SEMBRANDO LA CENA:

EVALUATION OF A PILOT SPANISH-LANGUAGE GARDENING EDUCATION PROGRAM

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INTRODUCTION

GARDEN-BASED NUTRITION INTERVENTIONS AND COMMUNITY FOOD SECURITY

The benefits and challenges of gardening have been the subject of much attention and research in recent years. Garden-based nutrition intervention programs have sought to increase consumption, availability, knowledge, and preferences for fresh fruits and vegetables among youth and families as part of obesity prevention and community development programs (Gatto et al. 2012; Lautenschlager and Smith 2007, 2008). In addition to these community programs, garden education has also been pursued in school settings to improve academic performance, ecological literacy, child health and nutrition, and community connections (Subramaniam 2003).

While these avenues for gardening target children and families, research has also attempted to understand the widespread effects of community gardens. For example, Saldivar-Tanaka and Krasny (2004) found that Latino community gardens in New York City foster community development even more than open space and agricultural production, and Hale et al. (2011) suggest that community gardeners' aesthetic experiences create meaning and relationships that lead to further healthy behaviors. Baker (2005) echoes these findings that community gardens play a role in food citizenship, food security, and cultural pluralism. In addition to these interpersonal and psychological benefits, community gardens also have potential to increase community food security (Corrigan 2011).

Not all gardening occurs in community spaces, however. Home gardens have been shown to increase food security, nutrition, and well being at the household level worldwide (Galhena et al. 2013). While the differences between community gardens, nutrition intervention programs, and home gardens deserve more attention, it is clear that their shared benefits make these gardening programs well worth pursuing. By considering these programs within a broader, holistic food systems approach (McCullum et al. 2005), garden education programs have potential to contribute significantly to healthy behaviors, community development, and community food security. Community Food Security is defined as a situation in which all community residents obtain a safe, culturally acceptable, nutritionally adequate diet through a sustainable food system that maximizes community self-reliance and social justice (Hamm & Bellows, 2003)

This program is situated within these approaches as a way to empower people to grow their own food, improve nutrition, and build community relationships among Latino families in Corvallis, Oregon

FOOD INSECURITY AND CHRONIC DISEASE AMONG LATINO ADULTS IN OREGON

Food insecurity and chronic disease are both public health concerns for many communities throughout Oregon. However, Latino families experience both conditions at higher proportions. In 2008-2010, Latino households in Oregon experienced higher hunger rates than non-Latino households (12.7% vs. 5.6%). Most of the Latino households experiencing food insecurity are families (Edwards, Fallin, & Jennings, 2012). A recent community food assessment among Latino families in Linn, Benton and Polk Counties observed that 52% of individuals participating in the assessment resided in a household that experienced food insecurity during the previous month (Patton-Lopez, Newell-Ching, & Polanco, 2013). Households that experience food insecurity struggle to obtain enough of the right kinds of food for an active, healthy life (Coleman-Jensen, Nord & Singh, 2013). As a result, families may substitute healthier (and more expensive) options, such as fruits and vegetables for more "filler" foods such as pasta

(Hoisington, Armstrong-Shultz, & Butkus, 2002). A limited diet with few fruits and vegetables may have an impact on the development of chronic disease in adulthood.

Furthermore, statewide findings from the Behavioral Risk Factor Surveillance System reveal that the prevalence of health risk factors, such as overweight (41.2%) and obesity, (33.5%) are higher among Latino adults in Oregon compared to non-Latino White adults (34.9% and 25.7%). In addition, Latino adults in Oregon report higher levels of chronic disease compared to Non-Latino white adults. For example, 18.9% of adult Latina females report a diagnosis of Diabetes compared to only 6.8% of adult White females. The prevalence of diabetes among adult Latino males is higher than adult White males *11.4% vs 8.1%). (Oregon Public Health Division, 2013).

