

Evaluation Period 4/ Year 1 Progress Report

**for the Healthy Foods for Denver Kids Initiative Grant to
Sisters of Color United for Education (HFDK Park Hill)**

Submitted on behalf of

Sisters of Color United for Education

partnering with the Consumption Literacy Project

Submitted by

PencilDown LLC

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Contact Information

Chris Renda, Ph.D.

Managing Director

DrCar@techbizco.com

Phone: 303 204 4137



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Evaluation Period 3 Progress Report
(May - July - April, 2022)
for the Healthy Foods for Denver Kids Initiative Grant to
Sisters of Color United for Education (HFDK Park Hill)

Report Overview

This report presents information on evaluation activities conducted by Chris Renda, PhD of PencilDown LLC working with Consumption Literacy Project (CLP) on the HFDK Park Hill Grant awarded to Sisters of Color United for Education (SOCUE) during Period 4 from May through July 2022. This report also discusses Year 1 outcomes. The report discusses quantitative metrics and qualitative data collected, presents results and findings, and provides formative recommendations for the project going forward.

Evaluation Activities

Table 1 offers a summary of the evaluation efforts that were conducted during the period from May through July 2022.

Table 1. HFDK Park Hill Grant – Period 3 Evaluation Activities

| Category | Activities | Status |
|---|---|--------------------------------------|
| Phase 1: Planning | | |
| Methods | Spring 2022 Garden Participation Survey was translated into Spanish | See Appendix A |
| Phase 2: Implementation | | |
| Data collection | <ul style="list-style-type: none"> Spring Survey was administered in May with 13 participants responding and in July (in English and Spanish) with 23 participants responding. The Garden Participant structured Interview Protocol, piloted during Period 3 was transcribed for analysis Observational Feedback was obtained from the project lead, Dr. Luce. | Conducted during Period 4 |
| Phase 3: Preliminary data analysis and interim reporting | | |
| Analysis | <ul style="list-style-type: none"> Quantitative metrics for Period 4 were reported Analysis of Spring 2022 Garden Participation Survey data was conducted Report for Period 4 was delivered | August 1-15, 2022 |
| Reporting | | August 1-15, 2022 August 15, 2022 |

Primary Evaluation Questions

During the course of this evaluation PencilDown is using a mixed-methods approach to address three primary evaluation questions which were developed collaboratively with Dr. Luce of CLP:

To what extent do

1. youth of color participating in the program realize an increase in a sense of self-reflection and cultural integration?
2. participating youth realize an increase in student knowledge of composting and growing food ?
3. participating youth realize their connection to the Land in an urban space?

Quantitative Output Metrics

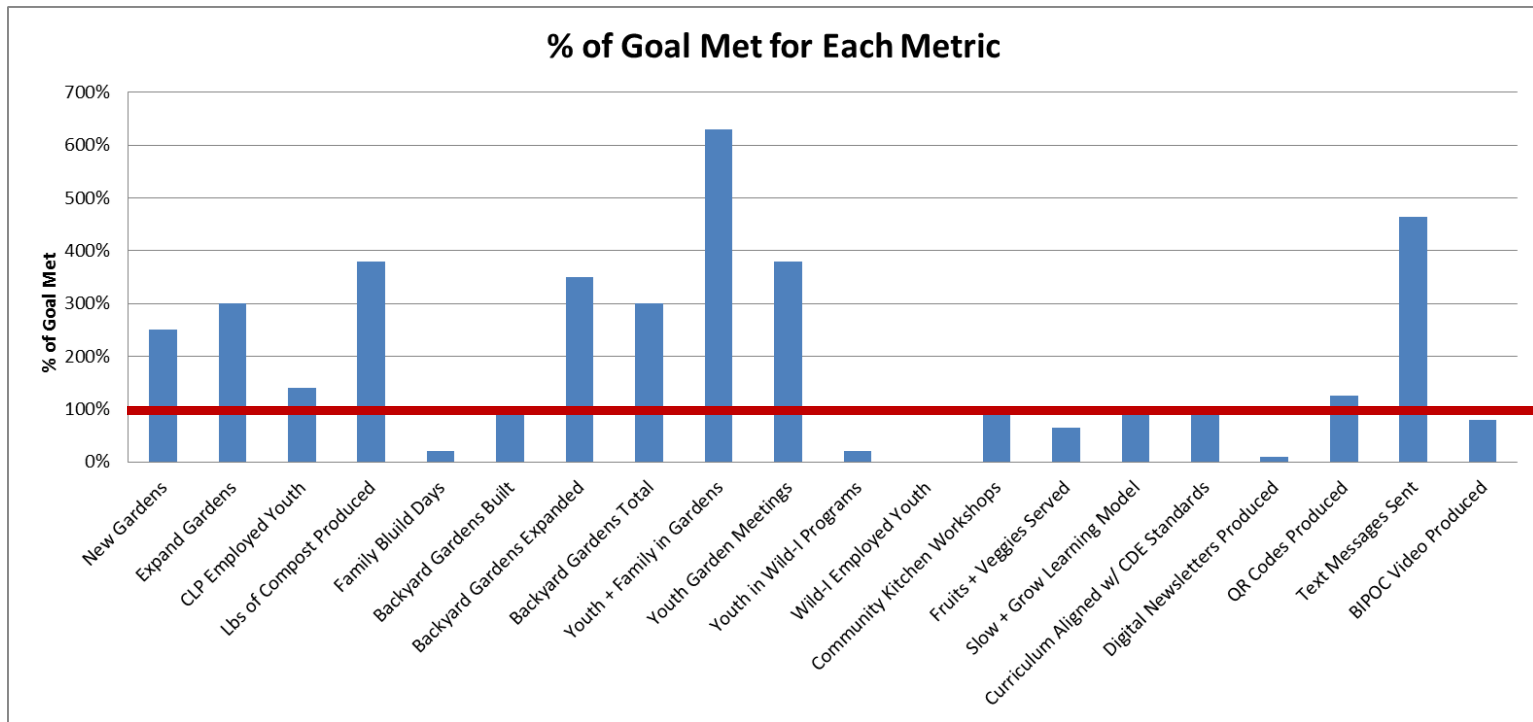
Table 2 provides a summary of required quantitative metrics for each month in Period 4 of the project; Periods 4, 3, 2, 1 totals; Year 1 totals; and Year 1 targets for this project. Figure 1 depicts the percentage met of targeted goals for each quantitative metric for Year 1 of this Grant. In addition explanatory notes for each metric are provided below.

