

# School Garden Request for Applications – Title 1 Schools

## Administration Division

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### Background

Encouraging consumption of fresh fruits and vegetables is an ongoing priority for Nevada schools to promote healthy living and learning for Nevada youth. Senate Bill (SB) 167 of the 2017 Nevada Legislature was passed to encourage Title I schools to establish and maintain school gardens where students can learn applied sciences and healthy eating.

This educational approach will also allow teachers to provide a course of study in science, pursuant to Nevada Revised Statute (NRS) 389.520, in a hands-on setting as an extension of the classroom. SB 167 allows the Nevada Department of Agriculture (NDA) to allocate funding to each qualifying school at a maximum of \$5,000 for fiscal year 2018-2019.

Applications will be due September 20, 2018 in order to be considered for funding in fiscal year 2018-2019. This document outlines the eligibility criteria, program requirements, and application process for Title 1 schools interested in applying for the program. This is a competitive award process and a panel will review all applications using a rubric to evaluate program plans and learning objectives.

Contact Amber Smyer with questions: 775-353-3769 or [asmyer@agri.nv.gov](mailto:asmyer@agri.nv.gov). A link to the full bill is available [here](#).

### Eligibility

Per SB 167, Title I schools in Nevada (as defined in [NRS 385A.040](#)) are eligible to apply for school garden funding.

### Eligibility criteria

- Are you a Title 1 school that serves any grades K -12?  
Note: 501(c)(3) non-profit organizations working in partnership with a K-12 school are allowed to participate under a contractual arrangement, however this component must be outlined in the Title 1 school's application
- Has the school received letters of support of this application from the school principal and school district administration?
- Is the school garden (or proposed school garden) an edible school garden? The main focus of the school garden must be to grow vegetables, fruit, grains, orchard trees, or other plants that grow food intended for human consumption.

### Grant definitions

**School garden** – References the actual garden space including: growing methods, structures, supplies, plants and produce, etc.

**School garden program** – A school garden program encompasses the entire scope of a school garden per the school and community's needs. When referencing the "program" we generally include the actual garden site, the leadership involved in overseeing the program, the curriculum

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integration of the garden (formal education), informal education, activities, and outputs that benefit stakeholders.

**School garden program activities** – School gardens provide all types of opportunities for exploration and learning. These opportunities may be offered through formal and informal educational activities, in or away from the garden, and with a variety stakeholders. These activities or events are generally provided:

- as an extension of curriculum integration.  
The events/activities executed to allow students involved in the school garden program through curriculum integration to build upon the knowledge and skills they've been learning. Examples would include: Developing a marketing campaign to sell fresh fruits and vegetables to the community, hosting a Farmer's Market, sharing their knowledge with others, chef demonstrations, designing new garden features, etc.
- as opportunities for engagement of additional populations in the school garden program (indirect student, faculty, and parent or community engagement). For example, offering teachers currently not participating in curriculum integration the opportunity to bring their classrooms on a field trip to learn about the school garden, invitation to student body to vote on produce marketing campaigns developed by students in school garden program, including the garden as an option for recess for small touchpoint activity or to just relax and explore in the garden environment, invitation to parents and community to participate in the school's Farmer's Market or sign-up for your school garden Community Supported Agriculture (CSA), providing produce to the high school culinary program, etc.

**School garden curriculum integration** – Garden-based learning encompasses programs, activities, lessons, and projects in which the garden is the foundation for integrated learning, in and across disciplines, through active, engaging, real-world experiences. Curriculum integration refers to teachers utilizing the garden as an extension of their classroom to teach to established grade-level state standard and/or Common Core and/or NGSS and to expand agricultural literacy. To be considered curriculum integration, a teacher would frequently use the garden for learning and to build upon concepts introduced in the classroom. Classrooms immersed in the school garden are practicing curriculum integration.

