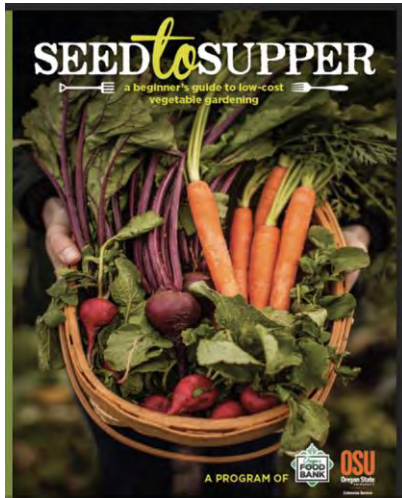




# Cornell Cooperative Extension Cornell Garden-Based Learning

## Seed to Supper and Group Gardens



### Seed to Supper

A beginner's guide to low-cost vegetable gardening



New York State January 2016 Edition

Cornell Garden-Based Learning and Cornell University Cooperative Extension

A publication of Oregon Food Bank  
and  
Oregon State University Extension Service

Adapted by NYS CCE



# Pre-Work

- Review the Teaching Tolerance and “*The Complexities of Poverty and Hunger in New York State*” resources to understand how community engagement with group gardens can bring up issues of race, class, hunger and access.
- What new ideas did you learn about when thinking through working with Group Gardens and issues related to community tolerance and privilege? Where do you need support in your gardening outreach?



# Learning Objectives

We will...

- **Understand** the basics of engaging with Community Organizations that run Group Gardens
- **Define** the Master Gardener Volunteer role in supporting Group Gardens and Seed to Supper.
- **Prepare** for the Seed to Supper program for interested Master Gardener Volunteers.



# Community Gardens

A community garden is a:

- neighborhood space designed, developed, or managed by local residents
- on vacant land;
- possibly including viewing gardens, play areas, and member owned vegetable gardens;
- often developed on private land;
- not officially viewed as part of open space system of cities;
- often vulnerable to displacement by other uses such as housing and commercial development

(Francis, Mark. Urban Open Space. Washington: Island Press, 2003.)



## Equity Check-In:

Apartment dwellers lack open space, and community gardens allow access to gardening. However, the beauty of green space also increases property values, pushing out gardens.



# Community Gardens



1 in 3 households are growing food

- ✓ 63% increase - Millennials (18 to 34)
- ✓ 25% increase - households with children
- ✓ 38% increase - households w/incomes < \$35K

(National Gardening Association Special Report – Garden to Table)



# Community Gardens

- ✓ Produce healthy food locally
- ✓ Provide recreation and exercise
- ✓ Share knowledge and skills
- ✓ Build trust and social networks



# Community Gardens Types:

- Types of Group Gardens found within institutions, usually focused on a particular group, might include:
  - **Food Pantry Garden** – For food insecure individuals.
  - **Religious Organization Gardens** – Tend to focus on needs of congregation community and service.
  - **Special Population Groups** – Public health non-profits or private facilities focused on mental illness, addiction, senior citizens and groups with disabilities.
  - **Immigrant Community Garden** – Affiliated with refugee or new arrival communities.
  - **School and Community Center Gardens** – Often focused on youth programming, in school and after school (see CGBLL Youth Development and School Gardens Folder)
  - **Neighborhood Association** - Focused on residential use.



# Group Gardens Organizing Resources

## Video Resources for Community Gardens:

- [Different Types of Community Gardens](#)
- [Community Gardens: Typical Costs](#)
- [Maintaining a Community Garden](#)

(Kansas State University Research and Extension, 2012;  
Texas Sate University, 2015)



