through hands-on activities.

All Inside the Outdoors programs include Service-Learning, an element that allows students to apply classroom concepts to real-life projects. It is important that students are engaged in local projects that have relevance and impact in their communities. Our students have implemented projects such as school

campus California native plant gardens, restoration of critical habitat, and water conservation programs. Older students have served as mentors to younger students, as well as leading outreach to community leaders. Engagement at a deeper level allows students to understand the role science plays in everyday choices. Further, students indicated that experiences with Inside the Outdoors motivated them to pursue careers in environmental science, education, and community leadership.
The population served includes K-12th grade students in Riverside, San Bernardino, Orange, Los Angeles and San Diego counties. More than 60 percent of the students served by Inside the Outdoors come from impoverished communities, where students require sponsorships to attend.

II. Project Information:

A) Statement of Need

The California Department of Education has set a goal for every student to obtain the knowledge, skills, and abilities needed to make informed decisions about the environmental issues facing our world. The Environmental Principles and Concepts (EP&Cs), which turn science from lessons in textbooks to student-led problem solving related to local environmental priorities, is integrated into California's Science, Health, and History standards framework. Because of the EP&Cs local focus, there is a tremendous opportunity for Southern California students to build stewardship skills while also improving academic outcomes. Unfortunately, many educators lack the training and resources needed to integrate EP&C lessons, in-class hands-on experiences, and environmental education field trips into curriculum.

While participating in hands-on science is an important factor in a strong science foundation, one in four students does not have access to hands-on science (Change the Equation). Inside the Outdoors programs provide that access through activities that evoke students' sense of play, creativity and discovery. This style of learning can bridge language barriers and learning styles, leading to "a depth of understanding and commitment that are often less possible when the same material is encountered in books or on screen," according to the study Making Science Matter.

On a local level, student access to environmental education and science is even more restricted. Until this year, Fontana students did not have access to regular science instruction until the fourth grade. While Rialto students do have access to science, there is not equitable access at all grade levels to environmental education field trips or hands-on labs in the classroom.

In addition, environmental education non-formal providers seek to strengthen partnerships with school districts to ensure students have access to all available resources. Providers need academic standards training and assistance to build school/non-formal partnerships.

Inside the Outdoors is committed to addressing this issue by leading a collaborative effort with the Inland Empire EE Collaborative to provide teachers and non-formal environmental education providers with the resources needed to fully-integrate the EP&Cs and environmental education experiences into K-12th curriculum.

B) Project Description

Environmental STEM builds environmental stewardship while increasing student academic outcomes through hands-on science.

District and Non-Formal Provider Surveys

Rialto and Fontana USD teachers will be surveyed to assess current use of science and environmental education resources (including curriculum and field trip experiences). Results will inform the design of teacher training work sessions. The intent is to assess needs related to equitable access to environmental education across grade levels and schools.

EE Collaborative providers will be surveyed to ascertain areas of expertise, training needs, and capacity. This will position providers to highlight their strengths and work effectively with districts and teachers.

Teacher Trainings & Classroom Resources (100 teachers)

Offered in partnership with California Department of Education's Environmental Literacy Steering Committee, Inside the Outdoors will provide teachers with the training and resources needed to integrate the EP&Cs into classroom lessons. Trainings include a work session to develop lessons that engage students in the identification of local environmental priorities and the development of solutions so that humans and the environment can interact sustainably. Teachers will identify non-formal providers from the surveys to support classroom curriculum and those partners will be invited to work sessions. Resources include California's Education and the Environment lesson plans, Inside the Outdoors pre- and post-visit activities, and Service-Learning toolkits. The purpose of this training is to build a group of teachers who can serve as school district subject matter mentors on the integration of the EP&Cs into NGSS lessons.

Traveling Scientist (5,000 students)

K-12th grade students will participate in interactive lessons on topics such as animal adaptations, California native plants, water source and pollution, Birds of Prey, solid waste (the life-cycle of trash), and healthy ecosystems to bring the outdoor classroom indoors. Each hour-long program includes four to five hands-on laboratory stations where students use science lessons to perform experiments. For instance, students participating in Drip Drop construct a wetland as they learn how pollution enters and is removed from the watershed. Students receive take-home activities such as Leak-Stoppers (a water conservation game), water usage audits, native plant scavenger hunts, and more to extend the learning beyond the classroom.

Rialto USD and Fontana USD will utilize the Traveling Scientist program as a model for teachers to understand techniques for hands-on classroom lessons that integrate the EP&Cs. While students are engaged in science labs, teachers see firsthand what an interactive EP&C lesson looks like. This program is unique and innovative in that it provides both the training teachers need and student experiences. Combined, the two reinforce each other and increase student outcomes.

Field Trips (200 students)

Environmental education field trips for 200 students will be offered to a small group of teachers in order to collect the data needed to demonstrate the value of field trips at every grade level. Field trips to local wilderness areas will support classroom lessons. Data collected from the field trip will inform work session design and be used to create an academic case study to support district-funded field trips.

