



## 2013 Annual Report

Gray Family Foundation

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## Summary

The Gray Family Foundation was created in 2012 out of an advised fund at the Oregon Community Foundation. This year, 2013, represents the first full year as a foundation. This year, we focused on setting up many of the internal systems necessary to effectively run a foundation while also conducting outreach to many of our past grantees and our fellow foundation partners. The Gray Family Foundation is in some ways a hybrid of a grantmaking foundation and an operating foundation, with significant staff time dedicated to supporting our field of interest in environmental education. 2013 also marked the announcement of our first set of camp maintenance grants (payable in 2014), a new website ([grayff.org](http://grayff.org)), and our first efforts in public policy advocacy with an Oregon Senate Bill targeted at creating a state funding mechanism for Outdoor School (that stalled in the ways and means committee). We worked on refining the organization's mission and vision and added \$11.2 million to our corpus from John Gray's estate.





## Our Vision

We seek an Oregon:

- Where people work together to actively preserve and shape communities that are robust, resilient, and sustainable.
- That is inclusive, equitable, and diverse.
- Where multi-disciplinary knowledge informs decisions and enables people to think through solutions to complex problems.
- That is known for the wealth of its communities and natural areas.

The Gray Family Foundation exists to enhance opportunities for people in Oregon to have rich and full lives. We believe in the importance of place, that we have to become stewards of our own communities (both natural and built) if we want to create the kinds of opportunities all people in Oregon deserve. We believe that our actions locally affect world systems and by working to integrate knowledge from many disciplines (art, geology, physics, sociology, climate science, geography, and economics) we can begin to address problems in health, food, environment, education, housing, transportation, climate, and energy.

Our desire is to build diverse, inclusive, collaborative partnerships that bring people together to collectively engage people in Oregon to become active stewards of their communities.

## Our Approach

We see the need to keep people connected to and knowledgeable about what keeps communities (wild, rural, and built) healthy. This begins by helping more of our children

grow into community stewards by getting them outside, understanding the natural systems that sustain us. It also calls for supporting programs that support people in developing the skills, knowledge, and resources necessary to understand the consequences of action (or inaction) and then to subsequently get educated, engaged and empowered to stand up and take action.



### Strategies:

- Champion accessible, experiential education programs (formal and informal) that encourage integrated understanding of community and natural systems.
- Inspire action to enhance our natural and built communities (political action, personal behavior change, and civil discourse).
- Explore bigger opportunities that hold the potential to enhance the capacity of existing community stewards and create new community stewards.

## Outdoor School

In 2013 we continued our long-standing support of Outdoor School, providing grants to both schools and providers. In the last five years, many schools, facing drastic cuts to their budgets have turned to this long loved program as a source for savings, cutting the time students spend in Outdoor School from 5 days to 3 or in some cases cutting the program all together. We have been working with schools to first stabilize and then hopefully restore the full 5-day program which provides incredible experiences to students by getting them outside, building their confidence, and breaking down socio-economic divides.



Our goal is to ensure that students in Oregon have a robust outdoor school experience regardless of ability to pay. This experience is a quintessential Oregon experience that builds long term connections to Oregon's natural spaces.



## Success Stories

### Klamath Outdoor Science School

Even in an environment as lush and wild as Southern Oregon's Klamath Basin, plenty of children are more comfortable in front of a computer than a campfire. The mission of Klamath Outdoor Science School (KOSS) is to change that. KOSS board president Marjorie Glass said, "We find that the kids who live out in the country still get their outdoor school experiences through hunting, but the kids who live in the city don't generally have that at all."

Before founding KOSS, the usual outdoor school experience for Klamath County students was at the Oregon coast. "That's a wonderful experience," added Glass, "but we felt that our students should be learning about the Klamath Basin. It's an incredible resource. We've got one of the major stops on the Pacific flyway for birds; we've got incredible wetlands here, and incredible forests."

"The joy of really making contact with nature is something that many of them have never experienced before," Glass said. "It's like opening a whole new world for them. We've had many, many repeat campers who want to come back for more. Parents tell us that their kids are nagging them to take them places outside to have more of the experience. I think it awakens a hunger in them for outdoor experiences of all kinds."

