

SEEDING SOCIAL IMPACT REPORT



Our Thanks to You...

Dear Friends, Donors, and Collaborators,

The growth demonstrated in this report is a direct result of the investments made by you and others committed to public education - to supporting educators providing the most outstanding educational experiences possible.

As a public-private partnership we have the unique opportunity to create a bridge funneling much needed resources to teachers in the public school classroom and we are excited to show you what we've been up to in 2016.

Our programming focuses on meeting the changing needs of education in America. Curriculum emphasizing life skills that combat obesity and generational poverty while addressing conservation, food preservation, science, and civic engagement hits at the core of positive social change.

Though change always presents new challenges, we believe a challenge is truly an opportunity in disguise. As yesterday's coffee grounds are tomorrow's fertile soil, by reviving the essential skills of Home Economics education in a contemporary context, together we are building the foundation of our own sustainable future.

Thank you for going on this learning journey with us, we are excited to see what your support will grow in 2017.

Best wishes,

Almeta Tulloss

Program Director

Hugh Acheson

Chef and Founder



A handwritten signature in black ink that reads "Hugh Acheson".



A handwritten signature in black ink that reads "Almeta Tulloss".

Our Mission

Empowering students to become self-sufficient, resilient, and innovative stewards of local and global resources.

Our Vision

We envision educational systems that serve to educate, inspire, and empower self-reliant living in the real world. Together we can create collaborative learning environments which nourish students and sustain communities.

How we get there

LISTENING

to student, educator, parent, and administrator needs.

LEVERAGING

our community resources.

INVESTING

in teachers invests in students.

Our Staff and Advisory Board

ALMETA TULLOSS, STAFF

Program Director

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Our Community Commitment

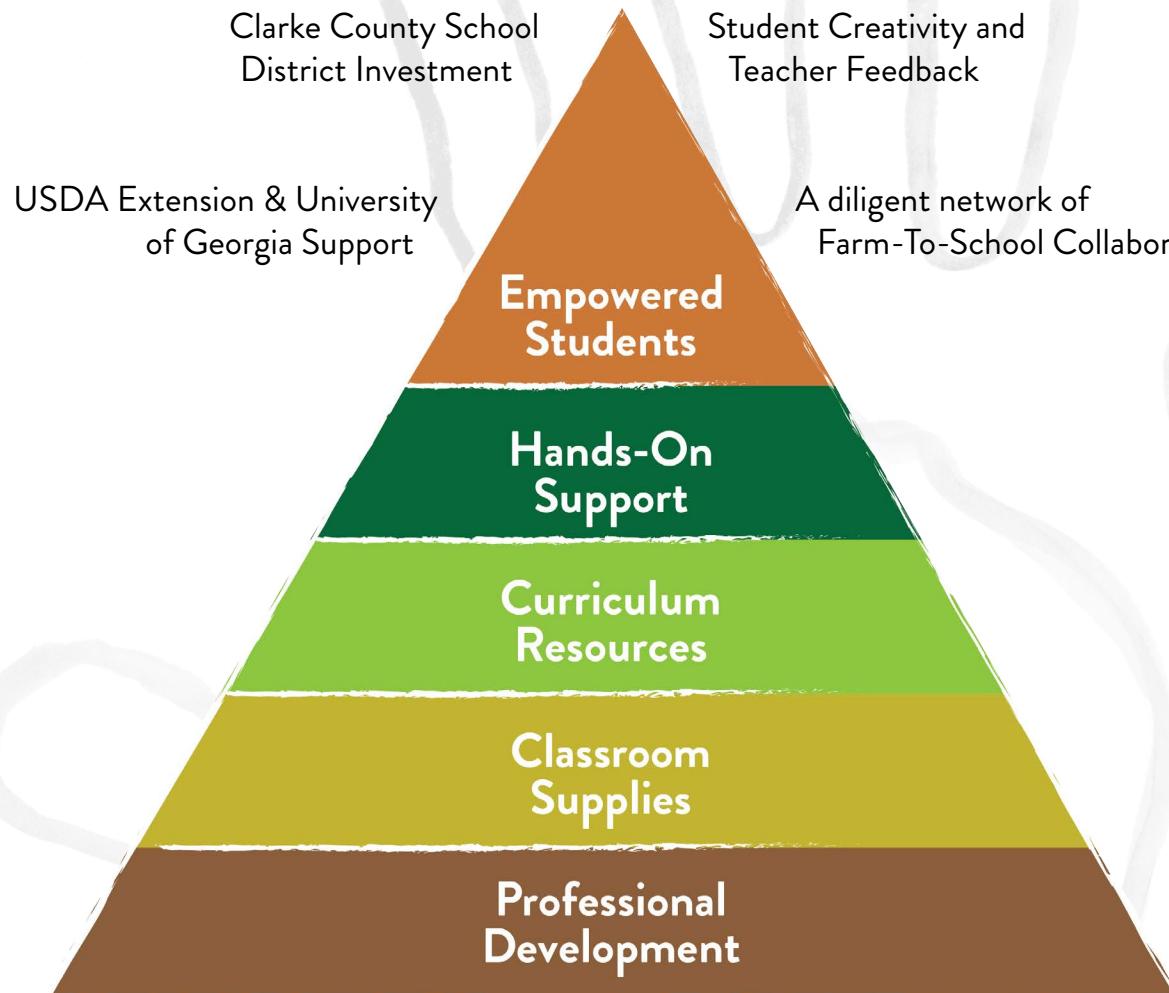
Made possible through:

