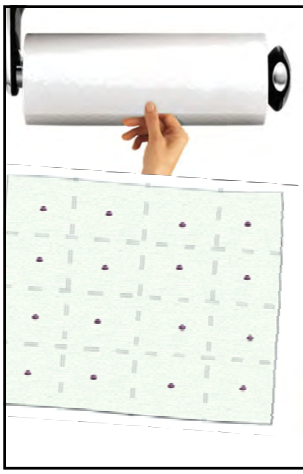
GOOD MORNING!

- Write your name on your paper towel.
- Fold your towel into sixteenths.
- Glue one seed in each square.



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1

Day 2

- General Session at Hotel
- Lunch 12:00, *Finding Funding*
- Concurrent GROW session D this afternoon 1:15-2:15
- Buses depart to AgriLife Center beginning 2:30 *(pack lightly)*

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2

Day 2

- Garden Tour + Station Speakers
  - 15 minute rotations
  - group photo at entrance
- Buses load beginning 5:15pm
- Optional dinner groups 7:00pm

JMGkids.us/2022**NLT**resources

2022 JMG National Leader Training

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Junior Master Gardener®
growing good kids℠

2022 National JMG Leader Training

Learn, Grow, Eat & Go!

4

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Overview & Research

5

Benefits of JMG to children?

- Increased leadership and personal responsibility
- Improved academic achievement – particularly science
- Increased parent and mentor involvement with youth in schools with JMG
- Exposure to career exploration paths
- Engagement in community service/service learning projects
- Youth certification as Junior Master Gardeners

www.jmgkids.us/*research*

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6

Can Gardening Positively impact?

- Child Health
- Childhood Obesity Rates
- Family health
- Family mealtimes
- Reach into the home

7

8

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Why Evaluate Programs?

- Increase accountability to measure program impact and behavioral changes
- Beyond "customer satisfaction"

9

LGEG Evidence Based Outcomes

Significant Improvements in:

- MVPA
- Total Physical Activity
- Vegetables Consumption
- Vegetable Preferences
- Healthy Beverage Preferences
- Self-Efficacy & Knowledge
- Parent/child cooking, physical activity and gardening
- Reaches into the home to support positive family health practices

- **BMI Significantly Reduced for use of LGEG**

Preliminary Conclusion: Family-focused garden, nutrition and physical activity programs significantly improve health behaviors in children.

10

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Elementary School Curricula

2021 Statewide Report

- 105 Texas counties participated, 5645 youth surveys completed; (3542 pre and 2103 post)
- Online surveys completed by children
- 92.5% children completing ages 7-11
- 34% Hispanic, 37% White, 10% African American, 4.1% American Indian or Alaskan Native, and 15% multi-racial or other

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Elementary School Curricula

2021 Statewide Report

- Increases in vegetable preferences for all 12 vegetables featured
- Increase water consumption
- 6 % decrease in students doing NO physical activity
- 6 % decrease in screen time of 2 hours or more
- 3.5 % increase in eating green vegetables, and 4% decrease in students eating NO green vegetables

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Elementary School Curricula

2021 Statewide Report

- 72 % students reported program participation made them better math and science student
- 74% students reported program made them want to come to school
- 61% students taught someone else to make good food choices
- 73% reported enjoying gardening with their family.

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Telling our story

- AgriLife Extension – Health programs – EX: Learn, Grow, Eat, Go, Walk Across Texas, Color Me Healthy, Do Well Be Well, and others.
- What do these have in common? Measurement of fruit/vegetable consumption, water consumption, sugar sweetened beverage consumption, screen time, and physical activity

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Telling our story

- Allows for aggregation of data
- Youth programs – developing parent and teacher surveys
- Need to continue work on fidelity of implementation
- Continue to encourage completion of both pre and post tests
- Online evaluations becoming easier through HOWDY Health portal

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Learn!

CURRICULUM DESIGN

10 weeks,
2 lessons/week

Sequence, integration, pace & *flexibility*

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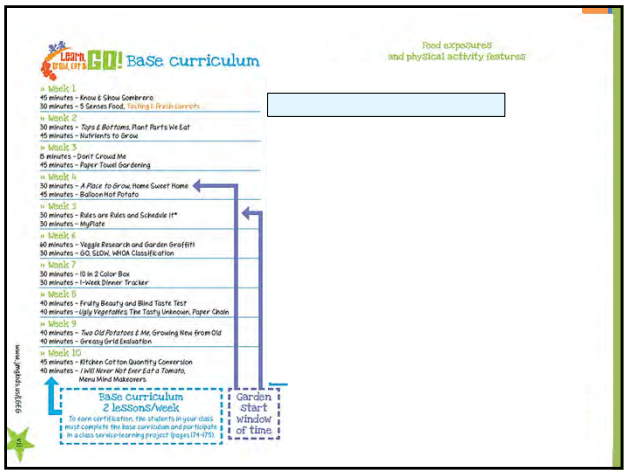

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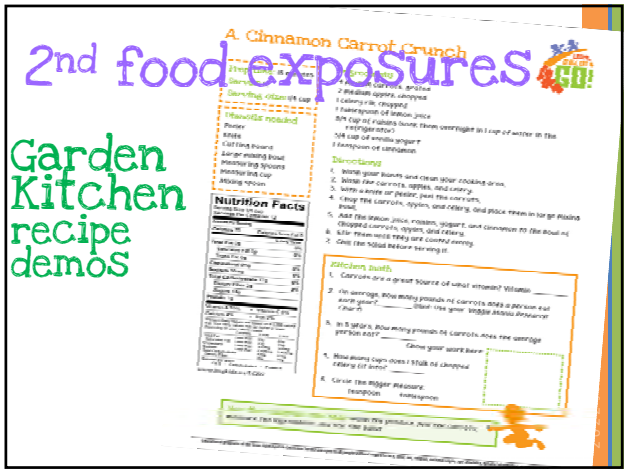

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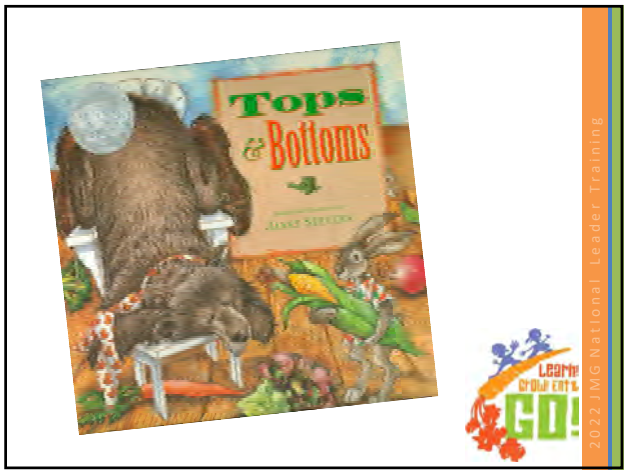

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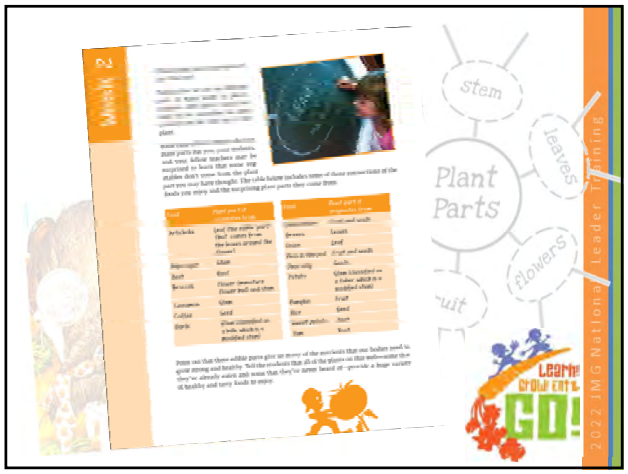

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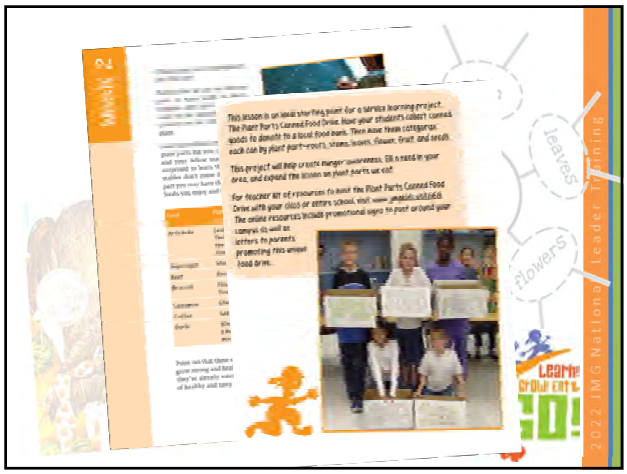

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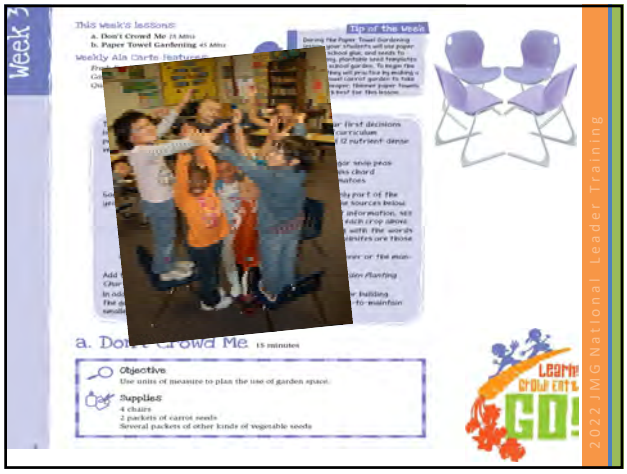

