## Grants Committee Meeting Agenda

**Grants Committee Meeting**  
**Thursday, October 5, 2017; 2:00 PM – 4:00 PM**  
**To be held at: EMSWCD Office, 5211 North Williams Ave, Portland OR**

<table>
<thead>
<tr>
<th>Item #</th>
<th>Time</th>
<th>Agenda Item</th>
<th>Purpose</th>
<th>Presenter</th>
<th>Packet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2:00</td>
<td>Welcome, Introductions</td>
<td>Information</td>
<td>McAdams</td>
<td>N/A</td>
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</tbody>
</table>
| 2      | 2:05 | • Review/revise agenda  
• Review of previous action items  
• Approval of last minutes: 1/25/17 | Decision | McAdams | a. 1/25/17 meeting minutes |
| 3      | 2:10 | Time reserved for public comment | Information | Public | N/A |
| 4      | 2:15 | PIC 2016 Presentations:  
• Growing Gardens – Anna Garwood  
b. Grow Portland Report |
| 5      | 3:00 | Expenditure/Status reports – Grants Programs – FY16/17, FY17/18:  
• PIC, SPACE, SPA, ODS, CLIP | Information | Easton | a. Summary Report*  
b. Outstanding prior year PIC grants |
| 6      | 3:10 | PIC 2018:  
• Guidelines – proposed additions  
• Review Committee - recruitment | Information | Easton | a. PIC Guidelines  
b. Proposed new*  
c. Review Committee table* |
| 7      | 3:25 | SPACE program proposed changes:  
• SPACE program delivery -staffing  
• SPACE application – ZoomGrants | Information | Easton | a. SPACE responsibilities table |
| 8      | 3:35 | Strategic Planning:  
• Key questions/priorities | Information | Easton | N/A |
| 9      | 3:55 | Closing items:  
• Announcements, Other Business  
• Action Items  
• Next Meeting  
• Adjourn | Information | McAdams Easton | N/A |

### Grants Committee Meeting Dates:
- September 19, 2017
- January 2018

### Board Members:
- Zone 1: Director Nellie McAdams
- Zone 2: Director Laura Masterson
- Zone 3: Director Mike Guebert, Chair
- At-Large 1: Director Rick Till
- At-Large 2: Director Allison Hensey
- Associate/Emeritus Director – Dianna Pope

### EMSWCD Grants Committee Members:
- Directors: Mike Guebert, Nellie McAdams (Chair), Rick Till
- Staff: E.D., Conservation Legacy Program Supervisor, Grants Program Manager
# EMSWCD Grants Committee Meeting Minutes

**Wednesday, January 25, 2017; 4:00 PM – 5:30 PM**  

**Held at: EMSWCD Office, 5211 North Williams Ave, Portland OR**

## Attendees

| Committee Members | Rick Till (Chair)  
|                   | Mike Guebert  
|                   | Nellie McAdams (appointed new Chair) |

<table>
<thead>
<tr>
<th>Committee Members Not attending</th>
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</table>
| Jay Udelhoven, Executive Director  
| Andrew Brown, Conservation Legacy Program Supervisor  
| Suzanne Easton, Grants Program Manager  
| Jed Arnold, Office Manager |

| Guests | None |

## Agenda

<table>
<thead>
<tr>
<th>Item #</th>
<th>Time</th>
<th>Agenda Item</th>
<th>Purpose</th>
<th>Presenter</th>
<th>Packet (*Please read)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>4:00</td>
<td>Welcome, Introductions</td>
<td>Information</td>
<td>Till</td>
<td>N/A</td>
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Meeting called to order at 4 p.m.

<table>
<thead>
<tr>
<th>Item #</th>
<th>Time</th>
<th>Agenda Item</th>
<th>Purpose</th>
<th>Presenter</th>
<th>Packet (*Please read)</th>
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</thead>
</table>
| 2      | 4:05 | • Review/revise agenda  
|        |       | • Review of previous action items  
|        |       | • Approval of last minutes: 9/20/16 | Information | Till | 2a. 9/20/16 meeting minutes |

- Easton reviewed the agenda and previous action items.

**MOTION:** McAdams moved to approve the revised agenda  
Guebert 2nds  
All in favor – motion passes unanimously

**MOTION:** McAdams moved to approve the September 2016 minutes  
Guebert 2nds  
All in favor – motion passes unanimously

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<thead>
<tr>
<th>Item #</th>
<th>Time</th>
<th>Agenda Item</th>
<th>Purpose</th>
<th>Presenter</th>
<th>Packet (*Please read)</th>
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<tbody>
<tr>
<td>3</td>
<td>4:07</td>
<td>Time reserved for public comment</td>
<td>Information</td>
<td>Public</td>
<td>N/A</td>
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- No members of the public were in attendance.  
  *Agenda amended. Board asked to discuss the Chair position prior to moving on to progress/expenditures.*

**MOTION:** Till moved to approve McAdams to be the next Chair of the Grants Committee  
Guebert 2nds  
All in favor – motion passes unanimously
4 4:10 Progress/expenditure reports on Grants Programs:
- Outstanding PIC, SPACE 16/17, SPA 2016, CLIP, Raingardens

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<tbody>
<tr>
<td>4</td>
<td>4:10</td>
<td>Progress/expenditure reports on Grants Programs:</td>
<td>Information</td>
<td>Easton</td>
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<tr>
<td></td>
<td></td>
<td>• Outstanding PIC, SPACE 16/17, SPA 2016, CLIP, Raingardens</td>
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<td>4a. Grant Expenditures 4b. Outstanding Prior Year</td>
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<tr>
<td></td>
<td></td>
<td>• Easton presented an overview of progress and expenditures for the PIC, SPACE, Strategic Partnership Agreement, CLIP, and Raingarden Incentive grants for FY 16-17.</td>
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<td></td>
<td></td>
<td>• Discussion was held on recommendations on unused allocated funds.</td>
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5 4:15 PIC 2017:
- Application information summary
- Calendar
- Guidelines and application questions
- Budget and priorities
- New ZoomGrants review process

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<tbody>
<tr>
<td>5</td>
<td>4:15</td>
<td>PIC 2017:</td>
<td>Information</td>
<td>Easton Brown</td>
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<tr>
<td></td>
<td></td>
<td>• Easton presented overview and update of PIC 2017 and the use of Zoom Grants.</td>
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<td></td>
<td>o Discussion was held on the review process and the number of applicants.</td>
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<td>o The PIC Committee made changes to the guidelines and application questions.</td>
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<td>• Easton started a dialog to consider priorities in the PIC grantmaking process given the amount of funding available, to focus on the individual project merit or also the potential magnitude of long-term impact.</td>
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6 4:55 Grant funding issues/proposed policies:
- Insurance requirement
- Filling grant gap — $1,500-$5,000

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<tbody>
<tr>
<td>6</td>
<td>4:55</td>
<td>Grant funding issues/proposed policies:</td>
<td>Information Decision?</td>
<td>Easton Brown</td>
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<tr>
<td></td>
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<td>• Easton presented an overview on grantee requirements. Through further research she found that grantees are required to provide documentation of their insurance.</td>
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<td>o Easton, Udelhoven, Brown, and Adams met to formulate questions and concerns to present to Eileen (attorney). They were advised that EMSWCD would not be covered under current policy unless grantee had their own insurance.</td>
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<td>• Easton asked for guidance moving forward on providing insurance to the grantees and if so, under what time frame. In addition, Easton mentioned other liability risks.</td>
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<td>• Discussion was held that included possibly adding an insurance component to the application, the cost to add grantee insurance, and if it should be required for SPACE grantees.</td>
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<td>• Discussed what to do with the grant gap.</td>
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<td><strong>MOTION:</strong> Guebert moved to approve the recommendation to increase in the maximum SPACE grant amount to $2,000 and SPACE project budget to $10,000</td>
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<td><strong>Till 2nd</strong></td>
<td></td>
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<td>All in favor — motion passes unanimously</td>
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7 5:10 CLIP:
- Increase % and amount of cost share

