District of Columbia Healthy Schools Act of 2010 Farm-to-School and School Gardens Report

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Reporting Period:
June 2013 - July 2014

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D.C. Healthy Schools Act of 2010[1] Farm-to-School and School Gardens Report

Reporting Period: July 1, 2013 - June 30, 2014

As required by Sections 303 and 503 of the Healthy Schools Act of 2010 (HSA), the District of Columbia Office of the State Superintendent of Education (OSSE) is pleased to report to the Mayor, the Council, and the Healthy Youth and Schools Commission on:

(1) The District's farm-to-school initiatives and recommendations for improvement; and

(2) The District's school gardens, plans for expanding them, and recommendations for improvement.

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1 D.C. Law 18-209.

HSA Requirements: Local Food Sourcing

Under section 301 of HSA, public schools and public charter schools shall serve locally-grown, locally-processed, and unprocessed produce from growers engaged in sustainable agricultural practices whenever possible. Preference shall be given to fresh, unprocessed agricultural products grown and processed in the District of Columbia, Maryland, and Virginia.

HSA Requirements: Education Programs, Technical Assistance, and Annual Celebrations

Under section 302 of HSA, OSSE, in conjunction with other District government agencies, community organizations, foodservice providers, public schools, and public charter schools shall develop programs to promote the benefits of purchasing and eating locally-grown and unprocessed foods that are from growers engaged in sustainable agricultural practices. In addition, OSSE is required to conduct at least one program per year (such as an annual flavor of the week or a harvest of the month program) in collaboration with other District agencies and non-profit organizations.

Results: Compliance with HSA Farm-to-School Requirements

Local Food Sourcing

OSSE monitors menu compliance with HSA as part of the U.S. Department of Agriculture's (USDA) Administrative Review process under the National School Lunch Program (NSLP). For SY 2014-2015, LEAs will be required to submit quarterly reports to OSSE on the local foods served as part of the school meals program utilizing the "Locally Grown and Unprocessed Food Item Tracking Log" (Appendix A). LEAs will use this form to report the frequency with which local foods are served as part of the school breakfast or lunch meals, as well as the farm and state of origin. This data will be matched to the number of meals served in the NSLP to determine the actual number of servings of specific local foods served across the District throughout the year.

Results: Farm-to-School Education Programs, Technical Assistance, and Annual Celebrations

During the past school year, two annual farm-to-school and school garden celebrations, Growing Healthy Schools Week and Strawberries & Salad Greens Day, were held. Additionally, farm-to-school education programs, which are described below, were offered to school staff, foodservice staff, foodservice vendors, and community partners. Through a USDA Farm-to-School grant and a parternship with FoodCorps, OSSE will be able to expand these opportunities during the upcoming school year by providing technical assistance around local procurement and educating students about the benefits of eating local foods.

Farm-to-School Education Programs

- **Farm-to-School 101:** This annual training was offered in SY 2013-2014 and provided background history on OSSE's Farm-to-School Program and informed LEAs and foodservice vendors on upcoming events. During the training, the "Serving Up Local" poster (described further on page 3) was distributed.

- **Lessons from the Ground Training:** This training was conducted in SY 2013-2014 as requested by school administration and over 40 teachers participated. This training is designed to be flexible to meet the time constraints of each school. Teachers were trained on connecting classroom lessons to the school garden and cafeteria.

- **Farm Field Trips:** Data on the number of students visiting farms annually was obtained directly from local area farms. OSSE received data from three of the seven farms that were visited during SY 2013-2014, indicating that 1,585 students from 41 schools visited or participated in farm field trips. Farm field trips provide students with the opportunity to see where food is grown and to learn about plants, growing cycles, pollination, climate, and wildlife. The experience allows them to take the science and social studies concepts learned in the classroom and apply them in hands-on situations, while problem solving and answering questions about life on the farm.

- **Farm Field Trip Grants:** One of the main barriers to taking students on farm field trips is the availability of funding. Therefore, the Farm-to-School Program released its first ever Farm Field Trip Grant funding. Applicants were able to apply for up to $1,500 each to cover the cost of transportation and the farm fee for one class of students. OSSE received 28 applications and awarded $33,644 in grant funding to 11 District of Columbia public schools (DCPS) and 12 public charter schools (PCS) from six different wards of the city (Appendix B) in June, 2014. Grantees will conduct their field trips during SY 2014-2015 and will apply at least 30% of the funds to purchasing materials such as curriculum and cooking equipment for follow-up activities in the classroom. Grantees will also be required to administer pre- and post-tests to measure student knowledge of and attitude towards the food system before the farm field trip, after the farm field trip, and after the follow-up activity. The results will be available in July, 2015 and will be utilized to assess the impact of the farm field trips on student knowledge and will inform future funding decisions around farm field trip activities.

- **FoodCorps:** FoodCorps is a nationwide team of AmeriCorps leaders who connect kids to real food through school-based farm-to-school and school garden education programming.[2] FoodCorps is expanding into DC in SY 2014-2015 and OSSE was selected as the Host Site for the District. OSSE will partially fund ($5000)[3] and administratively support a FoodCorps Fellow who will provide training and support to school-based FoodCorps personnel. FoodCorps personnel will work in 13 District public and public charter schools, either directly or through cooperative agreements between OSSE and six community-based organizations (CBOs) (Appendix C). Schools and CBOs will pay $5000/person to partially fund each of their FoodCorps employees. FoodCorps works solely in public schools with a free- and reduced-meal percentage of 50% or above. OSSE will provide primary oversight to ensure that FoodCorps is successful in the District. FoodCorps programming in the schools will begin in September, 2014. OSSE has been working with FoodCorps since the fall of 2013 to put the components of FoodCorps in place in the District.

- **USDA Farm-to-School Support Service Grant:** In December 2013, OSSE was awarded a $100,000 USDA Farm-to-School Support Service Grant to implement a comprehensive Harvest of the Month (HOM) program in 15 schools (Appendix D) throughout the District. The schools involved were chosen based upon their free- and reduced-lunch rates and other needs, as well as their ability to support the program through teacher participation and use of the school garden. The selection of schools for the program was aligned with FoodCorps sites in order to ensure that there was a reliable individual present to execute the program. Approximately 5,000 students will participate in the HOM programming based on current enrollment at each of the schools selected. From October, 2014 through May, 2015 a different seasonal fruit or vegetable from the school menu will be featured as the monthly HOM item in school-wide cafeteria taste tests. Each HOM item (Appendix E) will also be growing in the school garden, and students will have the opportunity to learn about and/or harvest the item during the month that it is featured. In addition to the taste tests and garden activities, the HOM program will include trainings for teachers and garden coordinators on how to better incorporate farm-to-school-based education into their daily lessons. The "Lessons from the Ground" and "Growing Garden Teacher" (described further on page 12) trainings are already in place and will be utilized for this purpose. In preparation for programming to begin in October, 2014, OSSE has been choosing the HOM items and planting them as seeds or seedlings in school gardens, speaking with schools and foodservice vendors to gain stakeholder buy-in for the program, preparing training materials for vendors, foodservice staff, and FoodCorps personnel who will be implementing the program, ordering necessary materials and equipment, developing communications materials, and coordinating with sub grantees to ensure seamless programming and evaluation.

Technical Assistance

- **Serving Up Local Poster (Appendix F):** This poster was distributed to 33 schools (Appendix G) during SY 2013-2014 and is intended for display near the cafeteria line. It can assist foodservice staff with communicating messages to students about local foods being served as part of the school meals. The top right and bottom left hand corners of the poster are blank when printed allowing schools the option to write in the local items and the farm from which they originated. The poster is designed to be changed monthly, but a school is able to change it as often as they wish. OSSE works with local foodservice vendors to assist schools in identifying the local items being served, allowing the poster to be updated regularly. OSSE will continue to distribute the poster to schools in SY 2014-2015.

- **Choose What's in Season Poster (Appendix H):** This poster was distributed to 68 schools (Appendix I) during SY 2013-2014 and is a tool for teachers and foodservice staff to teach students about the seasonality of foods. The poster shows which local foods are in season throughout the year and encourages students to choose seasonal fruits and vegetables for meals and snacks. It was distributed as part of the materials for Strawberries & Salad Greens Day (described further on page 4) and will be disseminated more widely to schools in SY 2014-2015.

- **Farm-to-School Advisory Committee:** The Farm-to-School Advisory Committee (Appendix J) has been in existence since April 2013 and meets quarterly. The purpose of the Committee is to provide feedback and guidance that directs the work of OSSE's Farm-to School Program. The Committee is made up of representatives from community-based organizations, foodservice vendors, and schools. In SY 2013-2014, parent and student representatives were added to the Advisory Committee to allow for input from all school stakeholders. This group wil continue to meet quarterly in SY 2014-2015 and will be combined with the School Garden Advisory Committee.

- **Framework for Assessing Farm Field Trips:** OSSE worked with DC Greens to create a framework for assessing the farms offering field trips to DC students. The framework assesses the ability of the farm to ensure a safe, standards-based field trip and provides guidance for farms interested in creating new field trip programs. Field trips are assessed by the Farm-to-School Director at DC Greens and there are currently eight farms that hold the "DC Farm-to-School Approved" designation.

- **Increasing Local Procurement Options:** OSSE made visits to three farms (Miller Farm, Budding Creek Farm, and EatWell Natural Farm) in SY 2013-2014 to discuss the farm-to-school program. In addition, we spoke to both BrightFarms and Giant to begin discussions about them selling or donating local foods to DC schools. Giant Foods is working with BrightFarms to build the world's largest urban greenhouse in DC's Ward 8. All of these conversations are ongoing but will result in more local procurement options for DC schools.

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2 For more information on FoodCorps, visit https://foodcorps.org/.

3 The FoodCorps Fellow will be partially funded through the HSA funding. The HSA's funding supports activities as noted above and in D.C. Law 18-209.

- **School Garden Safety Checklist:** OSSE is developing a School Garden Safety Checklist in partnership with the District Department of the Environment and the Department of Health. The checklist will provide best practices that can be used to guide schools in safely conducting cooking demonstrations and taste tests with garden produce and will be ready during SY 2014-2015.

Annual Celebrations

- **Growing Healthy Schools Week:** The 3rd annual Growing Healthy Schools Week took place from October 21st through 25th, 2013. The week included a wide variety of activities designed to reinforce school garden and farm-to-school concepts throughout the District. Activities included taste tests, farm field trips, and garden-based activities. Details of the week are described below:

  - 52 schools and 4,000 students participated;

  - 51 chef demonstrations reached over 1,000 students;

  - 12 farmers made visits to schools; and

  - Best School Garden Awards were given to Mundo Verde PCS and Watkins Elementary School.

- **Strawberries & Salad Greens Day:** This annual celebration exposes students throughout the District to the messages of eating local produce in their cafeterias and consuming more fruits and vegetables through tasting a locally grown fruit and vegetable along with their peers across the city. This year, the event took place on Wednesday, May 21st and the goals for the day were exceeded in each of three categories as shown in Table 1.

Table 1. Strawberries & Salad Greens Day Data

Category	SY 2012-2013 Actual	SY 2013-2014 Actual[4]
# of schools serving local strawberries and salad greens as part of school lunch	176	184[5]
# of schools providing educational activities to reinforce the messages of local food systems and healthy consumption	50	74[6]
# of community partners that collaborated with schools on educational activities (Appendix K)	6	15[7]

The educational activities provided included classroom lessons, visits to school gardens, morning announcements, and informational tables during lunch and at pick-up and drop-off times. OSSE strategically coordinated the framework of the day by providing lettuce plants, strawberry plants, stickers, talking points and distributing OSSE's new "Choose What's in Season" posters to all participating schools. OSSE also provided volunteers to every school that requested one, placing 41 individuals at schools across the city. Volunteers were given a t-shirt provided through a generous donation from Kaiser Permanente's Thriving Schools Program, as well as a Healthy Schools Act tote bag, provided by OSSE, to thank them for their efforts.

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4 SY 2013-2014 goals were set at a 10% increase from SY 2012-2013 participation numbers.

