



the UNIVERSITY OF arizona COMMUNITY AND SCHOOL Garden Program

Executive Summary of Evaluation Findings Spring 2017



THE UNIVERSITY OF ARIZONA
College of Social
& Behavioral Sciences



COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES
School of Geography
& Development

Each Year CSGP Trains 120 interns
Serves 22 school and 3 community gardens
Supports 4000 TUSD students
Invests 12000 hours of volunteer labor

The University of Arizona's (UA) Community and School Garden Program's (CSGP's) mission is to enhance teaching and learning through incorporation of school gardens into the academic curriculum. The CSGP trains undergraduate and graduate student interns at the UA in community engagement, food politics, and how to work with K-12 students and their teachers. The CSGP interns then spend 3 to 18 hours each week in the schools supporting K-12 teachers who are participating in the CSGP, using school gardens as extensions of their regular classrooms.

To understand the value and impact of the CSGP, CSGP program staff partnered with researchers at the UA's Southwest Institute for Research on Women (SIROW) to evaluate the impact of the CSGP on K-12 students, K-12 teachers, and UA student interns involved in CSGP. Eighty nine elementary school students, 11 high school students, 16 K-12 school teachers, and 40 UA CSGP student interns participated in the evaluation.

Evaluation by:



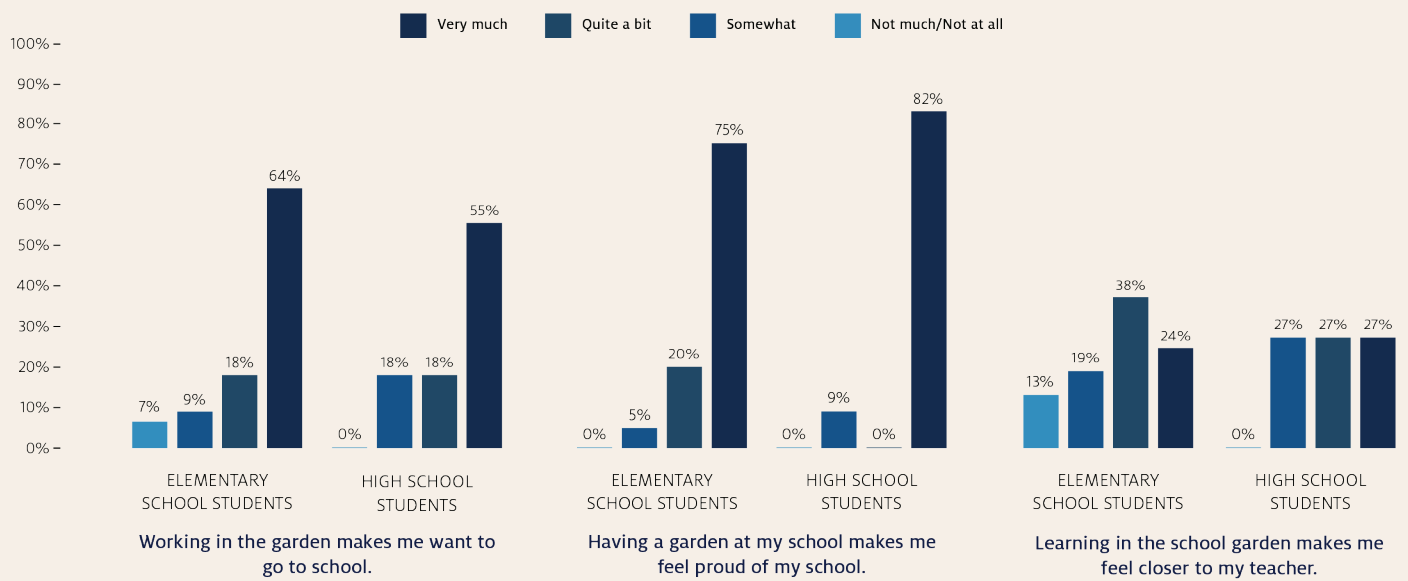
THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES
Southwest Institute
for Research on Women



