

Grant Agreement | Edit

Whole Kids Foundation

Garden Grant Agreement

This School Garden Grant Agreement, made and effective this 02/06/2014 03:47 PM is by and between:

Whole Kids Foundation, a nonprofit corporation (the "Grantor"), recognized by the IRS as tax-exempt under section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"); and

Kathryn Winn Primary School (the "Grantee"), located at
907 Hawkins St. Carrollton, Kentucky 41008

In furtherance of its tax-exempt mission to improve children's nutrition and wellness with the goal of ending the childhood obesity epidemic, Grantor hereby agrees to make the following grant to the Grantee and the Grantee hereby accepts such grant under the terms and conditions set forth below:

I. The Grant

The Grantor hereby awards the Grantee a grant in the amount of (). This grant is made to the Grantee in a single payment to be used to support a school garden project that will help children engage with fresh fruits and vegetables, as provided in the Grant Application and related information submitted to the Whole Kids Foundation by the Grantee, which is incorporated by reference herein. Specifically, the grant funds will be distributed or used on behalf of school garden project at the following school:

Kathryn Winn Primary School

II. Grantee Tax-Exempt Status

Grantee represents that it is currently a tax-exempt organization described in Section 501(c)(3) of the Code (but not a private foundation or a Type III supporting organization described in Section 509(a)(3)(B)(iii)); an exempt operating foundation described in Section 4940(d)(2); or an organization described in Section 170(c)(1) or Section 511(a)(2)(B). Grantee shall immediately give written notice to the Foundation if its federal tax-exempt status ceases or materially changes.

III. Use of the Grant Funds

The following conditions are meant to comply with the obligations under the Internal Revenue Code to make reasonable efforts and establish adequate procedures to see that grant funds are spent solely for the charitable purposes for which they were granted, and to obtain full and complete records on how grant funds have been expended.

A. Charitable Uses. All grant funds must be expended by the Grantee for charitable, scientific, literary, or educational purposes within the meaning of Section 170(c)(2)(B) of the Code. The Grantee hereby agrees to return to the Grantor any grant funds, as well as any interest earned thereon, not used for these purposes.

B. Prohibited Uses. In no case may grant funds be used for any of the following purposes: to carry on propaganda, or otherwise attempt to influence legislation or the outcome of any specific public election; or to undertake any activities for a noncharitable purpose within the meaning of Section 170(c)(2)(B) of the Internal Revenue Code.

C. Accounting. Although the grant funds need not be physically segregated, such funds must be recorded and accounted for separately on Grantee's books for ease of reference and verification, to the extent possible. Records of receipts and expenditures under the grant, as well as copies of reports submitted to the Grantor, must be retained and should be kept on file for at least six years following completion of such receipts and expenditures. Grantee's books and records are to be made available for the Grantor's inspection at reasonable times.

D. Reporting. The Grantee agrees to provide the information requested by Grantor in response to a mid- and/or end-of-year survey regarding use of the grant funds and the Grantee's school garden project. Such information may include, but not be limited to, photographs of the garden project/activities upon which the grant funds were expended, and accounts of such expenditures.

IV. Termination

Grantee expressly agrees that any use of the grant funds for any purposes other than those specified in Section 170(c)(2)(B) of the Code will terminate Grantor's obligation to make any payments under the grant. Grantor, at its sole option, may terminate the grant (and this Grant Agreement) if (i) Grantee tax-exempt status ceases or is materially altered pursuant to the terms of Section II above; or (ii) in Grantor's sole and reasonable judgment, Grantee becomes unable to carry out the purposes of the grant, ceases to be an appropriate recipient for accomplishing the purposes of the grant, or fails to comply with any of the conditions hereof. Grantor may enforce this right of termination immediately if any of the listed bases for termination remain uncured or unresolved (in Grantor's sole and reasonable discretion) for more than fifteen (15) days after Grantor has given Grantee notice of the basis for termination. If Grantor terminates the grant (and this Grant Agreement), then Grantee must, upon Grantor's request, provide Grantor with a full accounting of the receipt and disbursement of funds and expenditures incurred under the grant as of the effective date of termination.