C) Project Goal, Objectives, Activities & Expected Outcomes

Project Goal:

Increase academic outcomes for 100 teachers and 5,200 K-12th grade students through teacher trainings and hands-on environmental education in low-income Southern California schools **primarily in Rialto Unified School District and Fontana Unified School Districts.**

Project Objectives:

Work with the Environmental Literacy Steering Committee, **at least two Inland Empire school districts including Rialto Unified School District and Fontana Unified School District, and**

four EE Collaborative partners from January 2019 – January 2020 to design and implement environmental STEM experiences in the classroom through four hour teacher trainings/one each for 100 educators, Traveling Scientist programs for 5,000 students, and field trips for 200 students.

Program Activities:

Environmental STEM becomes accessible to all students through Inside the Outdoors hands-on lessons. ITO programs foster an interest in learning and natural resource stewardship through project-based learning activities that bring textbooks to life. Furthering the experience, ITO encourages students to take action in their communities through Service-Learning.

Environmental STEM programs will be offered to all schools in Fontana and Rialto. Inside the Outdoors has four programs which support current content standards:

- **Two-hour Field Trips (Mt. San Antonio College Wildlife Sanctuary, Santiago Oaks Park, or Chino Hills Wetlands)– 200 students (approximately eight classess) explore nature's classroom as they conduct four to six field environmental science experiments that bring science to life.**
- **One-hour Traveling Scientist – Science lessons turn the classroom into a laboratory where 5,000 students (approximately 200 classes) complete hands-on labs where they learn science by using their senses. Whether they learn about their watershed as they explore a constructed wetland model or follow the life cycle of trash to understand how solid waste impacts ecosystems, students gain an understanding of what science looks like in their communities.**
- Service-Learning – Classroom lessons connect to real-life projects as students lead environmental stewardship projects that benefit their communities.
- Community Programs – Science becomes fun for the family in programs that encourage them to investigate the nature around them and learn through hands-on activities.

All Inside the Outdoors programs include Service-Learning, an element that allows students to apply classroom concepts to real-life projects. It is important that students are engaged in local projects that have relevance and impact in their communities. Our students have implemented projects such as school campus California native plant gardens, restoration of critical habitat, and water conservation programs. Older students have served as mentors to younger students, as well as leading outreach to community leaders. Engagement at a deeper level allows students to understand the role science plays in everyday choices. Further, students indicated that experiences with Inside the Outdoors motivated them to pursue careers in environmental science, education, and community leadership.

Inside the Outdoors serves K-12th grade students in Riverside, San Bernardino, Orange, Los Angeles and San Diego counties. More than 60 percent of the students served by Inside the Outdoors come from impoverished communities, where students require sponsorships to attend.

Expected Outcomes:

Schools and EE Collaborative partners will engage in ITO-led environmental education trainings and planning to develop a sustainable curriculum plan that includes the EP&Cs and field trip experiences. Traveling Scientist programs will reach 5,000 students; field trips will reach 200 students, teacher trainings and work sessions will provide resources for 100 teachers. The total impact is estimated at 5,200 students, 100 teachers, and EE Collaborative providers annually. It is anticipated that students will demonstrate an increase in environmental science knowledge and

awareness of at least 20%. ITO will deliver at least 5,000 hours of environmental education as part of this project.

Evaluation:
For the 5,200 students and 100 teachers participating in this program, Inside the Outdoors will: 1) Track participation through our online registration for Traveling Scientist, field trip programs, and teacher trainings; 2) document Service-Learning by student reflections, photos, and social media posts; 3) measure student academic outcomes through pre- and post-visit tests, and; 4) work with Lauren Duran, an external evaluator to conduct research on the impact of the project. It is expected that the evaluator will use teacher surveys, provider surveys, student test scores, and anecdotal evidence to study the effectiveness of the program.

D) Timeline

Provide a timeline for implementing the project. State the start date and ending date of the project, include timeframes for specific activities, as appropriate.

January-February
- Complete district and non-formal EE provider surveys
- Partner with the Environmental Literacy Steering Community to develop and schedule teacher trainings/work sessions
- Update online teacher resource guide with links to classroom resources, student activities, and evaluation instruments
- Schedule student Traveling Scientist and field trip programs

February
- Recruit participants for first teacher training
- Schedule Traveling Scientist programs and field trips

March
- Host first teacher training to identify EE Collaborative partners
- Invite EE Collaborative partners to teacher training/work session

March – June and August – December
- Provide Traveling Scientist programs and field trips
- Host additional teacher trainings/work sessions that include EE Collaborative partners
- Administer evaluation & collect data for case study

November-December
- Develop plan for 19/20
- Complete evaluation, case study, and report on findings

E) Target Population

Who will this grant serve? How many people will be impacted? Provide a breakdown: Number of Children, Youth, Adults, Seniors, Animals.

The target population is students and teachers from primarily under-served communities in the Inland Empire and Orange County.
Youth: 5,200
Teachers:100
Total: 5,300

F) Projects in the Community

How does this project relate to other existing projects in the community? Who else in the community is providing this service or has a similar project? Who are your community partners (if any)? How are you utilizing volunteers?

This project directly strengthens the work of the Inland Empire EE Collaborative. ITO is a member of the Strategic Planning Committee and has been involved in the development of infrastructure to support sustainability for Southern California environmental education providers. This project has the potential to benefit the EE Collaborative as the model program and case study can be used by other providers for presentations to school districts.