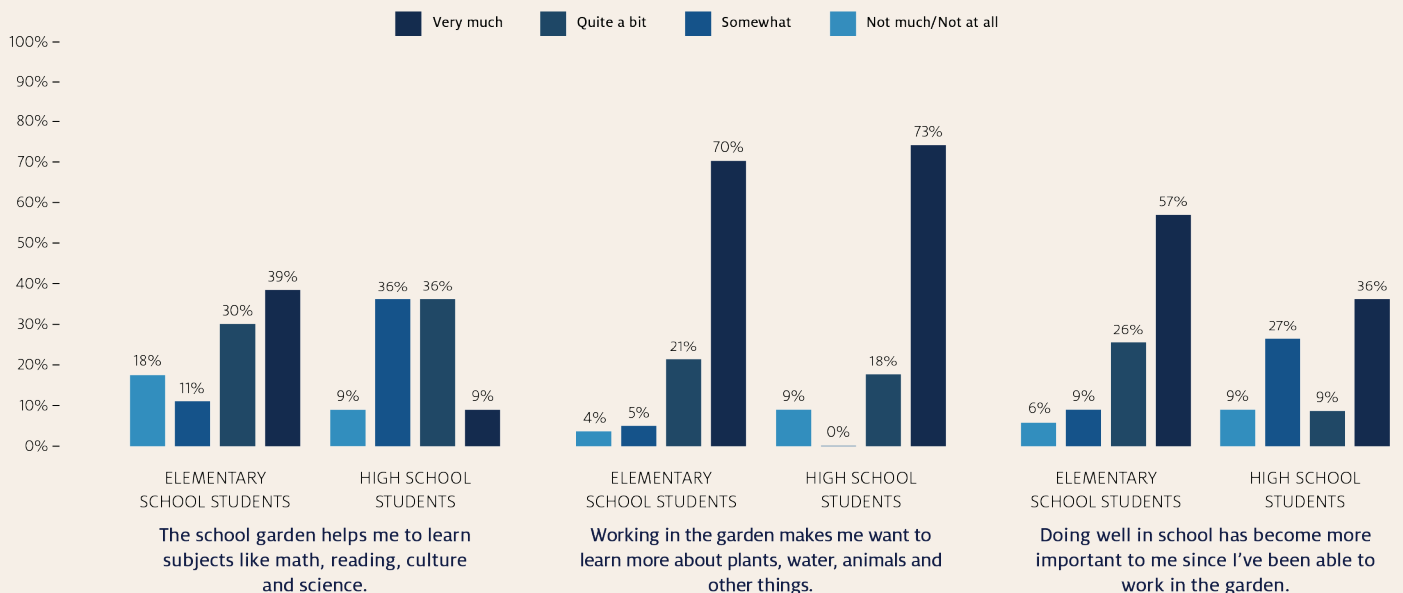


K-12 STUDENTS

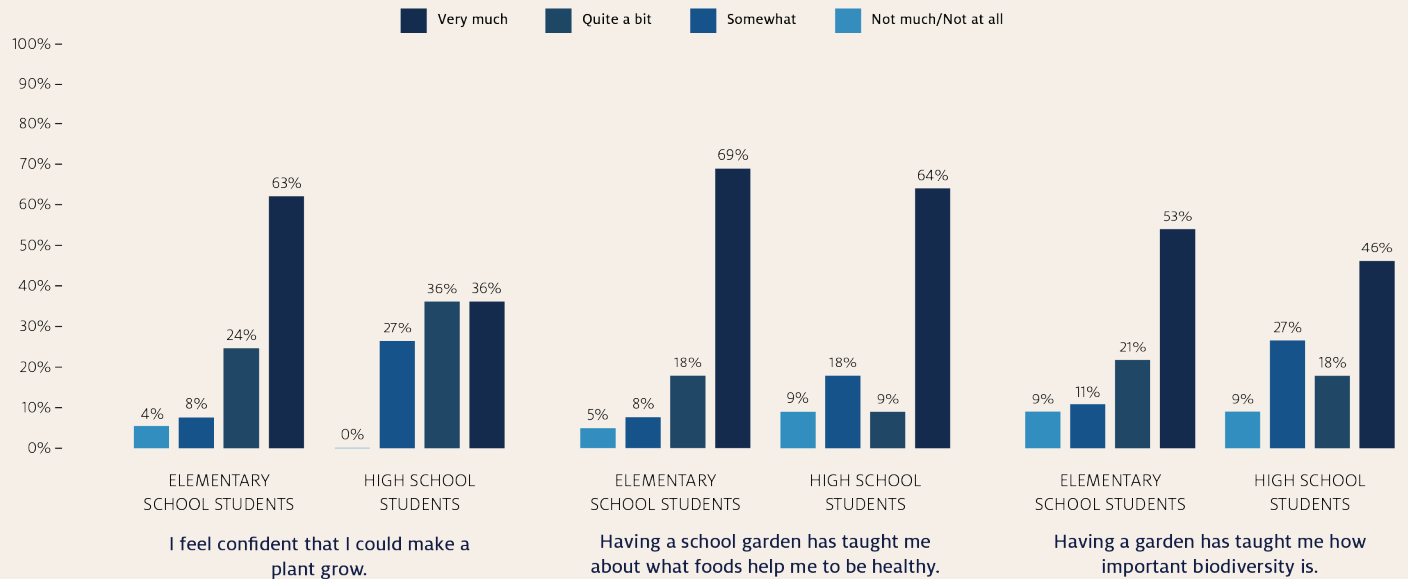
STUDENTS BELIEVE THE GARDEN INCREASED THEIR CONNECTEDNESS TO THEIR SCHOOL.