5 This represents 86% of the schools, surpassing OSSE's goal of 85%.

6 This represents 35%, surpassing OSSE's goal of 30%.

7 OSSE's goal was 10 community partners for SY 13-14.

Recommendations for Improvement/Plans for Expanding the District's Farm-to-School Initiatives

Updates on Areas for Improvement as Reported in the 2012-2013 Farm-to-School Report

During SY 2013-2014, the following items listed as areas for improvement in the 2012-2013 Farm-to-School Report were accomplished via:

- Increase collaboration with OSSE's School Garden Specialist in order to integrate farm-to-school messages learned in the garden and the local foods served in the cafeteria into classroom lessons.
  - The Farm-to-School and School Garden Specialists collaborated on a variety of programs including Growing Healthy Schools Week, Strawberries & Salad Greens Day, and the "Lessons from the Ground" trainings.
  - A requirement for farm-to-school education was added to the OSSE School Garden Grant (described further on page 13).
  - Both the Farm-to-School and School Garden Specialists hold key roles in the implementation of the USDA Farm-to-School Grant.
  - The Farm-to-School and School Garden Specialists are co-facilitating the integration of FoodCorps into District schools.
  - Farm-to-school messaging was integrated into existing school garden trainings.
- Work with OSSE's School Garden Specialist and community-based organizations to engage teachers and administrators in professional development around connecting school gardens, local foods in the cafeteria, and classroom lessons.
  - Same as above, plus:
    - The Farm-to-School and School Garden Specialists collaborated on the "Lessons from the Ground" trainings.
    - Both the Farm-to-School and School Garden Advisory Committees met quarterly to provide assistance around engaging teachers and administrators. Next year these two Committees will be combined into one.
- Collaborate with the DC Farm-to-School Network on developing and increasing farm field trip sites, as well as support DCPS and charter schools in taking advantage of these types of educational field trips.
  - The Farm-to-School Specialist worked with DC Greens to develop the Framework for Assessing Farm Field Trips.
  - The Farm-to-School Specialist developed the Request for Application and oversaw the application review and awarding of the Farm Field Trip grants.
- Work with stakeholders to develop a more robust data collection system around local procurement in order to better quantify the amount, types, and variation in local products being served in the District's schools.
  - The Farm-to-School Specialist developed and implemented a new electronic system for tracking local foods served as part of the school meals programs by types, amounts, and farms of origin.

- Assist schools in procuring local products at affordable prices through developing cooperative relationships between schools, vendors, and farms.
  - The Farm-to-School Specialist conducted outreach to farms and a local greenhouse to expand local procurement options for DC schools.
- Increase participation in Strawberries & Salad Greens Day and increase the number of schools offering educational activities which reinforce the key messages of the day, and utilize this day as a way to bring local chefs, and culinary and nutrition professionals into the schools to interact with students.
  - The Farm-to-School Specialist worked tirelessly to ensure the success of Strawberries & Salad Greens Day. All goals, as described above, set for the event were exceeded.

During the 2014-2015 school year, OSSE's Farm to School Program plans to:

- Increase the number of students participating in farm-to-school field trips by providing resources and assistance to teachers on curriculum integration, funding opportunities, and strategic partnerships with local area farmers and community organizations;
- Manage the implementation of the USDA Farm-to-School Grant through the use of FoodCorps Service Members and assess the success of program implementation;
- Oversee the FoodCorps Fellow and Service Members to ensure effective implementation of FoodCorps across the District;
- Focus the marketing efforts of the Farm-to-School program to promote local foods served in school meals through cafeteria signage and social media venues;
- Oversee the Farm Field Trip grantees and ensure that all requirements of the grant are met;
- Continue to work on a comprehensive tracking system for collecting data on local foods served in schools;
- Organize farm field trips for teachers in conjunction with the University of the District of Columbia; and
- Finalize the School Garden Food Safety Checklist.

HSA Requirements – School Gardens Program

Under section 503 of HSA, OSSE is to establish a School Gardens Program which shall:

- Coordinate the efforts of community organizations and District agencies, as well as the District of Columbia Public Schools and the Public Charter School Board to establish gardens as integral components of public schools and public charter schools;

- Establish and convene a Garden Advisory Committee composed of community organizations, District government agencies, and other interested persons;

- Collect data on location and types of school gardens;

- Provide horticultural guidance and technical assistance to schools;

- Coordinate curricula for school gardens and related projects;

- Provide training, support, and assistance to school gardens;

- Assist schools in receiving certification as U.S. Department of Education Green Ribbon Schools;

- Work with the University of the District of Columbia (UDC) to provide technical expertise, curricula, and soil testing for schools gardens; and

- Establish a demonstration compost pile when feasible.

HSA Requirements – School Garden Grants

Under section 102 of HSA, OSSE shall make grants available to support school gardens through a competitive process to schools and other organizations.

Results – Compliance with HSA School Gardens Program Requirements

Coordinate Efforts of Community Organizations and District Agencies to Establish Gardens as an Integral Component of the Schools

OSSE coordinates the efforts of community organizations and District agencies towards the goal of establishing school gardens as an integral component of the schools. These efforts are apparent in the activities described below.

Establish a School Garden Advisory Committee

The School Gardens Program has a School Garden Advisory Committee comprised of representatives from community organizations, District government agencies, and schools. There are 27 members on the Committee (Appendix L) and meetings are held on a quarterly basis.

Collect Data on Location and Types of School Gardens

Data on school gardens for SY 2013-2014 were collected using multiple methods including: 1) site visits to 78 schools; 2) a web-based School Garden Snapshot (Appendix M) completed by 72 schools; 3) a School Garden Assessment Tool (Appendix N) completed by 26 schools; 4) HSA School Health Profiles data; and 5) data from partner organizations. Collecting data using these methods has proven successful in ensuring that the most accurate and up-to-date information is available. As a result, a comprehensive database of DC school gardens by ward and type (Appendix O) is maintained by the School Garden Specialist and was used to compile the data reported below. Unless otherwise noted, data reported in this document will reflect only active school gardens.[8]

There are currently 107 active school gardens, which is an increase from previous years (Figure 1) and 49% of DC schools have active school gardens. Twenty new school gardens were established and six school gardens became inactive between July 1, 2013 and June 30, 2014 (Appendix O).[9]

- When broken down by school type, there are 50 gardens in PS/PK, 58 in K-5, 17 in 6-8, and 10 in 9-12.[10]

- Approximately 50% of PS/PK and K-5 schools have school gardens, but these numbers are much lower at the higher grade levels (Figure 2), indicating a need for school garden development focused on the higher grade levels. The largest percentage of the District's school gardens are in DCPS schools (58%) followed by public charter schools (32%) and private schools (11%).

Figure 1. Number of School Gardens by Year, SY 2011-2012 through 2013-2014

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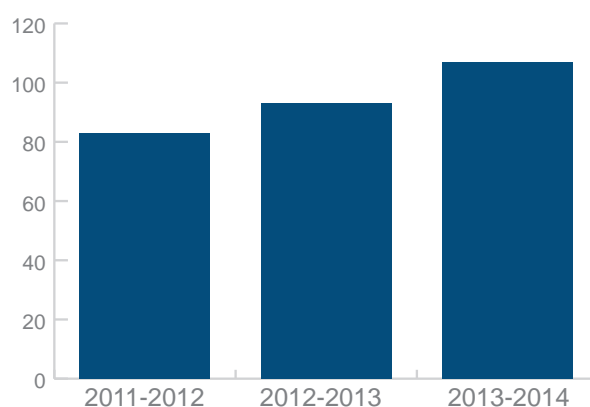
8 A new school garden is a new program that was not listed as active in the prior year. Additionally, six school gardens became inactive as a result of either duplicate schools sharing the same school garden; not having an active school garden program; or the school was closed.

9 School gardens are considered active when host schools or organizations report their garden as active, which is defined as a garden program that has engaged students in garden-based education in the past year.

10 These numbers add up to more than 107 as there are some gardens that are used by more than one grade level.

Figure 2. Percent of School Type with a School Garden, SY 2013-2014
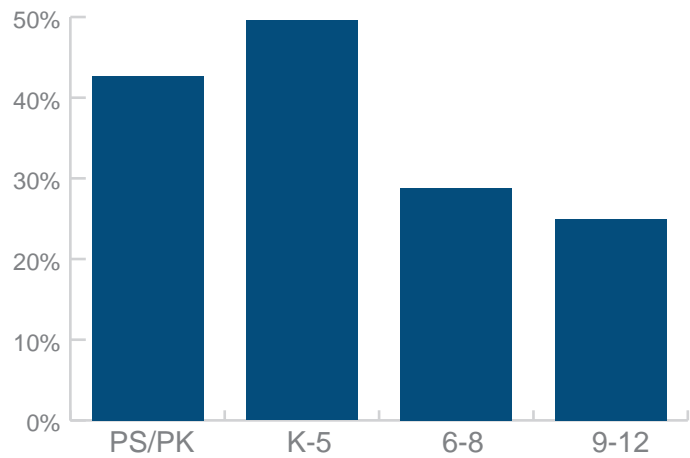
School gardens are located across all eight wards, and over 14,000 students received garden-based instruction during SY 2013-2014. This is an increase from 11,000 students during SY 2012-2013. Eleven schools (at least one in each ward) have been identified as model school gardens (noted with an * in Appendix O) and are being used to convey best practices, promote school gardens, and serve as venues for professional development.

School gardens are utilized before, during, and after the school day; however, most garden activity occurs during the school day. There are a variety of types of school gardens in the District, with the most common being edible gardens, followed by pollinator gardens (Figure 3), and most school gardens contain multiple garden types. Each of these types of gardens is described below:

- **Edible Gardens:** include raised and in-ground beds growing a wide range of edible seasonal crops
- **Pollinator Gardens:** include plants that attract pollinators such as butterflies and bees
- **Schoolyard Greening:** includes projects such as tree planting, beautification projects, and flower plantings
- **Stormwater Gardens:** include features that capture rainwater such as rain barrels, rain gardens, ponds, and replacing impermeable surfaces with permeable surfaces
- **Native Gardens:** include plants that are native to the DC area
- **Wildlife Gardens:** include features that attract wildlife such as forests, birdhouses, bat houses, and bug houses
- **Greenhouses:** include enclosed spaces that allow for year-round growing and educational activities

Figure 3. Number of School Gardens by Type, SY 2013-2014
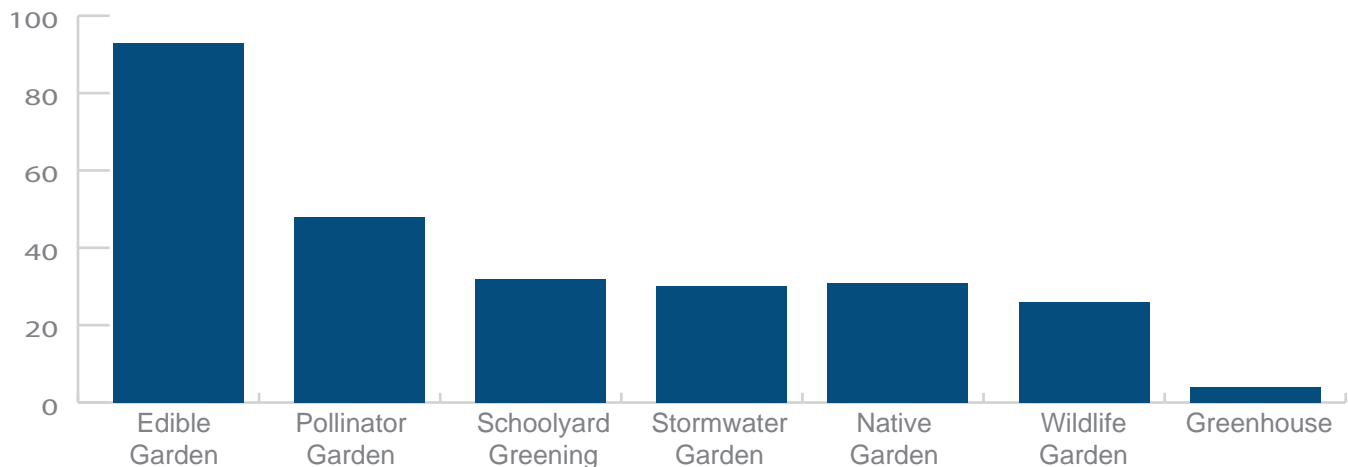
To date, 49 school gardens have a designated School Garden Coordinator (SGC) who ensures that the gardens are integral components of the school environment by overseeing garden programing, instruction, and maintenance. An SGC is essential to the success of a school garden and serves as the main point of contact for the school garden. School gardens operate on a wide range of budgets, with an average annual budget of $6,700.

Provide Horticultural Guidance and Technical Assistance

The School Garden Assessment Tool is the primary tool for collecting data about the impact of the School Gardens Program and the functionality of individual school gardens. The data collected are used to communicate best practices, determine the greatest areas of need, and to ensure that relevant training and meaningful technical assistance is provided. The tool assesses school gardens based upon four categories including design, systems, program organization, and instruction. Based upon data collected from 26 schools in SY 2013-2014, improvements have been made across all four categories, and instruction continues to be the area that school gardens are struggling with most (Figure 4).