Our partners for this project include EE Collaborative leadership, California Environmental Literacy Steering Committee, SEER (State Environmental Education Roundtable), CREEC coordinators, Fontana Unified School District, Rialto Unified School District, Anaheim Elementary School District, and private funders such as Ten Strands and Disneyland.

G) Use of Grant Funds

How will you use the grant funds?

District-wide teacher Trainings and Resources: at least 100 teachers ($9,000)
Traveling Scientist: 5,000 students ($35,000)
Field Trips – 200 students ($5,100)
Evaluation ($900)

III. Project Future

A) Sustainability

A. This project focuses the integration of environmental education lessons and experiences into school district curriculum so that it becomes a district-funded initiative. It is the goal that work sessions will include time to build budgets that can be presented to district administration for funding. A proven case study is essential to support budget items. Additional community partners will be sought to leverage district allocations.

IV. Governance, Executive Leadership and Key Personnel/Staff Qualifications

A) Governance

The Inside the Outdoors Foundation Board has a Board of Directors comprised of community leaders from business and education. The Board plays an active role in raising the funds necessary for sponsorships that allow students from underserved communities to participate in ITO programs. Committees within the board focus on program curriculum, business development, fund development, and volunteer events. The Board of Directors makes decisions based on committee recommendations and then follows protocol set forth in its bylaws (by vote at board meetings with a quorum).

B) Management

Describe the qualifications of key personnel/staff responsible for the project.

Stephanie Smith, Operations Manager

Stephanie Smith has been employed by ITO since 1999 and has experience in creating, managing, and evaluating multiple science programs. She oversees the daily operations for field trips, Traveling Scientist, and Community Programs. This includes program management plans, recruitment of schools, staffing, training, and evaluation of all teaching staff. Ms. Smith also manages the budget for all ITO programs and is responsible for developing and implementing all new programs.

Kelly Ellis, Instructional Programs Assistant

Kelly Ellis has been employed by ITO since 2003 and leads curriculum development, manages school scheduling, administers sponsorship and transportation grant awards, oversees billing, designs take-home materials, secures program evaluations/assessments, and oversees supplies procurement and maintenance.

Hailey Phillipps, Program Support Specialist

Hailey Phillipps has been employed by ITO since 2009 and has taught environmental science Inside the Outdoors Field Trip and Traveling Scientist programs. Ms. Phillipps coordinates student program logistics and also serves as the primary liaison with schools. She is responsible for scheduling programs, ordering all teaching and project supplies, and providing take-home materials to participating teachers/schools.

Erin Foster, Program Naturalist

Erin Foster has been employed by ITO since 2002. Erin assists with curriculum design and teaches Traveling Scientist programs.

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Organization Name:

Inside the Outdoors Foundation

V. Project Budget and Narrative (Do not delete these instructions on your completed form).

A) **Budget Table:** Provide a detailed line-item budget for your **entire** project by completing the table below. Requested line items should be limited to Ten (10) line items. The less the better.

A breakdown of specific line item requests and attendant costs should include:

1) Line item requests for materials, supplies, equipment and others:
   a. Identify and list the type of materials, supplies, equipment, etc.
   b. **Specify the unit cost, number of units, and total cost**
   c. Use a formula/equation as applicable. (i.e. 40 books @ $100 each = $4000)
2) Line item requests for staff compensation, benefits: **Do not use FTE percentages.**
   a. Identify the position; for each position request, **specify the hourly rate and the number of hours** (i.e. $20/hr x 20 hours/week x 20 weeks = $8,000)
   b. For benefits, provide the formula and calculation (i.e. $8,000 x 25% = $2,000)
3) Line items on Salaries/Personnel included in budget (contribution or in-kind) but NOT requested from the Gimbel Foundation must be broken down per number 2) above: Provide rate of pay per hour and number of hours.
4) Line Item Description should be **no more than two lines**; otherwise, it will get cut off. Additional descriptions should be included in the Budget Narrative.

Line Item Request	Line Item Description *(Maximum two lines)*	Support From Your Agency	Support From Other Funders	Requested Amount From Gimbel/TCF	Line Item Total of Project
Teacher Trainings - Subject Matter Expert	Ten Strands consultant 30 days*$1,000/day(no benefits0	$0	$30,000	$0	$30,000
Teacher Trainings - Curriculum Specialist	ITO Prog Asst(~400 hrs*$52/hr)+ benefits ($20770*30%=$6230)	$9,000	$9,000	$9,000	$27,000
Classroom Resources	100 participants * $50 per participant	$5,000	$0	$0	$5,000
District Survey - Use of EE providers	Survey design and administration	$0	$3,000	$0	$3,000
Non-formal Survey - NGSS/EPC readiness	Survey design and administration	$1,000	$0	$0	$1,000
Student Experiences - Traveling Scientist	5,000 students * $10 per student	$5,000	$10,000	$35,000	$50,000
Student Experiences - Field Trip	200 students * $25.50 per student + $400 for transportation	$0	$400	$5,100	$5,500
Evaluation	Assessment design and administration	$0	$1,100	$900	$2,000
TOTALS:		$ 20,000	$ 53,500	$ 50,000	$ 123,500