SEMBRANDO LA CENA

Prior needs assessment activities conducted by Benton County Health Services, The Oregon Food Bank and OSU Extension Service Community and Family Health Program suggested that there was a need and interest for gardening classes in Spanish for immigrant families. In partnership with Oregon State University Linus Pauling Institute, OSU Extension Service Community and Family Health Program and the Benton County Health Services, the first Spanish language version of the Seed to Supper program (*Sembrando la Cena*) was held for 6 consecutive weeks in April and May 2014. The program aimed to increase familiarity and consumption of local vegetables and fruits by offering training in soil preparation, garden planning, plant propagation and care, harvest, and cooking to Spanish-speaking community members. The format for this pilot program rested on a Popular Education model to foster community development and empower participants.

SEED TO SUPPER AT THE OREGON FOOD BANK

According to the Seed to Supper volunteer handbook available from the Oregon Food Bank, "Seed to Supper is a comprehensive beginning gardening course series that gives novice, adult gardeners the tools and confidence they need to successfully grow a portion of their own food on a limited budget… Seed to Supper is a joint effort of Oregon Food Bank (OFB) and the Oregon State University Extension Service Master Gardener Program."

The following course facts are also provided by the Oregon Food Bank:

- "The Seed to Supper curriculum is available in both English and Spanish.
- Each course includes five 1.5-hour long sessions typically held at the same time each week for five consecutive weeks. (Alternative arrangements are available.)
- Classes cover vegetable gardening fundamentals: soil preparation, garden planning, planting, maintenance, and harvest.
- Classes are taught indoors, by PowerPoint, with flexibility for hands-on activities.
- Classes are typically taught by teams of 2 volunteers.
- 8-25 adult participants commit to attending all classes in the series.
- Course participants receive a free gardening reference book that is theirs to keep.
- Class attendance, course booklets, and other supplies are provided to all class participants at no charge to the Host Agency, Garden Educator, or participant.

METHODS AND GOALS OF THIS EVALUATION

This evaluation is based from a variety of data collected before, during, and after the pilot program. These include:

- A pre-survey addressing gardening experience, motivations, goals, demographic information, and food security of participants. This was conducted verbally over the phone or filled out by participants at the first session.
- Participant observation during each class session, including informal conversations, observations, and active participation in the course itself. This common method in social science research builds trust and rapport among participants and researchers and allows for a fuller understanding of participant experiences (Bernard 2011).
- Written comments on the Tree of Knowledge. See section 3.3.2 for details.
- A post-survey provided by Oregon Food Bank addressing outcomes and demographics of participants.
- A self-evaluation discussion among the Project Team upon completion of the program.

These methods were used to achieve the following evaluation goals:

- Understand expectations and goals of program participants and assess extent to which program meets these expectations and goals.
- Assess impact of program on knowledge of growing and preparing local foods, including methods of extending the season and preparing the soil.
- Characterize the broader community impact of the program- such as networking among community members, sharing information with others in community network, and increasing community food security.

PARTICIPANTS

In total, thirteen people participated in *Sembrando la Cena* over the six weeks it was offered in Corvallis in 2014. Of these, four people attended every session, three attended 4-5 sessions, and six people attended three or fewer sessions. Eight participants completed pre-surveys that the following information is based on.

DEMOGRAPHICS

Participants ranged in age between 12 and 53 years, the majority of whom were women with one or more children and relatively low household income.

Table 1. Participant demographic information (N=8)

	Age	Income	Number of people in household	Number of children	Years in Oregon	Years of gardening experience
Average	39.5	$1000-$1499	4.5	2	10	3
Range	12-53	<$500->$1700	3-6	0-4	1 month-18 years	0-10+

All participants self-identified as Latino/Hispanic and all but one was born outside of the United States (six in Mexico and one in Spain). Language usage varied among participants. When asked what language they use generally, at home, thinking, and with friends, the majority of participants (6 of 8 respondents) indicated that they spoke Spanish either exclusively or more than English in each situation. One participant indicated that Spanish and English were used equally in these situations, and one indicated that English was more common at home and for thinking.

GARDENING EXPERIENCE

As a group, there was a variety of levels of gardening experience among the participants. The graph below illustrates that there were participants with no prior experience as well as participants with 8 plus years of experience. This diversity of experience was an asset in the implementation of the popular education model in which students share their prior knowledge with the group.