Glass thanks the Gray Family Foundation for helping KOSS

## TESTIMONIALS

I have attended a KOSS camp the past two summers. I love going to camp because of all of the activities that we get to do. We get to go on hikes in the forest and sometimes go down to the river. Besides all of the neat planned activities, we even get free time to do our own "thing" like build forts. The camp staff is awesome, especially Bill; he is like a "relative." I really like it when Mrs. Glass visits the camp, too. One of my favorite parts of camp is sitting around the camp fire every night singing songs and watching skits put on by the camp staff. At the end of camp, we have "No Mores" since we can't have anymore S'mores. I have great memories of my time at KOSS and am grateful to have the opportunity to spend time outdoors!

-Tannyr Rose, Age 11

to serve ever-larger numbers of students: “Multiple grants have enabled us to provide scholarships and support programs for outdoor school. They have been so supportive. It’s just amazing.”



### Opal Creek Ancient Forest Center

Opal Creek Ancient Forest Center was founded in 1989 as Friends of Opal Creek to gain protection of the Opal Creek watershed for future generations to study and enjoy. Students come from near and far along the I-5 corridor to this isolated location in the midst of 35,000 acres of old growth forest, about an hour east of Salem.

According to Executive Director Katie Ryan, “What attracts teachers to our program is its location deep in the ancient forest. It’s an opportunity to study a richer forest that hasn’t been managed; there’s just not a lot of that left.”

“Opal Creek is located three miles behind a locked gate,” said Ryan, “When the kids show up at the gate we drive all their stuff in for them and they walk in. Along the walk they learn about things they are seeing in the forest. Their education piece has already begun. A lot of those kids have never walked three miles in their lives and the physical sense of accomplishment is pretty huge for them. When they get into camp they’re so excited and proud that they did it.”

Ryan sees the Gray Family Foundation’s relationship to Opal Creek and other outdoor schools as unique. “There are foundations that want to help with conservation and save the environment. They may want to do direct conservation, set land aside, or they want people out there fighting against environmental policies. The Gray Family Foundation is one of the few strictly solely focused on environmental education.”



### TESTIMONIAL

One of the advantages that we have in getting support from groups like Oregon Community Foundation and the Gray Family Foundation is that we can offer this at low cost to the teachers. We typically provide lodging and meals and then we also provide, on occasion, equipment or small stipend that might be associated with an evaluation that they would turn in. So we’ve used that as an incentive to make sure that they stay connected to the project and complete the project.



## 5<sup>th</sup> to 8<sup>th</sup> Grade Field Trips

Our 5th to 8th Grade Field Trip program sends students to a variety of locations: community farms, watersheds, waste treatment plants, and wild-life preserves. The goal is help students develop growing awareness of the services provided by natural systems in providing food, freshwater, processing wastes, and supplying energy. 5th to 8th grade students are at a key moment in their social development, forming habits and behaviors that will last their entire lives. These programs are a critical part of developing environmental literacy, the ability to make decisions about our communities by using knowledge of natural systems.

### Success Stories

#### Slough School Education Program

Sometimes the right school and the right community-based nonprofit get together and magic happens. That is the alchemy that brews results every time the Slough School Education Program takes fifth through eighth graders from Portland, Gresham and Fairview schools out into the field. From learning about native plants and restoring local habitats to visiting wastewater treatment plants, students are immersed in the ecological systems of their own backyard. They're brought up close and personal with the infrastructure which ties nature and civilization together, and gain an understanding of the critical issues involved.



This K-college education program of the Columbia Slough Watershed Council focuses on schools serving high poverty areas. Director Sheilagh Diez said, "The students we serve generally do not have a lot of experience getting outside. They may not have been raised in families that have the time or financial ability to get their kids out for a weekend and explore the natural world."