B) Narrative: The budget narrative is the justification of "how" and/or "why" a line item helps to meet the project deliverables. Provide a description for each line item request as necessary. Explain how the line item relates to the project. If you are requesting funds to pay for staff, list the specific duties of each position. See attached SAMPLE Project Budget and Budget Narrative

Teacher Trainings: Subject Matter Expert
Dr. Gerald Lieberman is a recognized curriculum (Next Generation Science Standards - NGSS and Environmental Principles & Concepts - EPCs) subject matter expert. He led the design of California's NGSS/EPC standards and framework. He will design/deliver trainings, provide environmental literacy district plan guidance on behalf of the California Department of Education's Environmental Literacy Steering Committee, and assist with the development and analysis of district and non-formal provider surveys. 30 days * $1,000 per day (no benefits)

Teacher Trainings: Curriculum Specialist
Kelly Ellis is an Instructional Programs Assistant with Inside the Outdoors. She has a graduate degree in Environmental Science and leads curriculum development and delivery. She will lead educator trainings, curriculum development, district lesson planning, environmental literacy plan development, and the integration of Inland Empire Environmental Education (EE) Collaborative non-formal provider partners for grade level experiences. ($52/hr*400 hours)+($20700*~30% benefits=$6230)

Classroom Resources
Pre- and post-visit activities designed to reinforce grade level experiences and the integration of environmental literacy into classroom lessons. 100 teachers * $50 per teacher

District Surveys
Landscape analysis survey of Fontana USD and Rialto USD teachers to assess integration of EPCs into the classroom and current usage of non-formal EE providers. $1,500 per district/2 districts for design and administration of survey

Non-formal EE Provider Survey
Landscape analysis survey of non-formal EE providers to assess NGSS/EPC readiness and training needs. $1,000 for design and administration of survey

Student Experiences - Traveling Scientist
In-class student program to model integration of NGSS/EPCs in classroom lessons. 5,000 students * $10 per student

Student Experiences - Field Trip
Student field trip to model integration of NGSS/EPCs in outdoor learning. 200 students * $25.50 per student plus $400 for busses

Evaluation
Year-end assessment to measure impact of project (District survey will serve as baseline). $2,000 for design and administration of survey

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VI. Sources of Funding: Please list your current sources of funding and amounts.

Secured/Awarded

Name of Funder: Foundation, Corporation, Government	Amount
Boeing Corporation	$75,000
Cox Communications	$5,000
Disneyland Resort	$55,000
OC Waste & Recyling	$ 419,813
Ten Strands	$ 50,000
	$
	$
	$

Pending

Name of Funder: Foundation, Corporation, Government	Amount	Decision Date
Winslow Maxwell Charitable Trust	$ 120,000	12/1/18
SCE	$ 10,000	12/1/18
Western Digital	$ 10.000	11/1/18
	$	
	$	
	$	

Diversity of Funding Sources: A financially healthy organization should have a diverse mix of funding sources. Complete those categories that apply to your organization using figures from your most recent fiscal year.

Funding Source	Amount	% of Total Revenue	Funding Source	Amount	% of Total Revenue
Contributions	$7,500	1 %	Program Fees	$25,000	3 %
Fundraising/Special Events	$ 5,000	1 %	Interest Income	$ 300	0 %
Corp/Foundation Grants	$350,000	45 %	Other:	$	%
Government Grants	$400,000	51 %	Other:	$	%

Notes:

From: 18/19 Budget

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VII. Financial Analysis

Agency Name: Inside the Outdoors Foundation

Most Current Fiscal Year (Dates): From July 1, 2017 **To:** June 30, 2018

This section presents an overview of an applicant organization's financial health and will be reviewed along with the grant proposal. Provide all the information requested on your **entire organization.** Include any notes that may explain any extraordinary circumstances. Information should be taken from your most recent 990 and audit. **Double check your figures!**

Form 990, Part IX: Statement of Functional Expenses

1) Transfer the totals for each of the columns, Line 25- Total functional expenses (page 10)

(A) Total Expenses	(B) Program service expenses	(C) Management & general expenses	(D) Fundraising expenses
$429,336	$423,426	$5,910	$0

2) Calculate the percentages of Columns B, C, and D, over A (per totals above)

- Program services (B) – A general rule is that at least 75% of total expenses should be used to support programs
- Management & general administration (C) – A general rule is that no more than 15% of total expenses should be used for management & general expenses
- Fundraising (D) – A general rule is that no more than 10% of total expenses should be used for fundraising

(A) Total Expenses	(B) Program service expenses	(C) Management & general expenses	(D) Fundraising expenses
	Columns B / A x 100	Columns C / A x 100	Columns D / A x 100
Must equal 100%	98.6%	1.4%	0%

3) Calculate the difference between your CURRENT year budget for management & general expenses and your previous management & general expenses per your 990 (Column C)

Percentage of Organization's Current Total Budget used for Administration	Column C, Management & general expenses per 990 above	**Differential**
2%	1.4%	.06%

If the differential is above (+) or below (-) **10%**, provide an explanation:

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Quick Ratio: Measures the level of liquidity and measures only current assets that can be quickly turned to cash. A generally standard Quick Ratio equals 1 or more.