**School garden professional development plan** – The main obstacles to most teachers considering curriculum integration with a school garden are: 1) school garden growing methods don't align with the school year (production in the summer), 2) teachers are not comfortable with the garden, 3) teachers are unsure how to incorporate the garden into the standards. In order to address these obstacles, it is highly recommended that each grant recipient's school garden committee work together to identify a professional development plan for the teachers in their school to provide them with opportunities for initial engagement in the garden, training on curriculum pieces that incorporate the garden as a learning lab, and consider methods to grow throughout the year for increased participation.

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**School garden committee** – Each site should have a robust school garden committee of passionate individuals willing to contribute to making the school garden a success. This committee provides leadership regarding the program and is responsible for helping set program direction (goals/vision), identifying obstacles, developing policies and trainings as needed, and assessing the success of the school garden program. The committee may include teachers, other school staffers, parents, alumni, student representatives, community members, nonprofit partners, etc.

**School garden site coordinator(s)** – The individual(s) spearheading school garden logistics including preparation, implementation, maintenance, harvesting, food safety, risk management in the garden.

**School garden program coordinator(s)** – The individuals(s) responsible for garden integration in classrooms and the school community. Provides leadership to staff on professional development, works closely with the garden coordinator on the logistics and plans for the garden for maximum integration with student learning. Depending on the school situation, the same individuals(s) may be both the garden site coordinator and the garden program coordinator.

**School garden program grant award manager** – The individual responsible for overseeing administration of the school garden grant award at the school site including budgeting, compiling data tracking, and submitting award reports and paperwork to the school district and the NDA.

**Direct student engagement in the school garden program** – Refers to those students that will assist in the planning, development, growing, harvesting, and organizing and executing farmer's markets and other school garden activities. Includes students in classrooms practicing curriculum integration. Immersion in the school garden program versus episodic interactions.

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**Indirect student engagement in the school garden program** – Refers to those students who may benefit from the school garden program through field trips, taste tests, education on garden produce in school meals, but do not directly contribute to the planning and management of the garden nor have school garden curriculum integration in their classrooms. Episodic interactions with school garden program versus immersion.

### Example of Direct vs. Indirect Student Engagement

Classroom A has embraced school garden curriculum integration and the teacher truly uses the garden as an opportunity to teach multiple disciplines and standards. As a STEM project the class constructed a small hoop house in order to grow some winter vegetables with the goal of using the produce to help educate their peers on healthy eating habits and expand their knowledge of food products. The class was divided into smaller working groups and each team selected, planted, and tended a vegetable appropriate to the winter growing conditions. The class planned to use the harvest to conduct taste tests in their school cafeteria. Each team develop a poster of the crop they chose and included nutritional and fun facts. Students were responsible for planning and execution of all logistics of the taste test. When asked how they would measure if their taste test influenced their peers, they decide to conduct a verbal survey. As a student approached each sample station, they were asked if they've had said vegetable before, and if so, if they liked it. Then following the consumption of the sample, they were asked how likely they would be to eat that vegetable again. After the event the groups compiled their survey responses and reported on the change in attitudes.

The students in classroom A represent direct student engagement. In this example there is curriculum engagement, student driven planning and use of garden outputs, and frequent hands-on interaction in the school garden. The student body participating in the taste tests are an example of indirect student engagement. Their benefit and learning from the activity is valued, but it's considered indirect engagement since their participation was a by-product of the school garden program (in this example a taste testing school garden activity) versus their continued personal participation in the school garden program.

**Farm to School** – This program enriches the connection communities have with fresh, healthy food and local food producers by changing food purchasing and education practices at schools and early care and education site. The focus is on one or more of the following:

- Procurement: Local foods are purchased promoted and served in the cafeteria or as a snack or taste-test;
- Education: Students participate in education activities related to agriculture, food, health or nutrition; and
- School gardens: Students engage in hands-on learning through gardening.

**Agricultural literacy** – In 2013, the [National Agricultural Literacy Logic Model](#) was released. To support this model, an agriculturally literate person was defined as:  
*“A person who understands and can communicate the source and value of agriculture as it affects our quality of life.”* View more information on agricultural literacy research and guiding publications [online](#).