### TESTIMONIALS

I appreciated the opportunity to participate in real-world science experiences and work in the field with professionals and experts. While I have provided similar types of experiences for my students in the past, I now have additional resources that will help me ensure that my field investigations are student-driven and inquiry based. -Jenn Berry-O'Shea 8th grade teacher

My students need to be involved in more project/problem based learning in order to become more active learners. Transforming the teacher from the dispenser of information, to the facilitator of information benefits students because it requires them to think for themselves. -Beth Kroiz H.S. Science

Connecting science to the real world seems like such a "duh!" concept that seemed to be missing my first year. My thought now, is to take a science problem, question, or real life scenario for our class to investigate all year. -Autumn Curtis, 5th grade teacher

Diez appreciates the Gray Family Foundation and their support. “It’s been a big part of Slough School for over five years, and it’s been so important to have that ongoing support for our mission. Because we serve an extremely poor population, we do not charge for our programs. This allows us to be much more creative and responsive to the needs of our community. Without the support of funders like the Gray Family there’s no way we could do the work we do and we are just incredibly grateful for that.”



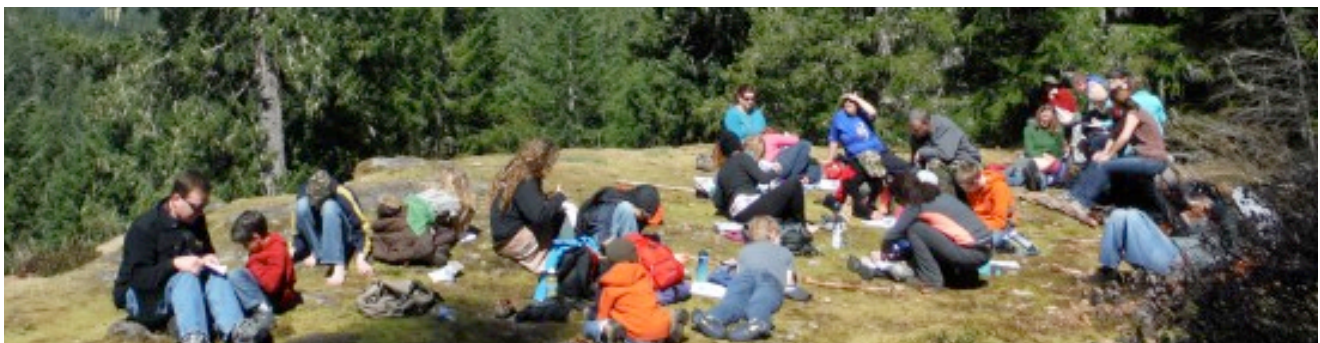
### **Wallowa Resources Exploration of Nature**

When tight budgets cut Wallowa County public schools to four days a week, the community-minded people at non-profit Wallowa Resources saw a need to fill the kids’ Fridays, and an opportunity to teach and increase awareness of the area’s natural wonders and the challenges to their survival.

With the help of Gray Family Foundation funding, WREN (Wallowa Resources Exploration of Nature) was created to fill the Fridays of fifth through eighth grade students with hands-on and self-discovery activities, at little or no cost to students and families.

According to Amy Busch, WREN’s Youth Stewardship Education Coordinator, “Each class explores Wallowa County’s natural and cultural history. WREN is an action-packed experience. Confidence is created through skill development; new friendships are the results of teamwork. WREN promotes an environment of nature exploration, dreaming big and daring to be all you can be. WREN shapes a kid’s character and life by providing a safe, controlled environment where kids are able to make their own decisions.”

One recent class focused on navigation through geocaching. Busch said, “Students learned how to use GPS units by setting up their own mini caches which other students had to find.





Then we spent the rest of the day seeking out eight different geocaches hidden throughout Wallowa Valley.”

While the program meets state education standards, the students help decide what they want to learn. “It’s a really fun program” said Busch, “The kids don’t feel like they’re learning. Letting them help choose the topics has made the program really successful.”

## Teacher Professional Development



Teachers are the key to building a lasting environmental education program. Our teacher professional development program seeks to provide our state’s professional educators with the tools, confidence, and experience necessary to connect environmental literacy concepts with subjects required by the common core. Environmental Education is an integrating discipline that provides experiential learning opportunities for nearly any subject. Teaching math and trigonometry by calculating tree heights; developing writing skills by writing nature poems; studying plant biology using plants found

in the neighborhood, using chemistry to study water quality in a nearby stream. These are all practices that make learning more relevant and meaningful. Teachers, seeking to make their lessons more exciting, have opportunities to use nature’s laboratory by participating in the many teacher professional development programs offered by Oregon’s wide network of environmental educators.

