

2016-17 School Garden Grantee Snapshots

The following information was collected through information provided by 2016-17 grantees in the end-project report to Office of the State Superintendent of Education (OSSE). These snapshots serve as examples of the variety of programming that is implemented through the OSSE School Garden Grant to assist 2019-21 applicants in developing school garden programming.

Note that the 2016-17 School Garden Grant was a one-year grant, with a maximum total award amount of \$15,000. OSSE extended the School Garden Grant to a two-year grant for 2017-2019, with a maximum award amount of about \$35,000. Snapshots of the 2017-2019 grantees will be provided when they become available.

School Name	School-Within-School @ Goding (5 STAR)
Total Award Amount	\$15,000
Partner Organization	FRESHFARM FoodPrints
Number of Students Engaged	300
Number of Teachers Engaged	16
Goals and Progress Made Toward Goals	<p>Goal 1: Deliver FoodPrints lessons</p> <p><u>Progress Made:</u> All classes participated in monthly FoodPrints sessions, including special needs classes. For grades 1-5, FoodPrints sessions were four hours long, in which students prepared multiple recipes - in addition to gardening, content lessons and journaling - and ate the food together as lunch.</p> <p>Goal 2: Provide FoodPrints experiences that integrate nutrition, food systems, environmental concepts and that offer hands-on opportunities to harvest, cook, and eat nutritious foods.</p> <p><u>Progress Made:</u> The FoodPrints curriculum supported DCPS, Common Core, and Next Generation Science Standards as well as the DC Environmental Literacy Framework for Learning. The FoodPrints team invested significant time and talent in building out the full curriculum pre-k 3 through grade 5 and bringing consistency to the lessons taught across FoodPrints schools.</p>

	<p>FoodPrints lead teachers at each school worked with teachers and administrators to support overall school goals and further align lessons with sequencing and focus areas of classroom instruction.</p> <p>Goal 3:</p> <p>Build, maintain, and/or grow vibrant, productive school gardens where students are engaged in learning, harvesting and maintenance</p> <p><u>Progress Made:</u></p> <p>The garden at School-Within-School (SWS) continues to flourish both with vegetables and beneficial insects. The garden continues to evolve and change with the seasons and students’ needs and interests. Students had many unique learning experiences in the garden and ways of demonstrating their learning including finding ladybug eggs on our asparagus bed and spotting monarch and swallowtail caterpillars in the garden. Teachers also brought the caterpillars into their classrooms for observation. The Kindergarteners collaborated with the 5th graders to plan a permanent home for chickens at SWS. The chickens extend our school garden programming by creating more opportunities to observe and interact with the natural world, learn about life cycles, and build empathy by connecting with living creatures on the school grounds.</p>
Description of Cafeteria-based Events	Developed a partnership with DCPS food services to offer FoodPrints recipes in lunchroom on Wednesdays
Description of Meaningful Watershed Education Experience (MWEE)	Fifth grade students traveled to Hard Bargain Farm in Accokeek, MD for a two-night watershed educational experience.
Partnership Details	The FoodPrints lead teacher integrated into the school staff as much as possible. She built collaborative working relationships with teachers through planning, as the classroom teachers participate in each FoodPrints lesson, and in follow up.
What Knowledge did Students Gain?	<ul style="list-style-type: none"> • Knowledge of Plants and the Natural World • Knowledge of Ingredients and Nutrition • Knowledge of Where Food Comes From • Scientific Knowledge
Reflections from School Leader and Staff	<p>Students take pride and ownership of their school gardens. Students gain knowledge and appreciation for the natural world through interactions with their school garden. They enjoy tending the garden; they enjoy the work it takes to tend the</p>

	<p>garden; they enjoy being helpful and a needed part of a vibrant garden. They take ownership and show respect for the plants and the space.</p> <p>Students love FoodPrints. We hear from students, teachers, administrators, and parents that students thoroughly enjoy their experiences in gardening and cooking. Students are eager to dig in the dirt, find signs of life, work together to create delicious recipes, and share eating what they prepared together.</p> <p>Integration of Academic and Social Development FoodPrints has provided our students with a variety of skills that support their academic and social development. Our students are identifying a variety of healthy vegetables and are excited about eating healthy. Conversations about the food they eat, their experiences in FoodPrints, and their work in the garden infiltrate the lunchroom and home. Students have become scientists through their observations, hypothesis and experimentation skills. They are focused on details, watching vegetables grow, and are intrigued by a process in which that happens.</p>
--	---

