Cornell Cooperative Extension Plan of Work for a Local Program

**LOCATION** (**Assoc.(s) or Area):**

**MAJOR PROGRAM TITLE: Food Gardening**

1. **PROGRAM DESCRIPTION**
   1. **Context/Need/Situation:**

**2.0 Climate Change:** In the past decade, Cornell researchers have focused on identifying and quantifying the level of climatic disruption caused by heat-trapping greenhouse gasses and the early, measurable impact on weather patterns, geographic bioregions, and living creatures. Mitigation: reducing the human “carbon footprint” to slow the pace of climate change is a vital area of exploration.

**3.0 Environment and Natural Resources and Sustainable Energy:** Sustainability of natural resources, enhancement of biodiversity and habitat, and natural resources management for economic vitality is critical to residents of New York State, who enjoy and rely on abundant, healthy, and diverse natural resources. Continuing applied research and education on natural resources management, including inventory and mapping methods; habitat; biodiversity; invasive species; alternative land uses; and economics of sustainable natural resources, a viable local economy, and a healthy environment are critical to protecting, enhancing, and sustaining valuable natural resources.

**4.0 Childhood Obesity and Nutrition (Food Security):**

Between 800 million to 1 billion people world-wide lack enough food to meet their daily energy requirements. In 2008, 21 percent of U.S. households with children (8.3million households) were food insecure, up from 16 percent in 2006 and 2007. This figure was the highest recorded since the Federal Government began monitoring household food security in 1995

**5.0 Youth Development/Children, Youth, Families (when combined with Seed to Salad):**

Youth development through experiential learning is the foundation of 4-H programming. Participation in high quality out-of-school programs is linked with a lower incidence of problem behaviors, such as decreased academic failure, substance abuse, and delinquency (Lerner, Lerner, & Phelps, 2008). The National Academy, Learning Science in Informal Environments (2009) report links experiential learning with higher student performance in mathematics and science.

**6.0 Community and Economic Vitality**:

We work toward the long-term sustainability and well-being of communities through collaborations and partnerships and promote active and representative participation toward enabling all community members to shape their collective future. Partnerships, based on mutual respect and trust, unleash community potential of and provide a powerful tool to create positive and lasting change for communities.

**b. Broad Program Goals** (summary of purpose):

**Climate Change:**

**-**Reduce factors contributing to climate change at the individual, community, industry, and institutional levels.

 Help producers and communities adapt to changing environments.

**Environment and Natural Resources and Sustainable Energy:**

-Healthy ecosystems

 \_Youth, families, communities, farms, businesses that engage in long term planning for proper use of natural resources, sustainable energy, and environmental priorities.

 \_Improved waste management and waste reduction efforts will result in an enhanced and protected environment, including soil, air, and water, and reduced risk for individuals and families.

 \_The economic vitality of agriculture/horticulture/natural resource and supporting businesses, and the financial security of individuals and families are enhanced and local government operations made more sustainable through reduced energy costs.

**Childhood Obesity and Nutrition (Food Security):**

 \_Affordable, available nutritious foods

 \_Guidance for families to make science-based decisions about health and well-being

 \_Prevention of childhood overweight and reduction of long term risks for chronic disease by encouraging healthy eating and increased physical activity

 \_Provide for the nutritional well-being and safety of New York State residents through helping to assure a continuous, reasonably priced supply of wholesome foods.

 \_Improved community food security and healthful food-choice options

**Youth Development/Children, Youth, Families (when combined with Seed to Salad):**

 \_Facilitate programming that supports positive youth development

 \_Prepare youth for success in postsecondary educational and career pursuits by exposing children and youth to a variety of career opportunities

 \_Youth lead healthy, satisfying, and productive lives

 \_Youth become caring and contributing members of society

 \_Youth become life-long learners

 \_Youth become knowledgeable, contributing participants in STEM-related, Healthy Living and Civic Engagement issues in their communities

**Community and Economic Vitality:**

-More resilient communities

 \_Ensure that diverse interests and populations in communities are reflected within and engaged as key stakeholders – this includes engaging community networks that link diverse sub-groups

 \_Better utilize community resources to improve and sustain quality of life

 \_Increased local capacity for management and protection of local environmental resources

 \_Avoid or minimize conflicts between agriculture/horticulture/natural resource enterprises and community members and resolve them within communities when they occur

 \_View agriculture/horticulture/natural resource enterprises as contributing and positive elements in the community

 \_Retirees develop leadership capacity to engage in the application of science-based solutions to environmental problems at the community level.

