



SPF Application Form Section A - Cover Page

Fill out this Cover Page and save it to your files for future reference before uploading it on the SPF website.

Project Title Ag-connect: inclusive agricultural education

In one to three sentence(s), explain what your project is about:

To develop self-confidence in intellectually challenged youth in their work environment through agricultural work experiences. To use the agricultural work experience to develop life skills for these individuals.

Indicate the McGill campus(es) where your project will be implemented:

Macdonald
 Downtown
 Gault Reserve
 Bellairs Research Institute

Approximate Budget Requested to the SPF (\$): 11,000

Approximate Total Project Budget (incl. other sources of funding if applicable) (\$): 23,000

List 1 to 3 main item(s)/expense(s) for your project that SPF money will be used for (incl. approx. % of total budget):

training workshops, salaries, food for cooking workshops

Indicate which of the following team members...

... will be in charge of monitoring the project's budget (maximum 1 person): Joelle Lefebvre-Ouellet

... will be the Project Lead (Project Lead will be the contact person for the SPF Staff): Caroline Begg

The Project Lead stays for the entire duration of the project: **Y** **N**

If no, explain in a few sentences your leadership transition plan for one or both of the Project Lead for sustainable continuation of the project:

PROJECT TEAM MEMBERS

The SPF encourages your team to be inclusive of individuals who voluntarily self-identify as members of marginalized communities (e.g. women, Indigenous people, people of colour, LGBTTQI, student parents, members of ethnic minorities, immigrants, people with disabilities).

1. Student Team Member (read details about [SPF Evaluation Criteria #5](#) for more information)

First Name & Last Name Joelle Lefebvre-Ouellet **Affiliation (select one)** Undergraduate (UG)
Phone (daytime; only put #) +1 (514) 632-6825 **Specify if Other** _____
Email joelle.lefebvre-ouellet@mail.mcgill.ca **Faculty/Unit/Organization** FAES

2. Staff Team Member (academic/non-academic) (read details about [SPF Evaluation Criteria #5](#) for more information)

First Name & Last Name Caroline Begg **Affiliation (select one)** Academic Staff (AC)
Phone (daytime; only put #s) +1 (514) 398-8749 **Specify if Other** _____
Email caroline.begg@mcgill.ca **Faculty/Unit/Organization** FAES

3. Additional Project Team Member

First Name & Last Name Valérie Tupin-Dubé **Affiliation (select one)** Undergraduate (UG)
Phone (daytime; only put #s) +1 (438) 881-1666 **Specify if Other** _____
Email t.d.valerie@gmail.com **Faculty/Unit/Organization** FAES

4. Additional Project Team Member

First Name & Last Name _____ **Affiliation (select one)** _____
Phone (daytime; only put #s) _____ **Specify if Other** _____
Email _____ **Faculty/Unit/Organization** _____



SPF Application Form
Section A - Cover Page

PROJECT TEAM MEMBERS (CONT'D)

5. Additional Project Team Member

First Name & Last Name _____	Affiliation (<i>select one</i>) _____
Phone (<i>daytime; only put #s</i>) _____	Specify if Other _____
Email _____	Faculty/Unit/Organization _____

6. Additional Project Team Member

First Name & Last Name _____	Affiliation (<i>select one</i>) _____
Phone (<i>daytime; only put #s</i>) _____	Specify if Other _____
Email _____	Faculty/Unit/Organization _____

7. Additional Project Team Member

First Name & Last Name _____	Affiliation (<i>select one</i>) _____
Phone (<i>daytime; only put #s</i>) _____	Specify if Other _____
Email _____	Faculty/Unit/Organization _____

8. Additional Project Team Member

First Name & Last Name _____	Affiliation (<i>select one</i>) _____
Phone (<i>daytime; only put #s</i>) _____	Specify if Other _____
Email _____	Faculty/Unit/Organization _____

To list more members, fill a 2nd Cover Page form and save it separately. Then merge with your 1st Cover Page before uploading to the SPF website.

OPTIONAL:

If applicable, total number of team members voluntarily self-identifying as members of marginalized communities: _____

Represented marginalized communities: _____

Specify if Other(s) and/or add more: _____

Relevant link(s): (*to website(s) or social media re: project and/or team members*)

<http://www.farmtoschoolmacdonald.com/#!/home/c12wg>

How did you learn about the SPF? (*select one*) SPF Staff Specify if Other

Please check the boxes to confirm that you have read and agree to the following information:

- All our project team members understand that the SPF is publicly funded and therefore, by default SPF projects are not confidential. We agree that if needed, the SPF Steward, the SPF Administrator and/or the SPF Working Group members read and/or share the application and/or communicate part of its content in the cases where they would need to (e.g. to receive professional advice, connect our team to stakeholders, etc.).
- If our project is approved, all our project team members agree that their name, email, and phone number as well as their participation to the project be disclosed (e.g. for contact information or through our application and progress/final reports published on the SPF website).
If you do not check this box, the SPF staff will communicate with you to know who's information to remove before sharing your project online.
- All our project team members have read and understood the [SPF Terms & Conditions](#), and we confirm that we agree to respect them.
If any aspects of the [SPF Terms & Conditions](#) are unclear to you, contact the [SPF Staff](#) before you submit your application so that you can check this box in all confidence. Also note that, if your project is approved, the Project Leads and the person monitoring the project's budget will have to confirm in writing (through email or document's signing) that they agree to the [SPF Terms & Conditions](#) before officially starting the project.



Sustainability Projects Fund (SPF)
McGill Office of Sustainability (MOOS)
1010 Sherbrooke St West, Suite 1200
Montreal, Quebec H3A 2R7



Fonds des projets durables
Bureau du développement durable
1010, rue Sherbrooke Ouest, bur. 1200
Montréal (Québec) H3A 2R7

SPF Application Form

Section B - Project Overview

Answer the following questions and save this form to your files for future reference before uploading it on the SPF website with Section A - Cover Page.

