

## Program Overview

Completed by liandaconsultinggroup@gmail.com on 4/17/2022  
2:53 PM

**Case Id:** 15208

**Name:** CarterGWoodsonSchool - Urban Farm Academy

**Address:** \*No Address Assigned

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### Program Overview

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Please provide the following information.



City of Winston-Salem  
ARPA Transformational  
Non-Profits Application

City of Winston-Salem  
P.O. Box 2511  
Winston-Salem, NC 27102  
336-727-8000  
[ARPA@cityofws.org](mailto:ARPA@cityofws.org)

**This application portal is to request funding from the City of Winston-Salem as part of the Transformational Non-Profits Application Process. Applications received through this portal will only be reviewed by the City of Winston-Salem. Other jurisdictions may have separate application processes. Please contact other jurisdictions (e.g., Forsyth County) for instructions regarding requests to those jurisdictions.**

**Submitting an application does not guarantee funding. Please see the section below regarding the scoring process. The Mayor and City Council will have final decision-making authority regarding program funding requests.**

**Non-profit organizations may submit funding requests for capital or operating costs.**

#### Minimum Criteria

- Must be registered non-profit organization (includes faith-based organizations providing a public purpose)
- Must have been incorporated as a non-profit for at least one year

#### Scoring Process and Matrix

All completed applications will undergo a review to ensure required documents are attached. Fully completed applications will be reviewed by selected City staff members and scored based on the scoring matrix approved by the Mayor and City Council. [Click here](#) to view the scoring matrix. Scored applications will be reviewed by the City's Management Team for potential recommendation to the Mayor and City Council who will have authority to appropriate funding for programs.

Staff reserves the right to contact any applicant to request clarification or additional details regarding application responses and materials.

### Defining Performance Measures

Sections of the application will reference performance measures and outcomes as required by the U.S. Department of Treasury. Specifically, the application will request workload and effectiveness/outcome measures. Please see this video (<https://www.cityofws.org/2809/Performance-Measures-Video>) for general information on performance measures.

### Upcoming Application Orientation Session

The City will host a virtual application orientation session on April 1, 2022 at 10:00 am. The meeting will take place virtually via the Zoom platform and will also have a live simulcast on the City's YouTube page. The link for that meeting will be posted the morning of the meeting to the website: [www.cityofws.org/clrf](http://www.cityofws.org/clrf)

### Contact Information

For any questions or concerns, please email [ARPA@cityofws.org](mailto:ARPA@cityofws.org) or call City Link at 336-727-8000.

## A.Contact Information

Completed by liandaconsultinggroup@gmail.com on 4/25/2022  
4:04 PM

**Case Id:** 15208

**Name:** CarterGWoodsonSchool - Urban Farm Academy

**Address:** \*No Address Assigned

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## A.Contact Information

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Please provide the following information.

### ORGANIZATION/AGENCY INFORMATION

#### A.1. Organization/Agency Name

The Carter G. Woodson School

#### A.2. Mailing Address

437 Goldfloss Street Winston Salem, NC 27127

#### A.3. Organization Website

cartergwoodsonschool.org

#### A.4. Year 501 (c)(3) Status Obtained

2,011

#### A.5. Organization/Agency Fiscal Year

2,021

#### A.6. Federal Tax ID Number

#### A.7. Federal DUNS Number

#### A.8. Federal SAM Registered?

Yes

### ORGANIZATION/AGENCY CONTACT INFORMATION

#### EXECUTIVE DIRECTOR

##### A9. First Name

Benjamin

##### A10. Last Name

Harris

##### A11. Title

School Administrator

##### A12. E-mail

bharris@cartergwoodsonschool.org

##### A13. Phone Number

(336) 723-6838

#### BOARD CHAIR

##### A14. First Name

Ariana

##### A15. Last Name

Vargas-Olivares

##### A16. E-Mail

arivargas97@yahoo.com.

##### A17. Phone Number

(336) 809-7871

##### A18. Term Expiration Date

06/03/2023

## B. General Project Information

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4:04 PM

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## B. General Project Information

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Please provide the following information.

### PROJECT INFORMATION

#### B.1. Project/Program Title

Carter G. Woodson School Urban Farm Academy

#### B.2. Project Location/Address

437 Goldfloss Street Winston Salem, NC 27127

### PROJECT CONTACT/MANAGER

#### B3. First Name

Aynn

#### B4. Last Name

Daniels

#### B5. Title

Consulting Compliance Officer/Project Manager

#### B6. E-Mail

liandaconsultinggroup@gmail.com

#### B7. Phone Number

(336) 577-3054

## C. General Project Narrative

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4:04 PM

Case Id: 15208

Name: CarterGWoodsonSchool - Urban Farm Academy

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## C. General Project Narrative

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Please provide the following information.

