

Educational Outreach

Mission and Goals

The experimental garden was created with the purpose of promoting sustainable agriculture. Initially the garden was aimed towards educating the students of Monmouth College. However, the idea has quickly expanded to include school aged children as well as the community in general. An educational outreach program has been established in order for the college to build a stronger relationship with the community. This outreach includes the local school system, the YMCA, and the library. These organizations were selected because they are all vital parts of the community. By providing lesson plans, activities, and web links, the mission of the Educational Outreach Group is to provide a learning experience for young students in the Monmouth elementary schools. It is our hope that teachers and students will be eager to learn about the garden and what is happening in and around it. We also hope to reach out to the community in a variety of ways that will get them involved and teach them about gardening so they can provide healthy, nutritious food for their own families. An Alumni Day and Earth Day events are a couple of the ways we hope to achieve these goals. The educational outreach program has set goals that build upon the strong foundational objectives of the experimental garden. These goals include:

- To promote the importance of nutrition among parents and children¹
- To involve the community in positive agricultural practices
- To allow academic exploration for students
- To provide outstanding agricultural resources for all members of the community
- To strengthen partnerships between the college and the other organizations in the community
- To provide educators with resources to get children interested in agriculture
- To generate interest in sustainable agriculture in the rising generation
- To bridge the gap between all members of different cultural backgrounds

- To hold citizens accountable in their responsibility to preserve the land and natural resources.

Contact

According to the schools around town, we are mainly focusing on getting elementary level students involved with our garden. We will allow this age level of students to have a small plot of their own within the garden. These students will participate and grow what their class decides upon together. This will allow them to plant and share the experience of the garden with their classmates while being entertained and learning at the same time. The garden will be beneficial to the students because they will be able to take back to school with them a part of what they planted as a class. This will allow the students to watch the progress of growth on a day by day process. Lastly, this will help the elementary students understand that they have to water their plant and give it the proper amount of sunlight in order for it to be healthy.

We decided that since this garden was intended to have an educational purpose for the community as well as the Monmouth College students we felt we needed some way of getting the opinion of the local elementary school teachers and the YMCA director. We focused on this age group mainly because the Junior High is located outside of Monmouth and because of the expense of providing transportation to and from the garden. We wrote a letter explaining who we are and what our goals are pertaining to the College Garden. Along with the letter was a survey for the teachers to complete and return within one week to the office where they were then picked up.

Surveys were dropped off at Willits and Harding—both kindergarten through third grade schools, and Lincoln—fourth through sixth grade. Survey questions included whether the teachers were interested in taking field trips to the garden, having Monmouth College students visit their classroom to read to the students, and having Monmouth College students visit the classroom to do activities with the students. The majority of the teachers seemed willing to take field trips to the garden; however, most the teachers were only willing to take the field trips if

transportation was provided. The funding in the Monmouth schools is very limited and the teachers are concerned about what they will have available as far as field trip funding in the coming years. The teachers at Lincoln school did not seem to have the same concern about this—possibly because the students are older and the school is actually located within a few blocks of the garden location.

This led to our next task of figuring out how much it would cost to provide transportation from Willits and Harding twice a year. The Educational Outreach group would like the students to visit the garden *at least* twice a year, once in the spring and again in the fall to see the difference in the growth of the vegetables between planting and harvesting. After a few phone calls, we finally talked to Janise Casteel from the Monmouth-Roseville District Office. She explained to us that the charge is \$2.25 per mile. Since the buses are housed in Roseville, the cost of traveling from Roseville to Monmouth and back again has to be figured in the price. Mrs. Casteel gave us a rough estimate of \$140.00 per bus for two trips per year. Not knowing how many students are actually in the schools and how many would be attending the field trips, it was not possible to determine how many buses would be needed.

This college garden will be beneficial to the children involved with the YMCA to come out to the garden for field trips.² These children will visit the garden during their summer camps in the months of June and July. During these months there will be growth throughout the entire garden. Amanda Pilger, who was in charge of the camps last summer, feels that the YMCA students will be able to walk to the college because they previously made the trip here.³ Pilger mentioned that it was a suitable distance for the children. However she stated that if we could provide transportation that would help the process run more smoothly on their part. She was very much interested in having the children be a part of the garden experience and was willing to bring the children to the college even if transportation could not be arranged. These children will be able to watch, learn, and participate in arts and crafts dealing with gardening. These hands on art projects will benefit the children's learning abilities and help them understand about gardening and everything that it entails. The children will learn exactly what needs to be done in

order to grow and maintain a healthy garden for everyone to enjoy. This will be entertaining to the children as well as a learning experience for them to build off of. The YMCA could also use what they learn at the garden and build projects for the kids to do at the YMCA since they will not always be able to come out to the college. They would also be able to access our website to get project and activity ideas.