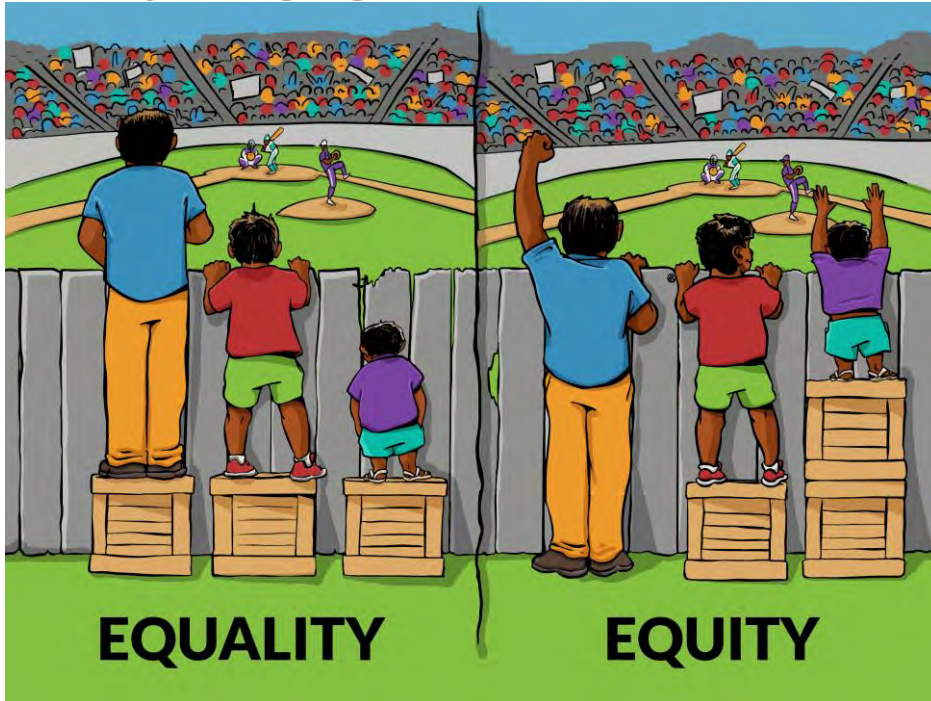
# Starting and Sustaining a Group Garden

“Sowing the Seeds of Success” is a guide for engaging community gardens in the steps to successfully starting and sustaining gardens.

- [Getting Started](#)
- [Planning Your Design](#)
- [Effective Community Engagement](#)
- [Effective Youth Engagement](#)
- [Engaging Volunteers](#)
- [Sustaining the Garden](#)
- [NEW: Engaging Low-Literacy Audiences](#) (pdf)



# Why Engage Group Gardens?



Discussion: Review the two pre-work readings in the context of group gardens and give examples of equitable engagement verses equality in garden education.



The difference between

# EQUALITY & EQUITY

“ The route to achieving **equity** will not be accomplished through treating everyone **equally**. It will be achieved by treating everyone justly according to their circumstances. ”

—Paula Dressel, *Race Matters Institute*

## Examples of Equality

A city cuts the budget for 25 community centers by reducing the operational hours for all centers by the same amount and at the same times.

A community meeting, where all members of the community are invited, about a local environmental health concern is held in English though English is not the primary language for 25% of the residents.

All public schools in a community have computer labs with the same number of computers and hours of operation during school hours.

## Examples of Equity

The city determines which times and how many hours communities actually need to use their community centers and reduces hours for centers that aren't used as frequently.

The community leaders hire translators to attend the meeting or offer an additional meeting held in another language.

Computer labs in lower income neighborhoods have more computers and printers, as well as longer hours of operation, as some students don't have access to computers or the internet at home.

Examples 1-3 are pulled from a resource by Just Health Action, a 501 (c)3 non-profit organization: <http://jha.healthaction.org/wp-content/uploads/2010/05/JHA-Lesson-Plan-3-How-are-equity-and-equality-different-final.pdf>

<sup>1</sup> <http://viablefuturecenter.org/racemattersinstitute/2014/04/02/racial-equality-or-racial-equity-the-difference-it-makes/>



# Insensitive Statements Activity

Review the statements and discuss as a group how you would:

- **Pause.** Reflect on your own internal response. Do you have any assumptions? What comes to mind for you...?
- **Draw them in.** Invite people into a dialogue, asking them more about what they may have meant. “Please tell me more about...help me understand...”
- **Bring it out.** This is where we name what we observed, how we feel and the actual/potential impact on ourselves and others. How can they use their intent in a constructive way?
- **Invite them forth.** Ask how they will take action with their new awareness that comes from our dialogue.



