

University of California
Sustainable Agriculture Research and Education Program (UC SAREP)
2021-2022 Sustainable Agriculture and Food Systems Competitive Grants Program
Instructions for Final Report: DUE June 30, 2022

What and Where to Send

Please send one electronic copy (email attachment) to: rmcallahan@ucanr.edu and sbrodt@ucanr.edu. We prefer the text portion of the reports to be submitted as a PDF; charts and figures may be forwarded in their original program format, if necessary, or combined with the report into a single PDF.

Include a copy of any publications or other products with your report (electronic version is adequate, if available). Please also send via email a few good quality image files of your project, if available, along with image credits, and the date and description of each picture and its significance.

Audience and Style

Parts of your report may be made available on the SAREP website. We expect a wide audience including researchers, farm and consumer science advisors, and individuals with less technical background. Write for someone with a good scientific or production background, but not necessarily in your area of expertise. The style should be similar to an article in [California Agriculture](#).

Format

The report should be approximately five pages or less (not including cover page, tables, figures, or literature cited) with one-inch margins and a 12-point font. Use the following format:

I. Cover Page

- A. Date of Report June 23, 2022
- B. Title of Project: Second Chance Youth Garden
- C. Principal Investigator: Philip Stutzman, Development Director (619) (619) 838-0951
pstutzman@secondchanceprogram.org
- D. Co-investigator: not relevant
Location of project (including county) Southeastern San Diego and City Heights, San Diego County, CA
- E. Proposal Category: Education & Outreach
- F. Priority Area Supporting: Urban & Rural Communities
- G. Commodity(ies) addressed [if appropriate] If the project addresses a specific agricultural commodity, please list here (if not, please leave blank)
- H. Grant Amount: \$7,000
- I. **Collaborators:**
 - a. Project New Village, pnv.wellness@gmail.com, (619) 813-9148
 - b. UCSD Center for Community Health, lmczeal@health.ucsd.edu, 619-307-8407
 - c. SAY San Diego, jnedney@saysandiego.org, (619) 800-5327
 - d. Media Arts Center San Diego, ethan@mediaartscenter.org, (619) 850-1849
 - e. San Diego Financial Literacy Center, cpeckham@sdfllc.org, (858) 810-7007

J. Project Summary:

The San Diego Second Chance Youth Garden serves justice-impacted young people, ages 14-21 as they gain hands-on experience with urban agriculture. The program combines classroom and experiential learning, as youth participate in classes with topics including cooking/nutrition, food justice, video production, digital literacy, financial literacy, job readiness and youth development workshops. During the eight-week garden-based training program, youth plant, cultivate, transplant, and harvest the fruits of their labor, while learning about composting, soil fertility, irrigation, and plant anatomy. They also learn aspects of running a farm business as they learn about the program's Community Supported Agriculture Program (CSA), market sales, and online farm stand. Additionally, they become aware of their role in the food system and learn how to become stewards of change in their local food environments.

II. Objectives

List the objectives from your original proposal. If any objectives have changed, briefly explain why.

Objective 1: Engage youth participants in real-world work experience and teach them common workplace and life skills through hands-on work in sustainable agriculture, a range of classes and workshops, performance evaluations and weekly stipends. Support youth participants in successful high school completion and/or attaining their educational goals through wrap around support between Youth Garden employees, school counselors, teachers, principals, guardians, and appropriate referrals to social services. The average completion rate of our program over the past two years is 84%. The average improved school attendance rate of the past two years is 75.5%.

Objective 2: Expose youth participants to a variety of fruits and vegetables; teach them their names and how they are grown, classes to learn easy and quick ways to cook with fresh produce, and education to improve their knowledge and understanding of good nutrition. Evaluated on pre- and post-evaluations, the majority of participants show an increased awareness and knowledge of these outcomes.

III. Summary (500 words or less)

This narrative should stand alone as a definitive description of your project and its results in lay language. This section, along with the objectives, will be part of your project's entry in our [SAREP Projects Database](#) on our website. You may find it useful to include some of the text from the summary of your original proposal.

After describing the basic premise of your project, summarize the major findings or outcomes of your project. Emphasize concrete results, practical applications and recommendations, project impacts, and suggestions for future research, education, and/or public policy.

The goal of our project is to provide justice involved youth or youth at risk of becoming involved in the justice system a path toward successful employment and attainment of their educational and employment goals. This goal is critical in San Diego County where 36,853 young adults ages 16 – 24 are not in school and not working, as according to the San Diego Workforce

Partnership's "Change is Coming: A report on San Diego's Progress on Reducing Youth Disconnection." This accounts for 8.6% of all San Diego youth in this age range. Youth who are disconnected from employment and education experience earn significantly less as they grow into adulthood. Most of the youth we serve deal with significant issues, including family problems, academic challenges, substance abuse, gang involvement, and many other obstacles to self-sufficiency.

The Youth Garden provides a unique educational experience, immersing justice involved youth in a hands-on discovery of community gardening. In learning about gardening, they also develop key job skills which help prepare them for successful employment. It also provides a safe, nurturing environment which helps youth transcend some of the turmoil and problems they face on a daily basis. Second Chance ensures that participants remain in school and tracks their academic progress to ensure they remain on course to graduate and pursue further education.

IV. Specific Results

Report your results by objective. For each objective, describe the work completed and underway, the major findings of your project, and their significance. Explain your results, in as concrete terms as possible. Integrate and analyze results of the entire project. Attach summary tables or figures (not detailed raw data) where appropriate.

NOTE: If your grant is exclusively an outreach grant or a planning grant, you may opt to combine sections IV and V of this report (but please do not omit section VI. below, Potential Benefits/Impacts.)

