

THE UNIVERSITY OF ARIZONA COMMUNITY AND SCHOOL GARDEN PROGRAM

Executive Summary of Evaluation Findings Spring 2017





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.

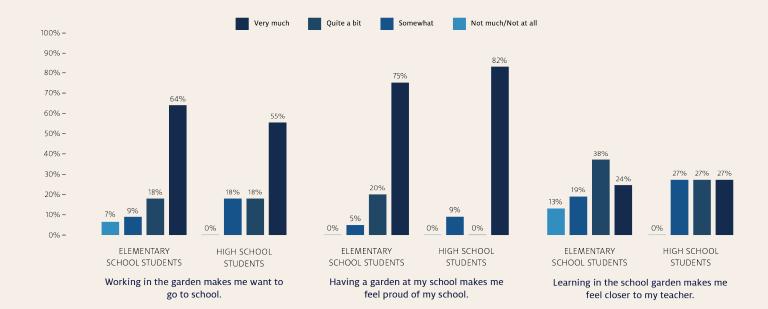
Evaluation by:



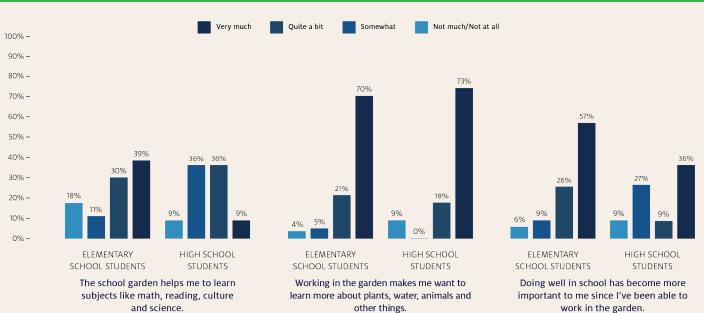




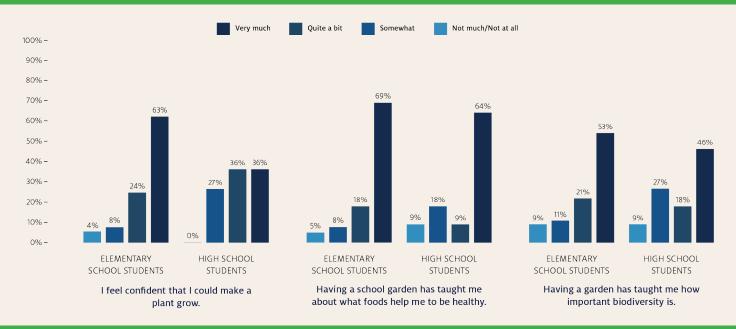
STUDENTS BELIEVE THE GARDEN INCREASED THEIR CONNECTEDNESS TO THEIR SCHOOL.



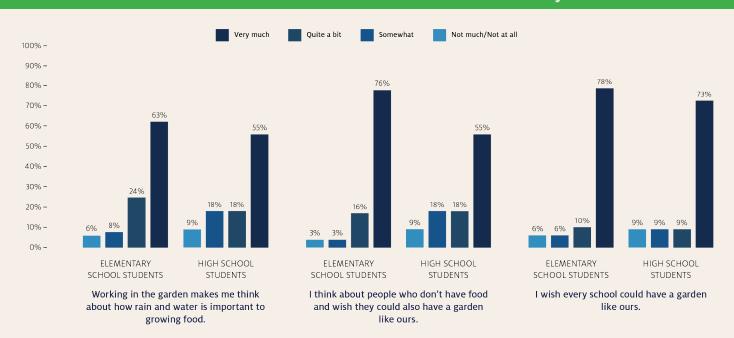
STUDENTS REPORT EDUCATION-RELATED GAINS AS A RESULT OF CSGP.