Project Title Ag-connect: inclusive education

Project Lead Caroline Begg **Phone** +1 (514) 398-8749 **Email** caroline.begg@mcgill.ca
First & Last Name Caroline Begg **(daytime)**

Before you fill out this Project Overview, make sure you have consulted all related application documents online, including the [SPF Evaluation Criteria](#), the [SPF Glossary](#), and the [SPF Sustainability Brief](#). Read all questions first before starting answering them. Answer exactly what is being asked. You will have a chance to include any other information in appendices at a later stage of the application process. The characters' limit (including spaces) is indicated for each question so that you can draft your answers in Word first if you want to. Note that any skipped line will make you lose the line's characters (approx. 140 characters). Once you successfully pass this first stage of the application process, the SPF Staff will ask you to fill a Project Plan, in which you will specify your expected impacts, S.M.A.R.T. objectives and main activities, outputs, success indicators, stakeholders, main risks and mitigation measures, preliminary timeline, and costs. Although it is OK for you not to have all these details ready at this stage, having thought about them in advance will help you succeed in responding to the following questions.

Project Vision To allow accessibility to agriculture for intellectually challenged youth and Work-Oriented Training Path youth(WOTP)

A vision depicts the ideal future that someone is hoping for. Thus, a vision is a dreamed aspiration that someone intends to lead or contribute to, and it does not necessarily need to currently seem realistic. As such, tell us how you see McGill campuses in an ideal world once your project is completed successfully. The vision does not need to be completed within the timeline of the SPF funding.

Project Goal To develop self-confidence in intellectually challenged youth and WOTP youth in their work environment through agricultural work experiences

A goal is the overarching desired tangible realization (and thus change) to be achieved within the project's lifespan. The goal contributes to the project's vision in a palpable and realistic manner. The project's goal may last longer than the SPF funding lifespan. In line with the SPF mandate, when achieved, your project's goal should result in a culture shift (e.g. change in ideas, habits, behavior).

1. What is the specific sustainability-related issue/challenge that you see on McGill campus(es) that you want to address?
(530 char. max. ~80 words)

There is a lack of educational and life skill summer programs at McGill for the intellectually challenged. Working in agriculture and nutrition is an excellent environment to develop work and life competencies for these individuals. The Ag-connect inclusive education summer program is based on food production. Ag-Connect provides an accessible opportunity for the intellectually challenged youth and the WOTP youth (these two groups will be known as SNY) which are part of the McGill community and the greater community.

2. What is your project idea and how will it help address the above issue/challenge? (2000 char. max. ~300 words)

To use the agricultural work experience to develop life skills for SNY individuals. It is directly connected to a need of our community, we intend to provide the SNY with a training program to open doors for their future financial and personal autonomy, and hence become good citizens. We believe that human beings are all the same in their differences. Thus, with this premise, we started in 2015 to work on a voluntary basis with an 18 years old autistic youth. A typical day for him was to collect and clean eggs from the PPCM (SPF project) chicken, chore in the mini-farm with Farm to school kids at Macdonald Campus Farm, and help with gardening tasks at MSEG (SPF project). Over the 6 weeks he developed strong work and personal competencies in animal care and interactions with people. By working hands-on with animals and children, this has developed his self-confidence. His work was appreciated and encouraged by staff members and volunteer supervisors. Also, this fall, we worked with youth from Macdonald high school who will graduate with work experience and an understanding of the work place. They are doing a Work-Oriented Training Path (WOTP) and will receive a certificate. These four youths between 13 to 16 years old over the fall and winter semester are gaining work experience by working in agriculture related activities. From the supervisor perspective, this experience allow them to develop many work competencies that are truly essential for them. We want to keep this connection with the autistic youth and WOTP by continuing their training over the summer via the Ag-connect team.

3. What impacts do you want your project to have on McGill structures, processes and/or systems? Also specify how this should positively transform peoples' behaviors/perspectives/habits on McGill campus(es). (935 char. max. ~135 words)

We are reaching out to a group of the community that is often marginalized and not included in training programs. It is an opportunity for McGill students and staff to become more engaged in the community. McGill can have a first hand role in engaging with people with who are intellectually challenged and those with special needs, and providing training opportunities. By sharing work with them, this increases collaboration between all members of the community and therefore makes them more aware of the challenges that the SNY face every day. This makes everyone more conscious of the need for an equitable community.

SPF Application Form

Section B - Project Overview

4. What arrangements will make these impacts continue after the SPF funds have been spent? (530 char. max. ~80 words)

This pilot project in 2015 began in collaboration with Farm to School (a sustainable project in and of itself). We will be collaborating with other organizations such as, MSEG, MINGO charity, the Macdonald Campus Farm, Macdonald High school (WOTP), the community garden and the Ready, Willing and Able partnership. Arrangements with these organizations will allow SNY to be subsidized in their training roles and allow supervisors to include them in diverse work settings.

- ABOUT SUSTAINABILITY -

5. How do you intend to address social, environmental, and/or economic dimensions of sustainability in your project's objectives? (1350 char. max. ~200 words)

The focus of Ag-connect is to introduce SNY to a sustainable food system and a sustainable work environment. The sustainable food systems that Ag-connect will work with have a strong environmental and ecological mandate. All of the organizations (see Q4) Ag-connect will work with follow sustainable practices as part of their missions. By working together with different programs and organizations, we are encouraging SNY and ourselves to continue striving for and understanding what comprises a sustainable food system. In terms of the social dimensions of sustainability, we are reaching out to a marginalized group of individuals and including them in agriculture and food education. This will develop their sense of sustainability and provide work and training experiences. As well, the McGill students and staff involved with the project will improve their social responsibility.