Along with getting the students to visit the garden our group has set up a web-site that will provide lesson plans and activities teachers can use during the winter months to ensure that the students stay informed about what is happening in the garden. A few of the lesson plans we have developed so far include: 1) From Seed to Plant. This lesson will enable students to identify plant parts, where seeds come from and how they grow, determine what plants need in order to survive, and recognize how plants are a benefit to people and our planet, (An Educators Reference Desk).⁴ 2) Sorting and Counting Weeds. In this lesson students sort weeds into the categories, use tally marks to record data, and count, record the tally marks in number format, and answer questions about their data, (Granny's Garden School). 3) Poetry in the Garden. In this lesson students learn about a form of poetry and observe an item in nature to write a poem, (Granny's Garden School).⁵ 4) Web Quest: Planning a Garden, (<http://cte.jhu.edu/techacademy/fellows/Davis-S/Webquest/Index.htm>).⁶ In the Web Quest students will work with a partner to design and plan a school garden. In doing this, they will:

- visit websites to determine the style of garden you want and justify why Mrs. Parks might want this style of garden
- design the shape of your garden
- calculate the area and perimeter of your garden
- use on-line nursery catalogs to choose the plants that will be in your garden
- calculate how many plants you will need and establish the cost of starting a school garden

- use on-line resources to help you begin your garden
- create a multi-media presentation to present your garden plan to the class

We also met with IEA—Illinois Education Association—on campus and asked them if they would be willing to help with visiting the schools for reading and activity days.⁷ There are many things the web-site will offer which will be discussed in greater detail later. We hope that over time more lesson plans can be implemented as well as resources for more books to read and more activities to do in the classroom.

Community Involvement

It is important for us to reach out to our community and always get them involved in any way possible. Therefore, we want to inform as well as educate the Monmouth College Community about the garden that will be arriving to campus soon. We want to get the Monmouth elementary schools, YMCA, Jamieson Center, Green Solutions, Warren Achievement, and any other community groups or organizations around town involved with our college garden. We feel that these organizations will not only be involved with the garden but they will also benefit from it in many ways. Our goal is to reach out into the community and get as many organizations involved with the garden that we possibly can.

The Warren Achievement Center, according to their website, “provides many opportunities for persons with developmental disabilities to learn and be active members of the community,” (Warren Achievement Center).⁸ Staff are employed and specially trained to provide positive experiences in learning, recreation, and independent living. These individuals could potentially be our workers during the summer when we may not have as many students available to work in the garden. We contacted Barb Huyser, Director of Adult Day Services, and she feels that doing the upkeep in the garden would not be a problem for these individuals. She also stated that they would be more than willing to be a part of the garden, (Huyser). By

connecting with the college and being a part of our garden they could share their experiences with their organization. They would be contracted to work at the garden for pay to do certain duties, especially during the summer, when students are not available. According to their site, their employees are a, “hardworking, highly motivated workforce.” They would be beneficial to the progress of our garden and they could learn many things themselves that can help them.

We contacted the Jamieson Center and they stated that they are also more than willing to be involved with our garden since they currently do not have access to fresh fruit and vegetables, (Jamieson Center). They are set up to feed their guests only through donations of mostly canned goods. We would be able to provide Jamieson Center with produce donations pretty regularly and it would especially help improve the lives of the people who go there for their meals. Periodically they may receive volunteers who cook fresh food to serve at the center but for the most part, they do not have the option of fresh produce. All people should have the access to good, clean, healthy food no matter their circumstances. Being able to provide Jamieson Center with this on a regular basis would really help improve the lives of the people who go there for their meals.