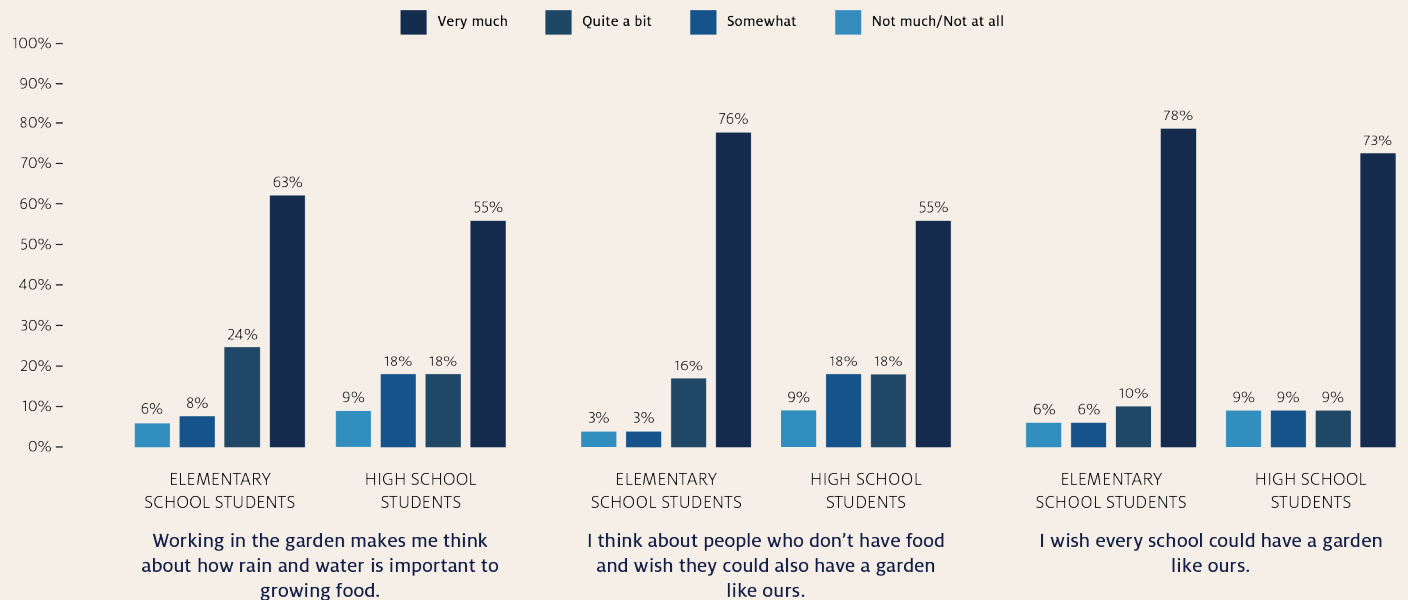
STUDENTS REPORT EDUCATION-RELATED GAINS AS A RESULT OF CSGP.



STUDENTS BELIEVE THEIR GARDEN SKILLS, NUTRITION, AND ENVIRONMENTAL KNOWLEDGE WERE IMPROVED BY CSGP.

