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[Santa Clara Valley Open Space Authority](#)

## **2020 Urban Grant Program**

Deadline: [7/1/2020](#)

# **Santa Clara Unified School District** **Pomeroy Elementary Garden Connections Experience**

Jump to: [Project Description](#) [Documents Upload](#)

**\$ 31,750.00** [Requested](#)

[Submitted: 7/1/2020 1:05:09 PM \(Pacific\)](#)

### **Project Contact**

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### **Additional Contacts**

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## **Project Description** [top](#)

### **Applicant Type**

#### **1. What type of organization is this?**

- Public Agency
- School or School District
- 501(c)3 Nonprofit
- Eligible organization acting as Fiscal Sponsor for another organization

#### **2. Does the application include a fiscal sponsor?**

*If the project includes a fiscal sponsor, the fiscal sponsor must be the applicant.*

- YES
- NO

### **Overview**

#### **3. Which type of grant are you requesting?**

- Small (\$10,000 - \$39,999)
- Large (\$40,000 - \$250,000)

**4. Grant category (check all that apply)**

- Environmental Stewardship and Restoration
- Parks, Trails, and Public Access
- Environmental Education
- Urban Agriculture / Food Systems

**5. Type of project (check all that apply)**

- Capital improvement (Large projects only)
- Planning
- Program

**6. Project Location: Address / Neighborhood**

*What is the physical location of the project? If there is no physical location, please enter "N/A." If the project will be in multiple locations, please list all. Note: project location(s) must be within the Authority's jurisdiction.*

1250 Pomeroy Ave, Santa Clara, CA 95051

**7. Project Location: Open Space Authority District (check all that apply)**

*A detailed map of the Authority Districts can be found under the Library tab, or online at <https://www.openspaceauthority.org/public-information/board-of-directors.html>.*

- Authority District 1
- Authority District 2
- Authority District 3
- Authority District 4
- Authority District 5
- Authority District 6
- Authority District 7

**8. Who does the project serve? Please indicate which Open Space Authority Districts are served (check all that apply)**

*A detailed map of the Authority Districts can be found under the Library tab, or online at <https://www.openspaceauthority.org/public-information/board-of-directors.html>.*

- Authority District 1
- Authority District 2
- Authority District 3
- Authority District 4
- Authority District 5
- Authority District 6
- Authority District 7

**9. Project Abstract**

*(Brief, 3-4 sentences)*

The Pomeroy Elementary Garden Connections Experience will incorporate garden and culinary-based

curriculum and provide students with experiential learning opportunities over 1 year. The program has a distance learning or in-person learning variations. The program includes virtual field trips, guest lessons from local farmers, growing food, cooking, environmental science education, and onsite garden-based learning, and recycling/composting programs.

## Project Planning (20 points)

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### 10. Describe the proposed project.

Pomeroy Elementary Garden Connections Experience (PEGCE) will serve an estimated 356 students grades TK - 5, and including a Specialized Academic Instruction class (formerly known as SDC-Special Day Class). The project will take place at Pomeroy Elementary School, a Title 1 school located in Santa Clara, CA. The program will meet Common Core Standards for math by incorporating garden growing activities into math lessons, simple exercises such as describing shapes of plants, and produce and measuring plants and produce through the growth period. Standards for language arts will be incorporated into lessons that include aspects of listening, asking and answering questions, and writing. Next Generation Science Standards will be met through lessons involving the garden in the categories Physical Sciences (PS), Life Science (LS), and Earth and Space Science (ESS).

The project includes a Garden Educator, Charlie Cart Outdoor Kitchen System (Charlie Cart), and outdoor classroom furniture:

- Garden Educator will support delivery a series of lessons to TK-5 students onsite, or virtually, in collaboration with a classroom teachers
- Garden Educator and PTA garden committee and assigned teacher garden lead, will support long term sustainability planning and a model for replication at other school sites
- Charlie Cart will be used for instructing students on safe and healthy food preparation
- Outdoor classroom furniture will help with onside garden lessons if schools reopen, or to support virtual lessons with instructional videos explaining the benefits of the outdoor learning furniture that can be adapted to yards or balconies.

### 11. Describe key project deliverables and estimated completion dates.

- 356 students engaged in at least ten garden PEGCE lessons delivered by a Garden Educator by June 1, 2021
- Charlie Cart set-up for usage by Garden Educator by January 11, 2021
- Outdoor Classroom furniture purchased and places between January 11, 2021, and June 1, 2021, depending on any COVID-19 restrictions that might impact this deliverable.
- A school community-wide collaboration on creating a garden cookbook will highlight the diversity of the school population, showing how multiple ethnicities and backgrounds utilize common ingredients in unique ways completed by June 1, 2021
- A lesson library of garden video lessons will be accessible by students and families, and even other school sites to help facilitate their own garden growth programs completed by June 1, 2021

### 12. Does this project require permission, permits, or other approvals? If so, please describe the status of these.

The Pomeroy Elementary Garden Connections Experience has the full support of Santa Clara Unified School District's Chief Business Official, Assistant Superintendent of Student Services, and Pomeroy Elementary School Principal Christy Chalfant.

