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| ODE farm to school logo | **APPLICATION**  **Oregon Farm to School Education Grant**  **For Food-Based, Agriculture-Based and Garden-Based Educational Activities**  **School Years 2017-2018 & 2018-2019** |

**Directions:** Please type in the required information after the question. Make sure your question is answered in the provided **blue** font (Arial or Calibri 12 pt) when typing in the answers. Please keep the formatting numbers the same. ***Note****: some sections are not conducive for adding a lot of text in grid areas. You may attach a separate word document to your email that can take the place of these areas, if you refer to the attachment in the appropriate question area.*

IMPORTANT: This application is designed to be the place where you fill in your answers. More detailed instructions can be found in the Request for Application (RFA) document, appendix “B” Application Guide.

**COVER PAGE**

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| i | Name, title and contact information for person completing application.   |  |  | | --- | --- | | Anna Garwood, Growing Gardens  Youth Grow Program Director | anna@growing-gardens.org  (503) 284-8420 | |
|  | Type of organization: (Choose one) School district, ESD, Nonprofit, Commodity Commission/Council, Federally Recognized Indian Tribe, School overseen by the Bureau of Indian Education, Soil and water Conservation district  Nonprofit |
| ii | EGMS INFORMATION: **Three separate people must be listed:**   * 1. Name and contact information of this Grant’s **PROJECT DIRECTOR** (person who oversees and manages this grant)  |  |  | | --- | --- | | Anna Garwood  Youth Grow Program Director | anna@growing-gardens.org  (503) 284-8420 |  * 1. Name and contact information of this Grant’s **Fiscal Manager** (in schools, this is usually s*omeone in the school district business office who deals with EGMS, for other organization it may be your financial manager or whoever will be submitting claims and requesting funds through EGMS.*)  |  |  | | --- | --- | | Tracey Harper  Business Manager | tracey@growing-gardens.org  (503) 284-8420 |  * 1. Name and contact information of this Grant’s **AGENCY HEAD** (*typically the Superintendent or Business Manager in schools, or the Executive Director in a non-profit organization*)  |  |  | | --- | --- | | Jennifer DeThomas  Board Chair | Jennifer.dethomas@gmail.com  (503) 421-6385 (c) | |
| iii | Type of Education Project (you may select more than one):  Food- Based Agriculture – Based Garden- based |
| **BACKGROUND INFORMATION**  **(***Please refer to the Grant Application Guide (Appendix “B”) for clarification on how to answer these questions)* | |
| 1 | School District or districts where educational activities will occur:  Portland, Centennial and Reynolds |
| 2 | Total number of schools in district(s):  Portland: 78, Centennial: 11, Reynolds: 16 |
| 3 | Total enrollment of school district in SY 2016-2017:  Portland: 49,000, Centennial: 6133, Reynolds: 10,411 |
| 4 | List each school that will benefit from grant-funded activities. If all schools in the district(s) will be participating, you may simply write “all schools”. If only some schools will be receiving special programming, please list those schools.  Kelly, Davis, Lent, Wood, Glenfair |
| 5 | Authorized Contact person(s) at schools or districts that have committed to collaborate with you or give you access to students. As above, if all schools in the district(s) will be participating, you may list one district administrator for all schools.  Amy Whitney, Kelly principal  Ashley Furlong, Davis principal  Rene Canler, Lent principal  Marin Miller, Wood principal  Lisa McDonald, Glenfair principal |
| 6 | Number of students and which grades will benefit from program, as per #4:  There are a total of 2400 students in these schools which benefit from having a school garden at their school and cafeteria activities. Of this, 1250 K-5 students receiving 10 hrs of direct garden-based education during the school day. 180 students will also participate in 10 hours of afterschool Garden Club. Garden Club students may overlap with students participating in lessons during the school day, depending on individual sign-ups. |
| 7 | Percentage of Free and Reduced Priced Meals for entire district (using October 2016 data): (*ODE will get this for you, leave blank*) |
| 8 | Percentage of Free and Reduced Priced Meals at each of the specific schools listed in #4 (using October 2016 data): (*ODE will get this for you, leave blank*) |