Green Solutions is a grass roots environmental organization for the Monmouth/Galesburg and greater West-Central Illinois Region. According to their website, the mission of Green Solutions is to, “educate the region on environmental issues as well as celebrate the work being done in the area to conserve resources, find alternate solutions and mitigate our impact on the environment,” (Green Solutions). First we contacted Dr. Kenneth Cramer who is a member of Green Solutions and he felt that some members of Green Solutions would be more than willing to be a part of the Monmouth College Garden but he directed us to Al Kulczewski for more information. We contacted Al Kulczewski, Leader of Green Solutions, who stated, “Our Green Solutions Team would be happy to partner with students and faculty at Monmouth College with the new garden project. The Green Solutions Team is a grassroots organization composed of community volunteers. We think that they can offer assistance in a variety of ways including community volunteerism, organizing workshops, training sessions, and publicizing the garden

thru our website,” (Kulczewski). This organization will benefit from the college garden because they will get the experience of working on a naturally grown garden and we will share our knowledge about maintaining the garden.⁹

We feel that this college garden will be beneficial to the entire community in Monmouth. Anyone is willing to get involved and be a part of the garden throughout the seasons. We want to make it known that we can always use help and knowledge pertaining to the garden. The garden is also a great place for others to learn about plants and their benefit to us. Gardening can also be very beneficial to our planet. By reaching out to these businesses in the community and getting them involved with our garden, we can strengthen our relationship and we will both benefit.¹⁰ Through this relationship, we will have volunteers to help out with the garden when we need it and we will also be teaching many people about organic gardening.

Events and Groups

Creating events and groups that highlight the garden will help to reach out to our community as well as alumni of Monmouth College. Some examples of events we could do are a Community/Earth Day and an Alumni Day, both of which will demonstrate to others the importance of the garden to the school and our community. Another thing that would bring awareness of the garden to other students at the school as well as the community is having a Slow Food Group. This group will plan initiatives and events to connect the college and the community through a common cause. This cause is keeping us, our children, and our planet healthy. Since this cause is so universal and its results will affect everyone, more people will be willing to be a part of the group as well as possibly become a part of the garden project.

Slow Food, as their website explains, “is an idea, a way of living and a way of eating. It is a global, grassroots movement with thousands of members around the world that links the pleasure of food with a commitment to community and the environment,” (Slow Food USA). This definition of what slow food is about relates directly to the mission of our garden. Starting a slow food group on campus that is also open to the community will help promote public

awareness of organic, sustainably grown food.¹¹ It will also help grow and maintain a relationship between the students on campus and the community and allow us the opportunity to work together on areas such as the garden. This group will aid us in getting the word out more about this garden and will help the college raise money and expand it. Also, the more people who know about the garden and its purpose, the more likely it is we will get volunteers to help with the garden. It is possible to get volunteers who know about gardening and can help teach our students how to maintain the garden. This group will be a part of national events and programs and will have access to projects and other resources through the slow food website. These resources can provide us with more ideas for activities to do with kids who visit the garden as well as a calendar of events that are happening at local chapters around us. We can also register the events we will be doing for our garden on their website so that others who are interested in slow food will see it and possibly attend, ultimately spreading more awareness of our garden. There are slow food group chapters on campuses and in communities all over the United States and our contribution to this cause will help bring the world closer to keeping the earth and the people on it healthy.

Earth day will be taking place on April 22, 2010 and having an event on that day to promote the beginning of the garden and its planting would really bring attention to it. Starting on Earth Day in 2010, The Green Generation Campaign will begin with one of its core principles being an individual's commitment to responsible, sustainable consumption, (Earth day). With college aged people being the most environmentally-aware generation, celebrating Earth Day on campus is important to educate everyone about our effects on the environment and how our garden will help alleviate them. The garden is another stepping stone for change within our school to be more environmentally conscious and therefore Earth Day is the perfect day to endorse its benefits and uses. Green solutions could help with Earth Day as well by holding a workshop to explain the how it is important to conserve resources, find alternate solutions and mitigate our impact on the environment.