No permits or additional approvals are needed for this project.

### 13. What is the lifetime of this project? If applicable, describe plans for operating and maintaining the project in the future.

The Pomeroy Elementary Garden Connections Experience project will sunset after one year. However, the incorporation of the garden learning program at the site will continue in perpetuity by:

- Maintaining a steering committee for the garden learning program hosted by the PTA.
- Keeping true to the developed vision for the garden learning program.
- Working with local operations to participate as volunteers.
- Sharing stories with the school community about the value of the garden learning program.

#### 14. Describe the project's readiness for implementation.

PEGCE is ready for implantation.

A garden has existed on Pomeroy Elementary Schools campus for 15 years, with varying levels of involvement. There are teachers and staff on campus who strongly support a thriving garden and are committed to incorporating time for lessons in and around the garden. For the past three years, Pomeroy Elementary has built a strong community network that has supported the growth of this project and seeks to see it become more robust, including:

- Community input sessions to identify future goals
- Teachers working to link the garden to the current curriculum
- Designing the garden in such a way that has significantly increased the number of pollinators in an urban setting
- Identifying supply needs and funding needs
- Obtaining supplies and funds, often from local business and neighbor donations
- Planting the garden in a way that involves as many students involved as possible
- Maintaining the garden through weekly volunteer opportunities and regular community-led garden workdays for large projects
- Sustaining the garden by increasing the number of partnerships within the district and with local farms, Master Gardeners, and community members

### Project Budget (15 points)

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#### 15. Budget Summary - Grant Request

*This is a budget summary only; a detailed Project Budget must be submitted using the Documents Upload tab. Please enter dollar amount. Note: after the application is submitted, the software will automatically add a TOTAL.*

<input type="text" value="27,600"/>	Grant request: Personnel
<input type="text" value="0"/>	Grant request: Contracted Services
<input type="text" value="2,850"/>	Grant request: Supplies / Materials
<input type="text" value="1,300"/>	Grant request: Other Direct Costs
<input type="text" value="0"/>	Grant request: Indirect Costs
<input type="text" value="31,750.00"/>	<b>TOTAL</b>

#### 16. Budget Summary - Matching Funds

*This is a budget summary only; a detailed Project Budget must be submitted using the Documents Upload tab. Please enter dollar amount. Note: after the application is submitted, the software will automatically add a TOTAL.*

<input type="text" value="9,500"/>	Total Matching Funds
<input type="text" value="9,500.00"/>	<b>TOTAL</b>

#### 17. Budget Narrative

*Provide a brief budget narrative to explain the expenses listed in each of the budget categories (e.g. Personnel).*

The personnel costs will allow Pomeroy to hire teachers and classified personnel to create the video garden lessons, collaborate with other schools, and collaborate within their school community outside of the regular school year. Teachers and other staff do not work over the summer or school breaks, and this will allow them to be paid for their time in creating the garden lessons. Another portion of the personnel budget

will be used to pay for the teacher, or expert, to teach the virtual or in-person classes.

When students are allowed to come back to campus, picnic tables will be used for student projects, writing, drawing, and provide a place to sit while listening to the teacher. A handwashing station is imperative in creating a clean and safe environment. Until the students return full time to the campus, virtual lessons will be required, which is why the purchase of a GoPro and tripod are listed. The personnel noted above will use the GoPro to record lessons in the garden, or at the District Farm for the students.

Pomeroy is just beginning its in-depth garden curriculum, and two individuals have requested additional professional Development by attending the Edible Schoolyard Conference in Berkeley next summer. The Edible Schoolyard Project has inspired the teachers and District staff to create an all-inclusive program at Pomeroy, which includes gardening, learning where food comes from, how to prepare healthy food, why healthy food is important, how gardening can positively affect the climate and many other topics.