### Expected program outcomes

To be considered for the award, each school must agree to the following:

- Create/expand and maintain a school garden.
- Identify a school garden coordinator.

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- Establish a garden team comprised of teachers, parents, and members of the community. The garden team should meet at least once each month.
- Develop and implement a food safety plan designed to ensure that food grown in a school garden is properly handled and safe to sell and consume.
- Obtain a producer’s certificate through the Nevada Department of Agriculture for any food to be consumed in cafeteria or distributed to the general public (Farmer’s market, food pantry, etc.)
- Identify curriculum connections and implement curriculum resources that:
  - are tailored to students at the appropriate grade levels.
  - comply with the standards of content and performance for a course of study in science adopted by the State Board of Education, pursuant to [NRS 389.520](#).
  - use experiential learning or project-based learning to teach science, technology, engineering, arts and mathematics.
  - are designed with the assistance of teachers and other educational personnel with experience at the appropriate grade levels.
  - involves supervised learning experiences for the pupils at the school in both classroom and garden settings.
- The school garden program must have a plan to provide professional development to teachers regarding:
  - the use of a school garden to teach pupils with disabilities.
  - development and implementation of science, technology, engineering, arts and mathematics curricula that incorporate the use of a school garden.
  - implementation of curriculum and resources that link school garden activities to agriculture, food systems, and good nutrition.
  - send at least one person from the school garden team to an in-state school garden conference or other approved professional development training.
- Track data on school garden activities and student learning.

The following is a list of recommended activities that have been successful in school gardens in Nevada:

- Seek expertise and assistance from members of the community, such as, trained educators, local farmers, and local chefs.
- Provide pupils with the ability to operate a farmer’s market to sell the produce from the school garden.
- Provide the opportunity to have a local chef or employee of a school who works in food services demonstrate how to properly cook a meal using the produce grown from the school garden.
- Integrate the school garden into the overall wellness policy of the school.

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### Eligible expenditures

For the purpose of this award, school gardens may include various growing systems such as hoop houses, raised beds, aquaponics, hydroponics, greenhouses, indoor growing, orchards, outdoor garden classrooms, etc.

The maximum award amount per school for fiscal year 2018-2019 is \$5,000.

### All costs must be necessary, reasonable and allowable for proper and efficient performance and administration of the award.

- Costs should be reasonable and justifiable. When determining reasonableness of a given cost, the following should be considered:
  - The cost must be a type generally necessary for the garden's operations or performance.
  - The cost must be in compliance with federal, state and your organization's established policies for incurring a cost or charge.
  - Consideration must be given for market prices for comparable goods or services in the geographic area.
  - Individuals responsible for the expenditure must act with due prudence in carrying out their responsibilities to state government, the public, and the organization.

All expenditures must:

- be authorized or not prohibited under state or local laws and regulations;
- be assigned cost-to-cost objectives and must be treated consistently for all work performed by the organization under similar circumstances, regardless of the source of funding, to avoid duplicate charges.
- be in conformance with limitations and exclusions contained in the terms and conditions of this award.

Eligible expenditures include:

- **Personnel** – Describe key personnel that will be involved and how their activities will go towards accomplishing the objectives of the award. Provide a breakdown of their time commitment to the project and estimated hourly rate.
- **Contractual** – If contracting with a vendor, nonprofit or other organization to support garden activities, provide a breakdown of their time commitment to the project, estimated rate, and anticipated deliverables. Note if the vendor will provide supplies, the cost of supplies should be included in their contract versus being listed below. If you are partnering with a nonprofit school garden partner to assist with development and maintenance of your garden, describe their role in the project and describe their experience with previous school garden programs.
- **Supplies** – List purchases of supplies and materials that the school site will purchase for the school garden program. Approved supplies include:
  - Appropriate garden supplies (bed material, garden tools, soil and media, seeds, fertilizer, etc.)