Figure 1. Prior gardening experience

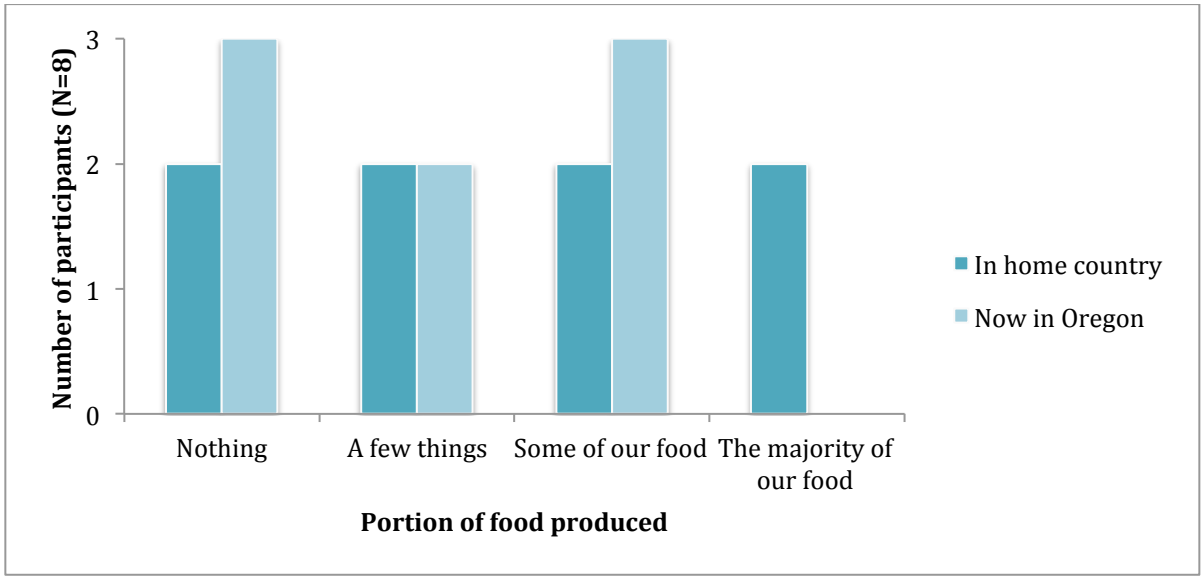

Figure 2. Amount of home food production in country of origin and today in Oregon.

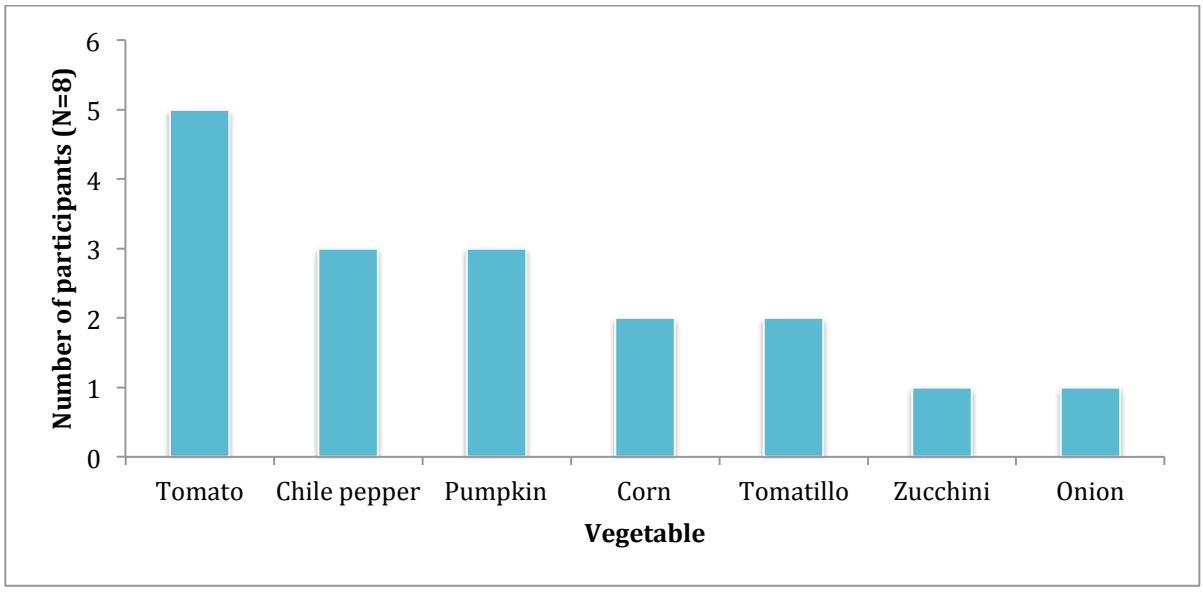

Figure 3. Vegetables that participants mentioned they had grown.

