



CitySprouts Prospectus



Description:

Since 2000, CitySprouts has been developing, implementing, and maintaining beautiful, resource-rich school gardens in collaboration with Cambridge, Mass., public school communities. Designed as a blended in-school and out-of-school model, CitySprouts works with parents, volunteers, teachers, and other school staff to integrate its programs into existing school curricula and to promote healthy food choices and environmental stewardship for children, youth, and families. Currently in eight public schools, CitySprouts plans to be working district-wide with all 12 K-8 schools by 2010. Based on numerous requests, CitySprouts aims to share its innovative approach with other school districts and communities in Massachusetts and beyond.

Location: Cambridge, MA

Website: <http://citysprouts.org>

Founded: 2000

Current Budget: \$252,000

Geography & People Served:

Cambridge public school students

Social Problem:

- In Massachusetts, an estimated one in four children is likely to be food insecure, and the incidence of food insecurity has increased 22 percent between 2002 and 2005.
- Even for children whose families have sufficient economic resources, good nutrition is rare. Across all income groups, only 9 percent of children (ages 7-12) and 5 percent of teens (ages 13-18) have a good diet, according to the 2001-2002 National Health and Nutrition Examination Survey.
- Children's diets generally decline in quality as they age, and eating habits developed in adolescence persist into adulthood.
- Children and teens eat one-third to one-half of their calories at school.
- Schools are mandated to address nutrition, but many are struggling to develop effective policies and practices.
- Research shows school gardens have a positive impact on lifelong healthy eating habits, attitudes toward school, academic achievement, self-esteem, social skills, and appreciation for the environment.

Key Accomplishments & Social Impact:

- Serves eight Cambridge public schools, with four schools on its waiting list
- 74 percent of teachers report using their school garden for teaching
- 94 percent of youth interns tried new fruits, vegetables, or herbs; 67 percent prepared new recipes at home using garden produce
- Recognized as outstanding with the Cambridge First Day Award in 2003 and received a Certificate of Excellence in Environmental Education in 2007 from the Commonwealth of Massachusetts

Two-Year Goals:

- Operate in 12 Cambridge public schools, building four new gardens
- Expand the youth internship program to reach all 12 participating schools
- Upgrade the two founding gardens to be state-of-the-art outdoor learning spaces
- Pilot a professional development program in garden education for public school teachers

Total Investment – Two Years: \$700,000

Contact Information

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Ways to Invest

In-Kind Support

- Two or three board members with growth management experience
- Event space
- Public relations services
- Upgraded technology (software and hardware)
- Printing/copying services

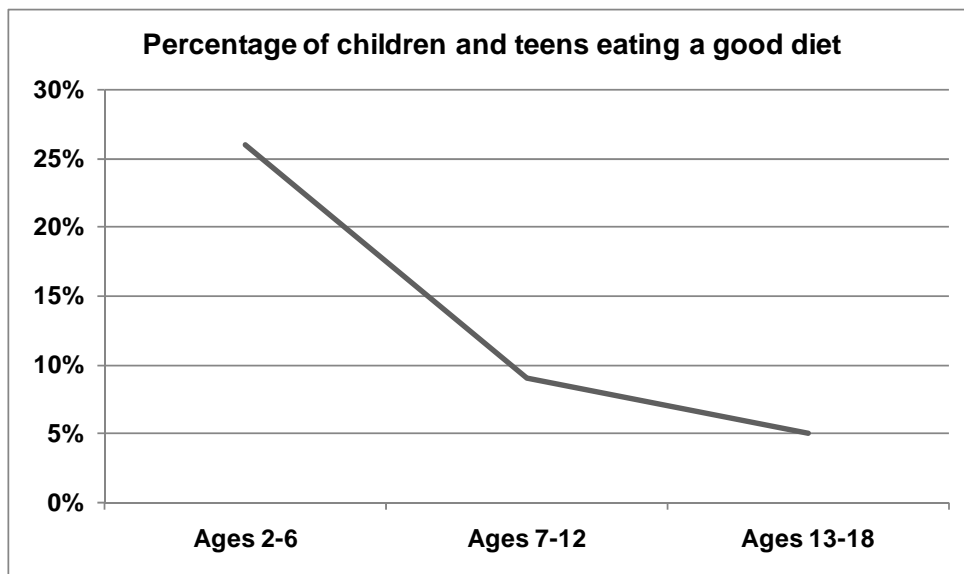
Financial Support

- \$50,000** Garden coordinators at five schools
- \$25,000** Program evaluation: surveys, data collection and analysis
- \$10,000** Create a new school garden at a public school
- \$5,000** Sponsor CitySprouts' citywide Harvest Festival
- \$1,000** Stipends for 10 youth interns