Cash	+ Accounts Receivables	/Current Liabilities	= Quick Ratio
$225,815	$0	$323	699

Excess or Deficit for the Year:

Excess or (Deficit) Most recent fiscal year end	Excess or (Deficit) Prior fiscal year end
$225,492	$224,351

Notes:

Inside the Outdoors Foundation, Inc.
Budget Overview: ITOF FY18 - FY19 P&L
July 2018 - June 2019

	Total	
Income		
4100 Contributions and Donations		
4110 Corporate Grants		150,000.00
4120 Foundation Grants		200,000.00
4130 Government Grants		400,000.00
4150 Personal Donations		2,500.00
4160 United Way		5,000.00
Total 4100 Contributions and Donations	$	757,500.00
5500 Event Revenue		
5520 Sponsorships / Donations		5,000.00
Total 5500 Event Revenue	$	5,000.00
5700 Summer Camp		25,000.00
5800 Interest Income		300.00
Total Income	$	787,800.00
Gross Profit	$	787,800.00
Expenses		
6100 Grant Distributions		
6110 Inside the Outdoors Grant Dist		729,000.00
6115 Grant Supplies & Materials - RestrictedFunds		25,000.00
6120 ITO Program Support - Unrestricted Funds		14,600.00
6140 Nat Lamm Awards Distribution		500.00
Total 6100 Grant Distributions	$	769,100.00
7000 Sales, General & Administrative		
7120 Marketing		2,000.00
7210 Administrative Expenses / Fees		500.00
7220 Board Expenses		500.00
7300 Professional Fees		
7310 Accounting Fees		2,500.00
7320 Consultants		10,000.00
Total 7300 Professional Fees	$	12,500.00
7700 Insurance - Corp Liability		2,500.00
Total 7000 Sales, General & Administrative	$	18,000.00
8000 PaySchools fee		700.00
Total Expenses	$	787,800.00
Net Operating Income	$	0.00
Net Income	$	0.00

Inside the Outdoors Foundation
Budget Comparison

	Actuals Most Recently Completed Year	Budget Projections Current Year	Variance
Income	**2017/18**	**2018/19**	
Individual Contributions	$10,828.38	$7,500	($3,328)
Corporate Contributions	$159,395.00	$150,000	($9,395)
Foundation Grants	$190,830.00	$200,000	($9,170)
Government Contributions	$66,636.82	$400,000	$333,363
Other Earned Income	$60,224.68	$30,000	($30,224)
Other Unearned Income	$0	-	-
Interest & Dividend Income	$206.83	$300	$93
Total Income	**$488,121.71**	**$787,800**	**$299,678**
Expenditures			
Personnel			
Salary CEO	-	-	-
Salary Assistant	-	-	-
Payroll Taxes	-	-	-
Insurance - Workers' Comp	-	-	-
Insurance - Health	-	-	-
Payroll Services	-	-	-
Retirement	-	-	-
Total Personnel	**-**	**-**	**-**
General Program/Administrative			
Bank/Online Payment-Donation Fees	$1,910.54	$700	($1,210)
Publications	-	-	-
Conferences & Meetings	$1,780.48	$1,000	($780)
Mileage	$0	-	-
Audit & Accounting	$1,160.00	$2,500	$1,340
Program Consultants	$2,000.00	$10,000	$8,000
Insurance Expense	$2,093.00	$2,500	$407
Telephone Expense - Land Lines	-	-	-
DSL & Internet	-	-	-
Website	-	-	-
Office Supplies	-	-	-
Postage & Delivery	$27.01	$0	($27)
Printing/Marketing/Program Promotion	$13,573.00	$2,000	($11,573)
Program Support (Grant Distribution)	$489,539.97	$769,100	$279,560
Total General Program/Administrative	**$512,084**	**$787,800**	**$279,560**
Total Expenditures	**$512,084**	**$787.800**	**$279,560**
Revenue Less Expense	**($ 23,962.29)***	**$0**	**$23,962**

**Balance reflects distribution of funds received in 16/17 but paid in 17/18.*

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns All other organizations must complete column (A)

Check if Schedule O contains a response or note to any line in this Part IX . . . . . ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraisingexpenses
1 Grants and other assistance to domestic organizations and domestic governments See Part IV, line 21	351,907	351,907		
2 Grants and other assistance to domestic individuals See Part IV, line 22	0			
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals See Part IV, line 15 and 16	0			
4 Benefits paid to or for members	0			
5 Compensation of current officers, directors, trustees, and key employees	0			
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)	0			
7 Other salaries and wages	0			
8 Pension plan accruals and contributions (include section 401 (k) and 403(b) employer contributions)	0			
9 Other employee benefits	0			
10 Payroll taxes	0			
11 Fees for services (non-employees)				
a Management	0			
b Legal	0			
c Accounting	1,585		1,585	
d Lobbying	0			
e Professional fundraising services See Part IV, line 17	0			
f Investment management fees	0			
g Other (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O)	0			
12 Advertising and promotion	0			
13 Office expenses	516		516	
14 Information technology	0			
15 Royalties . .	0			
16 Occupancy	0			
17 Travel	0			
18 Payments of travel or entertainment expenses for any federal, state, or local public officials .	0			
19 Conferences, conventions, and meetings	0			
20 Interest	0			
21 Payments to affiliates	0			
22 Depreciation, depletion, and amortization . .	0			
23 Insurance . . .	2,093		2,093	
24 Other expenses Itemize expenses not covered above (List miscellaneous expenses in line 24e If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O)				
a EVENT EXPENSES	48,517	48,517		
b CONSULTANT	22,000	22,000		
c MARKETING	1,183		1,183	
d Pay Schools Fee	798	798		
e All other expenses	737	204	533	
25 **Total functional expenses.** Add lines 1 through 24e	429,336	423,426	5,910	0
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation Check here ▶ ☐ if following SOP 98-2 (ASC 958-720)				

