



Application ID: 2021-12009

Application Type: Garden Grant Application

Organization: Eastin-Arcola Elementary School

Status: Submitted Application

Primary Contact: Shannon Lancaster

Fiscal Sponsor/Grantee

A fiscal sponsor is a separate entity (e.g. a non-profit organization or a school PTO) that can apply on behalf of the school or organization for fiscal or programmatic needs. If selected, the grant agreement will be signed by an individual with the fiscal sponsor organization and the grant check will be made out to the fiscal sponsor organization. **Having a Fiscal Sponsor is OPTIONAL and NOT required.**

Step 1: Do you have a fiscal sponsor?

No

Grantee Organization

PLEASE NOTE: If you listed a Fiscal Sponsor above, they must also be listed as the Grantee Organization. If you do not have a Fiscal Sponsor, you must include the information for the applying school or organization.

Please provide information for the Grantee Organization to whom the check will be written.



Grantee Organization
(This is the organization to whom the grant check will be written): Eastin-Arcola Elementary School

Grantee Organization
Street Address 29551 Avenue 8
(This is where the package will be sent):

Grantee Organization
City: Madera

Grantee Organization
State / Province: CA

Grantee Organization Zip 93637
/ Postal Code:

Grantee Signee

PLEASE NOTE: Please identify the individual who will be responsible for signing the Grant Agreement. If you have a fiscal sponsor, this must be an individual who has signing rights for the fiscal sponsor. Otherwise, please list someone at your school or organization who has the ability to sign formal documents.

Grantee Signee Name
(This is who will sign the Grant Agreement): Shannon Lancaster

Grantee Signee Title: Teacher

Grantee Signee Email: shannonlancaster@maderausd.org



Garden Details

Would this be the first Whole Kids Foundation Garden Grant for this garden if your application is accepted?

Yes

Please note, if your garden is not yet built, please answer all questions with the plan for your garden.

Where will this garden be located?

K-12 school

Please share your goals for your garden program for the next 1-3 years and specifically how this \$3,000 grant would help you achieve these goals. Please share tangible outcomes.

We have been blessed with a great start to our Edible Garden at Eastin-Arcola Elementary School! We currently have a greenhouse and irrigated raised beds, as well as beautiful citrus trees and grape vines. Our goal for the next 1-3 years is to allow each grade level to take ownership of a raised garden bed or section of the greenhouse, which would include research of a fruit, vegetable, edible flower, succulent, or herb that will grow well in our zone during a particular season, soil preparation, planting, tending, harvesting, and sharing or selling what was grown at a Farmers Market. We also plan to raise free-range chickens for the benefit of both our garden and for the eggs. The \$3,000 will allow us to purchase garden tools, soil, seeds, a composter, shed, chicken coop, and other materials and training to fully implement our plans. Our desire is for our students to understand the benefits of healthy eating and the value of hard work and how it can impact their community.

What metrics and tools will you use to measure the success of your garden program? For example: increased student participation measured by records of garden class attendance or increased willingness to try new vegetables measured by student surveys.



We plan to measure the success of our garden program by the percentage of student participation, as well as their willingness to try new fruits and vegetables. Currently, the students are not involved in any aspect of our garden. It was started during our COVID shutdown, and we hope to have 100% of our classes participate in this new form of Project-Based Learning on our campus once we are fully open again.

Is this a new or existing garden?

Existing: 1-2 years

We seek to support gardens located on the grounds of the school or organization because we feel this has best success for full integration. Is your garden located, or will it be located, on the school campus/organization grounds?

Yes

Describe the type of garden.

Raised bed – on ground

Please identify all of the physical components of your garden space. Select all that apply.

Please note that this list is not a recommendation of what should be in your garden, it is simply a list of what could be in your garden. This will not be used to assess your garden but to paint a picture for us on what your garden looks like. We support gardens of all sizes and recognize that powerful lessons can occur in all types. You will be asked to identify a budget for each item in the budget section.

Raised Beds, Container planters, Compost bin or area, Herb garden, Fruit trees, Greenhouse, Areas to eat or work (e.g. picnic tables), Signage, Fencing, Shed, Irrigation, Chickens

Our Garden Grant program supports edible gardens only. What type of edible plants do you plan to or already grow?

Vegetables, Fruit, Herbs, Edible flowers

Please share about any native, indigenous/traditional or heirloom species and varieties that you will grow in your garden. These varieties promote healthy garden growth and pollinator development and are a great tool for connecting to local Native American or First Nations knowledge.