## Success Stories

### Oregon Coast Education Program

The better future generations understand their responsibility for preserving and protecting the environment, the better job they’ll do when their turn comes. Tom Gaskill, Education Program Coordinator at South Slough National Estuarine Research Reserve in Charleston understands this. That’s why he’s involved in planning, development, and delivery of educational





programs for the reserve. A naturalist, birder, and educator, Tom has experience in curriculum development and implementation combining field science with classroom and lab experiences to produce inquiry-driven student projects.

In 2009, Tom got together with a group of Oregon educators focused on marine education, and talked about how they could work together

more effectively. They created the Oregon Coast Education Program(OCEP). “We chose the term ‘coastal education’ to encompass both the marine side and the salty part of estuaries,” said Tom, “and to differentiate what we were doing a little bit from watershed education, which is happening all over the state. We wanted to focus on working together as a group of institutions to do a better job of sharing curriculum resources that they weren’t getting out there and being used as effectively as they might.”

OCEP is building confidence in teachers who pass that confidence on to their students. Participating teachers have a stronger understanding of the coastal environment and the connections between watersheds, estuaries, and the ocean, and a set of resources to use with their students in investigating these connections in meaningful, inquiry-based ways. This generates a passion the teachers pass on to their students, preparing them for future stewardship of the environment.



### **Oregon Natural Resources Education Program**

Since the mid-1980s the Oregon Natural Resources Education Program(ONREP) has focused on helping teachers to engage students in hands-on, interactive, and investigative strategies that are relevant,



meaningful, place-based and meet state standards for student achievement. Says director Susan Sahnou, the program's goal is to get teachers interested in getting their students outside and helping them do it in a way that contributes to student success and achievement. Sahnou continued, "We're not adding something to their plate. We're showing them how to integrate the environment into what they already teach; in other words use it as context for teaching. Everything we do is linked to the state standards for teachers. We're continually cross-referencing and correlating to those standards so that they're relevant to what they're doing in the classroom, relevant to what is happening in their community and in the world."

One ONREP summer institute, supported by the Gray Family Foundation, focuses on service learning as a strategy for bringing learning and community service together. Sahnou said, "It's about invasive weeds. The teachers are together for an entire week. They build understanding about ecosystems and the impact of invasives, learn strategies for student engagement, and share about what that content means for them as teachers, and how they would implement it with their students. They actually engage in a service learning project, so they try the process as students before they engage their own students. This allows them to consider challenges they may encounter as well as think creatively. Each teacher creates an invasive weed teaching unit which includes a project in their community."



## Activities

### **Advocacy for Outdoor School**

In 2013, we hired a lobbyist to help discover the appetite in the Oregon legislature for a bill that provide a dedicated funding source for Outdoor School. The concept of finding funding for outdoor school has broad support, but unfortunately the particular vehicle for funding in HB 2516 targeted money from OWEB's conservation programs and it languished in the ways and means committee. Nevertheless, the experience led to some very productive partnerships with a number of conservation groups including OWEB, the Nature conservancy, the Coalition of Oregon Land Trusts, the Lazar Foundation, and Friends of Outdoor School. Out of this initial effort a group formed to build a coalition of environmental, education, and conservation organizations that could work toward securing state funding of conservation education programs.