Inside the Outdoors Foundation, Inc.
Budget Overview: ITOF FY18 - FY19 P&L
July 2018 - June 2019

	Total	
Income		
4100 Contributions and Donations		
4110 Corporate Grants		150,000.00
4120 Foundation Grants		200,000.00
4130 Government Grants		400,000.00
4150 Personal Donations		2,500.00
4160 United Way		5,000.00
Total 4100 Contributions and Donations	$	757,500.00
5500 Event Revenue		
5520 Sponsorships / Donations		5,000.00
Total 5500 Event Revenue	$	5,000.00
5700 Summer Camp		25,000.00
5800 Interest Income		300.00
Total Income	$	787,800.00
Gross Profit	$	787,800.00
Expenses		
6100 Grant Distributions		
6110 Inside the Outdoors Grant Dist		725,000.00
6115 Grant Supplies & Materials - RestrictedFunds		25,000.00
6120 ITO Program Support - Unrestricted Funds		14,600.00
6140 Nat Lamm Awards Distribution		500.00
Total 6100 Grant Distributions	$	765,100.00
7000 Sales, General & Administrative		
7120 Marketing		2,000.00
7210 Administrative Expenses / Fees		500.00
7220 Board Expenses		500.00
7300 Professional Fees		
7310 Accounting Fees		2,500.00
7320 Consultants		14,000.00
Total 7300 Professional Fees	$	16,500.00
7700 Insurance - Corp Liability		2,500.00
Total 7000 Sales, General & Administrative	$	22,000.00
8000 PaySchools fee		700.00
Total Expenses	$	787,800.00
Net Operating Income	$	0.00
Net Income	$	0.00

#196

COMPLETE

Collector:	Gimbel Foundat...nd Evaluation (Web Link)
Started:	Tuesday, June 26, 2018 10:48:20 AM
Last Modified:	Tuesday, June 26, 2018 2:11:50 PM
Time Spent:	03:23:29
IP Address:	209.79.73.60

Page 1

Q1 Name of your organization.

Inside the Outdoors Foundation

Q2 Grant #

20170574

Q3 Grant Period

9/15/17-9/15/18

Q4 Location of your organization

City	**Silverado**
State	**CA**

Q5 Name and Title of person completing evaluation.

Lori Kiesser

Q6 Phone Number:

714.708.3889

Q7 Email address.

lkiesser@ocde.us

Page 2: Key Outcomes and Results

Q11 How did you overcome and/or address the challenges and obstacles?

This is the most exciting result for the 17/18 grant period. The sessions in Fontana started with a lot of nervous and overwhelmed teachers. ITO staff felt the same way as it was evident how the teachers felt. The day began with getting the teachers outdoors to look at human and natural systems on a highly-urbanized campus. The transformation started and teachers began chattering and smiling. They looked at plants, pavement, solar panels, trees, cars, buildings, butterflies - and science started to come to life for them. Back inside, the room was filled with chatter about how they never thought of science in that way. Teachers learned apply what they learned to take their students through a community mapping (campus) exercise. During the second session, teachers brought their campus maps with one environmental issue that they identified while creating the map. Issues ranged from school garden upkeep to trash. Using the engineering design process, teachers learned a simple method to look at an environmental problem, understand the impact of human and natural systems, brainstorm solutions and identify constraints, the plan action. At the conclusion of the two-day training, teachers reported:
- Science is doing
- Science is the path to great learning across curriculum
- Experience it live
- Science is everywhere and in everything
- Student centered

They left with a completely different frame of reference than when they started! Fontana teachers discussed collaboration and integration in the classroom. Further, Fontana Unified will launch an elementary school science team in 18/19!

Q12 Describe any unintended positive outcomes as a result of the efforts supported by this grant.

The work done with Rialto and Fontana Unified School Districts is part of California's Environmental Literacy Initiative. Inside the Outdoors is a Regional Support Agency and has regularly highlighted the work done with the support of S.L. Gimbel Foundation. Both districts are considered leading edge exemplars because of their commitment to provide their students with rich environmental education lessons and experiences. Working with Inside the Outdoors, the districts have the opportunity to create a sustainable environmental model that set the standard for all other California school districts. The combination of professional development, student experiences, and sustainability planning within both of these districts serve as a unique way to ensure that every student has the chance to understand, be in, and make decisions about the natural world in which they live.