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- Appropriate educational supplies for curriculum integration of the garden.
- **Travel** – Reasonable expenses at GSA per diem rates for mileage, registration, hotel and meals are allowable for school garden conferences within the state and other approved professional development opportunities. The school site must submit to the NDA award coordinator a request for approval to use award funding to attend another conference, including breakdown of costs, and how it will provide resources that support curriculum integration per [NRS 389.520](#) and/or food safety.

### Timeline

|                           |   |  |
|---------------------------|---|--|
| September 20, 2018        | – | Applications due to NDA via online submission  |
| November 16, 2018         | – | Award announcement   |
| November 2018             | – | Finalize sub-grant awards with school districts for awards to their schools.                                       |
| November 2018 – June 2019 | – | Submission of request for advancement or reimbursement of expenses and financial reporting.                        |
| May 1, 2019 – Mid-project | – | Report due   |
| June 30, 2019             | – | All award funds must be appropriated   |
| September 30, 2019        | – | Final report due (schools failing to submit a final report by the deadline will be subject to repayment of funds). |

### Application instructions

If interested in applying, Nevada Title 1 schools should carefully review this Request for Applications (RFA) for award expectations and application requirements.

The online application and required attachments are due **September 20, 2018 by 5:00 p.m.** Pacific Standard Time (PST) via <https://form.jotform.com/81448021056147>

A list of application questions and required documentation for upload are outlined to assist with preparation for submitting

Only applications submitted using the online form and following instructions regarding required attachments will be considered.

### Award application evaluation

A review committee will evaluate all eligible applications received by the NDA and score the proposals based on a rubric. (See page 10.)

During the evaluation process, extreme care will be taken to prevent any actual or perceived conflicts of interest that may impact review or evaluation.

### **Award administration**

- **General**

Within the limit of funds available, the awarding official of the NDA shall issue awards to eligible applicants whose applications are judged most meritorious under the procedures set forth in this RFA. All funds awarded by the NDA under this RFA must be expended solely for the purpose for which the funds are awarded in accordance with the approved application and budget, regulations, the terms and conditions of the award and applicable federal cost principles.

- **Award document and notice of award**

Awards will be issued by the NDA to selected Nevada Title 1 school sites through their school districts. The award administrator, Amber Smyer, will notify awardees upon completion of the review process and work with school districts to complete the sub-grant award and establish a process for management of the funds for each selected school site within their district.

### **School district's role in grant fund management**

- The school district must be willing to act as the fiscal manager for the school grant funds for any school sites selected within their jurisdiction and develop a process by which school sites can utilize funds and report spending.
- District must be willing to supply documentation that applicant schools are Title 1 schools.
- School districts of awarded schools will enter into a sub-grant award with the NDA. Approved funds will be released upon submission of appropriate paperwork for reimbursement or advancement.

### **School site award and project management**

- The school **must** have a person designated as the project manager.
- The expenditure of award funds must occur within the authorized period. All project managers will be required to submit a final report but may be subject to additional reporting if deemed necessary by the NDA. Failure to fulfill reporting requirements may be cause for withholding funding, withdrawal of funding, or rejection of future proposals.
- Garden sites will be subject to an annual audit to verify that program requirements have met eligibility criteria and program expectations as outlined in the RFA.
- Accounting system requirements:
  - Financial records, statistical records, supporting documents, and other records pertinent to this award shall be retained for a period of three years from submission of the final project report.
  - Records that relate to audits, appeals, litigation, or settlement of claims arising out of the performance of the project shall be retained until such audits, appeals, litigation, or claims have been disposed of, but not earlier than three years from submission of the final project report.