Table 2. Quantitative Output Metrics for Period 4

| Metric # | Measured Activity | May 2022 | June 2022 | July 2022 | Period 4 Total | Period 3 Total | Period 2 Total | Period 1 Total | Year 1 Totals | Year 1 Targets | % of Target Met | |
|----------|---|----------------|--------------------|---------------------------|----------------|----------------|----------------|----------------|---------------|----------------|-----------------|------|
| 1. | Establish new community gardens (progress to date) | .5 .5 .5 | .6 .7 1 DMLK | 1 ALHS 3 PH | 5 | .4 .3 | .2 | .2 | 5 | 2 | 250% | |
| | Expand existing community gardens-DMLK, Spiral, SCMUF | | | 6 DMLK+ Spiral 4 BG | | 3 | 2 | 0 | 6 | 2 | 300% | |
| 2. | Youth are employed by CLP with SOCUE Park Hill \$ | New | 1 | 0 | 0 | 1 | 8 | 5 | 0 | 14 | 10 | 140% |
| | | Returning | 10 | 3 | 3 | | 9 | 0 | 0 | 10 | | |
| 3. | Compost is produced | 600 lbs | 600 lbs | 600 lbs | | 100 lb | 5 | 0 | 1900 lb | 500 lbs | 380% | |
| 4. | Family build days will be hosted | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 3 | 14 | 21% | |
| 5. | Back yard gardens will be | Built | 1→ | 1→ | 1→ | 1 | 1 | 1 | 0 | 1 | 1 | 100% |
| | | Expanded | 4→ | 4→ | 14→ | 14 | 4 | 4 | 1 | 14 | 4 | 350% |
| | | Total | 5→ | 5→ | 5→ | 15 | 5 | 5 | 1 | 15 | 5 | 300% |
| 6. | Youth and their families participate in community gardening | New | 26→ | 56→+3 | 95→ | 95 | 23 | 8 | 0 | 126 | 20 | 630% |
| | | Returning | 20 | 20 | 20 | 20 | 20 | 0 | 6 | 20 | | |
| 7. | Youth garden meetings will be held | 12 | 12 | 13 | 37 | 8 | 11 | 2 | 58 | 12 | 380% | |
| 8. | Youth are engaged in WILD-I programming | 7 | 7 | 11 | 25 | 0 | 0 | 0 | 25 | 25 | 21% | |
| 9. | Youth are employed through the WILD-I program | New | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Returning | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 10. | Community kitchen workshops are conducted | 1 | 1 | 1 | 3 | 0 | 0 | 1 | 4 | 4 | 100% | |
| 11. | Vegetables and fruits are served to youth | ~20 lbs | ~20 lbs | ~100 lbs | ~140 lbs | ~28 lbs | ~28 lbs | ~65 lbs | ~261 lbs | 400 lbs | 65% | |

| | | | | | | | | | | | |
|----------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------------------|----------------|-----------------|
| 12. | Slow & grow method of learning model is created | 80% | 90% | 100% | | 60% | 50% | 20% | 100% | 100% | 100% |
| 13. | Curriculum is aligned with CDE standards | 80% | 90% | 100% | 100% | 60% | 50% | 0 | 100% | 100% | 100% |
| 14. | Digital newsletters are produced | 0 | 0 | 0 | 0 | .2 | 0 | 0 | .2 | 2 | 10% |
| 15. | QR codes are produced | 0 | 0 | 2 | 2 | 4 | 4 | 0 | 10 | 8 | 125% |
| 16. | Text messaging campaigns/events are produced | 1 campaign/ 12 events | 1 campaign/ 12 events | 1 campaign/ 12 events | 1 campaign/ 36 events | 1 campaign/ 14 events | 1 campaign/ 13 events | 1 campaign/ 13 events | 1 campaign/ 74 events | 16 | 463% |
| 17. | An educational video is created by BIPOC community authors on growing and preparing food from the garden | .6 | .7 | .8 | .8 | .5 | .5 | 0 | .8 | 1 | 80% |
| Metric # | Measured Activity | May 2022 | June 2022 | July 2022 | Period 4 Total | Period 3 Total | Period 2 Total | Period 1 Total | Year 1 Totals | Year 1 Targets | % of Target Met |