Both Fontana and Rialto are very low-income communities where English is often a second language in the home. As school districts, they both face significant budget challenges. The communities they live-in are almost all concrete with very little green space. The fact that these two districts, in partnership with Inside the Outdoors and the Inland Empire EE Collaborative, are poised to be case studies in the design and implementation of environmental literacy for all California students is beyond what we imagined could happen when we launched S-Cubed.

Q8 Total number of clients served through this grant funding:

10431

Q9 Describe the project's key outcomes and results based on the goals and objectives. Use the following format:State the Goal:State Objective 1:Describe the Activities, Results and Outcomes for Objective 1:State Objective 2 (if applicable):Describe the Activities, Results and Outcomes for Objective 2:State Objective 3 (if applicable):Describe the Activities, Results and Outcomes for Objective 3:

Objective 1: Restore environmental science experiences in the classroom through Teacher Training for 100 educators and Traveling Scientist programs for 10,000 students.
Activities: Provided Teacher Training for 192 teachers (projected participants from grant proposal:100) and Traveling Scientist programs for 10,239 K-12th grade students (projected participants from grant proposal: 10,000).
Results: Enthusiasm for S-Cubed was high and, as such, participation in environmental science teacher training was double the grant projections. Rialto and Fontana Unified School Districts' teachers received 12 hours of professional development focused on integrating California's Environmental Principles and Concepts into classroom science lessons. They participated in activities such as community mapping, where teachers and students mapped outdoor areas of the school campus to understand human and natural systems. Teachers learned how to identify environmental concerns on campus and then utilize engineering design process to allow students to develop proposed solutions. This activity provided the foundation for additional lessons to look at how humans and the environment interact, a key concept in the Environmental Principles and Concepts. Teachers also connected to non-formal environmental education programs in their local community during the professional development sessions and through the Environmental Education Collaborative's 2018 Symposium.
Students were able to experience additional hands-on environmental science in their classrooms through Inside the Outdoors Traveling Scientist program. Students learned how to explore science through questioning and inquiry. This is especially important in districts such as Fontana, where many students did not have access to any science until the 4th grade.
Outcomes: Schools partnered with Inside the Outdoors to integrate a comprehensive environmental science program into the classroom. Traveling Scientist programs reached a total of 10,239 students; teacher training provided essential professional development for 192 teachers.. Take-home activities impacted an estimated 30,717 parents and community members. Prior to participation, 1:5 teachers expressed that they had knowledge of California's Environmental Principles and Concepts. After the training and Traveling Scientist, 60% of the teachers surveyed reported increased environmental science knowledge and the ability to use what they learned to increase student knowledge. ITO delivered over 2,300 hours of environmental science teacher training (192 teachers * 12 hours per teacher) and 10,239 hours (10,239 students * 1 hour per student) of hands-on student education as part of this project.

Q10 Please describe any challenges/obstacles the organization encountered (if any) in attaining goals & objectives.

Fontana Unified School District elementary school teachers were not required to teach science until this year. Students in grades 4-6 received 45 minutes of science instruction a week from a science specialist. As mentioned earlier no science was required in grades K-3. This presented a unique issue as many teachers expressed that they were not comfortable with science (including the soon-to-be implemented Next Generation Science Standards) and had never heard of the Environmental Principles and Concepts. It seemed to be an insurmountable task to provide the right training at the right level to introduce these teachers to environmental science for the classroom.

Q13 Briefly describe the impact this grant has had on the organization and community served.

S-Cubed, and specifically the work we have done in Fontana and Rialto, has changed the way we work with school districts, teachers, students, other non-formals, and agencies. We were able to design teacher training to focus on local environmental concerns with simple tools for teachers and students to actually propose solutions. The Traveling Scientist program was revised to mirror the professional learning so that teachers could replicate techniques and processes. This allows students to receive ongoing environmental education as part of their classroom lessons. Further, as a result of this project, Inside the Outdoors has been appointed to the Environmental Literacy Steering Committee. The Inland Empire work has been highlighted to a statewide audience of educators, school administrators, and environmental leaders.

The community has changed because Fontana students now get science in every grade! They are studying what is happening in their own neighborhoods and learning from that. Rialto teachers are more comfortable with the Environmental Principles and Concepts and have also started integration of the Environmental Principles and Concepts. For the community, this means that children will be given the opportunity to make informed environmental choices.

Page 3: Budget

Q14 Please provide a budget expenditure report of the approved line items. Include a brief narrative on how the funds were used to fulfill grant objectives.

Teacher Training:
Curriculum development - ITO staff time: $3,000 (S.L. Gimbel);$2,400 (Ten Strands)
Curriculum delivery - ITO staff time: $2,000 (S.L. Gimbel); $5,300 (Ten Strands)
Classroom resources: $3,500 (ITO)
Narrative re: teacher training: The cost of teacher training was higher than projected because of the interest in the training and the need to revise training to address district needs (Fontana teachers with no experience in teaching science). However, we leveraged matching funds and were able to serve all interested teachers. Ten Strands provided California's leading environmental education expert, Dr. Gerald Lieberman through matching funds and in-kind. Food for trainings and teacher incentives were provided by Ten Strands and Inside the Outdoors Foundation board members.

Teachers were provided with materials (print and digital) to support implementation of the Next Generation Science Standards and California's Environmental Principles and Concepts.