Many activities and discussions could take place on this day to celebrate the garden and explain its benefits to the college and community. The Earth Day celebration will be open to everyone free of charge in order to get people excited and interested in the garden and help get other earth friendly programs started within the college. Educational mini-lectures on the garden and its purpose will be given to relate it to Earth Day, such as the workshops given by Green Solutions.¹² Events like this will promote the celebration of food as a cornerstone of pleasure, culture and community which is what slow food is all about. Slow food is a way of living and eating that centers around enjoying the process of growing and cooking your own food in a healthy, clean way. It helps to connect the food that we eat to the health of the planet so we realize the importance of an organic, pesticide and insecticide free garden. The community could take place in planting trees and bushes around the garden to act like a natural barrier and provide nutrients to the plants in the garden. We could also consider planting a Peace Tree in honor of 2004 Nobel Peace Prize winner Dr. Wangari Maathai, (Family Earth Day). She founded the Green Belt Movement to put an end to deforestation and soil erosion. This tree would honor her and her cause as well as help the environment and our garden.

We also feel that a day that is dedicated to the alumni and providing them with information on the garden and its benefits is very important to the college. The alumni of Monmouth College are always interested in knowing about new ventures the college is involved in and we think that the garden is one that they will find to be a real benefit. This alumni day could take place on Homecoming when a lot of former students come back to root on our football team and see what new things are going on at the college. This is also the time of year when our garden is harvested and we will be able to provide information to the alumni on how our growing season went, what we see happening in the future, and how it has benefited the college and community thus far. We will have a one hour open house, including the opportunity for students to talk about the project and explain the goals and activities as suggested by the Director of Alumni Programs, Lucy Thompson, (Thompson). We will invite the alumni to bring their children and include activities and projects to take home. These projects will include things

such as egg carton flowers or clay crops that are described in detail in the activity and art section later on. This is important since there are currently no activities involving children in homecoming. Refreshments would also be provided throughout the course of the day. The college could also host a dinner on each of these days, providing food that is organically grown in our garden for the alumni and the community. Thompson also felt that our marketing costs would be very low for this event since it could just be included in the program that is already sent out for Homecoming. We could also include the names of professors involved and would be present and hand out brochures about the garden to guests.

We feel that knowing about the garden and understanding the benefit to the college, many alumni would also be willing to make donations to help expand the garden in the future. As we decide to expand the garden to provide more food to the cafeteria, more food to Jamieson Center, and put some up for sale, we will need this extra money to plant more fruits and vegetables and potentially purchase a larger plot. This money could also be used potentially for hoop houses and the greenhouse to grow produce during the fall and winter months. Family Weekend could also host a similar event. This could allow us to reach out to the community and their families the same way we'd be reaching out to the alumni and their families. We could also include food preparation as a part of this family weekend to teach others about preparing good, healthy food. This could be done on Community day as well as a kind of learning activity and to provide community awareness of the benefits of eating organically grown food.

Website

We felt that the best way we could reach out to the community, schools, and our college is through a website. The Monmouth College Educational Garden website will have a lot of different educational information for students of all ages, teachers, professors, alumni, and even the community. The home page of the Educational Garden website will include a slide show of pictures, a welcome statement, a blog, and many different links. The slide show of pictures will include photos of students and children working and learning about the garden. These pictures

are important as they will help draw in the viewers. The welcome statement will include details about the garden such as its dimensions, its location, as well as what produce is being grown in the garden. It will also include information about the educational section for the grade schools for when they visit to enjoy hands on activities. We will have the blog on the home page for visitors to put their opinions, comments, questions, gardening information, recipes, and for alumni to include any stories they may have. This will also help us by knowing what visitors think of our garden and website and provide us with information so we know what we can improve on.

We have ten different links present on the home page which all contain important information for our viewers. The links that are included are About Us, Teachers' Center, Kids' Page, Jobs & Internships, Nutrition Facts & Recipes, Get Involved, Upcoming Events, Press Releases, Podcasts & Videos, and the Picture Gallery. The About Us page includes the mission statement and short and long term goals of the garden as set forth by the design group. The purpose of this page is for visitors to understand what our purpose is for starting this garden on campus as well as what we seen happening in the future with the garden. The Teachers' Center will include lesson plans, library resources, and websites teachers could use for their students. This link will have a drop down menu to the lesson plans and library resources link. These resources are things such as library books and website links that can provide more information about gardening and activities and project teachers' can do with their students to learn about it. The librarians here at Monmouth College informed us that they would be more than willing to help with this part of the garden by pulling books and other resources to include on our website. The purpose of this page on the website will be to get the grade schools involved with the educational garden by preparing them to come to the garden and can get hands on experience doing the gardening process. The next link is the Kid's Page which will include different art projects, activities, and links to educational games for the kids to do online. Some of the games could include a crossword puzzle or word search with different gardening terms, a matching game with different plants and their name, or pictures of produce from the garden for the kids to

color. The activities and art projects included on this page will be discussed later on in this paper.