School Name	HD Cooke Elementary School (4 STAR)
Total Award Amount	\$15,000
Number of Students Engaged	220
Number of Teachers Engaged	8
Partner Organization	Kid Power Inc.
Goals and Progress Made Toward Goals	<p>Goal 1: Working with the school wellness committee, the school garden coordinator will implement increased school-wide wellness opportunities and will recruit additional DCPS teachers from each grade level to implement monthly Veggie Time lessons in their classes both in the garden and classroom.</p> <p><u>Progress Made:</u> Kindergarten and first grade students participated in garden lessons led by their teachers. Kid Power led Veggie Time lessons as well as a garden training for the school garden coordinator. Kid Power also provided requested supplies to the</p>

teachers implementing garden-based lessons with their students. When starting cafeteria composting, Kid Power led classroom training lessons for each grade level. They also made cafeteria visits in order to assist students with the transition. The cafeteria composting project is now run primarily by the school and staff members.

Goal 2:

Kid Power will redesign its after school program to strengthen teacher investment, involve more students, and incorporate family engagement in order to combat attendance issue with the afterschool program.

Progress Made:

Their after school program consisted of Veggie Time lessons four days a week in 2016. Kid Power was unable to continue their afterschool program at HD Cooke. However, an SGC from Kid Power worked with HD Cooke teachers to establish open garden hours for parents, students, and staff to use the garden during the peak growing seasons and through the entire summer.

Goal 3:

Improve cafeteria events and reduce cafeteria food waste.

Progress Made:

Kid Power led exploratory food lessons with the students to encourage them to try new foods and be smart about their food choice options. Kid Power staff members and the SGC went to the school during lunch hours to monitor and assess how to solve the food waste problems. Teachers at HD Cooke worked with the school staff to continue the cafeteria composting program.

Goal 4:

Foster community and family engagement in the gardens.

Progress Made:

Open garden hours were established during the spring and summer seasons. A Kid Power staff member, community volunteers, and HD Cooke teachers worked together to maintain the garden and involve students and parents. In June 2016, HD Cooke teachers and Kid Power staff hosted a garden party where students and parents harvested (and enjoyed) salad greens. When their after school program was active, Kid Power

	led parent engagement programs that involved cooking lessons with the parents and garden tours led by the students.
Description of Cafeteria-based Events	HD Cooke participated in OSSE's annual Strawberries and Greens Day, engaging 280 students in grades K-5 in taste tests. Students also participated in cafeteria composting throughout the grant cycle.
Description of Meaningful Watershed Education Experience (MWEE)	Students in grade 4 (40 students total) participated in an Anacostia Watershed Society activity in the spring of 2017.
Partnership Details	When Kid Power's after school programming ended at HD Cooke, it became difficult to maintain a relationship with the classroom teachers without a regular presence at the school. Kid Power's changed relationship with HD Cooke prevented them from conducting as many classroom lessons as they had planned for. Kid Power hired one of the first grade classroom teachers as the SGC. The coordinator attended a garden classroom training led by Kid Power. The coordinator led garden lesson in their classroom and connected other teachers with the necessary resources to lead garden lessons themselves.
What Knowledge did Students Gain?	Students learned about different fruits and vegetables that grow in the local environment. Students also learned the stages of plant development and how to describe different tastes. Students learned how to properly care for the different plants by recognizing issues with the plants and figuring out care solutions.
Reflections from School Leader and Staff	While working in the garden, students strengthened their social and leadership skills through teamwork. Students now are excited when they can use the garden and are able to make connections between food they receive in the cafeteria and crops they grow and harvest.

School Name	Creative Minds International PCS (3 STAR)
Total Award Amount	\$15,000
Number of Students Engaged	207
Number of Teachers Engaged	10
Partner Organizations	EarlySpace Designs, Casey Trees, Rent-a-Coop
Progress Made Toward Goals	Goal 1:

Continue to work with our extremely valued and effective SGC who will continue her work with teachers in planning curriculum-integrated lessons, co-teaching, demonstrating, and coaching teachers through garden and nutrition-based workshops

Progress Made:

Throughout the year, the SGC taught gardening classes once per week to all early childhood classes (six in total). This structure allowed her to work very closely with a group of students and foster meaningful learning, while also building capacity among our teaching team for long-term sustainability. In addition, she worked with other teachers in elementary and middle school on individual lesson plans or workshops that supplement what they are doing in the classroom, coordinated the chickens on campus initiative, and led the Strawberries and Salad Greens Day events.

Goal 2:

Continue to implement cooking and nutrition-based workshops in the classroom, emphasizing the garden cafeteria, classroom connection, and helping students learn valuable academic skills while developing a sophisticated understanding of global issues of food security, food sovereignty, agriculture production and distribution.

Progress Made:

70 percent of CMI classes incorporated the cooking cart and experiential, nutrition-based lessons into their unit planning during the grant period.

