

Narrative Questions

Please answer the below questions. Please number and letter your answers as below, so that the reviewers can easily identify your responses. If typed, 12-point font, margins no less than 1-inch. If hand written, it must be readable. Be sure to include in your narrative where in East Portland the activities take place and how they benefit and involve East Portlanders.

Your narrative cannot exceed two pages. Anything over two pages will not be considered.

1 Which grant program goals does your project meet? How does it meet them?

This project will:

1) Increase the number and diversity of people who are involved and engaged in their communities by directly serving historically underrepresented refugee families in a project which is of high personal value to them and is executed as a multi-agency collaboration at their own neighborhood school. Lincoln Park Elementary has a very large immigrant and refugee population from over 40 countries, over 50% of students are English language learners, and a high % of low-income students.

2) Strengthen community capacity through leadership development, skills building, fostering teamwork and partnerships, and community building. This is a grassroots effort, with collaborating agencies taking a supporting and facilitating role in the community-led effort to advocate for, create, and operate this project.

2 Describe how your project advances the leadership or voice of underserved communities. (Leave blank, if not applicable.)

Members of the immigrant and refugee community whose children attend Lincoln Park have expressed a desire to build a garden at the school. Gardening is a very important part of their traditional cultures, which they are not able to teach to their children without the proper facility. Using the creation of a garden as the focus, this project will encourage, develop, and coach the members of these communities in the expression of their needs, to advocate for desired outcomes, and build the community-based leadership required to implement these solutions with limited external resources. The capacity built by this project will be highly transferable to other areas such as housing, community safety, and economic development.

3 Describe the project.

Location: Lincoln Park Elementary (David Douglas), 13200 SE Lincoln, Portland. The project as proposed for EPNO funding consists of coordinating and hosting 9 events for the purpose of community organizing, advocacy training, project planning, and capacity building required in preparation for the construction of a 10,000sf+ multicultural community garden on the grounds of Lincoln Park Elementary sometime in 2016. The garden will provide LP parents the opportunity to improve their family's food security, nutrition, and ability to preserve and pass along important cultural connections to the growing and preparation of traditional foods.

Construction of the garden is subject to additional approvals and fund-raising outcomes not fully within our control. Although our project team is highly committed to final completion of the physical garden space, the capacity-building and engagement process funded by this application will in itself be a valuable asset to this community.

a) Describe your project timeline.

Starting in June 2015, the project team will conduct a series of community meetings, trainings, advocacy workshops, and shared meals designed to engage and build bridges within and between the various ethnic communities at Lincoln Park, using the creation of a new community garden as the focus. Leveraging volunteers and resources from within the school community, each event will provide the opportunity identify and support emerging leadership, build solidarity in addressing needs experienced throughout the various groups, and nurture confidence in approaching institutional and municipal stakeholders to address these needs.

b) Describe how your budget supports the project.

The budget will provide: 1) Staff time to coordinate pre-implementation tasks, volunteer & participant recruitment, community meetings, trainings, and design workshops, 2) Food, supplies, and printing, 3) Translation and interpretation into the appropriate languages (Nepali, Burmese, Somali, Russian, Spanish, etc...)

c) Describe your project team.

Project Coordinator: [REDACTED] Outgrowing Hunger [REDACTED] as 4 years experience creating community-based garden projects engaging underserved populations in east Portland.

Project Co-Coordinator: [REDACTED] MFS SUN Site Manager for Lincoln Park Elementary. [REDACTED] deeply committed to engaging the underserved members of the Lincoln Park community with the school and other resources available to them.

Team Member: [REDACTED] UN Americorps Member at Lincoln Park. Kayla has relationships with many of the families attending LP, and will provide general assistance to the project for the remainder of her term.

Team Member: [REDACTED] Principal of Lincoln Park Elementary. Liason with David Douglas School District, and ensuring the project supports the overall needs of the broader school community

Team Member: [REDACTED] IRCO and Oregon Bhutanese Community Organization. Liason with Bhutanese refugee community and IRCO programs.

d) Describe your plan to promote the project and recruit participants. Describe the plan to document your processes, activities, and key achievements.