The next link we have is the Jobs & Internship page. This page will also have a drop down menu with a link to the work study program and a link to internships. The work study link will include the different jobs the garden has along with the duties of each job. Some of these positions would be garden manager, garden worker, or volunteer staff. It will also lay out information about the work study program, who is eligible to work, the hours you can work, and the pay. The internship link will include information about getting involved with WWOLF as well as how students from other schools can do an internship on our campus working in our garden. Next we have the Nutrition Facts & Recipes page. The purpose of this is to provide individuals with good, organic, vegetarian recipes and to educate people on the different nutrition facts of organic vs. non-organic foods. The recipes could be ones visitors have posted on the blog, ones the school has found successful in the café, or ones provided by students and faculty of Monmouth College. The link next is Get Involved. This link is primarily for the Slow Food Group we propose starting on campus which was described in a previous section of this paper. This page all lists the businesses and organizations involved with our garden such as the YMCA, Jamieson Center, Warren Achievement, and Green Solutions. Each of these will be linked to their respective websites so that viewers can see what they are all about.

Next we have the upcoming events page which will list all the events surrounding the garden taking place at Monmouth College. These events will highlight the garden and help reach out to our community as well as alumni. These events were discussed in detail earlier and they are Community Earth Day, Alumni Day, and Family Weekend. The next link will contain press and news releases. These are news articles printed in the college or town newspaper as well as press releases sent out from the college about the garden and events. Next we have the podcasts and video page. The educational garden is planning on having a webcam, which will be connected through this website, so it allows visitors of the website to watch students as they are working in the garden. Currently, Monmouth College is not set up to stream video through their website, so

we propose that the college purchase a program to stream this video so that it doesn't slow down the entire college system as Chris Goble informed us would happen otherwise, (Goble). This webcam would be mounted on the shed next to the garden and we would need to purchase a weatherproof cam in order to protect the camera against the elements. We would also need to have a computer in the shed or a cable running from the webcam into one of the houses on the plot so that we could connect the camera directly to the web to stream it. This page would also contain short "how to" videos for elementary students. These videos will be things such as, "how to plant a flower" or "how to make compost". The final link on the website is the picture gallery. This would contain photos of students working in the garden and kids learning how to garden as well.

Activities

Our educational outreach group wanted to get the children of several grade schools more involved with the garden and be able to take what they learned back to their classrooms. Our plan is to have a small, separate, section of the garden for the students to be able to grow their own crops, or flowers, and decorate it however they wanted. This way they can feel as if they are really a part of the growing process and may even want to come back more and help out over the summer when they have time. By giving each grade a tiny section of the garden, this would allow them to each grow something that they wanted to and when it is fully grown, they would be able to take it with them. This way they would know that they were growing and creating their own flowers, or crops; whatever they decided to grow.

Also, we felt that by letting them decorate, they would feel as if this part of their garden was their own and that they actually played a very important part in what was being done. Not only would they be doing activities that could be done in the classroom, but there would be several art projects, to be talked about later, that would help to create their own special part of this whole community garden. By having a special section for them, the group felt that this

would add to the experience of everyone that came to visit and not just the children or the college.

In order to get the children more involved we would have several activities for them to do to fully understand how things in the garden work and how they proceed to grow when no one is around. Certain activities for them would consist of Rain Gauges to show them how much rain is needed to help plants grow. Plant in a Cup, is an activity where the students would grow their own plants in small, plastic cups, take them back to school with them and watch how the seed they planted in our garden grows under and above the soil. Another good example of certain things to get the children involved was to have them keep a Nature Journal. This would be where they write every time they observe their plant. For example, when it is first planted, then again when it starts to sprout, and finally when it is fully grown. They would observe what they saw and draw a picture of it. This way they can even take it back to their classrooms and elaborate on it.