V. General Provisions

A. The validity, interpretation, and performance of this Grant Agreement will be controlled by and construed under the laws of the State of Texas.

B. This Grant Agreement contains the entire agreement of the parties and supersedes all prior or contemporaneous agreements, discussions, or representations, oral or written with respect to the subject hereof. Neither party may assign or transfer this Grant Agreement, or any of the duties or obligations, rights, or remedies (whether in whole or in part) under this Grant Agreement, without the prior written consent of the other party.

C. The term "Grant Agreement" includes any amendments, modifications, or supplements therein. The terms, provisions, and conditions of this Grant Agreement may be modified, altered, amended, changed or supplemented only by a writing signed by an officer of the Grantor and the Grantee.

D. This Grant Agreement may be executed in one or more counterparts, each of which shall be deemed an original, and all of which together shall constitute one and the same Grant Agreement.

Grantor

By: *Nona Evans*

Name: Nona Evans

Title: Executive Director, Whole Kids Foundation

Date: 02/06/2014 03:47 PM

Grantee

Accept Award?* (Required field)

Signed By

Title

Tax ID# 2.10099000189E11

Organization Kathryn Winn Primary School

Agreement Signed
Date

Kathryn
Winn
Primary



Gerda Wise, Principal
Megan Morris, Asst Principal

Kathryn Winn Primary School
907 Hawkins Street
Carrollton, KY 41008

October 18, 2013

Whole Kids Foundation
550 Bowie Street
Austin, TX 78703

To Whom It May Concern:

We are pleased to present our proposal for a \$2,000 Whole Kids Foundation grant to help fund our elementary school gardens and composting system. Led by an environmentally-minded elementary teacher, our woolly gardens, vermicomposting system, and lunch recycling program have radically reduced the amount of waste that Kathryn Winn Primary generates while simultaneously beautifying the school's courtyard and outdoor learning area. Additionally, these environmental programs have served as a way for students to learn about conservation, biology, and ecology in a hands-on manner.

Due to ever-shrinking state and federal education budgets, we are unable to financially contribute to the Kathryn Winn Environmental Gardens. Fortunately through the work of a dedicated teacher, Ms. Gail Becraft, and through improvisation and some community support, we have been able to dedicate space and time for the gardens to flourish so far. We are committed to the long-term viability and success of the Kathryn Winn Environmental Gardens.

A \$2,000 Whole Kids Foundation grant will allow us to maintain the physical infrastructure of the gardens while expanding the community outreach and educational components. The learning that will come from this project will help not only our test scores and student classroom performance but it will also make a large impact on our community for generations to come.

We appreciate the Whole Kids Foundation's time and consideration of our grant proposal, and we look forward to expanding our conservation and education programs with the Foundation's assistance.

Sincerely,

Gerda Wise
Principal
Kathryn Winn Primary School

Children – Our Primary Concern
Kathryn Winn Primary educates each child in a safe, supportive learning environment that develops life-long excitement for learning. We strive to work with parents and community to actively engage students, develop strong character traits, and become an integrated foundation for a hopeful and meaningful future.

Equal Education and Employment Institution

907 Hawkins Street * Carrollton, Kentucky 41008 * (502) 732-7090 * Fax: (502) 732-7091

Tell us about the gardening knowledge of the Garden Coordinator or of other individual's involved. If limited, what is your action plan to learn more? [500 characters]

Gail Becraft has extensive gardening experience, having founded the Kathryn Winn Environmental Gardens at Kathryn Winn Primary School, a program that operates with no annual budget from the school. Starting from scratch, Ms. Becraft's school garden has more than five raised beds, a small greenhouse, and three large vermicomposting bins. Additionally, Ms. Becraft has extensive background experience in the sciences, seeing as she teaches science to elementary students.