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<tbody>
<tr>
<td>7</td>
<td>5:10</td>
<td>CLIP:</td>
<td>Decision</td>
<td>Udelhoven</td>
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<td>• Easton presented an overview of the past goals from the 2014 Strategic Planning Retreat and asked for feedback on current goals and setting up goals for next year.</td>
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<td>• Discussion was held on funding and programs moving forward. It was suggested to bring up questions and concerns at the next Strategic Planning Meeting.</td>
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<td><strong>This agenda item was tabled, to be addressed at the next Board meeting.</strong></td>
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### Closing items:
- Announcements, Other Business
- Action Items
- Next Meeting
- Adjourn

- No announcement at this time
- Next meeting scheduled for September 20th, 2017

Meeting adjourned at 5:40pm

<table>
<thead>
<tr>
<th>Date Generated</th>
<th>Action Items</th>
<th>Responsible Parties</th>
<th>Due Date</th>
<th>Current Status as of Date of Draft Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/25/17</td>
<td>Contact Eileen to solicit input on questions and concerns related to grantee insurance coverage.</td>
<td>Easton</td>
<td>ASAP</td>
<td>Complete</td>
</tr>
<tr>
<td>1/25/17</td>
<td>Investigate how potential decrease in federal funding could affect district grantee programs.</td>
<td>Easton</td>
<td>ASAP</td>
<td>Complete</td>
</tr>
</tbody>
</table>

**Grants Committee Meeting Dates:**
- January 25, 2017
- September 2017

**Board Members:**
- Zone 1: Director Nellie McAdams
- Zone 2: Director Laura Masterson
- Zone 3: Director Mike Guebert, Chair
- At-Large 1: Director Rick Till
- At-Large 2: Director Allison Hensey
- Associate/Emeritus Director – Dianna Pope

**EMSWCD Grants Committee Members:**
- Directors: Mike Guebert, Nellie McAdams, Rick Till (Chair)
- Staff: E.D., Conservation Legacy Program Supervisor, Grants Program Manager
Portland School Garden Assessment

December, 2016

By Growing Gardens (Anna Garwood, Pesha Wasserstrom, Scott Logan and Stephanie Steeves)

Supported by East Multnomah Soil and Water Conservation District
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Executive Summary

School gardens have played an increasingly important role in engaging students in the natural environment, teaching curricula in a dynamic way, and promoting the health benefits of eating fresh vegetables and fruit. In 144 schools surveyed in the Portland region, 99 have school gardens used to teach 15,720 students everything from environmental science to language arts. Of these, 12,240 students use the garden during the day, averaging out to 54 students per school, but with a wide variation from 15 to 700 students using the gardens ranging from once a week to a few times a year. At 68% of schools, thousands more engage in afterschool programs in gardens, especially through the Schools Uniting Communities (SUN) system. Respondents also noted that the gardens transcend differences of language, education, income, and culture, and serve as a pathway for families to connect to the school community. Encouragingly, there is a fairly equitable distribution of school gardens at schools with different Free and Reduced Lunch Rates, mostly due to a robust community of nonprofits in the area.

Gardens are excellent spaces for teaching a wide variety of subjects, especially environmental sciences including native plants, pollinators, soil conservation, climate, and other ecological systems. While over 80% of the garden programs are used to teach science, other subjects such as math, language arts, English as a second language, art, health, and nutrition are all frequently taught in the garden as well. The majority of lessons are integrated into academic standards such as Common Core and Next Generation Science Standards. Respondents noted that students with high behavior needs or who had trouble focusing in the classroom excelled in the garden setting.

Gardens also inspire children to establish healthy eating habits. 54% of schools donate garden produce to food pantries or directly to families, 50% use produce in cooking workshops, 37% use it at family events, 34% serve it in the lunch line, and 25% offer taste tests in the lunchroom.

Schools with dedicated, paid educators or coordinators had twice as many students visit the garden and for twice as much time per student than schools without a paid educator or coordinator, yet only one third of schools with gardens have a paid garden educator/coordinator. Even when the coordinator is paid less than 10 hours per week, there is an increase in student learning hours in the garden. Some schools noted that teachers were less inclined to bring their students to the garden if the teacher was responsible for creating their own curriculum or prepping the garden ahead of time. In 25% of schools with gardens, teachers brought the students out to the garden alone, whereas in the rest, garden educators or others lead or co-teach the lessons.

Assistance from enthusiastic volunteers is invaluable. Partnerships with nonprofit organizations also play a large part in the success of school gardens. Two thirds of schools surveyed have at least one partnership, and low income schools tend to lean more heavily on those organizations for curricula, funding, and staffing than high income schools.
Several common challenges to the long term success of school gardens were noted by respondents. A lack of proper and sustained funding is potentially fatal to a school garden program. Wages for educators and supplies were generated in a variety of ways, from PTA (40%), grants (27%), SUN (35%) and other sources like individual school budgets and partnerships with outside organizations. The PTA-funded programs are at schools with an average Free Reduced Lunch Rate of 24% -- much below the average FRLR of 55% for the surveyed schools. The PTA-funded programs average 410 students during the day and 60 after school, whereas SUN-funded programs average 227 kids during the day and 108 after school, which reflects the mission of SUN as an afterschool enrichment program. Supply budgets generally ranged from $0 to $2000. There is a correlation between garden budgets and student usage: students in schools with higher garden budgets had twice as much time in the garden as students in schools at the lower end of the garden budget spectrum. Grant funding can be highly variable. Funding from public or private sources is needed on an ongoing basis for school garden programing to be ongoing.

Another common challenge to continued momentum was personnel turnover - whether it be key volunteers, teachers or administrators. Behind many school gardens is a passionate person with little organized support. Infrastructure problems, such as broken spigots or locked doors were also noted to create barriers.

It is critical for school administrators to encourage teachers to use the garden as part of their instruction and include garden educators/coordinators as part of the core staff (inviting them to staff meetings, allowing building access, facilitating scheduling, etc.) This sets the tone that the garden is part of the school’s core learning environment.

School district decision makers can act to ensure their schools have the best school garden experience possible. Having a paid garden coordinator/educator was seen as a vital piece of successful school gardens in the Portland region. Several options are available for districts to fill that role, whether by combining this part time role with an existing staff member’s position, by hiring an employee, or by contracting with a nonprofit partner. Districts can also seize the opportunity for further integration of garden education into teaching core subjects, and especially in rolling out the Next Generation Science Standards. It is also vital that districts have policies in place that allow the students to eat food grown in the garden, since one of the main purposes of school gardens is to inspire kids to eat healthy, organic produce.