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| 9 | Describe the specific activities that this grant will support.  •Clearly state the overall purpose of your project.   * Describe your grant activities * Indicate partners (if any) who will work on the proposed grant activities. Please include their names, titles and organization. * Describe how your project provides age-appropriate hands-on and experiential learning for students.   Growing Minds, Growing Food: School Garden Programming in East  Portland  Growing Gardens proposes to build upon our long track-record with providing high-quality experiential learning by offering garden-based activities to students in 5 low-income schools through this project: “Growing Minds, Growing Food: School garden Programming in East Portland.” During the last ODE Farm to School grant cycle we developed and implemented garden-based curriculum tied to Next Generation Science Standards, promoted fresh vegetables in the cafeterias and school food pantries and involved the diverse school communities in the school garden activities. We demonstrated a model of fully integrating the school garden into the classroom and cafeteria. This year we are building on those successes, while adding several innovative components: 1) involving preschool aged children and their families, 2) expanding a focus on developing school gardens that reflect the cultural diversity of the schools and 3) developing a cohort of School Garden Coordinators rooted in their neighborhoods. While our last ODE-supported program focused on 3 Portland Public Schools, this year we are adding in-depth garden education to 5 schools in 3 districts (PPS, Reynolds and Centennial) in order to serve the children with the biggest barriers to accessing healthy foods.  We plan to partner with the early education programs that are attached to the public schools. In these programs (including Headstart, Creciendo Juntos (Growing Together) and Ready, Set, Go) families of pre-K children, aged 2-5, come together to learn about child development, parenting, health, and other issues. We plan to offer age-appropriate garden-based education to these young children and their families as part of our community engagement efforts. Getting young children excited about eating fresh fruit and vegetables can help establish healthy eating preferences which has a long-term impact. It is also an avenue to reach more adults in the neighborhood with information about Farm to School, recruit volunteers for the school garden, and connect them with opportunities to garden at home.  This year we will also have a stronger focus on developing culturally-relevant school gardens. At each school, we will work with teachers and administrators to select one grade (2-3 classes of students) to pilot an in-depth 8 lesson unit exploring the food traditions of the cultures represented at the school, engage students in planning a garden that showcases this produce and recruit parents and community members as “guest chefs” to celebrate food from around the world to offer demos/tastings in classrooms and/or cafeterias. The social studies lessons will develop student understanding of where food comes from -- both in terms of “food miles” how food gets from farm to plate, and where specific food originated (i.e. potatoes from the Andes of South America. Driving this work is recognition of the cultural richness of the schools we are partnered with, along with the sobering fact that the children of immigrants often have poorer health once they adopt a typical American diet. We aim to draw attention to the health benefits of many traditional foods that incorporate fresh produce, legumes and whole grains. At the other grades, we plan to implement the garden-based education curriculum that we refined last year, with the support of ODE, which connects food gardening with core academic subjects, especially Next Generation Science Standards. This curriculum helps teachers and administrators see how food education can seamlessly integrate into current academic standards.  The garden-based education will be tied to promoting healthy food choices in the cafeteria through promotion of Harvest of the Month in schools where Nutrition Services participates in this program, and in general promotion of local fresh produce through taste tests in the cafeteria and classroom and use of promotional materials. In the PPS and Centennial schools, produce will be served in the cafeteria, classes, afterschool program and school-based food pantries. In Reynolds, the produce will be primarily served in afterschool program, school-based food pantries and other community events. Reynolds district is participating in Farm to School procurement for the first time, so the cafeteria promotion activities will be even more important to increase the enthusiasm of students to eat local produce – and reinforce the district’s first steps in Farm to School.  We are also building upon a new staffing structure that utilizes professional Garden Educators for school-day education and School Garden Coordinators from the school community or neighborhood to lead afterschool Garden Education and community activities. Over the years we have learned that the community involvement efforts are best lead by someone with well-established roots in the school and neighborhood, such as a parent, school staff or neighbor. These School Garden Coordinators reflect the families served by the school and by extension, the school garden program. They will lead the afterschool Garden Clubs and preschool lessons, with the mentorship of other Growing Gardens educators, and develop community engagement efforts, tailored to the diverse cultures and needs of each school community. |