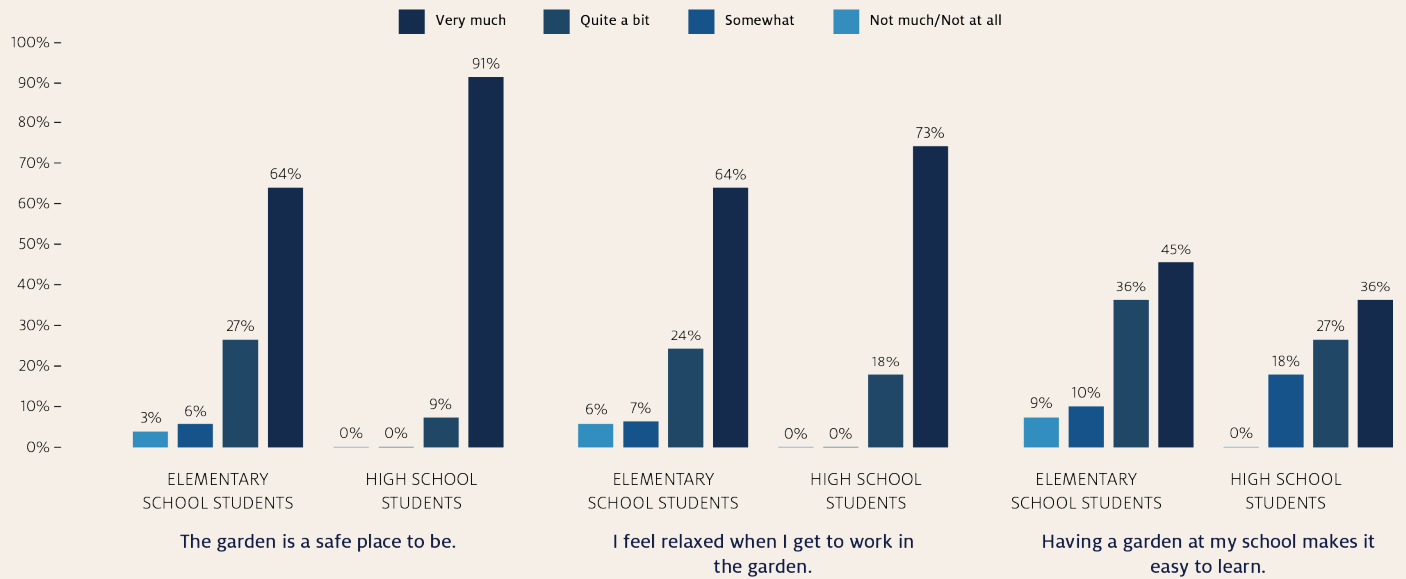


STUDENTS REPORT THAT THE SCHOOL GARDEN INCREASED THEIR AWARENESS AND APPRECIATION FOR EARTH'S PROCESSES AND SOCIAL AND ENVIRONMENTAL JUSTICE.



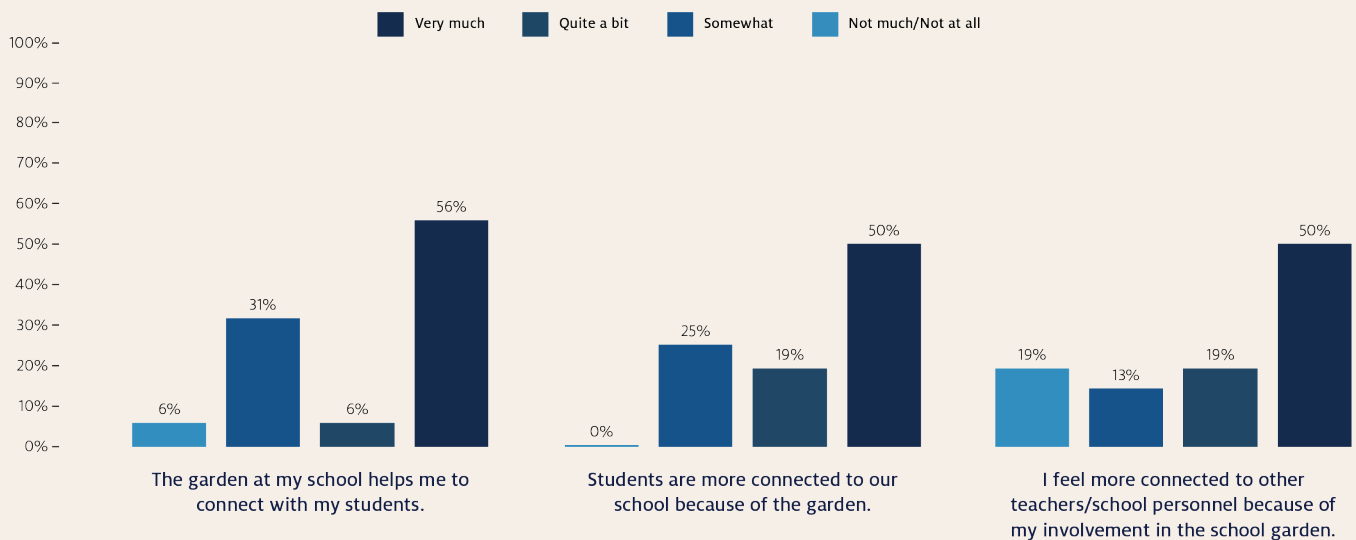
In a period where 17% of the US youth population is obese, TUSD school children report that the school gardens have helped them to recognize healthy foods.

STUDENTS REPORT THAT THE SCHOOL GARDEN HAD A POSITIVE IMPACT ON THEIR EMOTIONAL WELL-BEING.