Figure 1. Percent of Goal Met for Each Quantitative Metric for Year 1 of this Grant



Gardening Activities (Metrics 1-7)

- A total of 14 youth (140% of target) were employed by CLP during the first year of the grant. They participated in lessons on compost and continued piloting of lessons for the new curriculum in the Spiral Garden.
 - During Period 4, 10 returning youth were employed during May. This number was reduced to 3 during June because of funding constraints. The 3 youth were retained during July through alternative funding through another grant. Youth interest remains high and additional funding would foster future employment of more youth.
- A whopping 1900 (380% of target) pounds of compost was produced over the course of Period 4, largely driven by the contribution of used coffee grounds from local partners.
- One family build-day was conducted Period 4. Overwhelming youth interest and unprompted contributions of 95 family members, community, and volunteers in the community gardens spontaneously took the place of formal build-days.
- During the first year, 15 (300% of target) backyard gardens were built and/or expanded.
- Thirty-seven (37) garden meetings were held during May, June, and July – bringing the total to 58 (380% of target) meetings over the course of the year. Warm weather and overwhelming youth interest drove the accelerated meeting schedule
- Park Hill (PH) - 3 new gardens were established
- Abraham Lincoln High School (ALHS) - 1 new garden was established
- Spiral Garden was expanded. Dr Luce reports:
 1. The spiral garden is supporting pollinator plants, herbs (culinary/medicinal), veggies, and fruit.
 2. We have been planting since May and even just popped the last bit of a large plant donation the third week of July.
 3. Our mounds/ollars are supporting a watering of 1-2 or 2-3 times a week with July temperatures nearing 100 many of the days.
 4. They have been harvesting edible flowers, kale, swiss chard, peppers, tomatoes, basil, mint, chamomile, calendula, lettuce, spinach, lemon balm, chives, sage, parsley, dill from the gardens
- DMLK will have to be moved due to construction needs. Dr Luce reports:
 1. A new temporary garden space was created with materials paid for through this funding as well as an additional mini grant.
 2. Development of a proposal for a new garden site has now been handed to the youth council at DMLK to work with the construction of the new site.
 3. CLP is supporting the transplanting of the DMLK garden to partner gardens (strawberries and chives) and in the May-July time period a group of people came together to finish moving the fruit trees, herbs, and grapevine. We harvested garlic, chamomile, mint, lemon balm, lettuce, spinach, cucumbers, and sage from the old and temporary gardens this summer!

WILD-I (Metrics 8-9)

- During Period 4, 25 youth were engaged in WILD-I/CLP collaborative programming. CLP and WILD-I collaborated to expand the garden curriculum (Outdoor Lab Field Study: Soil Through Time) by providing a family style excursion to explore the soil in the Denver area and learn how

geology and time shapes the make-up of our soil. We have been discussing the complexity of soil and how the rocks parts offer minerals that are necessary to growing. Study of Soil has opened up a new level of understanding of its complexity and its importance to participants as a community of growers.

- Translation of the curriculum into Spanish is underway and is being funded by HFDK MOC.
- WILD-I was not permitted to employ youth as planned because they are not located in Denver and grant funds could not be used outside of Denver.

Food Workshops and Food Distribution (Metrics 10-11)

- A total of 4 (100% of target) community workshops were held during the first year. One community workshop was conducted during Period 4. It addressed: Garlic scape harvesting, garlic harvesting, garlic curing and storage, fresh garlic food prep, harvest and food prep of kale and chard and herbs, how to make & utilize olla's.
- During the first year, CLP estimates that 260 lbs (65% of target) of fresh veggies and fruits were served to participants. The project has not yet reached full harvest season, so the harvested foods included leafy greens, onion, and herbs. Snacks were supplemented with food from the grocery and were limited by funding constraints. CLP expects that during the Period 1 of Year 2 of the grant, the amount of produce harvested (during the harvest season) and made available to participants will increase.
- CLP estimates that a total of 240 healthy snacks/light meals were distributed during Period 4 at the gardens and during the July Dinosaur Ridge Soil Studies field trip for an estimated total of 140 lbs of healthy food, with 60% being fruits and veggies.
 - May 2022: Number of youth total = 100 (~20 lbs of healthy food at the gardens)
 - June 2022: Number of youth total = 100 (~20 lbs lbs of healthy food at the gardens)
 - July 2022: Number of youth total = 100 (~100 lbs of healthy food at the gardens and on field trip)

Curriculum Development (Metrics 12-13)

The curricula are 100% complete and have been aligned with CDE standards. The related goals have been met for the year.