The Portland area is at the forefront of a national Farm to School movement and can serve as a model for other regions looking to institutionalize school gardens. These gardens are more than just an alternative space for classroom lessons. They bridge schools with the families in the surrounding community, they promote healthy eating, serve as therapeutic refuges for students with behavioral barriers, spark a passion for the environment and motivate students through meaningful learning.
Introduction

School gardens have been playing an increasingly important role in engaging students in the natural environment, teaching science and other subjects in a dynamic way, and promoting healthy eating. While many schools in the Portland metro area have gardens, until this study, it was unclear exactly how they were used and managed. This study measures the extent of school gardens, documents how they are used at each site, and compare and contrast different models of program delivery (e.g. school-based garden coordinator, nonprofit garden educator, lessons taught and organized by teachers, after-school programs, etc.). We were driven to understand how garden programs were financially and organizationally sustained year to year in hopes that the results will inform the strategy of scaling-up and institutionalizing school gardens so that they can have a greater impact on more students in years to come.

This study was designed and implemented by Growing Gardens staff and interns. We are grateful for the support of East Multnomah Soil and Water Conservation district for their ongoing support for school gardens over many years and specifically this study.

Scope

The study covered 144 schools (elementary, middle, high) in the following districts: Portland Public Schools (PPS) (78), Parkrose (6), Reynolds (16), Centennial (11), David Douglas (13), and Multnomah Education Service District (9).

Methodology

First, input was gathered from key stakeholders in the field to ask about specific questions they would like included, including Oregon Department of Education Farm to School Specialist (Rick Sherman), PPS Nutrition Services (Gitta Grether-Sweeney), PPS Resource Conservation Specialist (Nancy Bond), Ecotrust, Outgrowing Hunger, Grow Portland, Portland State University Science in the Learning Garden (Sybil Kelley), and others.

To generate a list of up to date contacts, we called each of the schools to ask a) if they had a garden and b) who is the best person to contact regarding the garden (see appendix for list). We developed the questionnaire (see Appendix) and sent a test run out to 10 garden educators. With their responses, we clarified questions and refined the study. Then, we sent the survey out, with 4 follow-up emails (and offered gift cards and discounts to Portland Nursery as an incentive). The emails included a list of resources for local gardening, including grant opportunities (such as EMSWCD), curricula and networking links. Online surveys were completed May-June, 2016. There were 64 responses, which equates to 64% of the 99 schools who have gardens.

We followed up with site visits to 21 schools in June-August, representing 21% of the schools with gardens. The questions used in the semi-structured interviews are included in the appendix. Profiles of each of the schools, drawing upon the survey and interviews, are also included in the appendix.
The roles of respondents reflect the diverse ways that gardens are managed.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
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</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>14.1%</td>
<td>9</td>
</tr>
<tr>
<td>Parent</td>
<td>15.6%</td>
<td>10</td>
</tr>
<tr>
<td>Other school staff</td>
<td>6.3%</td>
<td>4</td>
</tr>
<tr>
<td>Paid garden educator/coordinator</td>
<td>20.3%</td>
<td>13</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>43.8%</td>
<td>28</td>
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</table>

Of the "Other" respondents, 11 were SUN Site Managers, 5 were parents who were also "Garden Coordinators or chairs of "Garden Councils", 3 were AmeriCorps/FoodCorps, 2 were Garden Educators (but not "coordinators"), 2 principals, one secretary, one STEAM instructional coach, and one Student Achievement specialist.

Most of the respondents had been involved in the garden program for 3 years or less.

![Pie chart showing the duration of involvement with the garden program at the school](chart.png)

**Extent of School Gardens**

We discovered that an **amazing 99 schools have gardens in these districts!** That's an incredible 68% of all of the schools. Portland Public Schools had the most gardens (64), but it is a much larger district. David Douglas had the highest percentage of schools with gardens: Portland: 78%, Centennial: 50%, Reynolds: 40%, Parkrose: 33%, David Douglas: 86% MESD: 33%.

Most gardens have existed for 4-5 years, although many have existed for longer, and many are newer.
Physical Space

The total estimated amount of land that is now gardened by respondents is **24,300 ft²**. If we extrapolate to include the other 32 school gardens that did not participate in the survey, the total would be 30,700 ft² of land that has been converted from turf to flourishing vegetable and native plant gardens.

The majority were in the 100-300 ft² range. The vast majority of school gardens are on school property, although four are part of a Portland Community Gardens/Portland Parks and Recreation property, and two were on other city/government property.

Gardens come in all shapes and sizes. A few particularly unique ones include Trillium Charter School which is the only rooftop garden in Portland, which is often used to demonstrate storm water management, and includes a pollinator garden and soon, a native plant perimeter.

In addition to edible gardens, most garden areas also included a native plant area, insect/pollinator area and many included a rain garden and/or nature play area.
Other unique features reported include: greenhouse, prairie garden, outdoor classroom (3 responses), worm bins, pollinator garden, herb garden, memorial garden, permaculture, "hugelkultur" (raised bed of decomposing wood), Oregon grains garden, fairy garden, 1/2 mile interpretive trail in a restoration area and an arboretum, chicken coop and rabbit hutch (currently vacant).

Gardens are often used to teach about lifecycles, from seed to plant to compost: 64% compost garden debris on site.
Student and Teacher Totals

There are 12,240 students actively learning in the gardens during school. There was a huge range of 15-700 students per school, with an average of 54 students at each school. Additionally, 3480 students use the garden after school in these 64 responses, totaling 15720 students engaged in dynamic hands-on learning in the garden.

The majority (58.7%) of schools use the garden after school through the Schools Uniting Neighborhoods (SUN) program. An additional 11.1% use the garden through another after school program, while 27% only use the gardens during the daytime. And 10% of gardens are “only” used after school.

At 68% of schools, more than 3 teachers use the gardens, although there was a large range. At 32% of schools, the fact that three or fewer teachers use the garden reflects that, at most schools, garden education is seen as a voluntary "extra," championed by dedicated individuals and not part of the "core" school programing. While some coordinators listed engaging teachers as a challenge, others reported it as a strength: "Success with student and staff enthusiasm!"
The number of teachers who use the garden only tells part of the story. Most school gardens are used by a combination of different people. In only 25% of schools, teachers bring the students out to the garden without additional support. In fact, it is slightly more common for students to go out to the garden with a teacher and a garden educator together. In some schools, a garden educator alone leads garden lessons. The graph below includes the write-in answers in the “Other” category, including parents and the school counselor at several schools. The therapeutic use of gardens is a theme that surfaced throughout the study.
We also found a broad range of how often the gardens are used, from more than once a week, to less than once a month. Once a week or once a month were the most common answers – showing that there is some continuity and depth of lessons for the group of students using the garden.

<table>
<thead>
<tr>
<th>Of the students who use the garden during the school day, how often does each student visit the garden?</th>
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<tbody>
<tr>
<td>Other (please specify)</td>
</tr>
<tr>
<td>Only during recess</td>
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<tr>
<td>Varies per grade</td>
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<tr>
<td>less than once a month</td>
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<tr>
<td>once a month</td>
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<tr>
<td>every other week</td>
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<tr>
<td>once a week</td>
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<tr>
<td>more than once a week</td>
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Objectives of School Gardens

Academics
Most of the lessons taught in the garden are integrated into academic standards (such as Common Core or Next Generation Science Standards [NGSS]). All 11 schools that said that part of their garden budget comes from the school’s budget stated that their lessons are integrated into grade-level curriculum and/or Common Core and/or NGSS. For example, a recent Growing Gardens unit was on using tools to understand climate (air thermometer, soil thermometer and rain gauge) and make predictions about plant growth in different microclimates (sun, shade, etc.). Plant growth was measured over time and graphed.
With the abundance of existing garden curriculum, it was surprising that most schools create and use their own. This may be related to the teacher’s desire to integrate the garden into his or her existing plans. Garden curriculum can also be hard to standardize and transfer to other schools because it is dependent on what is growing in each garden and the stage of growth – which takes foresight and coordination to plant months ahead.
Most of the respondents who selected "Other" wrote in that they pull inspiration from a number of these. Respondents also mentioned Nature Works Everywhere, Oregon Food Bank Seed to Supper, Science Companion Prime, Got Dirt and Got Veggies, and Edible Schoolyard.