Tell us about your garden's goal and what will this grant make possible for your school and community? (Please note that if you receive a grant, we will share this information on our map of all recipients). [1000 characters]

The gardens themselves are the cornerstone of the Kathryn Winn Environmental Gardens; however, the program has additional facets as well. A cafeteria recycling program that has grown into a school-wide recycling movement is a complementary piece, beginning with the simple goal of collecting paper to recycle and now including recycling initiatives to collect paper products, milk cartons from the cafeteria, plastic wrappers, aluminum products, and food scraps. The food scraps from the cafeteria are composted using a vermicomposting system located by the gardens.

The unique approach of recycling, reclaiming, and reusing resources creates a curriculum that stimulates interest and teaches important values to students. With help from the Whole Kids Foundation, students will be given interest inventories throughout the growing process and ending at harvest to analyze the changes in their eating habits. This will reflect how their personal experience has influenced their choices.

Please tell us about the ways in which the garden will be sustained over time, including how programming and/or maintenance will be kept up through the summer months and vacation days. [750 characters]

First, the garden will be sustained over time in the same way that it has survived so far: having almost no maintenance costs and incorporating the garden into the regular school curriculum.

By using the gardens as a teaching tool, Ms. Becraft is able to have students work with the garden as part of the regular school day. This provides the hands necessary for physical upkeep.

The Carroll County School District runs programs nearly year-round, with the summer months being especially full. Ms. Becraft works to include the gardens in learning projects outside of the regular school calendar. Summer activities in the district give outdoor learning opportunities priority, and the gardens fall within that domain.

In what ways will you engage your extended community? This includes parents and families, other teachers or staff. [1000 characters]

In order to provide adequate learning in the areas of water conservation, human impact, and health awareness, teachers need a way to reach the community. With help from the Whole Kids Foundation, students can receive information materials, such as nutrition charts, that they can take home with them to broaden the impact of their nutritional knowledge and to serve as a recruiting tool to get parents involved in volunteering at the gardens.

Additionally, the Kathryn Winn Environmental Gardens will host a Garden Party. For this event, parents, local community leaders, and school employees will be invited to a tour and learning presentation led by students. The students will set up learning stations in different parts of the garden so that visitors can learn about the types of plants as well as the processes that go into raising those plants. Finally, materials will be sent home with visitors.

How do you (or will you, if a new garden) measure the success of your school garden program? This could include, but is not limited to, the number of children involved, produce harvested, school staff or community involvement, etc. [750 characters]

Currently, the Kathryn Winn Environmental Gardens are successful because they continue to exist with no working budget.

Moving forward, Ms. Becraft as well as building administrators would like to expand definition of "success" in an empirical manner, employing health surveys given to students as a metric for success.

Students who work with the gardens will be given a health survey at the beginning of the school year that takes an inventory of their eating habits as well as their knowledge of basic nutrition. Periodically, students will take a similar survey to chart the growth of their nutritional knowledge as well as changes in their eating habits. Finally, this information will be shared with parents and other community stakeholders.

Tell us about any needs or challenges faced by your students, school, and/or your community that make your garden program especially important. This may include, but is not limited to financial needs, safety issues, health issues, community support, or regulation hurdles. [750 characters]

20.6% of children in Carroll County live in poverty (2012 Kentucky County Data Book). Along with poverty comes risky behaviors from parents, such as smoking, poor nutrition, and lack of exercise that has both a direct and indirect effect on children in the community. According to a community assessment, 38% of all pregnant women in Carroll County smoked during pregnancy. 49% of county mothers in WIC (Women, Infants, and Children) reported poor nutrition practices. 43% of Carroll County adults lack adequate physical activity (Kentucky Institute of Medicine, 2007). Many students do not have fresh produce at home.

A community in a health crisis needs an effective system of learning that expands beyond the school walls.