Participants generally had some experience planting common crops with their families as children in their places of origin, and had mixed experiences growing food in the Willamette Valley. When asked what they had learned from their families, participants gave responses including "I watched my dad when he would plant corn," "My dad would bring us to plant sugar cane, tomatoes, beans, radishes, and corn," "How to peal potatoes… place a seed… cut grass… harvest fruit… shell corn," and "Water the chile and onion plants so that they don't dry out and dig up the dirt to soften it."

When asked what they had learned in formal education, participants noted specific biological and ecological processes that play a role in the garden. For example, one participant noted "the climate favors certain plants, and plants help us to purify the air and produce their own foods," and others noted how plants need soil, water, and sunlight to grow. When asked what they had observed in their own experiences, participants also showed a range of knowledge, including maturation of fruits and vegetables, harvest time of corn, flowering, and different seasons.

PARTICIPANT GOALS

When asked what they hoped to learn from the course, participants wrote diverse responses for the Tree of Knowledge (see section 3.3.2 below) flowers.

These included:

- When to plant
- How to make compost
- How often to water
- How to have an abundant harvest
- "Increase my confidence in gardening"
- How to teach children how to eat healthily,
- Which vegetables to plant each season
- How to grow vegetables organically
- How to identify different plants
- "Be able to have my own garden"

In general, participants sought basic skills to increase their confidence and motivation in growing their own food in this region.

Participants also indicated in the pre-survey that they agreed with many of the goals suggested by the facilitators. When asked verbally, most participants agreed that all of the following goals were important, but if asked to choose just a few their responses may have differed.

Motivations or goals	Number of participants agreeing (N=8)
Learn how to produce food	8
Save money on food	3
Know other people who grow food	1
How to create good soil	8
How to garden without chemicals	7
How to extend the season	7
How to obtain tools, seeds, etc. at low cost	4
How to grow new vegetables that grow well in this climate	8
How to prepare and cook more vegetables	6
How to increase production in a small space	6
New friends and connections with people that garden	5
Advice for saving money	7

In addition to the goals and motivations listed in the table, participants expressed the following motivations and goals for the course during the pre-survey (numbers in parentheses represent the number of participants noting each item):

- How to make compost (3)
- To share gardening with children (2)
- How to make raised beds (1)
- Ideas for art and flowers in the garden (1)
- Eating home-grown, fresh food (1)
- To eat more vegetables (1)
- In response to global food crisis and desire to make stronger connections with the earth (1)

PROGRAM

TIMES AND LOCATION

Sessions took place on six Tuesdays (April 24-May 29) from 6:00-7:30 pm, and they often ran past this time for questions, activities, and socializing. Part of each session was held in the Lincoln School library and part was held outside in the school garden. This garden currently offers a variety of gardening, nutrition, and physical activity programs for students, families, and community members. It includes a greenhouse, raised beds, bark chip paths, extensive signage, multiple composting areas, a sitting area, and various irrigation systems.

Figure 4. Intern and children in the Lincoln School Garden.

BUDGET

The program was primarily facilitated by the Linus Pauling Institute Healthy Youth Program Garden Educator, who shared her FTE between this program and a number of other activities at the Lincoln Garden. On average, the garden educator dedicated about 10 hours per week for 6 weeks to implement the program (total $1040.20 in wages). Along with this paid staff person, the program was supported by staff and interns from other organizations (see section 3.6 for more details).

Because the program took place at an established school garden with materials and space, overhead costs were low and were shared between the supporting organizations. Approximately $40 was invested in materials for the course (not including plants given to participants that had been grown from donated seed for the Lincoln Garden plant sale) and $72.88 was spent on snacks, including materials for a final potluck. In addition, $80 in gift cards was given to participants on the final day.