### C.1. Provide description of project and how funds will be used

The proposed Carter G. Woodson School (CGWS) Urban Farm Academy (UFA) designed for cohorts in grades K-8; and 9-12 encompasses programs, activities, and projects in which the garden is the foundation for integrated learning, in and across disciplines, through active, engaging, real-world experiences. The project will be implemented over a 1-year period with planning and design, and formative implementation being conducted during the project year. CGWS seeks to expand its community farm to provide an innovative hands-on experience and curriculum as part of an evolving agriculture and food sciences pathway/ to STEAM (Science, Technology, Engineering, Art, Math). Science and Math will be explored through plants/plant growth/composting, etymology/plants and insects, soil conservation and weatherization. The on-going vegetable Amaranths and Quinoa project with NC A & T State University (NCA&TSU) through its pest management (IPM) program will also involve the SUSTAINABLE LAND & FOOD SYSTEMS AND ENVIRONMENTAL STUDIES) program. NCA&TSU faculty will give lectures and demonstrations, farm visits on crop protection and new garden and raised bed techniques, and high tunnel production. NCA&TSU also has a student-run farm which will serve as a learning platform for our students.

Within the Urban Farm Academy , CGWS students will plan/design the garden and learn measuring, budgeting, and entrepreneurial skills. History and language arts lessons will also be enhanced. CGWS is involved in a Brownfield experience on its campus. Students will explore environmental justice through this lens.

Environmental justice “refers to any policy, practice, or directive that differentially affects or disadvantages individuals, groups, or communities because of their race or color. CGWS seeks to ensure a future community rooted in environmental citizenry by empowering our urban youth with the ability to engage in the inquiry of environmental justice. Studies\* show that students involved in this proposed type of “Edible Schoolyard Project” model reflect overall increases in grade point average as well as higher grades in math and science. Students will also demonstrate a greater understanding of garden cycles and overall ecological literacy and awareness. \*Studies- Walicjak, T.M., P.Logan, and J.M. Jajicek, "Exploring impact of outdoor activities on children using a qualitative test data analysis system"; HortTechnology 13, No. 4. (2003), 684-68; Walicjak, T.M., J.C. Braldehy, and J.M. Jajicek, "The effect of school gardens on children's interpersonal relationships and attitudes towards school", HortTechnology 11, No.3 (2001), 446-468.

History and language arts lessons will also be enhanced from the garden. CGWS is involved in a Brownfield experience on its campus. Students will explore environmental justice through this lens. Environmental justice “refers to any policy, practice, or directive that differentially affects or disadvantages individuals, groups, or communities because of their race or color. CGWS seeks to ensure a future community rooted in environmental citizenry by empowering our urban youth with the ability to engage in the inquiry of environmental justice. Studies show that students involved in this proposed type of “Edible Schoolyard Project” reflect overall increases in grade point average as well as higher grades in math and science. Students will also demonstrate a greater understanding of garden cycles and overall ecological literacy. Students and staff will conduct site visits to identified area urban farms.

All environmental issues have a social equity component which tend to be interdisciplinary and reflective of changing environmental and social conditions. CGWS maintains a normative goal of helping students and staff rethink environmental problem-solving in a way that incorporates social justice.

The proposed project will: 1) form an Urban Farm Academy Committee (UFAC) comprised of key CGWS-based staff and board members, lead project associates such as NC A & T state Univ., community-based urban farm organizations, community residents, CGWS parents, and student representatives composed to explore/develop clear plans and objectives for the development of the UFA – both in the architectural design of the farm and its educational/curriculum programming; 2) develop/implement a grades 6-8 and 9-12 urban farming project-based learning curriculum for students; 3) conduct a professional development/training model for grades 6-8 teachers; and expand the provision of farm equipment/supplies and classroom materials/supplies. Youth learning gardens are a powerful place to cultivate the skills and mindset of science and permaculture (looking at plants and animals as a system rather than individual entities).

Student/instructional staff activities will include both in-class, on the farm, and WSFC area urban farm, and university site visits/presentations. Students/staff will engage in the upgraded architectural design process of the farm such as bedding, greenhouse placement, flower-lined walkways, birdhouses, mulching, re-cycling, pest management, and composting. UFA proposes the development & implementation of a model urban farm academy curriculum which will then be sustained by the school administration and board of directors - through the continuation of the Urban Farm Committee, the implementation of the urban farm career technical education curriculum - funding key staff (Project Manager, Farm Supervisor, Compliance Officer, Supplies and materials, and capital expenditures); and the procuring of extramural grant funding for enhanced sustainability.

## **C.2. How will a participant access the proposed project/program, use the services, and derive a beneficial outcome from participation?**

K-8, and 9-12th grade students may be taught both in a regular classroom setting and also virtually through the schools' Smart Board technology/computer-based learning platforms which have recently received increased instructional usage. Activities will be operated by the Urban Farm Academy Manager, CGWS STEM/Robotics coordinators and the Farm to School coordinator.

The project will focus in two areas, 1) training teachers in existing environmental education curriculum and supporting outdoor educational activities as a hands-on experience, 2) educating students at each grade level as defined by the UFAC.