Figure 4. School Garden Assessment Tool Categories
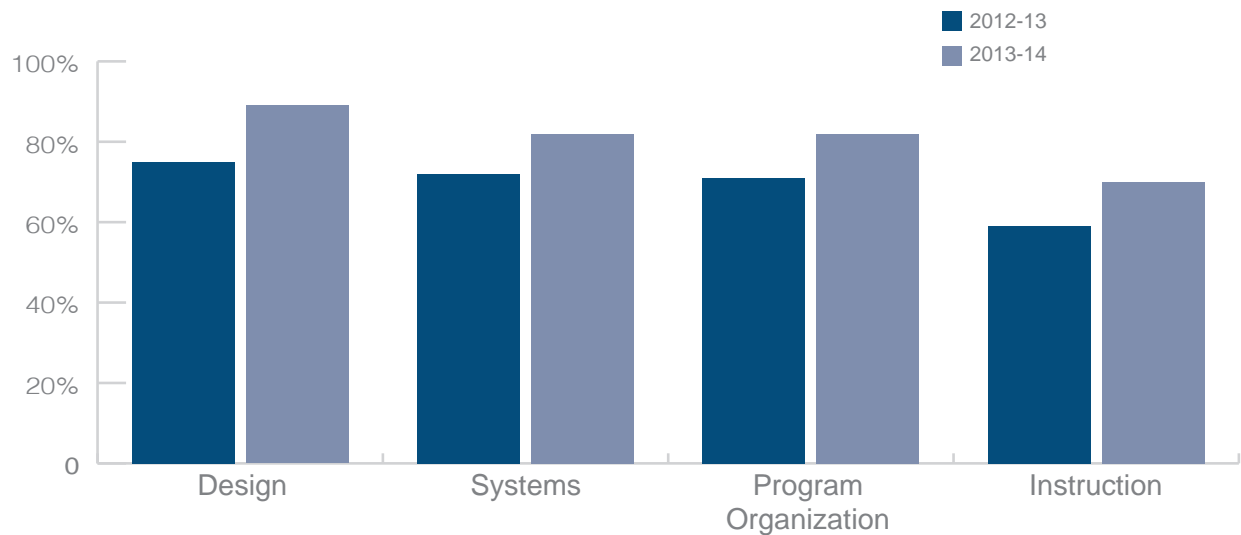
Each category is further broken down into multiple indicators as indicated in Table 2. In comparing this year's data to last year's data, scores on all but two of the indicators improved with the biggest gains made in garden committee (program organization), teacher involvement (instruction), soil (systems), signage (design) and maintenance plan (program organization). It is important to note that each of the five lowest scoring indicators from SY 2012-2013, garden committee (program organization), teacher involvement (instruction), signage (design), compost (systems), and community participation (systems), improved in SY 2013-2014.

Table 2. Average School Garden Assessment Score (%) by Category and Indicator, SY 2012-2013 and 2013-2014

CATEGORY	INDICATOR	SY12-13	SY13-14
Design		74%	89%
	Circulation	65%	65%
	Signage	46%	67%
	Meeting Area	72%	78%
	Tool Storage	84%	79%
	Accessibility	87%	94%
Systems		72%	81%
	Security Features	83%	98%
	Compost	51%	62%
	Community Participation	53%	75%
	Wildlife	74%	77%
	Water	71%	88%
	Pest & Disease Management	75%	91%
	Soil	67%	92%
	Biologic	75%	88%
Program Organization		72%	80%
	Student Involvement	71%	63%
	Vision	65%	74%
	Funding	69%	76%
	Garden Committee	40%	78%
	Institutional Support	84%	85%
	Maintenance Plan	69%	85%
	Garden Coordinator	73%	78%
Instruction		59%	70%
	Teacher Involvement	44%	62%
	Curriculum & Instruction	54%	73%
	Student Impact	69%	75%

Schools and organizations are able to request horticultural guidance and technical assistance through an online form (Appendix P) that includes descriptions of the various types of technical assistance offered and allows for the tracking of requests. OSSE responds to requests and works closely with the school garden contact to ensure support is provided either directly, or through partner organizations. During SY 2013-2014, 45 technical assistance requests were received, all of which were addressed. The most frequent technical assistance requests in SY 2013-2014 were teacher involvement and curriculum and instruction. There was an overall decrease in technical assistance requests from SY 2012-2013 to SY 2013-2014 and the biggest decreases were seen in the areas of garden committee, signage, and community participation (Figure 6).

Figure 6. Number of School Garden Technical Assistance Requests by Type, SY 2012-2013 and 2013-2014
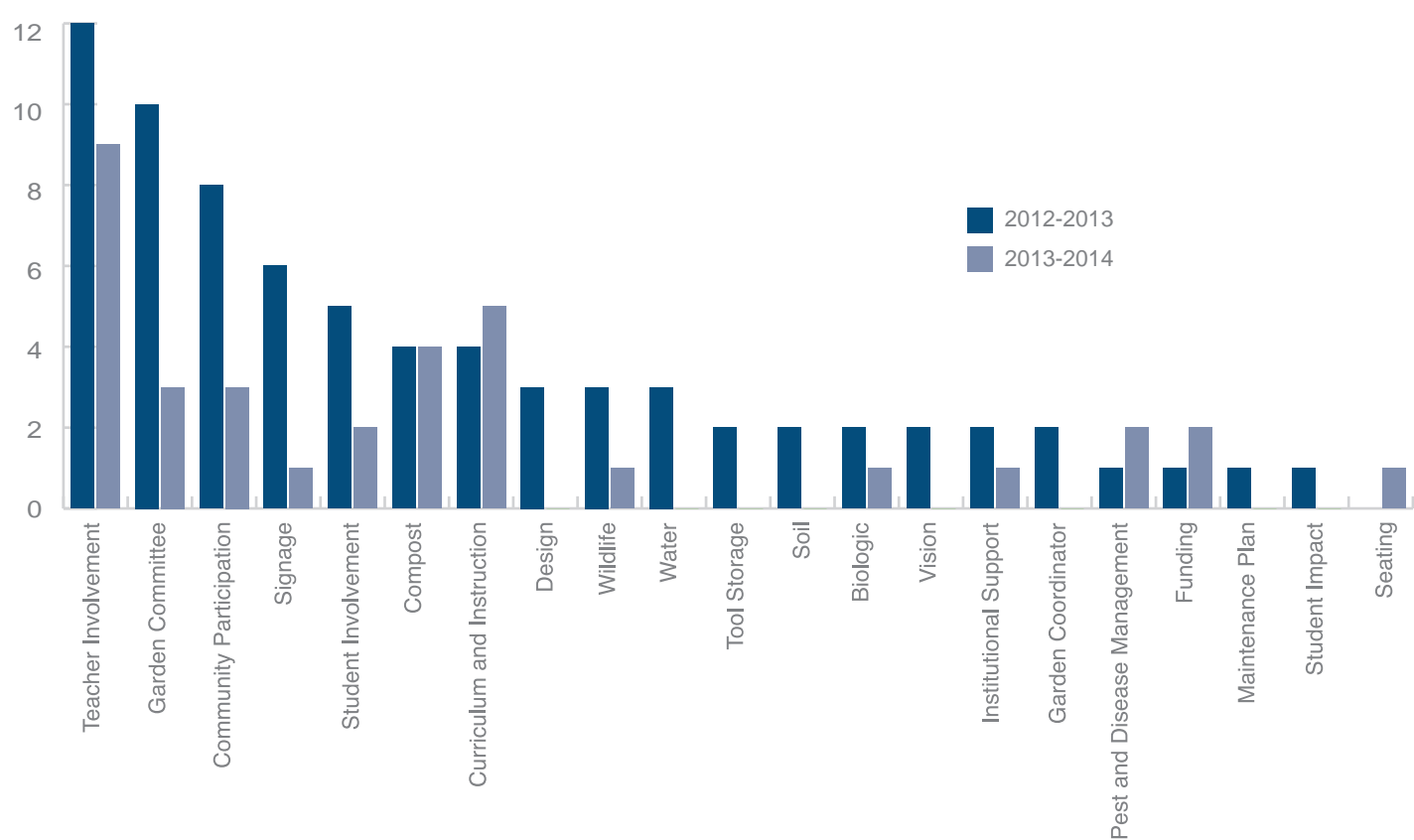
Finally, OSSE maintains and continually updates a list of School Gardens Program Service Providers (Appendix Q) from across the District and makes this list available to schools in need of assistance with school gardens. Many of these providers partner with schools on the OSSE School Garden Grants and provide other school garden funding and services.

Coordinate Curricula for School Gardens and Related Projects

OSSE is involved in a variety of projects related to curriculum coordination around the school gardens. These activities are described below:

- **Recommended Curriculum Resources for School Gardens (Appendix R):** OSSE regularly reviews and compiles information on garden-based curricula that can be utilized in grades pre-K through 12. These tools provide teachers with the resources necessary to integrate school garden concepts across all subject areas. This resource is available to teachers on the School Gardens Program website at *http://osse.dc.gov/publication/dc-school-garden-based-curriculum-recommendations*.

- **Sustainable DC Innovation Challenge Outdoor Classroom:** OSSE worked closely with the Department of General Services (DGS) to submit an application for the Sustainable DC Innovation Challenge. The proposed Outdoor Classroom project was funded in February, 2014 and a model outdoor classroom will be build at Hardy Middle School for completion in the spring of 2015. The outdoor classroom will serve as a venue for environmental and health education and will provide opportunities to learn about renewable energy, storm water management, native planting, nutrition, and sustainable agriculture. The outdoor classroom will also serve as a model for the development of a DCPS Outdoor Classroom Design Guide to inform the construction of future outdoor classrooms across the District.

- **School Garden Bike Tour:** In partnership with BicycleSPACE and Slow Food DC, the School Gardens Program sponsored three School Garden Bike Tours, which raised a total of $1,200 to support three school gardens at Orr Elementary School, Seaton Elementary School, and Jefferson Elementary. These bike tours brought 95 participants to 12 school gardens where School Garden Coordinator (SGC) shared information on their programs and facilitated garden tours.

Provide Training, Support, and Assistance to School Gardens

During the past school year, numerous professional development opportunities were provided to address the needs of School Garden Coordinators, community members, and school staff. Twenty-six training sessions were provided to almost 400 school staff and community partners (Appendix S). These activities are described below:

- **School Gardens 101:** This annual training was offered in SY 2013-2014 and provided an overview of school gardens and the services offered by the School Gardens Program. It introduced school gardeners to the steps in developing a successful school garden and to organizations and agencies that can support school gardens through funding, materials, or technical assistance.

- **Seasonal Training Series:** This training series provides hands-on learning of seasonal-specific technical skills that school garden staff and volunteers can apply immediately to improve the effectiveness of their program. In SY 2013-2014, the Seasonal Training Series included Best Practices, Maximizing Spring, Community Participation, and Building Healthy Soil. The Seasonal Training Series will be offered in SY 2014-2015 and specific topics will be tailored to the needs of school gardeners.

- **Growing Garden Teachers Training Program:** DC Greens, in collaboration with OSSE, administers the Growing Garden Teachers Training Program (GGT). This is a year-long course including 11 monthly sessions, four of which are either full-day or multi-day commitments. OSSE School Garden grantees are required to attend these four trainings. Over 40 School Garden Coordinators participated in GGT during SY 2013-2014.

- **Skills of a Successful School Garden Coordinator:** This training outlines a framework of skills that contribute to a well-managed, effective school garden program. This framework can be used as a guide for school garden programs to take full advantage of the school garden as an outdoor classroom. This program was presented to teachers, school garden coordinators, and community members at the Rooting DC conference on March 1, 2014.

- **Common Core and Next Generation Science Standards in the School Garden:** This guided discussion was offered once in SY 2013-2014 and focused on how school garden programs can use the newly adopted Common Core and Next Generation Science Standards to teach garden-based lessons.

- **Cultivating a Successful School Garden Network:** Notes from Washington DC: In partnership with DC Greens, a presentation on how DC school gardens are achieving success and tools that are being used to measure this success was given at the American Horticultural Society's annual conference on Thursday, July 11, 2013.

Additional Support

● **School Garden Photo Database:** OSSE maintains a photo database of school garden best practices that resides on the website at *https://www.flickr.com/photos/dcschoolgardens/.*

Assist Schools in Receiving Certification as U.S. Department of Education Green Ribbon Schools

During SY 2013-2014, OSSE developed the District's application for the U.S. Department of Education Green Ribbon Schools (GRS) award and conducted workshops and webinars for LEAs[11] applying for the award.