6. In addition to having sustainability-related objectives (Q5), how will you ensure that your project is also planned and managed sustainably (e.g. material local sourcing; accessibility - see the [SPF Sustainability Brief](#))? (530 char. max. ~80 words)

This project builds upon a sustainable, resilient and novel platform. It follows and respects the mission statements of the well established organizations that these kids will be working with (see Q4). It requires no new materials or tools, just the people and energy SNY bring to the table. The project builds on existing resources that can be shared. Additionally the different projects they will be working on are all located on the Macdonald Campus farm, a space easily accessed by the community.

Beside appear the five categories in which the McGill students, faculty, and staff think the University can make a positive difference within society. The [McGill Sustainability Strategy. Vision 2020](#), describes a specific vision and goals for each of these categories, as they were defined by the McGill direct stakeholders through a comprehensive consultation process.

7a. In the figure, check all the categories under which your project falls (you can select only one if no others apply to your project).

7b. Among the categories that you checked, select the one that you think is most relevant to your project:

Dominant Category: Connectivity

7c. How does your project concretely contribute to advancing the vision and goals described under the [Vision 2020](#) category that is most relevant to your project? (800 char. max. ~115 words)

Our project contributes to the connectivity category and allows our community to be more inclusive. This is done through two different kinds of collaboration: the multi-directional movement of knowledge between staff and students, and the general community. The project requires an active relationship between students, professors and staff with the SNY. As explained in the Connectivity section of the vision 2020 booklet, teaching agriculture and environment to elementary kids allows them to understand where their food comes from. However this knowledge should be equally available to all groups of a community. We are specifically targeting a marginalized group in the community that is not usually privy to that knowledge.

Vision 2020 Categories

- Finance & Investment
- Diversity & Equity
- Transparency
- Inclusiveness
- Accessibility
- Experimentation
- Accountability
- Leadership
- Human Resources

- Materials
- Energy
- Food
- Water
- Transportation
- Land
- Living Lab



- Exploring Sustainability
- Collaborative
- Community-Engaged
- Social-Ecological Footprint
- Interdisciplinary
- Applied Student Research

- Citizenship
- Leadership
- Lifelong Learning
- Experiential Learning
- Sustainability Knowledge & Skills

- Wellness & Health
- Community Engagement
- Sense of Belonging
- Accessibility
- Community Spaces
- Knowledge Sharing

SPF Application Form

Section B - Project Overview

8. How does your project relate to any current/past initiative(s) on McGill campus(es) (e.g. other SPF projects)? If applicable, also indicate: 1) how your project complements the initiative(s), and 2) how you will partner with them in implementing your project (e.g. working together on some activities, sharing material/resources/costs). (2000 char. max. ~300 words)

All the initiatives our projects relate to a common goal of making a sustainable food system. Here are some of the ways our project links to them:

- 1) Farm to School program (FTS): supervising and guiding the participating SNY in various settings
- 2) MSEG: help with ecological management of the garden
- 3) Macdonald Campus Farm (mini-farm): chores for the mini farm including feeding and caring with the animals
- 4) McGill University community garden: helping with ecological management of the garden
- 5) PPCM: collecting and cleaning the eggs
- 6) OGP: help with food preparation and service for the Farm to School camp
- 7) Joseph Henrico elementary school: continuous relationship with special needs students in the school specifically the autistic group of children who have come to the campus several times for educational modules
- 8) Internship/stage opportunities for students from Faculty of Education and FAES

9. List the other stakeholders on/off of McGill campus(es) that you will partner with for your project. (530 char. max. ~80 words)

Note: Under Stage 2 of the SPF application process, in the Detailed Project Plan, you will be asked to select your key stakeholders and specify how they will participate in your project. You will also be able to submit any documents that you want in appendices to demonstrate your communications and agreements with the key partners of your project (e.g. support letters, emails).

At McGill see Q8 and off McGill: • Mingo Mcewen: Charity that helps fundraising. One of the founders is a certified elementary teacher who will be helping us as well. • Ready, Willing and Able: help projects with support and work techniques for Autistic youth. • WOTP-Program at Macdonald High-School: Coordinator and teacher of the program guide us with WOTP youth way • Certified Teacher as a member of the team: science trained, to help with the educational tools to enhance the learning environment

10. What key recommendations and/or lessons learned from current or past initiative(s) do you plan to build your project upon? (800 char. max. ~115 words)

Ag-connect is a project designed to support existing initiatives and create a learning and work environment for SNY. From previous initiatives such as Farm to School, we have learned of the positive impact that the FTS program has had on 6-12 year old children. There is a strong need for clear communication, organization of time and resources. We have also learned that McGill students are driven, collaborative and passionate. The more students from both campuses that are involved and who bring their various expertise, the more successful the program will be. Above all, we learned that we need a driven team led by a coordinator to supervise and ensure that the activities are carried out in a safe, educational manner.

- ABOUT SPF FUNDING -

11. Why do you think that your project should be funded by the SPF rather than by, or in addition to, another source of funding (i.e. what aspects of your project make it specifically relate to the SPF mandate)? (530 char. max. ~80 words)

Ag-Connect creates connections between everybody who is part of our McGill community: students, staff, family and friends. Part of the mandate of SPF is to encourage students to become active and sustainable members of their community. There is nothing more sustainable than education, particularly education that pertains to food systems. A sustainable McGill is also a socially responsible one. This project, in collaboration with SPF responds to our educational mandate: as students of higher learning, to share our knowledge.

12. What other sources of funding have you approached for your project? If applicable, also provide the relevant details on these sources (e.g. responses given, amounts already committed, what these amounts will pay). (530 char. max. ~80 words)

We have approach the Ready Willing and Able to help support and fund the autistic youth: They are pleased to work with us, but no commitment has yet been set up. We also have the support of the Mcewen charities. Via the charity many events over the year will occur, to support the Ag-Connect. Farm to School will help by partnering-up with the Cunningham pub, to do fundraising.

Thank you! After you save it to your files, you can now upload this form and Section A - Cover Page on the SPF website to complete this first stage of the application process. The SPF staff will contact your team within two weeks to provide feedback and accompany you towards next stage - Project Plan. Congratulations for applying to the SPF!