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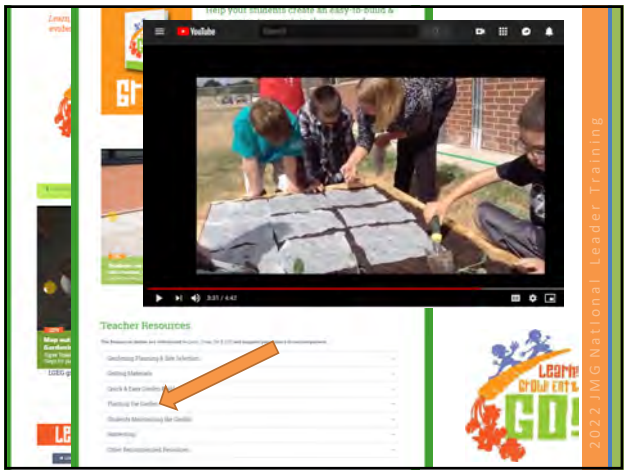

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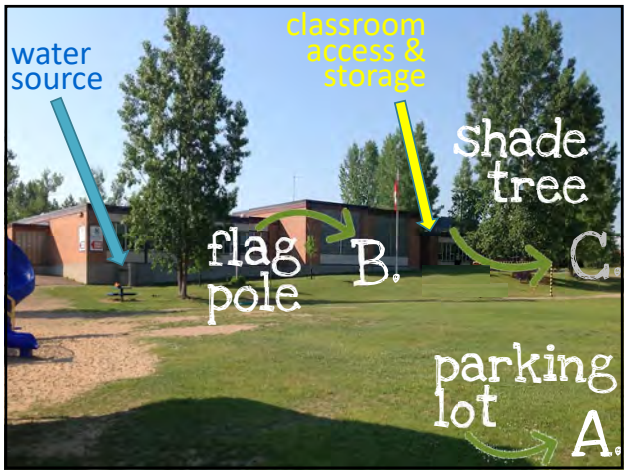

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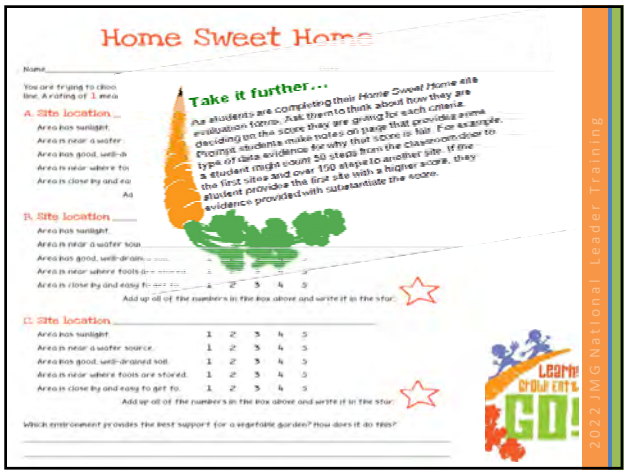

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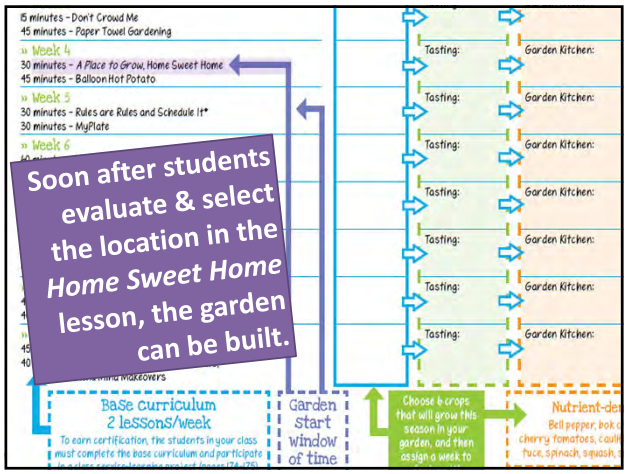

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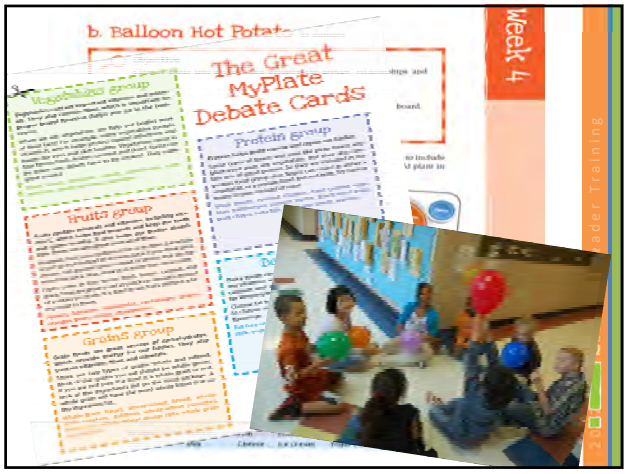

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Grow! Quick & Easy Garden Kit

Provides teachers with steps on:

- Getting Materials
- Building the Garden
- Planting It

with the help of one volunteer with a drill!

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Quick & Easy Garden Kit

- **Getting Materials: What are we growing?**
  - *growing 6 seasonal crops*
  - *3 square ft. plantings of each*
  - *extra space for kids to choice plantings*
  - *simplicity of steps/supplies*

Sample Cool Season 3x7 raised bed:

carrots	leaf lettuce	baby spinach	cauliflower	broccoli	swiss chard	kids' choice
carrots	leaf lettuce	baby spinach	cauliflower	broccoli	swiss chard	kids' choice
carrots	leaf lettuce	baby spinach	cauliflower	broccoli	swiss chard	kids' choice

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Quick & Easy Garden Kit

How to get materials to school?

- can be loaded for you at building store
- whole garden fits in back of van or small truck

(borrowed vehicle, potential volunteer task?)

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www.JMGkids.us/

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Junior Master Gardener

Learn, Grow, Eat & GO!

Lessons: Weeks 5-6

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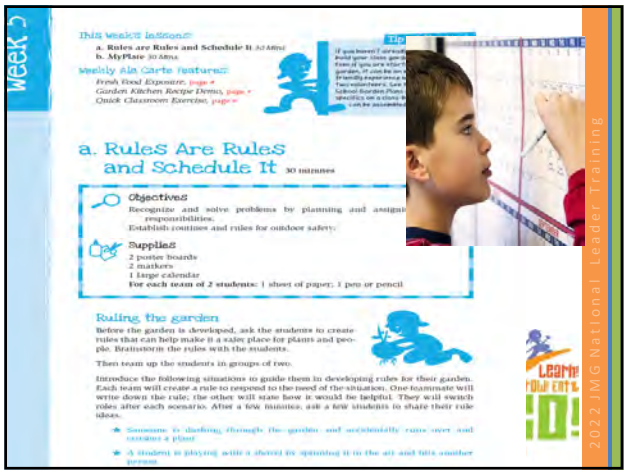

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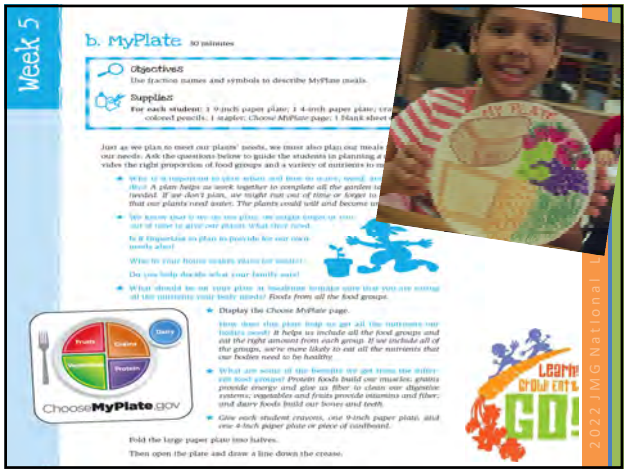

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a Quick & Easy option to stones/paint:

Use stir sticks and permanent markers

label stone

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Week 6

b. GO, SLOW, WHOA Classification 30 minutes

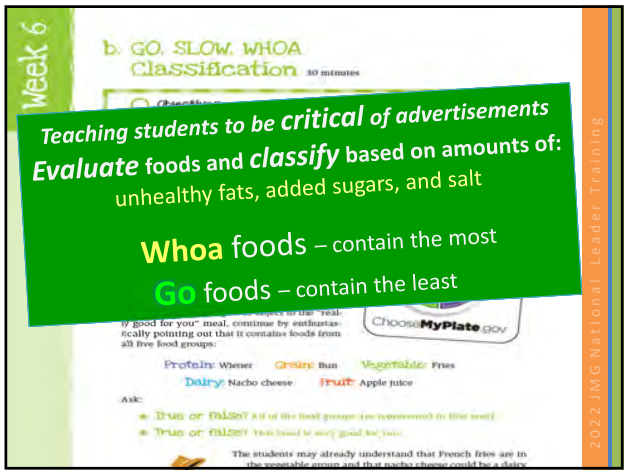
Teaching students to be ***critical*** *of advertisements*

Evaluate **foods and** ***classify*** **based on amounts of:**

unhealthy fats, added sugars, and salt

Whoa foods – contain the most

Go foods – contain the least



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Week 6

Be critical of advertising:
Are all 5 food groups *really* represented?