- The Family Adventure (field trip) Curriculum was created and piloted in July.
- Translation of Curriculum into Spanish is underway (funded by HFDK/MOC)
- The curriculum is being piloted at the Spiral.

Electronic Media (Metrics 14-17)

Text Messages

The Spiral Garden Monday Update Text Message campaign was continued, resulting in 36 text message events during the Period 4 and 74 text message events (463% of target) during the Year 1. Text messaging remains a vital tool to broadcast meeting information and to boost attendance.

Electronic Newsletters

CLP has been preparing to launch their monthly Garden Love Newsletter and will be using this data to create an annual scorecard of CLP's work in the world to share with the public and on social media. The facilitating software has been funded by HFDK MOC and HFDK SOCUE jointly.

Educational Programming/Informational Video

Through a YVP Grant from the Office of Children’s Affairs (OCA), CLP has been funded to carry out production of a research documentary on the impact of community gardens on BIPOC community members. The OCA has funded CLP to partner with a Community Advisor Dr. Marty Otanez from UCD to teach youth how to capture video. The kids from this HFDK grant have been able to join in for training on making the educational videos. Video footage has been captured (80% toward goal of completion) and editing is planned for the fall.

Qualitative Data Collection, Analysis, and Findings

Food sovereignty is so much more than producing pounds of food. It is the knowledge and the intention of growing in ways that help us live better with the natural cycles we are a part of— most importantly in urban, paved, hot environments.

- Austine Luce, PhD

Table 3 shows a summary of the types of qualitative data that were collected during Period 4. An initial data analysis of available data was conducted by PencilDown.

Table 3. Qualitative Data Collection Efforts for Period 4

| Metric # | Measured Activity | Period 4 Total | Instruments |
|-----------------|--|-----------------------|--------------------|
| 18. | Metrics collected regarding Interim Outcome 1: Youth of color participating in the program will realize an increase in a sense of self-reflection and cultural integration | 1 | Pre Surveys* |
| | | 0 | Post Surveys |
| | | 1 | Interviews |
| | | Yes | Observations |
| 19. | Metrics collected regarding Interim Outcome 2: Participating youth will realize an increase in student knowledge of composting and growing food | 1 | Pre Surveys* |
| | | 0 | Post Surveys |
| | | 1 | Interviews |
| | | Yes | Observations |
| 20. | Metrics collected regarding Interim Outcome3: Participating youth will develop/increase their awareness of their connection to the Land in an urban space | 1 | Pre Surveys* |
| | | 0 | Post Surveys |
| | | 1 | Interviews |
| | | Yes | Observations |

* Pre survey was administered May and July 2022

Qualitative Data Collection

Written observations, provided by Dr. Luce of CLP are provided below. One community educator was interviewed using the structured interview developed during Period 3. The interview was transcribed, during Period 4 and preliminary themes for future analysis were identified. During the Year 2, the community educator plans to conduct interviews with youth who visit the gardens, using the same structured interview template.

The Pre Season administration of the Spring 2022 Garden Participation Survey to additional participants was conducted during May 9 through May 13, 2022, after respondents had visited the CLP garden. The survey was completed by 13 respondents.

Project Lead Observations (provided by Dr. Luce)
Evidence of changes in self-reflection and cultural integration

Dr Luce reports: When asked why they came to the Spiral, why it was important to them one youth expressed the value of people getting to know each other

Evidence of changes in knowledge of composting and growing food

Dr Luce reports: Participants have been learning the 5 parts of compost in their work to see how composting is climate balance in action. There have been conversations about why fresh food is so delicious as well as nutritious and why it is so good for us as a result of being in the garden.

Evidence of changes in awareness of youths' connection to the Land in an urban space

Dr Luce Reports: Participants have been learning how carbon in the atmosphere is what trees and plants absorb and bring back to the soil - how community gardens are banking carbon in the ground. They have learned the ancient irrigation methods with olla's, how to make them, how to put them in the ground and water them-as well as why it is important to do this (makes our gardens an estimated 75-85% water efficient than sprinkler gardens). They have started the conversation about how the health of our soils is healthy for us, too.

When asked why they came to the Spiral, why it was important to them youth expressed the value of

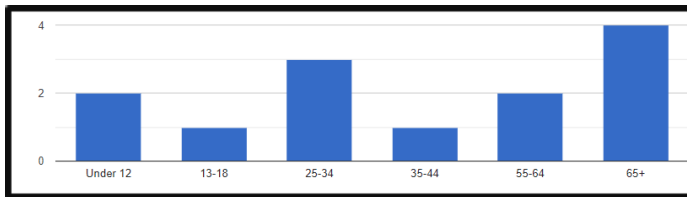
- building it [the garden]and putting the seed in the ground and
- caring for it till it grows food that we pick and eat.

Spring 2022 Garden Participation Survey (pre season) responses by question:

This survey was administered in English during May 2022 and July 2022. I was administered in Spanish during July 2022. Across all three surveys, there were 36 responses, from 30 unique responders. Of the 13 responders from May, 4 also responded to the July Survey in English and 1 also responded to the July Survey in Spanish. Data sets from survey responses are provided below.

