

<b>NAME OF THE INTERVENTION</b>	Dexter Farm to School Year 6
<b>CWF Element* to Impact</b>	Eat Better
<b>Fiscal Agent</b>	5HF
<b>Tax I.D</b>	26-3040367
<b>Implementation Contacts (2 or more required)</b>	Brad Judge/Shirley Bitters
<b>Contact phones and emails</b>	734.347.0182
<b>Date Funding Required</b>	
<b>Implementation Date</b>	Ongoing
<b>Estimated Completion Date</b>	Ongoing
<b>Total Amount Requested from CWF</b>	\$33,500

<b>Criteria</b>	<b>Descriptions</b>
<p><b>1. Please provide a brief description for the intervention program you are proposing and indicate the target population.</b></p> <p><i>Typically one paragraph and 3-5 sentences</i>  <i>Target population options: youth, adult, seniors, disabled, etc.</i></p>	<p>The Farm to School and School Garden interventions are community wellness interventions focused on the Dexter Community Schools district. The intervention features more opportunity to consume healthier foods through monthly fresh local additions to lunch offerings, trying new foods in a positive environment and fostering greater appreciation for the work that goes into producing this food.</p> <p>The 3 action steps are:</p> <ol style="list-style-type: none"> <li>1. <b>EATING MORE FRUITS AND VEGETABLES:</b> Providing opportunities to EAT more fruits and vegetables from both local farmer and farm associations and the school gardens. Specific programs are: a) Farm Fresh food days served in all Dexter Schools’ cafeterias, b) school garden produce used in the cafeterias and kitchen classrooms, c) selling produce from school gardens; Garden to Kitchen Flex classes at Creekside Intermediate School</li> <li>2. <b>EDUCATION</b> about where food comes from and how to grow food. Specific programs are: a) develop and execute plans for a courtyard garden at Wylie, b) Farmer in the classroom visits, c) 4<sup>th</sup> Grade Farm Field Trip</li> <li>3. <b>ENGAGEMENT</b> for sustainability. Specific programs are:, a) school garden volunteer leadership, b) active fundraisers to support kitchen classroom activities.</li> </ol> <p>Target Population: Dexter Community Schools students in grades K-12 (ages 5-18), students at the</p>