The proposed project will have the following expected positive outcomes:

a) Improving student and community nutrition: Gardening in an urban school setting offers children with access to healthful fresh foods, in CGWS cafeteria servings when possible and in areas where they would otherwise be unable to obtain them. Students learn how to cultivate fresh fruits and vegetables, some of which are unfamiliar to them, while professors and resource persons provide nutrition advice. Because of the increased fruit and vegetable consumption, children who benefit from having a school garden have a better relationship with food, and become the agents of healthy food production in their communities.

b) Aiming for Better Educational Outcomes:

The link between healthy, well-fed children and education has long been recognized in educational studies as noted in studies cited C-1 above. Skipping meals, on the other hand, lowers IQ and shortens attention spans. Students, on the other hand, exhibit greater academic success simply by learning about the process of creating the food they eat.

Findings consistently indicate that the farm-to-school approach results in students eating more fruits and vegetables per day in the cafeteria, classroom, or at home, making positive lifestyle changes, as well as improving knowledge and attitudes about healthy eating and sustainable agriculture. Taylor 2013 - Taylor JC, Johnson RK. Farm to school as a strategy to increase children's fruit and vegetable consumption in the United States: Research and recommendations. Nutrition Bulletin. 2013;38(1):70-9.

c) Enhancing Environmental Stewardship:

Students who participate in gardening clearly learn how access to fresh fruits and vegetables improve their own lives and those of their families. The skills students learn from gardening go beyond themselves and their peers. According to the Western Growers Foundation [<http://www.csgn.org/environmental-stewardship>], "students become participants in environmental stewardship when introduced to agricultural practices, They become responsible caretakers; have an opportunity to engage in agricultural practices on a small scale, and learn about the responsibilities and impacts of land cultivation. They explore the interactions among the living and nonliving entities that sustain life. By doing so, they therefore develop a greater understanding of the global landscape and ecology and their sustaining power world of nature."

Researchers generally agree that students who actively, or even passively, interact with nature end up having greater positive attitudes about nature well into adulthood. [[https://populationeducation.org/benefits-building-urban-garden-your-school/\(citations??\)](https://populationeducation.org/benefits-building-urban-garden-your-school/(citations??))]. School and urban gardens are one way to ensure an environmentally conscious future. CGWS Urban Farm Academy Instructional staff will receive Certificates of Completion (COC) at end of training completion . K-12 students would also receive a COC at end of programming. Graduating seniors may earn credits towards Career Technical Education (CTE) thru the Urban Farm Academy (UFA). The Bureau of Labor Statistics notes: Agriculture, Food, and Natural Resources Career Pathways Sentence incomplete. There are seven career pathways in this cluster : agribusiness systems; animal systems; food products and processing systems; environmental service systems; natural resources systems; plant systems and protection; and power, structural, and technical systems.

The UFA seeks to strengthen practical civic skills among young people, which can enable them to take civic actions. Programs may develop youth skills in decision-making, collaboration, teamwork, project leadership, public speaking, communication, political organizing, conflict resolution, and self-efficacy. Additionally, these activities may contribute to students' civic knowledge, including a general understanding of social inequality, food justice systems, and community health issues as well as understanding of local food inequality, other community problems, and community assets and solutions. This project model will be shared with NC Dept. of Public Instruction for CTE programming.

"Black workers comprise 11% of all employed adults, compared with 9% of those in STEM occupations. Their share is lower in some STEM job clusters, including just 5% in engineering and architecture jobs. There has been no change in the share of Black workers in STEM jobs since 2016. STEM workforce representation is especially large for Hispanic adults. Hispanic workers make up 17% of total employment across all occupations, but just 8% of all STEM workers. Their share of all STEM workers is up 1% since 2016, in line with their growth in the overall workforce." Women are particularly underrepresented among graduates in math, physical science, engineering and computer science."

<https://www.pewresearch.org/science/2021/04/01/stem-jobs-see-uneven-progress-in-increasing-gender-racial-and-ethnic-diversity/>

### **C.3 Total estimated number of unique participants to be served annually**

250

**C.4. Will program beneficiaries be only residents of Winston-Salem?**

Yes

**TOTAL FUNDING REQUEST**

**C.5. Total Operating Funding Request**

\$79,400.00

**C.6. Total Capital Funding Request**

\$59,650.00

**SPENDING TIMEFRAME**

**C.7 Capital Spending Timeframe**

1 yr

**C.8 Operating Spending Timeframe**

1 yr



## D. Project Budget Categories

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### D. Project Budget Categories

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Please provide the following information.

Use templates below to input **the total** Project Budget (**only requested expenses and estimated revenues related to the program or project for which you are requesting funding**) by clicking **Add Column**. Please include all funding from the City and other sources.