|  | •List project goals, objectives and activities that will support your grant proposal in the chart below. See example in the Application Guide in the Request for Applications document.  *(add rows as needed)* |

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| **Goal** | **Objective** | **Activity** | **Timeline** | **Measurable Outcomes** | **Who is responsible** |
| Enhance students’ nutrition and academic knowledge through active, real-life engagement with gardens, on school grounds  **(8 hrs in classroom + 2 hrs in cafeteria activities = 10hrs)** | Educate children using garden-based lessons during the school day, while building the capacity of teachers | Hands-on lessons with K-5 students that use the garden as a learning laboratory for a range of subjects (science, math, writing, social studies, health, etc.)  Kelly: 250 students will receive 8 hours of classes.  Lent: 250 students will receive 8 hours of classes.  Davis: 250 students will receive 8 hours of classes. 4 of these classroom hours are supported by a grant from East Multnomah Soil and Water Conservation District.  Glenfair: 250 students will receive 8 hours of classes.  Wood: 250 students will receive 8 hours of classes. | Teacher planning meetings: April-June 2018  Planning and collect curriculum:  July-Aug 2018  Implement lessons: Sept 2018-June 2019 | Number of students and hours of classes  Increase in student engagement and learning, based on teacher observation  Increase student knowledge of cultural food origins and preperations.  Increased abilities and confidence of teachers to use the gardens in instruction  Increased student knowledge of vegetables and fruits based on student assessment. | Garden Educators plan and carry out lessons with teachers  Growing Gardens (GG) Youth Grow Coordinator/Educator support with curriculum, planning and training |
| Create opportunities for students and families to taste produce to increase vegetable knowledge and preference | Implement Harvest of the Month lessons/tastings to learn about and try new produce  Kelly: At least 250 students will receive 2 hours of education in classrooms or cafeteria.  Lent: At least 250 students will receive 2 hours of classes in classrooms or cafeteria.  Davis: At least 250 students will receive 2 hours of education in classrooms or cafeteria.  Glenfair: At least 250 students will receive 2 hours of education in classrooms or cafeteria.  Wood: At least 250 students will receive 2 hours of education in classrooms or cafeteria | Sept 2018-June 2019 | Number of students and number of hours of HOM and other food-related lessons/tasting | Garden Educators and School Garden Coordinators harvest.  Coordinate with PPS Nutrition Services and volunteers for cafeteria connections and tastings  Use Harvest of the Month materials |
| Number of garden-to-cafeteria harvests  Number of students offered garden produce  Estimated lbs of produce harvested. |
| Harvest garden produce and serve it in the cafeteria (in PPS and Centennial). Garden produce harvested donated to school-based food pantry in Reynolds.  At least 9 harvests per school. |
| Cook and offer “taste tests” at food pantry distribution days  Kelly: 6 taste tests/cooking demos  Lent: 6 taste tests/cooking demos  Davis: 6 taste tests/cooking demos  Glenfair: 6 taste tests/cooking demos  Wood: 6 taste tests/cooking demos | Number of "tastings"  Number of families trying produce |
| Engage students in in-depth garden education after-school | Teach Garden Club through Schools Uniting Neighborhoods (SUN) programs. In order to increase school buy-in, GG aims to leverage ODE funds with matching funds from the SUN agencies at each school.  Kelly: 36 students will receive 10 hours of education through SUN.  Lent: 36 students will receive 10 hours of education through SUN.  Davis: 36 students will receive 10 hours of education through SUN.  Glenfair: 36 students will receive 10 hours of education through SUN.  Wood: 36 students will receive 10 hours of education through SUN. | Sept 2018-June 2019 | Number of students and hours of education  Students increase number of vegetables tried and increased preference for vegetables  Increased knowledge of garden ecosystems | School Garden Coordinators plan and carry out lessons with teachers  GG supplies instructional manual. GG loans garden education materials |
| Promote healthy eating to preschool children and families through hands-on garden education. | Develop and research curriculum.  Offer 30 hours of garden/food education to preschool families through school-based programs (Average 6 hours at 5 schools, 10 children and their families per session). In Spanish through Creciendo Juntos, and English through Ready, Set, Go and Head Start. | Sept 2018-June 2019 |  |  |