Work with UDC to Provide Technical Expertise, Curricula, and Soil Testing for School Gardens

If school garden produce is to be consumed by students, the garden soil must be tested using laboratories recommended by OSSE. OSSE works with schools to ensure that the procedures regarding serving garden produce to students are clearly understood and followed and provides a list of soil testing laboratories in Maryland and Virginia.

Establish a Demonstration Compost Pile

During SY 2013-2014, DGS, OSSE and ECO City Farms continued the composting pilot program developed in SY 2012-2013. Six on-site outdoor pest-resistant compost bins and eleven vermicompost bins were distributed to DCPS schools. Teachers at participating schools also received up to three hours of classroom and hands-on training on proper composting methods and received curriculum to assist them in incorporating composting education into the classroom. More than 50 teachers and staff at 16 DCPS schools from all wards of the city participated in these trainings. In addition, DGS conducted a pilot organic waste pick-up program in 11 schools that set up their kitchens and cafeterias for separating organic waste. Together these schools sent more than 22 tons of organic waste to a composting facility instead of a landfill or incinerator. This program will be expanded to all DCPS schools in SY 2014-2015.

School Garden Grants

In January of 2014, OSSE solicited applications for the 2014 School Garden Grant. Grants were awarded to support 21 school gardens for a total of $299,768 (Appendix T). The amount of the grant was increased to $15,000 this year and grantees were required to include farm-to-school activities to tie together the garden, cafeteria, and classroom. Each grantee's project will be monitored and evaluated through at least two site visits during which a School Garden Assessment and a School Garden Coordinator observation will be conducted. In addition, the grantees must submit mid-project and an end-of-project reports that include pre- and post- student and teacher data, observations from the SGC and administration, and evidence of student participation in garden activities. Grantees will also use garden logs to track class-time and after-school use. Technical support will be provided to grantees to ensure projects are successfully implemented.

Data from the 2013 School Garden Grantees were collected and analyzed to provide the following information from the 2013 grant cycle:

● 4,700 students received 1,500 hours of garden-based instruction;

● 143 teachers used the garden to teach 800 lessons in nutrition, science, and math; and

● 17 garden-based organizations provided technical support to the grantees.

For the first time during the 2013 grant cycle, the grantees were provided with surveys to track attitude and behavior change among students and teachers as a result of participating in grant activities. A sample group of 1,323 students and 125 teachers responded to these surveys.

11 Approximately six (6) LEAs expressed an interest in completing the GRS application. Those schools were DCPS (District Award), Horace Mann ES, Latin American Montessori PCS, Capital City PCS, Thurgood Marshall Academy PCS, and Beauvoir - The National Cathedral Elementary School.

The students responded to six questions on a three-point Likert scale with answers including "yes", "maybe", and "no". Student scores increased between the pre- and post-test on the items pertaining to helping with home cooking, enjoying spending time in the garden, and enjoying working with other students in the garden (Figure 7).

Figure 7. Percent of Students that Responded "Yes" to Pre-Test and Post-Test School Garden Grant Survey Questions, 2014
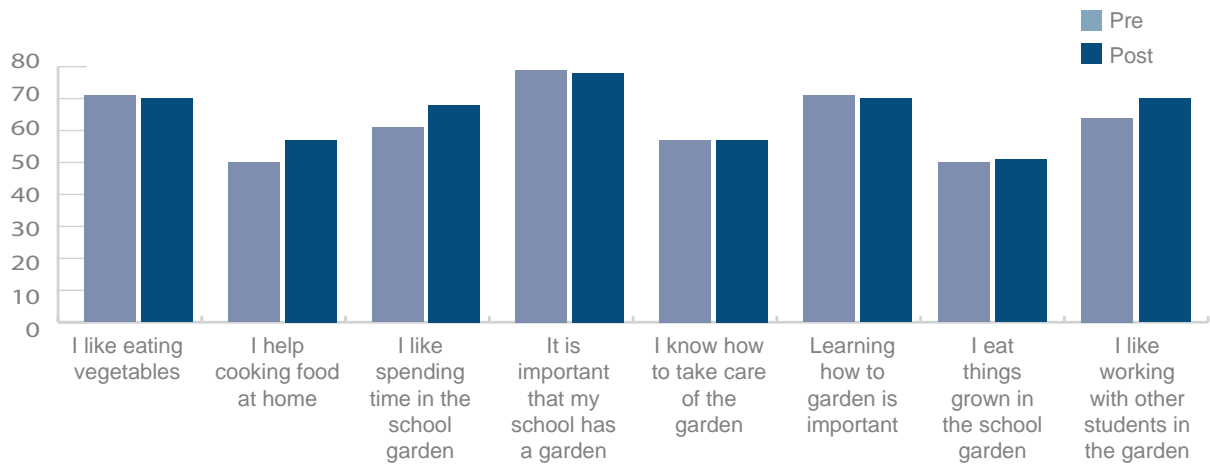
The teachers responded to six questions on a five-point Likert scale with answers ranging from "strongly agree" to "strongly disagree". Teacher scores increased between the pre- and the post-test on all items. The biggest change in teacher responses was to "Students are proud of the school garden" and "I feel confident teaching in the school garden" (Figure 8). Additionally, 98% of teachers strongly agree that the school has benefited from having a School Garden Coordinator.

Feedback received from SGCs in the end-of-project reports indicated that:

● All SGCs strongly agreed that the garden has had an overall positive impact on students;

● All SGCs agreed/strongly agreed that students have gained knowledge through standards- based lessons as a result of the garden program; and

● 86% of SGCs agreed/strongly agreed that the garden program has had an overall positive impact on teachers.

Figure 8. Percent of Teachers that Responded "Strongly Agree" or "Agree" to Pre-Test and Post-Test School Garden Grant Survey Questions, 2014
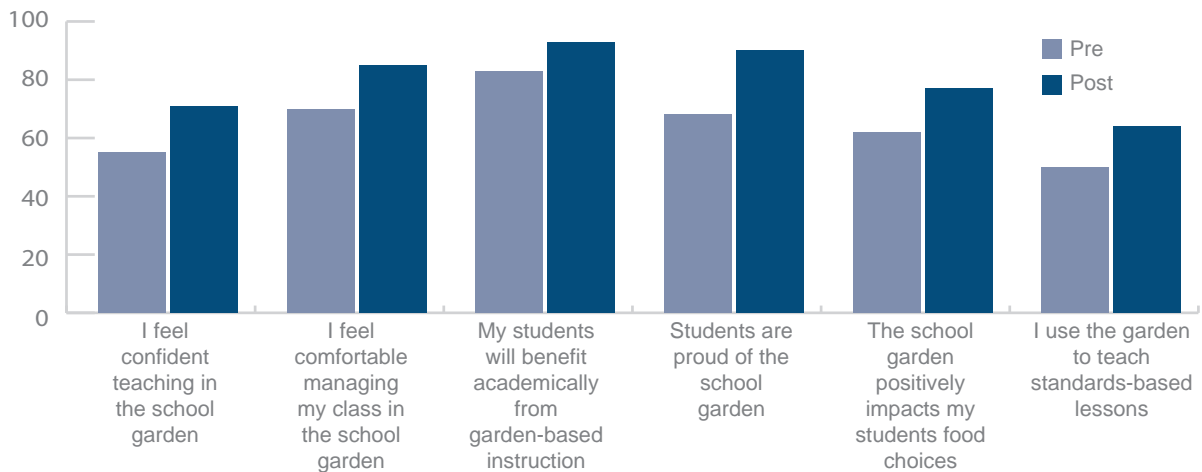
Recommendations for Improvement/Plans for Expanding the District's School Gardens Program

Updates on Areas for Improvement and Plans for Expanding School Gardens as Reported in the 2013 School Garden Report

During SY 2013-2014, the following items listed as areas for improvement and part of school garden expansion plans in the 2012-2013 School Garden Report were accomplished via:

- Increase collaboration with OSSE's Farm-to-School Specialist in order to integrate farm-to-school messages learned in the garden and the local foods served in the cafeteria into classroom lessons.
  - The School Garden and Farm-to-School Specialists collaborate on a variety of programs including Growing Healthy Schools Week, Strawberries & Salad Greens Day, and the "Lessons from the Ground" trainings.
  - A requirement for farm-to-school education was added to the OSSE School Garden Grant.
  - Both the School Garden and Farm-to-School Specialists hold key roles in the execution of the USDA Farm-to-School Grant.
  - The School Garden and Farm-to-School Specialists will co-facilitate the integration of FoodCorps into District schools.
- Work with OSSE's Farm-to-School Specialist and community-based organizations to engage teachers and administrators in professional development around connecting school gardens, local foods in the cafeteria, and classroom lessons.
  - Same as above, plus:
    - Both the School Garden and Farm-to-School Advisory Committees met quarterly to provide assistance around engaging teachers and administrators. Next year these two Committees will be combined into one.
- Continue to ensure that active gardens are sustained by providing ongoing resources and support.
  - The School Garden Specialist conducted numerous trainings and technical assistance visits to schools to ensure that SGCs and other school garden staff were provided with the resources and support that they needed.
- Expand a web-based platform that provides resources for school gardens as well as a database of school garden programs.
  - The School Gardens Program website (http://osse.dc.gov/service/school-garden-program-sgp) was expanded to include more resources for school garden stakeholders including the School Garden Photo Database.
- Explore and develop new innovative partnerships that will support existing school gardens and the establishment of new school gardens.
  - New partnerships with BicycleSpace and SlowFood DC were developed to implement the school garden bike tours.
  - Twenty new school gardens were created over the past year.[12]
- Expand upon the Best School Garden Award to also recognize School Garden Coordinators.
  - Based on feedback from the School Garden Advisory Committee, the School Garden Coordinator Award a monthly recognition of a School Garden Coordinator at a training. The committee believed that frequent would be more effective at highlighting the work being done by a School Garden Coordinators.
- Work towards having 100% of school gardens overseen by School Garden Coordinators.
  - The numbers of School Garden Coordinators increased from 40 to 49 and 45% of the District's school gardens now have a School Garden Coordinator.
- Continue to work on returning greenhouses to service.
  - The School Gardens Program works closely with the School Garden Coordinators overseeing greenhouses and with DGS to ensure proper functioning of the greenhouses.

12 A new school garden is a new program that was not listed as active in the prior year. Additionally, six school gardens became inactive as a result of either duplicate schools sharing the same school garden; not having an active school garden program; or the school was closed.

During the 2014-2015 school year, OSSE's School Garden Program plans to:

- Implement the Sustainable DC Outdoor Classroom Project in partnership with DGS;

- Oversee of the FoodCorps Fellow and Service Members to ensure effective implementation of FoodCorps across the District;

- Support the garden component of the USDA Farm-to-School Grant which includes assisting participating schools in planting and harvesting Harvest of the Month items;

- Develop resources and trainings to assist School Garden Coordinators in increasing the number of teachers that use the school garden for instruction;

- Provide support to schools interested in applying for the U.S. Department of Education Green Ribbon School Award;

- Continue to provide technical support to schools to ensure that all active gardens remain active;

- Continue to support School Garden Coordinators by providing training and technical assistance;

- Explore and develop new innovative partnerships that will support existing school gardens and establish new school gardens;

- Assist School Garden Coordinators in developing sustainability plans for their school gardens and speaking to their administrators about school garden sustainability; and

- Finalize the School Garden Food Safety Checklist.

Conclusion

OSSE will continue to implement and support the Farm-to-School and School Gardens Programs authorized by the Healthy Schools Act. With our many partners invested in improving the health and wellness of our students, we will continue to promote lifelong healthy eating habits.