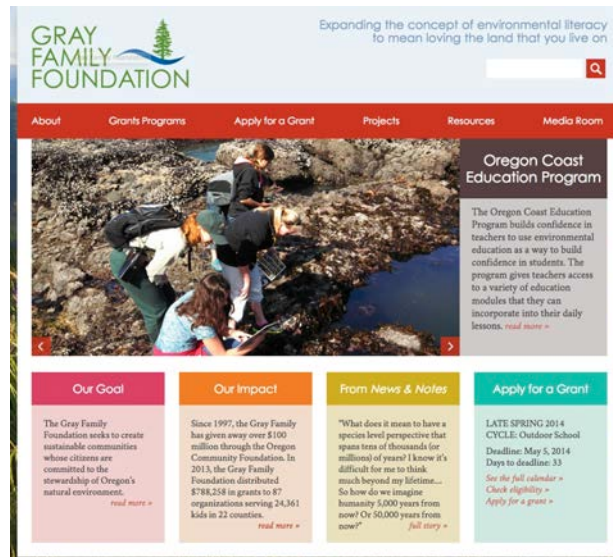


## Camp Maintenance

Anticipating a new fund established by John Gray's trust, we identified 109 camps in Oregon, ranked by service to Outdoor School, need, and geographic location. Of those 109, we selected 13 to be the first recipients of a matching grant for repair of existing facilities. Each grantee is given 6 months to identify the project and source of match for a \$35,000 grant to be distributed after April 2014.

## New Website

Consistent with its efforts to provide clear information and greater transparency to the public about our activities, we reworked our website to provide up to date information about available grant programs, evaluation forms, and examples of successful projects. [www.grayff.org](http://www.grayff.org)



## Building Capacity in the Environmental Education community

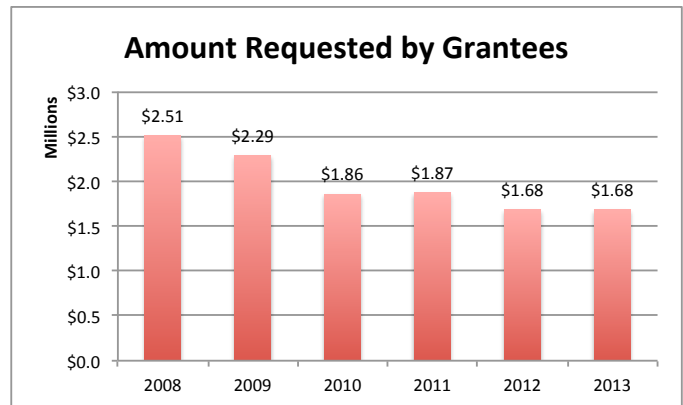
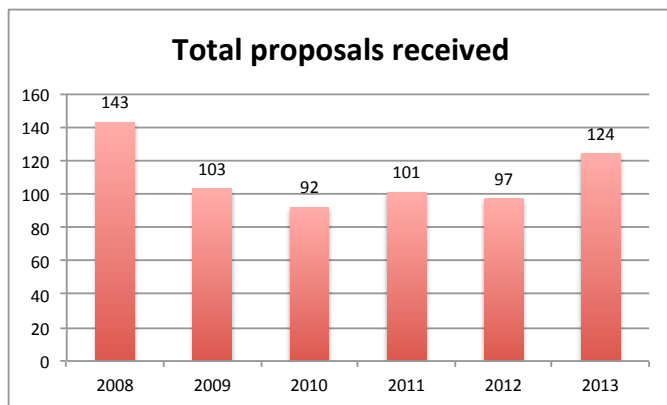
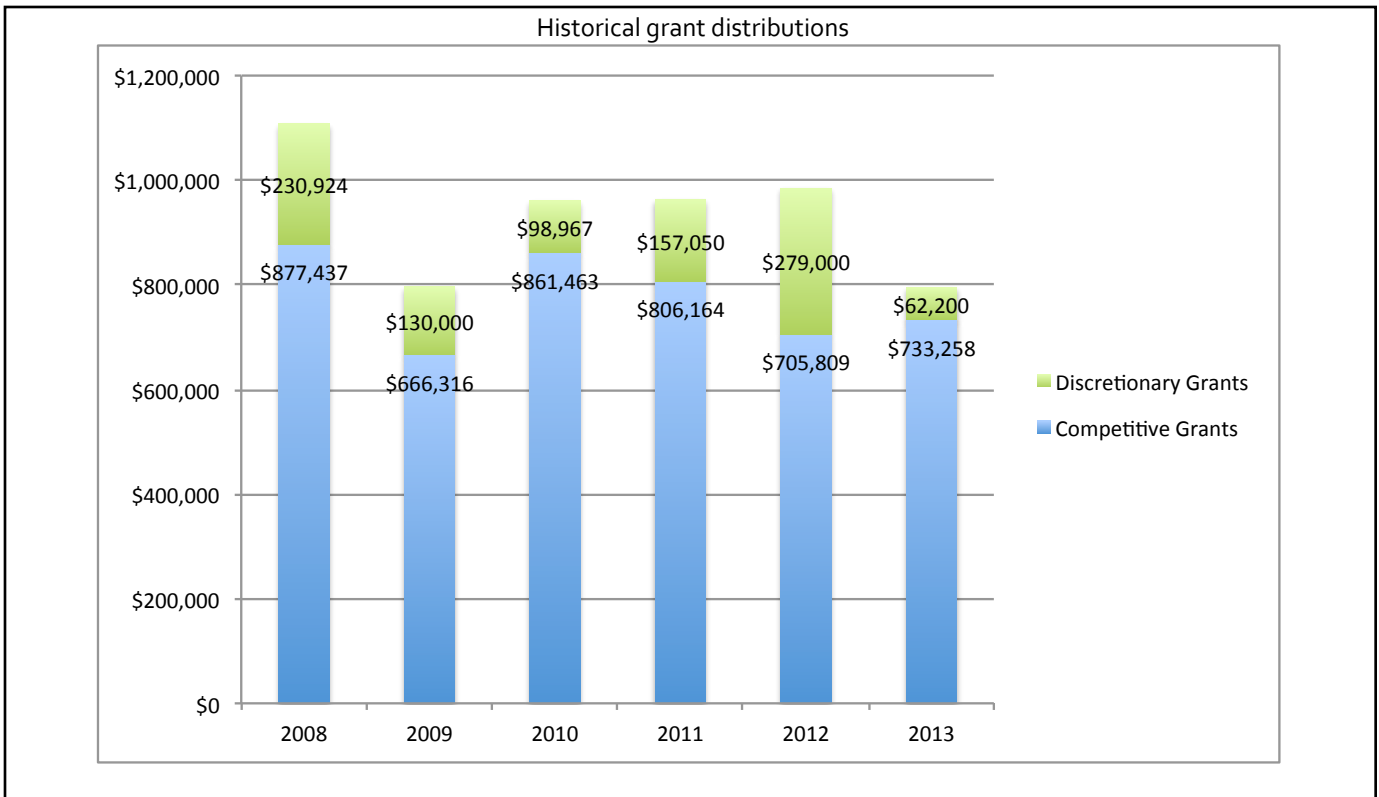
- The Gray Family Foundation worked with the Environmental Education Association of Oregon to host a gathering of educators from environmental education organizations around the state. This two-day gathering at OSU provides educational and networking opportunities to this important group of educators who are working to train the next generation of Oregonians.
- Our staff also volunteered with the Portland Intertwine Alliance, worked with the newly forming Conservation Coalition, and contributed to a National Funders group for Environmental Education (Blue Sky Funders Forum).
- The Gray Family Foundation continued its support of the Oregon Environmental Literacy Plan by funding a contractor to organize the development of an OELP toolkit for classroom educators. Traci Price (the contractor) also worked to develop capacity in the Environmental Education Field with an EPA grant intended to link environmental educators together.