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- NDA staff, or an authorized representative, shall have access to any pertinent documents, books, papers, and records of the recipient organization to make audits, examinations, excerpts, and transcripts.
- The mid-project and final project reports will require school sites to report on:
  - Reporting on expenditure of funds
  - Garden use log (type of activity, # of students, hours utilizing the garden)
  - Pre and post student survey data
  - Pre and post teacher survey data
  - Number of students directly and indirectly engaged in the school garden program
  - Engagement of partner organization(s) and school community in the school garden program
  - School garden program professional development plan
  - Reporting on (optional) integration of school garden program in the school wellness program
  - Reporting on (optional) farmer's market experience
  - Reporting on (optional) culinary demonstrations
  - Estimate of pounds of produce harvested
  - Challenges
  - Reporting on other deliverables (amount of produce used in school meals, taste testing demos, donated to address food insecurity, etc.)
  - 5-10 digital images of students engaged in the school garden and related activities, along with signed parental release forms to accompany images of children (will also accept images displaying the back of student's heads or hands-only images without parental release).

### **Fraud, waste, and abuse**

- Anyone who becomes aware of the existence (or apparent existence) of fraud, waste, or abuse related to this award should immediately report this information to the NDA.
- Fraud, waste, and abuse include, but are not limited to, embezzlement, misuse, or misappropriation of award funds or property, and false statements, whether by organizations or individuals. Examples are:
  - theft of award funds for personal use
  - using funds for non-award related purposes
  - theft of owned property or property acquired or leased under the award
  - submitting false financial reports
  - submitting false financial data in bids submitted to the NDA

## School Garden Competitive Grant Award Rubric

Administration Division

| Criteria  | Strong (3 pts)  | Satisfactory (2 pts)  | Needs improvement (1 pt)   | Total |
|---|---|---|--|-------|
| <b>Garden Structure Narrative</b>                   | Clearly outlined planned and current (If applicable) garden structure and growing methods. Provided appropriate and detailed information, no clarifying questions arise.  | Clearly outlined planned and current (If applicable) garden structure and growing methods. Fairly adequate detail provided, 1-2 clarifying questions may arise.   | Vaguely outlined planned and current (If applicable) garden structure and growing methods. Lacks detail, causing clarifying questions to arise.  |       |
| <b>Garden Support Narrative</b>                     | Identified a minimum of 3 individuals either within the school staff or volunteers who will directly work in the garden AND noted any technical skills/gardening experience. Adequate detail provided, no clarifying questions arise. | Identified a minimum of 3 individuals either within the school staff or volunteers who will directly work in the garden AND noted any technical skills/gardening experience. Fairly adequate detail provided, 1-2 clarifying questions may arise. | Identified 2 or less individuals either within the school staff or volunteers who will directly work in the garden OR failed to note any technical skills/gardening experience. Lacks detail, causing more than two clarifying questions to arise. |       |
| <b>Garden Operation &amp; Maintenance Narrative</b> | Clearly outlined strategies to address garden management including: garden operation and maintenance year round and class scheduling. Provided appropriate and detailed information, no clarifying questions arise.                   | Clearly outlined strategies to address garden management including: garden operation and maintenance year round and class scheduling. Fairly adequate detail provided, 1-2 clarifying questions arise.  | Vaguely outlined strategies to address garden management, but fails to address both garden operation and maintenance year round or class schedule. Lacks detail, causing more than two clarifying questions to arise.                              |       |
| <b>Direct Student Engagement Response</b>           | Garden and garden education program will directly engage multiple grade levels and/or special student populations.  | Garden and garden education program will directly engage multiple grade levels and/or special student populations.  | Garden and garden education program will directly engage less than 25 students.  |       |
| <b>Total Student Engagement</b>                     | Anticipate direct and indirect student engagement to reach at least 75% of the student population.  | Anticipate direct and indirect student engagement to reach at least 50% of the student population.  | Anticipate direct and indirect student engagement to reach less than 50% of the student population.  |       |
|   | <i>Note: Percentage of student population calculated based on total student body, direct student engagement, and indirect student engagement provided in the application.</i>   |   |  |       |