Healthy Schools Act of 2010
Farm-to-School and School Gardens Report

APPENDICES

Locally Grown and Unprocessed Food Item Tracking Log

Serving Date	Item	Farm Name	Street Address	City	State	Breakfast	Lunch
10/5/13	Apple	Turkey Knob Growers, Inc.	1234 Healthy Growers Lane	Dover	Deleware		X

Farm Field Trip Grant Recipients, SY 2014-2015

School Name	Type	Ward	Farm Visiting	Award Amount
Bancroft Elementary School	DCPS	1	Washington Youth Garden & Common Good City Farm	$1,500.00
Barnard Elementary School	DCPS	4	Arcadia	$1,500.00
Capitol Hill Montessori @ Logan	DCPS	6	Rocklands	$1,354.00
Columbia Heights Education Campus	DCPS	1	Arcadia	$1,500.00
Creative Minds International PCS	PCS	1	Washington Youth Garden	$985.00
DC Bilingual PCS	PCS	1	Hard Bargain	$1,500.00
EL Haynes Elementary PCS	PCS	4	Common Good City Farm & Washington Youth Garden	$1,180.00
EL Haynes High School PCS	PCS	4	Rocklands	$790.00
Excel PCS	PCS	8	Arcadia	$1,500.00
Ingenuity Prep_1 PCS	PCS	8	Arcadia	$1,500.00
Ingenuity Prep_2 PCS	PCS	8	Rocklands	$1,500.00
John Eaton Elementary School	DCPS	3	Arcadia	$1,500.00
Lafayette Elementary School	DCPS	4	UDC	$1,112.00
LAMB PCS	PCS	4	Rocklands & Common Good City Farm	$1,500.00
LAYC Career Academy PCS	PCS	1	Washington Youth Garden & Common Good City Farm	$1,500.00
Paul International PCS	PCS	4	Rocklands	$1,400.00
Powell Elementary School	DCPS	4	Butler's Orchard	$1,500.00
School Within a School	DCPS	6	Red Wiggler	$1,500.00
Thurgood Marshall Academy PCS	PCS	8	Arcadia	$1,500.00
Truesdell Elementary School	DCPS	4	Arcadia	$1,500.00
Two Rivers PCS	PCS	6	Arcadia	$1,500.00
Tyler Elementary School	DCPS	6	Arcadia	$1,455.00
Washington Yu Ying PCS	PCS	5	Rocklands	$1,368.00
Watkins Elementary School	DCPS	6	Arcadia	$1,500.00

FoodCorps Service Sites

Service Site	School Name
Capital Area Food Bank	Hart Middle School
	Leckie Elementary School
City Blossoms	Cleveland Elementary School
	Randle Highlands Elementary School
DC Greens	Kimball Elementary School
	Walker Jones Education Campus
Fresh Farm Markets	Ludlow Taylor Elementary School
	Tyler Elementary School
	Watkins Elementary School
Marie Reed Elementary School	Marie Reed Elementary School
Metz Culinary Management	Excel Public Charter School
SEED Public Charter School	SEED Public Charter School
Washington Youth Garden	Burroughs Education Campus
	Center City Public Charter School -Trinidad
	Friendship Public Charter School - Woodridge
	KIPP Northeast Public Charter School

List of Schools Participating in the USDA Farm-to-School Grant Harvest of the Month Program

School	Ward	Grades	Enrollment[13]
Burroughs Education Campus	5	PK-8	291
Center City Trinidad Campus PCS	5	PK-8	218
Cleveland Elementary School	1	PK-5	303
Excel PCS	8	PK-5	595
Friendship PCS Woodridge Elementary	5	PK-8	282
Kimball Elementary School	7	PK-5	333
KIPP DC Northeast Academy PCS	5	5-6	120
Leckie Elementary School	8	PK-5	418
Ludlow Taylor Elementary School	6	PK-5	304
Marie Reed Elementary School	1	PK-5	387
Randle Highlands Elementary School	7	PK-5	347
SEED School of Washington, D.C.	7	6-12	315
Hart Middle School	8	6-8	291
Tyler Elementary School	6	PK-5	501
TBD[14]			
Approximate Total Enrollment			5000
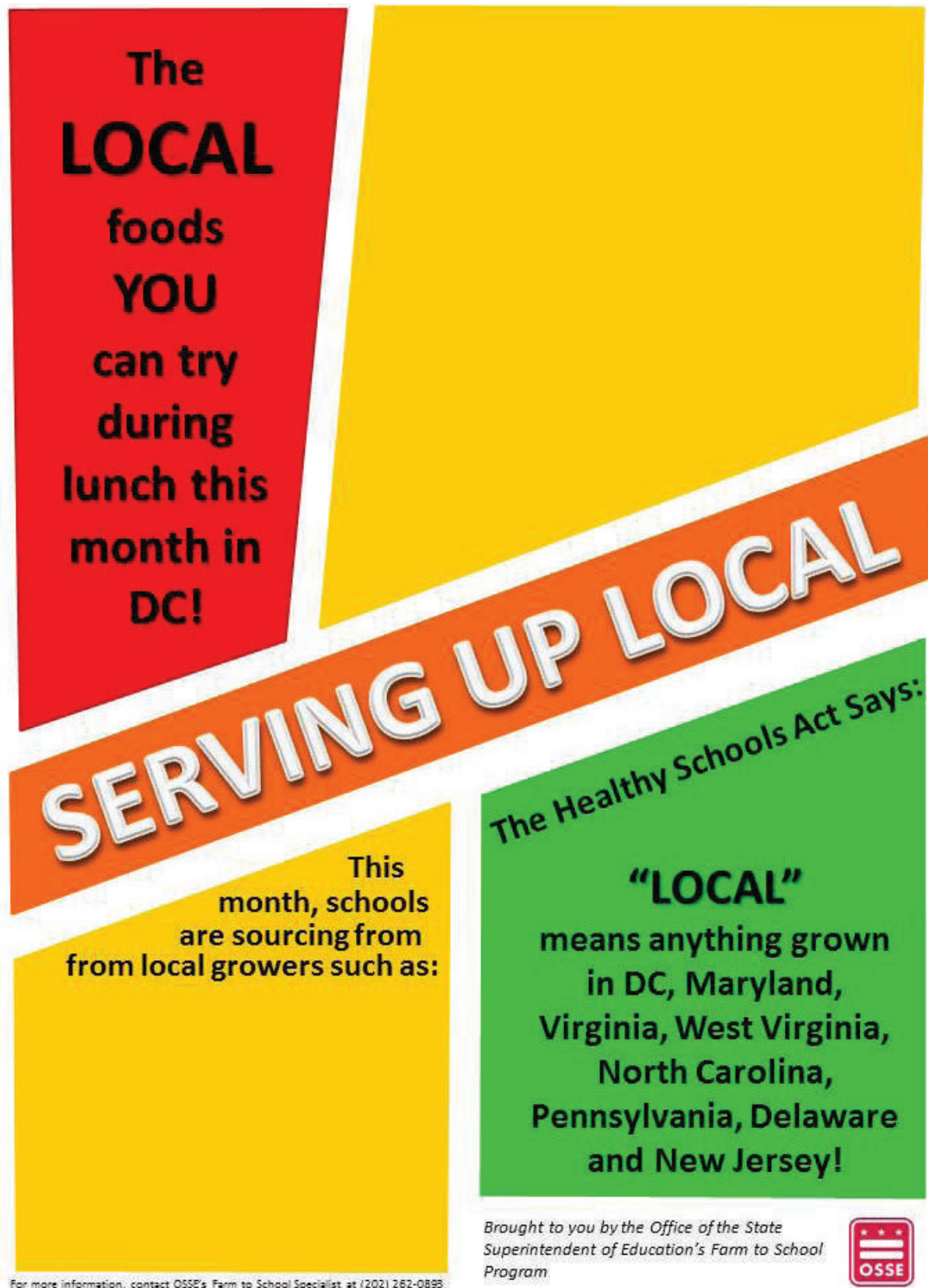
13 Enrollment Data obtained from DC Statewide Longitudinal Education Data System (SLED) as of 6/4/2014.
14 The final USDA HOM school will be selected when all schools are finalized for the FoodCorps program.

List of USDA Farm-to-School Grant Harvest of the Month Program Monthly Taste Test Items

Month	HOM Item
October	Butternut Squash
November	Carrots
December	Cabbage
January	Kale
February	Sweet Potatoes
March	Asparagus
April	Peas
May	Strawberries and Salad Greens

Serving Up Local Poster

List of Schools that Received the Serving Up Local Poster in SY 2013-2014

School	Ward	Grades
Achievement Prep Green PCS	8	4-8
Aiton Elementary School	7	PK3-5
Burrville Elementary School	7	PK3-5
Capital City PCS	4	PK-12
Center City Brightwood	4	PK-8
Center City Petworth	4	PK-8
Center City Shaw	6	PK-8
CW Harris Elementary School	7	PK3-5
DC Prep Edgewood Elementary PCS	5	PK-8
Drew Elementary School	7	PK3-5
Imagine Hope-Lamond Campus PCS	4	PK-6
Imagine Hope-Tolson Campus PCS	5	PK-8
Inspired Teaching PCS	1	PK-5
Kelly Miller MS	7	6th-8
KIPP-Benning Campus	7	PK3-8
KIPP-Douglas Campus	8	PK3-12
KIPP-Shaw Campus	6	PK3-8
KIPP-Webb Campus	5	PK3-8
Malcolm X Elementary School	8	PK3-5
Nalle Elementary School	7	PK3-5
Plummer Elementary School	7	PK3-5
Sacred Heart	1	PK3-8
Sela PCS	4	PK-1
Somerset Prep PCS	8	6th-8
The Kingsbury Center	4	PK-12
The Next Step PCS	1	10-12, adult
Thomas Elementary School	7	PK3-5
Tree of Life PCS	5	PK-8
Tyler Elementary School	6	PK3-5
Walker Jones Education Campus	8	PK3-8
Yu Ying PCS	5	PK-6

Choose What's In Season Poster

Choose What's in Season!

FALL

WINTER

SUMMER

SPRING

GROWING HEALTHY SCHOOLS WEEK
FALL SPECIAL EVENT!

OSSE

Strawberries & Salad Greens
SPRING SPECIAL EVENT!

Lots of fruits and vegetables are in season throughout the year in the DC area. Choose these in season fruits and vegetables for meals and snacks whenever possible!

Brought to you by the OSSE Farm to School and School Garden Programs

d.c. healthyschools act

List of Schools that Received the Choose What's In Season Poster in SY 2013-2014

School	
ABC Childcare	LaSalle-Backus Education Campus
Arts & Technology Academy PCS	Ludlow-Taylor Elementary School
Barnard Elementary School	Malcolm X Elementary School @ Green
Beers Elementary School	Mamie D. Lee School
Brent Elementary School	Mann Elementary School
Burrville Elementary School	Marie Reed Elementary School
Cardozo Education Campus	Mary McLeod Bethune Day Academy PCS
Capital City PCS	Maury Elementary School
Center City PCS - Brightwood	McKinley Middle School/McKinley Technology High School
Center City PCS - Petworth	Miner Elementary School
Columbia Heights Education Campus	Mundo Verde Bilingual PCS
Cooke, H.D. Elementary School	Patterson Elementary School
Community Academy PCS - Amos 2	Peabody Elementary School
Creative Minds International PCS	Powell Elementary School
DC Bilingual PCS	Randle Highland Elementary School
DC Prep PCS - Benning Elementary	Ross Elementary School
DC Prep PCS - Edgewood Middle	School Within a School @ Goding
Eaton Elementary School	Seaton Elementary School
E.L. Haynes PCS - Kansas Avenue	SEED Public Charter School of Washington, D.C.
Ellington School of the Arts	Shepherd Elementary School
Excel Academy PCS	Shining Stars Montessori Academy PCS
Garfield Elementary School	Sousa Middle School
Hendley Elementary School	St. Columba's Nursery School
Hyde-Addison Elementary School	Stuart-Hobson Middle School
IDEA PCS	Takoma Education Campus
Imagine Hope Community PCS - Lamond	Thomas Elementary School
Imagine Hope Community PCS - Tolson	Thomson Elementary School
Inspired Teaching Demonstration PCS	Thurgood Marshall Academy PCS
J.O. Wilson Elementary School	Tubman Elementary School
Ketcham Elementary School	Tyler Elementary School
King Elementary School	Walker-Jones Education Campus
Lafayette Elementary School	Watkins Elementary School
Langdon Education Campus	Washington Yu Ying PCS
Langley Elementary School	

Farm-to-School Advisory Committee Members, SY 2013-2014

Organization	Name
Arcadia Center	Morgan Maloney
Capital Area Food Bank	Paula Reichel
Chartwells	Lauren Williams
Community Member (former Executive Director of E.W. Stokes PCS)	Linda Moore
DC Bilingual PCS	Patrilie Hernandez
DC Central Kitchen	Katie Nash
DC Greens/DC Farm to School Network	Karissa McCarthy
District of Columbia Public Schools, Office of Food and Nutrition Services	Kate Wobbekind
Fresh Farm Markets	Bernie Prince
Langdon Education Campus	Shannon Foster
Martha's Table/US Healthful Food Council	Laura Otolski
Mundo Verde PCS	Sharona Shuster
Mundo Verde PCS	Tara McNerny
Office of the State Superintendent of Education (OSSE)	Erica Steinhart
Office of the State Superintendent of Education (OSSE)	Nancy Brenowitz Katz
Public Charter School Board	Audrey Williams
Revolution Foods	Alex Dobbs
Slow Food DC	Ibti Vincent
Student, School Without Walls High School	Zawadi Carroll
Student, Benjamin Banneker HS	Jenella Arter
Washington Youth Garden	Charla Wanta (replaced Anna Benfield, April 2014)

* Emma Osore and Kimberly Mahoney, both teachers, resigned from the Committee effective May, 2014.