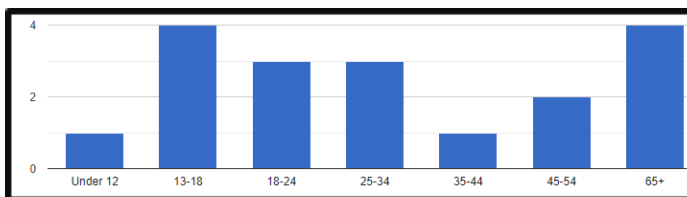
How many years young are you?

May 2022 Respondents



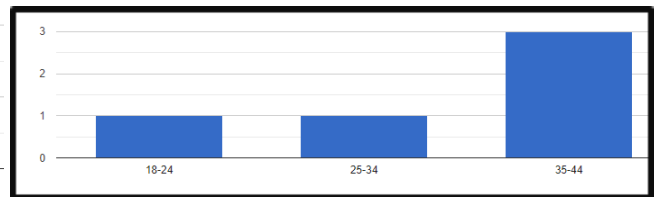
Ages ranged from Under 12 to 65+.

July 2022 English Speaking Respondents



Ages ranged from Under 12 to 65+.

July 2022 Spanish Speaking Respondents

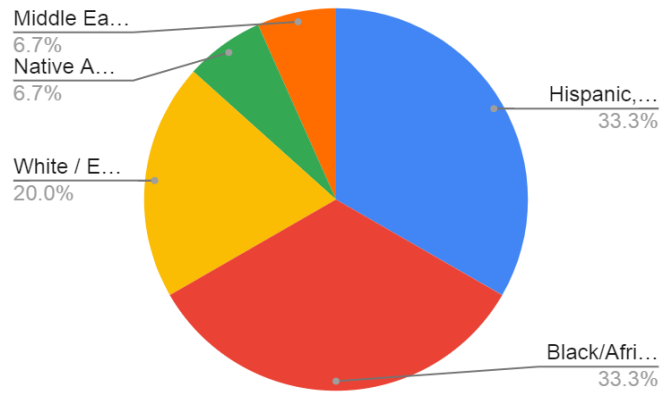


Ages ranged from 18 to 44.

How do you identify? Participants predominantly identified as members of traditionally underserved/marginalized communities.

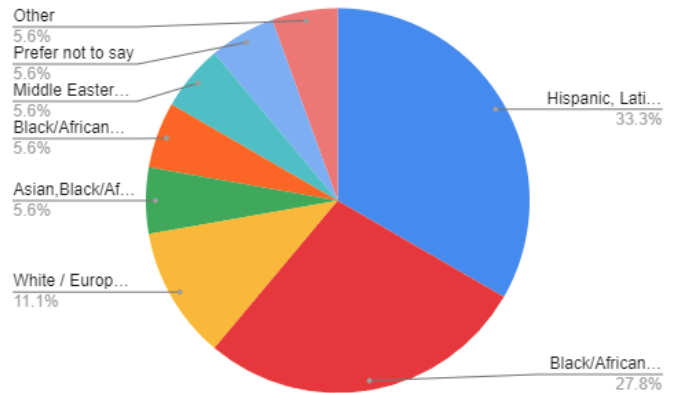
May 2022 Respondents

| | |
|---|---|
| Hispanic, Latinx/a/e/o, or Chicano/a | 5 |
| Black/African American | 5 |
| White / European American | 3 |
| Native American / Alaska Native | 1 |
| Middle Eastern / North African | 1 |
| Other | 0 |
| Asian | 0 |
| American / Pacific Islander / Native Hawaiian | 0 |



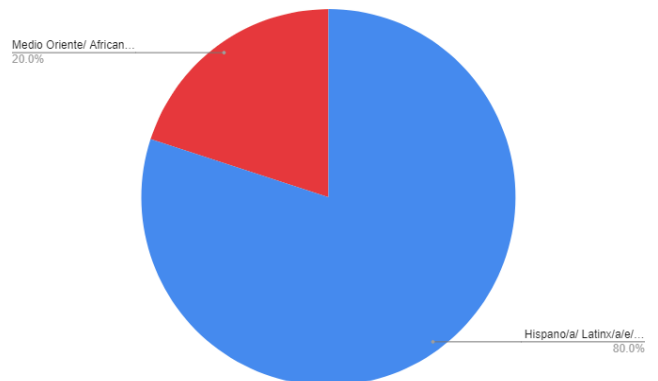
July 2022 English Speaking Respondents

| | |
|---|---|
| Hispanic, Latinx/a/e/o, or Chicano/a | 6 |
| Black/African American | 5 |
| White / European American | 2 |
| Asian, Black/African American | 1 |
| Black/African American, Native American/Alaska Native | 1 |
| Middle Eastern / North African | 1 |
| Prefer not to say | 1 |
| Other | 1 |
| American / Pacific Islander / Native Hawaiian | 0 |