Need & Opportunity

Social Problem

Food security—access to enough nutritious food for an active, healthy life—is an ongoing issue for many families. Even for children whose families have sufficient economic resources, good nutrition is rare. National data from the Centers for Disease Control and Prevention (CDC) indicate that only 9 percent of children (ages 7-12) and 5 percent of teens (ages 13-18) have a good diet. In addition, children's diets generally decline in quality as they age (see graph, right).¹ This is particularly concerning as research shows that eating habits developed during adolescence persist into adulthood.²



Poor nutrition—when children are not getting enough calories or are getting too many of the wrong calories—has been linked to negative health, social, and academic outcomes:

- Poorer overall health and compromised ability to deal with illness³
- Being overweight or obese, which is linked to type II diabetes, high cholesterol, and high blood pressure⁴
- Depression, anxiety, and low self-esteem⁵
- School behavioral problems and absenteeism⁶

Despite increased attention and funding in this area, trend data indicate that problems with food security and nutrition are getting worse:

- The incidence of food insecurity in Massachusetts has increased 22 percent between 2002 and 2005, meaning that a greater number of households are eating smaller meals or skipping meals. These families are more likely to eat high-calorie meals that are energy-dense but nutrient-sparse.⁷
- Obesity is now considered one of the nation's leading public health problems. Over the last 30 years, the percentage of overweight children and teens has tripled to roughly 18 percent (see chart, next page).⁸ When children and teens at risk for becoming overweight are included, that figure jumps to 34 to 37 percent or one in three.⁹ Seventy to 80 percent of them will remain overweight or obese as adults.¹⁰

¹ U.S. Department of Agriculture, "1994–96 Continuing Survey of Food Intakes by Individuals"; and Centers for Disease Control and Prevention, 1999–2000 and 2001–2002 National Health and Nutrition Examination Survey.

² U.S. Department of Health and Human Services (USDHHS), "The Surgeon General's Call to Action to Prevent and Decrease Overweight and Obesity" (2001).

³ Center on Hunger and Poverty, "The Consequences of Hunger and Food Insecurity for Children: Evidence from Recent Scientific Studies. Heller School for Social Policy and Management," Brandeis University (June 2002), <http://www.centeronhunger.org/pubs.html>.

⁴ U.S. Department of Health and Human Services (USDHHS) (2001).

⁵ Jeffrey Schwimmer et al., "Health-Related Quality of Life of Severely Obese Children and Adolescents," *Journal of the American Medical Association*, 289: 1813 (2003), <http://jama.ama-assn.org/cgi/content/full/289/14/1813>.

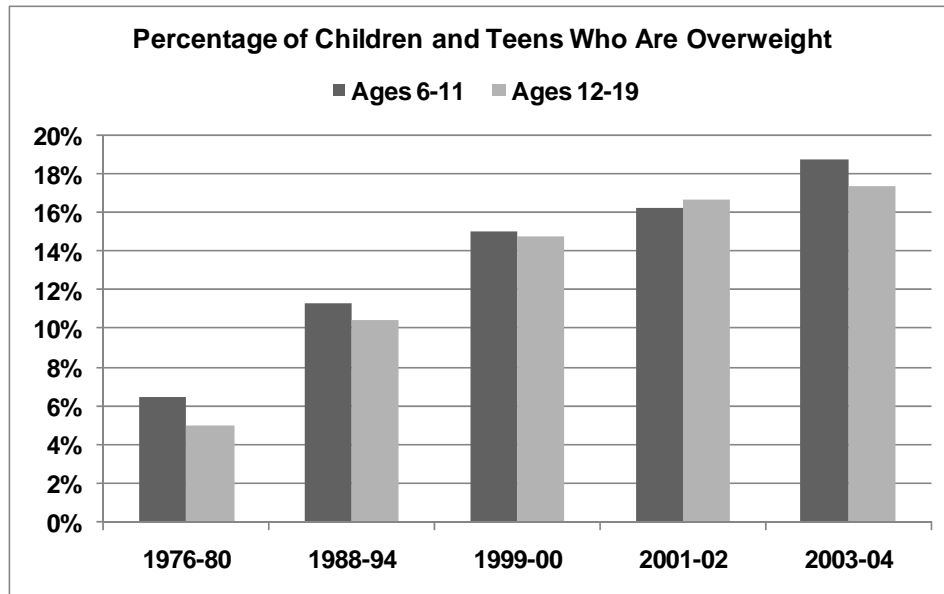
⁶ Action for Healthy Kids, "Childhood Obesity: The Preventable Threat to America's Youth," www.actionforhealthykids.org.

⁷ Project Bread, "The 2007 Status Report on Hunger in Massachusetts" (2007), www.projectbread.org.

⁸ Centers for Disease Control and Prevention, "Prevalence of Overweight Among Children and Adolescents: United States, 2003-2004," www.cdc.gov/nchs/products/pubs/pubd/hestats/overweight/overwght_child_03.htm.

⁹ *Ibid.*

¹⁰ U.S. Department of Health and Human Services (USDHHS). (2001).