Community Partners that Collaborated with Schools on Educational Activities for Strawberries & Salad Greens Day, 2014

Partner Organization	School	Activity
Brickyard Education Farm	Center City PCS - Petworth	Lunch Table
Capital Area Food Bank /DC Kids Cook	Garfield Elementary School	Cooking Matters
Capital Area Food Bank	Kelly Miller Middle School	Cooking Matters
Chartwells	Ellington School of the Arts	Lunch Table
Chartwells	Ketcham Elementary School	Lunch Table
Chartwells	King Elementary School	Lunch Table
Chartwells	Lafayette Elementary School	Lunch Table
Chartwells	Langdon Education Campus	Lunch Table
Chartwells	Langley Elementary School	Lunch Table
Chartwells	Ludlow-Taylor Elementary School	Lunch Table
Chartwells	Maury Elementary School	Lunch Table
Chartwells	Miner Elementary School	Lunch Table
Chartwells	Randle Highlands Elementary School	Lunch Table
Chartwells	Shepherd Elementary School	Lunch Table
Chartwells	Takoma Education Campus	Lunch Table
Chartwells	Tubman Elementary School	Chefs 2 Schools
DC Greens	Potomac Lighthouse PCS	Cooking with Kids
DC Greens	SEED School PCS	Cooking with Kids
DC Central Kitchen	Thomas Elementary School	Truck Farm
DC Central Kitchen	Walker Jones Education Campus	Lunch Table
FoodCorps	Hyde-Addison Elementary School	Lunch Table
FoodPrints	Peabody Elementary School	Lunch Table
FoodPrints	School Within a School @ Goding	Lunch Table
Howard University	Cardozo High School	Lunch Table
Kaiser Permanente	Bancroft Elementary School	Lunch Table
Kaiser Permanente	Hendley Elementary School	Lunch Table
OneLoveMassive	Mamie D. Lee School	Lunch Table
Revolution Foods	Malcolm X Elementary School @ Green	Lunch Table
Revolution Foods	Tyler Elementary School	Lunch Table
Revolution Foods	Burrville Elementary School	Lunch Table
USDA-FNS-Farm to School	Brent Elementary School	Lunch Table
University of Maryland	Garfield Elementary School	Lunch Table
University of Maryland	Imagine Hope Lamond	Lunch Table
University of Maryland	Marie Reed Elementary School	Lunch Table
University of Maryland	Seaton Elementary School	Lunch Table
University of Maryland	St. Columbo Nursery School	Lunch Table
Veggie Time	Amidon-Bowen Elementary School	Afterschool
Veggie Time	Barnard Elementary School	Afterschool
Veggie Time	H.D. Cooke Elementary School	Afterschool
Veggie Time	Jefferson Middle School	Afterschool
Veggie Time	Sousa Middle School	Lunch Table
Why Food Works	DC Bilingual PCS	Afterschool

School Garden Advisory Committee Members, SY 2013-2014

Organization	Name
21st Century School Fund	Nancy Huvendick
Anacostia Watershed Society	Ariel Trahan
City Blossoms	Lola Bloom
City Blossoms	Rebecca Lemos
Concern International	Susan Boyd
DC City Council	Andrew Laine
DC Environmental Education Coalition	Rebecca Davis
DC Greens	Kate Lee
DC Greens	Lauren Biel
DC Greens	Sarah Holway (Bernardi)
DC State Board of Education	Kamili Anderson
Department of General Services	Beth Gingold
Department of Parks and Recreation	Josh Singer
District Department of the Environment	Grace Manubay
District Department of the Environment	Patricia Doan
District of Columbia Public Schools	Rebecca Newman
Earth Day Network	John Maleri
Kid Power	Katie Harvey
Murch Elementary School	Lisa Burke
Office of the State Superintendent of Education (OSSE)	Sam Ullery
Office of the State Superintendent of Education (OSSE)	Nancy Brenowitz Katz
Public Charter School Board	Audrey Williams
REAL School Gardens	Jeanne McCarty
Tree of Life PCS (as of March 2014)	Kaifa Anderson-Hall
Tubman Elementary School (as of March 2014)	Rebecca Helgerson
Tyler Elementary School (as of March 2014)	Ibti Vincint
Watkins Elementary School	Barbara Percival
University of the District of Columbia	Sandra Farber
Washington Youth Garden	Charla Wanta (replaced Anna Benfield, April 2014)

School Garden Snapshot

1. What is the full name of the school where the garden is currently located?
2. In what type of school is the school garden located?
3. What year was this garden established?
4. How many students participated in garden-based activities during the school day?
5. How many students participated in garden-based activities outside the school day?
6. Which of the following are elements found in this school garden?
    a. Edible Garden
    b. Stormwater/Rain Garden
    c. Pollinator/ Butterfly Garden
    d. Greenhouse
    e. Other
7. What is the name of the primary contact for the school garden?
8. What is the email of the primary contact for the garden?
9. What is the role of the primary contact in the school?
10. Does this school garden have a School Garden Coordinator who is paid for their work in the school garden?
11. When do activities happen in this school garden?
    a. Classroom Instruction (during the school day)
    b. Extracurricular Activities (outside the school day)
    c. Lunch-time activities (during lunch)
    d. Summer
    e. Other
12. What is the estimated annual operating budget for your school garden?
13. What grades are impacted by the school garden?
14. What partners supported your school garden during the 2013-2014 school year?
15. What is the approximate size of growing space in your garden in SQUARE FEET?
16. Has this school garden been used for instruction in the past year?
17. Which topic is MOST frequently taught in the school garden?
    a. Nutrition
    b. Environment
    c. STEM
    d. English
    e. Math
    f. Art
    g. Other

School Garden Assessment Tool

Indicator*	Exceeds	Working Towards	Does not Meet	Missing
DESIGN				
Circulation	Walkways allow students to experience the garden through the use of all senses. The width, materials used, and placement of walkways should reflect the intended use. (5)	Walkways allow students to experience the garden through the use of some senses OR the width, materials used, and placement of walkways somewhat reflects the intended use. (3)	Walkways allow students to experience the garden through the use of few senses AND/OR the width, materials used, and placement of walkways does not reflect the intended use. (1)	This component is missing (0)
Seating	Seating is age- appropriate and is available for the expected number of students that will use the garden at one time. Seating is shaded, multi-purpose and promotes reflection, observation, and conversation. (5)	Seating is somewhat age-appropriate OR is not available for the expected number of students that will use the garden at one time. OR Seating is not multi-purpose OR seating is not shaded OR does not promote reflection, observation, and conversation. (3)	Seating is not age- appropriate AND is one the following: Is not available for the expected number of students that will use the garden at one time; Is not multi-purpose; Is not shaded; Does not promote reflection, observation, and conversation. (1)	This component is missing (0)
Signage	Signage is age-appropriate and student-centered. Bulletin Committee is a permanent, multi-use structure that is clearly visible and actively promotes vision, open hours, current happenings, maintenance tasks, contact information, and upcoming events. Bulletin Committee reflects the culture of the school garden. (5)	Signage is somewhat age-appropriate and student-centered. Bulletin Committee is either not a permanent OR multi-use structure OR it is not clearly visible OR does not and actively promotes vision, open hours, current happenings, maintenance tasks, contact information, and/or upcoming events. OR the bulletin Committee reflects the culture of the school garden. (3)	Signage is not age-appropriate and/or student-centered. Bulletin Committee is either not a permanent OR multi-use structure OR it is not clearly visible OR does not and actively promotes vision, open hours, current happenings, maintenance tasks, contact information, and/or upcoming events. AND the bulletin Committee reflects the culture of the school garden. (1)	This component is missing (0)
Meeting Area	The central meeting area is a multi-use space that supports the maximum number of students that will use the garden at one time. There is a white/chalk Committee clearly visible. Class supplies such as; notebooks, writing utensils, and teaching materials are easily accessible. Systems are in place for students to efficiently transition in and out of this space. (8)	The central meeting area is a somewhat multi-use space or it does not support the maximum number of students that will use the garden at one time. OR there is no white/chalk Committee clearly visible. OR class supplies such as; notebooks, writing utensils, and teaching materials are not easily accessible. OR systems are somewhat in place for students to efficiently transition in and out of this space. (6)	The central meeting area is not a multi-use space or it does not support the maximum number of students that will use the garden at one time. Two of the following are true: There is no white/chalk Committee clearly visible. OR class supplies such as; notebooks, writing utensils, and teaching materials are not present. OR systems are not in place for students to efficiently transition in and out of this space. (3)	This component is missing (0)
Tool Storage	Tools storage is in a weather proof structure, is easily accessible, well organized, and contains appropriate tools. Tools are organized for maximum efficiency and systems are in place to ensure for proper tool care and use. (8)	Tools storage is in a somewhat weather proof structure, OR is not easily accessible, OR is not well organized, OR does not contain appropriate tools. AND/OR tools are not organized for maximum efficiency OR systems are somewhat place to ensure for proper tool care and use. (6)	Tools storage is not in a weather proof structure, OR is not easily accessible, OR is not well organized, OR does not contain appropriate tools. AND tools are not organized for maximum efficiency OR systems are not in place to ensure for proper tool care and use. (3)	This component is missing (0)

Indicator*	Exceeds	Working Towards	Does not Meet	Missing
Security Features	Garden is highly visible from nearby public spaces. Tools are secured safely. No hazards area present. (10)	Garden is somewhat highly visible from nearby public spaces. OR tools are not secured safely. No hazards are present. (7)	Garden is not highly visible from nearby public spaces. AND tools are not secured safely. OR hazards are present. (3)	This component is missing (0)
Accessibility	The garden is readily accessible to the target audience including those with disabilities. Regular open hours are maintained. (9)	The garden is somewhat accessible to the target audience OR those with disabilities do not have garden access. OR regular open hours are not maintained. (7)	The garden is not accessible to the target audience AND/OR those with disabilities do not have garden access. AND/OR regular open hours are not established. (4)	This component is missing (0)
SYSTEMS				
Soil	Soil tests and observations show the soil has sufficient macro and micro nutrients, proper structure and pH to meet plant needs. A detailed plan is in place to ensure that soil health is maintained. (10)	Soil tests and observations show the soil has insufficient macro and micro nutrients, proper structure and/or pH to meet plant needs. OR an under developed plan is in place to ensure that soil health is maintained. (7)	Soil tests and observations show the soil has severely insufficient macro and micro nutrients, proper structure and/or pH to meet plant needs. OR no plan is in place to ensure that soil health is maintained. (3)	This component is missing (0)
Biologic	Plants are diverse and appropriate for the intended use of the garden resulting in high yields and vigorous growth. Planting areas are weeded/cared for regularly. Plants are properly sowed, maintained, and harvested. (10)	Plants are somewhat diverse and appropriate for the intended use of the garden resulting in moderate yields and growth. OR planting areas are weeded/ cared for irregularly. OR Some plants are not properly sowed, maintained, and/or harvested. (7)	Plants are not diverse and inappropriate for the intended use of the garden resulting in poor yields and growth. OR planting areas are not weeded/ cared for. OR many plants are improperly sowed, maintained, and/ or harvested. (3)	This component is missing (0)
Pest and Disease Management	Plants are healthy and no serious pest or disease problem exists. An organic management plan is in place that effectively manages pests and diseases by first keeping pest away from plants (ex: row covers), then using biological controls (ex: attracting beneficial insects), and lastly using organic sprays and dusts (ex: neem oil). (10)	Plants are somewhat healthy and no serious pest or disease problem exists. OR an organic management plan is in place that somewhat effectively manages pests and diseases by first keeping pest away from plants (ex: row covers), then using biological controls (ex: attracting beneficial insects), and lastly using organic sprays and dusts (ex: neem oil). (7)	Plants are unhealthy and serious pest or disease problem exists. OR an organic management plan is not in place. (3)	This component is missing (0)
Wildlife	Wildlife is regularly spotted in the garden. It is a sanctuary for wildlife with pollinator plants, plants that attract beneficial insects, and homes for native birds. (10)	Wildlife is not regularly spotted in the garden; however attempts have been made to create a sanctuary for wildlife with pollinator plants, plants that attract beneficial insects, and homes for native birds. (7)	Wildlife is not regularly spotted in the garden, AND no attempts have been made to create a sanctuary for wildlife. (3)	This component is missing (0)
Water	The garden employs an effective watering system that is appropriate for the scale, type, and purpose of the garden. Students are trained in proper watering techniques and are responsible for the watering. A plan is in place for watering over school breaks. (10)	The garden employs a somewhat effective watering system that is appropriate for the scale, type, and purpose of the garden. OR students are somewhat trained in proper watering techniques and are responsible for the watering. OR an ineffective plan is in place for watering over school breaks. (7)	The garden employs an ineffective watering system that is inappropriate for the scale, type, and purpose of the garden. OR students are not trained in proper watering techniques. OR no plan is in place for watering over school breaks. (3)	This component is missing (0)