	Jenkins Early Child Learning Center (0-5) and the adults in the schools that impact students' food choices and environments (ages 19-65).
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<p><b>2. How does this intervention fit into the 1 and 5 year goals and plans of the Coalition?</b>  <i>Please be specific and refer to the current documents stating the Coalition's 1 and 5 year plans and goals. Should include specific health/wellness indicators.</i></p>	<p><b>5 Year Plan from 2014. Specific Aims 1. Healthy Weight – improve eating habits including consumption of more fruits and vegetables.</b>                  Nearly 2/3 of adults in western Washtenaw are overweight or obese, up 13% from 2005 (2010 HIP)                  2 out of 5 kids in western Washtenaw are overweight or obese, up 70% from 2005. (2010 HIP)                  The percentage of Dexter teens that are overweight or obese increases 23% from middle school to high school. (2010 Michigan Profile for Healthy Youth Survey, Dexter Community School District). Dexter's data on the Nutritional Environment Assessment Tool (NEAT) show upward trends in both the school meal program and the school policies toward healthy eating from 2012 to 2014. However, the Dexter school community was scored "Not at all supportive" in both 2012 and 2014</p>
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<p><b>3. What are the specific goals for the intervention?</b>  <i>Specific goals: For each goal address these 5 points so that the goals are SMART goals)</i></p> <ul style="list-style-type: none"> <li>• <i>State what you are trying to accomplish,</i></li> <li>• <i>How you will measure progress toward and accomplishment of your goal</i></li> <li>• <i>Who is responsible for collecting the data?</i></li> <li>• <i>Why you think the goal is attainable</i></li> <li>• <i>Describes how the goal is relevant to the coalition and community wellness related needs.</i></li> <li>• <i>What is the timeframe for</i></li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Category</th> <th style="width: 20%;">S – Specific Goal</th> <th style="width: 15%;">M - Measurable</th> <th style="width: 15%;">A – Achievable</th> <th style="width: 10%;">R - Relevant</th> <th style="width: 10%;">T - Timeline</th> </tr> </thead> <tbody> <tr> <td>Eating more fruits and vegetables</td> <td>                     A.1. One whole meal serving all local Michigan products at all six schools twice a year.                      a.2. Harvest 300 pounds of produce from school gardens that are consumed by students.                      a.3. Creekside garden to classroom flex students will experience designing, planting, maintaining, harvesting, preparing and cooking vegetables in a variety of ways                      a.4. Once a year Creekside flex students will receive lessons on my plate.gov and meal planning                 </td> <td>                     a.1. Records of purchase agreements &amp; local fruit and vegetable purchases made by DF&amp;N for the years of the intervention                      a.2 consistent student surveys for 9 tastings at 2 schools                      a.3. weigh produce grown in the garden and record what the produce is used for market                 </td> <td>                     The goal amounts were increased from previous years due to the success of the program, systems are in place for all goals, data was collected in previous years for comparison.                 </td> <td>                     The measurable tie into the coalition and community wellness needs as a strategy to positively impact identified metrics.                 </td> <td>                     Sept 2018- August 2019                       Results are reported to coalition in June                 </td> </tr> </tbody> </table>						Category	S – Specific Goal	M - Measurable	A – Achievable	R - Relevant	T - Timeline	Eating more fruits and vegetables	A.1. One whole meal serving all local Michigan products at all six schools twice a year. a.2. Harvest 300 pounds of produce from school gardens that are consumed by students. a.3. Creekside garden to classroom flex students will experience designing, planting, maintaining, harvesting, preparing and cooking vegetables in a variety of ways a.4. Once a year Creekside flex students will receive lessons on my plate.gov and meal planning	a.1. Records of purchase agreements & local fruit and vegetable purchases made by DF&N for the years of the intervention a.2 consistent student surveys for 9 tastings at 2 schools a.3. weigh produce grown in the garden and record what the produce is used for market	The goal amounts were increased from previous years due to the success of the program, systems are in place for all goals, data was collected in previous years for comparison.	The measurable tie into the coalition and community wellness needs as a strategy to positively impact identified metrics.	Sept 2018- August 2019  Results are reported to coalition in June
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<p><i>achieving the goal?</i></p> <ul style="list-style-type: none"> <li>See <a href="http://www.wikihow.com/Set-SMART-Goals">http://www.wikihow.com/Set-SMART-Goals</a></li> </ul>			<p>Income from market days.</p> <p>a.4 &amp;5. Students will be given a pre and post attitude survey on eating more fruits and vegetables</p> <p>a.6. student participation numbers will be collected</p>			
	<p>Education about where food comes from</p>	<p>A.1. make arrangements for the three guest speakers in the classroom visits and provide the speakers with specific goals for the program and provide students with learning objectives prior to the visit.</p> <p>A.2. Make the Creekside School Garden handicap accessible. There are students with mobility issues who have a difficult time accessing the garden. The program wants to make the garden usable by students of all abilities.</p>	<p>a.1 . students on average receive satisfactory or better on the learning objectives.</p> <p>A.2 – The number of students with mobility issues who access the garden.</p>	<p>Volunteers have already been identified for the Mill Creek project. Farmer visits and 4<sup>th</sup> grade field trips have been done previously, but the expectations of what students will learn will increase because of learning objectives. We will partner with Eagle Scouts on the construction</p>	<p>Coalition specific aims – healthy weight.</p>	<p>September 2018-August 2019</p>

	<p>Engagement to ensure sustainability of the programs put in place during the 3 years of investment</p>	<p>A.1. Coordinators work with teachers to establish volunteer group for each garden and develop a task list for each garden and recruit volunteers with the time and experience.  a. Coordinate two fundraisers for kitchen classroom – the Fall Soup Supper and Spring plant sale.  A3 – Create and sell a Kitchen Classroom Cookbook created by students to support the program.  A4 – Present to Dexter School Board about the impact of Farm to School and School Gardens on the larger school community.</p>	<p>a.1. A group of 5 or more teachers/volunteers per school garden will be in place to assist in the maintenance and ongoing development of the gardens in 2017-18 school year  A.2 – Funds raised from the three activities.</p>	<p>and changes at the garden itself.  <sup>4</sup>year of program and these have been the long-term goals from the beginning.</p>	<p>Coalition specific aims – healthy weight.</p>	
<p><b>4. What are the key data that will be collected, analyzed, and used to evaluate the intervention?</b>  <i>Should include:</i>  <ul style="list-style-type: none"> <li>Units of Engagement</li> </ul> <i>Might also include survey data, and other measures such as pounds of produce grown, miles of trail maintained, number of books distributed, etc.</i></p>	<p>Units of Engagement  Pounds of produce served in school cafeterias from local farms  Pounds of school garden produce served in Creekside Kitchen Classroom  Pounds of school garden produce sold to Food and Nutrition for serving in cafeterias  Number of students involved in Farm to School activities  Student and staff surveys  Variety of local foods introduced in school meals.</p>					
<p><b>5. What are the estimated of the Units of Engagement for the intervention?</b>  <i>Unit of engagement = number of people</i></p>	<p>Tasting Units of Engagement – .25 hours x3500 students x6 tastings – 5250  Michigan fresh meals - .25 x 3500 x two meals– 7,875  Creekside Intermediate Classroom Units of Engagement – 3,915</p>					