The gardens are used to teach a wide variety of subjects. While science and health/nutrition top the charts, gardens are also widely used for hands-on math, language arts, ESL, and art.
Environmental Education

Gardens are also used as teaching spaces for environmental sciences, especially native plants, pollinators, soil conservation, climate, and other ecological systems.

The “Other” category included a wide range of subjects: Growing food, ethnobotany, history, seed heritage, genetic diversity via heirlooms and seed saving, cooking, agricultural history, stages of plant development from seed to harvest, life cycles, permaculture, community building, work experience, food justice and food systems, self-management, food and carbon, and decomposition.
Therapeutic Uses
One trend that came to light in the study is the use of the garden for therapeutic or behavior uses. While this is a central purpose at the MESD schools, many other schools also reported using the gardens for “restorative justice” and as a place for kids to decompress. Several of the write-in answers touched upon this:

- “We are a school for students with special needs. Our garden has been an important tool to calm and soothe students.”
- “In his [a teacher’s] work with our high behavior needs students, he has been taking them out to the garden as part of their time together. This has allowed them to take a vested interest in something and is now something they look forward to and work to earn.”
- “Executive functioning and observation skills; used also as a calming space for students with behavioral issues/for restorative justice/community service.”
- “The garden is used by students who “need a break” during the day, and the SUN coordinator brings them out to water. She keeps watering cans full of water in her office for this purpose.”

Healthy Food
Beyond academics, gardens are used to increase enthusiasm for and availability of fresh produce. An anecdote from Chapman elementary illustrates the impact of gardens on children’s eating preferences:
“The greatest success is that the kids absolutely love it. They want to come to the garden, try the produce, and come back for more. Towards the end of the school year, a class harvested several buckets of kale, but they were unable to bring it into the lunchroom. During recess, Molly [Garden Coordinator] had the buckets of kale by the garden and students continued to come running over to eat up the raw kale. She had to limit how much kale students took because it was in such high demand.”

The garden produce has multiple uses, especially donating food to food pantries or directly to families, as well as using the produce in cooking workshops. “Other” included write-in answers of students eating in the garden, tastings in class and in afterschool programs. One unique answer was farmers market sales of garden produce at Madison High School.
At 36% of schools a small amount of garden produce is used by the cafeteria, indicating that this is an untapped opportunity for many schools to reinforce healthy eating. 36% of schools reported that they do not produce enough to bother using it in the cafeteria, and 15% of schools, the school or district does not allow it.
Nature Play
Garden areas, including the native plant areas at many schools, are also used for nature play during recess and after-school. Some schools mentioned that the gardens were next to the playground structures so that children could choose to play there instead. One example of a garden program intentionally incorporating nature play is Gilbert Park, in the David Douglas School District. The Gilbert Park garden is a courtyard garden featuring many smaller garden and plant areas including a rain garden with a bridge, an Oregon agriculture garden, a memorial garden, many native plants and a “dig pit” where kids can dig up bones and other treasures.

“Dig pit” to play archeologist at Gilbert Park Photo credit: Growing Gardens

Community Engagement
Food brings people together. School gardens can play a role in uniting a school community and helping families find pathways to connect to the school community, regardless of language, culture, education or income. The respondent from Arleta said, "We have a large community of English Language Learners and the garden has proven to be a great resource through classes and events at getting these children and families to participate more fully in school." Another garden coordinator described the high food insecurity and socio-economic challenges of Harrison Park, a school with 94% Free and Reduced Lunch, yet a "large new immigrant population participates in the community garden and influences culturally diverse plantings."

One example of community connections is that Growing Gardens pairs its school garden program with a program helping low-income families establish home gardens. Staff and volunteers offer cooking taste tests at the school-based food pantries where they meet families interested in learning to garden at home. These same families are often engaged in helping to maintain the school garden and provide cooking workshops to other families. Another example is Irvington School where there are garden beds reserved for families. Trillium Charter School connects to the community in other ways; they participated in a neighborhood garden tour, have a presence at the farmer’s market and host workshops with community members.
School gardens are the hub of many events and activities. Collectively, respondents listed these events: Fall harvest fest, spring baby chickens, community Earth Art Day events, Oregon Museum of Science and Industry (OMSI) science night, Cesar Chavez day, retirement party, Iron Chef, "Lavender lot", Earth Day, volunteer appreciation events, Asia Pacific American Network of Oregon (APANO) for community-specific events, community clean-up days, Seed to Supper garden class, family cooking workshops and of course garden work-parties.

Many schools also coordinate with the Oregon Food Bank on-site pantries. For example, one school mentioned a partnership with the school-based food pantry in which the garden supplies fresh herbs and is used as a use space for child care.

**Equity and garden education**

How does the income level of the neighborhood correlate to garden access for students? The Free and Reduced Lunch Rate (FRLR) can be used as a proxy for poverty level of the school community. The average FRLR of schools in the study area is 55%. Surprisingly, the average FRLR of schools with gardens is also 55%, while the average of schools without school gardens is 57% -- so essentially the income level of the school is not correlated with the existence of a garden.

The average FRLR for schools with gardens, but without a formalized partnership with a garden nonprofit, was 51%, while the average FRLR for schools without nonprofit partnerships is 62%, indicating that nonprofits tend to work with slightly lower income schools than the average – but not by that much. One explanation is that some nonprofits have a hybrid model to maintain their financial sustainability. They seek grants to work with very low income schools, while contracting their services to higher income schools able to pay for the programing. Nonprofit partners do play a critical role in enabling garden programs at low income schools. Fifty eight percent of the programs at schools with higher FRLR (over 55%) and active garden programs (defined as over 500 learning hours/year) had programs funded and implemented by external nonprofit partners.

The schools with a paid coordinator were slightly more likely to be higher income: the average FRLR of schools that had a paid garden coordinator was 51% while the FRLR at schools with no paid coordinator was 58%.

While it is true that garden programs exist at schools that span the income spectrum, the few “superstar” schools that have much more in-depth garden programs, reaching more students with more learning hours, do tend to be higher income. For example, Sunnyside has 3 garden related staff positions: “There is a sustainability team, with a garden coordinator, a sustainability coordinator, and a farm to school coordinator. The students have a service relationship with a local farm, which they visit regularly as well. All the positions are paid for by the [Parent Teacher Student Association] (PTSA).”
At lower income schools, it seems more challenging to run a garden program coordinated by a volunteer parent, simply because there are fewer parents with the time to dedicate. The follow-up interviews also illuminated the additional challenges of low-income schools where there is huge student turnover, even within the school year due to families facing homelessness, evictions, needing to migrate for work, or foster care situations. For example, at one elementary school, 26% of students are “mobile” - not regular school attenders. Lower income schools also tend to have higher percentages of non-English speakers and recent immigrants. In this context, it is more challenging to establish an engaged, stable, cohesive volunteer garden committee. At schools with multiple language groups, it is hard to organize a group across languages. While most schools, both high income and low income, reported fewer than 20 volunteers, higher income schools were more likely than low income schools to report 40-50 volunteers. Total number of volunteer hours at high income schools also tended to be slightly higher than low income schools.