Indicator*	Exceeds	Working Towards	Does not Meet	Missing
Compost	The garden has a well-designed, maintained, effective compost system that produces high quality finished compost. The system minimizes rodent issues. The compost system is appropriate for the size and type of garden. Students are trained on proper composting methods and are responsible for composting. (10)	The garden has a somewhat well-designed, maintained, effective compost system that produces finished compost. The system attempts to minimize rodent issues. OR the compost system is somewhat appropriate for the size and type of garden. OR students are not fully trained on proper composting methods and are not responsible for composting. (7)	The garden has a poorly designed, maintained, ineffective compost system that produces little finished compost. OR the system has rodent issues. OR the compost system is inappropriate for the size and type of garden. OR students are not trained on proper composting methods and are not responsible for composting. (3)	This component is missing (0)
Community Participation	The program is highly effective in involving community members through regular well planned events. Communications are effective at reaching the community and are frequent and regular. (15)	The program is somewhat effective in involving community members through regular well planned events. OR Communications are somewhat effective at reaching the community. (10)	The program is not effective in involving community members. Events are not regular and\or well planned. AND Communications do not reach the community. (5)	This component is missing (0)
PROGRAM ORGANIZATION				
Vision Statement	A vision and mission aligns with that of the school. (5)	A vision and mission somewhat aligns with that of the school.(3)	A vision and mission that does not align with that of the school. (1)	This component is missing (0)
Funding	A reliable funding source has been identified and the school's budget includes a line item for the school garden. The school regularly matches funds to support the garden program. (15)	A somewhat reliable funding source has been identified OR the school's budget does not include a line item for the school garden. OR the school does not match funds to support the garden program. (10)	Funding source have not been identified AND the school's budget does not include a line item for the school garden. AND the school does not match funds to support the garden program.(5)	This component is missing (0)
Institutional Support	The garden is well-supported from the top down. The garden is a part of the school's vision/ mission. (15)	The garden is somewhat well-supported from the top down. OR the garden is loosely a part of the school's vision/ mission. (10)	The garden is not supported from the school staff. OR The garden is not a part of the school's vision/ mission. (5)	This component is missing (0)
Garden Coordinator	A highly skilled dedicated garden coordinator is responsible for the day-to day operations of the school garden and record keeping. This person is compensated for this time, receives training, and is supported by the school staff. (15)	A skilled garden coordinator is responsible for the day-to day operations of the school garden and record keeping. This person is sometimes compensated, OR does not receive training, OR is unsupported by the school staff. (10)	A garden coordinator is responsible for the day-to day operations of the school garden and record keeping AND this person is unskilled OR is not compensated, OR does not receive training, OR is unsupported by the school staff. (5)	This component is missing (0)
Garden Committee	A garden committee is established with a vibrant school wellness committee and includes diverse representation that establishes and upholds the garden purpose, vision, and goals. (10)	A garden committee is established and includes somewhat diverse representation that establishes and upholds the garden purpose, vision, and goals. (7)	A garden committee is established but does not meet OR does not include diverse representation. (3)	This component is missing (0)

Indicator*	Exceeds	Working Towards	Does not Meet	Missing
Student Involvement	All students are involved in various aspects of the garden. (10)	Greater than 50% of the student body is involved in various aspects of the garden. (7)	Less than 50% of the student body is involved in various aspects of the garden. (3)	This component is missing (0)
Maintenance Plan	A year-long maintenance plan is in place that clearly defines responsibilities, work assigned, and tasks. Regularly scheduled work days are productive and well attended by the community. (15)	A year-long maintenance plan is in place that defines responsibilities, work assigned, and tasks. OR work days are productive and well attended by the community. (10)	A year-long maintenance plan is not place that clearly defines responsibilities, work assigned, and tasks. OR work days are irregular and/or not well attended by the community. (5)	This component is missing (0)
Instruction				
Curriculum and Instruction	A standards-based garden curriculum is used to teach garden lessons. Teachers use a wide range of instructional techniques in the garden. (25)	A standards-based garden curriculum is used to teach most garden lessons. Teachers do not use a wide range of instructional techniques in the garden. (17)	A standards-based garden curriculum is used to teach few garden lessons. AND Teachers do not use a wide range of instructional techniques in the garden. (10)	This component is missing (0)
Teacher Involvement	Many teachers use the garden across subject areas. Professional development is available to all teachers; in which all teachers participate. The garden is used throughout the year. (25)	Some teachers use the garden across subject areas. Professional development is available to some teachers OR The garden is not used through the entire year. (17)	Few teachers use the garden or teachers from only one subject area use the garden OR limited professional development is available OR the garden is used for a very short period of the throughout the year. (10)	This component is missing (0)
Student Impact	The program has an overwhelming positive impact on student's attitudes and or behavior in a measurable way. (25)	The program has a somewhat positive impact on student's attitudes and or behavior in a measurable way OR the program has an overwhelming positive impact on student's attitudes and behavior but this impact is not measurable. (17)	The program has a negative impact on student's attitudes. (10)	This component is missing (0)

IMPROVEMENT PLAN
Goals
Improvement Areas
Technical Support Needed
*Numbers represent scoring points for each category. All indicadors are not worth equal points.

School Gardens by Ward and Type (Model Gardens in Each Ward Noted with an *)[15]

School Name	Edible Garden	Pollinator Garden	Schoolyard Greening	Stormwater	Native Garden	Wildlife	Greenhouse
Ward 1 Schools							
Bancroft Elementary School	X	X	X	X		X	
Briya PCS	X						
Bruce-Monroe Elementary School	X						
Cesar Chavez PCS- Chavez Prep Campus	X						
Cleveland Elementary School	X	X					
Columbia Heights Education Campus	X						
*DC Bilingual PCS Columbia Rd Campus	X	X					
E.L. Haynes PCS - Georgia Avenue Campus	X	X	X		X		
H.D. Cooke Elementary School	X	X					
Jubilee JumpStart	X						
Reed LC	X	X					
*Tubman Elementary School	X	X	X		X		
Meridian PCS			X				
Mundo Verde Bilingual PCS	X	X			X	X	
Ward 2 Schools							
Garrison Elementary School	X						
Georgetown Day			X				
*Hardy MS	X			X	X	X	
Hyde-Addison Elementary School	X						
School Without Walls @ Francis Stevens	X						
The British School of Washington	X						
Thomson Elementary School	X						
Washington International School			X				

15 Schools highlighted in yellow are new school gardens.

School Name	Edible Garden	Pollinator Garden	Schoolyard Greening	Stormwater	Native Garden	Wildlife	Greenhouse
Ward 3 Schools							
Community Preschool of the Palisades	X						
Deal Middle School	X						
Eaton Elementary School	X	X		X	X	X	
Hearst Elementary School	X						
*Janney Elementary School	X	X	X	X	X	X	
Key Elementary School	X	X			X	X	
Lowell School	X						
Mann Elementary School	X	X	X	X	X	X	
Maret School	X						
Murch Elementary School	X	X	X		X		
Oyster-Adams Bilingual School	X		X				
St. Columba's Nursery School	X	X	X	X		X	
Sidwell Friends	X	X	X	X	X	X	
*Stoddert Elementary School	X	X			X	X	X
Wilson High School		X	X	X			X
Ward 4 Schools							
Barnard Elementary School	X						
Bridges PCS	X						
*Capitol City PCS	X	X	X	X	X	X	
Community Academy PCS- Amos I	X		X				
Coolidge Senior High School	X	X	X		X		
E.L. Haynes PCS - Kansas Avenue Campus	X	X					
Kingsbury Day School							
Hope Community PCS Lamond	X						
Lafayette Elementary School	X	X		X			
Powell Elementary School	X				X		
Roots PCS	X				X		
Sharpe Health School	X	X			X	X	
Shepherd Elementary School	X		X				
Takoma Education Campus	X						
Washington Latin PCS							
West Education Campus							

School Name	Edible Garden	Pollinator Garden	Schoolyard Greening	Stormwater	Native Garden	Wildlife	Greenhouse
Ward 5 Schools							
Burroughs Education Campus	X	X					
*Center City PCS-Trinidad Campus	X	X			X		
Community Academy PCS- Amos II	X			X	X	X	
DC Prep PCS Edgewood Elementary Campus	X	X		X	X		
Elsie W. Stokes PCS	X	X	X	X		X	
Friendship PCS Woodridge Campus	X						
Langdon Education Campus			X		X		
Mary McLeod Bethune PCS	X						
Paul PCS	X	X			X		
Tree of Life PCS	X						
Washington Yu Ying PCS	X		X	X	X	X	
Ward 6 Schools							
Amidon-Bowen Elementary School	X	X					
Brent Elementary School	X	X					
*Capitol Hill Montessori @ Logan School	X		X	X	X		X
Eagle Academy PCS New Jersey Ave							
Eastern Senior High School	X	X	X	X	X	X	X
Eliot-Hine Middle School	X		X				
Jefferson Middle School	X	X			X		
JO Wilson Elementary School	X			X			
KIPP/ DC Academy PCS- WILL Academy	X						
Ludlow-Tyler Elementary School	X						
Maury Elementary School	X		X	X	X	X	
Miner Elementary School	X	X	X	X		X	
*Peabody Elementary School (Capitol Hill Cluster)	X	X	X	X			
School Within a School	X						
Seaton Elementary School	X	X	X	X		X	
St. Coletta of Greater Washington PCS	X				X	X	
St. Peter's Interparish	X						

School Name	Edible Garden	Pollinator Garden	Schoolyard Greening	Stormwater	Native Garden	Wildlife	Greenhouse
Stuart-Hobson Middle School	X	X		X			
Tyler Elementary School	X			X	X	X	
Walker-Jones Education Campus	X	X	X	X		X	
*Watkins Elementary School	X	X	X	X		X	
Ward 7 Schools							
Arts & Tech Academy PCS	X	X	X	X		X	
Beers Elementary School	X	X			X	X	
CW Harris Elementary School	X	X					
*DC Prep PCS- Benning Academy Campus	X	X					
Friendship Junior Academy PCS Blow-Pierce Campus	X						
Kelly Miller Middle School	X						
Kimball Elementary School	X	X	X	X		X	
Nalle Elementary School		X					
Randle Highlands Elementary School	X	X					
Smothers Elementary School	X			X			
Sousa Middle School	X	X					
SEED PCS	X	X		X			
Ward 8 Schools							
Anacostia Senior High School	X	X					
Eagle Academy PCS The Eagle Center at McGogney							
Excel Academy PCS	X						
Imagine Southeast PCS	X						
King Elementary School	X						
Orr Elementary School	X						
Stanton Elementary School							
*Thurgood Marshall Academy PCS	X	X	X	X	X		
Turner Elementary School							

Online School Garden Technical Assistance Request Form

1. Your name ....

2. Your email ....

3. Your position at the school ....

4. Name of school ....

5. School type..

6. Grade level that will benefit from requested support ....

7. What type of support are you requesting?

   ☐ Assessment Support

   ☐ Garden Design Support

   ☐ Systems Support

   ☐ Program Support

   ☐ Instruction Support

8. Please provide any details of the support being requested

   ....

   ....

   ....

   ....

   ....

   ....

9. Please indicate two dates that you are available for this support to take place.

   ....