SPF Application Form Section C - Project Plan

Answer the following questions and save this form to your files for future reference before uploading it on the SPF website.

Project Title Ag-connect: inclusive agricultural education

Student Project Lead Valerie Toupin-Dube **Phone** +1 (438) 881-1666 **Email** t.d.valerie@gmail.com
First & Last Name *(daytime)*

Before you fill out this Project Plan, make sure you have consulted all related application documents online, including the [SPF Evaluation Criteria](#) and the [Project Plan Flowchart](#). Also make sure to consult the [SPF Glossary](#), as it clearly defines each term underlined in this form, as well as the [Sample Project Plan](#), which gives some concrete examples for each term. Last, also do not forget to refer back to your 'Section B - Project Overview' to make sure that all the details you specify here align with it. For more support, consult the SPF website and the SPF staff.

Project Vision to allow accessibility to agriculture for intellectually challenged and Work-Oriented Training Path (WOTP) youth

As indicated in your Section B - Project Overview.

Project Goal to develop self-confidence in intellectually challenged and WOTP youth (identified as special needs youth- SNY) in their work environment through agricultural work experiences

As indicated in your Section B - Project Overview.

1. List 1 to 3 main impacts you expect/wish to have with your project - these must relating to the above Vision and Goal:

As per question #3 of your Project Overview. If you think of more than 3 impacts, only indicate the ones you think are the most relevant to sustainability at McGill.

Expected/Desired Impact (200 char. max. ~30 words)	
A	to include the SNY in the food production community
B	to support families with SNY with an opportunity for life skill training programs
C	to provide a collaborative and equitable amongst McGill students, staff, and SNY and families

2. List 4 to 7 of your objectives to reach the above impacts with your project. Try to make your objectives as S.M.A.R.T. as possible. For each objective, indicate one key Success Indicator. (see [SPF Glossary](#), [Sample Project Plan](#), and [Sample](#))

Of your 4-7 objectives, you should have a minimum of one "monitoring" objective, one "outreach" objective, and two "other" objectives. A monitoring objective ensures or verifies the progress and effectiveness of your project, thus allowing you to learn from it. An outreach objective ensures that your project is adequately communicated to the McGill community to increase stakeholders' awareness of and/or participation in your initiative. These two types of objectives might lead to project monitoring and outreach activities (next question). The nature of the 2-5 other objectives is for you to decide and tailor to your project. If you have more than 7 objectives, only indicate the ones that relate best to the above impacts and thus to sustainability at McGill. For each objective, specify the key success indicator(s) that you think should be used to assess the objective's degree of achievement/completion. Your indicators can be qualitative or quantitative (e.g. number of participants, participant testimonials, website analytics, quantity of energy saved, etc.). See the document [Sample Indicators](#) for inspiration.

#	Type of Objective	S.M.A.R.T. Objectives (125 char. max. ~20 words)	Related Impact(s) (A, B, C)	Related Key Success Indicator(s) - also indicate targeted numbers for each (85 char. max. ~15 words) (ignore the circles for now)	
1	Monitoring	a face -to-face survey of SNY with their families about the program 26th Aug	B	all surveys to be completed with 90% positive experience,	<input type="radio"/>
2	Monitoring	a skill evaluation of SNY at the beginning 10th June and end of the program 26 Aug	A,B	measurable improvement (from start to end) in task accomplishment	<input checked="" type="radio"/>
3	Monitoring	evaluation of the student educators in terms of communication and teaching, middle 15 July and end of program 22 Aug	A, C	recognizable improvement between mid and final evaluation; 90 % improvement	<input type="radio"/>
4	Other	ongoing meetings with coordinators, intern and special need trainers to improve work competencies , weekly (12 weeks)	A,C	90% attendees at all weekly meetings	<input type="radio"/>
5	Other	to provide knowledge of sustainable food production to SNY and their families 26 Aug	A, B	evaluate a 50% positive change in eating habits of SNY from the surveys	<input type="radio"/>
6	Outreach	to engage with the greater McGill community about programs for SNY in July and August	B,C	have information 10 information sessions at 3 local farmers markets	<input checked="" type="radio"/>
7	Outreach	to link with the McGill Farmers market as a work opportunity, July, August and September	B,C	have 10 work opportunities for the SNY at the market	<input type="radio"/>

SPF Application Form Section C - Project Plan

3. List the 4 to 7 most important activities that you need to conduct to reach the objectives you listed before. Try to make these as S.M.A.R.T. as possible. Also indicate at least one output and a key success indicator per activity. (Sample Project Plan)

Your main activities should relate to the objectives you listed. As such, if you consider this crucial to your project, you may end up having an activity that relates to your monitoring objective(s) (e.g. developing a survey, any other activity that will help you and other stakeholders learn through your project) or to your outreach objective(s) (e.g. producing and promoting a video about the project). For each activity, indicate the output(s) that will be created as a result, such as a deliverable (e.g. video, report), training, website, network, design plan, or any other output adding value to the project and helping reach objectives/impacts.

S.M.A.R.T. Main Activities (125 char. max. ~20 words)	Related Objective #(s)	Resulting Output(s)	Related Key Success Indicator(s) - also indicate targeted numbers for each (85 char. max. ~15 words) (ignore the circles for now)	
write the survey based on research criteria and literature review and discussion with special needs educators	1	approved survey	obtain research ethics approval and deliver to all SNY youth and families	<input checked="" type="radio"/>
write a skill evaluation for the SNY tasks and work competencies	2	evaluation tool	to give the skill evaluation tool to all SNY participants at the beginning and end	<input type="radio"/>
develop a student educator evaluation grid with input from special needs trainers	3	evaluation grid	have all student educators pass with a 90% success rate	<input type="radio"/>
hold weekly meetings	4	minutes from meetings	have all student educators attend at least 8 out of 10 meetings	<input type="radio"/>
have food nutrition questions on sustainable eating habits in the survey	1,5	approved survey	50% positive change in eating habits	<input type="radio"/>
to attend local farmers' markets: Ste Anne, Ile Perrot and McGill	6	increased collaboration	100% attendance at 10 information sessions at the markets	<input type="radio"/>
to develop work tasks with the McGill farmers markets	7	achievable tasks	SNY participated in 9 of the 10 work tasks	<input type="radio"/>

Provide any additional qualitative details that you would like to share with the SPF about your activities. (800 char. max. ~115 w.)