Clarke County School
District Investment

Student Creativity and
Teacher Feedback

USDA Extension & University
of Georgia Support

A diligent network of
Farm-To-School Collaborators.



**“Something must be done.
Education is in a major crisis.”**

—Georgia Middle School Teacher

In Georgia, nearly half of public school teachers are leaving the profession. There is a national teacher shortage and Family and Consumer Sciences programs are routinely shut down for lack of staff to fill teaching positions.

SUPPORTING TEACHERS MAKES A DIFFERENCE.



Students gain new opportunities for achievement when educators gain new knowledge and skills, applying what they've learned in the classroom.



“It’s been a good experience, learning specific skills that I could transfer over into my classroom.”

—Seed Life Pilot Teacher

Teacher Toolkits



Science learning is everywhere!

With your support we provide tools that bring learning to life - highlighting real world applications of everyday math and science.



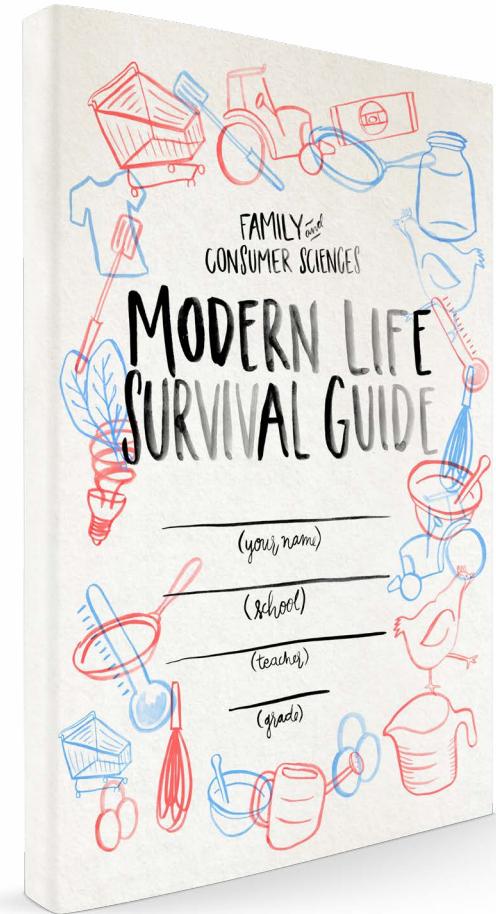
#CommunityCollaboration

**Summer Kitchen Garden Corps
at Clarke Middle School**

Students create a pop-up restaurant with support from local chefs and restaurants.

Student Workbooks

Technology is critical but books are still important,
teaching essential literacy, creativity, and motor skills.



Modern Life Survival Guide

The "Modern Life Survival Guide" is designed to accompany the curriculum in any modern Home Economics or Family and Consumer Sciences classroom.