## School Garden Competitive Grant Award Rubric

Administration Division

| Criteria  | Strong (3 pts)  | Satisfactory (2 pts)  | Needs improvement (1 pt)  | Total |
|---|---|---|---|-------|
| <b>Student Engagement Methods Narrative</b>             | Clearly outlined methods to engage the student body in the garden. Provided appropriate and detailed information, no clarifying questions arise.  | Clearly outlined methods to engage the student body in the garden. Fairly adequate detail provided, 1-2 clarifying questions arise.   | Vaguely outlined methods to engage the student body in the garden. Lacks detail, causing more than two clarifying questions to arise.   |       |
| <b>Curriculum Integration Narrative &amp; Checklist</b> | Clearly outlined plans to use the garden to teach core educational standards and indicated a minimum of 5 subjects would be addressed in the curriculum integration. Adequate detail provided, no clarifying questions arise. | Clearly outlined plans to use the garden to teach core educational standards and indicated a minimum of 3 subjects would be addressed in the curriculum integration. Fairly adequate detail provided, 1-2 clarifying questions may arise. | Somewhat outlined plans to use the garden to teach core educational standards and indicated 1-2 subjects would be addressed in the curriculum integration. Lacks detail, causing more than two clarifying questions to arise. |       |
| <b>Learning Assessment Narrative</b>                    | Clearly outlined strategies to assess student learning through participation in lessons and garden activities. Adequate detail provided, no clarifying questions arise.   | Clearly outlined strategies to assess student learning through participation in lessons and garden activities. Fairly adequate detail provided, 1-2 clarifying questions may arise.   | Vaguely outlined strategies to assess student learning through participation in lessons and garden activities. Lacks detail, causing more than two clarifying questions to arise.   |       |
| <b>Benefit to School &amp; Community Narrative</b>      | Clearly outlined plans to use the garden to benefit the school and community. Adequate detail provided, no clarifying questions arise.  | Clearly outlined plans to use the garden to benefit the school and community. Fairly adequate detail provided, 1-2 clarifying questions may arise.  | Vaguely outlined plans to use the garden to benefit the school and community. Lacks detail, causing more than two clarifying questions to arise.  |       |
| <b>Increase Agricultural Literacy Narrative</b>         | Identified 3 or more connections students will be able to make about agriculture in their daily lives as a result of their planned garden activities.   | Identified at least 2 connections students will be able to make about agriculture in their daily lives as a result of their planned garden activities.  | Identified at least 1 connection students will be able to make about agriculture in their daily lives as a result of their planned garden activities.   |       |
| <b>Evaluation Narrative</b>                             | Clearly outlined methods to measure impact of the program including mechanisms. Adequate detail provided, no clarifying questions arise.  | Clearly outlined methods to measure impact of the program including mechanisms. Fairly adequate detail provided, 1-2 clarifying questions may arise.  | Vaguely outlined methods to measure impact of the program. Lacks detail, causing more than two clarifying questions to arise.   |       |

## School Garden Competetive Grant Award Rubric

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| Criteria  | Strong (3 pts)  | Satisfactory (2 pts)   | Needs improvement (1 pt)  | Total |
|---|---|--|---|-------|
| <b>Timeline</b>   | Provides a clear and logical timeline of proposed project activities for the grant period; format of timeline is an annotated list of dates and activities. | Timeline outlines activities adequately fort the grant period; format of timeline is an annotated list of dates and activities.                  | Timeline given but shows gaps, is disorganized, or lacks proper formatting.   |       |
| <b>Budget Narrative</b>                                     | Budget items clearly support project activities and are reasonable and appropriate. Adequate detail provided, no clarifying questions arise.                | Budget items support project activities and are reasonable and appropriate. Fairly adequate detail provided, 1-2 clarifying questions may arise. | Budget items vaguely support project activities and/or are seemingly reasonable and appropriate. Lacks detail, causing more than two clarifying questions to arise. |       |
| <b>Mechanics<br/>(Correctness of<br/>grammar, spelling)</b> | There are no more than two misspelled words or grammatical errors in the document.  | There are no more than four misspellings and/or grammatical errors in the document. Errors distract from the work.                               | There are five or more misspellings and/or grammatical errors in the document. The readability of the work is hampered by errors.                                   |       |