<p><i>per event * number of events * timeframe for the event (e.g., 30 minutes would be 0.5 hours)</i>  <i>Example : 100 people * 6 events * 1 hour per event = 600 units of engagement.</i></p> <p><i>Note- if participation is not part of the key data, describe how you will measure engagement of community members.</i></p>	<p>Creekside Intermediate afterschool garden club – 6 weeks, once a week, 2.5 hours 20 students – 510                  Creekside Intermediate Life time fitness – 600 studentsx2 days a yearx1 hour 1200units of engagement                  Creekside School Garden workdays – 2 hours x10 students x3 work day – 60 units                  Guest speaking engagements at Mill Creek Foods Class- .75 hoursx 50 students x 4 visits- 150 units</p>
<p><b>6. Who (specifically) will be responsible for what aspects of intervention implementation?</b>  <i>Please provide names for those responsible for:</i></p> <ul style="list-style-type: none"> <li>• <i>Obtaining all required permits and permissions and all other communication required</i></li> <li>• <i>Deciding on dates, times, locations</i></li> <li>• <i>Marketing – both developing and distributing marketing materials</i></li> <li>• <i>Recruiting necessary volunteers</i></li> <li>• <i>Developing tools to collect data and pictures</i></li> <li>• <i>Analyzing data collected</i></li> <li>• <i>Developing plans for how to improve the intervention (on-going and for subsequent years)</i></li> <li>• <i>Preparing and presenting presentations and reports</i></li> <li>• <i>All other specific tasks for this intervention to be successful.</i></li> </ul>	<p>Lisa Babe (Farm to School Coordinator) will be responsible for working with the Dexter Food and Nutrition staff to implement Farm to Cafeteria programming, as well as taste testing, education, and staff training. She will recruit and develop relationships and purchasing agreements with local farmers and farm associations, in conjunction with the Director and Assistant Director of Food and Nutrition for Dexter Schools. Lisa is responsible for coordinating farmer visits to classrooms, laying the foundation for local farm field trips, and leading garden coordination efforts in the Sullivan Memorial Learning Garden at DHS. She is also responsible for designing and distributing outreach materials for the intervention, including maintaining the website. Lisa will collect, analyze, and report data for evaluation. Francie Wesorick. will replaced Laurel Livingston as Kitchen Classroom Coordinator due to Laurel’s retirement. The new coordinator will provide outreach to school staff and parents, specifically related to the school gardens throughout Dexter Schools. She will develop, coordinate, and manage the school garden at Creekside, and help better establish the new and emerging gardens at Bates Elementary, Mill Creek Middle School and Wylie Elementary.</p>