Operating Costs	Total
1 Contracted Project Manager	\$25,500.00
1 Contracted Outcomes/Compliance Officer	\$9,200.00
1 University Technician/Liaison Officer	\$20,000.00
Contracted Curriculum Trng./Urban Farming Consultants	\$12,500.00
Supplies and Materials (seeding/plants/wood/cloth/dirt/seeding planting tools/communication outreach material/Robotic kits/renewable energy supplies	\$12,200.00
	\$79,400.00

Capital Costs	Total
1 wind tunnel greenhouse	\$15,900.00
980 ft of fencing	\$6,400.00
1 (25x40) storage shed	\$14,000.00
3 tractor plow attachments	\$5,200.00
2 seed extract machines	\$3,900.00
Bldg. materials for chicken coup	\$4,500.00
1 Utility Vehicle with cart	\$9,750.00
	\$59,650.00

### PROJECT/PROGRAM REVENUE CATEGORIES

Please fill out the revenue estimate table. **Note: operating revenues and expenses must be balanced (be equal).**

Operating	Total
1 Urban Farm Supervisor = (\$50,000 CGWS in-kind)	\$50,000.00
Communication Outreach Supplies: Classroom supplies, posters, multimedia (CGWS in-kind)	\$2,500.00
Robotic/alternative/renewable energy kits supplies	\$4,550.00

(CGWS in-kind)	
Billboard Rental Income (CGWS in-kind)	\$8,400.00
Farmer's Market Revenue (CGWS in-kind)	\$5,000.00
1 STEM Teacher Salary (CGWS in-kind)	\$27,000.00
Administration Overhead (CGWS in-kind)	\$6,800.00
Curriculum Coordinator (CGWS In-Kind)	\$16,250.00
Accounting Firm Cost (CGWS In-Kind)	\$3,000.00
Land Rental Cost (CGWS In-Kind)	\$4,000.00
Tractor Rental (CGWS In-Kind)	\$11,550.00
	\$139,050.00

Please list below all known/expected **individual** grants and contributions totaling 10% or more of the project's budget.

**Note: capital revenues and expenditures must be balanced (be equal)**

Capital	Total
Title I Grant	\$14,500.00
	\$14,500.00

## E. Demographic and Geographic Distribution

Case Id: 15208

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### E. Demographic and Geographic Distribution

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Please provide the following information.

**Demographic distribution is an assessment of the level of the project funds spent on a program or service provided at a physical location in a Qualified Census Tract (QCT), OR where the primary intended beneficiaries live within a QCT, OR whether the program benefits residents that earn less than 60 percent of median income for the City, OR whether over 25 percent of program beneficiaries are below the federal poverty line.**

**E.1 Is this project/program located in a QCT or serve residents that live in a QCT?**

Yes

**If yes, what percentage of clients served are estimated to be residents of QCTs? ([Click here](#) to view the QCT mapping tool)**

100.00 %

**E.2 If the project or program is not a QCT or specifically serve residents in a QCT, will residents meet the follow criteria:**

25% or more of participants below the federal poverty line or participants served make less than 60% of the Area Median Income

The project/program does not operate in a QCT, and beneficiaries neither reside in a QCT nor meet the income thresholds mentioned above.

## F. Alignment to Strategic Plan

Completed by liandaconsultinggroup@gmail.com on 4/25/2022  
4:06 PM

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## F. Alignment to Strategic Plan

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Please provide the following information.

Strategic planning is a process in which organizational leaders determine their goals and objectives, and allocate needed/limited resources to successfully achieve those goals and objectives. [Click here](#) to view Winston Salem's Strategic Plan. The Strategic Plan includes three (3) tiers of priorities:

### Tier 1:

- Focus on job creation/sustainability and workforce development
- Collaboration and funding for pre-K opportunities
- Funding for affordable housing
- Funding for economic development

### Tier 2:

- Poverty reduction/cessation
- COVID reopening plan
- Community engagement (Power of connections)
- Funding for arts

### Tier 3:

- Community Fundraising
- Environmental initiatives
- Address digital divide
- Address childcare needs
- Neighborhood maintenance
- Organization efficiency and public-private partnerships
- Law enforcement reform

**F.1. Please select the primary priority from the list above addressed by your project/program.**

Tier 1

**F.2. Please select the secondary priority from the list above addressed by your project/program.**

Tier 2

**F.3. Please describe how the workload or outcomes from your project/program addresses the primary priority you selected.**

Urban Farm Academies such as the proposed project serves to encourage schools to feature educational activities in the classroom. Students gain access to healthy, nutritious food as well as educational opportunities such as farm field trips, garden-based learning, cooking lessons, and recycling programs. The proposed CGWS Urban Farm Academy seeks to help children and families understand where their food comes from and how their food choices can impact their health, the environment, and their community. Specific benefits for children, according to the U.S. National Farm to School Network, include an increased knowledge and awareness about gardening, agriculture, healthy eating, local foods and seasonality, greater fruit and vegetable consumption both at school and at home, and enhanced overall academic achievement. This proposed project addresses a Career Technical Education/school-within-a-school/“academies in schools” pathways program cited in Tier 1 of the City's Strategic Plan.

## G. Collaboration

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4:07 PM

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## G. Collaboration

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Please provide the following information.