A delicious and complete meal that includes **ALL 5 FOOD GROUPS** Dairy, Fruit, Grains, Protein, and Vegetables!

Satisfy your **BIG** hunger with the ***Biggie, Cheesy Kids Meal*** that is really good for you and your wallet!

Students come to consensus *To classify each food as Go Slow or Whoa*

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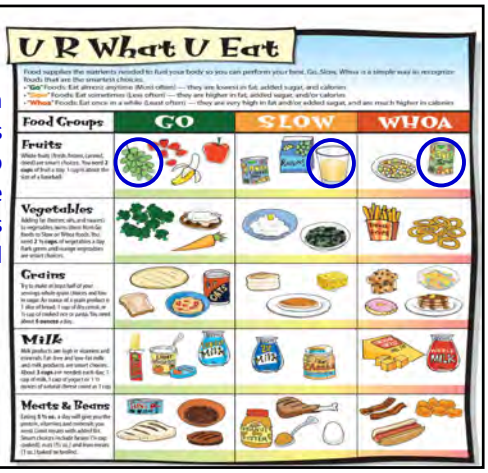
Classification charts included to illustrate how foods are classified



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Junior Master Gardener

Learn, Grow, Eat & GO!

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Overview: EAT Section

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EAT! Food ExpoSure

Learn, Grow, Eat & GO!

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nutrient-dense planting list

carrots
Cauliflower
leaf lettuce
spinach
broccoli
bok choy
potatoes
cherry tomatoes
swiss chard
sugar snap peas
bell pepper
squash

(choose 6 to plant in your school garden)

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EAT!

- **Exposure to new foods:**
  - evaluation of ray, fresh samples
  - Garden Kitchen recipe demos
  - engage kids & encourage willingness to include new foods.
- **Research shows children share those food experiences at home.**
- **Classroom & kid-friendly recipes**
  - Limited set-up space, cooking equipment, and time
  - Cooking skills
  - Model healthful food choices & safe kitchen practices

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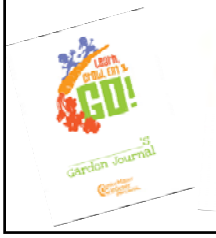
Week 1

Garden Journal: Week 1

first food exposures -raw sample during Journal time



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EAT!

Garden Kitchen recipe demos

http://jmgkids.us/garden-kitchen-recipe-demos/

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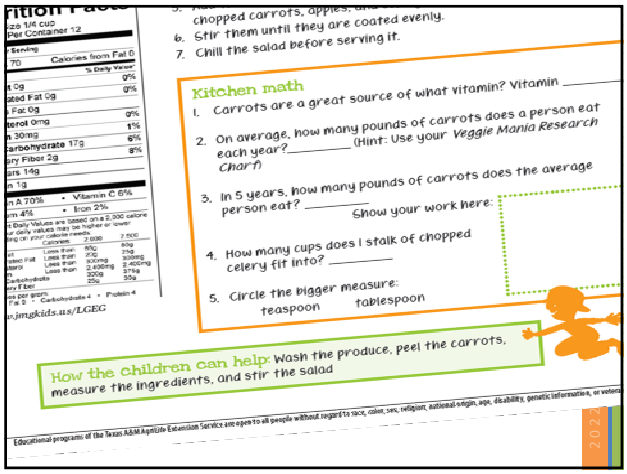

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EAT!

Fresh sample prep & Garden Kitchen Recipe Demos have been led by many different partners including:

- Cafeteria staff
- Room moms
- PTO Parent Committee
- Volunteer organizations (like Junior League, Lions Club)

Coaching by local Extension agents/volunteers.

Under supervision of certified food handler.

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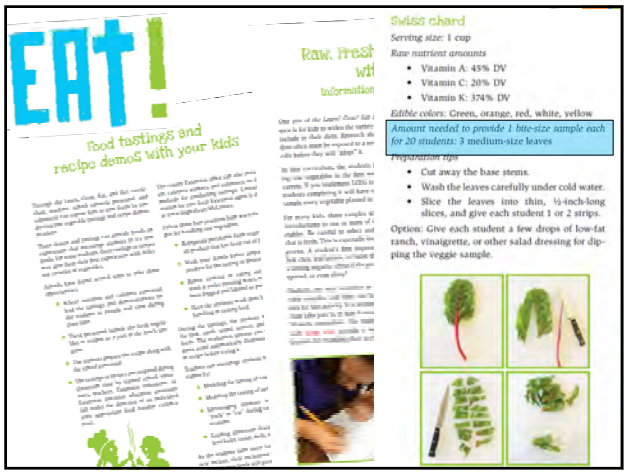

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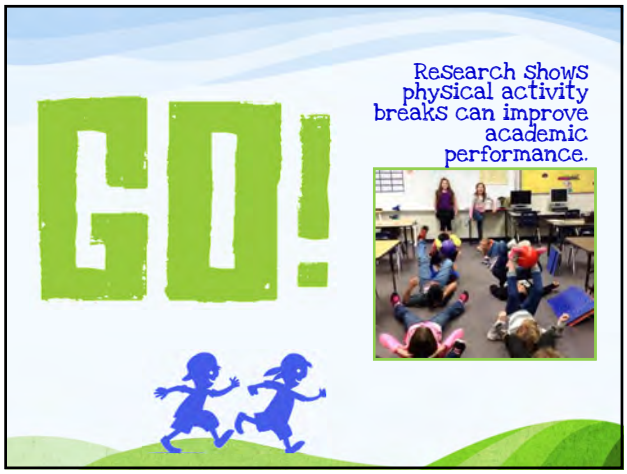

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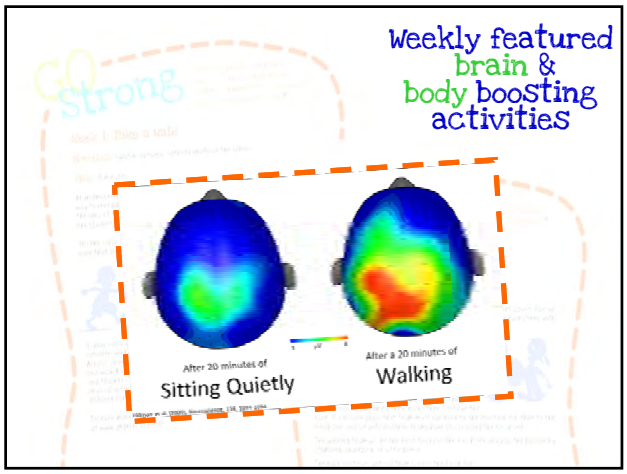

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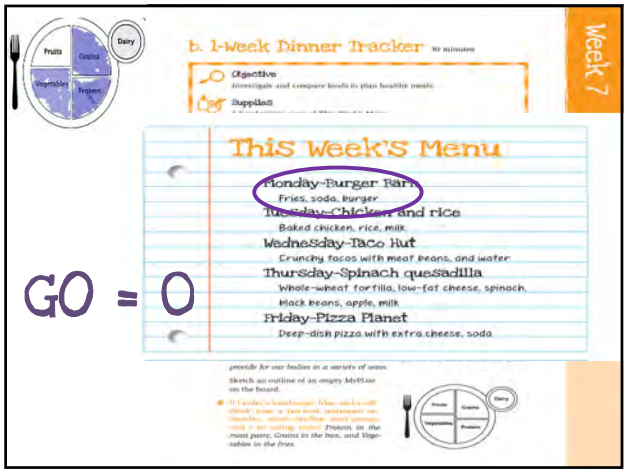

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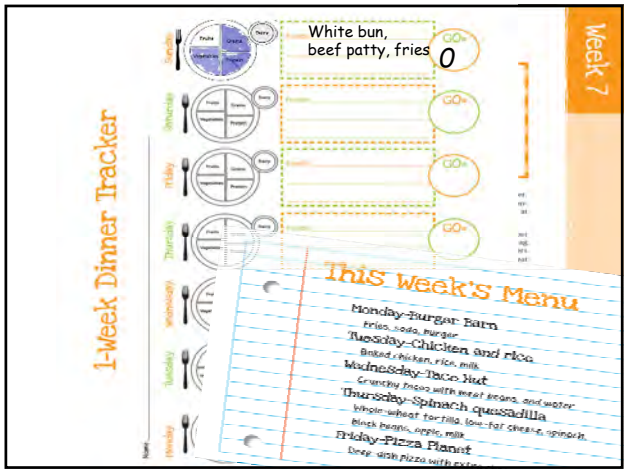

