

The National Gardening Association surveyed the 2011 Jamba Juice “It’s All About the Fruit” Grant recipients to capture quantitative and qualitative data on the program’s impact. The following is a summary of the results.

Grant package:

20 recipients received \$500 to purchase fruit trees.

| | |
|--|-----|
| Number of applicants | 269 |
| Number of recipients | 20 |
| Number of evaluation respondents..... | 12 |
| <i>8 winners requested an extension to the report deadline</i> | |

The following is a summary of the highlights from those responses.

Total number of program participants:

| | |
|--------------------------------|-------|
| Ages 2-5 (preschool-K) | 792 |
| Ages 6-8 (grades 1-3) | 1,083 |
| Ages 9-11 (grades 4-6) | 606 |
| Ages 12-13 (grades 7-8) | 75 |
| Ages 14-18 (grades 9-12) | 545 |
| Total participants | 3,327 |

Demographic Information

| | |
|-------------------------|-----|
| European American | 52% |
| Latino | 18% |



“By planting and caring for the trees, we have been able to teach our students about soil, the importance of water in the life cycle, and the essential role of worms, butterflies and bees in the growing process.”

- Elisabeth Amen Nursery School at Wheaton College, Massachusetts

| | |
|------------------------|-----|
| African American | 12% |
| Asian | 8% |
| Native American | 1% |
| Other | 9% |
| Female | 48% |
| Male | 52% |

Eligible for free or reduced lunch program (average):

48% of the participants in the garden program receive free/reduced lunch

Hours per week a participating child/youth was involved in gardening activities:

Average time 3 hours / week

Months of the year respondents conducted gardening programs:

Average time 7 months / year

Type of organizations responding:

| | |
|------------------------|-----|
| Public school | 25% |
| Private schools | 42% |
| Nonprofit agency | 17% |
| Charter schools | 8% |

Types of audiences participating in these programs:

| | |
|------------------------------|-----|
| In-school | 75% |
| After-school | 67% |
| Special needs | 50% |
| Summer program / Camp | 50% |
| Preschool / Head start | 50% |
| Gifted and talented | 17% |
| Home school | 17% |

| | |
|--------------------------|----|
| Church/youth group | 8% |
|--------------------------|----|

Location classification of winners responding:

| | |
|----------------|-----|
| Urban | 58% |
| Suburban | 25% |
| Rural | 17% |

Publicity of these gardening programs in the media:

| | |
|----------------------------|-----|
| Newsletter articles | 50% |
| Newspaper articles | 42% |
| Features on websites | 33% |
| Features on TV | 17% |

Program continuation:

100% of respondents indicating they plan to continue their program next year.

Reported evidence documenting the effectiveness of these gardening programs:

| | |
|--|------|
| Positive responses from participants | 100% |
| Positive responses from family members | 83% |
| Positive responses from administrators | 83% |
| Positive community responses | 83% |
| Positive survey results | 50% |
| Donations and financial support | 33% |
| Decrease in disciplinary actions | 33% |
| Awards and recognition | 8% |

Subjects taught through the gardening programs:

| | |
|----------------------------|------|
| Science | 100% |
| Health and nutrition | 100% |
| Math | 75% |
| Arts | 67% |

| | |
|---|-----|
| English | |
| 58% | |
| Community service | |
| 42% | |
| Interdisciplinary | 58% |
| Intra / Interpersonal relationships | 50% |
| Social studies | 33% |
| Cultural studies / Issues | 25% |
| Physical education | 17% |

Program leaders noted participant improvements in these characteristics:

| | |
|-------------------------------|------|
| Environmental attitudes | 100% |
| Nutritional attitudes | 100% |
| Self confidence | 100% |
| Leadership skills | 100% |
| Community spirit | 92% |
| Social skills | 83% |
| Volunteerism | 83% |
| Attitude towards school | 75% |
| Motor skills | 50% |
| Scholastic achievement | 50% |

Percentage of time spent on different instructional techniques:

| | |
|---|-----|
| Student-led investigation/hands-on activities | 35% |
| Adult-led investigation/hands-on activities | 22% |
| Collaborative project work | 21% |
| Independent Learning | 17% |
| Lecture | 5% |

Curriculum used by the gardening programs:

| | |
|---|-----|
| Created an original curriculum | 67% |
| Developed a curriculum by combining resources | |



I’m into the idea of being able to walk through the woods and pick something to eat so planting trees in the woods around my school was really awesome.”

- student
The Farm School
Tennessee

| | |
|--|-----|
| and activities from numerous sources | 58% |
| Curriculum from a nonprofit organization (such as 4-H or JMG) | 25% |
| Curriculum written by state education department | 8% |
| Curriculum written by school district | 8% |

Montessori Botany resources also cited

Compliance with State and National Education Standards:

67% of respondents said they connected their gardening program to State and National Education Standards.

Importance of linking to the standards for respondents:

| | |
|--------------------------|-----|
| Mandatory | 17% |
| Very important | 17% |
| Important | 25% |
| Somewhat important | 0% |
| Not important | 25% |
| Responded n/a | 17% |

Approximate amount of money spent on these gardening programs:

| | |
|------------------------|-----|
| Less than \$250 | 0% |
| \$251 to \$500 | 8% |
| \$501 to \$1000 | 33% |
| \$1001 to \$1500 | 17% |
| \$1501 to \$2000 | 0% |
| \$2001 to \$2500 | 17% |
| Over \$2501 | 25% |

Approximate value of in-kind donations of these

gardening programs:

| | |
|--------------------------------|-----|
| Less than \$250 | 0% |
| Between \$251 to \$500 | 33% |
| Between \$501 to \$1000 | 0% |
| Between \$1001 to \$1500 | 8% |
| Between \$1501 to \$2000 | 8% |
| Between \$2001 to \$2500 | 17% |
| Over \$2501 | 33% |

Average percentage of funding these programs received from other sources:

| | |
|---|-----|
| Grants | 61% |
| Donations | 16% |
| School or School District Funds | 12% |
| Parent or Volunteer Organizations | 3% |
| Fund Raising | 3% |
| Instructor’s pocket | 3% |
| Other | 2% |



“This was the first year for our community garden. Many of our students have never worked in a garden before. Mr. Hensler’s fourth grade students said “wow this is fun” and stated they wanted to start a garden at home. Many students had never tasted certain vegetables. One student who had never tried broccoli said, “this isn’t too bad. It tastes better than it looks.” An important impact is the link it helped establish between the school and the community. Since it is a community garden members of the community are participating in the maintenance of the garden. Some have now expressed interest about helping out in the school. It has also helped bring more parents to the school and has established the foundation for future nutrition and exercise programs we hope to undertake this year.”

- McKinley Primary Center
Indiana