**Collaboration is when an organization is partnering or proactively working with one or more external stakeholders to achieve the same goal.**

**G.1. How many other external partners, organizations, stakeholders will you be collaborating with to provide the project/program?**

2

**G.2. Please provide the names of the organizations and the roles they will serve in the project/program?**

NC A & T State University - Coordination/training in the raised bed Amaranths and Quinoa project/student field trips to NC A & T to view the various agricultural and farm elements at the university and serving on the Urban Farm Committee. CGWS seeks to expand its community farm to provide an innovative hands-on experience and curriculum as part of an evolving agriculture and food sciences pathway/ to STEAM (Science, Technology, Engineering, Art, Math). Science and Math will be explored through plants/plant growth/composting, etymology/plants and insects, soil conservation and weatherization. The on-going vegetable Amaranths and Quinoa project with NC A & T State University (NCA&TSU) through its pest management (IPM) program will also involve the SUSTAINABLE LAND & FOOD SYSTEMS AND ENVIRONMENTAL STUDIES) program.

NCA&TSU faculty will give lectures and demonstrations, farm visits on crop protection and new garden and raised bed techniques, and high tunnel production. NCA&TSU also has a student-run farm which will serve as a learning platform for our students. NC A & T State University collaborators are: Dr. Louis E. Jackai (applied insect nutritional and systems ecologist and pest management), and Dr. Beatrice N. Dingha (crop pollinator ecologist and pest management), both professors in the Department of Natural Resources and Environmental Design. They will recruit other faculty as resource persons as needed.

Urban Farm Academy instructional staff and students will be oriented to agricultural lessons by participating in general hands-on garden operations such as production planning, soil preparation, seeding, pest management including weeds, insects, and disease, irrigation, harvesting, and food safety.

## H. Administration/Reporting

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### H. Administration/Reporting

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Please provide the following information.

**Per U.S. Treasury rules and associated guidance, the City's framework for using these funds aligns with specific administrative reporting requirements. The administration/reporting criterion has three core elements: 1) the organization's/project's development of clear performance indicators and measurable outcomes, 2) the use of evidence-based interventions, 3) and the City's evaluation of organization and project risk.**

#### H.1. Please clearly define the workload and outcome measures that are associated with your project/program

Workload	<p>This proposed project addresses a Career Technical Education/school-within-a-school/"academies in schools" pathways program cited in Tier 1 of the City's Strategic Plan.</p> <ul style="list-style-type: none"><li>a) Activities: Expand or maintain school Urban Farm (UFA) garden/farm into a school based academy</li><li>a) Outputs: 220 students/grades 6-12 attending UFA classes, planting/tending/harvesting/eating specialty crops</li><li>b) 30 teachers grades 6-12 trained and facilitating UF activities</li><li>c) # of lbs. &amp; dollar value, type, &amp; origin of specialty crops</li><li>d) 15 community volunteers/parent gardeners tending/harvesting specialty crops</li><li>e) 5 communitywide events</li><li>f) 7 individuals serving consistently on the Urban Farm Committee</li><li>g) Dissemination of formative &amp; outcomes evaluation to variety of audiences/placement on school's website</li><li>h) 4 student site visits to area urban farms &amp; NC A &amp; T</li></ul>
Effectiveness/Outcome	<p>Outcomes:</p> <ul style="list-style-type: none"><li>a) Increase in students' life skills knowledge in nutrition/food production &amp; urban farming</li><li>b) Increase in teacher knowledge-delivery of Urban farming concepts across curriculum</li><li>c) Increase in student academic skills especially math/science; problem-based learning</li><li>d) Increase in SEL (social emotional learning) skills among students</li><li>e) Increase in # of children's consumption of specialty crops</li><li>f) Increase in # of adult's consumption of specialty crops</li></ul>

	g) Review of outcomes report for formulation in CGWS Urban Farm Academy (CTE) curriculum h) Student oral & written presentations of site visits
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**H.2. Does the project/program use evidence-based interventions?**

Yes

**Please provide a link to (or attach a copy of) the evaluation of the program model**

**Program Model Evaluation**

CGWS Urban Farm Logic Model-FINAL 4.24.2022.docx  
NCAT Letter of Collaboration - Support .pdf

**H.3. For transparency purposes, the risk matrix is attached. This is NOT required, however, you can self-assess if you wish. Please fill out and upload the [Risk Matrix](#).**

**Risk Matrix**

ARPA - CGWS Risk Assessment.xlsx



## I. Capacity

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## I. Capacity

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Please provide the following information.

