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**Presenters**

<table>
<thead>
<tr>
<th>Team</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liz Egelski</td>
<td>Lead for garden <em>assessment</em> tool</td>
</tr>
<tr>
<td>Barbara MkNelly</td>
<td>Back-up for Liz</td>
</tr>
<tr>
<td>MaryAnn Mills</td>
<td>Lead for garden <em>planning</em> tools, back-up support for garden assessment</td>
</tr>
</tbody>
</table>

This presentation is being recorded and will be posted to the CalFresh Healthy Living, UC website.
Topics

✓ Background
✓ Why use this Tool
✓ When to use this Tool
✓ How to use this Tool
✓ Review of the Tool
✓ Expectations and PEARs reporting
✓ Q & A
Background – Development of the Tool

Research and review of existing tools

Pilot tests of two existing tools

Development of a draft tool

Feedback from pilot testers and others

Revision and completion of final assessment tool
Why use this Tool?

**Identify** and **track** areas of improvement in school garden programming

- how integrated the garden is into the school
- how it is used to support SNAP-Ed goals

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When to use this Tool?

✔️ *Currently* implementing school garden projects

✔️ Ready to...

- **assess** the current state of the garden
  
  *in order to*

- **expand** and/or **improve** programming

  and

- track efforts made through **reassessment**

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How do you use this Tool?

Review all tabs – get familiar with the questions

Complete what you are able to

Identify partner(s) at the school:
  to assess
  to review results
  to plan improvements

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Assessment Sections

- Site Information Tab
- Four Assessment Content Tabs
- Results and Planning Tab

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Institutional Support and Partnerships

Garden Planning, Maintenance, and Support

Student Experience

Parent and Community Engagement and Support

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Let’s Review the Tool

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Expectations

Assess at least one per county/cluster
If possible, each garden coordinator complete one

Use results → plan improvements
Send “Results and Planning” tab to State Office

Report in PEARs

Reassess a year later
Needs, Readiness & Effectiveness

Assessing a site's readiness for change is an appropriate place to start for SNAP-Ed implementers working on PSE changes. An asset map, needs assessment, or organizational readiness assessment is a good first step toward implementation, and thus a key program output for SNAP-Ed. While conducting a formal assessment is optional, environmental assessments offer an excellent opportunity to help understand the effectiveness of your work, when you pair baseline and post-intervention assessments. Increased environmental assessment scores provide objective, systematic evidence of documented environment-level improvements.

Did you conduct any needs or readiness assessments at this site or organization during the current reporting year of October 1, 2018 - September 30, 2019 (SNAP-Ed)?

Yes

The SNAP-Ed Framework interpretive guide suggests several surveys to be used when assessing organizational readiness for PSE changes. Additionally, see the environmental settings flowchart to determine which assessments are recommended.

Needs and Readiness Assessments

Please specify all Individual-level assessment tools used to evaluate PSE work at this site or organization during the current reporting year.
Let’s go to PEARs for an example...

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<table>
<thead>
<tr>
<th>Assessment type *</th>
<th>Needs assessment/environmental scan</th>
</tr>
</thead>
<tbody>
<tr>
<td>**Survey Instrument *</td>
<td>Other (please specify)</td>
</tr>
<tr>
<td>**Name or brief description of tool *</td>
<td>Garden Assessment - UC</td>
</tr>
<tr>
<td>**Approximate date baseline assessment administered</td>
<td>2019-10-05</td>
</tr>
<tr>
<td>**Brief description of baseline assessment results</td>
<td>Areas Identified for Improvement: 1) Institutional Support and Partnerships – Will form a school garden committee that meets regularly. 2) Garden Planning, Maintenance, and Support – will encourage and increase involvement of students, teachers, school staff and parents in preparation of the garden for next year. 3)</td>
</tr>
<tr>
<td>**Assessment Score</td>
<td>160</td>
</tr>
<tr>
<td>**Approximate date follow-up assessment administered</td>
<td>2020-09-25</td>
</tr>
<tr>
<td>**Brief description of follow-up assessment results</td>
<td>Changes Made to Garden: A school garden committee was formed and meets regularly (10pts), 2) Students, teachers, school staff and parents were involved in garden preparation, led by a garden coordinator (10pts) 3) Students are allowed access to the garden outside of instruction or planned activities (10pts), 4) A ‘garden leader’ was designated to coordinate the garden project (10pts) 5) Garden project was expanded into a learning activity (10pts) 6) Garden project was extended to involve all students (10pts) 7) Garden project was expanded into a learning activity (10pts) 8) Garden project was extended to involve all students (10pts)</td>
</tr>
<tr>
<td>**Follow Up Assessment Score</td>
<td>200</td>
</tr>
</tbody>
</table>
Feedback Form
…we want to hear from you

Optional, the form provides guidance:

- Overall Best Practices
- Design/Ease of Use
- Content
- Meet Needs?

Will be posted on website.
Package of Materials for Getting Started

• School Garden Planning Guide
  • Readiness & Sustainability Assessment
  • Building your Garden Team Guide
  • Garden Maintenance Plan
  • Garden Supply Purchase Form

• Released Quarter 1
Questions?
Contacts

Team
Liz Egelski
eegelski@ucdavis.edu

Barbara MkNelly
bmknelly@ucdavis.edu

MaryAnn Mills
mamills@ucdavis.edu

Role
Lead for garden assessment tool

Back-up for Liz
Lead for garden planning tools, back-up support for garden assessment

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Thank you!

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