Other things that teachers could incorporate with their lesson plans would be Soy Beans in a Bag; this is where the student places certain material in a plastic bag, with the bean and wears it around their neck, inside their shirt against their skin, all day. The heat from their bodies will cause the bean to sprout and they can observe it throughout the day. The students can also build their own compost to show how things are done with the actual garden and what is put into it. Finally, if the compost group had extra worms to spare, there would be a possibility of each classroom having work farms, so show each student how the worms work and react with the compost that is used in the college garden.

Art

A series of hands-on projects would be arranged in order to educate the children about how they can artistically view and understand the anatomy of the crops that the garden would possess. The projects would involve three basic mediums: ceramics, sculpture, and sketching.

The first project is a ceramics-based activity; clay crops. Children commonly enjoy toys such as play-dough; so we would replace it with clay as a catalyst to catch their interest and give them something they can do that they are already familiar with. What we would do is give the children select crops to choose from (particularly ones with easy designs for them to follow) and once they have finished their pieces, we would use the art department's kiln to fire them. Seeing as how the firing process takes more time than we could allow, we would have to deliver the clay crops to the school on a later date. This project would be good for the children so they can understand the three-dimensional aspect of an object; especially by trying to sculpt it.

The next project is a sketch-based activity; developmental journals. Children enjoy crayons and coloring books, so this project is something they would certainly like. We would choose a crop, such as corn, and bring in individual displays of all its developmental stages. The children would keep a visual record of every stage by illustrating and labeling every part of the crop; thus learning how to properly recognize and understand their individual functions and purposes.

The third project would be a material-based or "cut and paste" activity. Basically we would give the children a pre-designed sheet of brown construction paper; and this sheet would possess a design resembling a copy of the garden's blueprint. At the bottom of the sheet, would be a blank line for their name, such as, "_____ 's Garden." The next component of the project would be food and agricultural-based magazines; and these would be used for the children to search, locate, and cut out their favorite crops. They would take their "crops" and glue them in the designated spots marked on the blueprint sheet; therefore creating a garden of their personal preferences. They could take this home, hang it up on their wall, and it would be nice display of design principles.

We also have an altered version of the "cut and paste" project as well. It is the same concept, except we would give each child a brown strip of construction paper twelve inches long. We want the children to understand how crops grow below and above the ground as they evolve from one stage to the next; so the strip would serve as a two-way functional part of the project.

They would choose crops that both grow above the surface like tomatoes, lettuce, and corn as well as crops that grow below the surface such as potatoes and carrots. There would be a black line running along the middle of the strip, symbolizing the surface of the dirt, and above as well as below the line would be a limited number of designated spots for the children to place their proper crops in accordance with the correct stage. This might prove to be a tricky project for some of them to complete on their own; but it is not a significant concern. Another issue is that we will have to use other sources for proper visual examples of the developmental stages; the internet will serve as a sufficient source.

Another project is a candy-based activity. Certain candies resembling crops, such as candy corn, would be used to allow the children to personalize their own delicious garden. A thin layer of fudge would serve as the ground and they would “plant” their crops. They could take this home later and eat it for a snack or whenever they choose. Another sweet could be used to serve as the ground if fudge is deemed unacceptable; it is a very flexible activity to manipulate. This is not exactly an educational activity; it is more of a treat for good behavior and successful performance during the previous projects.¹³

EPA Grant Proposal Description

Now that all the planning has been laid out and discussed we must talk about how the project hopes to be funded. Professor Watson, Bren Tooley, and Kendra Catterton worked on a grant proposal for the Environmental Protection Agency or the EPA that is due on December 18th. However, the application was already submitted to the EPA by Bren Tooley. This request for funding applies directly to the educational outreach program that was just discussed. The amount requested for funding was \$35,157 from the EPA grant program. This will underwrite the cost of the educational outreaching program’s needs that were previously stated. This proposal will later be discussing specifically how the money will be allocated towards the various areas of need. Monmouth College’s contributions to land, equipment, cultivation

schedules, and labor costs represent a matching commitment of institutional funds and resources in the amount of \$22,618. Therefore, the total cost of the project is \$57,755

The grant proposal includes many contributions to the education system. It focuses on nutrition education in the schools, school field trips to the garden, support for teacher meetings on the development of school curriculum, short lesson plans for teachers and parents, and also a garden harvest for school lunch menus. Not only are we focused on the education system, but also on various aspects of outreach in our community. We have involved different organizations such as the Warren County Library, the YMCA, and the local civic group Green Initiatives. Students and faculty will use the garden for college curriculum, summer research projects, experiments in various agricultural practices, nutrition awareness, garden growing instruction, and a Community Day Garden Exposition.