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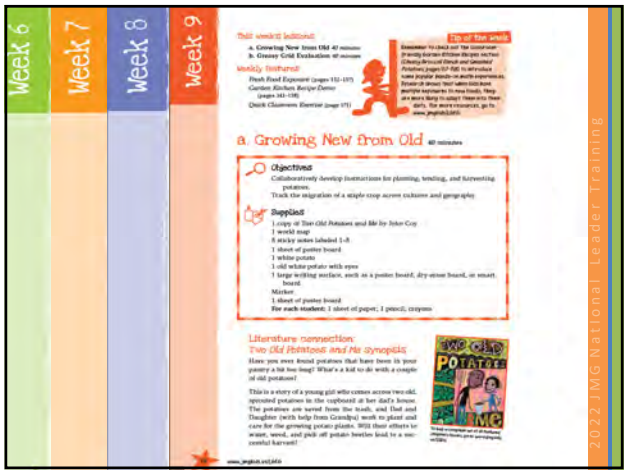

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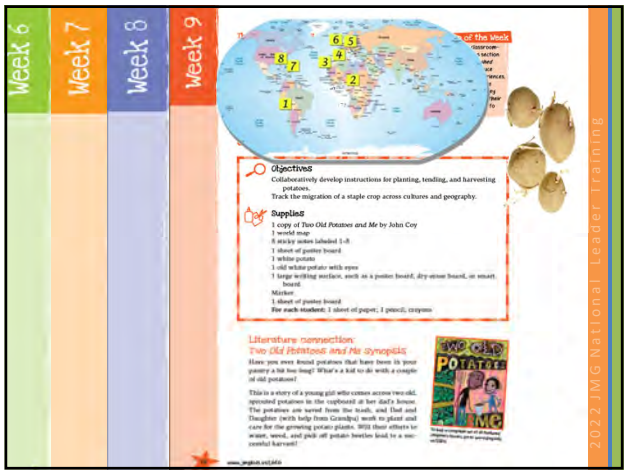

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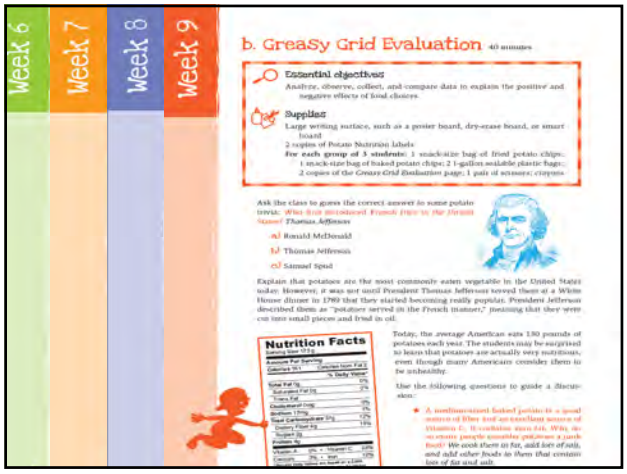

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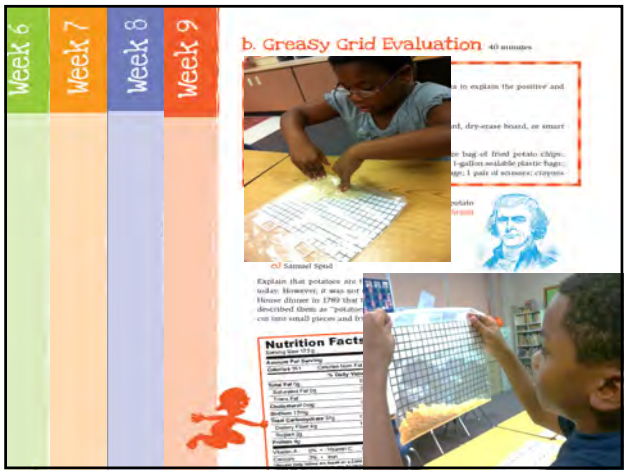

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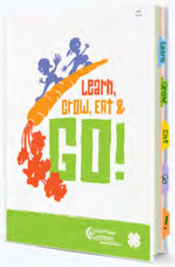
questions?



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Online Curriculum/Training Courses

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Learn, Grow, Eat & Go!
Online Curriculum and Teacher Training

This new, self-directed and engaging training course for teachers, volunteers and Extension serves as a dynamic professional development opportunity AND a new, multimedia curricular option for the *Learn, Grow, Eat & Go!* curriculum.

The online curriculum & training will follow the popular Learn, Grow Eat & Go! curriculum with a series of easy-to-follow, weekly modules that let you see how to implement the research/evidence-based program over 10 weeks.

Purchase this curriculum & teacher training

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LGEG Teacher Course 2 Purposes

As a teacher training course:
- Teacher CEUs per module
- Continually accessible

As multimedia/web-based curriculum:
- Multimedia/multifaceted
- Includes printables from hard copy
- Allows for certifications
- Updateable

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modules:

Importance /Uses of Plants · Plant Parts · Plant Growth · Propagation
Plant Classification · Plant Needs · Plant Processes

each module contains

A. **Sharpening science 2-3:00**
(animation/overview to substantiate science background)
B. **Classroom lesson & teacher tip 7-10:00**
(visual teaching resource for classroom use)
C. **Bonus learning experience 3-5:00**
(classroom lesson video clips of classroom in action)
D. **Resources**
(links to resources: pdf printable, recommended resources at other sites, etc.)

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>>>agrilifelearn.tamu.edu

- ✓ 4 CEU prof dev hours
- ✓ 1 full year access
- ✓ Printable lessons

- Easy-to-follow, 10 weekly modules
- ***Sharpening Science*** components to provide the teacher leader helpful garden science/food science info
- Lessons modeled by teacher in public school classroom

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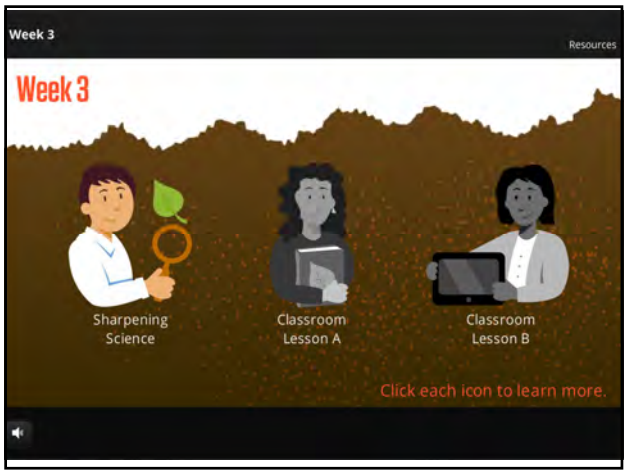

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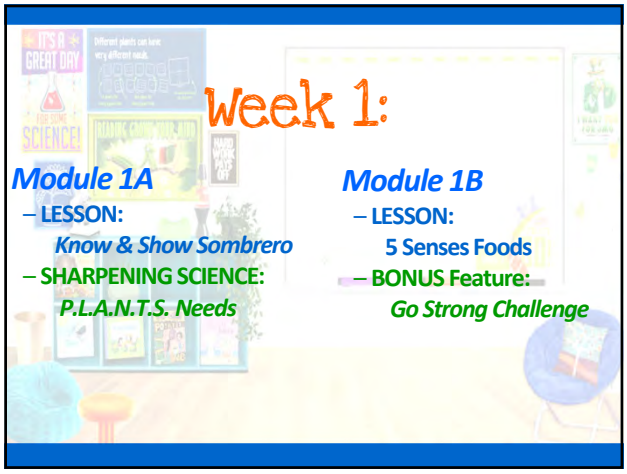

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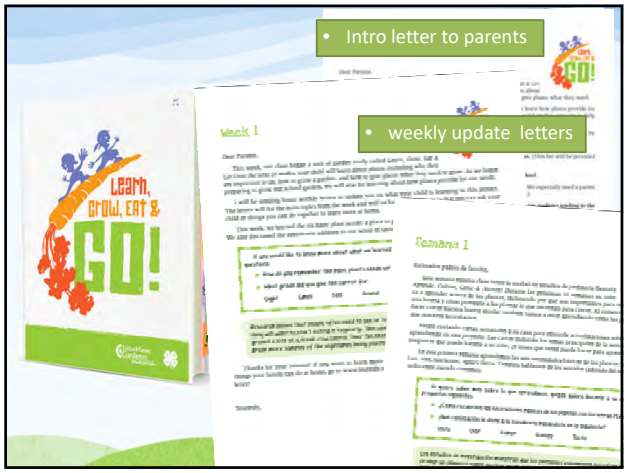

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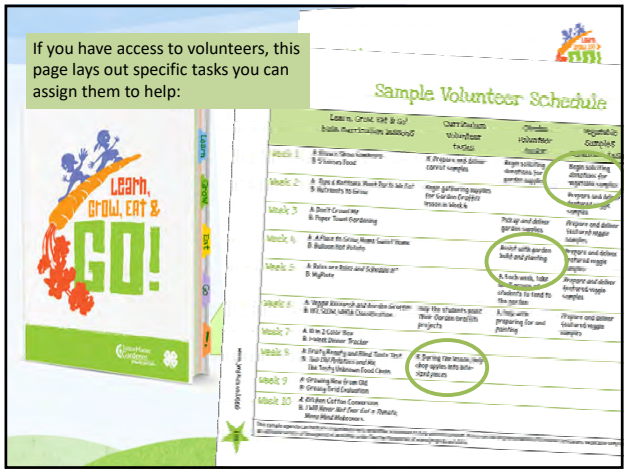

