

BAYER ADVANCED "GROW TOGETHER WITH ROSES" AWARD Evaluation Summary – 2009



The National Gardening Association surveyed the 2009 Bayer Advanced "Grow Together with Roses" Award recipients to capture quantitative and qualitative data on the grant's impact. The following is a summary of results.

Grant package: 10 All-America Selections rose bushes; educational, and rose growing information from NGA; the AARS rose documentary, "Love at First Sight;" and *Roses for Dummies*.

Number of applicants: 141

Number of recipients: 25

Number of evaluation respondents: 14*

Following is a summary of the highlights from those responses.

Number of participants in "Grow Together with Roses" award-winning programs:

Age 2-5 (preschool-K).....636
 Ages 6-8 (grades 1-3).....1,248
 Ages 9-11 (grades 4-6).....982
 Ages 12-13 (grades 7-8).....166
 Ages 14-18 (grades 9-12).....159
 Adults (18+)174

Total participants3,365

Demographic information:

Anglo American40%
 Other23%
 African American20%
 Latino10%
 Asian4%
 Native American3%

Male51%
 Female49%

Eligible for free or reduced lunch program43%

Program continuation:

Programs that intend to continue next year100%

Months of the year respondents conducted gardening programs:

Average8 months/year
 Range3 to 12 months/year

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

Average5 hours/week
 Range1 to 30 hours/week

Type of audiences participating in these programs:

In-school93%
 After-school50%
 Special needs50%
 Preschool/head start36%
 Community gardeners29%
 Summer program/camp21%
 Gifted & talented21%
 Youth club21%
 Church/Youth group7%
 Home school7%

Type of organizations responding:

Public school79%
 Private school7%
 Charter school7%
 Community garden7%

Location of winners responding:

Suburban43%
 Urban36%
 Rural21%

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Our children were so energized! Teachers report they were "jumping out of their skins with excitement." Our bulletin boards changed from displays of old posters to vibrant information about gardens, worms, seedlings, and photos of the children at work. The area was beautified, the community bonded, children became excited about learning again, and parents asked to help! We thank Bayer for this generous donation.

— Christine Merritt
 Mount Markham Elementary School, NY



*Due to delayed shipment of roses, 9 programs requested an extension to the reporting deadline.

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Program leaders noted student improvements in these characteristics:

Environmental attitudes	100%
Self-confidence	100%
Community spirit	100%
Volunteerism	100%
Attitude towards school	93%
Leadership skills.....	93%
Social skills	86%
Motor skills	79%
Scholastic achievement.....	64%
Nutritional attitude.....	43%

Reported evidence documenting the effectiveness of programs:

Positive feedback from participants.....	100%
Positive feedback from family members	100%
Positive community feedback	86%
Positive feedback from administrators.....	79%
Funding and donations	50%
Decreased disciplinary actions.....	43%
Awards and recognition	29%
Improved attendance rates	21%
Positive survey results	14%
Improved test scores.....	7%

Compliance with State and National Education Standards:

Programs connected to State and National Education Standards.....	79%
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Importance of linking program to the standards:

Mandatory	21.4%
Very important.....	36%
Important.....	14.3%
Somewhat important.....	7%
Not important.....	14.3%
N/A	7%



Subjects taught through these programs:

Science	86%
Community service	79%
Art	79%
Math.....	64%
English.....	64%
Intra/interpersonal relationships	57%
Cultural studies/issues.....	57%
Interdisciplinary	43%
Health and nutrition.....	43%
Social studies	36%
History	29%
Physical education	21%

Percentage of time spent on instructional techniques (note: this is the average of all the responses for each technique):

Collaborative project work	39%
Adult-led investigation/hands-on activities.....	29%
Student-led investigation/hands-on activities.....	20%
Lecture	13%
Independent Learning.....	12%

Source of curriculum used by gardening programs:

Combined materials from numerous sources	64%
Original material.....	50%
Nonprofit organization (such as NGA or Life Lab)	43%
State education department.....	43%
Cooperative Extension (such as 4-H or JMG)	21%
School district	21%
For-profit corporation.....	7%

Approximate amount of money spent on gardening programs:

Less than \$250.....	14.3%
\$251 to \$500	14.3%
\$501 to \$1,000	14.3%
\$1,001 to \$1,500	7%
\$1,501 to \$2,000	0%
\$2,001 to \$2,500	7%
More than \$2,501.....	43%

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Approximate value of in-kind donations to gardening programs:

Less than \$250.....	14%
\$251 to \$500.....	7%
\$501 to \$1,000.....	36%
\$1,001 to \$1,500.....	0%
\$1,501 to \$2,000.....	7%
\$2,001 to \$2,500.....	0%
More than \$2,501.....	36%

Percentage of funding programs received from other sources (note: this is the average of all the responses for each source):

Grants.....	58%
Donations.....	15%
School or district funds.....	11%
Parent or volunteer organizations.....	10%
Fundraising.....	4%
Instructor’s pocket.....	2%
Other.....	1%

Publicity received by gardening programs:

Newsletter articles.....	28
Newspaper articles.....	13
Web site features.....	9
Radio features.....	3



Community interaction and additional impacts noted by respondents:

I was amazed at how quickly interest in the program grew. I was also surprised at how much the boys in the program were affected—they were the most proud of the flowers they planted. We now have a beautiful outside space that teachers really appreciate. Our school staff and students came together to plant the garden. We used the gardening program as part of our LRE (least restrictive environment) plan—disabled and non-disabled students working together. This was the program’s biggest impact. As the school social worker, I use the garden for counseling students and I’ve seen how calming it is. It is so special for our students to have a place to go outside of the school building.

— Patricia Morin, Randolph Elementary School, IL



Students learned lessons in patience and delayed gratification, persistence and responsibility. They really enjoyed seeing the roses begin to leaf, bud, and finally bloom. The children took turns going outside to monitor the development during the week, in addition to the regular gardening times. They also had opportunities to problem solve and resolve conflicts early on, while determining specific plant placement.

— Jeni Mallory-White, Joliet Montessori School, IL



“Students were highly motivated and 100% committed to the rose garden. Their ownership of this garden goes beyond words. Even after four straight days of rain, several students found me to ask, “Can we water the roses today?” They were so proud of their work and were always happy to share what they’d learned.”

— Kathleen Marino, Ilchester Elementary, MD