## Project Goals (15 points)

### 18. Describe the specific problems, issues, or unserved needs the project will address.

Pomeroy Elementary Garden Connections Experience will address:

- Students' lack of access to gardens and farms, due to the urban environments they live in will be addressed with more access to garden education.
- Special education need for sensory input has increased over the last five years and will be addressed by providing needed experiences.
- Students need a flexible space that will meet a diverse set of mental health needs.
- Declining student engagement by providing opportunities for hands-on learning, inquiry, observation, and experimentation across the curriculum. Students will increase their awareness of community involvement and gain vital experience in problem-solving.
- Long-term healthy lifestyles are promoted as students increase their understanding of the connection between food choices and health and wellness.
- Real-life examples of fitness and mobility as a lifestyle by promoting physical activity and quality outdoor experiences for PE classes.

Success will be determined by measuring the following goals:

- Demonstrated preference for fruits and vegetables over unhealthy snacks when given the choices
- Demonstrated understanding of "food is medicine" concepts
- Demonstrated personal responsibility for environmental stewardship and respect for nature
- Improvement in attitudes towards fruits and vegetables
- Demonstrated cooking skills and healthy meal preparation
- Improvement in science achievement scores
- Improvement in observed behaviors and social skills

### 19. How does this project serve the community?

*These metrics are required for all projects. Project-specific metrics can be added under Question 20 below. Note: after the application is submitted, the software will automatically add a TOTAL that will not be used.*

356	Number of people served
356	Number of youth served (under 18 years)
1	Number of programs provided
713.00	<b>TOTAL</b>

### 20. In what other ways does the project serve the community? Please list the project-specific goals (both social and environmental).

*Please list any additional goals and how they will be measured (e.g. surveys, field measurements, attendance sheets, etc.).*

Pomeroy Elementary Garden Connections Experience will serve the community through:

- Two community garden learning days offered to the community via webinar or in the garden. The lessons will include feedback opportunities to promote project sustainability because responsibilities fall on the community and not just the school.
- Increasing neighborhood safety and decreasing the likelihood of vandalism because more people have a stake in the success of the program
- Providing connections to potential volunteers and donors of labor, plants, money, and supplies
- Encouraging cross-generational mentoring and friendships among students, teachers, and a diversity of community members, which brings needed expertise and fresh ideas to the project

## Impact (15 points)

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### 21. Describe the lasting impact of the project.

Using repeated exposure to lessons, students will build a positive emotional connection to food that is essential to behavior change. When children spend weeks or months growing their food, they feel proud of and connected to it. That connection is key to trying new healthy dishes with an open mind.

Several studies show that the lasting impact of this project is shifting children's eating habits.

A 2017 evaluation of FoodCorps conducted by the Tisch Center for Food, Education, and Policy at Teachers College, Columbia University found that in schools that provide frequent, high-quality opportunities for hands-on nutrition learning, students eat up to three times more fruits and vegetables at school lunch. A 2018 randomized control study by Nancy Wells at Cornell University found that children whose schools provided regular school garden lessons had more access to low-fat vegetables and fruit at home than children without that curriculum.

Further, gardens provide an experiential, hands-on learning environment, where students get the chance to use all of their senses, making the experience more memorable. Working in a garden is a real-world activity that encourages them to explore and reason independently, skills that will support them as lifelong learners.

## Community Engagement / Stakeholder Support (10 points)

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### 22. Describe the community support and/or community engagement process.

*Please submit letters using the Documents Upload tab.*

The Community Engagement process will use a continuous Improvement Model with a committee conducting a garden program audit every 3-years to ensure the school community is engaged in the longterm support of the garden learning program.

The process will include the following areas and will be led by the district school PTA, a teacher lead, and school principal.

- Community input sessions to validate goals
- Teachers working to link the garden to the current curriculum
- Evaluate the garden design to ensure a significantly increased the number of pollinators in an urban setting
- Identifying supply needs and funding needs
- Obtaining supplies and funds, often from local business and neighbor donations
- Planting the garden in a way that involves as many students involved as possible
- Maintaining the garden through weekly volunteer opportunities and regular community-led garden workdays for large projects.
- Sustaining the garden by increasing the number of partnerships within the district and with local farms, Master Gardeners, and community members

## Leadership & Innovation (10 points)

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### 23. Describe how this project employs innovative approaches or encourages collaboration and partnerships.

*If there are project partners, please upload partner letters on the Documents Upload tab.*

This project will allow Pomeroy to continue and enhance the current District Garden CTE Pathway, not previously implemented at Pomeroy. Additional lessons will be created to encourage healthy eating and overall wellness that is linked to the Garden. Other Schools in the District will benefit from the collaboration of Pomeroy with them in creating new garden lessons.

## Organizational Capacity (15 points)

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### 24. Briefly describe the organization and its ability to successfully implement this project. This might include successful past projects, key staff qualifications, financial resources, etc.