In the proposal there is a project timeline that shows the expected outcomes of each aspect of the program completed. The garden lesson plans will most likely be completed over the summer so they should be ready within 6 months. The nutrition programs and workshops should also be completed within the first 6 months. The webcam and website will take a little longer to develop so we expect it will be up and running within 1 year. The website design has already been started, but we have to consider the time it will take to set up the webcams and be able to make live broadcasts. Hopefully the first harvest will produce a good amount of produce in order to send it out to the schools and the Jamieson center by the end of the year. The Homecoming alumni event will take place Homecoming 2010. Lastly, we decided to hold off on the community day until we are sure that the garden is running efficiently so we want to host that within the first 2 years.

Since obviously, the whole grant proposal is a request for funding the rest of the proposal will highlight the budget factors that were compiled. First, the library and YMCA kiosks and displays will cost approximately \$2,350. This includes the acquisition of 35-50 researched books focused on children's gardening and nutrition. Posters and other educational materials including games will also be on display for use in both locations. Next we have estimated the

costs of the college faculty and community teacher workshops to be around \$22,750. This includes three workshops annually that will take place for 3 hours in the afternoon. It will include 25-30 local teachers from Harding, Lincoln, and Willits schools in town, 10 students from the college, and 5 college faculty. In addition to providing teacher training, we are proposing school field trips to the college garden utilizing the Monmouth College turtle buses. Field trip transportation for one year making 30 shuttle trips will cost \$1,939.

The experimental garden will include a children's plot for use during field trips and other events. The design, materials, and equipment that will be needed for this will cost \$510. This includes gardening tools that will be used by the students. To extend the benefits of the garden to the schools we plan on developing a curriculum including lesson plans with video clips to be featured on the garden's website. These will be created by practicum students and local teachers over the summer. The cost of this curriculum has been included in the total workshop cost listed above. The technology aspect of the program includes video recording and live broadcasting available on the garden website. It will include an outdoor mounted camera, a few grow cameras, and a web camera to check out of the library for use during experiments and events. The cost of \$3,088 will also include computer links for live broadcast and recording of garden activities, field trips, and experiments.

The community outreach aspect of the proposal involves a community and college garden day. This event will take place during family weekend on campus. \$2,741 for this day includes design and materials for brochures, activities, displays, experiments, and refreshments. Another special event that will take place is the Homecoming garden tour costing \$1,650. This will allow alumni, their children, and other friends of the college to explore the garden and its importance. The last part of the budget deals with the cost of produce dissemination. The cost of \$1,100 includes the harvest and delivery of produce to the Jamieson Center as well as Harding Elementary School. This will probably be set up based on a CSA model promising 20 weeks of produce delivered which will cost \$50 per week. Along with this dissemination we plan on making a \$100 donation to be a member of the slow food non-profit organization.

Now that the details of the budget were described and allocated in various areas, it is important to look at the costs as a whole. The sum of the budget adds up to a total of \$35,157, which is the total amount that we are requesting from the EPA. The school will be notified sometime in February regarding the status of the grant proposal that was sent to the EPA. We are very optimistic about the possibility of receiving this grant; however, if we do not there are several other funding options that we will consider. There are other similar grants available, so those will be explored if need be. Regardless of whether the grant is received or not, the educational outreach program will be facilitated as an extension of the experimental garden. This is because the program is much too valuable to the school system as well as our community to be forgotten.

YMCA and Library Kiosks Cost Sheet

Children's Books **\$177**

- City Green-Dianne DiSalvo-Ryan \$15
(Fiction book about a community garden)
- Children's Kitchen Garden-Georgeann Brennan \$25
(A school in CA that grows vegetables, includes recipes and connections w/land)
- Gardening with Children-Beth Richardson \$13
(Basics on gardening and including children in the process)
- Young Gardener-Stefan and Beverly Buczacki \$25
(What happens in the garden during each part of the growing season)
- My Backyard Garden-Carol Lerner \$20
(How to start a garden)
- From Seed to Plant-Gail Gibbons \$10
(Popular book for younger children about how a seed becomes a plant)
- A Handful of Dirt-Raymond Bial \$15
(Basics of soil and how it's used for gardening, basics on composting)
- Roots, Shoots, Buckets, & Boots-Sharon Lovejoy \$15
(Intro to gardening with children, 9 theme gardens)
- Nourishing Choices-National Gardening Association \$22
(Developing a food education program around sustainable agriculture)
- Teaching Kids to Love the Earth \$17
(Activities on the environment and nature)