Objective 1: During 2021, the Youth Garden ran five 8-week cohorts. Over 40 participants enrolled in the program and nearly all reported a significant increase in their knowledge and abilities as a result of the program. The feedback we received through program surveys indicated the following:

- ❖ Increased ability to work as a team
- ❖ Improved communication skills
- ❖ Improved leadership abilities
- ❖ Increased time management skills
- ❖ Increased gardening knowledge and skills
- ❖ Learned the basics of operating a small-scale business through our weekly Farm Stand and Community Supported Agriculture (CSA) program.

Objective 2: One of the key educational aspects of the garden is learning about fresh fruits and vegetables, the importance of healthy nutrition in maintaining long-term wellbeing and the valuable role each participant each play in helping impact their environment. Through the 8-week program, participants learned the basics of food justice – a significant issue for many who live in a community defined by food scarcity with little access to fresh produce. Most participants developed a healthy appreciation of nutrition and were often inspired to share their newfound knowledge with their families and friends.


Two challenges we faced over the grant period affected the enrollment numbers in the Youth Garden. Prior to the Covid-19 pandemic, which began affecting the program as soon as stay-at-

home orders went into effect in March 2020, the Garden would expect to serve at least 100 participants per year. The disruption caused by the pandemic had the immediate effect of limiting in-person interactions and the Garden program was effectively closed to the public for many months. Further, the pandemic exacerbated many of the challenges faced by the population we serve – increased unemployment, increased number of health issues, decreased mobility. It has been a long and difficult recovery for our local community. Our ability to recruit and spread the word about the program in our local schools was severely limited during the pandemic, but happily we are now back in our schools and working with guidance counselors to reach potential participants and lately we have seen our numbers begin to increase.

Additionally, just before the start of last school year, San Diego Unified Schools implemented a policy of “Healthy Start Times,” based on evidence that later start times have been found to increase student attendance and improve academic performance, especially for teens. Starting school nearly an hour later in the morning also means students get out of school an hour later in the afternoon. During fall/winter seasons, daylight is limited and we are working on ways to adapt our program to accommodate students arriving later than they had been. We are exploring partnerships with the local schools on field trips and bringing program activities to the school during the day.

V. Dissemination of Findings

Describe efforts (and future plans) for outreach to disseminate the information gained by your project. Include scientific and news articles published, providing the complete citation. Also report on presentations, video production, workshops, conferences and all other means of reaching diverse audiences, describing how any products are available to the intended audience. Please attach a copy of any publications or other products (electronic version is adequate, if available).

- Future plans:
 - Collaborate on Health Literacy grant collaboration with Project New Village
 - Presentation to Live Well San Diego Childhood Obesity Initiative (COI) Leadership Council: July 11-  [COI Leadership Council Meeting Presentation-Updated Final\[83\].pptx](#)
 - Article to be featured on Live Well COI blog/newsletter
- Past Publications
 - UC ANR article “*UC SAREP’s Sustainable Agriculture and Food Systems grant helps support Second Chance garden*” Mike Hsu <https://ucanr.edu/News/?routeName=newsstory&postnum=51760>
 - NBC 7 San Diego [Community Garden Helps At-Risk Youth Create a Second Chance – NBC 7 San Diego \(nbcсандiego.com\)](#)
 - Video on YouTube highlighting Second Chance partnership with Encanto Elementary school: https://youtu.be/urujMt4RQ_Q
 - CSA Program posted on UCSD-Center for Community Health [Second Chance Youth Garden | UCSD Center for Community Health \(ucsdcommunityhealth.org\)](#)

VI. Benefits/Impacts on Agriculture and/or Food Systems

Describe how your project results can be translated into practical applications by farmers, ranchers, communities, consumers, food businesses, policy-makers, as appropriate. List specific recommendations that you would make to your intended audience in terms of day-to-day operations. Discuss any other known and potential impacts of your project's findings, both short-term and long-term. You may include suggestions for future research, education, or public policy.

A vital part of our garden is to provide the participants and local community with practical knowledge and skills to increase their self-sufficiency within the food system. We teach a food justice class which gives participants the history of systemic food insecurity and offers active solutions. They are taught about the environmental, health and communal benefits of participating in local food systems.

Our weekly farmstand not only provides local, healthy food to the community but also educates them as consumers: the importance of eating fresh vegetables and how to prepare them. We train youth to be able to not only serve the customers but also to educate them about the produce. They receive these skills through our cooking and nutrition classes at the beginning of the program.

The short-term impacts are the participants cooking and eating more vegetables at home and sharing the knowledge with their family and friends. The long-term impacts are the consistent supply of local, natural produce to the community, as well as providing some green space in an urban area. Lastly, teaching the next generation to garden sustainably and be able to provide food sovereignty to their families and communities.

VII. Impact on Target Audience

List the number of people/businesses reached and their demographics, if known.

A. Number of adults reached - 40

B. Number of youth reached - 42

C. Number of businesses reached (e.g. farms or food businesses) - 6

D. Complete the table below. Please only list demographics collected by your project via self-identification forms or enrollment data. We understand this section may be incomplete and may not match the total numbers listed above.

<u>Gender</u> 28 girls/13 boys	<u>Ethnicity</u> <u>10 African American</u> <u>24 Hispanic</u> <u>2 Other</u>
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VIII. Literature Cited

Provide references to any literature cited in your report. If you did not cite references, this section can be omitted.

If you have any questions regarding this report, please contact Sonja Brodt (sbrodt@ucanr.edu or 530-792-8249) or Rachael Callahan (rmcallahan@ucanr.edu). SAREP fax: 530-754-8550