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

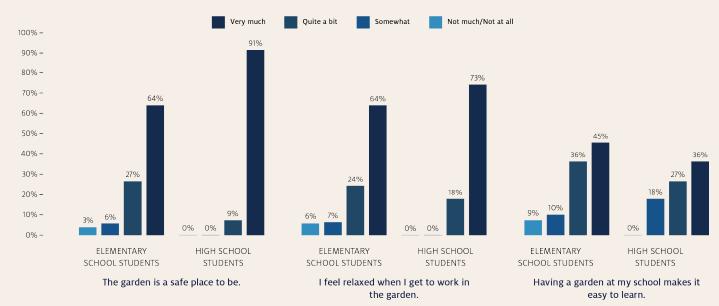


STUDENTS REPORT THAT THE SCHOOL GARDEN INCREASED THEIR AWARENESS AND APPRECIATION FOR EARTH'S PROCESSES AND SOCIAL AND ENVIRONMENTAL JUSTICE.



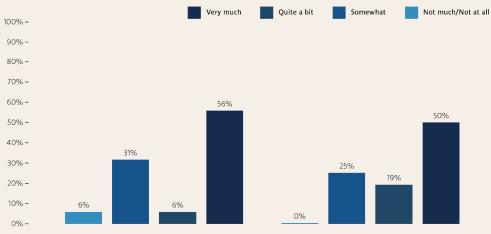
In a period where 17% of the US youth population is obese, TUSD school children report that the school gardens have helped them to recognize healthy foods.

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



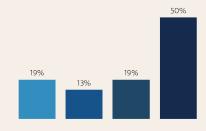


TEACHERS BELIEVE THAT CSGP INCREASED SCHOOL AND STUDENT CONNECTEDNESS.



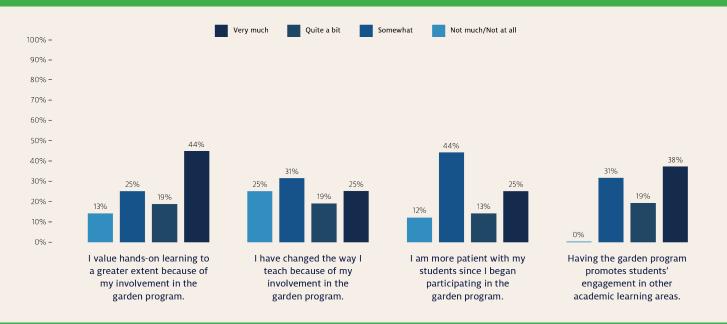
The garden at my school helps me to connect with my students.

Students are more connected to our school because of the garden.

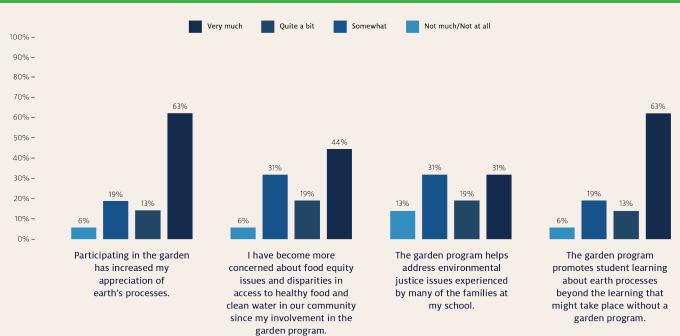


I feel more connected to other teachers/school personnel because of my involvement in the school garden.

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

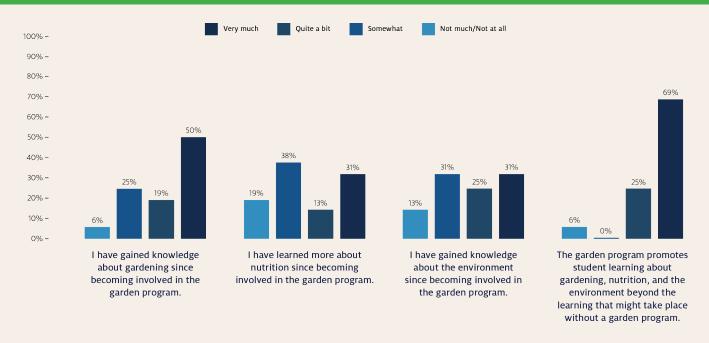


TEACHERS BELIEVE CSGP INCREASED THEIR APPRECIATION FOR EARTH'S PROCESSES AND SOCIAL AND ENVIRONMENTAL JUSTICE.