# Vegetable Matching Activity

- What are different names for these vegetables in different cultures?



# New York State Seed to Supper

- A comprehensive beginning gardening experience focused on low-budget strategies and partnership building
- A partnership with the Oregon Food Bank and Oregon State University Extension
- Free and inclusive to participants in S2S communities!



# Memorandum of Agreement with Oregon State University

Oregon Food Bank is willing to share the Seed to Supper™ curriculum and program resources for free with horticulture extension programs and food banks that would like to partner to offer the program locally in their region.

Steps to become a Satellite Partner:

- Buy-in from program staff, organization's leadership and community partners
- Complete online application (through Seed to Supper Moodle course or sent by Seed to Supper coordinator)
- Read MOU with Oregon Food Bank
- Adapt curriculum and program materials for local gardening context





# Seed to Supper Roles and Responsibilities

- This program includes:
  - **Program Participants**- Target audience low-income adults on a limited income
  - **Garden Educators** - volunteer garden educator teams (facilitators) lead classes/experiences with program participants at community host sites
  - **Satellite Partners** – Organization responsible for coordinating S2S Programs
    - Provide Garden Educator Course and program coordination – CCE County Assoc. or Food Bank
  - **Host Agencies** – Secure community sites for hosting the beginning gardening course



# Community Partners Matrix

- For Seed to Supper to be successful, *it is essential to partner with programs who are adept at reaching low income audiences*, such as SNAP Ed/Eat Smart NY, regional food banks, or other organization or agencies providing social, housing or job skill services.

	GOALS/OUTCOMES	MEASURES	METHODS	RESULTS
	What do we want to achieve?	How will we know we achieved it?	What will we do to achieve it?	What will we do with the results of our work and our assessment?
<u>For CCE Educators and Volunteers...</u>				
<u>For our community partners...</u>				
<u>For our community members...</u>				



# Surveying the Landscape

- What can we learn about potential partnerships?

Agency	What is their mission?	Who do they reach? What educational or services do they offer? Where in the county do they offer these?	Partnership notes of interest. Why might they be interested in S2S or collaborating with you?
<b>Food and nutrition based..</b>			
<b>Working with low-income audiences...</b>			
<b>Food banks and emergency food suppliers...</b>			
<b>Garden-based...</b>			
<b>Other educators in my county region...</b>			
<b>Other...</b>			



# Core Competencies for MGV Facilitators

- Personal Readiness:
  - Knowledge of ethics, bias, socioeconomic factors, risk behaviors, food insecurities, and people of different race, gender and ability
- Engagement with the Community:
  - Asset focused, relationship building, appreciation of cultural, religious or legal barriers to participation
- Program Design:
  - Support active learning with safe, welcoming environment for diverse learners
- Program Implementation:
  - Build supportive relationships, communication, technology use and logistics management
- Program Evaluation:
  - Evaluate program quality, results and outcomes



# Benefits for Master Gardener Volunteers

- Helps Extension meet mission to reach audiences representative of the communities we serve
- Builds a sense of community for participants and educators
- Helps to diversify MGV participants
- Expands instructional tools available to MGVs through new curriculum
- Enhances MGV training in the following areas:
  - Cultural competency preparation focused on equity & inclusion
  - How to be an effective adult educator



# Potential Benefits for Participants

**The Seed to Supper Program in Linn and Benton County:** Impact on gardening behavior, consumption of vegetables & knowledge of community resources

Brooke Edmunds, Ph.D.; Extension Community Horticulture (Benton, Lane, Linn) and Pami Opfer, Educational Program Assistant (Benton & Linn)