<p><b>7. Does implementation of this intervention require approval from an organization other than the fiscal agent or organization implementing the intervention?</b>  <i>Yes or No. If yes, please indicate all organizations requiring approval and indicate if approval has already been granted. If it hasn't been granted, when will this be done. Include the name(s) of the approver(s).</i></p>	<p>Yes. Dexter Food and Nutrition and Dexter Community Schools have approved execution of the intervention throughout the district.</p>
<p><b>8. With whom will you collaborate on this intervention including assistance with implementing the program, assistance with financing the program and organizations which might financially support this intervention (long term sustainability).</b>  <i>Please include names of people in the collaborating organization that will be involved with this intervention. Indicate in the budget below – the contribution from the organization(s).</i></p>	<ul style="list-style-type: none"> <li>• Dexter Community Schools</li> <li>• Dexter Food and Nutrition (close collaboration; expressed interest in financial support via purchasing school garden-grown products)</li> <li>• Physical Education Teachers (Fred Ligrow, Marsha Meyerhoff)</li> <li>• The Sullivan Family (donations to the Sullivan Garden Fund, volunteer support)</li> <li>• Cornman Farms, Zilke Vegetable Farm, Handsown Farm, Lesser Farms, Frosty Apple Orchard, Tantre Farm, Mindo Chocolate growers, and other local farms for local food purchases and educational outreach about their products and experiences as farmers.</li> <li>• Washtenaw County Farm Bureau (communication support and classroom resources.)</li> <li>• Zingerman’s Roadhouse and Alex Young for the Fall Soup Supper Fundraiser for Creekside School Garden.</li> <li>• Donations, discounts, and support from Bloom Garden Center, Hackney ACE Hardware, Dexter Mill, Chelsea Garden Mill, Fendt Building Supplies, Stadium Hardware, Hilltop Nursery and Vandenburg Bulbs.</li> <li>• Dexter Garden Club (grant received).</li> <li>• Local Master Gardeners for volunteer support and expertise.</li> <li>• Local Boy Scouts for volunteer projects and garden expansions.</li> <li>• Local volunteers to help with garden maintenance and construction, kitchen and cafeteria help, and classroom support. Michigan Department of Education – through Dexter Food and Nutrition – collaborated on the 10-cent a meal grant.</li> </ul>
<p><b>9. If this is a continuing intervention:</b>  A. How many years has this intervention been funded by the coalition?  B. Have the outcome(s) been presented</p>	<p>Farm to School has been funded by the Dexter Wellness Coalition. The outcomes have been reported by the Farm to School Coordinator and the School Garden Coordinator to the coalition in years 1-4 Follow-up reports have been submitted for year 1-4. The amount has not decreased yet due to limited grant funding earmarked for lower income school districts.</p>

<p>to the coalition and the report(s) been submitted to CWF?  <i>If no, when will the presentation to the coalition be done and when will the written report and expense report be submitted to CWF?</i></p> <p>C. Describe how the intervention will be improved (also include past improvements if this is the 3 or more year of funding).</p> <p>D. Has the amount requested from the coalition increased or decreased? Why?</p> <p>E. How many more years will this intervention request funds from the coalition?</p>	<p>10-cents a meal allows Dexter Farm to School and Food Nutrition to purchase more fruits, vegetables and legumes from local growers. The program increases the schools ability to provide more healthy foods in school cafeterias. The amount of food sold and given to the school buildings for use in the cafeterias increased due to improved production at Creekside and Sullivan Memorial Gardens.</p> <p>Year five featured more focused goals and measurements. The intervention has been simplified and streamlined. The intervention now features more sustainability efforts through fundraising. Conversations have been had with school administration about funding help and will continue, along with conversations from DWC funding will most likely be requested for two more years. Additional resources will be sought during this timeframe.</p>
<p><b>10. Provide citation(s) of similar programs used as a model in developing this intervention.</b></p>	<ul style="list-style-type: none"> <li>• Farm to School and school Gardening programs throughout the country have been shown to positively impact community wellness by improving student attitudes towards fruits and vegetables, helping students learn self-sufficiency and resilience, encouraging them to move more and connect with nature, as well as deepen school to community connections through interactions with local farmers, businesses, and non-profits.</li> <li>• Link to other programs that have demonstrated success in these areas             <ul style="list-style-type: none"> <li>○ The health improvements that result from increased fresh, local foods being served in school cafeterias, and by garden-based nutrition education programs are far-reaching, and have been illustrated by similar programs across the country. To find out more about the powerful and lasting impacts that these activities have on students’ feelings about fresh vegetables, their tendency to eat fruits and vegetables, and other related impacts on wellness, see the following resources:</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• <i>The Benefits of Farm to School</i>, National Farm to School Network.  <a href="http://www.farmtoschool.org/Resources/BenefitsFactSheet.pdf">http://www.farmtoschool.org/Resources/BenefitsFactSheet.pdf</a></li> <li>• <i>Do Farm-to-School Programs Make a Difference? Findings and Future Research Needs</i> by Anupama Joshi, MS Andrea Misako Azuma, MS Gail Feenstra, EdD, RD  <a href="http://www.cahpf.org/GoDocUserFiles/504.Farm_to_School_Programs.pdf">http://www.cahpf.org/GoDocUserFiles/504.Farm_to_School_Programs.pdf</a></li> <li>• UC Davis Center for Nutrition in Schools: Garden Based Education Research and Resources -  <a href="http://cns.ucdavis.edu/resources/garden/index.cfm">http://cns.ucdavis.edu/resources/garden/index.cfm</a></li> <li>• Cornell University: summary of research findings on six key benefit areas of garden-based learning for</li> </ul>