Goal 3:

Strengthen and continue the key garden program partnerships

Progress Made:

We worked with EarlySpace Designs to ensure that our garden and its surrounding areas are designed to optimize student learning and student engagement. In summer of 2017, EarlySpace completed the installation of our playground, including a garden classroom that is designed to promote teacher use of the garden.

Goal 4

Provide our upper elementary students and our first class of middle school students with Meaningful Watershed

	<p>Experiences in order to improve their environmental literacy and help them develop a sense of responsibility for environmental stewardship.</p> <p><u>Progress Made:</u> We partnered with Casey Trees to do a tree planting with our fifth grade students. As part of this planting, they learned about watersheds and water stewardship, and how tree planting impacts both. Fifth grade students have taken ownership of caring for the trees they planted on the playground.</p>
Description of Cafeteria-based Events	We participated in Strawberry and Salad Greens Day. During this school-wide event, all students (341) received local strawberries and greens, regardless of whether they usually receive school lunch. We also completed numerous cooking activities in classrooms throughout the year, during which students prepared salads and other treats from the school garden.
Description of Meaningful Watershed Education Experience (MWEE)	We partnered with Casey Trees to do a tree planting with 19 of our fifth grade students. As part of this planting, they learned about watersheds and water stewardship, and how tree planting impacts both. Fifth grade students have taken ownership of caring for the trees they planted on the playground.
Partnership Details	EarlySpace provided the design and installation of all the corresponding elements to complement our garden, including an outdoor classroom and arbor. The elements were designed to encourage teachers to bring their classes to the garden as much as possible. Casey Trees conducted a tree-planting day with our fifth grade students. Students learned about the role of trees in watershed management and in maintaining a healthy ecosystem. Rent-a-Coop provided training and support to our Garden Coordinator to be able to have chickens on campus during November 2016.
What Knowledge did Students Gain?	Students engaged in the garden program have learned about composting with worms, examples of beneficial and harmful insects in the garden, parts of the plant that we eat and examples of them, how to start seeds, plant growth, how to take care of the garden, proper watering techniques, and what plants need to live.
Reflections from School Leader and Staff	The administration noted that during the period of the grant, there was a marked increase in student participation in garden-based instruction and activities. Further, teachers developed skills and knowledge of how to use the garden to supplement their instruction, particularly with lessons in our core

	<p>curriculum that have to do with food, farming, environmental stewardship, and animals. We experienced a great deal of interest and support from our Creative Families Association, many of whom volunteered for community garden work day, during which we dug up the in-ground beds. We were pleased to finalize our development of the garden space with EarlySpace Designs, as we put in the outdoor classroom, which provides a shaded area for students to learn during outdoor and garden-based lessons. Overall, the garden program was a success in furthering our mission to provide a well-rounded and enriching program for all of our students at CMI.</p>
--	---

School Name	Friendship PCS - Tech Prep Middle School (2 STAR)
Total Award Amount	\$14,070
Number of Students Engaged	75
Number of Teachers Engaged	4
Partner Organization	Casey Trees, UpTop Acres, CommonThread, The University of District of Columbia
Progress Made Toward Goals	<p>Goal 1: Start a school farm</p> <p><u>Progress Made:</u> Students created new gardening beds to increase crop production.</p> <p>Goal 2: Promote healthy eating within the school</p> <p><u>Progress Made:</u> Students participated in weekly cooking demonstrations and distributed produce and products made from garden produce throughout the school year.</p>
Description of Cafeteria-based Events	Created parfaits with help from CommonThread. Conducted taste tests from school grown and made salad and salad dressing, and participated in Strawberries and Salad Greens Day.

Description of Meaningful Watershed Education Experience (MWEE)	Students in grades 7-12 learned about composting, specifically, vermicomposting. Students learned that by diverting food waste from landfills, they are mitigating the impacts of greenhouse gases from landfills impacting the climate, and for adding toxic leachate into surrounding waterways.
Partnership Details	Casey Trees conducted a tree planting at the school in spring 2017 and they are scheduled to conduct a fruit tree planting next school year. UpTop Acres hosted a field trip at their rooftop farm.
What Knowledge did Students Gain?	Students gained knowledge about why seasons occur, integrated pest management, crop rotation, square-foot gardening, vermicomposting, food justice, the benefits of living a healthy lifestyle, and how to identify, at least, 20 different plants.
Reflections from School Leader and Staff	Our students have a strong ownership of the school garden. The scholars have painted the fences and they make sure the garden is clean and organized throughout the year. The students have a social media page on Instagram called Tech Prep Green Hands. They share all of the flowers and vegetables that are grown in the garden. The scholars also share all of the knowledge gained with the usage of the school garden program. The scholars also sold vegetables from the garden on Monday's and Wednesday's outside of our school. The students also share knowledge gained to our school community. The student's present knowledge gained to the middle school and elementary schools that are part of Friendship Public Charter School network.