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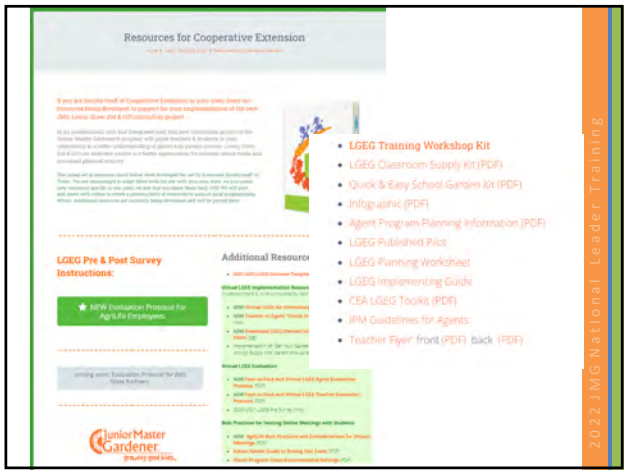

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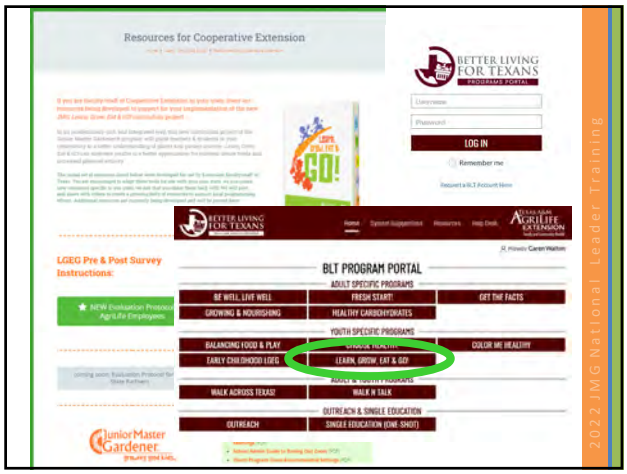

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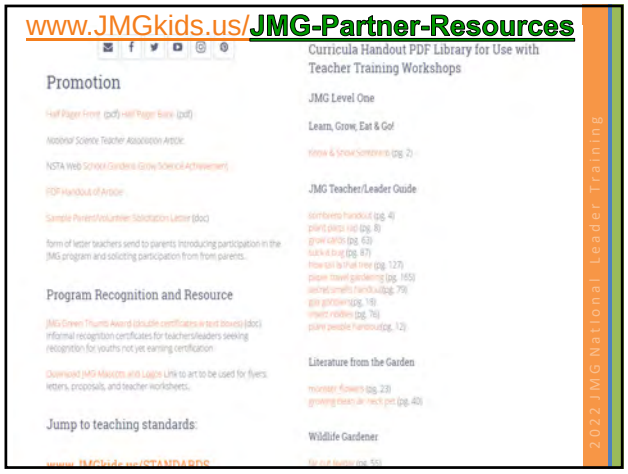

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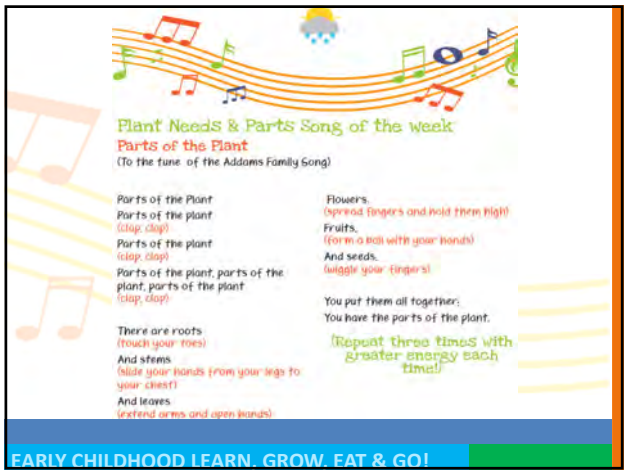

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LGEG Evidence Based Outcomes

Significant Improvements in:

- Total Physical Activity
- Vegetables Consumption
- Vegetable Preferences
- Healthy Beverage Preferences
- Parent/child cooking, physical activity and gardening
- Reaches into the home to support positive family health practices

- BMI Significantly Reduced for use of LGEG

Preliminary Conclusion: Family-focused garden, nutrition and physical activity programs significantly improve health behaviors in children.

EARLY CHILDHOOD LEARN, GROW, EAT & GO!

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CURRICULUM PRIORITY:

Use the same research-based components to develop new curriculum for preK-kinder teachers

Early Childhood Learn, Grow, Eat & GO!

Junior Master Gardener growing good kids

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CURRICULUM DEVELOPMENT

- Writing Team of Teachers/Content Experts
- Pilot Teacher Feedback
  - *80+ pilot teachers, across 20+ states* (TX, VA, NE, LA, ID, WV, FL, NV, AZ, WV, MA, IL, GA, PA, KY, VA, HI, NC, WY, OK)
  - *Over 750 lesson/activity reviews by teachers helped shape curriculum*
- Expert Reviewer Feedback
  - Early childhood/nutrition/youth gardening
  - TAMU, Nebraska, University of Nevada, Michigan State, North Carolina State, and University of Kentucky

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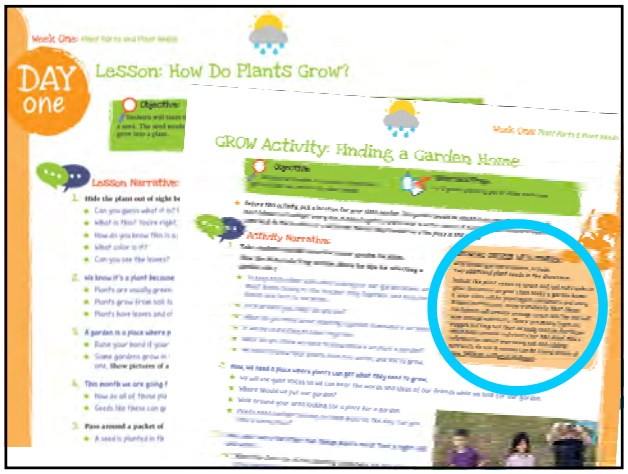

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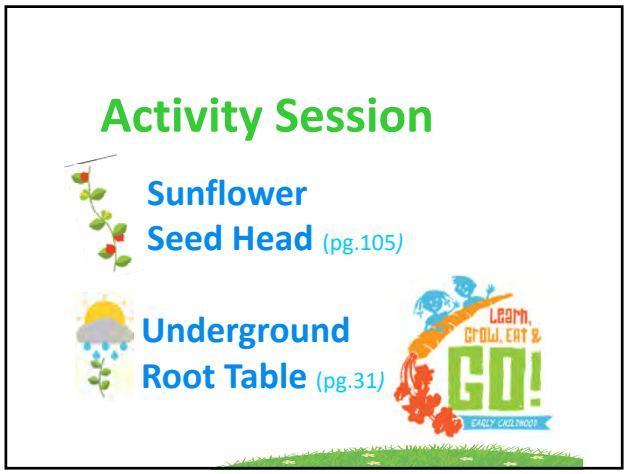

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Activity Session

Sunflower
Seed Head (pg.105)

Underground
Root Table (pg.31)

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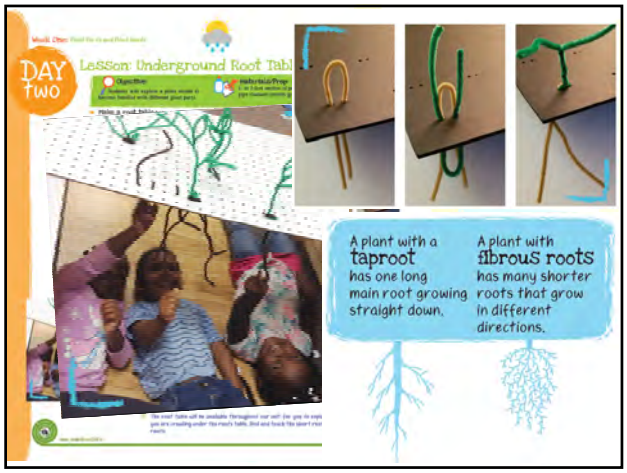

141

Activity SHARE time

Sunflower
Seed Head (pg.105)

142

Activity SHARE time

Underground
Root Table (pg.31)

143

Questions?

144

145

146

147

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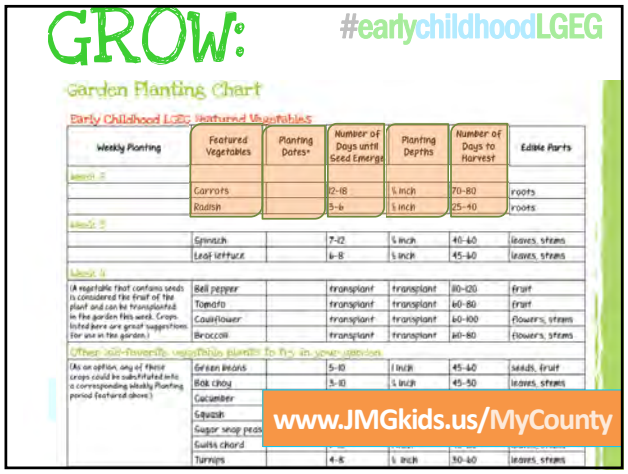


150

GROW:

#earlychildhoodLGEG

- Grow easy, inexpensive container gardens
- Kids help pick location in week 1
- In weeks 2 and 3, kids learn plant seeds
- In week 4, learn to plant transplants
- Kids help water the garden

151

GROW:

It's their Garden…
In EC LGEG, students are:

- picking location
- planting
- watering
- & harvesting!