	<p>children, youth, adults, and families - <a href="http://blogs.cornell.edu/garden/grow-your-program/research-that-supports-our-work/highlights-from-journal-articles/">http://blogs.cornell.edu/garden/grow-your-program/research-that-supports-our-work/highlights-from-journal-articles/</a></p> <ul style="list-style-type: none"> <li>· Arkansas Department of Education: Farm to School Benefits - <a href="http://cnn.k12.ar.us/programs/FarmToSchoolOrg/F2S-Benefits.aspx">http://cnn.k12.ar.us/programs/FarmToSchoolOrg/F2S-Benefits.aspx</a></li> <li>· Increase interest in eating fruits and vegetables and improve attitude toward fruits and vegetables. - Pothukuchi, K. 2004. Hortaliza: A Youth “Nutrition Garden” in Southwest Detroit. Children, Youth and Environments 14(2):124-155.</li> <li>· Improve attitude toward vegetables and toward fruit and vegetable snacks - Lineberger, S. E., and J. M. Zajicek. 1999. School gardens: Can a hands-on teaching tool affect students’ attitudes and behaviors regarding fruits and vegetables? HortTechnology 10(3):593-597.</li> <li>· Improve nutrition knowledge and vegetable preferences. - Morris, JL and Zidenberg-Cherr, S. 2002. Garden-based nutrition curriculum improves fourth-grade school children's knowledge of nutrition and preferences for some vegetables. Journal of the American Dietetic Association 102(1): 91-93.</li> <li>· Increase preference of vegetables. - Gatto, N., Ventura, E., Cook, L., Gyllenhammer, L., and Davis, J. 2012. LA Sprouts: A garden-based nutrition intervention pilot program influences motivation and preferences for fruits and vegetables in Latino youth. Journal of the Academy of Nutrition and Dietetics 112(6): 913-920. - Morris, JL and Zidenberg-Cherr, S. 2002. Garden-based nutrition curriculum improves fourth-grade school children's knowledge of nutrition and preferences for some vegetables. Journal of the American Dietetic Association 102(1): 91-93.</li> <li>· Increase children’s knowledge about the benefits of eating fruit and vegetables and participants reported eating healthier snacks. - Koch, S., T. M. Waliczek, and J.M. Zajicek. 2006. The Effect of Summer Garden Program on the Nutritional Knowledge, Attitudes and Behaviors of Children. HortTechnology 16 (4): 620-625.</li> <li>· Increase fruit and vegetable consumption in adolescents. - McAleese, J.D., and L.L. Rankin. 2007. Garden-Based Nutrition Education Affects Fruit and Vegetable Consumption in Sixth-Grade Adolescents. Journal of the American Dietetic Association. 107 (4): 662-665.</li> </ul>
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**Dexter Farm to School Budget from CWF**

**Salaries - \$30,200**

**Supplies - \$2,000**

**Wordpress Websites - \$100**



Training, Books and Conferences - \$1000  
 Local Travel Reimbursement - \$200

Also provide the information in the two tables below

<b>Budget Summary</b>	<b>Amount</b>	<b>Percentage</b>
Amount of funds from Coalition	<b>\$33,500</b>	<b>92%</b>
Total funds from other sources	<b>\$3,000</b>	<b>8%</b>
	<b>In kind not counted</b>	
Marketing/Advertising	<b>2,100</b>	<b>5%</b>
Compensation – to one or more people	<b>30,200</b>	<b>73%</b>
Infrastructure (structure that lasts 5 years or more)		<b>4%</b>
Other expenses	<b>\$4200</b>	<b>11%</b>

<b>Plan Year</b>	<b>Amount \$\$ granted</b>	<b>Amount Spent</b>	<b>Amount carried over</b>	<b>Amount returned to CWF</b>
Year 1	<u><b>\$29,000</b></u>	<u><b>\$29,000</b></u>		
Year2	<u><b>\$35,000</b></u>	<u><b>\$35,000</b></u>		
Year 3	<u><b>\$35,000</b></u>	<u><b>\$35,000</b></u>		
Year 4	<u><b>\$35,000</b></u>	<u><b>\$35,000</b></u>		