One shining example of using a garden to weave together a multicultural community is Harrison Park. Earth Art Ag has developed a school garden adjacent to a community garden established by Outgrowing Hunger. The community garden is used by many Chinese, Burmese, and Latino immigrant & refugee families. While this has been a huge success in community building and food access, it should be noted that the maintenance of the school garden is the role of the nonprofit, not parents volunteering their time.

Kids at Harrison Park enjoying a lemon cucumber harvest. Photo credit: Earth, Art, Ag
Program Coordination
With nearly 100 school gardens in the area, one of our core research questions was: How are these gardens managed and sustained? We found that there is a huge range of management models, each with their pros and cons. Of the models, afterschool programs (e.g. SUN) were the most common, but there was a fairly even distribution between gardens coordinated by teachers, parents, afterschool programs and partner organizations. Taken as a whole picture, it does show that most gardens are not managed directly or formally by the school staff, which leads to some of the challenges of discussed later in the report of institutionalizing the gardens within the core structure of the school.

![Bar chart showing the distribution of who coordinates school gardens.](chart.png)

The "Other" categories include PTA (4), a parent committee, SUN Community School, Multnomah County Crops program (for MESD schools), and Garden Coordinators.

Partnerships
Partnerships play a key role in carrying out school garden programs. 67% of respondents reported that they have external partnerships. The study highlights that, in addition to the garden-focused nonprofits, SUN agencies are core partners to many garden programs.
The "Other" includes other SUN Agencies (10) (Self Enhancement Inc, Latino Network and Metropolitan Family Services). Other partnerships included Earth Art Ag (1), Green Schoolhouse (3), Multnomah County CROPS, PPS Sustainability - Green Schools Program, AmeriCorps (1) and Nature Conservancy (1), Friends of Trees, City of Portland Parks and Recreation, Beginner Urban Farm Apprenticeship program.

Some schools had multiple partnerships, for example, the respondent from Lent said, "The success of our garden is due, in large part, to all of our strong partnerships with groups such as: PPS Nutrition Services, Ecology in Classrooms Outdoors (ECO), Growing Gardens, Oregon State University SNAP Education, Portland State University's Science in the Learning Garden, and the Community Transitions Program."

**Growing Gardens**

Growing Gardens’ mission is to strengthen people and communities through the experience of growing their own food. Its programs use gardening as a vehicle to provide fresh food access, science and nutrition education and job skills in low-income communities, high-poverty schools and correctional facilities across Oregon.

Since Growing Gardens’ inception in 1996, it has helped over 1,275 families start home gardens, supporting fresh food access for over 5,000 adults and children. Since 2006, it has partnered with 13 schools to design and implement garden education programs for elementary school children. It currently runs gardening programs in 14 of the Oregon’s correctional facilities and 2 juvenile detention centers. Using community-organizing principles that respect diversity, we help identify common goals, teach
problem-solving techniques and build skills for long-term project sustainability. Their years of data prove that the programs successfully increase fresh food access, reduce reliance on emergency food boxes, reduce grocery bills, increase children’s consumption of fruits and vegetables and increase civic engagement.

In the 2016-17 school year, Growing Gardens is partnering with 9 schools to lead garden-based education during the school day to engage kids in interdisciplinary learning while building skills of classroom teachers, provide afterschool and summer garden education, improve access to and enthusiasm for healthy fruits and vegetables and facilitate intercultural and intergenerational community building. With professional Garden Educators and a FoodCorps Service Member, their model is to partner with a school for 3-5 years to build the skills, sense of ownership and resources to ensure that garden programs endure. Over time, the development of the garden and after-school Garden Clubs is taken over by the school community. At three schools, with the support of the Oregon Department of Education they are piloting a fully-integrated garden education program with .5FTE Garden Coordinators providing 10 hours of garden education per child per year.

Growing Gardens also runs a regional Learning Garden Professional Learning Community for teachers who would like to expand and improve their practice and the School Garden Coordinator Certificate Training for anyone looking to organize and sustain a school garden program. Both of these training opportunities were mentioned by a number of survey participants, indicating that they are helping to build the school garden movement in the Portland area. Participants in both of these opportunities can receive graduate credit through Portland State University. Growing Gardens also coordinates the Portland Farm and Garden Educators Network and is on the steering committee of the Oregon Farm to School and School Garden Network to help build the regional movement to expand and sustain school garden programs for more children, teachers and families.

**Grow Portland**

Grow Portland create vibrant school gardens and lead 2-3 full educational days each month at partner schools. By integrating school gardening into the regular day, and providing expert support, Grow Portland can impact far greater numbers of students than in an after school program. They use established curriculum resources and their own lessons to link garden sessions to Next Generation Science standards.

Grow Portland is committed to working with schools over the long term. Schools receive seeds, plants, soil amendments and season-extension products that we purchase for low cost in bulk. Fundraising for the program is a collaborative effort between Grow Portland and partner schools.

In the 2016-17 school year, Grow Portland is partnered with six school locations: Chief Joseph, Ockley Green, Sitton, Peninsula West Powellhurst and Menlo Park schools where 2000 students and 90 teachers are participating in Garden School.
Earth Art Agriculture
Earth Art Ag is the education division of Outgrowing Hunger. Both Portland-based nonprofits are committed to supporting and creating community through growing healthy food. Earth Art Ag teaches academically-supported, place-based garden education during the school day and after school in 11+ public K-8 schools. Through direct partnerships with teachers, parents, and school administrators, Earth Art Ag works to foster culturally-responsive pedagogies customized to each school context.

It is part of Earth Art Ag's mission to cultivate long-term partnerships with schools by providing highly trained, paid Garden Educators who teach through a broad curriculum encompassing soil science and health, botany, urban ecology and agriculture, nutrition, cultural food traditions, pollination and seed saving, native flora and fauna, and simple cooking. Through a partnership with Portland Public Schools Nutrition Services Earth Art Ag also delivers fresh produce to be served in school cafeterias.

Garden educators teach monthly garden lessons focused on seasonal, hands-on gardening skills, teamwork and collaboration, and connect to the diverse school communities they work with. Five of the eleven schools are Title 1 schools and receive funding for supplies (tools, soil, compost, seeds, plant starts, and educational materials) and programming through grants received by Earth Art Ag and Outgrowing Hunger; non-Title 1 schools use PTA funds to pay for programming. In the 2016-2017 school year Earth Art Ag is partnered with the following schools: ACCESS Academy, Atkinson, Beverly Cleary, Bridger, Cedar Oak, Creative Science School, Grout, Harrison Park, Laurelhurst, Lincoln Park, and Vestal.

Green Schoolhouse
Green Schoolhouse provides a camp experience for children ages 5- to 10-years old using the magic of a garden to encourage children’s sense of wonder, imagination, and adventure. In addition to camps, they run after school garden programs at Abernethy, Alameda, Hayhurst, Riverdale Grade School and Portland Youth Builders.

Schools Uniting Neighborhoods (SUN) agencies
The Schools Uniting Neighborhoods Service System (SUN) “leads to educational success and family self-sufficiency through an integrated network of social and support services for youth, families and community members. Within the SUN Service System, SUN Community Schools are the school-based delivery sites for a comprehensive set of services including educational, enrichment, recreational, social and health services” (https://multco.us/sun). Multnomah County selects nonprofits as lead SUN agencies at each school to run after school and other services. SUN agencies that have been active in garden education include Immigrant and Refugee Community Organization (IRCO), Metropolitan Family Services (MFS), Latino Network and Self-Enhancement, Inc. The SUN managers, based at each school, are uniquely positioned to encourage community involvement in school gardens and coordinate after school use, including hiring garden educators to teach after school programs.
Oregon State University
OSU offers a Junior Master Gardener program, youth 4 H (afterschool and summer) as well as leading nutrition and cooking classes at schools. One innovative program brings high school and elementary school students together for garden education.