152

PRO tips for your container garden to THRIVE:

A. Find large (3 to 5 gallons) containers & add holes for drainage

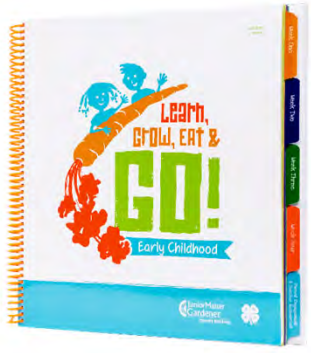
B. Fill with good potting soil & place in sunny spot (at least 6 hours of sun)

C. Have kids keep soil moist

153

GROW questions?

154



EAT

ReSources

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156

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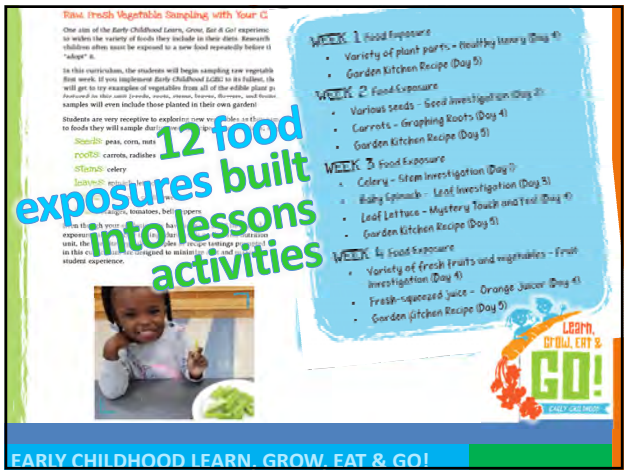

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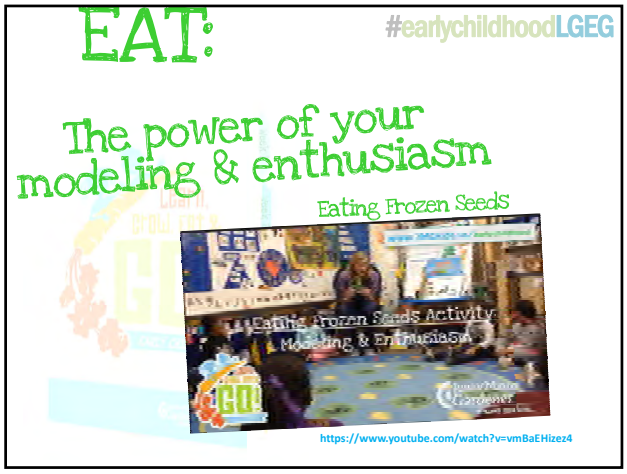

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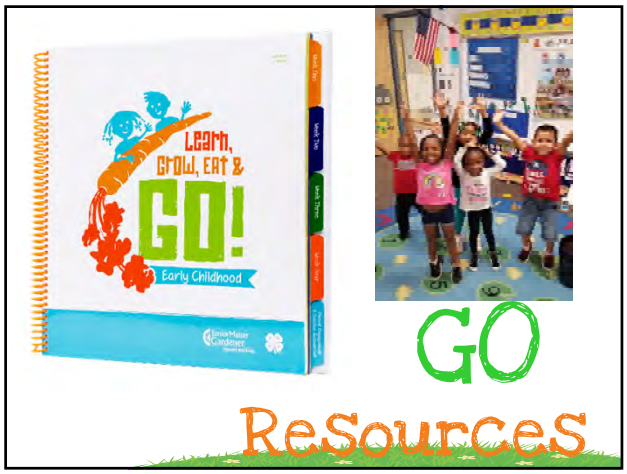

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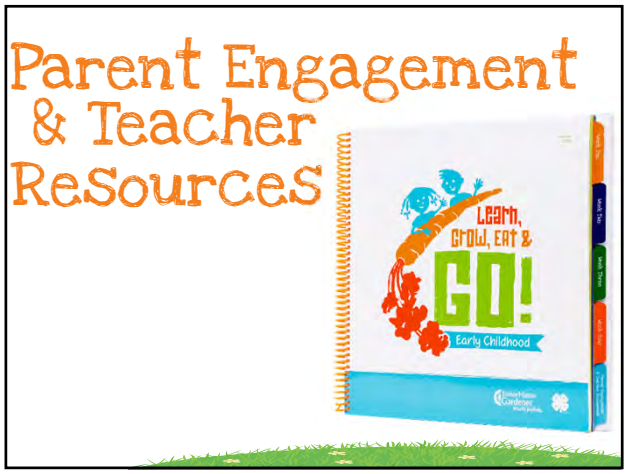

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Parent Engagement

- effective communication
- proven resources
- family events
- social media, online templates

EARLY CHILDHOOD LEARN, GROW, EAT & GO!

169

Parent Engagement

A. Learn with Me at Home

Table Talk for parents

Free activity download:
Food Face Project (p.127)

EARLY CHILDHOOD LEARN, GROW, EAT & GO!

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Parent Engagement

B. Our Garden Family News

Social media resources & online news templates

OUR GARDEN FAMILY NEWS

New Garden Home Found!

EARLY CHILDHOOD LEARN, GROW, EAT & GO!

171

Parent Engagement

C. Garden Family Event

Sample planning/promo resources also include sample agendas developed by Head Start & kinder teachers.

Host your kids' families in your classroom for an easy to prep & well-attended Garden Family Event!

EARLY CHILDHOOD LEARN, GROW, EAT & GO!

172

Teacher Resources

Parent Engagement & Teacher Resources

Early Childhood Learn, Grow, Eat & Go! Centers

Centers are essential in an early childhood classroom. They help students work independently while developing problem solving skills and social and emotional skills while working on academic concepts. Students learn through investigating, cooperating, risk-taking, and community building.

Consider adding some of the suggested items below to create garden connections to existing centers in your classroom. The Weekly Sensory and Playdough Centers provide ideas for new resources and concepts to be updated each week. All Unit Centers are intended to be used as described throughout the entire unit.

WEEKLY CENTERS

Sensory Center

WEEK 1: Tub Garden Provide a tub, potting soil, scoops, and spoons along with artificial flowers and leaves. Have students use the spoons to sculpt soil, dig holes, and plant the stems of flowers and leaves into tub garden.

- Potting soil, spoons, artificial flowers

WEEK 2: Soil & Seed Sorting Add an assortment of seeds (dried beans, popcorn seed, peas, etc.) to tub of potting soil and have students use fingers, scoops, and tweezers to find seeds and sort them into muffin tins, ice cube trays, or other small containers.

- Potting soil, seeds, small containers (cups, pots, muffin tins, etc.), scoops, tweezers, bowls

EARLY CHILDHOOD LEARN, GROW, EAT & GO!

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CENTERS

Weekly Centers:

Playdough center
Sensory center

Unit Centers:

Art
Block
Dramatic Play
Writing
Science
Math
Library

EARLY CHILDHOOD LEARN, GROW, EAT & GO!

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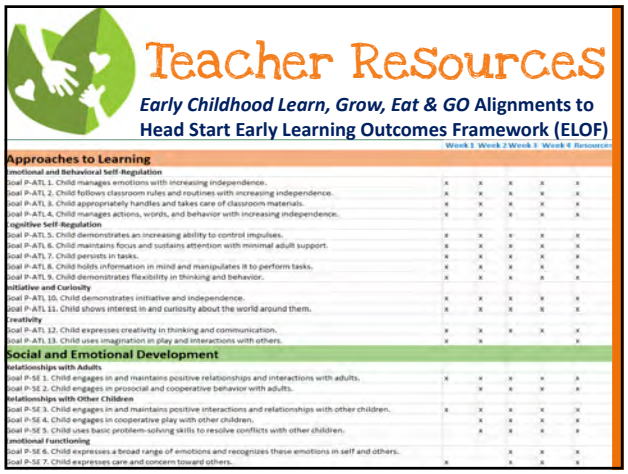

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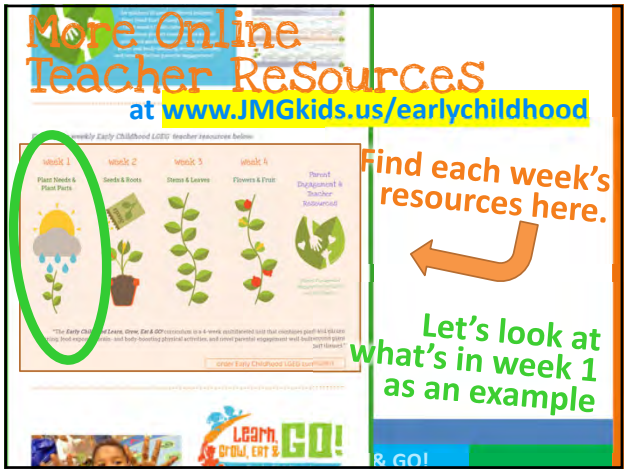