**How has the Seed to Supper Program affected your eating & grocery shopping habits?**



**100%**  
ATE VEGETABLES  
FROM THEIR GARDEN

and **80%**  
REPORTED AN  
INCREASED CONSUMPTION  
OF VEGETABLES



**92%**  
REPORTED A  
REDUCED  
FOOD BILL



**84%**  
Became aware that SNAP  
benefits can be used to  
purchase seeds & plants  
used to produce food.



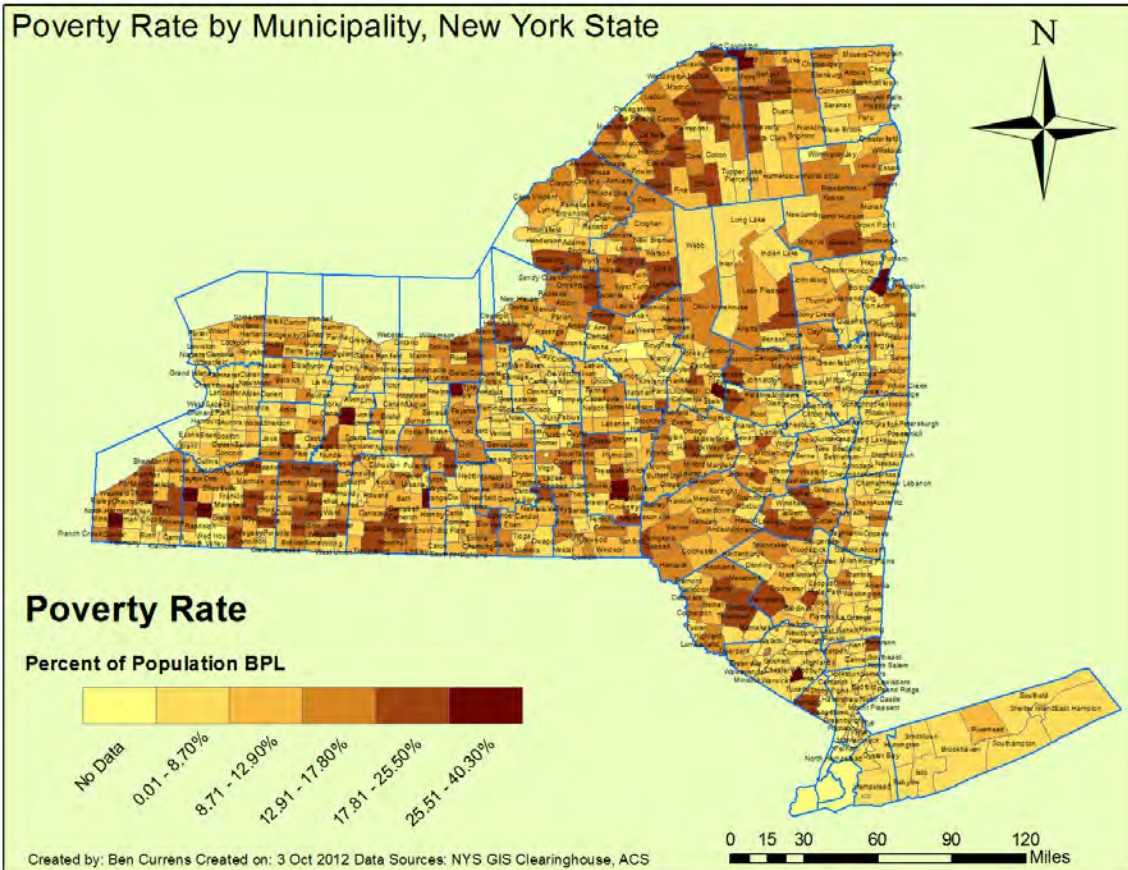
**What are the gardening resources you find most challenging to access?**