1. We will potentially be working with a 2nd year student in the McGill School of Physical and Occupational Therapy program to facilitate adaptation and evaluation of work skills to participants with disabilities. 2. Ag-connect is a pilot project; the long term goal is to have this program and the ongoing Farm-to-School program be a part of the Macdonald Community engagement Centre 3. Communicate about Ag-connect in social media and farm-to-school website 4. Some tasks for SNY: egg collecting, selling; vegetable production, marketing with MSEG and Mac community garden; choring (feeding and cleaning) with the Macdonald campus mini-farm 5. Recruitment for Ag-connect will done via WOTP program at high schools and other special needs programs

4. Now, about the circles...: Select a total of 3 success indicators that you wish to track more seriously and report on during your project out of all those you indicated for your objectives and activities. These 3 indicators should be the most relevant to your goal and to creating a culture of sustainability at McGill and they should be relatively easy to monitor.

When selecting your indicators, make sure that you will have/plan the time and resources you will need to allocate to monitor them throughout the course of your project. Before you start your project, the SPF may ask you to change a chosen indicator for another that seems more pertinent to the SPF or to the University sustainability reporting. Note that, in addition to these three indicators, you will be asked to track four other generic ones that will be specified in the Award Letter.

You will be required to indicate progress towards your final 7 indicators in your progress and final reports to the SPF. Because the SPF values the experiences and learning that occurs during your project (not only results), these reports will also gather related information through open-ended questions.

We have selected the 3 Success Indicators that we wish to monitor during the project:

5. For all projects, there exist various risks, i.e. factors or preconditions whose probable presence or absence could negatively influence the successful achievement of the project's objectives. Please indicate 2 to 4 main risks for your project and the mitigation measures you intend to use/implement to reduce their likelihood. (advise if you have more to list)

It is particularly important that you list all risks to health and safety of the project's team members, direct and indirect stakeholders, and/or the environment.

Main Risks (65 charac. max. ~9 words)	Preventative Measures (65 char. max. ~9 words)
injuries	70% of educators will have first aid training and nsurance
lack of other funds	fund raising through the winter semester 2016
SNY lack of interest in food production	create an engaging and interesting educative environment
insurance	insurance covered by the farm-to-school program

We have more risks to list:

SPF Application Form

Section C - Project Plan

6. List the 3 to 10 stakeholders on/off McGill campus(es) that will be involved with and/or impacted by your project, and indicate their respective role in your project.

Stakeholder's Name(s)	Affiliation	Role in the project	Confirmed support/participation
Matt McCormick	McGill Farmers market	providing work opportunities	Yes
Mary Hendrickson Nelson	School of Dietetics/Human Nutr.	stage supervisor for Dietetics students	Yes
Anna Lyon	MSEG	providing work opportunities	Yes
Joelle Lefrbvre-Ouellet	Farm-to-School club	providing work opportunities	Yes
Robert McEwen	MINGO -McEwen fund	fund raising	Yes
Marguerite Bourgeois	Centre de stimulation l'Envol	fund raising and resource	Yes
Sonia Eisenfisz	Coop du Grand Orme St Anne	cooking workshop space	Yes
Caroline Storr, MBA, OT, erg	Academic Coord. Clinical Educati	resource person and advisor	Yes
Lindsay Whitmore, mother of SNY	single participant in summer/15	resource person and advisor	Yes
Erika Bilodeau	elementary school teacher	resource person and advisor	Yes

- PRELIMINARY TIMELINE ASSUMING THAT PROJECT STARTS IN 3 MONTHS -

Note: If your project is approved, you will be asked by the SPF staff to fill out a more detailed timeline before any funding can be allocated.

Key Tasks and/or sub-tasks	Related Output(s)	Responsible Team Member(s) (Section A-Cover Page - members' initials)	Start Date	End Date
hire and train student educators	job description	VTD and CB	Jan 7, 2016	Feb 26, 2016
write and obtain approval of survey	survey	VTD and CB	Jan 7, 2016	Mar 25, 2016
organize information sessions	develop handout	JLO	May 2, 2016	Aug 26, 2016
find special needs trainers	have a trainer	VTD	Jan 7, 2016	Mar 31, 2016
write skill evaluation for SNY	evaluation tool	VTD and CB	Mar 1, 2016	Apr 29, 2016
write evaluation for student educators	grid	CB	Mar 1, 2016	Apr 29, 2016
organize nutrition workshop at the coop	workshop	JLO	Mar 1, 2016	Apr 29, 2016
write the ag-connect schedule with tasks	schedule/guide	VTD and JLO	Apr 1, 2016	May 31, 2016
produce and submit SPF video	video	VTD and JLO	Jun 1, 2016	Nov 30, 2016
write and submit SPF report	report	CB and VTD	Nov 1, 2016	Dec 15, 2016

Provide any additional details that you would like to share with the SPF about your timeline. (530 charac. max. ~80 words)

1. establish efficient mechanism for sending time sheets and receiving payment and reimbursements

- ADDITIONAL INFORMATION -

Qualifications: Where relevant, the profiles/CVs of the people to be directly involved in the project are attached:

List of appendices, if any (max. 7 pages of appendices, excluding profiles/CVs):

If a McGill department/unit is to contribute financially to your project, make sure to include a support letter from its Financial/Budget Officer confirming contribution. Note that the SPF Working Group will evaluate your project based on your main application forms (i.e. Sections A, B, and C), not on appendices.