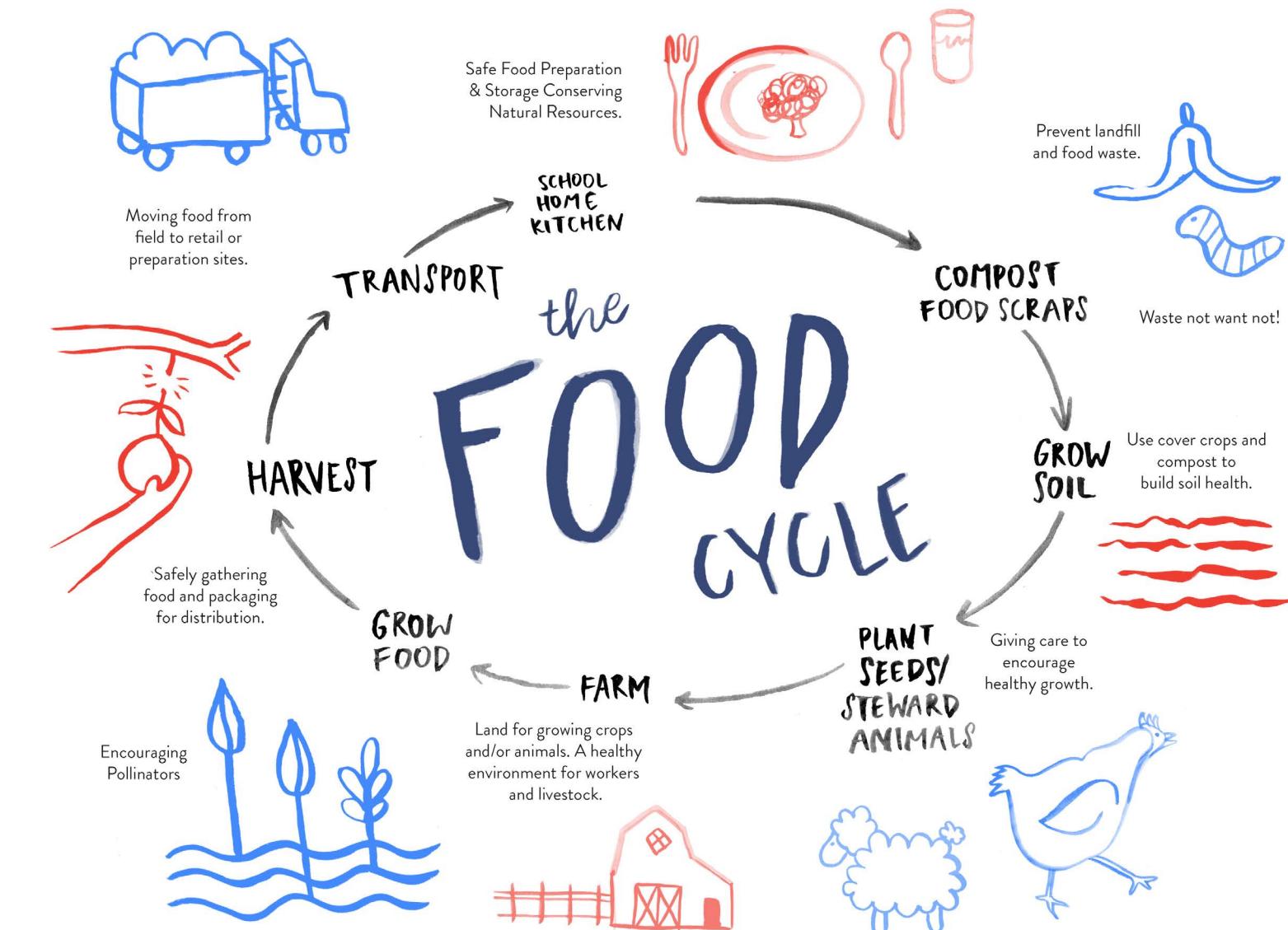
Provided free to teachers at a cost below \$4.00 per student we are actively disrupting the system of high-cost educational materials and books in America.

**Education is not a privilege,
it's a human right.**



See samples from the workbook and more at
www.seedlifeskills.org

From the Workbook: The Food Cycle



University Collaboration Spotlight



"Good facilities can help produce long-term, positive effects on academic outcomes."

-NCEF

(National Clearinghouse
for Educational Facilities)

An Advocacy Tool for teachers... by enhancing the learning environment schools can reaffirm their commitment to life skills education.

The University of Georgia College of Family and Consumer Sciences' school of interior design helped produce four beautiful and contemporary Farm-to-School classroom designs.

CULTIVATING LIFE SKILLS CLARKE MIDDLE SCHOOL



Curriculum Resources

Our curriculum is Living!

Created using a Community-Driven, Responsive and Research-Based, Uniquely Contemporary design process.

Community Collab #kitchentakeover

Chess & Community students took over the kitchen at Hugh's flagship restaurant for an experiential learning opportunity on food preservation, commercial food production and hospitality.



Hands-on Support

Staff & Collaborators provide

**Collegiate Mentorship,
Classroom SUPPORT,
and Experiential Learning Opportunities.**

“...One of the most valuable experiences I have had with my degree and undergraduate experience at UGA. I received a first-hand look at the adversity teachers within Athens Clarke County School District face each day; 12 classes with up to 30 students in each, limited funding for school lunches, and troubled children that come from struggling families.

In working with Seed Life I also witnessed positive student-teacher relationships, students making connections, and a never ending eagerness from students to work in the kitchen and make something that they could own and be proud of.”

- Mary Doran Eastman



Merit Badges

Each badge is centered around a hands-on, lab style learning activity, designed and piloted by teachers.