*If the applicant is a Fiscal Sponsor, please describe both the Fiscal Sponsor and the sponsored organization.*

Santa Clara Unified School District (SCUSD) is ready and able to implement this project successfully. Staffing will include support from an Environmental Science Teacher on Special Assignment (a district instructional coach), and a garden educator that is a former USDA Scientist that has supported farm education for the last 3 years in Sunnyvale.

Santa Clara Unified School District successfully executed a two-year grant-funded program that ended in 2019.

Garden-Culinary Connections Experience:

Schools incorporate garden and culinary-based curriculum and provide students with experiential learning opportunities such as field trips and farm visits, cooking and mentoring from middle and high school Culinary Arts scholars, onsite garden-based learning, and recycling/composting programs. As a result of our CTE Garden-Culinary Connections Experience, students have access to fresh, local foods; partner with fellow SCUSD students and the greater community; and gain a deeper understanding of the benefits of nature, gardening and food, and careers.

Program components:

- Onsite school garden-to-culinary connection
- K-12 Culinary Pathway articulation with Bowers, Central Park, Laurelwood, Sutter, Buchser, Peterson, SCHS & WHS
- CTE Garden Connections cohort participation & professional development opportunities
- Leadership opportunities for students and the outcomes
- Mentorships between teachers/students
- Mentorships/leadership between peers
- Mentorships/leadership of high and middle school students to elementary students
- PBL and GCC: Cross-collaboration between staff holding different positions, titles and sites
- Partners and Outreach
- Garden Culinary Cohort: Partnerships with Child Nutrition Services Dept., District Farm, CTE Culinary Arts Classes, UCSC LifeLab C&I, SCUSD Elementary and Secondary C&I
- College and Career Readiness: Counseling Team and College and Career Readiness; SCUSD Science Merit Teachers; SCUSD C&I Depts.
- Project-Based Learning: Cross collaborations between K-12 classes, CTE pathways, and school sites; community involvement; Industry Professionals/Guest Speakers

## BONUS POINTS: Underserved Communities (10 points)

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**25. Describe how the project addresses open space needs for sensitive populations such as residents of park-poor neighborhoods, underserved or disadvantaged communities, youth, seniors, persons with disabilities, or is located within a Deep Engagement Community (DEC).**

*This question is optional; please answer if applicable, otherwise enter "N/A." A map of the DECs can be found by clicking on "Apply" at <https://www.openspaceauthority.org/urban>.*

- Pomeroy Elementary Garden Connections Experience will serve youth at Pomeroy Elementary School, a Title 1 Elementary School.
- The student population has a 44% free reduced lunch rate, and 20% of students are Special Education.
- During the garden planning survey to parents, more than half of parents reported that their students do not have access to a home garden or communal garden outside of school.

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**BONUS POINTS: Community Building (10 points)**

**26. Describe how this project actively encourages community building by engaging or accommodating local residents in novel and creative ways.**

*This question is optional; please answer if applicable, otherwise enter "N/A."*

PEGCE will address new concerns of mental health directly related to Unexpected and sudden transition into distance learning, and the stressors around the Covid-19 endemic. By highlighting the social-emotional benefits of gardening for students and community members, this project will accommodate our residents impacted by the long-term separation between members of the school community.

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**BONUS POINTS: Climate Resilience (5 points)**

**27. How does this project enhance and/or raise awareness about climate resilience?**

*This question is optional; please answer if applicable, otherwise enter "N/A."*

The project addresses the fact that the global climate is warming; the world faces an urgent need for increased food security, sustainability, and environmental stewardship.

By instilling kids with skills that support ecological balance, Pomeroy Elementary Garden Connections Experience can be a useful program for meeting the challenge. Pollinator plants have been planted in the garden and around the school. The pollinator plants have been successful in attracting more bees to the garden.

Teaching about climate change and its current and projected impacts on our communities is a moral obligation we have to our youth, who will have to bear the most onerous burdens of response in the years ahead. We need to offer our students a clear and accurate scientific understanding of how climate and weather systems work, how global fossil-fuel-based energy and extractive industries have caused rapid and destabilizing worldwide warming, and the kinds of impacts in different regions that we can reasonably expect.

**Documents Upload** [top](#)

**Documents Requested \***

Financial Statement

Project Budget

[download template](#)

Fiscal Sponsorship Agreement

[download template](#)

**Required? Attached Documents \***

✓ [SCUSD Adopted Budget 2020-2021](#)

✓ [SCUSD Project Budget Template](#)

Site Control Documentation

[download template](#)

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CEQA Compliance Certification Form

[download template](#)

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Letters of Support

[Letter of Support PEGCE Program MCC](#)

[PTA Support Letter](#)

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Project Partner Letters

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Maps and Site Plans

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Photographs

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Other

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