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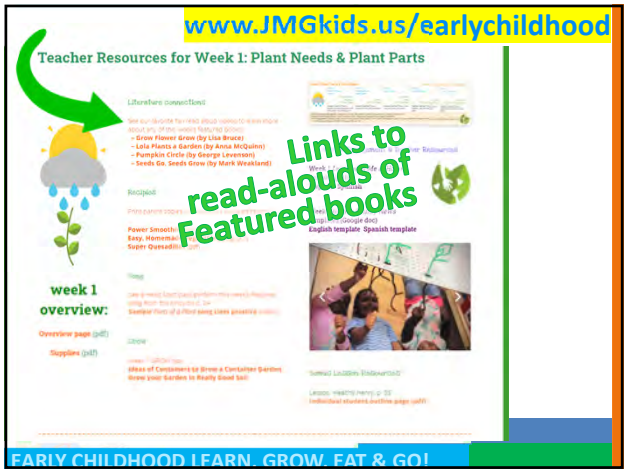

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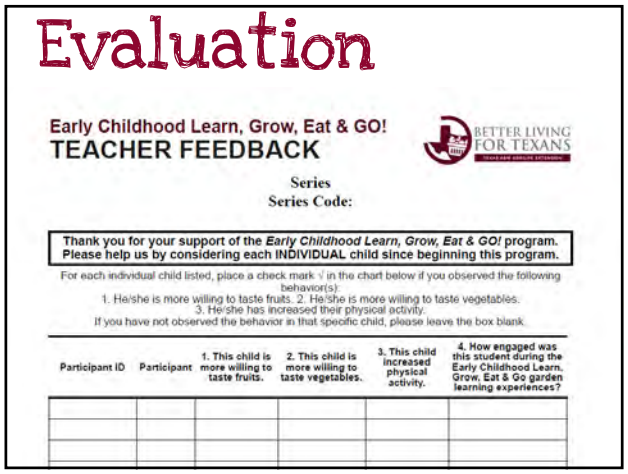

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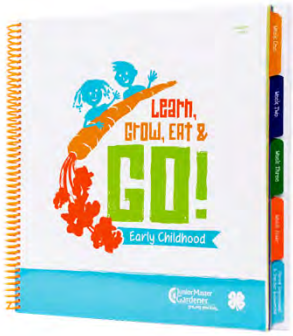
WorkShop Kit



JMG EARLY CHILDHOOD
LEARN, GROW, EAT & GO!

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WorkShop Kit to Support local Implementation

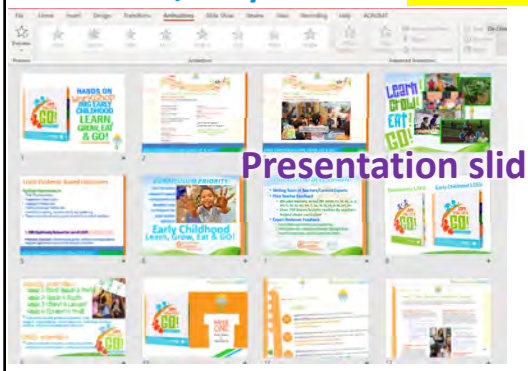
JMGkids.us/earlychildhood-workshopkit

Get ready to lead your local Early Childhood LGEG Teacher Training

RESOURCES FOR EXTENSION

188

JMGkids.us/earlychildhood-workshopkit

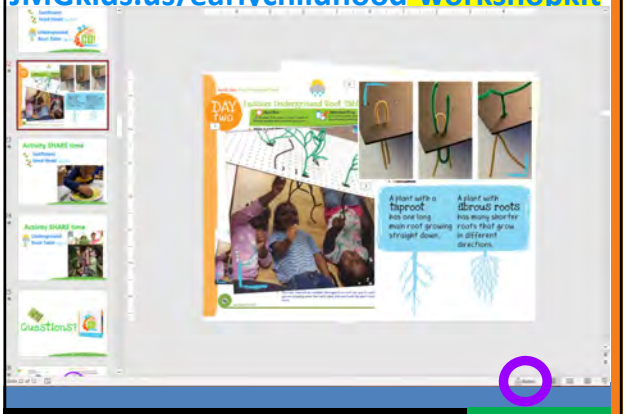


Presentation slide set

RESOURCES FOR EXTENSION

189

JMGkids.us/earlychildhood-workshopkit



RESOURCES FOR EXTENSION

190

JMGkids.us/earlychildhood-workshopkit

Includes script/notes

RESOURCES FOR EXTENSION

191

JMGkids.us/earlychildhood-workshopkit

RESOURCES FOR EXTENSION

192

JMGkids.us/earlychildhood-workshopkit

RESOURCES FOR EXTENSION

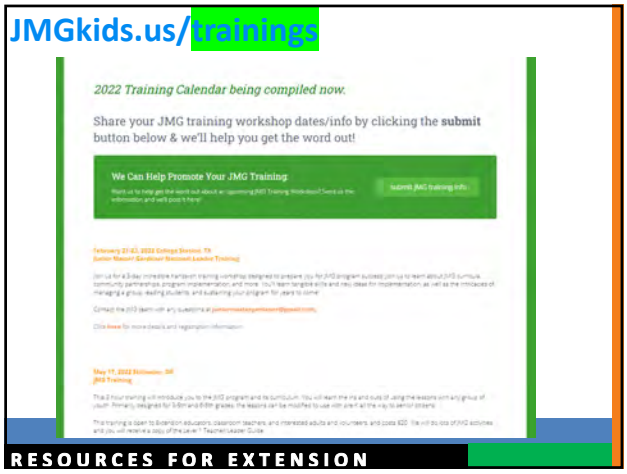
193

JMGkids.us/earlychildhood-workshopkit

RESOURCES FOR EXTENSION

194

JMGkids.us/trainings



RESOURCES FOR EXTENSION

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Junior Master Gardener growing good kids℠

Texas A&M University, Feb. 1-Feb. 23, 2022

Training Evaluation

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Types of teacher training evaluations

- Formative assessment during training – low stake polls, index cards, asking questions, round robin charts, games like Kahoot! or other checks for understanding
- Qualtrics – online
- Paper copy

197

Types of teacher training evaluations

- Pre/Post – Same survey given before training and then given again after training
- Retrospective post tests – One survey that allows participants to think about BEFORE the program and then AFTER the program.
- Likert scale – Usually scale measuring intensity of attitudes or opinions. Usually 3-5 item ranges.

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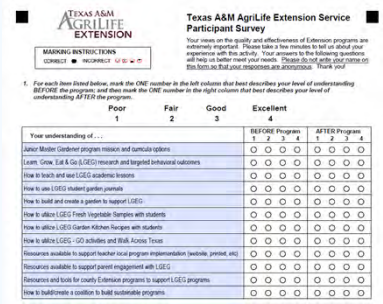
Types of teacher training evaluations

Example of Retrospective Post test



Texas A&M AgriLife Extension Service Participant Survey

MARKING INSTRUCTIONS

1. For each item listed below, mark the ONE number in the left column that best describes your level of understanding BEFORE the program; and then mark the ONE number in the right column that best describes your level of understanding AFTER the program.

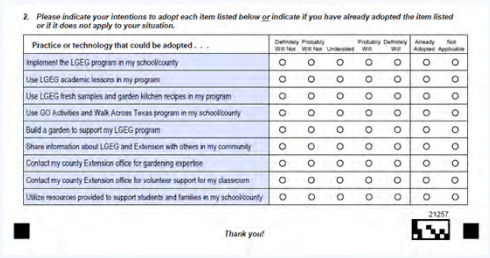
Poor 1 | Fair 2 | Good 3 | Excellent 4

Your understanding of . . .	BEFORE Program 1 2 3 4	AFTER Program 1 2 3 4
Junior Master Gardener program mission and curricula options		
Learn, Grow, Eat & Go (LGEG) research and targeted behavioral outcomes		
How to teach and use LGEG academic lessons		
How to use LGEG student garden journals		
How to build and create a garden to support LGEG		
How to utilize LGEG Fresh Vegetable Samples with students		
How to utilize LGEG Garden Kitchen Recipes with students		
How to utilize LGEG - GO activities and Walk Across Texas		
Resources available to support teacher local program implementation (website, printed, etc)		
Resources available to support parent engagement with LGEG		
Resources and tools for county Extension programs to support LGEG programs		
How to build/create a coalition to build sustainable programs		

199

Types of teacher training evaluations

Example Likert scale



2. Please indicate your intentions to adopt each item listed below or indicate if you have already adopted the item listed or if it does not apply to your situation.

Practice or technology that could be adopted . . .	Definitely Will Not	Probably Will Not	Undecided	Probably Will	Definitely Will	Already Adopted	Not Applicable
Implement the LGEG program in my school/county							
Use LGEG academic lessons in my program							
Use LGEG fresh samples and garden kitchen recipes in my program							
Use GO Activities and Walk Across Texas program in my school/county							
Build a garden to support my LGEG program							
Share information about LGEG and Extension with others in my community							
Contact my county Extension office for gardening expertise							
Contact my county Extension office for volunteer support for my classroom							
Utilize resources provided to support students and families in my school/county							

21257

Thank you!

200

How we use these to tell our story?