Beyond meeting these basic needs of the program, small grants could be utilized to provide participants with more seeds, plants, and materials to garden at home, fund staff to run the program for a longer period of time or at other times of the year, provide disposable cameras to participants to document their home garden progress, and enhance the nutrition education element of the program with snacks and leadership, among many other potential improvements.

CURRICULUM

This pilot program modified the original Seed to Supper curriculum to align with a popular education model, which has been described as "a process which aims to empower people who feel marginalized socially and politically to take control of their own learning and to effect social change" (popednews.org). This approach considers learning a collective effort between learners and facilitators: everyone contributes to the process of learning and participation is central. Incorporating this model into the gardening education program meant modifying many of the materials and teaching techniques to include greater participation and active learning. The following sections describe in more detail each of the teaching techniques used to support this model.

POSTERS

Rather than present power point presentations in a lecture format, the facilitator printed the slides provided by OFB and taped them by topic to posters. These were hung around the library the week before covering the topic, and participants were asked to look at the posters and place a sticky note with a star or question mark on the slides that most interested them. This gave participants and supporters a chance to talk informally about each poster in small groups, piquing interest and bringing up any issues that the facilitator needed to address the following week.

Posters were also used to illustrate particular concepts in more depth, such as materials for composting. They were also useful for outlining the class schedule, identifying resources in the community, and creating the Tree of Knowledge.

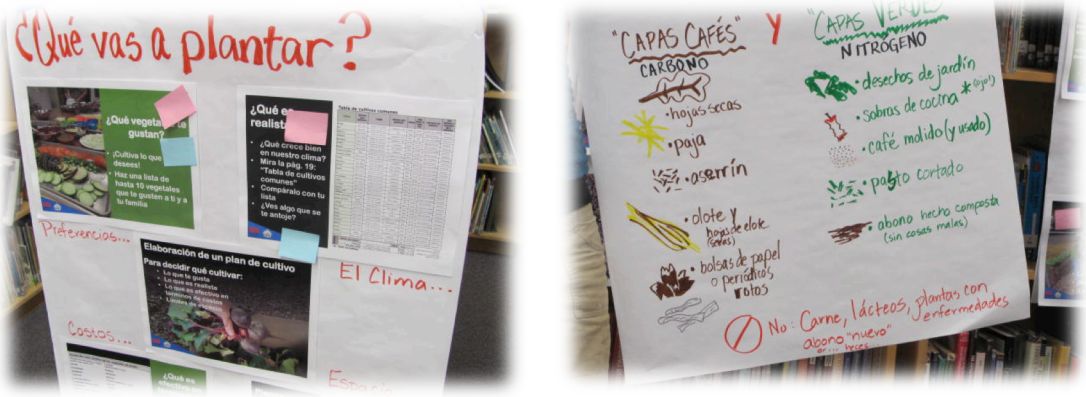

Figure 5. Poster with powerpoint slides (left) and poster outlining compost materials (right).

TREE OF KNOWLEDGE (ARBOL DE CONOCIMIENTO)

During the first session, participants were given paper shapes of different colors to represent the roots, trunk, branches, leaves, and flowers of a tree. These represented what their families had taught them (roots), what they learned in formal education or workshops (trunk), what they had observed on their own (branches), what they enjoyed about gardening (leaves), and what they hoped to learned in the course (flowers). Participants wrote or dictated responses and these were taped to form a tree on a long piece of poster paper. The class discussed these knowledges and goals and used the activity throughout the following weeks to reinforce the popular education model: that everyone brought different knowledge and experience that they could offer as part of a collaborative teaching process.

During the final session, the class revisited the tree to reflect on their experiences. They were given shapes representing seeds (what they will share with others), fruits (the most important things they learned), and clouds (new vegetables they learned). These additions allowed participants to remember and evaluate their experiences and facilitators to see specific ways that the class had been received.

Figure 6. Filling out sections of the Tree of Knowledge and the completed tree.

DISCUSSION

The course was primarily based on open discussion among the facilitator, participants, and support staff. Discussions were held in the library sitting around tables, standing in circles, and in the garden in small groups. Participants were encouraged to ask questions as they came up, and smaller group discussions around the posters or demonstrations allowed participants to bring up problems or successes they had encountered in their own gardens.