**An organization's capacity can be defined as its ability to implement the proposed project, as characterized by the alignment of its mission and vision with the proposed project, existing internal infrastructure to support it, and its plan for implementation and assessment of project success.**

### **I.1. Please provide your organization's vision and mission statements and explain the alignment between the proposed project/program and the organizational mission.**

Carter G. Woodson School (CGWS), a K-12 public charter school originally founded in 1997 as Challenges of the 21st Century, Inc., then renamed as Carter G. Woodson School in 2011, serves economically disadvantaged children as a Title I school operating a Community Eligibility Program wherein 100% of its students participate in the USDA Free Breakfast and Lunch Program. CGWS has a student Population of 54% Hispanic and 45% African American and 1% Other. Currently 33 teachers and administrative support staff serve some 401 students based on the Oct 1, 2021, Principles' Monthly Report: with an ancillary staff of 69 individuals. CGWS has an Academic Student Growth Score of 85 percent, operates a music/band/string/orchestra program, a poetic/spoken word program, debate club, athletic program of basketball, volleyball, and soccer. Education equity and citizenship also referred to as "Equity in education" is a measure of achievement, fairness, and opportunity in education. These are vital concerns for CGWS where every child is taught in a challenge-friendly, nurturing, and constructive learning environment. While equality means treating every student the same, equity in education requires putting systems in place to ensure that every child has an equal chance for success. CGWS motto is "striving to excel, not to equal". CGWS seeks to expand its' current Farm to School program into a school to work/career academy, in cooperation with NC A & T State University (NCA&TSU). NCA&TSU already has an ongoing student-centered research collaboration with CGWS on the development of a resilient food system that introduces a new leafy vegetable amaranth crop, and strives to mitigate biotic constraints in the system. This collaboration will dovetail into the overall objectives of the proposal described in this application.

Carter G. Woodson School is led by a 9 member governing Board of Directors that meets every 2nd Monday of the month and is guided by strong board policies and procedures. Ultimately this project is accountable to the board, administration and the City of Winston Salem grant officials for consistent reporting should the school be so favorably funded.

CGWS has a Farm Supervisor with extensive farming back ground. The school has a Robotics/beginning STEM program. See <https://cartergwoodsonschool.org/> and <https://cartergwoodsonschool.org/school-news/>

CGWS received a grant for 2 years from the NC Dept. of Public Instruction for developing a Computer Science curriculum across the curriculum involving 33 instructional staff.

The proposed project aligns with the vision/mission and strategic interface of the school.

**I.2. Describe the organization’s current infrastructure and capacity to deliver the program services or complete the project. Include any relevant current programming and experience providing similar services.**

The school is led by a school director, Benjamin Harris, Esq., with a Director of Business and Finance - Elizabeth Wallace, MBA and an accounting firm with extensive experience in working with charter schools throughout the state -Charter Success partners, and consulting project manager/compliance officer with extensive experience in project compliance - L. Aynn Daniels, M.Ed.

CGWS has a Farm Supervisor with extensive farming back ground. The school has a Robotics/beginning STEM program. See <https://cartergwoodsonschool.org/> and <https://cartergwoodsonschool.org/school-news/>

CGWS received a grant for 2 years from the NC Dept. of Public Instruction for developing a Computer Science curriculum across the curriculum involving 33 instructional staff.

**I.3. Describe the program/project implementation plan. Include any known barriers to success and how those will be overcome**

The Project Implementation Plan (PIP) will use an excel spreadsheet to include items as noted in the project's logic model following are example of PIP:

- a) Priority (e.g. Convening the Urban Farm Advisory Committee and Confirming the project staff);
- b) Task (e.g. Confirm/teach/pre-assess 220 CGWS students grades 6-8 & 9-12 in UFC & engage in farm/garden)
- c) Assigned to (Project Manager-Name of noted individuals with assignments)
- d) Status of implementation/completion (% of completion from 0-100%)
- e) Planned Start (Date)
- f) Actual Start (Date)
- g) Planned Finish (Date)
- h) Actual Finish (Date)
- i) Ahead/Behind Schedule (Note ahead, behind, on schedule)
- j) Planned Time Frame (How many days/weeks or months)
- k) Department Responsible (e.g. Project management, Urban farm Committee, Staff, etc.)
- l) Materials Required
- m) Costs
- n) Sources of Funding/Expenditure

While we do not anticipate specific barriers, the detailed PIP will assist the Urban Planning Committee, Project management and CGWS administration to be consistently on top of each step in the process. The process will use the Logic Model described within this project as a guiding tool.

**I.3a. Describe the program assessment plan including how the data will be collected for selected performance metrics and any other evaluation tools that will be used to determine program/project success.**

Using the Thriving-Schools-Integrated-Assessment <https://www.healthiergeneration.org/our-work/schools/thriving-schools-integrated-assessment>, the project will:

- a) Assess the health and wellness of your school, district, or out-of-school time site.
- b) Identify opportunities to improve policies and practices that promote well-being for kids, teachers, and staff using the Thriving Schools Integrated Assessment
- c) Increase resilience of students and staff using the RISE Index, presented in partnership with Kaiser Permanente
- d) Find resources that help families prioritize healthy living and create home environments where everyone can thrive
- e) Access trainings on physical education and activity, employee wellness, nutrition, social-emotional health and

learning, policy, and more

## J. Impact/Community Need

Completed by liandaconsultinggroup@gmail.com on 4/25/2022  
4:07 PM

Case Id: 15208

Name: CarterGWoodsonSchool - Urban Farm Academy

Address: \*No Address Assigned

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### J. Impact/Community Need

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Please provide the following information.