An Example: 3 R's – Relevance, Response, and Results

Program Description:

The Junior Master Gardener program conducted a half-day *Junior Master Gardener Learn Grow Eat &GO Training* from 8:30 a.m. – 12:00 p.m. June 29, 2021 for educators and volunteers at the TAMU Campus and Gardens.

Relevance

This in person training program provided teachers and youth educators the following:

- Overview of the JMG Learn, Grow, Eat & GO curricula and resources
- TAMU Garden tours and gardening instruction and use with youth
- Garden bed construction tips, implementation strategies and sustainability highlights
- Overview of JMG program planning to support local implementation and program sustainability

201

How we use these to tell our story?

An Example: 3 R's – Relevance, Response, and Results

Response:

21 participants completed the retrospective post-test at the end of the training program.

Results:

Your Understanding of	Mean Before	Mean After	Percent Change
Junior Master Gardener program mission and curricula options	2.50	3.75	41.7%
Learn, Grow, Eat & GO (LGEG) research and targeted behavioral outcomes	2.30	3.70	46.7%
How to teach and use LGEG academic lessons	2.25	3.75	50.0%
How to use LGEG student garden journals	2.26	3.47	40.3%
How to build and create a garden to support LGEG	2.80	3.95	38.3%
How to utilize LGEG Fresh Vegetable Samples with students	2.55	3.70	38.3%
How to utilize Garden Kitchen Recipes with students	2.05	3.47	47.3%
How to utilize LGEG GO Activities and Walk Across Texas	1.74	3.00	42.0%
Resources available to support teacher local program implementation	2.50	3.60	36.7%
Resources available to support parent engagement with LGEG	2.00	3.50	50.0%
Resources and tools with county Extension program to support programs	2.45	3.65	40.0%
How to build/create a coalition to build sustainable programs	2.15	3.35	40.0%

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How we use these to tell our story?

An Example: 3 R's – Relevance, Response, and Results

Results Continued

Intention to Adopt	Probably/Definitely Will
Implement the LGEG program in my school/county	61.9%
Use LGEG academic lessons in my program	57.1%
Use LGEG fresh samples and garden kitchen recipes in my program	71.4%
Use GO Activities and Walk Across Texas program in my school/county	61.9%
Build a garden to support my LGEG program	52.4%
Share information about LGEG and Extension with others in my community	57.2%
Contact my county Extension office for gardening expertise	52.3%
Contact my county Extension office for volunteer support for my classroom	42.9%
Utilize resources provided to support students and families in my school/county	42.9%

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Evaluation of training programs

- **We can share surveys**
- **Texas AgriLife employees/volunteers – Data assessment/evaluation group can run statistics**
- **Use results to "tell your story" through impact report**

204

#2020JMGNLT

Junior Master Gardener

growing good kids

Texas A&M University, Feb. 21-Feb. 23, 2022

Funding Your Program

205

example:

Scenario: I would like to implement the LGEG curricula in an elementary school in my county. ***I know that I will need funding*** for staff to support the program, volunteer/teacher training, curriculum materials, travel and supplies.

HOW do I start??

2022 JMG National Leader Training

206

FUNDING: Steps for Success!

- **Background on specific program or project**
- Identify potential community/agency partners
- How much money or supplies will you need?
- Draft your proposal or idea paper – be specific
- Identify potential funding sources

2022 JMG National Leader Training

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Use the background to BUILD your story!

What is important in the news today???

…nutrition, environment, farm to fork, local foods, academic achievement in schools, youth obesity, youth special populations, etc.

2022 JMG National Leader Training

208

Background of specific program/project

- **Be specific – people don't give you money just for grins!**
- **What program are you wanting to fund?**
- **Find out background on this program and any current or relevant research.**
- **How will this program benefit my county/clientele?**
- **How could I show a donor that this program meets a need and their funding dollars will make a positive impact!**

2022 JMG National Leader Training

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FUNDING: Steps for Success!

- Background on specific program or project
- Identify potential community/agency partners
- How much money or supplies will you need?
- Draft your proposal or idea paper – be specific
- Identify potential funding sources

2022 JMG National Leader Training

210

Identify Community/agency partners

Table sharing: 3 minutes!

Who could be some potential community and agency partners?

These will vary based on your location, but share ideas!

211

Partnerships/Collaborators

- Call or meet with potential collaborators to determine interest
- Broader ask, instead of school specific
- Ask for letter of support for the project

If revenue will be split have them be a part of developing the proposal.

If they are simply stating their interest and support *draft the letter for them!*

212

FUNDING: Steps for Success!

- Background on specific program or project
- Identify potential community/agency partners
- How much money or supplies will you need?
- Draft your proposal or idea paper – be specific
- Identify potential funding sources

213

Build a Draft proposal

Could vary but donor, but most include:

- Needs Statement
- How your "program" addresses need – Research
- How has your group risen to meet similar needs in the past
- Specific request – Measurable goals!

214

Budget Section

Things to include:

- Money requested and date needed
- Proposed budget – either by goal or by category
- Make sure numbers are realistic
- Tables make budget items easy to read
- Include benefits if required
- Include overhead for management of funds
- Budget narrative – include support after grant!

215

FUNDING: Steps for Success!

- Write a GREAT cover letter that summarizes need and proposal
- Finalize Proposal for donor – make it professional and POP
- Ask others to review your proposal – Is it clear? Is it realistic in terms of time and money needed?
- Do you have collaborators?
- Always best if you can get a face to face meeting!
- Happy donors usually give again! Involve your donors in your programs

216

FUNDING: Steps for Success!

- Background on specific program or project
- Identify potential community/agency partners
- How much money or supplies will you need?
- Draft your proposal or idea paper – be specific
- Identify potential funding sources

217

Funding opportunities

- Individuals, Organizations, Local businesses (local big box stores, grocery stores, etc.)
- Learn about regional foundations in your area www.foundations.org
- https://texasfarmbureau.org/youth/ag-in-the-classroom/ – garden grant program, stipend for training for teachers, etc. https://kidsgardening.org/grant-opportunities/– Youth Garden Grant, Budding Botanist Grant, Little Seeds Pollinator Pals Grant, etc.
- https://www.fns.usda.gov/cfs - National Farm to School Grant Program

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More funding opportunities

- Internal Extension funds: SNAP funds, local Master Gardener or 4-H funds
- If you have one, use your state 4-H Foundation to identify donor prospects
- School education foundations
- Garden clubs or other community organizations

219

An Example: SNAP Funding - Texas

BETTER LIVING FOR TEXANS
TEXAS A&M AGRILIFE EXTENSION

220

BETTER LIVING FOR TEXANS
TEXAS A&M AGRILIFE EXTENSION

- **Commitments**
  - Principal/school commitment letter
  - Teacher Match Form
- **Funding**
  - County Better Living for Texans funds
  - Supplemental LGEG funds
    County Supplemental LGEG Funds Request Form
  - Community donations

Note: LGEG funds dependent on Health and Human Services funding

- **Survey -**
  Pre and Post Evaluation

221

BETTER LIVING FOR TEXANS

Implementing the program…

- **Purchasing Supplies**
  - Curriculum and materials
  - LGEG Supplies List
  - Supplies – appropriate for purpose and of reasonable cost (if inappropriate – may be asked to return item or pay with other funds)
  - Teaching gardens
- **Teacher Involvement**
  - Teacher led activities
  - Minimum of 40 hours per school/site
  - Record match time
- **Surveys**

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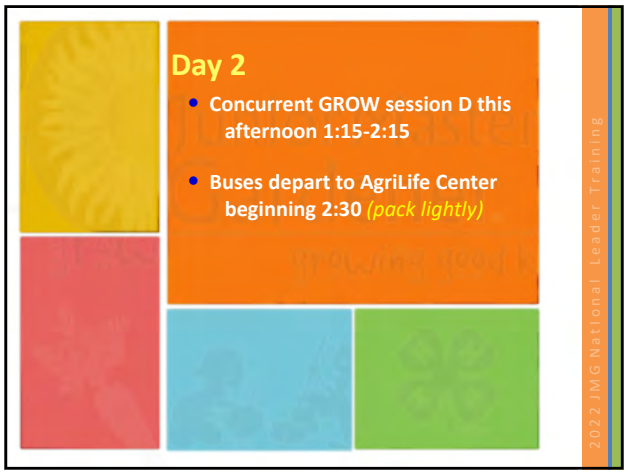

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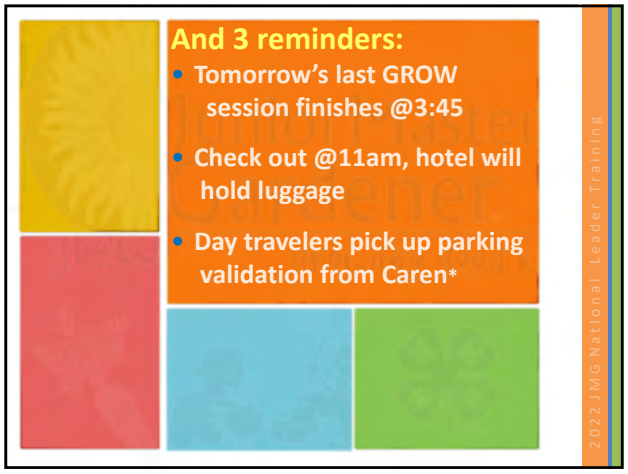

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