| Facilitate multi-generational and multi-ethnic community building | Organize, with community volunteers, events to bring diverse range of families together, using garden and agriculture-based education. Sample events include:  Kelly: Earth Day, Back to School picnic, Community Care Day, food pantry tastings, and quarterly work parties. Integration with Russian immersion program.  Lent: Back to School, Community Care Day, Harvest Fesival, Earth Day and SUN showcase, food pantry tastings, activities with Latino parent group and Vietnamese parent group, plus quarterly workparties.  Davis: Community “Work and Learn” workshops throughout the year that focus on a different garden activity for youth and families while maintaining the garden (e.g. Seed saving, planting, putting the garden to bed, making stepping stones, etc.), Community Cup, Resource Fair, Open House and food pantry tastings.  Wood: Involvement of families with community garden plots in school garden activities, “Parent café”, Latino Family Festival, “Play & Learn” group, Fall Bazaar, garden workparties, activities at Urban Gleaners food distritution days  Glenfair: food pantry tastings, cooking workshops with SUN, school parent engagement events [there is currently no PTA at Glenfair], garden workparties, workshops for Home Gardeners. | Sept 2018-June 2019 | Number of events  Number of people attending | Garden Coordinator organizes events with volunteers in collaboration with school community |
| Continue to develop professional skills of School Garden Coordinators and Educators | Create a cohort of Garden Educators and Coordinators, supported by Growing Gardens | Hire additional Educators to implement educational activities as needed.  Each Educator (3-4 people) School Garden Coordinator (4 people) invited to attend the School Garden Coordinator Certificate Training [not paid by ODE]  Support each coordinator through 1:1 meetings and peer mentorship to help each person implement the educational activities, organize community events and maintain the gardens. | May-July 2018  June 2018 | Increased practical knowledge and skills of garden coordinators.  High-quality program implementation. | Growing Gardens staff facilitate meetings, organize and prepare materials |

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| 10 | Describe your capacity to complete the proposed goals, objectives and activities. What previous experience do you have with farm to school, school gardens, or related projects? What experience do you have completing similar types of projects, and obtaining and carrying out grants? Please indicate partners (if any) who will work on the proposed grant activities. Please include their names, titles and organization. Describe how your project provides age-appropriate hands-on and experiential learning for students.  Growing Gardens (GG) has a solid track record in managing contracts and grants from Oregon Department of Education, private foundations, Multnomah County, and other agencies. In our full fiscal year (2016) GG managed $253,083 in grants for all of its programs, and has established financial and reporting procedures, and we are on track to exceed that in 2017. In 2013-2015, GG received and implemented a grant from ODE to partner with PPS to connect low-income elementary students to their regional food system and change knowledge and behaviors through hands-on gardening, harvesting produce (lettuce) for school cafeterias, experiencing farm field trips and promoting Harvest of the Month activities in the classroom and after-school SUN classes. In 2016-17, GG received a $78,000 Farm to School grant from ODE which resulted in food and garden education for over 1,300 students (averaging 12.86 hours each child) in addition to afterschool and community events.  Since 1996, we have helped over 1,250 families start home gardens, ensuring fresh food access for over 4,000 adults and children. Since 2010, we have had over 800 inmates take our classes in 16 of Oregon’s correctional facilities and 1 juvenile detention center. Using community-organizing principles that respect diversity, help identify common goals, teach problem-solving techniques and build skills for long-term project sustainability, we promote enduring participatory garden projects. Since 2006, we have partnered with 14 schools to design and implement garden education programs for over 4000 elementary school children. We created the School Garden Coordinator Certificate Program that has trained hundreds of school garden educators, and we are uniquely suited to hire, train and support a cohort of school garden coordinators. We also run an annual Professional Learning Community for teachers interested in deepening their garden education practice. Growing Gardens facilitates the Portland Farm and Garden Educators Network and has a member on the steering committee of the Oregon Farm to School and School Garden Network. Our Garden Educators have years of experience teaching children of a range of ages in school gardens and other outdoor settings.  