Figure 7. Group discussion in the Lincoln library.

BOOK OVERVIEW

On occasion, the facilitator asked participants to look for topics in their course books that they wanted to discuss. She also spent a portion of one class going over key tables and charts in the book, asking participants to mark the pages and refer to them as necessary when planning their gardens. This was done in a discussion format, allowing participants to ask questions and raise concerns as they read over the charts. The facilitator also asked participants if they had questions from the book during several class sessions, but in general they did not seem to be reading it at home.

GARDEN PLANNING

Participants were given copies of the garden planning map from the book and asked to write out their garden plan for the year. Some completed this exercise quickly, but in general they preferred to talk with one another rather than write individually. Some also had difficulty planning because they lack space at home, so the map was not practical for them. They were very interested to know when to plant different vegetables in this climate, as well as how long vegetables took to grow, and commented that the book charts were useful.

SOIL EVALUATIONS

Four soil samples were taken from different sites in the garden and participants were asked to observe, feel, and even smell the samples in small groups. They noted the texture, structure, and moisture content of each sample, as well as any animals and organic material present. Later, they broke into two groups to evaluate different sites in the garden based on the soil concepts they had discussed: water flow, human traffic, sunlight, organic material, and soil texture. The groups also discussed methods for improving the soil over time, the benefits of raised beds in our region, and resources for obtaining soil amendments.

Figure 8. Soil evaluations in small groups: observation of texture, structure, and odor.

COMPOSTING

Alongside the soil evaluations, groups practiced composting in the garden with available materials. The group of children pulled up flowering weeds and brought them to the composting group to add and mix with leaves and other materials while the facilitator discussed methods. To reinforce a poster

discussion earlier in the session, they also discussed the importance of turning compost, balancing nitrogen and carbon materials, and deciding when it is ready to use. Participants voiced concerns about odors and pests, so the groups also discussed how to avoid these potential problems.

Figure 9. Children helping gather compost materials, observing worm bins.

PLANTING AND TRANSPLANTING

Participants practiced planting seeds during three sessions. In one session, they planted corn in raised beds and potatoes in cages with leaves. They also practiced succession planting by pulling out ripe radishes and immediately planting more in the same bed to reinforce the concept. They also practiced planting peas in large pots during a transplanting activity. This involved mixing potting soil and discussing each ingredient's role, then watching the facilitator demonstrate transplanting before trying it with tomatoes and peppers on their own. Participants were invited to bring home these plants to start their own gardens.

Figure 10. Mixing soil for transplants (left) and planting seeds in the garden (right).

CHILDREN TEACHING PARENTS

Participants' children (see 3.5. Children's Activities below) taught their parents on a couple occasions during the course. First, they demonstrated how to plant the potatoes and later showed their parents how the potatoes were growing. Second, they shared the snack with the group every week and were asked to explain the recipe when appropriate. This gave families an opportunity to share their learning experiences and get familiar with gardening together, rather than only parents teaching their kids or making them "work".

Figure 11. Parents and older children listening to the potato demonstration.

PEER-TO-PEER TEACHING

During one session, participants were asked to share their knowledge of certain gardening topics with others. Each participant was assigned a topic from the book and was given time to review a prepared poster to present to the rest of the group. Some were more comfortable than others acting as "teachers" to their peers, so it could help to assign topics a week in advance so everyone has time to become familiar with the topic. This activity helped dissolve the idea that the facilitator knows more than participants and offered a chance to practice sharing knowledge in an informal setting.

Figure 12. Participants explaining gardening concepts to others.

LANGUAGE

The Oregon Food Bank assisted greatly in translating the course book, power point slides, and evaluation forms into Spanish. In general, participants seemed to understand these materials and noted just a couple terms or phrases that seemed unfamiliar to them, either because of translation or lack of gardening experience.

Holding a course entirely in Spanish was relatively new for some of the course facilitators and posed a challenge for non-native Spanish speakers. While this was perceived as a disadvantage at times, having a non-native Spanish speaker as facilitator offered participants an opportunity to "step up" and contribute their knowledge and perspectives, and they reassured facilitators that the language was not a barrier or nuisance for them. For the popular education model, such variations in language ability were appropriate and potentially beneficial for empowering participants to share their knowledge.