Role of Coordinators
Whether the coordinator is a teacher, volunteer, parent or partner, someone has to make decisions, maintain the space and implement the garden program. The role of the garden coordinator included the following tasks:

"Other" included school day garden education, curriculum development, garden design, volunteer training/coordination, coordinating with the cafeteria, summer maintenance, shopping for supplies, building partnerships, budgeting, fundraising, handling reimbursements, coordinating work parties, and grant writing.

In regards to whether a school had a paid garden coordinator or not, respondents were asked to respond “no” if the teacher or staff are doing the coordination work on top of other duties without extra compensation. Thirty seven percent of schools with gardens have a paid coordinator. Nearly 60% included school day education and 50% after-school education in the “coordinator’s” role. However, when reading the details of the respondents that say "No" many of them had a paid "Educator" (often paid by a partner organization). Thus, when analyzing the impact of having a paid coordinator, we also analyzed the difference of having a paid "coordinator" or "educator."
Where there is a paid coordinator, **twice as many students use the garden**. The average number of students where there is no paid coordinator is 144, while the average number of students where there is a paid coordinator is 296. When including schools where there is a paid educator, even when there is no paid coordinator, the results tell the same story: twice as many students are engaged in garden education.

More classroom teachers also use the garden when there is a paid coordinator or educator. In the 24 schools with no paid coordinator or educator, the numbers of teachers using the garden were:

- 15 responses for 0-3 teachers (62%)
- 5 responses for 3-5 teachers (20%)
- 1 response for 5-10 teachers (4%)
- 2 responses 10-15 teachers (8%)
- 1 response 15-20 teachers (4%)

In the 39 schools where there was a paid coordinator or educator, the numbers of teachers using the garden are reported as:

- 5 responses 0-3 teachers (12%)
- 11 responses 3-5 teachers (28%)
- 12 responses 5-10 teachers (30%)
- 5 responses 10-15 teachers (13%)
- 6 responses 15-20 teachers (15%)

Similarly, after-school education also reaches more students (average 63 instead of 42) when there is a paid coordinator or educator. Where there is no paid coordinator, it is unclear how the afterschool programs are implemented. Perhaps there is a volunteer teaching a class or a staff member (like AmeriCorps) that the respondent did not consider a garden coordinator.
Analyzing the data through school day learning hours (students x number of hours of garden education), the same pattern emerges. The average number of learning hours in schools without a paid coordinator is 2919, while schools with a paid coordinator averaged 5713 learning hours -- an increase of 96%. When including no paid “coordinators” or “educators” learning hours averaged 3393 in comparison to 4489 hours where there was a paid coordinator and/or educator. This includes educators from partner organizations that may work at many schools. The bottom line is that paid garden coordinators/educators can maximize the benefits of school gardens by engaging many more students than when just relying on teachers to utilize the gardens on their own during the day.

Of the schools that do not have a paid coordinator or educator, and yet have high student usage numbers, most are higher income (Capitol Hill, West Sylvan and Winterhaven). It seems that at these schools there is a culture of teachers using the garden, supportive administrator and a strong volunteer base.

The respondents reported that most “Coordinators” work less than 10 hours a week. Eight schools have paid garden coordinators who work 10-40 hours a week. However, it seems that some respondents did not include “educator” in this same category as some schools have a separate educator who teaches after-school programs for example. Nonetheless, it does indicate that, even with fewer than 10 hours of paid time per week, there is an increase in student and teacher engagement when there is a coordinator.
There is a correlation between the budget for materials and the number of students benefitting. The average number of students served during the school day at schools with low budgets ($1-$100) is 109, while the average number of students served at schools with higher budgets (over $2000) was 368. Similarly, the learning hours at low budget schools were less than half of the learning hours at high budget schools. At schools with low materials budgets they averaged 2377 learning hours, while at programs with higher materials budget they averaged 5355 learning hours. The average number of students served, after-school, at schools with low budgets is 37, while the average number of students served after-school, at schools with high budgets is 40. Thus, the range of budget seems to be more highly correlated with school day learning.

Committees
About half of the schools have garden committees and half do not, although the definition can be blurry. Some may answer that there is a committee, yet it is an "ad hoc" collection of people who rarely meet. Conversely, some may have said that there is not a "garden committee" but there may be a garden coordinator with strong support from teachers, volunteers and administrators. Even schools without a "committee" report 20, 30 or more volunteers, and up to 40 volunteer hours a month, so someone or several people must be recruiting and coordinating these volunteers. There was no significant correlation between the existence of a committee and the length of time a garden has been operational.

Of those that answered that there is a garden committee, parents are the most common members, followed by teachers. Administrators are only on 18% of garden committees. Most of the "Other" category were SUN staff.
Does the existence of a garden committee correlate with socioeconomic level, as indicated by Free and Reduced Lunch (FRLR)? Slightly. The average FRLR for schools with garden committees is 51%, while those without tend to have a higher FRLR, averaging 64%.

Does the existence of a garden committee relate to having paid garden coordinators? No. At schools with no garden committee, half had no paid staff, and half had a paid staff or nonprofit partner with professional educators working at the school.

How does the existence of a garden committee correlate to the number of students who have access to garden education? At schools without a committee, an average of 169 students use garden in the day, while where there is a committee, the average is 235 (increase of 39%), suggesting that a committee encourages coordinated use.

**Volunteers**

Whether or not there is a formal committee, someone has to maintain the garden space. Parents, garden coordinators, committees and teachers, in that order, were the most common answers.
Hundreds of volunteers are committing a lot of time to keep school gardens flourishing. At 41% of schools, there are 10 or fewer volunteers, while at 60% of schools there are more than 10 volunteers, with the following breakdown.
In a calendar year, how many volunteers are involved in the school garden?

How many volunteer hours (total, by all volunteers) are spent on the garden per month (on average)?
Funding

School gardens require some funding to keep them maintained, let alone to fully utilize them for education. Where coordinators are compensated, their wages are covered by the sources shown in the graph below. While the survey did not ask what the hourly wages were, it did include the number of hours per week a paid educator/coordinator works (see page 24). Of course the amount of garden classes taught are variable with the number of hours and educator is paid, and the scale of the budget. Teachers who use the garden during the school day (on their paid time) were not considered a "paid coordinator" for this question.

"Other" responses include "the school", "teacher employed by school district", "paid high school intern, and 21st Century Grant. While we did not ask specifically about fundraising events, one school mentioned selling plants from the garden.

The PTA funded programs average 410 students during the day and 60 after school, whereas SUN-funded programs average 227 kids during the day and 108 after school, which reflects the mission of SUN as an afterschool enrichment program. PTA funded programs also tend to be more stable. The average school garden program with PTA funding has existed for 6-10 years. While PTA funding may be a goal, it is out reach for many, if not most schools in the survey area. The PTA funded programs are at schools with an average Free Reduced Lunch Rate of 24% -- much below the average FRLR of 55% for the surveyed schools. SUN funded programs are at schools with an average FRLR of 67%.
A model unique to Abernethy school garden includes an after-school garden program that is able to fund a full-time garden educator during the school day.

Most of the "other" category was "no budget" or "just what I spend out of my own pocket" although there was one $5000 response.