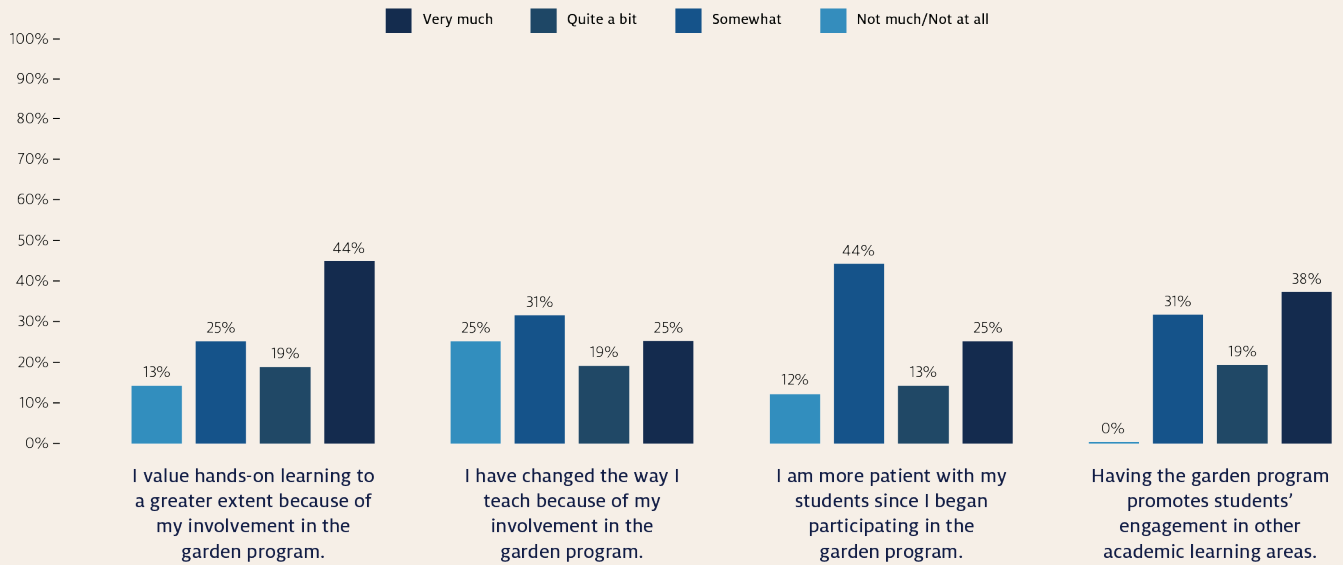


K-12 TEACHERS

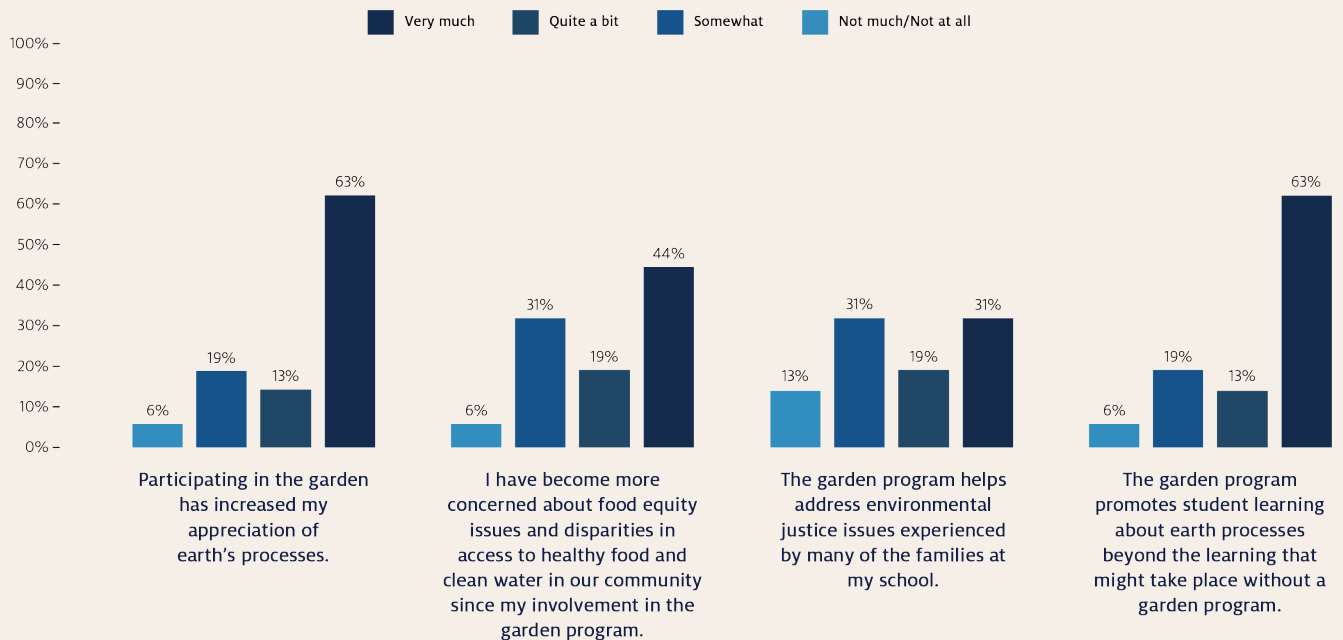
TEACHERS BELIEVE THAT CSGP INCREASED SCHOOL AND STUDENT CONNECTEDNESS.



TEACHERS REPORT EDUCATION-RELATED GAINS AS A RESULT OF CSGP.