School Name	Cardozo Education Campus (1 STAR)
Total Award Amount	\$14,986
Number of Students Engaged	150
Number of Teachers Engaged	10
Partner Organization	City Blossoms
Progress Made Toward Goals	<p>Goal 1: Growing seedlings in the greenhouse to sell to gardens all over the district as well as to be used by the garden at Cardozo Education Campus.</p> <p><u>Progress Made:</u> Students worked after school to plant, care for, transplant and sell seedlings from Feb-May. Two Cardozo interns worked in the greenhouse during school hours providing additional support and learning skills pertaining to botany, greenhouse</p>

growth, and independent learning. Students sold seedlings at eight sales during the spring months. Large donations of seedlings were made to the Howard University Farm as well as the Capitol Area Food Bank. Large amounts of seedlings were sold to City Blossoms, to a beautification day in Ward 5 and to neighbors of Cardozo. Seedlings were also used throughout the season in Cardozo's own school garden. Students grew more than 1,000 seedlings and made roughly \$1,000 in seedling sales.

Goal 2:

City Blossoms' summer youth staff: As members of Mighty Greens, students will manage and maintain the Cardozo and Eastern High School gardens, harvest produce to sell at the farmers' market and practice using produce through hands-on recipes.

Progress Made:

City Blossoms worked with a staff of 16 youth through the Summer Youth Employment Program maintaining both Cardozo and Eastern gardens and harvesting for two weekly Farmer's Markets: Columbia Heights and Petworth farmer's markets. Students also participated in weekly trips to other DC Farms and food-based institutions including the Capitol Area Food Bank, the K St Farm, Common Good City Farm and Cava. Students donated 112 pounds of produce to Sasha Bruce Youthwork and Martha's Table. Students harvested more than 200 pounds of produce that got sold at bi-weekly markets and made more than \$2,000. Students regularly used produce and practiced recipe comprehension through hands-on cooking activities. Students expanded their line of value-added products and took part in regular workshops building entrepreneurial skills including redeveloping the Mighty Greens mission statement and a resume writing workshop.

Goal 3:

After school garden club will maintain and harvest produce to be marketed in a Community Supported Agriculture (CSA) for teachers.

Progress Made:

In the 2016-17 school year, students served 22 teachers in their fall and spring CSA program. In the spring students held eight weekly sidewalk farmer's markets in collaboration with the School Garden Market program,

	bringing in over \$500. More than 50 students participated in the after-school garden programming.
Description of Cafeteria-based Events	More than 50 students participated in a smoothie tasting in which Mighty Greens students experimented with smoothie recipes and chose a smoothie to be featured during lunchtime for tasting. More than 50 students participated in Strawberry and Salad Day; students tried kale and strawberry salad with kale harvested fresh from the garden. Over 50 students participated in Spice Up Your Lunch event, where students tasted fresh peppers from the garden and learned more about how to get involved with MightyGreens.
Description of Meaningful Watershed Education Experience (MWEE)	Sixteen students participated in a field trip to meet staff from the Anacostia Watershed Society. Students received a lesson in watershed runoff and got to kayak on the Anacostia River Shed. Fifteen students participated in filming short educational videos for The Nature Conservancy at our Marion St Community Garden. Videos focused on watershed runoff, soil sciences and habitat. Additionally, watershed education is something that we regularly touch on through hands-on garden-based activities.
Partnership Details	City Blossoms provides free in- and afterschool programming for students at Cardozo Education Campus. City Blossoms provides training and support for teachers to make use of the garden as an outdoor classroom space and works to integrate the garden into school culture through regular cafeteria tastings, and School Wellness Committee meetings. City Blossoms established an internship program with Cardozo students, serving two students in its first season, and provides weekly vegetable shares to participating teachers, serving 22 teachers in the grant period.
What Knowledge did Students Gain?	Students learn about biodiversity and the different types of plants, plant care and horticulture, cooking and healthy food preparation, food justice and how to run a business as they manage the marketing and sales of harvests to school staff and the community. Students also learn about where their food comes from, and what foods are healthy to eat.
Reflections from School Leader and Staff	Students have become more responsible as a result of the garden program, and interact well with each other and with the adults. The garden program provides many students who have difficulty adapting to the classroom environment with a chance to be engaged in a positive school activity that they enjoy, and with many students this has improved their overall attitude toward school.