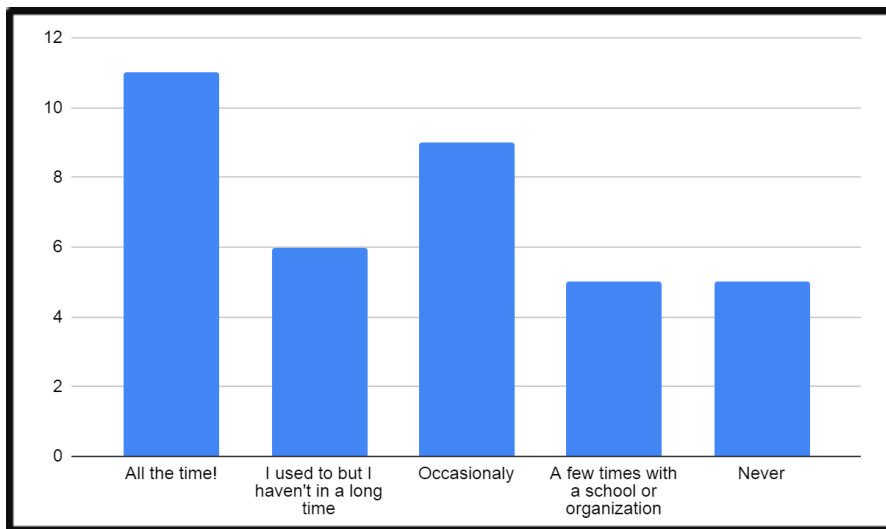
July 2022 Spanish Speaking Respondents

| | |
|---|---|
| Hispano/a/ Latinx/a/e/o Chicano | 4 |
| Medio Oriente/ Africano del Norte | 1 |
| Afroamericano/a | 0 |
| Asiático/a | 0 |
| Americano / Isleño del Pacífico / Hawaiano nativo | 0 |
| Blanco/ Americano Europeo | 0 |
| Nativo Americano/ Nativo de Alaska | 0 |
| Otro | 0 |
| Prefiero no decir | 0 |

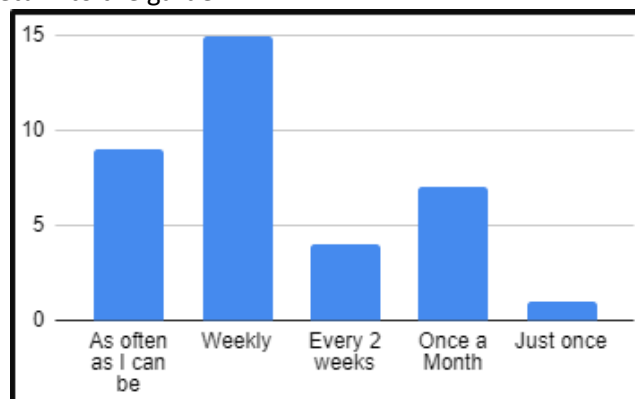


Highlights of Responses to Garden Related Multiple Choice Questions from All 3 Surveys

- First Time vs Returning Visitors
 - 16 - First Time
 - 20 - Returning
- What brought respondents to the gardens,
 - 15 - Friend
 - 5 - Environmental Learning for Kids
 - 3 - School/ My Child's School
 - 2 - Farmers Market of Montbello
 - 11 - Various Other Ways
- Gardening experience prior to coming to the CLP garden



- Believe composting influences community access to healthy food.
 - 36 - Yes
 - 0 - No
- Composted vs. Not Composted prior to Visiting the CLP garden
 - 21 - Had not composted before visiting
 - 15 - Had composted before visiting
- Plan to return to the garden



Summary of Responses to Garden Related Open Ended Questions

What do you hope to gain from the community garden space this season?

There were 29 total responses which expressed the following themes:

- Increased gardening knowledge (14)
- Social interaction, making friends, (7)
- Healthy, fresh food from the garden, choosing healthy food (4)
- Healthy activity /better mental health (2)
- Provide benefit to the community (2)
- Positive environmental impact, appreciate the environment (2)
- Successful garden (2)
- Get better at teaching/sharing knowledge (2)
- Appreciate the value of gardening (1)

For returning gardeners, what did you gain from being in the garden in the past?

There were 30 total responses which expressed the following themes:

- Information about composting/garden knowledge (18)
 - Compost
 - Water saving techniques (Ollas)
 - How to build a garden
 - How to care for plants
 - How to harvest plants
 - How to prepare plants for storage
 - How to teach others about gardening
- Value of community, friends (7)
- Connecting to the earth/concern for environment (4)
- Good for mental health (1)
- See the benefits of your labor (1)
- Community resources (1)

For returning gardeners, do you have suggestions for improvement?

There were 18 total responses which expressed the following themes:

- Better accommodations
 - bathrooms (3)
 - place to sit like benches (3) other than stumps
 - water (1)
- Get others involved (2)
- Vary activities (1)
- Spread more information about the garden (1)
- Keep learning [about what is needed] as we go
- Nothing - good as is (3)
- Love it...Beautiful space (5)

Pilot Interviews

One pilot interview was conducted with a youth (previously reported for Period 2) and a second interview was conducted with an adult during Period 3 and analyzed during Period 4. Initial emerging themes from both interviews are presented below in Table 4.