Appendix #	Title/Topic of Appendix	Total Qty of Pages
1	Letter of support from McGill Farmer's Market	1
2	letter of support from MSEG	1
3	Letter of support Lindsay Whitmore, parent	1
4	Letter of support from Erika Bilodeau, elementary school teacher	1
5	letter of support Marguerite Bourgeois Centre de stimulation l'Envol	1
6	Letter of support from Mary Hendrickson-Nelson, Clinical Coordinator	1
7	Letter of support MCSS president	1



SPF Application Form
Section C - Project Plan

- BUDGET -

When completing this form, please refer to the [SPF Guide to Budgeting](#) for additional information and explanations. If you would like to submit a more elaborated Financial Model/Business Case in addition to this SPF project budget (for instance, because of the nature of your project; e.g. you plan to generate some revenues through selling some items, revenues that will then allow your project to become financially self-viable), please develop it separately and join it as an appendix to this application. If you need guidance on how to elaborate a Financial Model/Business Case, see [suggested resources on the SPF website](#).

REVENUES

Please indicate any funding you will receive or anticipate receiving to complete your project, including funds from McGill Departments and Units. Reminder: For McGill department/unit's financial contributions, make sure to include a letter from its Financial/Budget Officer confirming contribution in appendix. Note that this contribution will also need to be confirmed at the end of the project.

(A) Funding Source(s)	(B) Amount (\$)	(C) Status
1. Sustainability Projects Fund (SPF)	\$11,000.00	Unconfirmed
2. fund raising/donations	\$2,300.00	Unconfirmed
3. gov subsidy	\$8,000.00	Unconfirmed
4. farm-to-school club	\$1,700.00	Confirmed
REVENUES GRAND TOTAL - add all (B)	\$23,000.00	

EXPENSES

1. Salaries & Wages

If applicable, indicate the job position(s) under your project and the associated costs. See the [SPF Guide to Budgeting](#) for further instructions.

(A) Year	(B) Position Title	(C) ~# of Hours per Week	(D) ~# of Weeks	(E) Hourly Wage* (\$)	(F) Subtotal (\$) (C x D x E)	(G) 20% Benefits	(H) Total Cost (\$) (F x G)	(I) Funding Source(s)**
16	student educator	23.87	12	\$16.00	\$4,583.00	1.2	\$5,500.00	1
16	student educator	23.87	12	\$16.00	\$4,583.00	1.2	\$5,500.00	1
16	special needs trainer	13.88	8	\$15.00	\$1,665.60	1.2	\$2,000.00	2
						1.2		
Expenses Subtotal 1 - add all (H)							\$13,000.00	

2. Other Expenses

Indicate all of the expenses associated with your project; think back to all of your project's activities and all of the items that you need to complete them. It may be beneficial to group by category (not required); if you do so, please use the following categories: Materials-Supplies, Equipment, Printing, Events, Transportation, One-time Profess. Fees, and Miscellaneous.

(A) Year	(B) Item Description (inputs)	(C) # of Units	(D) Unit Cost (\$)	(E) Total Cost (\$) (C x D)	(F) Funding Sources**	(A) Year	(B) Item Description (inputs)	(C) # of Units	(D) Unit Cost (\$)	(E) Total Cost (\$) (C x D)	(F) Funding Sources**
16	food for cooking			\$300.00	2						
16	special need youth			\$8,000.00	2 & 3						
16	WOTP youth			\$1,700.00	2 & 4						
16	materials- supplies				in- kind						
Expenses Subtotal 2 - add all (E)				\$10,000.00		Expenses Subtotal 3 - add all (E)					

EXPENSES GRAND TOTAL (Subtotals 1 + 2 + 3) \$23,000.00

* If position hosted and managed under a McGill Department or Unit, consult with their HR staff or supervisors for the applicable salary rates. If position not hosted and managed under a McGill Department or Unit, see the [SPF Guide to Budgeting](#) for the Hourly Wages applicable to hiring under the SPF.
 ** To indicate the one or many Funding Source(s) that will pay for the expenses, use their respective number as you listed under Revenues (SPF or other).

Thank you! After you save it to your files, you can now upload this form and any appendices on the [SPF website](#) to complete the application process. The SPF staff will contact your team within two weeks to provide feedback. Congratulations for applying to the SPF!

Letter of Support for Ag-Connect: Inclusive Education
3 January 2016

To Whom It May Concern,

To date, McGill's food system has made progress toward food sustainability at the institutional and student-run level. With such progress made, it is time for our administrators, staff and students working in food to address issues of *food justice* more directly, beyond environmental sustainability. Ag-Connect: Inclusive Education is an opportunity to directly introduce issues of accessibility and inclusivity into our campus food network. By providing alternative learning experiences in agriculture to young people with disabilities, Ag-Connect will increase access to Farm2School educational programming and address issues such as ableism and prejudice in agriculture and food systems.

At McGill, Ag-Connect is an opportunity to spearhead a shift to more socially sustainable student-led food initiatives. I see this also as an opportunity for Ag-Connect to share 'lessons learned' with others (students and staff) working in the same field. Hence, this initiative has immense potential to lead by example and encourage/support other food projects on campus to be more inclusive to folks generally excluded from agriculture.

As a member of the MSEG team, I have had the pleasure of working with Val and others from the Farm2School program for a full season. They are a group of highly skilled, resourceful and capable individuals, with extensive experience in responsibly managing SPF funding. I am confident in their ability to implement this project and manage funding, having witnessed them in action firsthand.

As one of the McGill Farmers' Market coordinators, I can confirm that there is great potential for the market to collaborate with Ag-Connect this coming season (Summer/Fall 2016) and in the future. We would be happy to provide a hands-on volunteer placement for students participating in Ag-Connect, allowing the program to become integrated into the downtown campus community. We would certainly benefit from the extra help!