The badges are embedded in a Classroom Economy that teaches functional finance skills through experiential learning.

Earning badges **inspires self-confidence, encourages student choice, & gamifies the curriculum** increasing student engagement and retention of materials.



Testimonial



"Not only do FACS community partnerships build student's knowledge and skills, but it also builds community... In like manner, our students gain invaluable real-life experience that can be applied far beyond the classroom."

Dr. Caree J. Cotwright
Assistant Professor
Department of Foods and Nutrition
University of Georgia

Community Collab



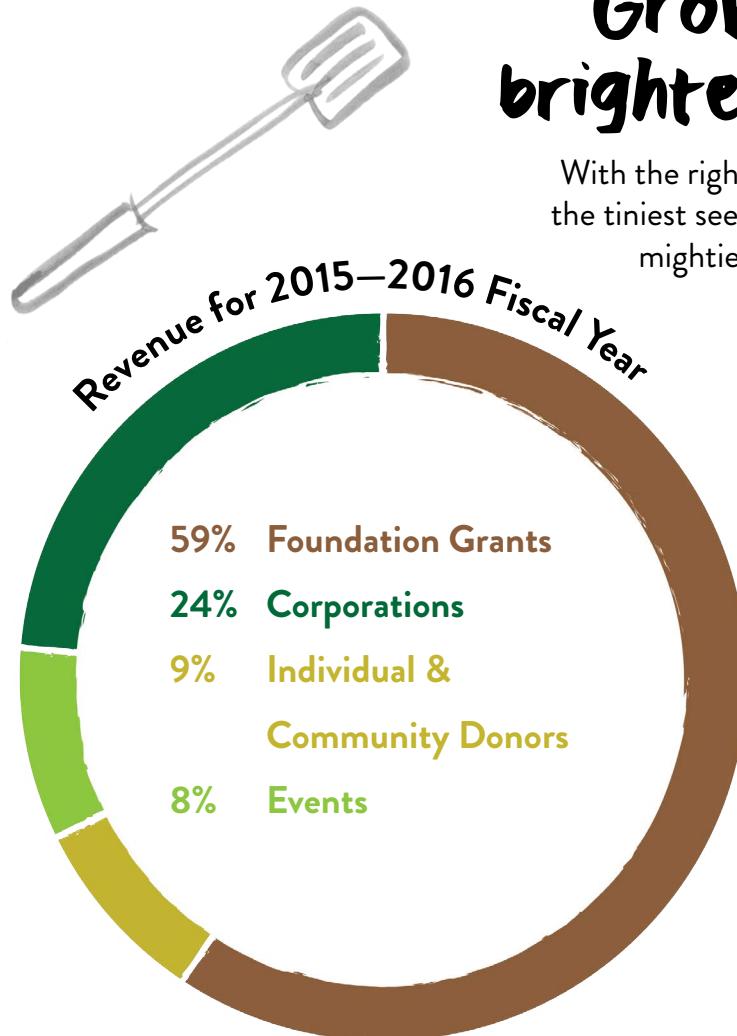
Expanding Horizons

With the right conditions for growth students flourish, choosing to plug-in and engage with new experiences and opportunities.

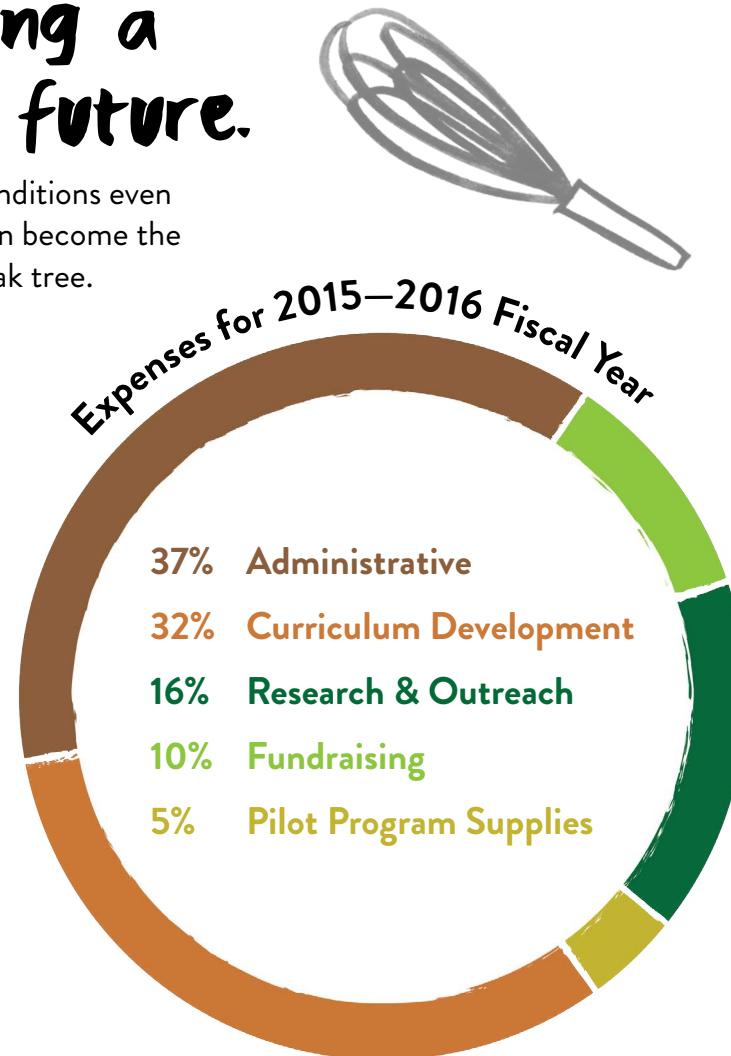
The Young Designers Sewing Program teaches life skills through textile arts. We collaborated to create a unique Winter Fashion Show highlighting students ingenuity with upcycled clothing and fabrics.