Traveling Scientist Student programs: $45,000 (S.L. Gimbel); $25,000 (ITO); $32,390 (other)
Narrative: ITO was able to leverage funds from Ten Strands, paying schools, and individual contributions to serve an additional 239 students beyond the projected 10,000 students.

Evaluation: $5,000 (other/in-kind)
Narrative: Dr. Gerald Lieberman designed teacher evaluation as in-kind to the project. The Orange County Department of Education created the student evaluation as in-kind to the project.

Page 4: Success Stories

Q15 Please relate a success story:

As mentioned earlier, Fontana elementary school teachers did not teach science at the start of this project. They also stated that they didn't understand/had never heard of California's Environmental Principles and Concepts. After two days of professional learning, they developed a list to begin implementation of student environmental education. We think the list is a success story given where the teachers started:

Driving Questions Behind California's Environmental Principles and Concepts
Fontana USD – March 14, 2018

1. How do we depend on healthy natural systems?
- Systems – bees pollinating flowers for food
- Different animals and humans get air from the plants
- Solar panels provide energy for human use
- What's the meaning of healthy natural systems (good discussion question)
- Unhealthy natural system – collapse of bee colonies
2. How do humans influence natural systems?
- Humans build structures that move/prevent water flow (sidewalks and buildings)
- Temperature is altered by building and sidewalks
- Rat/mouse trap for animal control, introducing poison, they are here because we are inviting them
- Cars we use, pollution,
- Planting of trees – for ambiance and produces oxygen
- Planting of different species, different environments and introduces natives and weed killers
- Plastics
3. How do natural systems and humans depend on natural cycles and how do human activities influence these cycles?
- Water cycle – clouds
- Life cycles – birds, trees, bees, flowers
- Sun and sleep cycles
- Seasons and the amount of light for solar power
- Humans affect the water cycle with pollution and can damage the plant and animal cycles
- Plants – impact global warming
- Issues with recycling and cleaning up old solar
4. How does matter that moves between natural and human systems affect both?
- Natural and human systems – drainage system and everything goes to the ocean
- Asphalt/concrete runoff
- Fog disappears in city
- Decay of concrete and asphalt and impact on plants and animals
- Plants – super-seeds and genetic materials
- Oxygen from plants and CO2 from humans
5. How and why do decisions affecting natural systems involve many factors and complexities?
- How to reduce environmental impact – actions warrants it and how /views to take action
- Balance needs of humans vs. natural systems (settlements create imbalance and then there needs management i.e. deer on east coast)
- Buildings deplete resources to build – need them to for schools, houses business, but not here 200 years ago
- Legal, political, social values, health and environmental justice, city management
- Electric vehicles (batteries) – end product and how to recycle
- Many factors to take into account, students backgrounds, what their parents do for a living, local economy

Q16 Please relate a success story here:

Prior to training, Rialto teachers reported that they were unaware/uncomfortable teaching science through the lens of the Environmental Principles and Concepts. After training, they said they learned to
"teach environment from the point of view of system over nature/human social aspect," use "new techniques to get students involved with their environment," and use "the school/community mapping activity."

Teacher also said that they plan to provide their students with:
- "Nature walk to observe impacts of humans"
- "Do Venn Diagram with students to teach them interconnectedness of natural and human systems"
- outdoor experiences "to map the natural and human social systems and having them evaluate how one affects/interacts with the other"
- an "awareness of the importance of taking interest and care for our environment"
- "learning adventures" outdoors

The growth in awareness of/comfort with the Environmental Principles and Concepts is evident in the language the teachers used.

Q17 Please relate a success story here:

S-cubed resulted in the introduction of the Environmental Education Collaborative to Fontana and Rialto Unified School District. Teachers from both districts were able to learn about opportunities to partner with the non-formals that comprise the EE Collaborative. Science leaders from each district attended the EE Collaborative's 2018 Symposium and talked with potential partners in environmental education.

As both districts move forward to develop and implement an environmental literacy plan, the EE Collaborative will continue to be part of the process as a partner organization. This creates the opportunity for non-formal environmental education providers to support classroom lessons through field study programs, campus activities, and community engagement events. With the EE Collaborative at the table during planning, districts can identify non-formals that support specific themes (i.e., wildlife conservation, water quality, desert ecosystems) and grade levels. This type of alignment means that the non-formals can focus on the environmental education areas that they are prepared to teach.

Page 5: Organizational Information

Q18 Which category best describes the organization. Please choose only one.	**Environmental**
Q19 What is the organization's primary program area of interest?	**Education**

Q20 Percentage of clients served through grant in each ethnic group category. Total must equal 100%

African American	6
Asian/Pacific Islander	3
Caucasian	4
Hispanic Latino	87

Q21 Approximate percentage of clients served from grant funds in each age category.	Children ages 06-12 years of age	**80**
	Youth ages 13-18	**19**
	Adults	**1**
Q22 Approximate percentage of clients served with disabilities from grant funds.	**Respondent skipped this question**	
Q23 Approximate percentage of clients served in each economic group.	At/Below Poverty Level	**87**
Q24 Approximate percentage of clients served from grant funds in each population category.	Students	**10239**