CHILDREN'S ACTIVITIES

Participants were invited to bring their children to the sessions during recruitment, and this provided an opportunity to create educational and fun children's activities alongside the main course. On average, each week the program hosted about eight children ranging in age from six months to 12 years. Many knew each other from school and were generally comfortable spending time on the school grounds.

The children's activities were led by a two-person team of LPI interns, and parents and other support staff helped when needed. Each session, the group engaged in garden activities including planting potatoes, making garden art, cleaning garden beds, transplanting, and other tasks. They also made a snack each week incorporating fruits and vegetables such as cut fruit, fresh salad with garden ingredients, and spinach smoothies. The children served these snacks to the entire group during a short break mid-session, giving them time to check in with their parents and join the course if they wanted.

Figure 13. Children's activities in the garden (left) and at snack time (right).

ORGANIZATIONAL STRUCTURE

Supporters for the program included two Public Health staff and two interns from the Benton County Health Department, two nutrition education staff from OSU Extension Family and Community Health Program, the Garden Educator and two interns from the Linus Pauling Institute Healthy Youth Program, and one volunteer from OSU. Not everyone was present at each session, so responsibilities and supportive roles varied throughout the course. In general though, the following basic structure allowed the program to function smoothly.

The Garden Educator at LPI designed curriculum and was responsible for facilitating the course as a whole. This included arranging session schedules, making posters and organizing materials, leading discussions, and delegating tasks to other supporters. She also secured the space and acted as liaison between Lincoln School, parents and participants, and this program. The interns at LPI helped the garden educator with materials and organizing, and during sessions were primarily responsible for leading children's activities.

The staff and interns at the Benton County Health Department were responsible for recruiting participants based on prior programs and focus groups with the Spanish-speaking communities in the county. They also evaluated the program and assisted during sessions with translation, context, and facilitation of small group lessons.

The staff at OSU Extension Family and Community Health Program aided the program by leading snack making with nutritious recipes and funds for food, as well as supporting participants during writing activities. This organization also provided participants with gift cards based on the number of sessions they attended.

In general this organizational structure worked well. There was some concern initially about surrounding the participants with too many facilitators, but this waned as people became familiar with one another and not every supporter was able to attend each week. See Section 5 for comments on potential changes in this structure.

OUTCOMES

EVALUATION RESULTS

Participants were asked to fill out an evaluation prepared by the Oregon Food Bank on the final day of the course. Responses are summarized below and indicate that participants were generally pleased and satisfied with the course.

Statement	Average response (1= disagree, 2=somewhat agree, 3=agree; N=7)
This course was a good way for me to learn the basics about growing vegetables in my garden.	3.0
Now I have more confidence in growing some of my own food.	3.0
Since taking this course, I know more about how to get gardening resources on a limited budget (like seeds, soil, gardening space, information).	3.0
I plan to share the information I learned in this class with others.	3.0
This course has helped me connect with my community.	2.7
Since taking this course, I feel more motivated to eat more fruits and vegetables.	3.0
The Seed to Supper booklet ahs helped me learn during this course.	3.0
I plan to use the Seed to Supper booklet to help in gardening in the future.	3.0
I have access to gardening space.	2.3
I plan to grow some of my own food this year.	2.7
I would recommend this course to others.	3.0

In their comments about what they liked most about the course, many participants noted that "everything was good". One participant elaborated: "The dynamics of the class, the power to learn not only with the teacher but also with practice in the garden."

To improve the course in the future, participants recommended taking more time for activities and expanding the course in general. For example, two participants recommended "more time to plant other kinds of vegetables," and one explained, "I understand that the topic of gardening is very large, but I would like to have more time in every topic that's covered in these classes." These comments indicate that expanding the course would be received well by participants.

When asked what effect the course has had in their lives, several participant responses stand out:

- "This class motivated me to continue making compost with food scraps. Thank you very much, it was very nice to share with our community"
- "It was a very good experience in my life"
- "That we can grow our own vegetables and that you continue giving [the course] for other people, that the course was very good and interesting."
- "The confidence in myself to be able to grow my own vegetables."

