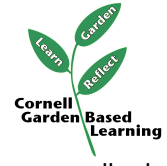


Cornell University
Cooperative Extension



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2017-2018 Cornell Garden-Based Learning Leadership Certificate & Mini-Grant: Call for Applications

Applications are due by September 29, 2017

Please email applications and/or questions to Fiona Doherty at fcd9@cornell.edu.

Cornell Garden-Based Learning (CGBL) is requesting applications from county-based Cornell Cooperative Extension teams to enroll in the 2017-2018 Cornell Garden-Based Learning Leadership Certificate program *and* to establish garden-based learning projects in their county.

Why participate? Become a more confident and knowledgeable garden-based learning educator and program organizer, and connect with and learn from others with the same purpose. Take much needed time to connect with your colleagues, resulting in more intentional programs. Receive a \$1000 mini-grant for a garden-based learning project in your community.

Availability: The CGBL Leadership Certificate and mini-grants will be awarded to CCE county-based teams of 2-3 paid CCE staff members. One team member must have responsibilities in 4-H youth development and one must have responsibilities in another program area such as horticulture, nutrition or community development.

Funding: CGBL will support four CCE teams for the certificate program. Each mini-grant will be \$1000 per team. Funding may be used for any and all necessary project supplies including: plant materials, supplies, fencing, raised bed materials and signage.

About the Project: *The CGBL Leadership Certificate:* The four teams will meet monthly with Cornell Garden-Based Learning program leads Marcia Eames-Sheavly and Fiona Doherty, via Zoom for five months (November to March). Each month's module will focus on a different aspect of CGBL program planning and will include exercises and reflection. This educator enrichment opportunity will provide participants with the necessary skills to become garden-based learning leaders in their communities. Each participant will receive a Certificate of Completion after fulfilling all portions of the program. Participants can expect to dedicate two hours per month in Zoom calls, and another approximately two hours in reflection with self and peers.

Outcomes & Benefits:

- Understand the foundations and benefits of garden-based learning
- Explore and identify available resources, case studies, research, and successful school and community-based garden programs
- Utilize logic models to identify program inputs, activities, and desired outcomes
- Practice and develop a garden-based learning program in alignment with program needs

Building Strong and Vibrant New York Communities

Cornell Cooperative Extension provides equal program and employment opportunities.



- Build a toolbox of resources and portfolio of program planning, deliverables, and strategies for program sustainability
- Employ strategies to organize a community of volunteers and identify leadership
- Collaborate with a community of learners; connect with and learn from others with the same purpose

The Mini-Grants: After completing the CGBL Leadership Certificate, teams will use the mini-grant funds to apply what they have learned and develop a garden-based learning project in their community. Funds will support county garden-based learning programs that engage youth, families and their communities. Further guidance from CGBL will be provided as needed.

Examples of potential garden-based learning projects include:

- Develop a rain garden and connect it to STEM activities related to hydrology, weather and climate.
- Guide a team of older youth to lead a community-based growing project focused on healthy eating in an intergenerational setting with older adults, and share it with others at the NYS Fair as an example of a STEM project with a strong civic engagement component.
- Use *Dig Art! Cultivating Creativity in the Garden* as a springboard for drawing garden interest to summer programs involving community members of diverse ages and abilities.

Testimonials from the previous cohort: *“Going through the program development and planning portion together helped us identify our goals for both our organization and our participants. Those goals provided a target to aim for as we developed activities and worked with partners. They also provided a framework for evaluation. So even in the midst of a crazy busy time, we could refer back to those goals to develop evaluation questions, saving us lots of time.”* –Jennifer Stengle and Katherine Everitt, CCE Putnam

“This project helped us understand the importance of short term and long term planning. It also emphasized the importance of evaluation and reflection. Both facilitators became more fully aware of the impact of utilizing a logic model and purposefully planning programming. We’ve learned that sometimes less is more and free time to explore and discover is essential.” –Jenny Groen and Stephanie Mehlenbacher, CCE Steuben

“The leadership certificate helped us distinguish the leadership style of each team member. It also allowed us to understand our part in leading youth and how we can be most effective communicating and working.” –Holly Wise, Alexandra Samoray and Debra Richardson, CCE Oneida

The time we were able to spend reflecting on our projects was invaluable and made us “think outside the box” when it comes to planning new, innovative activities and evaluating program participation. –Sean Taylor and Barb Stevens, CCE Albany