**Impact/Community needs concern whether or not the proposed project will address an identified need within the community and what the short term (One year) and long term (3 years) impact of this project will be**

**J1. Describe the identified community need for this project/program. Cite specific data or studies/reports that have identified this as a community need.**

According to the NC Cooperative Extension ([https://www.forsyth.cc/CES/Documents/why\\_ufs.pdf](https://www.forsyth.cc/CES/Documents/why_ufs.pdf)), the benefits of urban agriculture in a community are plenty. "It can boost property values and promote community engagement. It can also be part of an effective crime-prevention strategy, by rehabilitating and using underutilized community space and increasing "eyes on the street" economies. Urban agriculture also benefits the environment. It provides green spaces in urban areas and can provide ecological and environmental benefits, such as preventing storm water runoff and reducing greenhouse gas emissions." Why Urban Farms?

1. Improve Access to Healthy Food
2. Improve Economic Health
3. Workforce Training
4. Job Development
5. Revitalize Communities
6. Improved Environmental Conditions

**J2. Describe the short-term impacts of the project/program and how they align with the community need identified above.**

The proposed program is designed as a Career and Technical Education (CTE) academy. According to the NC Dept. of Public Instruction, "CTE helps build confidence and leadership skills to meet their goals in and out of the classroom. Courses in Career and Technical Education are designed to contribute to the broad educational achievement of students, including basic skills such as reading, writing, and mathematics, as well as their ability to work independently and as part of a team, think creatively, solve problems, and utilize technology. CTE courses are provided through seven program areas...one of which is Agricultural Education. <https://www.dpi.nc.gov/districts-schools/classroom-resources/career-and-technical-education/program-areas-and-career>.

"Farm to school enriches the connection communities have with fresh, healthy food and local food producers by changing food purchasing and education practices at schools and early care and education settings. Students gain access to healthy, local foods as well as education opportunities such as school gardens, cooking lessons and farm field trips. Farm to school empowers children and their families to make informed food choices while strengthening the local economy and contributing to vibrant communities." <https://www.farmtoschool.org/>

**J3. Describe the long-term impacts of the project/program and how they align with the community need identified above.**

The Urban Farm Committee cited herein will utilize the Thriving Schools Integrated Assessment as part of its summative outcomes review to ensure that the school develops a Career Technical Education program -- Urban Farm curriculum grounded in its School Improvement/Strategic Planning efforts. The assessment noted can be found at <https://www.healthiergeneration.org/our-work/schools/thriving-schools-integrated-assessment>. The proposed project seeks to enhance the academic proficiency of participating students using an urban farming concept. Several cities across North Carolina are among the best places for urban gardening, but the highest ranking city is Winston-Salem, which ranks seventh. [<https://spectrumlocalnews.com/nc/charlotte/news/2022/04/06/urban-gardening>]. The proposed project seeks to align with the Forsyth County community needs by enhancing the education of students, development of teachers, engagement of community residents, and higher education associates.

**J4. Referencing previous section on outcomes, describe how the impacts noted above will be measured.**

a) Improving student and community nutrition: Gardening in an urban school setting offers children with access to healthful fresh foods, in CGWS cafeteria servings when possible and in areas where they would otherwise be unable to obtain them. Students learn how to cultivate fresh fruits and vegetables, some of which are unfamiliar to them, while professors and resource persons provide nutrition advice. Because of the increased fruit and vegetable consumption, children who benefit from having a school garden have a better relationship with food and become the agents of healthy food production in their communities.

b) Aiming for Better Educational Outcomes: The link between healthy, well-fed children and education has long been recognized in educational studies as noted in studies cited C-1 above. Skipping meals, on the other hand, lowers IQ and shortens attention spans. Students, on the other hand, exhibit greater academic success simply by learning about the process of creating the food they eat. Findings consistently indicate that the farm-to-school approach results in students eating more fruits and vegetables per day in the cafeteria, classroom, or at home, making positive lifestyle changes, as well as improving knowledge and attitudes about healthy eating and sustainable agriculture. Taylor 2013 - Taylor JC, Johnson RK. Farm to school as a strategy to increase children's fruit and vegetable consumption in the United States: Research and recommendations. *Nutrition Bulletin*. 2013;38(1):70-9.

c) Enhancing Environmental Stewardship: Students who participate in gardening clearly learn how access to fresh fruits and vegetables improve their own lives and those of their families. The skills students learn from gardening go beyond themselves and their peers. According to the Western Growers Foundation [<http://www.csgn.org/environmental-stewardship>], "students become participants in environmental stewardship when introduced to agricultural practices, they become responsible caretakers; have an opportunity to engage in agricultural practices on a small scale and learn about the responsibilities and impacts of land cultivation. They explore the interactions among the living and nonliving entities that sustain life. By doing so, they therefore develop a greater understanding of the global landscape and ecology and their sustaining power world of nature."