We plan to grow California poppies, grapes, and succulents like Agave, as well as other California Native plants. We would like our classes to do the research and make the choices of exactly what to grow each season, but we definitely will steer them in the direction of native plants and ensure that they are connecting with their heritage.

Have you or do you plan to test the garden soil for contaminants?

Yes

How will you deal with pests in your garden? If you plan to garden organically and without the use of inorganic pesticides or toxins, please include your plan here.

We plan to allow free-range chickens to help eat the pests in our garden. In addition, we will choose plant varieties that are naturally resistant to pests, and we will practice interplanting of strong-scented herbs, as well as flowers to attract beneficial insects. Finally, we will rotate our crops.

Do you or will you have access to water for your garden?

Yes

Do you currently or will you have tools and a safe place to store them?

Yes

What will you do with the food you grow?

Please note: If you are bringing food from the garden into the cafeteria or classroom, check if your district or state has guidelines or rules on this.

Check out our new Garden to Cafeteria Toolkit, developed with Slow Food USA, that supports school districts in their creation of health and safety protocols to bring student harvested produce into the cafeteria for a full circle garden to table education. Download the free toolkit and view our five-part webinar program to accompany the toolkit [here](#).

Our initial plan is to allow the classrooms who grew the fruit or vegetable to eat the harvest. If there is enough, we would like to share with other classrooms, and in the future we hope to give or sell some of our food at a Farmer's Market on campus.



Garden Support

Please provide information for your Garden Coordinator.

The Garden Coordinator is an individual at your school or organization who leads/manages the Garden Project (e.g. parent, teacher, student, community member, etc.). This can be, but doesn't have to be, the same as the applicant contact.

First Name: Shannon

Last Name: Lancaster

Email: shannonlancaster@maderausd.org

Please explain the garden coordinator's role and how they support the garden.

Currently our Garden Coordinator is our 1st Grade Teacher, who has a passion for connecting students to all-things agriculture. She will work with the principal, fellow teachers, students, and other members of the community. She will also write grants, purchase materials, and keep track of receipts. She will ultimately ensure that everything necessary for the garden is fully executed, so that our students may be engaged in hands-on learning in our Edible Garden at Eastin-Arcola.

Please describe the gardening experience of the individuals involved in the garden. If limited, please instead share the action plan for them to learn more about gardening.

Our current Garden Coordinator has limited experience. However, our school principal is extremely knowledgeable, as she was raised on a farm. Our Garden Coordinator has many connections with local farmers, as well as Garden Coordinators on other school sites. She is ready and willing to take classes in gardening to increase her skill set, and she's not afraid to get her hands dirty. She's passionate about this project and committed to learning all that is necessary for it to succeed!

Evidence shows that programs that have a Garden Committee, or a group of different stakeholders, are most successful. Please share the individuals who are on your Garden Committee and their roles or, if you don't yet have a committee, please share your plans to create one.



We do not yet have a Garden Committee, but plan to create one. It will consist of our Garden Coordinator and at least 4 of the following: our School Principal, a Primary Teacher, an Intermediate Teacher, our Teacher on Special Assignment, our Physical Education Teacher, a Science Coach within our District, and possibly one of our School Custodians.

Has anyone involved in the garden ever attended a Garden Educator training?

Some examples of this include but aren't limited to the [Edible Schoolyard Academy](#), [Life Lab workshops](#), [Shelburne Farms Educator Workshops](#), Local Agricultural Extension Programs, or Master Gardener Classes.

No

Approximately how many regular adult volunteers will support the upkeep and operation of the garden?

Please do not include elementary or middle school students in this count. We understand that high school-aged students can be involved in the upkeep of a garden, so please feel free to include high school student volunteers in this count.

We are also looking for the number of regular volunteers; as a result, please do not include numbers from large one-time garden builds.

10

How will you recruit these volunteers?

Many adults are already excited about helping. I have begun to share our vision and plan, and several have already shared their excitement about assisting us as needed. I will continue to share our plans and seek specific help.

How will the volunteers be managed to maintain the garden over time?

We will schedule volunteers to manage specific aspects of our garden. Although we want our students to truly work the ground, we will make sure that our volunteers have specific roles, so that none of the duties are left to chance. Our Garden Coordinator will manage and schedule our volunteers.