As a school-based project, the primary promotion and recruitment activities will focus first on families attending Lincoln Park, and secondly on families living within the geographical boundary served by the school. Both the school principal and the SUN site manager are integral to the project team, and can bring their relationships with the families, partner agencies, and broader community to bear in support of the project.

Processes, activities, and achievements will be documented through recorded minutes of project team and community meetings, photographs, and in a final project report.

Project Timeline Worksheet

Be sure to include your expected start date, end date, dates of important activities (including dates of any follow-up activities). For example, indicate when you will be planning, recruiting participants, and executing various elements of the project. Use the form below, or create your own **one page** timeline. Projects cannot begin before **May 31st, 2015** and must be completed by **October 31st, 2016**.

Month, Year	Activity
June 2015	Community outreach meal held outdoors on the proposed garden site. Previously engaged families will be asked to recruit members of their community to attend, help cook, and spread word about the project. Engagement of classroom teachers to incorporate garden planning into lessons for the following year.
July 2015	First advocacy training: how to identify and communicate needs, specifying desired outcomes, selecting appropriate audiences, and methods of effectively delivering the message.
August 2015.	Community event for LP families in coordination with National Night Out.
September 2015	Community meeting to consolidate previous contacts and refine plan for recruitment, engagement, & advocacy. Create committees to address next steps as appropriate.
October – December 2015	Back to school harvest celebration / resource fair. Garden design exercise / competition for students. Community meeting to continue design process of physical garden.
January 2016	Target for final approval of garden plans & go-ahead from the district
February - March 2016	Construction of the garden, primarily with participant volunteer labor. 2 Community meetings / check-ins to support engagement of the full school community.
April 2016	Completion of the garden. Open enrollment event to register LP families for garden plots
May 2016	Grand Opening Celebration.

Project Budget

Below are general budget categories. Projects are not required to include items in every section.

Item	Requested Funds (in dollars)	Leveraged Funds/Additional Grants* (in dollars)	Volunteer Hours (in hours)
Personnel (Direct project management, contracting for special services, volunteer time, etc.) <input type="checkbox"/> Best Guess <input checked="" type="checkbox"/> Based on past experiences <input type="checkbox"/> Based on estimates from vendors	2000	2000	80
Promotional Materials/Printing (Flyers, brochures, advertisements, etc.) <input type="checkbox"/> Best Guess <input checked="" type="checkbox"/> Based on past experiences <input type="checkbox"/> Based on estimates from vendors		300	15
Event Related Expenses (Renting table/chairs, reserving space, food, cups, etc.) <input type="checkbox"/> Best Guess <input checked="" type="checkbox"/> Based on past experiences <input type="checkbox"/> Based on estimates from vendors	1150	500	90
Permitting & Fees (Reserving park space, noise variances, capping meters, street closures, etc.) <input type="checkbox"/> Best Guess <input type="checkbox"/> Based on past experiences <input type="checkbox"/> Based on estimates from vendors			
Participant Support (Travel costs, stipends, etc.) <input type="checkbox"/> Best Guess <input type="checkbox"/> Based on past experiences <input type="checkbox"/> Based on estimates from vendors			
Project Materials (Wood, paints, flowers, bags, etc.—the materials needed to complete the project.) <input type="checkbox"/> Best Guess <input type="checkbox"/> Based on past experiences <input type="checkbox"/> Based on estimates from vendors			
Additional Expenses (Specify) <input type="checkbox"/> Best Guess <input checked="" type="checkbox"/> Based on past experiences <input type="checkbox"/> Based on estimates from vendors			45 (Translation)
Subtotals (each column)	3150	2800	230
Administration** (Fiscal sponsorship, administrative project management, accounting)	285	250	
TOTALS	3435	3050	230

* Leveraged Funds includes additional dollars supporting this project—for example, additional grants or direct support from your organization.

** Administration cannot exceed 10% of the project related request. Talk to your fiscal sponsor about administration costs.