For this grant, our most direct partners are the schools. Over many years we have established trusting relationships with principals, teachers, administrators in Facilities Management, Nutrition Services, and with other departments. At these schools, we also have partnerships with the nonprofits that run the afterschool programs: Immigrant and Refugee Community Organization, Metropolitan Family Services, Native American Youth Association and Latino Network. These agencies do the outreach and registration to sign students up for afterschool Garden Club. This year, we are also proposing to partner with the pre-K programs including Headstart, Creciendo Juntos (a program of Latino Network), and Ready Set Go (a program of Metropolitan Family Services). Last but not least, we work to place interns from nearby universities (such as Reed, Portland State University, National University of Natural Medicine) with Garden Educators to support the educational activities and to increase the practical experience for the next generation of garden-based educators. Our current internship partners include Reed College, National University of Natural Medicine and Lewis & Clark. |
| 11 | Please describe how you plan to inform students, families and the community about your project/program?  This proposal builds upon existing relationships with school administrators, teachers, students and the community to launch a more comprehensive, integrated garden education program. Specifically, this new expanded program will be communicated to teachers through the principal at staff meetings, to families through SUN, newsletters, school bulletin boards, PTA meetings, social media (Facebook, etc), and parent groups (e.g. Latino Parent group and Vietnamese parent group). Students will be reached through classroom teachers, cafeteria, and the SUN program. Flyers will be sent home with students regarding events. |
| 12 | If you plan to promote Oregon grown and/or processed foods through your educational activities, please describe where, how and how often.  We will have students create posters that acknowledge Oregon producers and display them in association with Harvest of the Month, Harvest Share, and other community events where Oregon foods are distributed. At Lent, we will coordinate with OSU Extension Family & Community Health SNAP-Ed Program to make sure our activities are complementary to their nutrition education. In each of the districts, we will promote the Oregon crops that the procurement grant from Farm To School enables. This will be especially important in Reynolds district which is participating in Farm to School for the first time.  The food pantry tastings will help encourage families to cook local healthy produce. Some produce may be unfamiliar to families that come to the food pantry. Food demonstrations and tastings give families ideas on simple ways to prepare the produce. These “tastings” also serve as an outreach opportunity to involve families in the school garden program. |
| 13 | If you plan to promote Oregon producers, ranchers, processors or distributors, please describe where, how and how often.  The social studies unit that focuses on food origins, cultures and cooking includes discussions on which foods are produced in Oregon and how they get from farm to table. This is an 8 lesson unit throughout the school year. We will draw on materials from Ag in the Classroom, Oregon Harvest for Schools as well as our own curriculum.  The cafeteria activities/materials, including the Harvest for Schools education described includes a discussion of where the produce came from. This is an excellent opportunity to teach about Oregon geography and build understanding about Oregon producers and ranchers. |
| 14 | Do you have plans to use Oregon Harvest for Schools Materials?  (Yes or No)  Yes |
| 14a | If so, which do you plan to use?  Oregon Harvest for Schools Materials include: Family newsletter / Posters / Hand Stamps-Stickers / Classroom Connections / Item Identifiers  Posters, Stickers, Classroom Connections, Item Identifiers |
| 15 | Please describe the types of food, agriculture, and garden-based activities for **students** you plan to implement with grant funds.  **1) Educate children using garden-based lessons during the school day, while building the capacity of teachers.**  Our school day curriculum is tied to core academic standards. On our teacher surveys from last year, 100% of teachers answered “yes” to the question, ““Have you observed garden-based learning enhancing students' academic growth in core subjects?”  We developed two 4-lesson units for each grade level, tied to Next Generation Science Standards. The curriculum can be found here: <https://drive.google.com/drive/folders/0B7p8Gd5l_4gib2RaZUtuandwZHM?usp=sharing>  In addition, at each school, we will work with teachers and administrators to select one grade (3 classes of students) to pilot an in-depth 8 lesson unit exploring the food traditions of the cultures represented at the school, engage students in planning a garden that showcases this produce and recruit parents and community members as “guest chefs” to celebrate food from around the world to offer demos/tastings in classrooms and cafeterias.  