Working together. Growing a brighter future.

With the right conditions even the tiniest seed can become the mightiest oak tree.

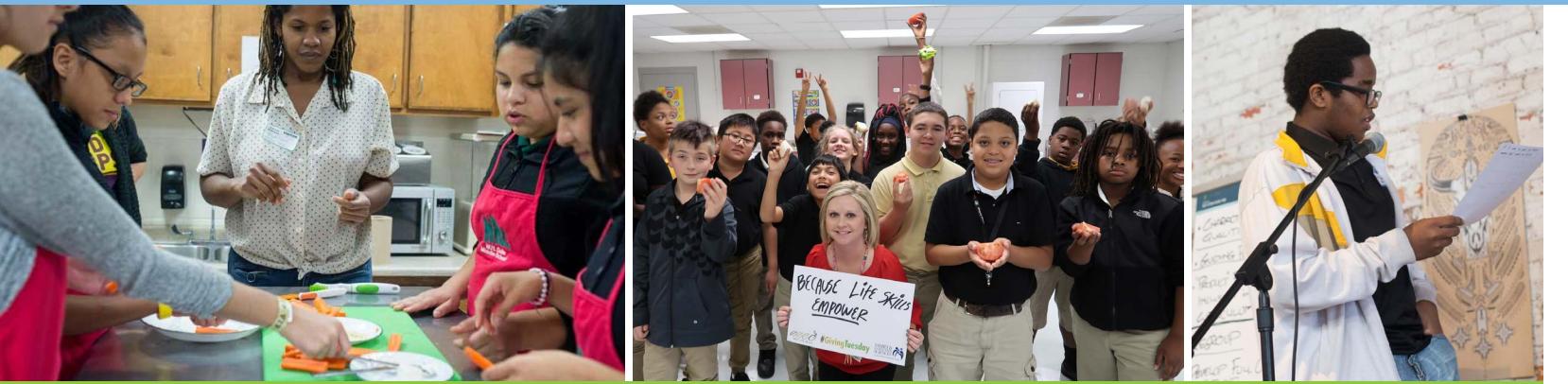


- 59% Foundation Grants
- 24% Corporations
- 9% Individual & Community Donors
- 8% Events



We are a non-profit entity under fiscal sponsorship by the Captain Planet Foundation. Check out the great work they do here: captainplanetfoundation.org.





With our utmost gratitude...

Foundation Grants

Newman's Own
Rocket Science Group
Arby's Foundation
Catholic Health Test
C.A. Foundation
Dot and Lam Hardman Family Foundation

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David Jarrett
Kellyn Shollengerger
Rebecca Farmer
Kevin Sanville
Louise Adams
April Singer
Rachel Watkins
Katherine Downs
George Edwards
Boulevard Club

By the Numbers:

630 Survival Guides piloted by Clarke County Students

27 Books Sent to Teachers, Schools, and Parents Across the Country

830+

Hours (and counting...) Invested by Community Leaders in Curriculum Development

10 YouTube Education Videos Produced

20 Seed Life Curriculum Badges Designed

33 Hours of Professional Development Opportunities

Through education we shine!



Where DID Home Economics go?

1950s

Home Economics Colleges start to be defunded, public school programs soon follow.

1980s

The rise of the convenience food industry makes scratch cooking appear irrelevant.

1990s

“Home Economics” profession changes its name to “Family and Consumer Sciences,” distancing itself from “Betty Homemaker” stereotypes.