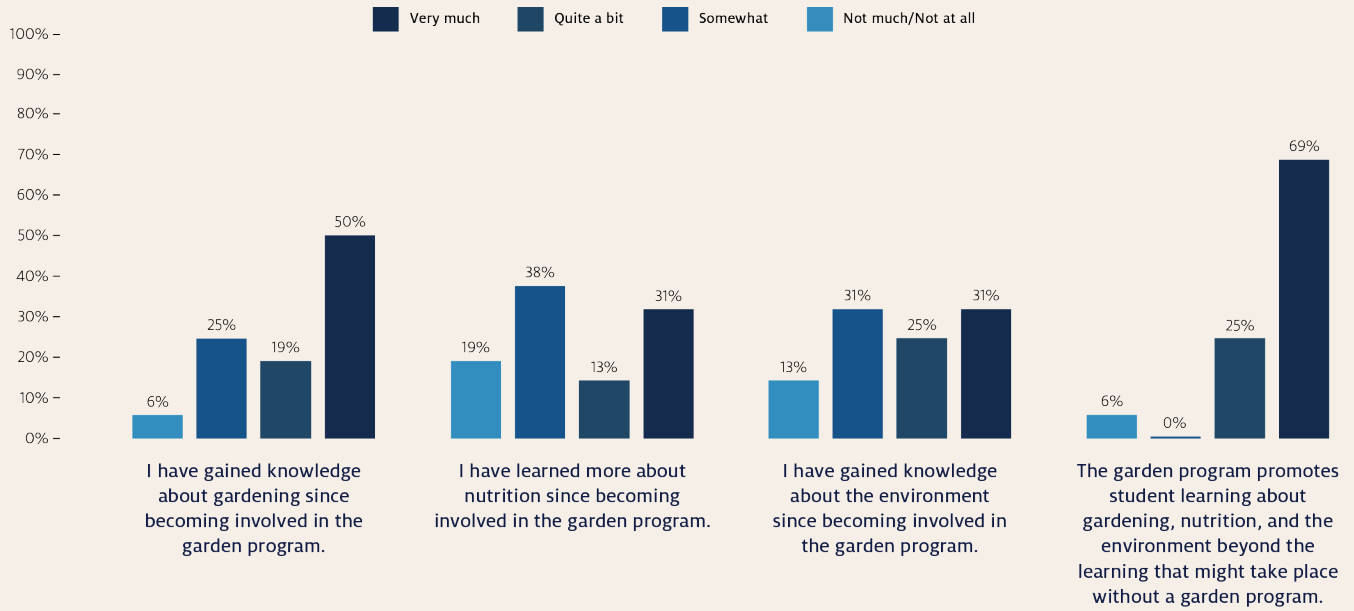


TEACHERS BELIEVE CSGP INCREASED THEIR APPRECIATION FOR EARTH'S PROCESSES AND SOCIAL AND ENVIRONMENTAL JUSTICE.

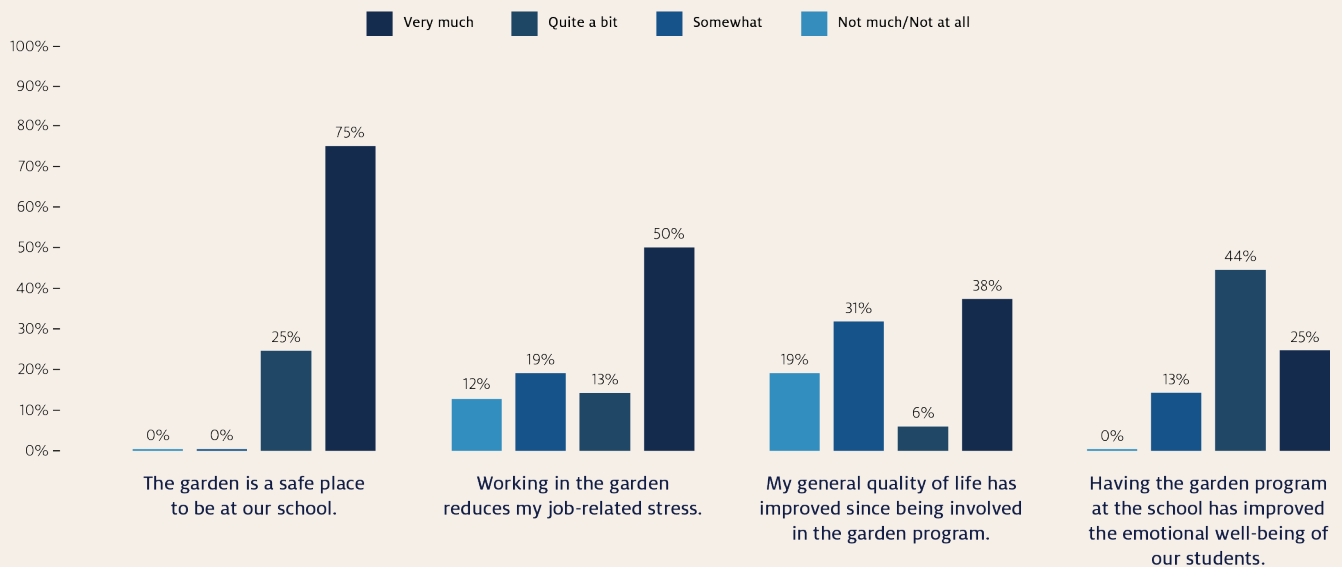


In a world facing significant environmental challenges 63% of teachers observed that the CSGP has increased their appreciation of the environment.