Teachers who want to delve deeper into garden-based education may also sign up for Growing Garden’s Professional Learning Community, a regional group of teachers who develop and implement lessons and receive credit through Portland State University’s Graduate School of Education.  The months between being awarded the grant and beginning classroom work will be used to hire additional qualified staff, meet with teachers, develop class structure with administrators, compile curricular resources, order Harvest of the Month materials, etc. We will also use this time to develop the social studies unit on food culture. Any new staff, including the 4 School Garden Coordinators will also be invited to attend the week-long School Garden Coordinator Certificate Training in June. This planning and development work will be "in kind" and is not reflected in the ODE budget.  **2) Create opportunities for students to taste produce to increase vegetable knowledge and preference.**  We will bring garden produce into the cafeteria and expand tastings in the school cafeteria so that all of the students in the school can try new vegetables. The project includes:   * Working with children to plant the garden with vegetables that could be integrated into the school’s salad bar and/or donated to families * Teaching students about the biology and cultural importance of different vegetables * Creating posters and other materials to advertise the vegetables in the cafeteria * Preparing and serving the vegetables to other students * Using the Harvest of the Month promotional materials * At least 9 garden harvests per year per school.   The Oregon Food Bank also coordinates School-based Food Pantries to offer staples and fresh produce at schools to families experiencing hunger. We add produce from the garden, planted and harvested by children. While this is a wonderful step toward improving the food security and nutrition of families, some families are unfamiliar with how to prepare and cook using a range of fresh produce. This proposal includes "tastings" of simple dishes prepared with the vegetables from the garden and school-based food pantry. During the pantry distribution, families take a number and wait until their number is called to “shop” the pantry, so it is the perfect opportunity to connect with the diverse parents and students in the school, interest them in selecting produce and offering ideas to encourage students to enjoy healthy eating.  3) **Engage students in in-depth garden education after-school.**  The School Garden Coordinators will teach Garden Club through the Schools Uniting Neighborhood (SUN) system. Each Garden Club meets once a week for 1-2 hours, for 8 week sessions. Growing Gardens has developed a manual for garden club, which includes units on parts of the plant, seed dispersal, pollinators, insects, soil, compost, worms and other subjects. Harvesting and cooking are also popular activities that expand children’s palates.  Growing Gardens will organize regular meetings of the coordinators for professional development on a range of topics to improve their educational activities such as curriculum connections, Harvest of the Month, cafeteria tastings, family outreach, etc.  4) **Promote healthy eating to preschool aged children and families through hands-on garden education.**  Each school has existing outreach programs to families with children that are younger than elementary school. In these programs (including Headstart, Creciendo Juntos (Growing Together) and “Ready, Set, Go”) families of pre-K children, aged 0-5, come together to learn about child development, parenting, health, and other issues. We plan to offer age-appropriate garden-based education to these young children and their families as part of our community engagement efforts. For example, “Tasting with your 5 Senses” or “Taste the Rainbow”. |
| 16 | Please describe the types of food, agriculture and garden- based activities for producers, **parents, and/or the community** you plan to implement with grant funds.  One of our core objectives is to facilitate multi-generational and multi-ethnic community building. School gardens offer an alternative way for families to engage with the school. We have seen in many of our partner schools how school gardens provide an opportunity for all families, regardless of their language or ethnicity, to connect with the school.  Our Home Gardens program enrolls families in a 3-year program that includes educational workshops, volunteer support and supplies to help families build a garden, plant it, and grow their skills. Growing Gardens Community Organizers, who are graduates of our Home Garden Program, work with a cohort of neighbors to support them in growing their own food. We often meet families through outreach at school-based food pantries and other school events. Currently, most of our Community Organizers are native Spanish-speakers and half of the home gardeners in the program are served in Spanish.  To build community through the garden, the School Garden Coordinators will organize celebrations, such as harvest parties and Earth Day celebrations. These events bring together families of different ethnicities, who may speak different languages. Food is a common denominator across cultures. Many families from these schools are first generation immigrants, often bringing agricultural skills so planting and harvesting together is a welcoming way to engage in the school community. |