"Youth participation in local environmental action can lead to individual physical, intellectual, psychological, emotional, and social development as well as positive environmental and social change in communities" (Schusler & Krasny, 2010; Schusler, Krasny, Peters, & Decker, 2009). Underachieving students participating in a garden-based curriculum have been found to experience improvements in self-esteem and academic achievement (Sheffield, 1992)

## K. Funding Stability

Completed by liandaconsultinggroup@gmail.com on 4/25/2022  
4:07 PM

Case Id: 15208

Name: CarterGWoodsonSchool - Urban Farm Academy

Address: \*No Address Assigned

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### K. Funding Stability

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Please provide the following information.

**Funding stability is an assessment of both the organization's annual funding and the planned funding mechanism for the project/program from grants, donations, sales, and other income generators. To the extent possible, the City wishes to ensure applying entities have sustainable funding sources outside the City's ARPA allocation. An entity will be deemed as having superior funding stability if it demonstrates at least three years of sustainable grant, contribution, and/or fee-based revenues to cover operating costs. The entity must also demonstrate commitments from other organizations to cover the full cost of project deficits or future-year operating costs (in combination with realistic fee-based revenue assumptions).**

**K.1. Have your organization's operating revenues covered operating expenses the last three years?**

Yes

**K.2. Approximately what percentage of your organization's total budget is covered by competitive grants that you must re-apply for?**

0.00 %

**K.3. What percentage of your project/program's budget is covered by City ARPA funds as part of this request?**

0.00 %

**K.4. Please provide narrative on funding for this program after City ARPA funding has been exhausted.**

Federal allotments from CGWS Title I, Title IV-A, allotments, and local/state operating funds via NCDPI appropriations.

**K.5. Please attach commitment letters from other organizations showing financial support for the project/program.**



Commitment Letters

CGWS Competitive Grant Statement for City of WS Grant.pdf

## L. Representation

Completed by liandaconsultinggroup@gmail.com on 4/25/2022  
4:07 PM

**Case Id:** 15208

**Name:** CarterGWoodsonSchool - Urban Farm Academy

**Address:** \*No Address Assigned

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## L. Representation

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Please provide the following information.

**Representation deals with how diverse an organizations leadership is compared with community demographics, which includes Winston-Salem's race/ethnic backgrounds as well as gender. Local non-profit organizations should reflect the communities they serve. Since organizations are requesting to receive ARPA funding through the City, we must ensure these entities hold themselves accountable to having diverse staff and leadership panels**

**L.1. Provide a list of board members including the race, ethnicity, and gender identification for each member.**

Name	Race	Ethnicity	Gender Identification
Ariana Vargas Olivares	Hispanic	Hispanic	Female
Kenneth Love	Black	Black	Male
Nelson Malloy	Black	Black	Male
Hazel Mack	Black	Black	Female
Thomas C. Coaxum	Black	Black	Male
Denise S. Hartsfield	Black	Black	Female
Darlene Steele	Black	Black	Female
Jane W. McKim	White	White	Female
Jeffrey C. Baldwin	Hispanic	Hispanic	Male

## M. Required Documents

Completed by liandaconsultinggroup@gmail.com on 4/25/2022  
4:04 PM

Case Id: 15208

Name: CarterGWoodsonSchool - Urban Farm Academy

Address: \*No Address Assigned

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### M. Required Documents

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Please provide the following information.

For North Carolina Secretary of State - Current and Active Status, [Click Here](#)

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### Documentation

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**Code of Conduct/Conflict of Interest Policy \*Required**

CGWS Board Blanket Policy Docs - Conflict of Interest for CityWS.pdf



**Copy of the agency's latest 990 Form as submitted to the Internal Revenue Service \*Required**

CGWS 990 Tax Return.pdf



**Organization By-Laws \*Required**

CGW School, Inc. Bylaws Executed-.pdf



**Articles of Incorporation \*Required**

CGWS Articles of Incorporation Filed 03-11-11.pdf



**Organization Policies (including personnel, formal non-discrimination, procurement, accounting, etc) \*Required**

CGWS Employee Handbook 2021-2022.pdf

CGWS Student Handbook 2021-22, Rev. 7-2021 .pdf



**IRS 501(c)3 Designation Letter \*Required**

CGWS IRS 501(c)(3) Effective 03-11-11.pdf

**Most recent audited financial statements or a third-party review \*Required**

CGWS 2021-2022 ANNUAL CHARTER SCHOOL AUDIT.pdf

**North Carolina Secretary of State - Current and Active Status \*Required**

CGWS NC Sec of State Annual Reg Confirmation.pdf

## N. Submit

*Completed by liandaconsultinggroup@gmail.com on 4/25/2022  
4:09 PM*

**Case Id:** 15208

**Name:** CarterGWoodsonSchool - Urban Farm Academy

**Address:** \*No Address Assigned

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## N. Submit

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Please provide the following information.

I certify that all information entered into this application is true.

L. Aynn Daniels

*Electronically signed by liandaconsultinggroup@gmail.com on 4/25/2022 4:08 PM*

04/25/2022