Tell us about the primary ways children will engage with this garden. This could include, but is not limited to, garden upkeep, nutrition-associated education, field trips, after school activities, tasting/cooking demonstrations, or garden clubs: [750 characters]

Students have planted, cared for, and harvested fruits and vegetables from the gardens, which include several raised beds, woolly gardens, and a traditional small garden. For composting, students lead Green Teams to assist with collecting food scraps in the cafeteria for the vermicomposting system. Additionally, students participate in gardening clubs during the regular school year as well as in summer months. The summer program allows for parent participation as well. These activities are part of regular instruction as well as club activities.

With help from the Whole Kids Foundation, students will be able to expand the quantity and quality of these activities.

Subject Integration (250 characters each): Art, Health and Nutrition, English, History, Math, Social Studies

Art:

Students will use plants as models for both technical and aesthetic artwork. Additionally, students will use the plants as examples of different types of curves, of symmetry, and of other spatial concepts.

Health and Nutrition:

Students will explore nutritional concepts in a real-world setting, seeing exactly where food comes from and the processes that go into organically growing produce. Students will study composting, greenhouses, and organic foods.

English:

Students will study plant names, including their Greek and Latin roots. Students will use the gardens as a focal point for descriptive writing as well as scientific writing. Students will study differences between the two writing forms.

History:

Students will study the natural history behind the development of soil, rocks, and plants. Students will be able to see the results of these natural developments in a hands-on setting.

Math:

Students will keep timetables that track the growth of various plants. This will allow students to practice using mathematical concepts for record keeping. Students can compare the growth of different plants by using tables from their records.

Physical Education:

Students will physically work in the gardens, pulling weeds and using tools. Students will move soil, carry compost to vermicomposting bins, and clean work areas. Students will study best practices in tool safety and work efficiency.

Science:

Students will use plants and the growing process as fuel for scientific learning. Students will study the basics of photosynthesis, digestion, and cell development. Students will see the results of these processes in a real-world setting.

Social Studies:

Students will grow plants from different bioregions as well as food-producing plants prized by different cultures. Students will learn about where different plants originated as well as the cultural forces that helped move those plants.

Tell us about your total annual budget for your garden, including those costs covered by contributions. We would like to know the whole picture, so this may be outside of what the Whole Kids Foundation funds would support. A general list of expenses and costs will suffice (labor, tools, curriculum materials, planting materials, etc.) Please note: Funds may not be used for the following: real estate, travel costs, field trips, scholarship. [1000 characters

The gardens have received donations from local companies over the years:

Topsoil – The Scott's Company

Lumber for Raised Beds – Craig's Do-It Center

Beyond these donations, the gardens have survived by personal contributions from Ms. Gail Becraft and hard work from students and staff.

The annual budget for the gardens will be as follows with help from the Whole Kids Foundation:

- Curriculum materials (surveys, information sheets to be sent home with students, informative materials for the community at large) - \$500
- Learning materials for students (journals for students to record plant observations, posters and creative materials for art projects based on plant observations, demonstration manipulatives to help with science concepts, such as photosynthesis) - \$500.
- Tools, supplies, and other general needs (tools for more students, lumber for general repairs and expansion of compost bins and raised beds) - \$500
- Funds to purchase more seeds, plants, and different plant varieties - \$500

Then tell us how you would spend the specific Whole Kids Foundation grant funds. If same as above, state "Same". [1000 characters]

Same

Community Partner Info

Interstate Greenhouse and Nursery

Tell us about the Community Partner and what they add to your project. [500 characters]

Interstate Greenhouse and Nursery is a large greenhouse/nursery located in Carrollton, Ky. Interstate is a family-owned business that is committed to being a positive influence in the community.

Interstate will offer guidance on different initiatives that happen in the gardens. Since they work with so many different plants and plant varieties, Interstate is a critical part of the long-term success and viability of the gardens, offering expert advice on what to grow and how to grow it.