Posters/Additional Materials **\$26**

- Classroom Poster Series \$20
(4 Posters on Seeds and Planting)
- Eat Right Cards \$6
(Flash cards w/ info on nutrition and 3 applicable games)

*Note: All of these items will need to be duplicated so the materials are available at both locations. The totals of the listed items are located in bold next to the section heads.

Nutrition Lesson Plans for the Schools **\$500**

Funding needed to provide resources for a citizenship class or other college class (Laura Moore's Nutrition class?). The students of this class will create appropriate lessons on nutrition and healthy eating to present to the schools.

Faculty, Teachers, and Student Workshops on Garden Plot **\$2,100**

Afternoon workshop with 20 local teachers, 10 college students, and 5 college faculty present. These would take place twice a year at Monmouth College to provide training.
\$20/hourX3 hours=\$60X35 people (listed above) =\$2,100

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Endnotes

¹ The Monmouth-Roseville school district's food services program follows the USDA guidelines for all meals; pursues the reduction of fats, sugars and salt in school meals; and encourages the consumption of more fruits, vegetables, and bread and grain products. We expect our garden to help the district understand the benefits of organic produce and therefore help them reach their nutrition program guidelines.

² We also hope to get the local 4-H chapter involved with our garden just as YMCA is. 4-H is committed to the physical, mental and emotional health of our nation's youth so they may lead healthy and productive lives into adulthood. Our garden project can help the local 4-H learn how to keep themselves healthy by understanding how implementing organically grown food into their diets can improve their well-being. They could also use the garden as a basis for many 4-H projects.

³ The YMCA does a camp every summer called Pathfinders where kids are exposed to a variety of different activities. Pilger feels that the garden will fit in nicely as they are always looking for new and fun things to do to keep the kids interested and learning.

⁴ The *From Seeds to Plant* website contains a step by step explanation of the lesson plan and how it can be implemented into a classroom. It also provides day to day activities to understand the seed to plant process. Information on the resources and materials that are required to make this project a reality is also provided.

⁵ Granny's Garden School website provides a variety of lesson plans broken down by grades. The lesson plans are all related to plants, animals and the environment and are designed for children in kindergarten through fourth grade.

⁶ The Web Quest website provides tasks and resources for kids to create their own garden. It also has a student's resource area which provides additional sites to help kids expand the design and what's included in their garden.

⁷ The IEA is an organization at Monmouth College that is comprised of future teachers who are dedicated to promoting education throughout the community. The organization encourages personal growth among their members and getting them involved with the garden opens them up to new opportunities within education.

⁸ The Warren Achievement Center has worked with many businesses in our community such as Butler Manufacturing and Dick Blick. Not only would they be able to do the upkeep in the garden, they also have the resources to help Monmouth College build things such as the compost bins.

⁹ Working with Green Solutions would also give Monmouth College an opportunity to get involved in their annual expos. The expo will allow us to demonstrate what we know and have learned while working in our garden such as worm composting.

¹⁰ Another organization we would be interested in getting involved in the garden would be the Warren-Henderson Farm Bureau. Their mission statement is, “To represent agriculture and provide a unifying voice through positive leadership and education that enhances the quality of life in our communities.” We feel that they have a similar mission in mind to the garden and working with them could provide us with more knowledge in the agricultural area.

¹¹ There currently aren't many slow food chapters around us, the closest one is Springfield, IL, which is why starting a group on campus is so important. Gardens we have researched at colleges also are a part of the slow food movement such as Oberlin College, which shows how beneficial it can be to our school and garden.

¹² The local 4-H also works on agricultural projects and many others that relate to keeping the earth clean. It could be helpful having them available during our Earth Day celebration to provide information and workshops for our guests of what they have learned.

¹³ Another art project we would like to get students involved in is decorating their small educational plot of the garden. This would personalize this section as their own and encourage kids to come visit the plot even outside of school with their families.