Root Cause Factors

One of the main reasons for poor diet quality among children is the decline in their consumption of fruits and vegetables. Children and teens are overwhelmingly making unhealthy eating choices. Dietary trends show decreases in the consumption of raw fruits and non-potato sources of vegetables over the past three decades.¹¹ Currently, less than 15 percent of children consume the recommended number of servings of fruits and vegetables every day.¹² White potatoes, about half of which are consumed in the form of french fries, are the principal vegetable eaten by children.¹³ This is particularly important because of the role that fresh fruits and vegetables play in weight loss and maintenance¹⁴ and the relationship between healthy eating (which includes at least five servings of fruits and vegetables per day) and concentration, sleep quality, and energy levels.

The development of eating behaviors and food preferences is complex, but researchers generally agree that children's preferences are based on their familiarity and experience with food.¹⁵ In other words, children eat what they know. Today, children generally have experience with a limited menu of foods. Among the reasons for the narrowing of their food experience:

- *Non-nutritious foods are cheap and readily available.* Several studies have shown that a grocery list that includes the most nutritious foods, including fresh fruits and vegetables, is more expensive. Families shopping on a limited budget will often need to choose less expensive foods that tend to be higher in calories, sugars, fats, and salt.¹⁶
- *Families are eating more processed foods and eating out more frequently.* Between 1977 and 1996, consumption of restaurant food increased 300 percent.¹⁷ Researchers from the U.S. Department of Agriculture found that, on a typical day, fast food was the main food source for 29 to 38 percent of

¹¹ Claude Cavadini et al., "US Adolescent Food Intake Trends From 1965 to 1996," *Archives of Disease in Childhood*, 83(1): 18-24 (July 2000).

¹² Dole5ADay, http://216.255.136.121/Teachers/Facts/T_KidsIntake.jsp (accessed April 20, 2008). Based on USDA data and "Fruit and Vegetable Update: What America's Children Are Eating" released during testimony at Dietary Guidelines Advisory Committee Hearing, March 8, 1999.

¹³ S.M. Krebs-Smith et al., "Fruit and Vegetable Intakes of Children and Adolescents in the United States," *Archives of Pediatrics & Adolescent Medicine*, 150(1): 81-86 (January 1996).

¹⁴ David S. Ludwig et al., "High Glycemic Index Foods, Overeating, and Obesity," *Pediatrics* 103(3): E26 (1999).

¹⁵ Lucy Cooke, "The Importance of Exposure for Healthy Eating in Childhood: A Review" (August 20, 2007), *Journal of Human Nutrition and Dietetics* 20 (4), 294-301.

¹⁶ Project Bread. "The 2007 Status Report on Hunger in Massachusetts," www.projectbread.org (2007).

¹⁷ Patricia Lockyear, "Childhood Eating Behaviors: Developmental and Sociocultural Considerations," www.medscape.com (February 2, 2004).

children.¹⁸ The increasing reliance on prepared foods has been linked to poorer eating habits among school-age children.¹⁹

- *Children and families have little experience with how food grows or where it originates.* With most families living in urban areas and most food available through grocery stores, interest in and familiarity with where food comes from have dwindled. As a result, children and families generally have little knowledge of food systems and the diversity of natural healthy foods available.

Current Landscape

Many organizations are working to address reduced food security and poor nutrition. Schools are considered a critical part of the solution for several reasons:

- *Schools reach a large and diverse population of children.* Nationally, over 95 percent of young people are enrolled in schools, including children of all socioeconomic backgrounds.²⁰
- *Children and teens consume one-third to one-half of their calories at school.*²¹ Many low-income children eat breakfast, lunch, and a snack through their school food programs.
- *Research has shown that school-based nutrition programs can be effective.* In 2002, the National Public Health Partnership compiled a review of school-based fruit and vegetable promotion programs and found that nearly 90 percent had a positive effect on fruit and vegetable consumption.²²
- *Students and parents want schools to play a stronger role in fostering healthy eating.* In a survey of student leaders from high schools across the country, 81 percent said they thought schools should make healthy eating for all students a priority, yet only 35 percent thought their own school environment helped students eat healthfully.²³ Similarly, focus groups with parents of Cambridge public school children found that parents thought their lack of adequate knowledge and understanding of nutrition was a barrier to healthy eating for their children and families. Parents also identified the need for school practices and policies to support healthy eating.²⁴

As a result, schools are under increasing pressure to take action. A recent federal law mandated that school districts develop and implement wellness policies and programs that address nutrition and physical activity if they want to receive federal dollars for school food programs.²⁵ At the same time, school leadership has been under intense pressure to improve academic outcomes and improve the school environment. To address competing demands, schools are seeking approaches that can be integrated across curricula, feasibly implemented within a school schedule, and easily aligned with school health goals and policies.²⁶ Many schools are struggling with what to do²⁷ and are turning to community organizations for help.