Table 4. Initial Themes and Subthemes Emerging from Two Pilot Interviews

| Theme # | Source | Theme | Sub Theme |
|---|--------|-------|---|
| Self Reflection and Cultural Integration | | | |
| 1 | Youth | | Feeling energized from being in the garden |
| | Adult | | Feeling: having fun in the garden (3) |
| | Adult | | Feeling: being in the garden is calming |
| Knowledge of Composting and Growing Food | | | |
| 2 | Youth | | A new experience of picking food and planting new food |
| | Adult | | Bringing new ways of gardening to augment old practices |
| 3 | Youth | | Connecting life [real life] to science [what was learned in the classroom] |
| | Adult | | Hands on experiences cement the learning |
| 4 | Youth | | Comparison between growing one's own food and buying it from the store |
| | Adult | | Even better from your own garden |
| 5 | Youth | | Garden as a place of learning |
| | Adult | | Experience new foods: |
| | Adult | | Methods of Gardening |
| 6 | Adult | | Garden as a place to reflect |
| Connection to the Land in an Urban Space | | | |
| 7 | Youth | | Garden as a place to connect to the earth (2) |
| | Adult | | Increased respect/appreciation for the earth (2) |
| 8 | Youth | | Sense of connection to ancient cultures [ollas] |
| | Adult | | Sense of connection to other cultures [Winter Solstice Celebration] |
| 9 | Adult | | Garden as a place of satisfaction in accomplishment |
| | Adult | | Sharing bounty with others |
| Community | | | |
| 10 | Youth | | Garden as a place to be social |
| 11 | Youth | | Garden as a shared experience |
| 12 | Youth | | Garden as a place to be creative [art] |
| | Adult | | Individual art contribution cements sense of place/connection to the garden |
| Environment | | | |
| 13 | Adult | | Realization of the impact on the earth: cost of production |
| 14 | Adult | | Motivation to improve the environment |
| | Adult | | Realization: Individual (small) efforts by many can result in a big change |
| | Adult | | Motivation to share gardening knowledge |

Table 4 continued

Participation Incentives

| | | |
|----|-------|---|
| 15 | Youth | Stipend provided incentive to come to the garden, engagement prompted return visits |
| | Adult | Employee benefits and salary would be welcomed |
| | Adult | Employee benefits and salary would allow greater engagement in the project |

Summary of Period 4/Year 1 Evaluation Findings

Findings for Reported Quantitative Metrics/Project Goals

The reported quantitative metrics show that CLP/SOCUE has met or exceeded Year 1 targets for:

- 250% - New Gardens
- 300% - Expanded Gardens
- 140% - CLP Employed Youth
- 380% - Pounds of Compost Produced
- 100% - Backyard Gardens Built
- 350% - Backyard Gardens Expanded
- 630% - Youth + Family Participation in Gardens
- 100% - Community Kitchen Workshops Held
- 125% - QR Codes Produced
- 463% - Text Messages Sent

These impressive results were fueled by overwhelming youth interest and spontaneous contributions of 95 family members, community, and volunteers in the community gardens and they were accomplished in spite of (or perhaps in community response to) the setbacks of 1) the unplanned reduction in the executive director's capacity to carry out the work and 2) having to relocate the DMLK garden because of new construction plans at the school. The number of Family Build Days technically fell short of the goal (3 conducted of 14 targeted), with that need arguably being served by the efforts arising from the high level of engagement of youth, family, and community seen during Period 4.

Curriculum Development

Period 4 of this project (spring into Summer 2022) saw a stepped-up level of effort in curriculum development and implementation through the collaborative efforts of WILD-I and CLP. The base curriculum is now 100% complete and CDE standards have been applied to the curriculum. The curriculum was piloted in the Spiral Garden. In addition, during July they introduced the excursion component of the garden curriculum (Outdoor Lab Field Study: Soil Through Time) where they explored the soil from the Denver area and looked at how geology and time shapes the make-up of our soil. Translation of the Curriculum into Spanish is underway (funded by AMOC),

Digital Media

Educational Programming/Informational Video

Video footage has been captured (80% toward goal of completion) and editing is planned for the fall. Through a YVP Grant from the Office of Children's Affairs (OCA), CLP has been funded to carry out production of a research documentary on the impact of community gardens on BIPOC community members.

Electronic Newsletters

CLP was waiting on software to facilitate newsletter distribution to be provided by SOCUE. Alternative funding for facilitating software has now been provided by HFDK MOC and HFDK SOCUE jointly. CLP has been preparing to launch their monthly Garden Love Newsletter and will be using this data to create an annual scorecard of CLP's work in the world to share with the public and on social media.

Findings for Qualitative Data

Collection of Qualitative Data which serves as the foundation for answering the primary evaluation questions planned for this project has been hindered by a lack of adequate resources during Year 1. The Pre-post garden surveys in English and Spanish and the Semi-structured interview protocol have been developed and piloted. It is anticipated that additional resources planned for Year 2 data collection and analysis for this project should yield informative qualitative data which can help to answer the evaluation questions.