PARTICIPANT FEEDBACK

In addition to feedback from the OFB evaluation form, participants provided feedback about their experiences and knowledge gained in the course during the final Tree of Knowledge exercise. When asked what they would share with others, participants responded that they would teach family and husbands how to make compost, "that you need to plant beans to give vitamins to the soil," succession planting, various seeds they were given during the program, and when to plant.

When asked about the most important things they learned, participants gave even more responses:

- That you have to plant the garden to the south of the house
- How to know if the soil is good and how to make compost
- I learned how to make a compost
- I learned that to keep cilantro from ending you need to plant more
- I learned how to plant potatoes
- I learned to plant, to water
- The type of fertilizer to use has three equal numbers: nitrogen, phosphorus, and potassium
- To not kill worms
- Radishes produce in a month
- New plants: borage, kale, poppy
- How to find seeds, what seeds need to grow, when to plant seeds
- That potatoes don't need much soil to grow
- When to plant in Oregon

These responses indicate that many of the goals and motivations of participants were met during the course, including basic information about how to plant and care for crops, how to make compost, and how to plan a garden.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Based on verbal and written feedback from participants, as well as meetings among facilitators, it appears that the program was successful in meeting participant expectations and program goals. Participants indicated that they feel more confident and knowledgeable in gardening on their own, they learned key skills that they sought (such as composting and when to plant), and they generally plan to continue and share their knowledge with others.

The format and Popular Education style of the course worked well for facilitators and participants, allowing everyone to share and contribute in an open way. While the extent of content of the English-version Seed to Supper was not reached in this format, the content covered was experiential, collaborative, and discussion-based, which facilitators believe fostered enthusiasm and empowerment.

RECOMMENDATIONS

NUTRITION EDUCATION

Incorporate more nutrition education throughout the course by enhancing the snack preparation and presentation. Partner with OSU Extension Community and Family Health Program for nutrition education expertise and funding. Invite nutrition educators to lead snack-making, highlight vegetables that grow well in this region, and present more recipes using local produce to participants.

CHILDREN'S ACTIVITIES

This aspect of the course has great potential to grow. Feedback from the Project Team following the implementation of the program provides suggestions for this segment of the program. These include: design activities in advance, provide more structure with 20-minute transitions between activities, and incorporate children into the main course on a regular basis. Future implementation of the program may benefit from partnering with organizations that specialize in parenting and child education. Emphasize this component when promoting *Sembrando la Cena* to future participants.

CURRICULUM

Include more information about vegetables and vegetable varieties that grow best in this region, as well as methods for extending the season beyond summer. Continue using Tree of Knowledge, peer-to-peer teaching activities, and hands-on activities in the garden. Develop ways to incorporate the book and encourage participants to refer to it during and after the course. Continue emphasizing importance of practice and experimentation in addition to basic or advanced knowledge in gardening.

BUILDING KEY LEADERSHIP

Maintain communication and collaboration with past participants to encourage leadership in future courses. Visit participants' home gardens (as a group or only facilitator) and offer assistance and guidance even after course completion. Offer future courses to build on basic knowledge and skills acquired, and encourage participants to share gardening with family, friends, and neighbors.

BILINGUAL EDUCATION

Teach both Spanish and English terms during the program to help facilitate bilingual collaboration in future garden work parties and courses. Offer English and Spanish courses at the same time of year and encourage participants to attend both in order to learn how to talk about gardening in both languages and make connections with speakers of both languages. This would support the goal of bilingual education at Lincoln School and in the community.

NEXT STEPS

The program facilitator hosted a short series of follow-up sessions ("Sembrando la Cena Parte 2") in July for participants and anyone in their social networks to learn gardening topics in more depth. These were held entirely in the Lincoln School garden and incorporated more harvesting and cooking of fresh local produce.

The following steps are advised for future programs:

- Establish a program leader. The future LPI Garden Educator would be ideal.
- Assemble a small team of supporters, including a nutrition educator, parenting/family educator, health navigator, and 1-3 volunteers or interns to assist in recruitment, planning, and leading the program.
- Maintain contact and collaboration with past participants and encourage leadership for future programs.
- Share outcomes with other Seed to Supper programs and the OFB.

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