Opportunity

Schoolyard gardens are a promising option because they can serve as an extended experiential classroom for core academic subjects and provide an opportunity for hands-on interactive learning about nutrition and health, particularly in relation to fresh fruits and vegetables. Historically, school gardens were considered essential to student learning and development; they were introduced in the United States at the end of the 19th century by the Massachusetts Horticultural Society and promoted by John Dewey, noted public school reformer.²⁸ In recent years, there has been renewed interest in school gardens because of research on their positive impact on lifelong

¹⁸ Jeanie Davis, "Fast Food Creates Fat Kids: Kids Can Gain 6 Pounds a Year from Fast Food," WebMD Medical News, <http://www.webmd.com/parenting/news/20040105/fast-food-creates-fat-kid> (January 5, 2004).

¹⁹ Patricia Lockyear (February 2, 2004).

²⁰ Howell Wechsler et al., "The Role of Schools in Preventing Childhood Obesity," *The State Education Standard* (December 2004).

²¹ Project Bread, "The 2007 Status Report on Hunger in Massachusetts," www.projectbread.org (2007). See also: Kelley Brownell, Testimony before the Committee on Agriculture, Nutrition and Forestry, U.S. Senate (March 6, 2007).

²² National Public Health Partnership, *An Intervention Portfolio to Promote Fruit and Vegetable Consumption: Part 2 Review of Interventions* (2000), <http://www.dhs.vic.gov.au/nphp/publications/signal/intfv2.pdf>.

²³ Action for Healthy Kids, Student Poll Results Summary (2002), www.actionforhealthykids.org.

²⁴ Virginia Chomitz, Growing Healthy Collaborative (2003 and 2004). Focus group results described in grant application.

²⁵ The 2004 Child Nutrition and WIC Reauthorization Act required that all public and private schools participating in the USDA's Child Nutrition Programs (National School Lunch Program, School Breakfast Program, After School Snack Program, Special Milk Program) create a local School Wellness Program for the 2006-2007 school year.

²⁶ Action for Healthy Kids, Criteria for Evaluating School-Based Approaches to Increasing Good Nutrition and Physical Activity (Fall 2004), www.actionforhealthykids.org.

²⁷ Kelley Brownell, Testimony before the Committee on Agriculture, Nutrition and Forestry, U.S. Senate (March 6, 2007).

²⁸ Aarti Subramaniam, "Garden-based learning in basic education: A historical review" (2002), <http://fourhcyd.ucdavis.edu>.

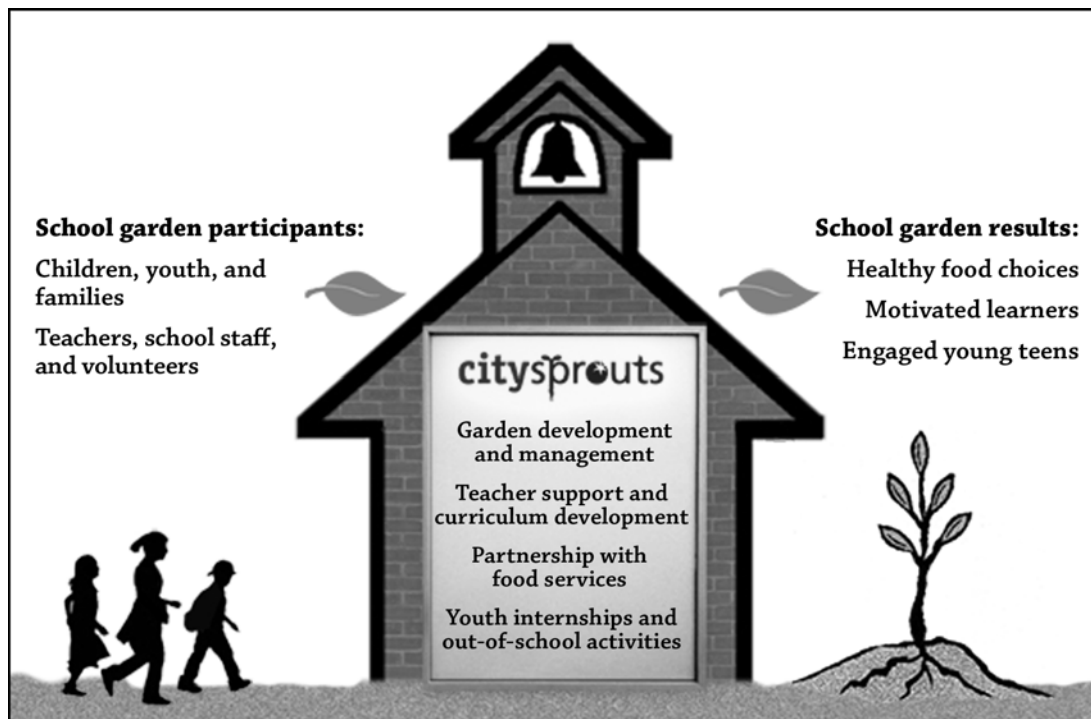
healthy eating habits, attitudes toward school, academic achievement, self-esteem, social skills, and appreciation for the environment.²⁹