2012

CDC notes childhood obesity has more than doubled in the past 30 years.

A Home Economics Revival

50%

of states report a shortage of highly qualified FCS secondary teachers

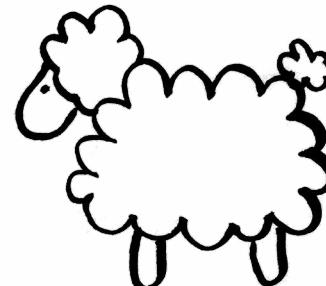
26%

decrease in FCS teachers since 2003

Unable to hire qualified teachers, most districts decide to

CLOSE THEIR PROGRAM

or hire teachers without sufficient preparation.



Today, Seed Life Skills supports

A stylized green seedling with three leaves, growing vertically from the bottom of the slide towards the top.

4

Pilot Teachers teaching

1,126

students being served by FCS teachers in Clarke County

Help us Reach

27,000

Family and Consumer Sciences Teachers

educating

3.5

million

students annually

APPENDIX

What We Invest:	What We Do:	Who We Reach:	Initial Return on Investment:		Achievements:
Tailored Professional Development Program	<ul style="list-style-type: none"> Providing Hands-on Skill Development Modeling Curriculum Specific Objectives Building a Professional Learning Community 		Educators gain new knowledge and skills, applying what they learn to improve teaching and learning.	Educators increase knowledge and skill base surrounding: <ul style="list-style-type: none"> Teaching Conservation & Sustainability Designing Classroom Culinary Experiences 	Utilizing expanded skill sets teachers increase quality and efficacy of learning opportunities.
Curriculum Resources	<ul style="list-style-type: none"> Developing the Community Curriculum Research Base Building an online distribution portal for Curriculum Materials and Educational Videos Distributing Student Interactive Workbooks Receiving feedback and adjusting materials 	<ul style="list-style-type: none"> Middle School Family and Consumer Sciences Pilot Teachers Middle School Pilot Students Career, Technical, and Agriculture Educators Culinary & Farm to School Educators 	Teachers easily access research-based, engaging, and retainable Home Economics curriculum.	Students engage in increased: <ul style="list-style-type: none"> S.T.E.M. focused Nutrition Lab Learning DIY & Applied Textiles Activities Sustainability Education Hands-on whole foods preparation Design Cycle and Systems thinking 	Students demonstrate a skill base including: <ul style="list-style-type: none"> Engaging in more fresh food preparation Functional money management Applying design thinking to problem solve
STEM Tools and Food Education Supplies	<ul style="list-style-type: none"> Providing curriculum specific Teacher Toolkits Making petri dishes, food preservation, kitchen math, and conservation activity supplies available. Procuring local food for whole foods focused nutrition labs 		Educators utilize STEM supplies during increased hands-on learning opportunities.	Students demonstrate increased recognition of applied math, design thinking, and nutrition science in everyday contexts.	Students utilize skills and resources from the classroom in their real life experiences.
Hands-on Classroom Support	<ul style="list-style-type: none"> Providing Seed Life Skills staff support and training Connecting Community and University support to the classroom 	<ul style="list-style-type: none"> University Administration School District Administration Parents representing public K-12 interests Students providing program feedback and design support Food and Hospitality Industry Professionals 	With classroom support teachers increase the rigor and frequency of experiential learning activities.	Students are exposed to more lab based learning, and more University and Community mentors supporting increased content comprehension.	Students display increased knowledge of community resources, career potential, and increased civic engagement through experiential learning.
Community Education Partnerships	Developing a community network by serving positions on: <ul style="list-style-type: none"> School Governance Team at Burney Harris Lyons Jr. Middle School UGA College of Family and Consumer Sciences Board Convening Parents, Professionals, and Educators on Seed Life Skills' Board and Community Curriculum Development Team 		Increased Engagement in classrooms provides: <ul style="list-style-type: none"> Responsive, student-centered curriculum High quality teacher training Increased intra-community resource flow Increased experiential learning opportunities 		<ul style="list-style-type: none"> Broader community input Enriched curriculum quality Raised awareness of Family and Consumer Sciences Increased public commitment to life skills education

Logic Model

Bring Back Home Economics Education

Alice H. Lichtenstein, DSc
David S. Ludwig, MD, PhD

HOME ECONOMICS, OTHERWISE KNOWN AS DOMESTIC education, was a fixture in secondary schools through the 1960s, at least for girls. The underlying concept was that future homemakers should be educated in the care and feeding of their families. This idea now seems quaint, but in the midst of a pediatric obesity epidemic and concerns about the poor diet quality of adolescents in the United States, instruction in basic food preparation and meal planning skills needs to be part of any long-term solution.