 \_Communities experience high quality of life, social cohesion, ecological integrity, effective decision making, and new economic opportunities

 \_More sustainable local economies through diversification

 \_Institutionalize sustainable practices so that communities actively manage their environments protecting and enhancing financial, infrastructure, human, environmental, and social capitals

**Objectives** (specific outcomes for specific audiences):

**Climate Change:**

-consumers, residents, agricultural and natural resources produces, organization and business representatives or local government and community leaders have modified existing practices or adopted new practices to protect/enhance natural resources or enhance biodiversity (2.7c)

**Environment and Natural Resources and Sustainable Energy:**

-agricultural/natural resources producers, organization and business representatives, community leaders and/or residents have modified existing practices or technologies that will assist with natural resources management and the environment (3.7c)

**Childhood Obesity and Nutrition (Food Security):**   
-youth program participants have applied healthy eating and/or active living recommendations (4.1g)

**-** adult program participants have applied healthy eating and/or active living recommendations (4.1h)

-program participants adopt food resource management and/or food security practices (4.2c)

-Program participants have increased involvement in public/community childhood obesity prevention actions (4.3c)  
-Program participants have acted to improve their food security status (4.4e)

-community action plans implemented as a result of community based assessment (4.4f)

**Youth Development/Children, Youth, Families (when combined with Seed to Salad):**

-youth demonstrate ability to express their ideas confidently and competently (5.1f)

**Community and Economic Vitality:**

-residents and/or community leaders plan for and initiate steps to enhance public spaces (6.6b)

-community residents practice management tactics in residential landscapes and homes that work to sustain or enhance a healthy community and environment (6.9f)

-community residents have improved availability and access to fresh fruits and vegetables (6.9g)

-community education or demonstration food gardens established and maintained (6.9h)

* 1. **How will you grow your program** (consider new audiences, community demographics, demonstrated needs)?  
     Print Media: Regular releases to newspapers & radio  
     Web Page: Updates to your CCE webpage  
     Social Media: Update your CCE Facebook and/or Twitter

Public Displays (Fairs & Tabling): Share info at MGV tabling events  
Newsletter and e-news: Include in monthly circulations

* 1. **How will goals be met?** (educational strategy and delivery):

1. **PROGRAM LIFE CYCLE** (Check the one response that best represents the program.)

* New initiative for association or area
* Established, ongoing program for association or area
* Program to be de-emphasized during planning period.
* Other (please specify)

1. **EVALUATION**
   1. Which objectives will be evaluated formally (by your association/area) during the planning period?

What indicators could be used to assess each objective identified above?

**Climate Change:**

-number of consumers, residents, agricultural and natural resources producers, organization and business representatives or local government and community leaders documented to have modified existing practices or adopted new practices to protect/enhance natural resources or enhance biodiversity (2.7c)

**Environment and Natural Resources and Sustainable Energy:**

-number of agricultural/natural resources producers, organization and business representatives, community leaders and/or residents documented to have modified existing practices or technologies that will assist with natural resources management and the environment (3.7c)

**Childhood Obesity and Nutrition (Food Security):**

- number who have applied healthy eating and/or active living recommendations (4.1g)

- number who haveadopted food resource management and/or food security practices (4.2c)

- number who have increased involvement in public/community childhood obesity prevention actions (4.3c)  
- number who have acted to improve their food security status (4.4e)

- community action plans implemented as a result of community based assessment (4.4f)

**Youth Development/Children, Youth, Families (when combined with Seed to Salad):**

-number of youth who demonstrate ability to express their ideas confidently and competently (5.1f)

**Community and Economic Vitality:**

-the number of residents and/or community leaders plan for and initiate steps to enhance public spaces (6.6b)

-the number of community residents practicing management tactics in residential landscapes and homes that work to sustain or enhance a healthy community and environment (6.9f)

- the number of community residents with improved availability and access to fresh fruits and vegetables (6.9g)

-the number of community education or demonstration food gardens established and maintained (6.9h)

* 1. What evaluation practices do you plan to use for regular program evaluations?

|  |  |
| --- | --- |
| * Survey - Post/post (asking about how much they knew before) * Survey - Post * General – open ended questionnaire * Participant Demos * Group interviews * Photo Documentation/Video * Observations * Journals, logs   -See attached sample survey  -Have visitors take photos and share on your social media sites  -Build a mailbox with a notebook for visitors to log their presence and comments  -Create a QR code that brings individuals to a digital survey | * Portfolios * Case Study * Document Analysis * Follow up survey 3-9 months following program/interaction * Follow up postcard - immediately following * Follow up electronic prompt - immediately following * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

1. **SCALE OF EFFORT** directed toward this program measured in terms of extension educator days:

|  |  |
| --- | --- |
| **Educator** | **Full Time Equivalent (FTE)** |
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