Most school gardens operate at the classroom level, meaning they are created and managed by a classroom teacher. CitySprouts works at the school level, and is currently the only program in Massachusetts that is poised to work with all the schools in a district. As a result, CitySprouts is able to garner administrative support at the district level and participate in district partnerships with universities, city agencies, healthcare leaders, and other community organizations to address food security and nutrition as part of a comprehensive, multi-disciplinary approach to improving children’s health. Operating as a community-wide, public-private partnership, CitySprouts can ensure that its gardens are financially sustainable over the long term and accessible to all public school children. Based on requests from nonprofits, parents, and community groups from as far away as California, CitySprouts has a unique opportunity to share its approach, while continuing to strengthen its Cambridge model as a “learning lab” where best practices can be further developed and refined.

Social Innovation in Action: The CitySprouts Model

I have witnessed firsthand the tremendous impact that the garden has had on students from preschool through the eighth grade. It is rare to find one program that reaches such a diversity of students across so many grade levels. –Patricia Beggy, Morse School principal

Since 2000, CitySprouts has been developing, implementing, and maintaining beautiful, resource-rich school gardens in collaboration with the Cambridge public schools. Designed as a blended in-school and out-of-school model, CitySprouts works with parents, volunteers, teachers, and other school staff to promote healthy food choices and environmental stewardship for children and their families and to improve the overall learning environment at each garden school. The CitySprouts model (see graphic below) combines four components that are essential for achieving its desired impact:



1. **Garden Development and Management.** CitySprouts designs and maintains the gardens at all of its partner schools. A CitySprouts “garden coordinator” is responsible for planning and developing the

²⁹KidsGardening.com, “School Gardens Measure Up,” www.kidsgardening.com (accessed March 15, 2008).

garden to align the school's vision and CitySprouts' goals; recruiting and managing volunteers; working collaboratively with teachers and school staff to coordinate the garden's schedule of activities; and tracking garden participation and impact. Garden coordinators, supported by a team of volunteers, also lead children in planting, harvesting, and composting, and teach families about safe garden practices and how to grow and prepare fresh produce.

2. **Teacher Support and Curriculum Development.** CitySprouts works closely with teachers to develop and pilot garden-based lessons to support mandated curricula. The purpose is to make it easy for teachers to use the garden as an outdoor classroom to advance curriculum goals and deepen children's learning. As the school gardens become more established, teachers begin to develop more lessons themselves, a process already under way at several schools. These "master garden teachers" are committed to helping CitySprouts develop their school's garden as a unique learning resource.
3. **Partnership with School Food Service.** To connect children's experiences in the garden with their experience during school meals, CitySprouts works with school food service providers. CitySprouts both initiates and supports activities that take place in the school cafeteria to allow children to prepare and taste fresh fruits and vegetables. During the 2006-2007 school year, seven new recipes were introduced throughout the schools. Many of these were based on vegetables CitySprouts had introduced in cafeterias the previous year. Dawn Olcott, school nutritionist, describes CitySprouts' role:

The ability to add new vegetables to the menu next year grew directly from the CitySprouts taste tests with children in the cafeteria. In the process of hiring a part-time chef, we sat down with Jack Mingle, the director of food service, and the first thing he brought up was how the kids love broccoli. He was confident they would eat it because of the huge success of the CitySprouts taste tests. As the program offered other new vegetables, it became evident that the kids in the garden schools were more willing to try new vegetables and more kids liked the new items. Garden school food service staff were also more familiar with the process of serving kids fresh vegetables and this makes a positive contribution as well.

4. **Youth Internships and Out-of-School Activities.** Unlike many school garden programs that only take place during school hours or during the school year, CitySprouts runs its garden activities continuously through spring, summer, and fall both during school and when it is out of session. In the summer, CitySprouts supports youth internships for middle school students (ages 11-14) so they can learn more about healthier eating, ecology, and local food systems and play a leadership role in developing and managing the gardens at their schools. Each school garden hosts five to eight interns each summer and there is a waiting list for this program. In addition, CitySprouts is open after school and during the summer for "drop in" visits. Families and neighbors can stop by and participate in making the gardens safe, vibrant community spaces.

The above activities culminate with CitySprouts' citywide Harvest Festival involving all partner schools. Each year, children, families, teachers, and neighbors tour the gardens, meet local farmers, and make fresh apple cider, pasta, and cheese, among other activities. The 2007 festival drew over 700 participants and included 24 local farms, businesses, and other community organizations. CitySprouts' unique ability to integrate into the life of a public school and the broader fabric of the community is key to its success.

