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.
STUDENTS BELIEVE THE GARDEN INCREASED THEIR CONNECTEDNESS TO THEIR SCHOOL.

- Working in the garden makes me want to go to school.
- Having a garden at my school makes me feel proud of my school.
- Learning in the school garden makes me feel closer to my teacher.

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

- The school garden helps me to learn subjects like math, reading, culture, and science.
- Working in the garden makes me want to learn more about plants, water, animals and other things.
- Doing well in school has become more important to me since I’ve been able to work in the garden.
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.

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.

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very much</th>
<th>Quite a bit</th>
<th>Somewhat</th>
<th>Not much/Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning about and supporting school and community gardens has allowed me to apply classroom learning to the real world.</td>
<td>8%</td>
<td>15%</td>
<td>18%</td>
<td>65%</td>
</tr>
<tr>
<td>Participating in the Community and School Garden Workshop provides a valuable opportunity to learn by doing.</td>
<td>0%</td>
<td>25%</td>
<td>25%</td>
<td>10%</td>
</tr>
<tr>
<td>Learning about and supporting school and community gardens fostered in me a deeper understanding of myself and my personal goals.</td>
<td>5%</td>
<td>25%</td>
<td>38%</td>
<td>43%</td>
</tr>
<tr>
<td>Learning about and supporting school and community gardens has helped me to improve my critical thinking and problem analysis skills.</td>
<td>8%</td>
<td>28%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>Participating in the Community and School Garden Workshop has increased my capacity for leadership.</td>
<td>33%</td>
<td>40%</td>
<td>28%</td>
<td>5%</td>
</tr>
</tbody>
</table>

# UA CSGP Student Interns Report That the Community and School Garden Workshop Course Increased Their Community Connectedness

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very much</th>
<th>Quite a bit</th>
<th>Somewhat</th>
<th>Not much/Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Community and School Garden Workshop course has increased my feeling of connectedness to the Tucson community beyond the University Campus.</td>
<td>0%</td>
<td>10%</td>
<td>20%</td>
<td>78%</td>
</tr>
<tr>
<td>Learning about and supporting school and community gardens has improved my appreciation for the diverse communities of Tucson.</td>
<td>8%</td>
<td>25%</td>
<td>32%</td>
<td>35%</td>
</tr>
<tr>
<td>Learning about and supporting school and community gardens has helped me participate more effectively with community members in making decisions toward a set of common goals.</td>
<td>22%</td>
<td>28%</td>
<td>48%</td>
<td>12%</td>
</tr>
<tr>
<td>Learning about and supporting school and community gardens has helped me understand how I can contribute to my community.</td>
<td>0%</td>
<td>5%</td>
<td>10%</td>
<td>85%</td>
</tr>
</tbody>
</table>
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.

CONCLUSION

Special Thanks to:
UA College of Science
UA Graduate College
Agnese Nelms Haury Program in Environment and Social Justice
Tucson Unified School District

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