Project Lead Observations

Reported observations from Dr. Luce indicate participants are moving toward an increased sense of self-reflection and an increased level of student knowledge of composting and growing food. They are beginning to express their connection to the land in an urban space. It is hoped that unstructured interviews with youth during Year 2 will provide more substantial evidence of growth in key areas.

Spring 2022 Garden Participation Survey (pre season)

The pre-season survey was piloted in May (in English) and in July (in English and Spanish). The respondents were skewed toward the adult population. Of the 30 unique respondents, 8 (27%) were youth (ages 18 and under). However, respondents of all ages expressed a sense of value for fresh food and healthy lives, an appreciation for the sense of community that the gardens afford, and a growth in knowledge about composting and gardening. Concern for the environment also began to emerge as a theme.

The emerging themes presented earlier in this report (section entitled Summary of Responses to Garden Related Open Ended Questions) should serve as a good basis for categorizing and comparing themes present in future pre-season as well as post-season administrations of the survey.

Spring 2022 Pilot Interviews

The semi-structured interview protocol, developed during Period 2, was piloted with a youth during Period 2 and with an adult during Period 4. High level emerging themes from the two interviews for both the youth and adult presented in Table 4 fall under self reflection and cultural integration, knowledge of composting and growing food, connection to the land in an Urban Space, and community.

In addition, the adult interview showed themes related to the environment. These themes should serve as a good basis for categorizing and comparing themes present in future interviews with youth.

Formative Suggestions

Year 1 Formative Suggestions

Maximize the Opportunities for Collecting Data from Youth who Come to the Gardens

- To the extent that resources are available during the active gardening season, focus on conducting and transcribing interviews with youth who come to the gardens. It is important to collect qualitative data that can help to answer the project's three main evaluation questions.
- Try to increase the number of youth (as opposed to adults) who respond to the Pre/Post Season surveys.
- Explore ways in which knowledge gains can be measured/extrapolated from use of the curricula as they are introduced in the garden setting.
- Continue to delegate the work among the community and not just rely on the CLP Executive Director (ED) position. Nurture the opportunities for young leaders, community educators, and elders to increase levels of engagement and leadership

Garden Accommodations

Brainstorm with youth, community members, and potential grant partners for possible solutions to seating, water, and restroom accommodations for those who visit the gardens.

Appendix A – Spring 2022 Garden Participation Survey Spanish Version CLP Pre-Encuesta del Programa del Jardín Primavera y Verano 2022

Nos encantaría escuchar tu opinión o tu retroalimentación en cómo podríamos mejorar su experiencia en el programa!

- [Correo electrónico]
- ¿Cuál es su nombre?
- ¿Cómo se enteró del jardín comunitario?
- ¿Cuántos años tiene?
 - Under 12
 - 13-18
 - 18-24
 - 25-34
 - 35-44
 - 45-54
 - 55-64
 - 65+
- ¿Cómo te identificas?
 - Asiático/a
 - Afroamericano/a
 - Americano / Isleño del Pacífico / Hawaiano nativo
 - Medio Oriente/ Africano del Norte
 - Nativo Americano/ Nativo de Alaska
 - Hispano/a/ Latinx/a/e/o Chicano
 - Blanco/ Americano Europeo
 - Otro
 - Prefiero no decir
- ¿Es la primera vez que viene a un jardín de CLP?
 - Sí, esta es mi primera vez que vengo a un jardín de CLP.
 - No, soy una persona que ha estado antes en un jardín de CLP
 - Other:
- ¿Qué te trajo al jardín comunitario de CLP?
 - Amig@
 - Conocemos el mercado de agricultores de Montbello
 - Una red en línea
 - La escuela de mi hij@
 - Montbello Muse
 - Aprendizaje ambiental para niños. También conocido como Environmental Learning for Kids. Environmental Learning for Kids
 - Otro:

- ¿Cuánto cultivo antes de que usted asistiera al jardín de CLP?
 - Nunca
 - Yo lo hice pero hace mucho tiempo que no cultivo
 - Ocasionalmente
 - Algunas veces con la escuela u organización
 - ¡Todo el tiempo!
- ¿Ha convertido en abono sus residuos de alimentos antes de que usted asistiera al jardín de CLP?
 - Si
 - No
- ¿El abono de los residuos influye en el acceso de nuestra comunidad a obtener alimentos saludables?
 - Si
 - No
- ¿Qué espera obtener del espacio del jardín comunitario en esta temporada?
- How often do you plan to come to the garden this summer 2022?
 - Una vez por semana
 - Una vez cada dos semanas
 - Una vez al mes
 - Solo una vez para observar
 - ¡Tan a menudo como puedo estar en el jardín!
- Si es una persona de CLP que ha regresado (ha estado en un jardín de CLP antes), ¿Qué conocimiento obtuvo al estar en el jardín de CLP?
- Si es una persona de CLP que ha regresado ¿Tiene sugerencias para mejorar esta temporada? ¿Cómo podemos mejorar el espacio del jardín?