Ag-Connect: Inclusive Education will begin to fill a void in our current food sustainability movement at McGill, by demonstrating that our food systems and food education can be sustainable *and* more socially just. I am excited to see what Ag-Connect accomplishes and looking forward to learning, from their example, how to make food sustainability projects more accessible and inclusive.

Sincerely,

Matthew McCormick

Coordinator, McGill Farmers' Market

Farm Co-manager, MacDonald Student-Run Ecological Gardens (MSEG)

To whom it may concern,

As a Macdonald campus student and member of the Macdonald Student-run Ecological Gardens (MSEG), I have experienced the Farm to School educational program in different capacities, and would like to share just how important a learning opportunity I believe Farm to School can be for everyone involved. Not only does Farm to School offer hands-on learning, but through these activities the participants gain a realistic portrait of the work that goes into farming, and effectively, the connection to the food they see on their plates every day.

Last summer, MSEG was fortunate enough to work alongside the Farm to School team. MSEG offered demonstrations and education surrounding various farm tasks, and happily received enthusiastic helpers in the field. I witnessed Farm to School provide an array of thoughtfully planned educational activities, which were always comprehensive and well suited to students with disabilities. Further, I believe that MSEG, working in conjunction with Farm to School, can contribute to a more sustainable and connected food system, thus strengthening McGill's educational platform. For these reasons, I wholeheartedly support the Ag-connect: inclusive education program and see opportunities for it to expand further if given the right resources. On behalf of MSEG, I hope to see it return next year.

Anna Lyon
Manager at MSEG

January 6th, 2016

Good day,

I write to you as the Mom of one Lindsay Whitmore, and to support the Ag-Connect: Inclusive Education project at the Macdonald Campus.

Lindsay is a strong, 18 years old with a love of the outdoors, people and animals. Lindsay is also a fellow who lives with autism.

As I have a thousand times over the past many years, in February of 2015, I sat back and wondered what would become of my son. Like any other kid, Lindsay has aspiration for the future. He looks forward to working, getting an apartment and one day finding love. Lindsay is funny, compassionate, incredibly hard working. Yet, living with autism creates many road blocks which threatens success stories.

Recognizing that we had to take the bull by the horns, so to speak and attack the future, I sat down and asked him what he thought he might like to do for a living. Without skipping a beat, his response was "I would like to be a farmer". Huh, I thought, why not?

Thanks to the incredible team of Farm to School, Macdonald Farm and the Macdonald Student run-Ecological Garden, Lindsay was provided the opportunity to volunteer at the farm for a couple of days a week last summer and my guy found his calling! Lindsay would come home and share his day, contribute to the table via fresh eggs and invest himself in his new found purpose.

Interesting things we noted during the summer, Lindsay would all of the sudden be up at the crack of dawn, work out, make his lunch, throw on his rollerblades and say "I have to go! I can't be late for work!" Wow, I wish all my kids were so motivated!

Fast forward to today, with the unimagined dedication of Valérie Toupin-Dubé, Robert McEwen and numerous others, the wheels are in motion to create a work-training program in agriculture for students with special needs. The launch of an Ag-Connect: Inclusive Education program designed to introduce the farming life to students who may not otherwise be successful in the Macdonald program does a couple of things: A) It speaks volumes of an institution which includes people in the community and promotes the development of skills which may be employed, and B) provides the opportunity for incredibly capable individuals to find success and pride while providing meaningful work in agriculture.

People like Lindsay are and will continue to be valuable members of society. The opportunity develop skills in the field of farming will allow Lindsay and others to develop their skills, realize their potential and their dreams.

Thank you very much for considering the development of such an innovative program that Ag-Connect: Inclusive education represents.

Most sincerely,

Lynn Eyton-Jones

Centre de stimulation



Le 4 janvier 2016

OBJET : Lettre d'appui au programme *Ag-Connect : Inclusive Education*

Madame, Monsieur,

Je vous remercie de m'avoir présenté votre programme *Ag-Connect : Inclusive Education*. Étant impliquée dans de nombreuses organisations, je me fais porte-parole de ces diverses instances pour vous donner notre appui à votre projet d'adapter certaines pratiques et de rendre accessible votre programme de formation en agriculture auprès de jeunes vivant avec des limitations.

Depuis 20 ans, je dirige le Centre de stimulation l'Envol (www.lenvol.ca). Notre ressource a développé une expertise en intervention éducationnelle auprès des enfants ayant un trouble de développement, principalement dans le spectre de l'autisme (TSA) et les troubles primaires du langage. Notre mission est de repousser les limites de ces jeunes et de soutenir leur famille. Nous reconnaissons dans votre programme *Ag-Connect : Inclusive Education*, les bonnes pratiques éducationnelles nécessaires pour le développement des compétences et des attitudes professionnelles chez les jeunes présentant des limitations. De plus, l'industrie agricole est un milieu reconnu pour le développement de cette clientèle vulnérable. En effet, les apprentissages découlant des multiples activités offertes dans cet environnement sont transférables dans les tâches de la vie quotidienne.

Je suis aussi impliquée dans la Fondation François Bourgeois qui œuvre principalement au Centre-du-Québec et qui a pour mission d'appuyer des organismes travaillant au mieux-être des personnes ayant des limitations physiques, intellectuelles, mentales ou encore des troubles du spectre de l'autisme (www.fondationfrancoisbourgeois.org). Votre programme structurant qui allie éducation, bien-être, intégration des personnes présentant diverses limitations s'inscrit bien dans la mission de notre Fondation.

... 2

Votre implication dans le bien-être de ces jeunes adultes, votre détermination à offrir une formation de qualité et votre volonté de développer les compétences de vos formatrices reflètent bien le professionnalisme et la rigueur de votre démarche.