| 17 | How many students will receive at least ten (10) hours of agriculture, food and garden-based education activities in a school year?  1250 |
| In which grade level (s)?  The focus is on K-5, but we will also collaborate with interested 6-8 teachers at the school that has 6-8th grades. |
| Please describe if these activities take place in the school day or afterschool.  The majority of the education takes place during the school day. |
| 18 | Please describe the cultural and ethnic demographics of your target student population. 1. Describe how your proposed activities are appropriate for their food, garden and agricultural traditions. 2. Describe how your proposed activities will highlight the food, garden, and agricultural histories and habits of diverse cultural groups  Lent School students represent a rich linguistic and cultural mix: 49% of the students are second language learners, 44% are Hispanic, 16% Asian, 9% Black and 24% White. As evidenced by the free and reduced lunch rate and Title 1 status, the school primarily serves a low-income neighborhood.  Kelly hosts a Russian immersion program serving 250 students, 155 of whom are native Russian speakers (26% of student body). In addition, 20% of the students are Latino, and 4% are African American. Many families are faced with food insecurity.  Glenfair: There are 22 languages spoken at Glenfair, and 47% of students are English Language Learners. Nearly a third of the students (28%) don’t have stable housing. Many students live, temporarily, at the shelters in the neighborhood. 44% are Hispanic, 18% African American, 21% White, 8% Multiracial, 6% Asian and 1% Native American.  Wood: There are 21 languages spoken at Wood, and 100% of students receive Free Lunch. 28% are Hispanic, 11% are African American, 12% are Asian, 40% are White. 25.9% of the students are “mobile”. In other words, they do not have a stable residence.  Davis: 50% are Latino, 10% are African American, 6% Multiracial, 8% Asian and 20% White., 2% Native American. There are 25 languages spoken at Davis and 60% are English Language Learners. 18% are "mobile".  The food cultures unit will specifically explore traditional foods. One aspect is that students will be asked to interview a family member, such as a grandparent, about foods they cook. Research has shown that immigrants and their children’s health goes down the longer they are in the US due in a large part to the adoption of the “American diet”, so one of the goals of this work is to revalue traditional foods, which are often made of whole grains, vegetables and meats. Crops from different cultural traditions that grow in Oregon will be planted in the school garden, and “guest chefs” (relatives of the students) will be invited to share their cooking knowledge. |
| 19 | Please tell us how you plan to measure your anticipated outcomes in your workplan. Describe how you plan to track changes in knowledge, attitudes and behaviors as a result of your educational activities. What tools will you use to measure changes?  Classroom garden education: Teachers will be given surveys to assess their observations of student engagement, ability to learn the subject material in this way compared to how they were teaching it before, interest in replicating the lesson, and confidence in taking students out to the garden. We will also track the number of students, number of teachers, and number of lessons implemented. A vegetable preference and knowledge assessment will be given to a sample group of students.  Garden tastings and Harvest of the Month: The number and type of garden to cafeteria harvests and Harvest of the Month activities will be recorded, as well as number of students participating.  Afterschool Garden club: Growing Gardens uses the FoodCorps “Veggie vote”, before and after Garden Clubs to measure student’s change in vegetable’s tried and vegetables “liked”. Students are also asked to draw elements of a healthy garden, before and after the club, to assess their understanding of garden ecosystems (e.g. pollinators, worms, seeds, compost…)  Community: The number of community events and volunteers will be measured, along with a qualitative assessment of the involvement (demographics, depth of participation, leadership development, etc.) |