TEACHERS BELIEVE CSGP HELPED THEM AND THEIR STUDENTS GAIN KNOWLEDGE OF GARDENING, NUTRITION AND THE ENVIRONMENT.



TEACHERS REPORT THAT THE SCHOOL GARDEN HAD A POSITIVE IMPACT ON THEIR AND THEIR STUDENTS' EMOTIONAL WELL-BEING.

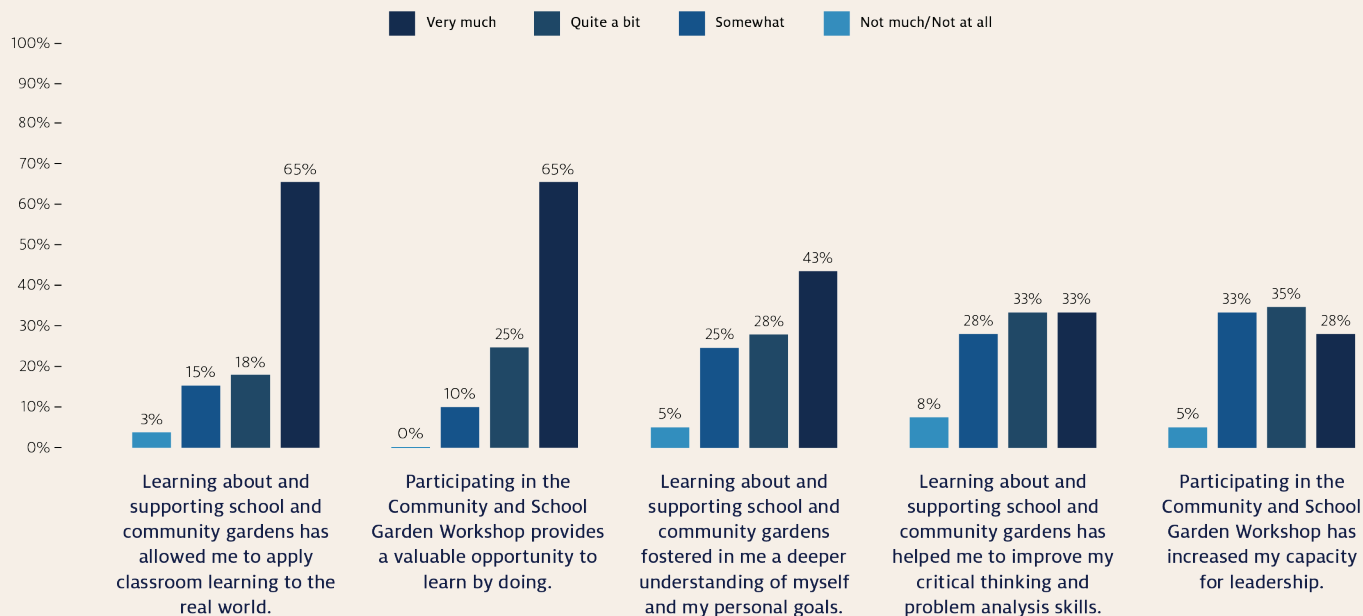


With research showing that a sense of emotional stability is key to academic success, 69% of teachers agree that the CSGP has improved their students emotional well-being.