Social Impact

CitySprouts is in the early stages of building its capacity to measure its impact on food choices and on the learning environment both during and out of school. One goal over the next two years is to complete fundraising and initial planning for a third-party evaluation of its model that would include surveys that track program impact and collect data from a sample of children and young teens at all schools. At present, the following data collection tools are in use:

- An annual survey of youth interns (ages 11-14)
- An annual survey of volunteers
- Teacher surveys in November and June, accompanied by curriculum reports

Impact on Food Choices

Research shows that improving nutrition by changing food choices and eating behaviors is a multi-step process. Thus, CitySprouts is seeking to have a positive effect on children, youth, and families who participate in garden activities by:

1. Increasing their recognition of healthy food and understanding of how food is grown (knowledge)
2. Increasing their appreciation of healthy food (attitudes)
3. Increasing confidence in their ability to make healthy food choices and prepare meals with fruits and vegetables (self-efficacy)
4. Supporting their actions to grow, prepare, and eat healthy food (behaviors)

Available data on how the school garden affects participants are drawn from the youth intern survey and reports from parents gathered in the annual volunteer survey. Key findings from the 2006-2007 youth intern survey include:

- 94 percent tried new fruits, vegetables or herbs
- 80 percent of youth interns learned how to grow fruits and vegetables from seed to harvest
- 71 percent learned how to make new recipes
- 67 percent prepared new recipes using garden produce at home

Youth interns were also asked what they learned and what skills they were planning to share with their families. Sample responses include:

- *How to stay healthy and how to garden, because I didn't know how to before.*
- *Trying to be healthier and live a healthier life.*
- *The most important things I learned this summer are how to grow plants and how to help plants grow. I learned to make salad with the food from the garden.*

Reports from parents and other adult volunteers provide further evidence of positive impact:

- *I have come with my children who absolutely love it. I have one child who doesn't like fruits or vegetables. Since planting and harvesting them here in the garden, he is actually trying things.*
- *It is the most hands-on learning we have at our school and it crosses all disciplines, which makes it so impressive. I have witnessed the most adamant vegetable-haters become converts in one bite of a fresh tomato or pepper grown in their own school's garden.*
- *The program helps reinforce our vegetables and fruits emphasis at home. It inspires me to build a more beautiful and productive landscape at home. It's a wonderful example of community action bearing wonderful results.*

In future, CitySprouts is planning to further refine its evaluation tools to improve data collection and strengthen its programs based on the results.

Impact on the Learning Environment

Measures of the "school learning environment" are designed to assess whether a school is a place that is conducive to learning. They cover areas such as a school's ability to involve and communicate with parents; offer activities that engage students and recognize the diversity of student learning needs and styles; and provide teachers with opportunities to collaborate and improve their instructional practice. These measures are particularly important for principals, who are ultimately responsible for student learning. When asked about their CitySprouts garden, principals invariably recognize the garden's positive impact on their school, as evidenced by the following:

- *Filled with living things, often a hub of activity, a community space for events—the garden has become, like the library, an important and valued resource for the entire school community. —Joellen Scannell, principal*
- *Indicators of student motivation and attitudes toward school were very much in evidence at our school as students came in early, stayed late, and had improved attendance. Parents reported that their children were so excited about the school garden program, and that they were anxious to get back in the fall to*

continue tending to and showing off their garden. —Joe Petner, principal

- *The garden has provided the school with a focus. The neighborhood community, the parents, staff, and students are proud of it and continue to plan various ways of using this valuable resource. —Patricia Beggy, principal*

In addition to the principals' observations, CitySprouts has evidence that teachers at CitySprouts schools are energized by the opportunity to use the garden as an "outdoor classroom," which in turn fosters a better learning environment for students. The 2006-2007 survey of 100 percent of classroom teachers and arts specialists at six schools found that on average 74 percent used the garden for teaching across all subject areas. In addition, CitySprouts is supporting a growing network of teachers who are collaborating on the development of garden-based lessons. Reflecting on teachers' enthusiasm for the garden, a math coach at the Morse School commented, "The [CitySprouts] garden is part of the culture here. The teachers really dig it."

CitySprouts continues to engage students in learning during the summer through its internship program for young teens. Program participants speak positively about the opportunity to learn by doing and their sense of accomplishment, as evidenced by their comments:

- *I learned that having a job requires responsibility and means coming to work on time.*
- *I loved selling products and explaining how we made them.*
- *Where to start? I guess [I learned] responsibility and appreciating nature. I thought I really knew these things, but now I do. Responsibility: showing up on time and bringing water and snack and keeping up were kind of hard for me, but now I think I've got it down. Nature: not just appreciating it, but being able to use it. I wasn't a big gardener before.*

These outcomes are particularly important for middle school youth, as their level of involvement with school-based activities, their commitment to learning, and their sense of responsibility are considered important developmental assets that will help them throughout adolescence.³⁰