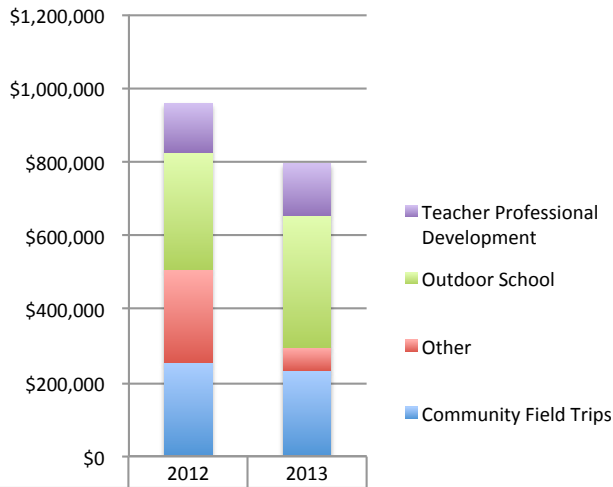
## 2013 Grantees

91 School/Carus School  
 Adams Elementary School  
 Amity Elementary School  
 Bicycle Transportation Alliance (BTA)  
 Butte Creek Elementary School  
 Butte Falls School District  
 Canby School District  
 Cascade Pacific Resource Conservation & Dev  
 Center for Earth Leadership  
 Central PTA  
 City of Creswell  
 City of Eugene River House Outdoor Program  
 Classroom Law Project  
 Columbia Slough Watershed Council  
 Coos Watershed Association  
 Clearing Magazine  
 Crook County Outdoor School  
 Curry Soil & Water Conservation District  
 Ecology In Classrooms and Outdoors  
 Environmental Education Association of Oregon SOSI  
 Forest Grove Community School  
 Friends of Outdoor School  
 Friends of Outdoor School  
 Friends of Straub Environmental Learning Center  
 Friends of Tualatin River National Wildlife Refuge  
 Gladstone School district  
 Gladstone School District No. 115  
 Henley Elementary  
 Hermiston School District 8R  
 High Desert Museum  
 Holy Cross Catholic School  
 Hudson Park Elementary School  
 Institute for Applied Ecology  
 Jackson County 4-H Leaders Association  
 Klamath County School District  
 Klamath Falls City Schools  
 Knappa School District  
 La Pine Middle School  
 Lower Columbia River Estuary Partnership  
 Marys River Watershed Council  
 Meadow Park Middle School  
 Mount Pisgah Arboretum  
 Coyote Trails School of Nature  
 OMSI  
 On Belay Ty  
 Opal Creek Ancient Forest Center  
 Oregon City School District  
 Oregon Coast Aquarium  
 Oregon Natural Resources Education Program  
 Pacific Rain Forest Programs  
 Parkrose Middle School  
 Peterson  
 Philomath Outdoor School  
 Phoenix School of Roseburg  
 Play Again Film (Ground Productions)  
 Play Again Film/Ground Productions  
 Portland Public Schools  
 Redmond Area Park and Recreation District  
 Reynolds School District  
 Robert Frost School  
 Sauvie Island Center  
 School Garden Project of Lane County  
 Seaside School District  
 Self Enhancement, Inc.  
 Shasta Elementary School  
 Siskiyou Field Institute  
 Siuslaw School District 97-J  
 South Lane School District  
 Southern OR Regional Environmental Education Leaders  
 Springville K-8 School  
 St Andrew Nativity School  
 St. Clare School  
 The Community Roots School  
 The Environmental Center  
 Tigard-Tualatin School District  
 Tri-County Cooperative Weed Mang. Area  
 Trout Unlimited -- Upper Deschutes Program  
 Tualatin Riverkeepers  
 Umatilla Basin Watershed Council  
 Upper Deschutes Watershed Council  
 Vernonia School District 47J  
 Wallowa Resources  
 Wallowa Resources  
 White Oak Farm & Education Center  
 Willamette Farm and Food Coalition  
 Wisdom of the Elders, Inc.  
 World Forestry Center  
 Zenger Farm

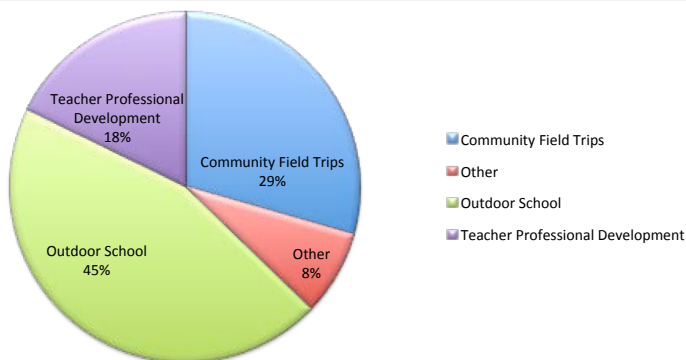
For a complete list of grants, visit our website: [www.grayff.org](http://www.grayff.org)