What will you do to engage your community in the garden and integrate the garden into the community culture and identity? Community could encompass the parents and families, staff, neighbors, local businesses, etc. Ideas for engagement and integration include community involvement in the garden design, garden tastings or cooking events, potlucks in the garden, farmer's markets, or any other fundraising or awareness events and communications.

We plan to share everything we do with our parents through our usual form of communications: newsletters, Parent Club Meetings, School Site Council, etc. Our staff will be kept up to date during staff meetings, as well as emails and direct contact with the Garden Coordinator. Our Garden Coordinator will also communicate regularly with local businesses and farmers to seek support, donations, and training. We also plan to bring in community members for cooking lessons & workshops with our local bee keeper. In addition, we plan to host a Farmer's Market, and possibly even ask local farmers for donation of additional produce to sell for fundraising.

How will you share your garden's story with the press and the public? Check all that apply.

If you are adding any website links, please be sure that "https://" is in the URL link.

Press release, Newsletter, Website, Printed or Email Parent Communication

Please include links below.

<https://www.madera.k12.ca.us/eastin-arcola>

Garden Community

How many youth will be involved with the garden?

197

If the garden will be located at a school, please tell us how many classrooms will be involved with the garden. If the garden is not at a school, you can list "0".

9



For any individual child or adolescent, how often will that youth be engaged in educational activities (minimum of 15 minutes) in the garden? Please include the frequency, such as twice per week or 5 times a month. As valuable as all time in the garden is, please don't include random visits or unsupervised time in the garden.

We plan to have each student (class) work in the garden at least once per week.

When the child or student visits the garden, on average how long do they stay?

We hope they stay an average of 20 minutes.

Who typically leads the educational activities in the garden?

Because our garden was built during our COVID Shutdown, our students have not yet been a part of it. When students return, teachers will be responsible for leading the educational activities in the garden, until we are able to fund an Ag Teacher.

Describe the primary ways children will engage with the garden. This could include, but is not limited to, garden upkeep, nutrition-associated education, after school activities, tasting/cooking demonstrations, or garden clubs.

We are planning to teach Agriculture using Project-Based Learning at Eastin-Arcola. It is our goal to engage students in a variety of ways including researching, planning, planting, tending, and harvesting, as well as learning about nutrition with our Physical Education Teacher, and involving our After-School Program. We also plan to involve them in cooking and offer a Garden Club as well.

Especially when the garden is located at a school, we love to see that all students are engaged with the garden. We understand the resources needed to support this. If this isn't currently the case or the plan for your garden, please explain why not, and any plans to increase student engagement in the future. If your garden is not located at a school and this does not pertain to your program, you can list "N/A".

We do plan to engage ALL of our students in our garden once everyone returns from our COVID Shutdown.

What are your plans to create a garden program that is culturally relevant and inclusive to all youth that you serve? We encourage you to consider how and what garden lessons/activities are taught and student or child involvement in garden design and in how the garden is used by their community. This could include native food ways education, extending beyond agricultural cultivation to wild foods, ceremonial and medicinal foods.



Our students are primarily of Hispanic/Native American descent. Their families use a lot of tomatoes, peppers, cilantro, onions, garlic, and lime in their cooking, so we would like to include these in our garden. We will be able to use all of these ingredients to make Salsa. We would also like to grow succulents like Aloe Vera, which are a favorite amongst our Hispanic culture, especially for their medicinal value.

The mission of Whole Kids Foundation is to improve children's nutrition by changing the way we feed our kids. How do you plan to integrate the garden into health and nutrition lessons?

Our Physical Education Teacher works with our classes to teach Nutrition every year. We will have her incorporate the plants that we are growing in our garden into her lessons. In addition, we will make sure that each teacher is helping their students to fully understand the nutritional value of the foods that they are choosing to plant.

How will you integrate the garden into other classroom curriculum or general subject areas? Please check all subjects that apply, and explain briefly how you plan to integrate each subject. Where possible, include the academic standards you will cover in each subject in the garden.

Science, Math, English, Art, Social Studies, History, Physical Education

Science Explanation

Our students will research the kind of plants that grow best in our zone and in each specific season in order to determine what is best to plant in their raised bed. In addition, they will learn about testing soil (including pH levels), water usage and conservation, the right amount of sunlight for their specific plants, the use of herbs as a pest deterrent, the benefits of free-range chickens, and a host of other agricultural lessons.