Program Performance

What began as a collaborative volunteer effort of parents, teachers, and school administrators has grown into an independent nonprofit on the verge of reaching the entire Cambridge Public School District. CitySprouts currently serves eight schools with over 2,600 children and is well on its way to reaching all 12 K-8 schools in the district by the 2009-2010 school year, based on principal and parent requests. Initial discussions are also under way to develop a program for high school students. City Sprouts is tracking the data below to assess the organization's growth and development:

	2005-2006	2006-2007	2007-2008E	2008-2009E	2009-2010E
Number of Schools	4	6	8	10	12
Number of Students*	1,500	2,000	2,650	3,350	3,990
Out-of-School "Drop-In" Garden Visits**	1,404	1,547	~2,000	~2,500	~3,000
Number of Youth Interns	20	30	40	50	60

*Based on school enrollment data from the 2006-2007 school year.

Financial Sustainability

CitySprouts is a true public-private partnership, relying on a combination of public school dollars and local community support. All participating schools contribute funds from their budgets and CitySprouts receives additional dollars from the district's annual operating budget. Whereas other school gardens come and go based

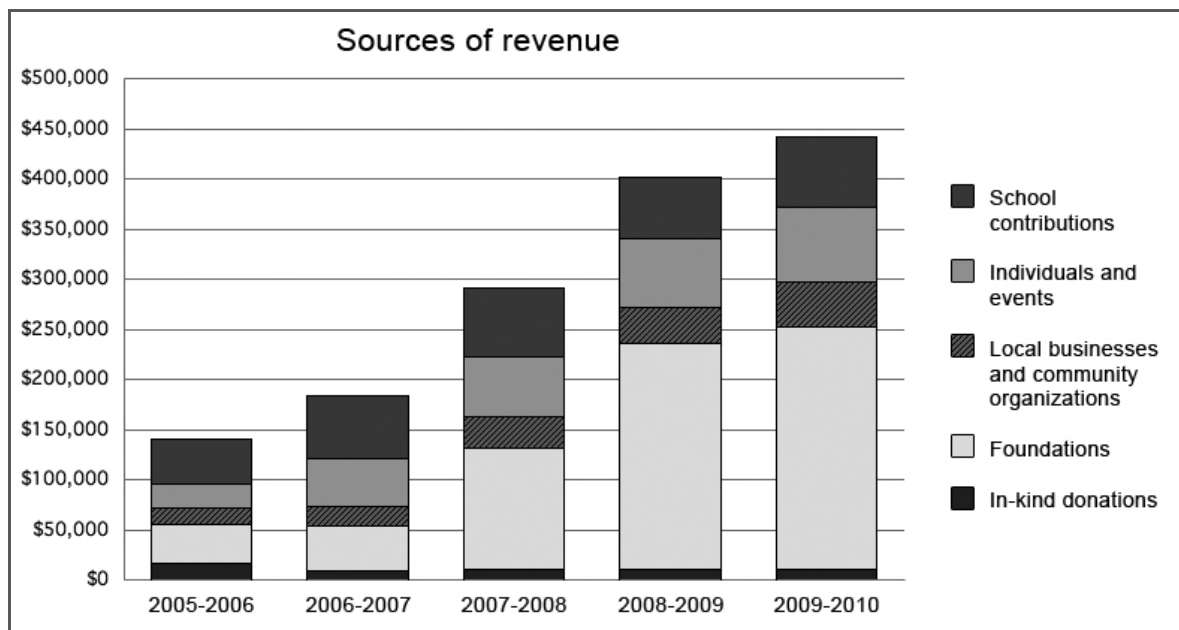
³⁰ Search Institute, "40 Developmental Assets for Adolescents (ages 12-18)" (2006), www.search-institute.org

on the dedication of individual teachers and school staff, CitySprouts' district-wide operation helps to ensure its financial sustainability. Working in neighborhoods throughout Cambridge allows CitySprouts to leverage private philanthropic support, which is equally important to its success.

In addition to the executive director and co-program directors, CitySprouts currently employs garden coordinators at each school to work approximately 15 hours per week from April to November (~.25 annual FTE), and a program assistant to provide administrative and fundraising support. CitySprouts also relies on volunteers who are part of each school community to help with garden development, maintenance, and programming. Each school has approximately 25 children and adult volunteers who regularly devote their time and energy to the garden. The anticipated growth in staff shown below is due to the addition of garden coordinators (one for each additional school) and a planned increase in the program assistant's time to at least three days per week during the 2009-2010 school year.