About 35% of adolescents are overweight or obese, a prevalence that approaches 50% in minority populations.¹ Excessive weight among youth affects virtually every organ system and, according to a recent study, increases the risk of premature death.² In addition, obesity adversely affects self-esteem, academic accomplishment, and future earning potential of children.³

Programs meant to address obesity in youth have achieved limited success. Some localities have begun to screen students with body mass index (BMI) "report cards," formed innovative relationships with farmers to supplement the school lunch with local produce, and enacted moratoriums on locating new fast food establishments in their neighborhoods. But powerful forces undermine these efforts, such as the ubiquitous advertising of foods and beverages high in calories and low in nutrient content.

Michelle Obama's "Let's Move" campaign—with its emphasis on improving the quality of food and beverage in the schools and the community—is a welcome and historic step. However, better choices in schools will ultimately have limited effects if children do not have the ability to make better choices in the outside-school world, where they spend the majority of their time when young and which they inhabit when older. If children are raised to feel uncomfortable in the kitchen, they will be at a disadvantage for life.

Two recent reports underscore the urgency of this situation. One story focusing on impoverished areas of the South Bronx identified a novel phenomenon in the United States: the coexistence of food insecurity and obesity in the same families and sometimes in the same individual.⁴ This "obesity-

hunger paradox" arises not only from lack of nutritious, affordable alternatives to fast food, but also from lack of knowledge about how to prepare nutritious food at home with inexpensive basic ingredients. At the other extreme, high-end kitchen appliances now feature "smart" options for cookies, chicken nuggets, and omelets, allowing those with minimal cooking skills to prepare dishes or entire meals with the push of a button.⁵

Although the optimal diet for obesity and chronic disease prevention remains the subject of investigation, broad consensus exists regarding the benefits of home-prepared meals. Research suggests that frequent consumption of restaurant food, take-out food, and prepared snacks lowers dietary quality and promotes weight gain,^{6,7} and that food preparation by adolescents and young adults may have the opposite effect by displacing poor choices made outside the home.⁸ The increase in consumption of meals and snacks prepared away from home, now exceeding one-third of total calories among children and adolescents,⁹ appears related to the obesity epidemic.

Even more than before, parents and caregivers today cannot be expected or relied on to teach children how to prepare healthy meals. Many parents never learned to cook and instead rely on restaurants, take-out food, frozen meals, and packaged food as basic fare. Many children seldom experience what a true home-cooked meal tastes like, much less see what goes into preparing it. Work schedules and child extracurricular programs frequently preclude involving children in food shopping and preparation. The family dinner has become the exception rather than the rule.

To improve education about food, it is not necessary to bring back the classic home economics coursework, replete with gender-specific stereotypes. Rather, girls and boys should be taught the basic principles they will need to feed themselves and their families within the current food environment: a version of hunting and gathering for the 21st century. Through a combination of pragmatic instruction, field trips, and demonstrations, this curriculum would aim to transform meal preparation from an intimidating chore into a manageable and rewarding pur-

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suit. As children transition into young adulthood, they should be provided with knowledge to harness modern conveniences (eg, prewashed salad greens) and avoid pitfalls in the marketplace (eg, prepared foods with a high ratio of calories to nutrients) to prepare meals that are quick, nutritious, and tasty. It is important to dispel the myths—aggressively promoted by some in the food industry—that cooking takes too much time or skill and that nutritious food cannot also be delicious.

A comprehensive curriculum to teach students about the scientific and practical aspects of food might include basic cooking techniques; caloric requirements; sources of food, from farm to table; budget principles; food safety; nutrient information, where to find it and how to use it; and effects of food on well-being and risk for chronic disease. This curriculum would provide adolescents, especially at the high school level, with the skills they need to become confident in selecting, handling, and preparing food. To minimize competition with other curricular activities, many of these topics could be integrated into existing science, math, economics, physical activity, and social studies coursework. Some additional time during the school day would be required for hands-on cooking classes and field trips. However, with improvements in dietary quality that may result from the new curriculum, mental performance may increase, tending to compensate for any modest reductions in time available for other classes.

Education in food preparation would produce meaningful synergy with environmental changes in schools, especially improvement in food quality at breakfast and lunch. School cafeterias could be renovated to allow for preparation of cooked meals from raw ingredients, rather than just the reheating of frozen foods by microwave or deep frying, as has become the norm. Instead of using candy as an aid to teach counting in math class, more positive messages about health and nutrition could be creatively incorporated into coursework for students of all ages.

An informed generation of children may also influence the eating habits of US families, just as tobacco education causes some students to discourage their parents from smoking. Ultimately, as this generation of school-aged children and adolescents reaches adulthood, they may serve as positive role models for their children and, through their long-term purchasing habits, ensure healthful food choices are readily available in homes, supermarkets, and restaurants throughout the country.