**Challenges**

The work of developing and managing a school garden is definitely a labor of love. Seeing the benefits to kids keeps people engaged, but there are many challenges along the way. One respondent summed it up this way: "Our biggest challenge at present is sustainability - to keep this new garden going into the future, volunteer procurement when needed for people to step up for important roles, working with the school office, the garden being locked behind a gate and teachers to step up to use the garden for more than planting seeds with their class." This section will parse out these challenges, drawing upon the themes that emerged from the surveys and especially the follow up visits.

**The "lone champion" and turn-over**

Behind many school gardens is a passionate person with little organized support. This person is sometimes a parent, teacher or coordinator. They have a strong passion for “their” garden, but there is a risk of burn-out or simply that the parent’s child ages out of the school or the teacher transitions to another school. One respondent listed the main challenge as "burn-out for volunteers who have taken
on projects and not had enough support". Another respondent said that "this is not a living-wage job or one with any room to grow, so it is unlikely to ever be held by one person for more than a few years at a time." Some cited a lack of continuum from year to year leading to underutilization. As described above, there is an immense amount of time needed to coordinate the garden, plant with students, harvest and educate. It is challenging for a single person to keep all of that up, especially operating on a volunteer or near-volunteer basis. One example of the “lone champion,” is Lonny Gandera, a parent at Menlo Park. Menlo Park is a very low-income school (77% “economically disadvantaged”) in the Parkrose School District. Lonny is the main force behind the garden, going regularly in the summer to turn on and move irrigation. He also has taken on beautifying the school grounds, where he has planted flowers around the school building. He has good relationships with school administrators and staff, but is currently the only person maintaining the garden. Another example would be Kirsten Holstein, a parent at Jason Lee. Kirsten has a background in landscape design, and was instrumental in planning and building the garden. Over the years she has been paid for some hours for instructional time, but like Lonny, she has dedicated many, many more unpaid hours to sustaining the garden at Jason Lee.

High turnover within the school community also poses a challenge to sustaining school garden programs -- as it does to sustaining high quality education in general. Many respondents pointed to high turnover in the administration, staff and SUN program. One respondent said that this turnover "gutted our garden program this year." Another said that "our school is challenged with high turnover in its staff; we've had 5 different principals in the 3 years I've been here. The lack of administrative consistency (and therefore, advocacy) has been in my view the single biggest obstacle to continuously developing programming here."

Growing Garden's model has been to build up the school communities' ability to run the garden program internally. While some schools have the internal capacity to do so, this transition also brings challenges, as one respondent said, "Our garden has been very successful with the help of growing gardens. We feel it might be hard to transition out of the partnership a year early and are concerned of the success of the garden after they leave." This school has been able to continue their afterschool program, and has an active parent committee, but the daytime garden education is not as robust as when a Growing Garden’s educator was there.

**Summer maintenance**

Some respondents mentioned summer maintenance as one challenge, although most have found some combination of ways to address it.
The "Other" category included some variations of summer school, a garden coordinator on very limited hours, community gardeners tending to it. Two schools mentioned harvesting for the food bank, and two mentioned selling to local farmers markets.

**Infrastructure**

Many respondents listed broken infrastructure including:

- Broken spigots (mentioned several times).
- Building access (keys).
- Doors that don’t open from outside.
- Lead issue.
- Access to water / No line of water out to the garden.
- Site so close to sidewalk/street with no boundaries.
- Poor soil.
- Lack of covered rain space/outdoor classroom.

Some of these issues require assistance from district Facilities Management. District-level support for school gardens should include reducing some of these infrastructure barriers.

**Teachers time**

There is a common vision to get more teachers out to the garden. There is a perception that there is so much testing that teachers feel that they do not have time or flexibility to use the gardens more. As an example, one respondent said, "We are a courtyard garden and there is some resistance from teachers who feel that garden classes are disruptive to regular instruction time, and lack value." Support from principals and the administration would go a long way in promoting teacher buy-in. Tellingly, at
high income schools, a principal or teacher were more likely to be the respondents of the survey indicating that at these schools there is greater administrative support for using the garden.

In a similar vein, some respondents indicated that the lack of a paid educator meant that teachers would have to take it upon themselves to prep materials, organize and implement garden lessons, but "engaging with the garden is not part of teachers’ plans, it is only fit in if volunteers pursue it."

One respondent also requested more curricula that ties into core standards to help teachers understand that the garden can be used to reinforce classroom learning.

**Legitimacy of the garden program and Administrator support**

These champions want to be seen as a legitimate part of the school community (with door access, badge, on staff email lists and invited to attend staff meetings). One person expressed some frustration about being siloed by the school community as just a parent volunteer, even though she is being paid to teach. She hopes to become more integrated into the staff community and for the garden to be recognized as part of the school culture and community. Another respondent said, "The gardens are yet to be part of the institutional planning. They need to have more programming in order to maximize the educational opportunity and participation of the students."

There was a wide range of support among school administration. While some sited unsupportive administrations as a challenge, others said that they had "excellent principal support."

**Community involvement**

While most garden programs envision a robust, vibrant community carrying them out, the reality is that the community organizing necessary can be challenging -- especially in schools with a lot of competing demands. As one respondent put it, “Community building is a huge challenge. No one is paid for community engagement around the garden. Not enough time to do education, maintenance, fundraising, work parties, etc. It’s been difficult getting families out, getting the school involved, getting funds, and each year it’s a bit up in the air where funds will come from for the next year.”
Parents involved with the garden build at Arleta school. Photo credit: Growing Gardens

Many respondents echoed the challenge in getting enough volunteers. As one person put it, there is "not enough parent or school community support and too much sitting on the shoulders of the unpaid coordinator." Another mentioned that "minimal hours have made it difficult to focus on school and community engagement beyond maintenance."

Finally, at one multicultural school, the community organizing efforts faced an additional challenge of "inhibited inter-language communication (which resulted in a conflict this year), and lack of participation by parents non-English languages."

Unclear Lines of Responsibilities

When something is working, it’s everyone’s, when it needs fixing, it’s no one’s. Community organizing is more than having volunteers show up. It’s also the messy work of figuring out who is doing what, when, where and with what resources, as these three quotes illustrate:

"We have school plots in a community garden. When the project was built long ago, a covered area and outdoor classroom were part of the design. One challenge is that after the initial build, there hasn’t really been any agency who is clearly responsible for maintaining these; we now have some broken water features and non-functional electrical outlets in our space and no clear recourse to repair or continue maintaining them long-term. I feel like this is something folks forget about when they build gardens with one-time grant funding and multiple partner agencies with high turnover."

"There is much support for the garden program from individual teachers, parents, administrators, cafeteria staff, and SUN staff. However, it has been challenging to form a cohesive group to run the garden."
"When we became a SUN Community School, our past stakeholders (parents and teachers) looked towards the Site Manager to oversee all garden development, outreach and project management. There were many short-term work parties with no long-term collective visioning, planning and execution."

Financial Sustainability
Many respondents included funding in their discussion of challenges, especially for garden educators. Some said the Parent Teacher Organization money is not enough for staff or bigger/longer term projects. Some said that the school districts need to hire garden educators as contracts to offer garden educators more professional stable positions. Although we did not get responses from schools whose garden programs no longer exist, lack of funding is likely to be a critical factor. One respondent said, "I’d love to have more time, resources and knowledge about gardening and curriculum. This lack of resources has been the number one reason why I haven’t kept up this year. We need a few things in the garden and it’s just not in my budget."