1. Money to buy gardening supplies or tools
2. Labor to help maintain a garden
3. Space for a garden
4. Help getting started
5. Gardening advice during the summer
6. Seeds
7. Transportation to community garden



# Poverty and Hunger in New York State

## Poverty Rate by Municipality, New York State



# The New Face Of Hunger

*What she has, Christina says, is a kitchen with nearly enough food most of the time. It's just those dicey moments, after a new bill arrives or she needs gas to drive the kids to town, that make it hard. "We're not starved around here," she says one morning as she mixes up powdered milk for her daughter. "But some days, we do go a little hungry." -- The New Face of Hunger.*



# Seed to Supper

The image shows a YouTube video player interface. At the top left, there is a circular logo with a red and white design, followed by the text "Introduction: Seed to Supper". At the top right, there are icons for "Watch later" and "Share". The main content area features a background image of green leaves and stems, with the title "Seed to Supper" overlaid in large, semi-transparent green letters. In the bottom left corner, there is a button labeled "MORE VIDEOS". The bottom of the player shows a progress bar with a play button icon, a volume icon, and the time "0:02 / 2:42". On the right side of the bottom bar, there are icons for YouTube, a red heart icon, and a plus sign. A speaker icon is visible in the bottom right corner of the overall image.

# Conclusions - Finalizing Program Set Up

- Fill out all Surveying the Landscape, Community Partner Matrix and share with Cornell Garden-Based Learning staff.
- Attend a Professional Development day for Seed to Supper (if new) and then prepare your Garden Educators in the program.
- Identify Number of Participants – Order Manuals from Cornell Garden-Based Learning (\$5)
  - English and Spanish
- Join our Learning Community!
  - Webinars – Dates and Topics
  - Join the Seed to Supper Moodle Course!



# Meet Our New Seed to Supper Team



- Becca Ligrani – Putnam County  
– Partnership Support



- Jennie Cramer – Tompkins County  
– Learning Network and Educator Support



- Sharon Bachman – Erie County  
– Evaluation Support



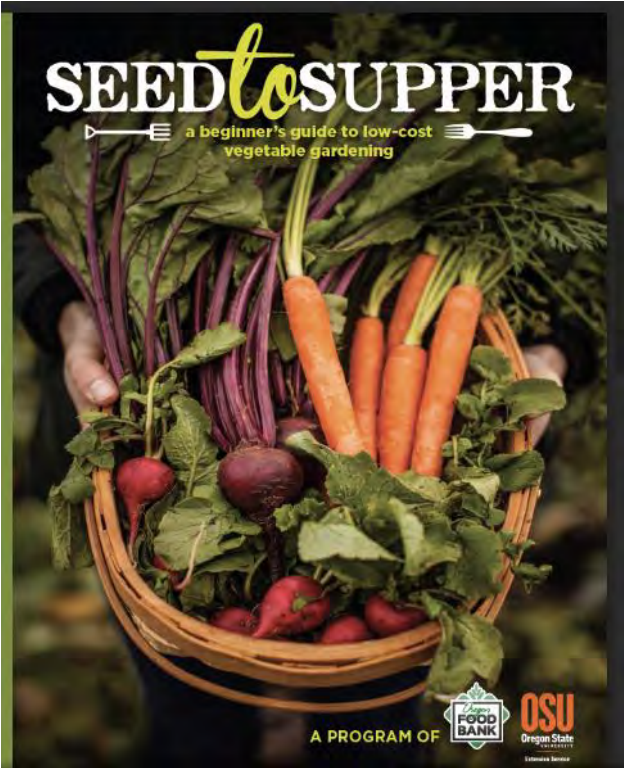
- Ashley Helmholdt  
– New York State S2S Program Coordinator



- Marcia Eames–Sheavly  
– S2S Youth Corps and Faculty for S2S Undergraduate Course



# Questions?



# Learn More

Contact: Cornell Garden-Based Learning

<http://gardening.cals.cornell.edu/>

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Reviewer: Marcia Eames-Sheavly



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