

# FY2022 Buncombe County Strategic Partnership Grant Report

<b>Organization Name:</b>	Bountiful Cities	
<b>Project Name:</b>	School Garden/Outdoor Classroom support	
<b>Reporting Quarter:</b> (Check one)		Quarter 1 (July 1, 2021 - September 30, 2021)
		Quarter 2 (October 1, 2021 - December 31, 2021)
		Quarter 3 (January 1, 2022 - March 31, 2022)
	X	Quarter 4 (April 1, 2022 - June 30, 2022)

## Narrative summary of grant related activities

Please provide brief responses that fit within the box provided

<b>Overall project updates:</b>	<p>The final quarter saw our gardens begin to fill out with new growth and plantings. Students learned about life cycles as they planted seeds, watched them sprout and grow, and planted seedlings. Students also observed the unfurling of spring as it brought nesting birds, blooms, and baby fruits to our orchards. FEAST staff at Hall Fletcher and Lucy Herring Elementary Schools organized plant sale fundraisers for the gardens. We recruited new volunteers to come to after school workdays and celebrated the end of the school year through parties with each class. At the end of the schoolyear, we gathered feedback from teachers, many of whom shared that FEAST classes had a huge impact on bridging the gaps specifically in literacy and science curriculum that were a residual affect of the disruptions from COVID 19. They recognized FEAST as a vital program in the schools that educates the whole child by giving children opportunities to learn and grow outdoors amongst the dirt, plants, and wildlife of the gardens.</p>
<b>Activities related to increasing equity, diversity and inclusion:</b>	<p>In April, two of our staff participated in a racial equity training through the Center for Environmental Farming Systems of NC State University. This training was specific to the impact of racism in food systems and led us to look at our programming with a new understanding of the history of communities we work with and the ways that our organization fits into this bigger picture. We continued to adapt our lessons to meet the needs and abilities of our students. We ensure that all students are included and can participate in the lessons and projects. We also make an effort to plant culturally relevent crops and teach about their histories. At Lucy Herring Elementary, we plant a Three Sisters Garden every spring with our 4th graders and teach them about the traditions and folklore from the Haudenosaunee, Cherokee, and other native peoples. Several of our students share that they have Cherokee ancestry, and have grown up learning about these traditions.</p>
<b>Activities related to increasing operational excellence:</b>	<p>When the school year came to a close, FEAST staff gathered feedback from teachers to begin evaluating programming and identifying successes and areas where improvements can be made next school year. We also formulated summer garden maintenance plans to ensure the gardens are in good, useable condition when school resumes. Each school garden hosts a weekly community workday. We also recruit volunteers to sign up to water the garden one day per week and help with larger maintenance needs, like replacing rotting boards on tables or repairing broken tools so that our paid staff can work more efficiently. In addition to the community workdays, FEAST staff form a maintenance crew that meets at a different school garden one day each week to tackle larger maintenance needs. This enables us to get big projects done that require our specialized skillsets while also working as a team, strengthening our relationships with eachother, and offering opportunities to collaborate and share resources.</p>

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## Progress toward annual goals

Measure	Annual Goal	Actual Results (Enter Data)				Progress
		Quarter 1	Quarter 2	Quarter 3	Quarter 4	
Number of literacy based lessons provided in the garden or cooking classroom	196	52	107	93	32	284
Percent of K-3 teachers reporting the garden and/or cooking lessons were effective in reinforcing grade level literacy standards	90%	50%	25%	10%	15%	100%
Number of volunteers trained and supervised for the three school gardens	21	15	5	10	5	35
Percent of Pre-K teachers who report the lessons were effective in reinforcing kindergarten readiness	100%	50%	0%	0%	50%	100%

**Comments:**

We exceeded our goal for literacy based lessons because we were able to schedule more frequent (weekly rather than monthly) lessons for more of our K-3 classes and found it was easy and natural to incorporate literacy into the lessons.

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## Use of funds to date and any budget considerations

Spending Category	Starting	Total Spending (Enter Data)				Amount
		Quarter 1	Quarter 2	Quarter 3	Quarter 4	
Personnel	\$ 10,000	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ -
Training						\$ -
Supplies/Materials						\$ -
Meetings						\$ -
Equipment/Furniture						\$ -
Printing/Marketing						\$ -
Licensing/Memberships/Dues/Subscriptions						\$ -
Client Support						\$ -
Contracts						\$ -
Professional Services						\$ -
Insurance and Bonds						\$ -
Building Maintenance						\$ -
List other cost						\$ -
List other cost						\$ -
List other cost						\$ -
<b>Total</b>	\$ 10,000	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ -

**Comments:**