	2005-2006	2006-2007	2007-2008	2008-2009E	2009-2010E
Total Budget	\$137,000	\$191,000	\$252,000	375,000	426,000
Total FTEs	2	2.5	3.5	4.25	4.75
Number of Volunteers	100	150	200	250	300

To support its growth, CitySprouts is seeking an investment of \$700,000 over the next two years. In addition to the investment in staff described above, resources will be used to: revitalize two of the original gardens; expand the youth internship program to all K-8 schools; improve evaluation tools and data collection; and move into expanded office space. CitySprouts is building relationships with foundations, local businesses, and community organizations to support the bulk of its growth. School contributions will grow as new school gardens are added. In addition, CitySprouts will continue to focus on individual donors through its annual campaign, major gifts, and the Harvest Festival, with the goal of raising \$75,000 annually by 2009-2010.



Leadership

Founding director Jane Smillie Hirschi created the CitySprouts school garden program in collaboration with teachers, school administrators, community members, and other parents. In her capacity as executive director, Jane oversees program development and implementation as well as fundraising. As a mother of two Cambridge



public school students and an 18-year resident of Cambridge, Jane is personally and professionally committed to the Cambridge public school system. Jane has a master’s degree in communication from the University of Maine.

CitySprouts’ seven-member board of directors includes principals, parents, and teachers and has expertise in education, public policy, and marketing. To achieve its growth goals, CitySprouts is seeking board members from the business community who have experience working with entrepreneurial, results-oriented organizations.

Key Funders

CitySprouts has received funding from a variety of sources, demonstrating support for the organization’s approach and results to date. They include:

- Cambridge Public Schools
- Smith Family Foundation
- Llewellyn Foundation
- Hermann Foundation
- Ramsey McCluskey Foundation
- Whole Foods Market
- Novartis Institutes
- Analog Devices
- Draper Laboratory
- Institute for Community Health/Growing Healthy
- Cambridge Community Fund
- Clipper Ship Foundation
- Green Leaf Foundation
- MIT Community Service Fund
- Biogen Idec
- Slow Food Boston
- Cambridge Plant & Garden Club

Key Measures Report with Targets (April 2008–March 2009)

Below is a summary of the key measures that CitySprouts will be tracking for the first 12 months after the Social Innovation Forum’s showcase event, as a way to demonstrate progress toward its two-year goals, capture lessons learned, and make course corrections as needed:

	Baseline (March 08)	Target (March 09)
Program Performance		
Increase the number of schools	8	10
Increase the percentage of teachers using the garden	74%	81%
Pilot professional development in garden-learning with classroom teachers with the goal of enrolling at least 17 teachers	0	17
Increase the number of youth interns	40	50
Increase the number of drop-in garden visits	1,550	2,000
Increase the number of volunteers	200	250
Organizational Health/Capacity-Building		
Add two or three new board members	7	9-10
Increase funds from individuals and events	\$50,000	\$60,000
Increase the number of funded community partnerships*	3*	5
Increase the number of new foundation funders	0	6

**Refers to collaborative efforts to address children’s health and nutrition (e.g., Growing Healthy—an initiative to promote fruit and vegetable consumption in Cambridge and Somerville elementary schools that includes the Institute for Community Health, CitySprouts, Groundworks Somerville, and school food service programs).*

Success Stories

Patricia Beggy, Morse School principal

For the past year and a half, I have witnessed firsthand the tremendous impact the CitySprouts garden has had on students from preschool through the eighth grade at Morse School. It is rare to find one program that reaches such a diversity of students across so many grade levels. All grade levels were included in the apple cider pressing; the middle school students go to the garden regularly for science projects; the fourth grade grows the herb garden; the children in kindergarten have watched as the alphabet flower garden grows each year; and the special needs classroom children have planted corn and wheat.

In addition, the Morse CitySprouts garden provides many learning opportunities beyond the obvious tending to plants. Linking the garden to monthly taste testing of various fruits and vegetables in the cafeteria has opened the door for healthy eating conversations; the ceramic alphabet tiles were made and fired in the Morse School kiln; the garden shed was designed and built by high school students; and the observations of wildlife, especially the birds, have been the center of writing and drawing projects. The garden has provided the school with a focus.

The neighborhood community, the parents, staff, and students are proud of it and continue to plan various ways of using this valuable resource.

Gilson de Pina, King Open School student

My name is Gilson de Pina. I am 14 years old and I am from Cape Verde. I came to the U.S.A. when I was 11 years old. I live with my father, sister, and brother. My mom is in Cape Verde with my younger sister and brother. My father works two jobs and I have many responsibilities, so my community begins at home where I tidy up and organize my environment and help my family by cleaning up. I do similar things at the community garden at the King Open School.

I do planting and weeding of beans, peppers, tomatoes, apples, strawberries, and lots of other foods for people and animals like squirrels and birds and butterflies. People feel that the garden is clean and everything is in its place. It makes me feel good to look at flowers and birds living in an organic habitat that I help create and to see students and teachers enjoy the garden. I learn how to use tools and take care of a garden.



I have witnessed firsthand the tremendous impact CitySprouts garden has had on students from preschool through the eighth grade.

Patricia Beggy



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