Presently, many US schools provide information and guidance about tobacco, alcohol, drugs, sexually transmitted disease, and pregnancy; they should do the same about one of the most fundamental of human activities: eating. A reno-

vated home economics curriculum could equip young adults with the skills essential to lead long healthy lives and reverse the trends of obesity and diet-related diseases. This instruction will also help youth reestablish a healthy relationship with food, protecting them from the constant onslaught of weight-loss diets and body-building fads.

Obesity presently costs society almost \$150 billion annually in increased health care expenditures.¹⁰ The personal and economic toll of this epidemic will only increase as this generation of adolescents develops weight-related complications such as type 2 diabetes earlier in life than ever before. From this perspective, providing a mandatory food preparation curriculum to students throughout the country may be among the best investments society could make.

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ADDRESSING THE NEED FOR STEM EDUCATION AND STEM SUCCESS HAS A CONNECTION TO **FAMILY AND CONSUMER SCIENCES** AT THE FOUNDATIONAL LEVEL.

Family and Consumer Sciences has many connections to STEM which range from food technology, nutrition science and textiles industries to early STEM skill development in young children, inquiry based instruction and 21st century skills development.

Developing STEM Literacy Through FCS

Many in the STEM profession stress the need for specific aptitudes related to the 21st century skills for STEM success. These range from **critical and innovative thinking** to **effective communication** and **ability to work in teams** successfully.

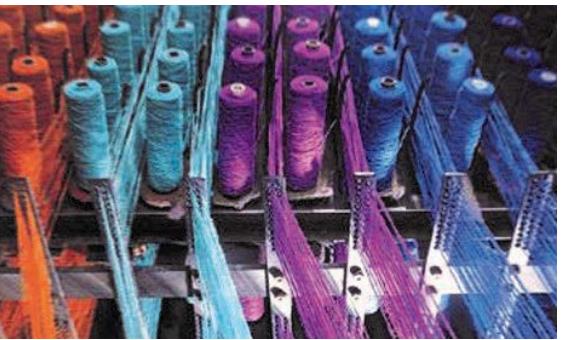
This is also reflected in the occupational framework of the Common Career and Technical Core—**Career Ready Practices**.

Family and Consumer Sciences has been teaching 21st century skills since 1996. This ability to take information in context and process it using these skills is strategic

and repeated at increased rigor to ensure students “get it”.

The **21st century process skills**, which align with STEM literacy skills, are the following:

- ◊ Problem Solving
- ◊ Decision Making
- ◊ Goal Setting
- ◊ Cooperation
- ◊ Management
- ◊ Leadership
- ◊ Communication
- ◊ Critical Thinking



STEM skill development can be documented through a variety of methods in the Family and Consumer Sciences classroom, but also through the student organization **Family, Career and Community Leaders of America** (FCCLA).

FCCLA provides the avenue for students to practice skills learned in Family and Consumer Sciences in **authentic, real work applications**.

Documenting STEM Knowledge and Skills Through FCCLA

Family, Career and Community Leaders of America is Family and Consumer Sciences in action.

FCCLA offers a variety of experiences to allow the student an appropriate “first step” in leadership, teamwork and related 21st century process skills, including a **planning process** similar to the **engineering** design process.

ute their **ability to communicate** well with others to their FCS/FCCLA experience and **61.3%** attributed this combination to their **ability to work successfully with others**.

In addition, FCCLA offers **competitive events in STEM related areas** such as Food Innovations, Recycle and Redesign, Sports Nutrition, Interpersonal Communications, Leadership, Culinary Math and Interior Design. Many of these events require an understanding of iSTEM concepts and application.

NATIONAL STANDARDS STEM Fields in FCS



Family and Consumer Sciences national standards align to industry needs. Content areas listed below are STEM examples:

- ◊ Food Science Dietetics and Nutrition
- ◊ Housing and Interior Design
- ◊ Textiles, Fabrics and Apparel
- ◊ Education and Early Child
- ◊ Food Production and Services

www.nasafacs.org



Promoting the STEM Profession

Family and Consumer Sciences is found in middle and secondary schools across the nation. In fact, **27,000** Family and Consumer Sciences teachers are teaching **3.5 million students** annually according to a recent survey by Dr. Carol Werhan, Pittsburg State University (Kansas). This survey further documented a 3:1 female to male participation which means FCS is placed perfectly to introduce and **promote STEM to all students**, but strategically placed to offer a **STEM introduction to females**.



Gayla Randel, CFCS

National Coalition for Family and Consumer Sciences Education
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