Math Explanation

Students will be able to utilize math in a variety of ways in our garden. Our youngest students may simply use counting, comparing, and sorting. As they grow, they will be able to better understand the necessity of the calendar, time, money, measurement, and estimating. Our older students will be able to utilize fractions, percentages, geometry, graphing, and algebra. Each of these skills can be taught from the youngest to the oldest from the first stages of planting to the final stages.

English Explanation



Our students will read non-fiction texts and do research on-line to discover what is necessary to plan, plant, tend, and harvest the contents of their raised beds. In addition, they will read fictional texts that involve fruits, vegetables, gardens, and harvesting from a variety of cultures. They will also write about and report their findings and responses.

Art Explanation

Our students will be able to use a variety of media to not only document the growth of plants, identify and label their parts, but also to articulate the beauty of their garden through drawings, diagrams, paintings, collages, photography, and the use of other mixed media. It is our goal to showcase our students' art to our local community.

Social Studies Explanation

We will study the use of plants in a variety of cultures, but especially the Hispanic and Native-American cultures, which are represented by the majority of our students. Students will learn the cultural significance of plants in the lives of the people for food, medicine, and celebrations.

History Explanation

We will study the history of plants and where they originated. Students will learn which plants are native to California and which plants came from other countries.

Physical Education Explanation

We will teach students the importance of proper nutrition as it pertains to their health and wellness. Students will also learn the benefits of fresh air, sunshine, and manual labor as it pertains to the health of our bodies.

Tell us about any needs or challenges faced by the students or youth you work with and their general community. These should be outside of any garden needs. Please demonstrate and support the need you share. This may include, but is not limited to, financial needs, environmental issues, safety issues, health issues, community support, or regulation hurdles.



The majority of our students come from Spanish-speaking homes, so they are still learning to read, write, and speak English. Many of their parents do not speak any English at all. Some of their parents have been deported, so they are being raised by a single parent or another relative. Many of our students live in a state of poverty with very little money and very small homes or apartments compared to the size of their families. Our students tend to have lots of brothers and sisters, sometimes from different moms or dads, and the older children take care of the younger children while the parents are working in the fields (especially during distance learning). Families struggle with the basics of food/water, clothing, and shelter.

Community Partner

Each Garden Project must have the participation and support of a specific partner organization from the community that brings added support and sustainability to the initiative. Examples of a Community Partner include, but are not limited to, a nonprofit, a farm, a local business or store, or a garden club. If you are a non-profit applying on behalf of a school, the non-profit may be the Community Partner for this grant. ***Please note: a school's PTA/PTO does not qualify as a community partner.***

Name of Community Partner Organization: Teco Hardware

First name of Community Partner Contact: Robert

Last name of Community Partner Contact: Poythress

Email Address of Community Partner Contact: rlpoythress@gmail.com

Phone Number of Community Partner Contact: 559-903-3370



Community Partner Website

If the community organization does not have a website, please add the most applicable link that best represents their work such as a media article highlighting them.

Please be sure that "https://" is in the URL link.

<https://tecohardware.stihldealer.net/>

Tell us about the Community Partner and what they add to your project.

Robert Poythress, the owner of Teco Hardware, is the former Mayor of Madera, the town our school is located in. He is also a local farmer and store owner. He has the background, knowledge, resources, and connections to help sustain our garden. He recently provided us with information regarding a Master Gardener Program, as well as connections to our Local Farm Bureau.

Extended Community

Educational garden programs that seek to make a difference in the community and that have support from the community are more likely to be sustainable over time.

Do you have any other support or sponsorships in your extended community? Support can be monetary, in-kind donations, volunteer support or just general advice or consultation. This can be from non-profit or for-profit entities (e.g. stores, restaurants, local businesses, garden stores, churches, etc.).

Yes - I have More than Four Partners

Contributions

Organization/Company	Contribution
Tattered Farms	compost & consultation
Ripperdan School - Garden Coordinator	consultation & information
Fairmont Elementary School - Ag Consultant	consultation & information
Sherman Thomas Charter School - Director	consultation & information
AgriLand Farming Company, Inc	volunteers & donations

Budget



PLEASE NOTE: None of the monetary funds can be used for real estate, travel costs, or field trips.

Any funds spent on a scholarship, such as to attend a garden training, may not exceed 30%. Please check below that you agree to our budgetary restrictions.

I agree to these budgetary requirements.