School Gardens Program Service Providers List

School Gardens Program Service Providers List	Design, construction, and maintenance	School based in class lessons	School based after school lessons	Summer lessons	Materials	Teacher PD	Technical support	Field trip
DC Schoolyard Greening (DCSG) http://www.dcschoolyardgreening.org/index.html **Grades:** PreK-12th - DCSG aims to increase and improve school-yard green spaces to promote ecological literacy and environmental stewardship among students, teachers, parents, and the surrounding community. DCSG maintains a list serve that is primarily used to exchange information and post announcements. **Contact:** Sam Ullery (sam.ullery@dc.gov) Sarah Bernardi: (sarah@dcgreens.org)							X	
University of the District of Columbia Master Gardening Program http://www.udc.edu/causes/ces/environment.htm **Grades:** K-12th - The Master Gardening Program is open to teachers and garden coordinators. This program teaches all aspects of gardening including soil sampling and interpretation, design, plant selection, and disease and insect detection. **Contact:** Sandy Farber (sfarber@udc.edu)						X	X	
Washington Youth Garden (WYG) http://www.washingtonyouthgarden.org/ **Grades:** 3rd-6th - WYG works intensively with a select group of partner schools, teaching garden-based curriculum and installing and maintaining school gardens. WYG supports schools in maximizing their school garden through assisting with the development of school garden teams, facilitating teacher trainings, and co-hosting community events. **Contact:** Charla Wanta (education@washingtonyouthgarden.org)	X			X	X	X	X	X
DC Greens http://dcgreens.org/ **Grades:** K-12th- DC Greens supports School Garden Coordinators in program management, technical support and curricular resources through our yearlong Growing Garden Teachers Program. **Contact:** Sarah Holway (Bernardi) (sarah@dcgreens.org)		X		X	X	X	X	X
Arcadia Center for Sustainable Food & Agriculture http://arcadiafood.org/ **Grades:** K-12th - Arcadia offers educational field trips at Arcadia Farm to complement school garden programs. The organization also holds a food and farm-based summer camp for kids ages 6-10. Scholarships are available. **Contact:** Morgan Maloney (morgan@arcadiafood.org)								X

School Gardens Program Service Providers List	Design, construction, and maintenance	School based in class lessons	School based after school lessons	Summer lessons	Materials	Teacher PD	Technical support	Field trip
Neighborhood Farm Initiative (NFI) http://neighborhoodfarminitiative.org/ **Grades:** 6th-12th - NFI builds and maintains DC school gardens in partnership with students, teachers, parents, and community-based organizations. In addition to introducing students to hands-on activities like planting, weeding, digging, and harvesting, NFI facilitates opportunities to integrate classroom lessons with the garden by offering extra-curricular activities, curricula, lesson plans, and project ideas. **Contact:** Brenda Estrella (bstar73@gmail.com)	X						X	X
Kid Power http://www.kidpowerdc.org/ **Grades:** 3rd-8th - Kid Power is an after-school program. Their "Our Veggie Time" program teaches students about nutrition, cooking, and growing their own food in the school garden. **Contact:** Katie Harvey (katie@kidpowerdc.org)		X	X	X				
Casey Trees http://www.caseytrees.org/ **Grades:** K-12th - Casey Trees provides free trees including fruit trees to any DC school. They will also provide design and planting support and free tree walks around DC or at your school campus. **Contact:** Priscilla Plumb (pplumb@caseytress.org)					X	X	X	
District Department of the Environment (DDOE) http://ddoe.dc.gov/service/riversmart-schools **Grades:** K-12th - DDOE's RiverSmart Schools Grant creates outdoor classrooms with the dual function of reducing storm water runoff. It incorporates training for teachers. DDOE also conducts workshops (for at least 15 teachers) for the Project Learning Tree (PLT) curriculum. Participants become eligible for funding and additional resources through National PLT's GreenSchools! Program. **Contact:** Grace Manubay (grace.manubay@dc.gov)	X					X	X	
DC Greenworks www.dcgreenworks.org **Grades:** PreK-12th - DC Greenworks currently offers a variety of design, installation, and maintenance services related to green roofs, gardens, and rain barrels. They are developing resources to do more in-class presentations to teach students about storm water management, low impact development, and sustainable gardening. **Contact:** Dan Triman (dan@dcgreenworks.org)	X						X	

School Gardens Program Service Providers List	Design, construction, and maintenance	School based in class lessons	School based after school lessons	Summer lessons	Materials	Teacher PD	Technical support	Field trip
City Blossoms www.cityblossoms.org Grades: PreK-12th - City Blossoms works with schools that have already identified a garden coordinator and/or garden committee. Working in a "train the trainer" capacity, City Blossoms is available to consult on design, classroom activities/curriculum, teacher training, and other aspects of garden-related education. Contact: Lola Bloom (lola@cityblossoms.org)	X	X	X	X		X	X	X
REAL School Gardens http://www.realschoolgardens.org/ Grades: PreK-12th - REAL School Gardens builds learning gardens and trains teachers to use school gardens to teach standards-based instruction through a multi-year training program and one-on one trainings. Contact: Jeanne McCarty (JMcCarty@realschoolgardens.org)	X	X	X	X	X	X	X	X

Recommended Curricular Resources for School Gardens

Grade	Curriculum Description	Subject	Cost
K-4	**Botany on Your Plate** introduces the world of plants through foods we eat. Children explore edible roots, stems, leaves, flowers, fruits, and seeds through observation, dissection, journaling, discussion of findings, and, of course, tasting! Supports standards in nutrition, math, language arts, and social studies. Every lesson includes plant snacks that spark curiosity, interesting questions, and social dialogue to fuel the learning process. http://www.gardeningwithkids.org/books.html	NUTRITION MATH E.L.A. SOCIAL STUDIES	$21
K-8	**Math in the Garden** uses a mathematical lens to take children on an education-filled exploration of the garden. Dozens of hands-on activities hone math skills and promote inquiry, language arts, and nutrition. All were developed to support mathematics and science standards and were extensively trial-tested by educators and youth leaders nationwide. http://www.gardeningwithkids.org/books.html	MATH	$30
K-8	**PLT curriculum** helps today's educators teach tomorrow's decision makers about the environment. The goal is to teach students how to think, not what to think about the environment. Contact Grace Manubay at grace.manubay@dc.gov for information on professional development. http://www.plt.org/curriculum	SCIENCE SOCIAL STUDIES ENVIRONMENT	FREE w/PD
1-5	**Growing Healthy Habits Grow It, Eat It!** curriculum provides nutrition education through gardening. This curriculum was developed specifically for educators in Maryland reaching low-income youth who wish to use gardening as a tool for improving nutrition-related behaviors. http://md.nutrition-ed.org/	E.L.A. SCIENCE HEALTH	FREE
1-6	**Five Minute Field Trips** activities have been grouped into three sections: Awareness, Understanding and Action as sequencing activities in this order is a natural flow for learning about the world. These are the "classics" of Environmental Education. http://www.geoec.org/lessons/5min-fieldtrips.pdf	ENVIRONMENT	FREE
2-6	**The Growing Classroom** was developed by the Life Lab Science Program and revised to meet current science standards and educator needs, this bestselling teacher's manual features strategies for managing garden-based science instruction — including planning a garden laboratory, facilitating investigative lessons on ecology and nutrition, and involving the community. http://www.gardeningwithkids.org/books.html	SCIENCE	$40
4-8	**LIFE Series Curriculum Set** is a set of three inquiry-based curricula that engages students in hands-on investigations of our complex food system and how to use scientific evidence to make healthy food and activity choices. Growing Food; Farm to Table & Beyond; and Choice, Control & Change were developed by educators at Teachers College Columbia University, and are based on years of research. Although the modules are ideally used in consecutive years, each is a strong, stand-alone curriculum. http://www.gardeningwithkids.org/books.html	SCIENCE	$90

Grade	Curriculum Description	Subject	Cost
5-12	**French Fries and the Food System** provides kids from varied backgrounds a fertile environment to develop an appreciation for the links between farming and food systems. Seasonal lessons range from practical, hands-on activities to social and economic aspects of the food cycle. The lessons and activities are organized by seasons. This book is an excellent resource for classroom and community educators! http://www.gardeningwithkids.org/books.html	SCIENCE SOCIAL STUDIES	$27
6-8	The **Nourish Middle School Curriculum Guide** offers a rich set of resources to open a meaningful conversation about food and sustainability. Beautifully designed and brimming with big ideas, the materials contain a viewing guide, six learning activities, action projects, student handouts, bibliography, and glossary. http://www.nourishlife.org/teach/curriculum/	SCIENCE HEALTH E.L.A.	$125
9-12	**Life Learning Academy's Organic Opportunities** uses food as a tool to engage students in academic learning, vocational training, and personal development. By involving students in every component of the food system, Organic Opportunities also aims to alter students' relationship with food, inspiring them to develop healthy lifelong eating habits. http://www.lifelearningacademysf.org/pdf/curricula/6.5_EarthCurricula_OrganicOpportunties.pdf	BUSINESS MATH NUTRITION	FREE
K-12	**Dig Art! Cultivating Creativity in the Garden** is a new project guide for educators working with youth that integrates gardening with the arts. The arts activities in this guide will help to teach ecological literacy and inspire new enthusiasm for garden-based learning. Dig Art! activities support youth to creatively express themselves and their garden experiences through gourd art, printmaking, time-lapse photography, and other creative projects. http://blogs.cornell.edu/garden/get-activities/signature-projects/dig-art/	ART HEALTH	FREE
K-12	**Teaching the Food System** offers a curriculum, comprised of eleven classroom-ready modules, that spans issues in the food system from field to plate. The material is focused on issues in the U.S. food system but also touches on some of their global implications. Each module includes lesson plans, slides, handouts, vocabulary builders and other materials that help educators deliver compelling lessons with minimal preparation. http://www.jhsph.edu/research/centers-and-institutes/teaching-the-food-system/curriculum/	VARIES	FREE
K-8	**ROOTS (Restoring Our Own Trees Through Service)** is an education initiative that aims to provide teachers and students with methods to connect with their schoolyard environment. ROOTS utilizes familiar academic disciplines, such as math, reading, and science, to encourage teachers and students to use their backyard forest as their outdoor classroom. Lessons are aligned with DCPS standards. http://caseytrees.dreamhosters.com/wp-content/uploads/2012/02/roots-2012-curriculum.pdf	SCIENCE MATH	FREE
3-4	**The Great Garden Detective Adventure** allows students to discover what fruits and vegetables are sweetest, crunchiest, and juiciest through a series of investigations and fun experiences connecting the school garden to the classroom, school cafeteria, and home. This eleven-lesson curriculum for 3rd and 4th grades includes bulletin curriculum materials, veggie dice, fruit and vegetable flash cards, and ten issues of Garden Detective News for parents/caregivers. http://teamnutrition.usda.gov/Resources/gardendetective.html	NUTRITION	FREE
	Our First Harvest is a garden-based early childhood curriculum created by City Blossoms Inc. More information can be found at http://cityblossoms.org/what-we-offer/#curriculum	NUTRITION	N/A

School Garden Trainings Offered and Participant Numbers

Training Name	# of Sessions	Audience	Total # of Participants
School Gardens 101	1	Stakeholders planning to build new school gardens	20
Seasonal Training Series	4	Teachers, School Garden Coordinators, and community members	42
Growing Garden Teachers	11	School Garden Coordinators	40
Lessons from the Ground (previously "LEA Based Training')	5	Teachers and school staff	47
Skills of a Successful School Garden Coordinator (Rooting DC)	1	Community members	29
Common Core and Next Generation Science Standards in the School Garden	1	Teachers, School Garden Coordinators, and community members	10
Cultivating a Successful School Garden Network: Notes from Washington D.C.	1	Representatives from school garden support organizations (national)	45

School Garden Grant Recipients, 2014

School Name	Type	Ward	New/Existing School Garden	Award Amount
Capital City PCS	PCS	5	Existing	$15,000
Capitol Hill Montessori at Logan	DCPS	6	Existing	$15,000
Columbia Heights Educational Campus	DCPS	1	Existing	$15,000
DC Prep Benning PCS	PCS	7	Existing	$15,000
DC Prep Benning PCS	PCS	7	Existing	$15,000
Eastern Senior High School	DCPS	6	Existing	$15,000
E.L. Haynes PCS	PCS	4	Existing	$9,088
Elsie Whitlow Stokes PCS	PCS	5	Existing	$15,000
Harriet Tubman Elementary School	DCPS	1	Existing	$14,000
H.D. Cooke Elementary School	DCPS	1	Existing	$15,000
Horace Mann Elementary School	DCPS	3	Existing	$15,000
John Eaton Elementary School	DCPS	3	Existing	$12,500
JO Wilson Elementary School	DCPS	6	New	$15,000
Mundo Verde Bilingual PCS	PCS	5	Existing	$15,000
Seaton Elementary School	DCPS	6	Existing	$15,000
Sousa Middle School	DCPS	7	Existing	$15,000
Thurgood Marshall Academy PCS	PCS	8	Existing	$11,700
Tree of Life Community PCS	PCS	5	New	$15,000
Tyler Elementary School	DCPS	6	Existing	$15,000
Washington Yu Ying PCS	PCS	5	Existing	$15,000
Watkins Elementary School	DCPS	6	Existing	$15,000

District of Columbia

Office of the State Superintendent of Education
810 1st Street NE, 9th Floor, Washington, DC 20002

TTY: 711

Email: osse@dc.gov