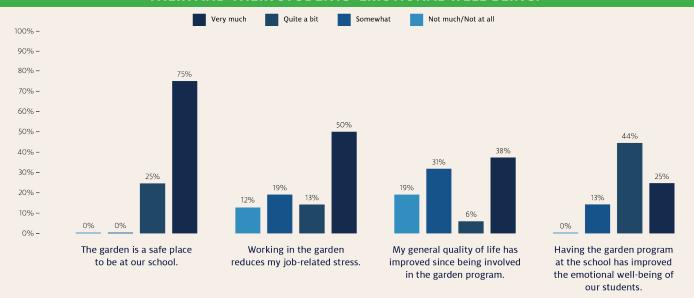




TEACHERS BELIEVE CSGP HELPED THEM AND THEIR STUDENTS GAIN KNOWLEDGE OF GARDENING, NUTRITION AND THE ENVIRONMENT.



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



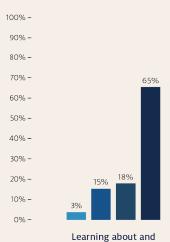


With research showing that a sense of emotional stability is key to academic success, 69% of teachers agree that the CSGP has improved their students emotional well-being.

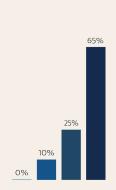


UA CSGP STUDENT INTERNS REPORT EDUCATION-RELATED GAINS AS A RESULT OF THE COMMUNITY AND SCHOOL GARDEN WORKSHOP COURSE.

Quite a bit



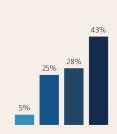
Learning about and supporting school and community gardens has allowed me to apply classroom learning to the real world.



Very much

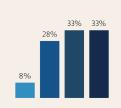
Participating in the Community and School Garden Workshop provides a valuable opportunity to learn by doing.

Very much



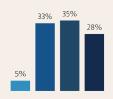
Somewhat

Learning about and supporting school and community gardens fostered in me a deeper understanding of myself and my personal goals.



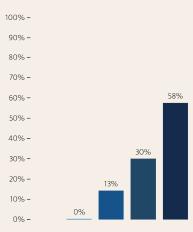
Not much/Not at all

Learning about and supporting school and community gardens has helped me to improve my critical thinking and problem analysis skills.

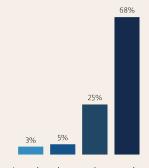


Participating in the Community and School Garden Workshop has increased my capacity for leadership.

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

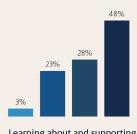


The Community and School Garden Workshop course has increased my feeling of connectedness to the Tucson community beyond the University Campus.



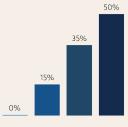
Quite a bit

Learning about and supporting school and community gardens has improved my appreciation for the diverse communities of Tucson.



Not much/Not at all

Learning about and supporting school and community gardens has helped me to participate more effectively with community members in making decisions toward a set of common goals.

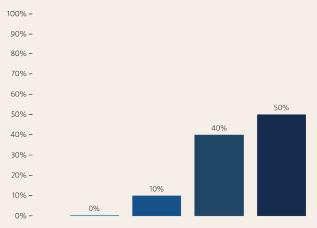


Learning about and supporting school and community gardens has helped me understand how I can contribute to my community.

SOCIAL RESPONSIBILITY Very much Not much/Not at all 100% -90% -80% -70% -60% -55% 50% -40% -30% -23% 23% 20% -10% -0% -Learning about and supporting school and community gardens has

Learning about and supporting school and community gardens has increased my sense of social responsibility and commitment to service.

ENVIRONMENTAL KNOWLEDGE



Learning about and supporting school and community gardens has improved my understanding of the dynamic relationship between humans and environments.



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:

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Tucson Unified School District

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