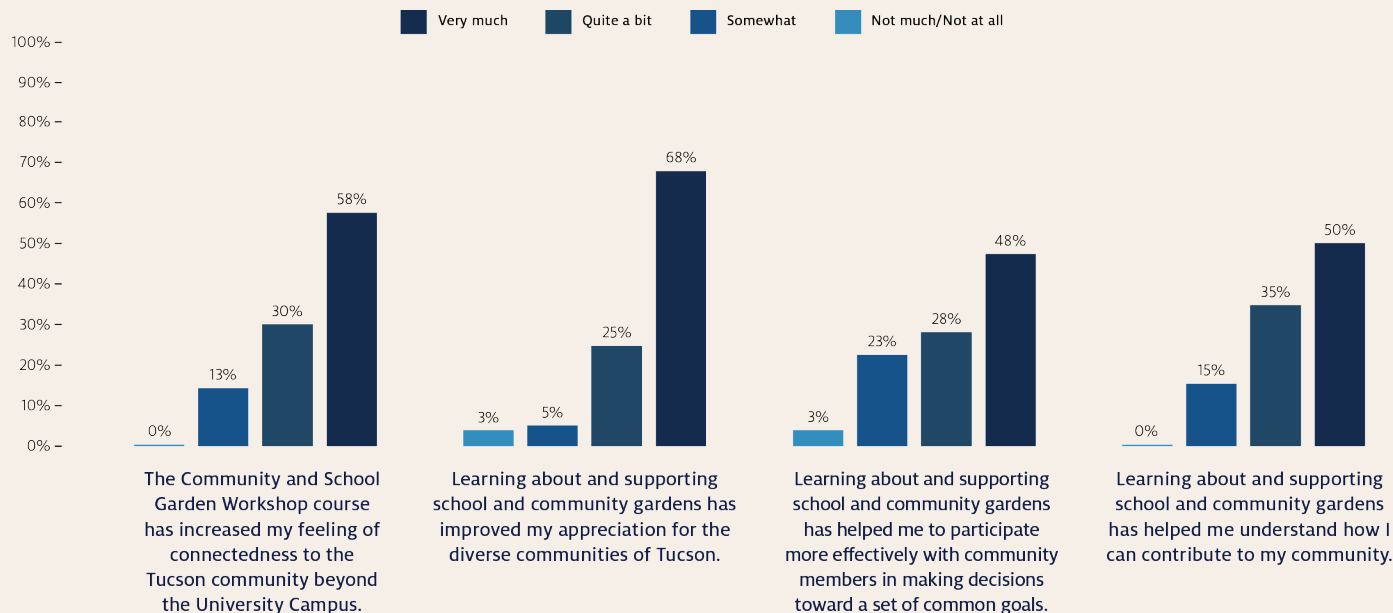
UA CSGP STUDENT INTERNS



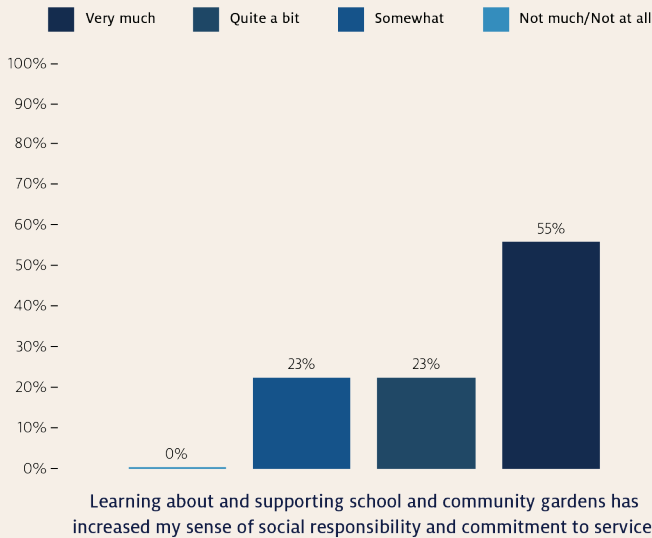
UA CSGP STUDENT INTERNS REPORT EDUCATION-RELATED GAINS AS A RESULT OF THE COMMUNITY AND SCHOOL GARDEN WORKSHOP COURSE.



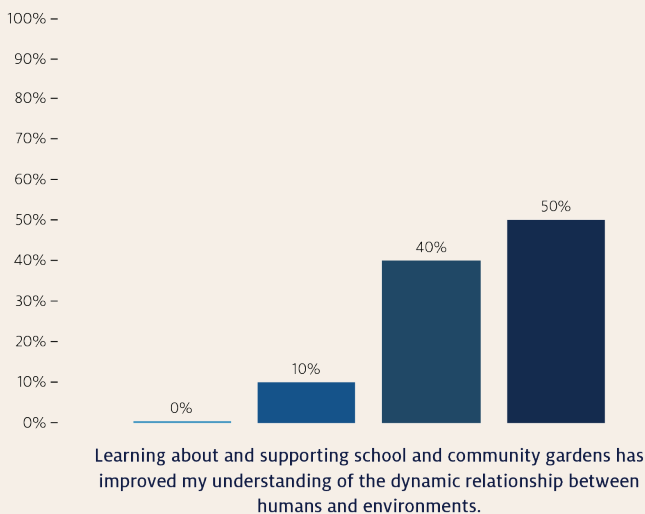
UA CSGP STUDENT INTERNS REPORT THAT THE COMMUNITY AND SCHOOL GARDEN WORKSHOP COURSE INCREASED THEIR COMMUNITY CONNECTEDNESS.



SOCIAL RESPONSIBILITY



ENVIRONMENTAL KNOWLEDGE



CONCLUSION

Overall, the majority of K-12 students, K-12 teachers, and UA student interns involved with the CSGP had favorable experiences with and were positively affected by CSGP in every domain assessed. For the full report, contact CSGP Director Sallie Marston at marston@email.arizona.edu.

Special Thanks to:

UA College of Science
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Tucson Unified School District

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