### Grant amounts by Category



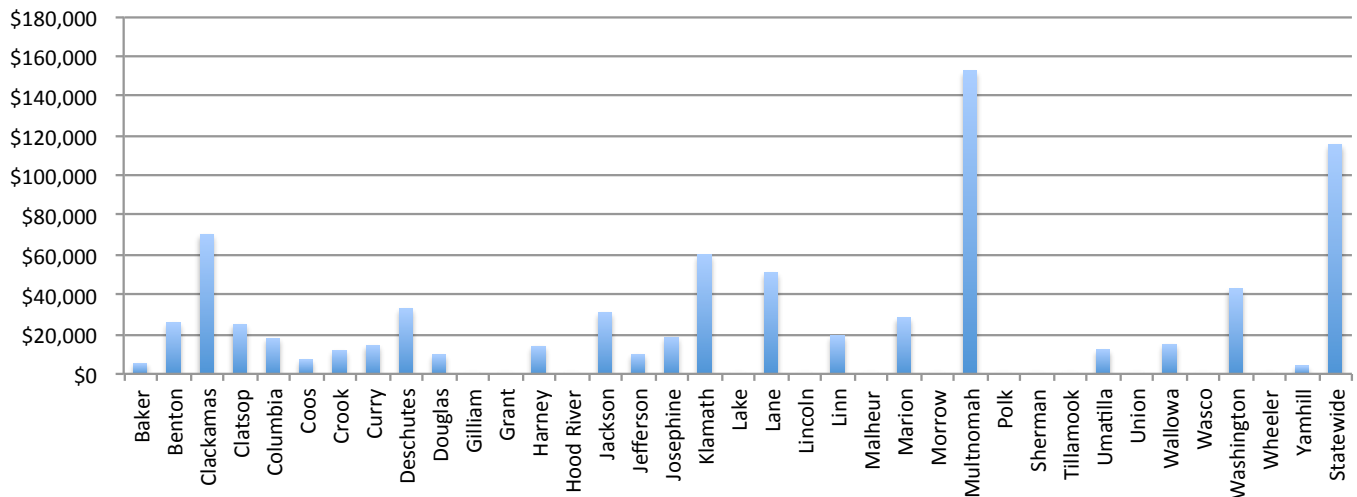
Teacher Professional Development	\$131,990	\$141,043
Outdoor School	\$320,000	\$358,250
Other	\$252,500	\$62,200
Community Field Trips	\$253,819	\$233,965



In 2013 the Gray Family Foundation rebuilt some of its reserves lost during the 2008-2012 recession.



### Grant Totals by County



## Financial Summary 2013

Income	
Special Project Income	\$7,342
Donations	\$22,383
Investment income	\$2,353,825
<b>Total Income</b>	<b>\$2,383,550</b>

Expense	
Awards and Grants	\$815,458
Projects	\$34,045
Outside Services	\$84,854
<b>Total Program Expenses</b>	<b>\$934,357</b>
Operations	\$357,769
<b>Total Expense</b>	<b>\$1,292,126</b>

Net Income	\$1,091,424
Fund additions Trust settlement	\$11,226,535
Fund subtractions 2012 OCF fees	-\$108,140

Balance Sheet	Dec 31, 2012	Dec 31, 2013
<b>Assets</b>	<b>\$17,519,189</b>	<b>\$29,763,245</b>
Liabilities	\$0	\$34,237
Equity	\$17,519,189	\$29,729,008
<b>Total Liability and Equity</b>	<b>\$17,519,189</b>	<b>\$29,763,245</b>

Notes:

- Outside Services include the No Oregon Child Left inside contractor, Lobbyist for Outdoor School, and evaluation consultant.
- Fund Subtractions are for 2012 OCF fees and 2012 4th quarter salaries and benefits not charged in 2012
- Projects include the Gray Gathering and the Oregon Environmental Literacy Plan Toolkit
- Trust Settlement is partial. Residual of \$20 million coming in 2014.



## 2013 Board

Maria Elena Campisteguy

Joan Gray

Lyn Hennion

David Vernier

Nicholas Walrod

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Originally started as an advised fund at the Oregon Community Foundation in 2003, the Gray Family foundation was founded in 2012 as a supporting organization of OCF. The Gray Family Foundation works to engage the people of Oregon to become active stewards of their natural and built communities, ultimately enhancing the opportunities for people in Oregon to have rich and full lives. The Foundation works throughout the state and since 2004 has made 697 grants worth \$7.8 million.