Le Centre de stimulation l'Envol et la Fondation François Bourgeois sont fiers d'appuyer ce projet novateur et structurant. Nos organismes ont à cœur le bien-être et le développement de l'autonomie de cette clientèle présentant des besoins particuliers.

Veillez agréer, Madame, Monsieur, l'expression de mes sentiments distingués.



Marguerite Bourgeois
Directrice-Formatrice
Centre de stimulation l'Envol

Oka, 5 janvier 2016

À qui de droit

En tant qu'enseignante, je vous fais part de l'importance dans la communauté d'avoir la possibilité d'inclure à leur juste valeur les jeunes ayant des besoins particuliers (Special Need youth- SNY) en matière d'éducation sociale et cognitive. Il me semble que le projet d'Ag-connect : Inclusive Education est principalement axé sur ces valeurs fondamentales et voici pourquoi.

Les réels apprentissages qui font grandir, se développer et amener chacun de nous vers l'autonomie se font dans le réel, le vrai monde qui nous entoure, notre communauté. Travailler, se sentir utile, faire la différence, apprendre à chaque jour en côtoyant des individus responsables, être en contact sur une base journalière avec des animaux, récolter les fruits ardues de l'agriculture locale (fournis par MSEG et Farm to School) ne peuvent qu'être bénéfiques pour le développement de compétences transversales chez le jeune présentant des particularités d'apprentissages. La présence des animaux servira certainement de support à l'apprentissage à leur rythme, atténuant le stress de devoir interagir en continu avec des individus. La communication se faisant de bien des façons lorsqu'on est en relation avec un animal, le jeune aura ce lien privilégié qui s'établira dès le début tout en respectant son rythme socialisation.

Le besoin de devenir autonome, de réussir dans une tâche, de se dépasser sont inhérents à chacun de nous et il en va de même pour les jeunes avec des besoins particuliers. Leur offrir un contexte et un environnement riches en stimuli, en ressources et en situations d'apprentissages pratiques de toutes sortes tels qu'Ag-connect: Inclusive Education fournit est, à mon sens, nécessaire, si non obligatoire pour une société qui veut offrir sa part de chances pour un développement global et entier aux jeunes présentant des différences comportementales et cognitives.

Erika Bilodeau

Maman de 4 enfants dont 2 ayant participé avec grands bénéfiques en compagnie de jeunes ayant des besoins particuliers (Farm to School 2015).

Enseignante au primaire à la CSSMI



**School of Dietetics and
Human Nutrition**

**École de diététique et
nutrition humaine**

Tel.: (514) 398-7842
Fax: (514) 398-7739

**Faculty of Agricultural
and Environmental Sciences**

**Faculté des sciences de
l'agriculture et de l'environnement**

21,111 Lakeshore
Ste-Anne-de-Bellevue
Québec, Canada H9X 3V9

McGill University
Macdonald Campus

Université McGill
Campus Macdonald

5 January 2016

McGill Office of Sustainability
1010 Sherbrooke Street West, Suite 1200
Montreal, Quebec H3A 2R7

To Whom It May Concern:

It is a privilege to write this letter in support of the application for a Sustainability Project Fund Grant by Caroline Begg, Phd and Valérie Toupin-Dube entitled "Ag-connect: inclusive agricultural education". Their project vision of providing outreach and agricultural and cooking life skills to the intellectually challenged and special needs youth community promotes a shared philosophy with Department of Dietetics and Human Nutrition's Dietetic Stage Program. I am pleased to support this project by coordinating the placement and supervision of Dietetic Stagiaires who will partner with the Ag- connect project by providing cooking workshops at the COOP 's certified kitchen in Ste-Anne de Bellevue. Developing agricultural skills such as gardening and food production are important for promoting work skills, confidence, managing stress and maintaining health. Cooking is an essential life skill that will benefit the participants along with creating a win-win learning opportunity for dietetics students who will apply classroom learning to adapt teaching methodologies and nutrition messages to the needs of the participants. This project offers unique interdisciplinary collaboration that will benefit intellectually challenged and special needs youth, McGill students, and promote sustainability for future professional practice.

Sincerely,

A handwritten signature in black ink that reads "Mary Hendrickson-Nelson". The signature is written in a cursive style and is underlined.

Mary Hendrickson-Nelson, M.Sc., R.D.
Clinical Coordinator – Professional Practice (Stage) in Dietetics
School of Dietetics and Human Nutrition
Tel: 514 934 1934 ext: 44706 Fax: 514-398-7631
E-mail: mary.hendrickson-nelson@mcgill.ca



January 7th 2016

Dear Committee,

Over the past few years MCSS has been striving to support clubs and students on Macdonald Campus to go outside of the classroom for a different learning experience. Farm to school is one of the many projects that tie the community and students together. By adding the Ag-connect project along side Farm to school it will be able to better link the community and students. A lot of the student run projects have been put in place to educate the public about where their food comes from as a lot of people are a few generations removed from being on a farm.

Hearing about the Ag-connect project, where its primary objective is inclusive education with a goal to include students with disabilities in the community is a step into the right direction. This is a very big stepping stone for student run projects because it will be offering niche service to the community that has been requesting it for several years. Having the resources to help these individuals in the education projects will not only be helping the children but will have an impact on their family and the community around them.

Therefore as President of MCSS, I fully support this project as it will train students to be better ambassadors of our Ag-food system, Mac Campus and inclusivity of individuals with disabilities. For any further questions or information please do not hesitate to contact me and thank you for taking the time to review this application.

Thanks,

A handwritten signature in blue ink that reads "Mathieu Rouleau".

Mathieu Rouleau

President

[Macdonald Campus Students' Society \(MCSS\)](#)

McGill University

Office Phone: (514) 398-8787



Macdonald Campus Student Society
Centennial Center
21,111 Lakeshore Road,
Ste-Anne-de-Bellevue, QC H9X 3V9

Tel: 514-398-8787
Tel: 514-398-8300
[www. mcss.mcgill.ca](http://www.mcss.mcgill.ca)