Total Garden Expenses

Expense Type	Cost
Garden Shed (one time expense)	\$425.00
Gardening Tools	\$200.00
Extra Large Chicken Coop (one time expense)	\$875.00
Garden Training	\$500.00
Seeds, Soil, Pots	\$425.00
Compost Tumbler (one time expense)	\$375.00
Signage (one time expense)	\$200.00
Chicken Feed	\$200.00
Chicken Bedding	\$150.00
Gardening Gloves & Knee Pads	\$200.00
	\$3,550.00

Grant Funding Allocation

Expense Type	Cost
Garden Shed	\$425.00
Gardening Tools	\$200.00
Extra Large Chicken Coop	\$875.00
Garden Training	\$500.00
Seeds, Soil, Pots	\$425.00
Compost Tumbler	\$375.00
Signage	\$200.00
	Total:\$3,000.00

Garden Incoming Revenue



Revenue Source	Amount
Recycling Income	\$150.00
Wildcat Parent Club	\$200.00
Walmart Donations	\$200.00
	\$550.00

Additional Questions

The next section is not part of the selection process, but will help us know more about you and other things you might be interested in.

Whole Kids Foundation Grant Programs

Are you aware of our
other grant programs?

Bee Grant Program

Salad Bar Grant No

Healthy Staff Program

Canadian Farm to School Grant

Get Schools Cooking Grant:

How did you hear about our grant? Select all that apply.

Other

Please List

A co-worker heard about you from a former grant recipient.

Whole Foods Market Connections



As a foundation founded by Whole Foods Market, we like to be aware of relationships between our recipients and our parent company. This information is NOT used in selection and is NOT required, but helps us remain aware of local relationships.

Whole Foods Market Store Connection: If you have a relationship with a local Whole Foods Market store, please list the name of the store. If you do not have a relationship with a store, you may leave the field blank.

A relationship means that this store supports your school or school garden in some fashion-maybe volunteer support, in-store fundraising support, in-kind donations or at-school event support.

n/a

Whole Foods Market Team Member Connection: If you have a relationship with a local Whole Foods Market team member, please list their name. If you do not have a relationship with a Team Member, you may leave the field blank.

This can include a contact at the store you work with regularly or any members of your community who work at the store (parents, relatives, etc.).

n/a

Lettuce Grow

Whole Kids Foundation is partnering with Lettuce Grow to provide hydroponic "farm stands" to schools in select areas. Learn more about them [here](#). During this grant cycle, any qualified applicant in the selected areas that does not receive a \$3,000 Garden Grant and is placed on our "On Hold" list, will be eligible to receive an equipment grant of an outdoor farmstand to get them growing in the meantime, subject to availability. You can learn more about the Farmstand at www.lettucegrow.com.

Would you like to opt into this program? You will be asked to confirm again later if placed on the On Hold list.



Yes

Newsletters

Whole Kids Foundation has a newsletter that contains updates about how our work with children and gardens is helping kids grow up healthy, and periodically includes tips and resources about edible educational gardens, including educational and funding opportunities. Please select below if you'd be interested in receiving this newsletter.

Whole Kids Foundation

Engaging kids in the importance of bees is a key component of connecting them to where their food comes from. Whole Kids Foundation and The Bee Cause Project have started a monthly newsletter on bee education where you can read stories about educational pollinator programs in schools, receive a monthly bee program lesson, get info on webinars and resources for bee education, and much more. Would you like to be signed up to receive this newsletter?

Yes

Attachments

Please upload the required attachments outlined below.

Garden Photos



Please upload three photos of your garden space/plan (up to three maximum). **Please include a garden design or diagram (dimensions and layout) and at least one photo of the existing space.**

Please note the following requirements and directions:

Save images as a PNG, JPG, or GIF. Maximum size for each photo: 5M MB

PLEASE NOTE: We may want to feature a photo you have provided. Only upload photos of youth for whom you have a photo release form signed by their parent or guardian. By uploading photos, you are verifying that you understand this requirement of any photos you upload.

Eastin-Arcola's_Edible_Garden.pdf

49.3 KB - 03/31/2021 5:30PM

Eastin-Arcola_Garden_Pic1.jpg

1.4 MB - 03/31/2021 3:20PM

Eastin-Arcola_Garden_Pic2.jpg

1.3 MB - 03/31/2021 3:20PM

Total Files: 3

Principal or Executive Director Signed Letter of Support

Please provide a letter committing support for your garden project, physically signed by the principal or executive director, and presented on school/organization letterhead. **If possible, please only upload the document as a PDF.**

Eastin-Arcola_Admin_Support_Letter.pdf

111.7 KB - 03/31/2021 3:27PM

Total Files: 1