Unique Challenges
There were also some challenges only mentioned by one respondent such as "Children in detention are not allowed to use any [garden] tools", Vandalism, "inappropriate behavior in the rainwater garden at night", and "Securing permission to sell in the cafeteria (some administrative personnel in our District are hesitant to give permission)." and lack of a school-year informed garden schedule.

Conclusions
Incredibly, over 15,000 students, at 99 schools in the Portland area, are growing and eating fresh food while learning everything from science to poetry in school gardens. Over 24,000ft² of turf has been converted into thriving gardens of native and edible plants -- creating rich learning environments right outside the school doors. Garden programs are enhancing academics, engaging community, connecting kids with nature and creating therapeutic spaces. As one respondent put it, "We have had many successes planting trees around the school, adding beauty and edible foods to the landscape, reducing food wastes from school lunches, and raising awareness around gardening and ecological issues.”

Portland is at the forefront of a school garden movement and yet the level of institutional support varies widely. At a few schools there is stable funding, educators and administrative support for integrated garden education that reaches many students. However, at the majority of schools it seems that garden programs are driven by few, passionate volunteers or teachers putting in extra hours with tenuous budgets.

Successful, and sustainable, garden programs need supports from multiple stakeholders, from individuals in a school community to district-level decision makers. Lessons learned from this assessment suggest actions that each of these can take.
School Community (Administrators, Teachers, SUN, Volunteers)

- It is critical for school administrators to encourage teachers to use the garden as part of their instruction and include garden educators as part of the core staff (inviting them to staff meetings, allowing building access, facilitating scheduling, etc.) This sets the tone that the garden is part of the school’s core learning environment, just as the library or media lab is.

- At most schools there are a few enthusiastic teachers who either use existing garden curriculum or create their own lessons to teach a range of subjects, but more could be done to connect them with existing curriculum that integrates into core subjects and find ways to support the rest of interested teachers. While many teachers are excited to use the garden when the lesson is organized by a garden educator and the garden is ready to use, fewer have the bandwidth to get the supplies, design the lesson and implement it, let alone do the garden maintenance. To reach more students and support teachers, schools can partner with nonprofit organizations so that specialized garden educators lead lessons side-by-side with classroom teachers during the day.

- A paid garden coordinator or educator doubles the number of students benefitting from garden education.

- Designating a teacher committee as responsible for coordinating the garden-based education, and including the time for the committee to meet on contract time, is an excellent way to promote the utilization of the garden.

- An after school program, such as through the SUN system, increases garden use and can be an excellent hub for community involvement. Some SUN agencies currently involved in coordinating gardens and even funding garden educator positions. Since SUN agencies are also responsible for running multiple afterschool and social services, garden education is not the focus or specialty of these agencies. There is potential in supporting these agencies with developing garden programs and helping them reach into the school day as well as afterschool.

- To maintain the garden space, it is important to have a strong volunteer base (or at least a few dedicated volunteers with time) and someone to coordinate their efforts, such as a garden committee or garden coordinator. Volunteers need to have garden work parties about 4 times a year and a strong plan for tending over the summer. Committees can be part of a PTA or stand alone, ad hoc or formal, depending on if there is a garden coordinator or if committee volunteers share those responsibilities.

- An obvious factor of success is a functional design and infrastructure access (i.e. close to water, maintainable size, and durable materials).

- It is important to have clear lines of responsibility for who is maintaining the space, seeking funding, coordinating use, etc.

Nonprofits
Partnerships with garden education nonprofits seem to be a common thread of garden programs that exist in our area, since most schools do not have the bandwidth or resources to develop or implement them. Nonprofits can bring experienced educators to implement lessons and/or train teachers and volunteers to develop school garden programs.

Especially at low income schools where there are fewer parents with time to volunteer or financially support a program, there are many gaps to fill in developing school gardens, coordinating maintenance, recruiting volunteers and implementing garden lessons.

There needs to be ways to start new school gardens at schools that want them, but also ways to provide on-going support to the nearly 100 garden programs already existing on shoestring budgets and exhausted volunteers.

Nonprofits can provide the connective tissue between different school gardens to share knowledge, resources, and support and collective advocacy.

Nonprofits could be doing a better job at focusing on low income schools.

Funders

While some grantors only fund materials, the start-up costs and material costs are minimal in relation to the need for funding for garden educators.

Funding is needed on an ongoing basis if we want garden programs to be ongoing. Since garden programs do not generate revenue, it is difficult for them to be self-sustaining.

Grant funding can be “boom or bust”. It would be ideal to identify sources for consistent funding, such as revenue from a soda tax (as school gardens are funded in Washington DC), continued Farm to School and School Garden funding from Oregon Department of Education, Multnomah County SUN system or from school districts.

High income schools may be able to match grants with PTA funding, but lower income schools may not be able to.

School districts

Everyone interviewed is aware of the limited budget and capacity of facilities maintenance staff and none of the respondents expected district staff to maintain the gardens. Yet, the “small” issues in infrastructure (like a broken faucet) make a big difference on the ability of volunteers to keep on top of maintenance.

In the long-term, for gardens to become integrated into the fabric of the school, it would be ideal for districts to hire garden coordinators/educators, or combine this part-time role with existing roles (TA, teacher, community agent, etc.) In order for this to happen, there needs to be clarity on what employment category (Classified? Contract?) that would be appropriate.

There is an opportunity for further integration of garden education into teaching core subjects and especially rolling out the Next Generation Science Standards.
- Since one of the main purposes of school gardens is to inspire kids to eat healthy, organic produce, it is essential for district policies to allow students to eat garden produce. The scare of lead in the water and resulting halt on eating garden produce was a temporary setback in some districts and continues to be a major obstacle in other districts. All school gardens should be tested for lead in the soil. Once soil tests come back showing safe levels, garden produce should be properly washed and offered to students.
- The frequent administrative and teacher turn-over affects the ability of schools to develop and sustain innovative programs.

In the Portland area, there are school gardens at both high income and low income schools. Whereas PTAs support gardens at higher income schools, nonprofit garden education organizations and the SUN agencies play a critical role in implementing and sustaining gardens at low-income schools -- with uncertain funding year to year. Supporting garden education is a matter of equity for students with less access to fresh healthy produce, natural environments or academic enrichment.

In order to maximize the health, education, environment and community benefits of school gardens, it is necessary to recognize them as important parts of our schools, support them adequately, and extend the opportunities to more children.
Appendix

Survey Questions

1. School name (text box)

2. Your name (text box)

3. What is your role at the school?
   a. teacher
   b. parent
   c. other school staff
   d. paid garden educator/coordinator
   e. other (please specify)

4. How long have you been involved with the garden at this school?
   a. 0-1 year
   b. 2-3 years
   c. 4-5 years
   d. 6-10 years
   e. more than 10 years
   f. unknown

5. How long has this school garden been there?
   a. 0-1 year
   b. 2-3 years
   c. 4-5 years
   d. 6-10 years
   e. more than 10 years
   f. unknown

6. Who coordinates your school garden? (check all that apply)
   a. Teacher (s)
   b. Parent (s)
   c. Garden committee
   d. PTA
   e. Other school staff
   f. Paid garden educator/coordinator
   g. After school program at school (e.g. SUN)
   h. Partner organization (Growing Gardens, Grow Portland, Earth Art Ag etc.)
   i. Other (please specify)
7. If you have an existing partnership with an outside organization that supports the garden, which one? (check all that apply)
   a. Growing Gardens
   b. Grow Portland
   c. Outgrowing Hunger/Earth Art Ag
   d. Kitchen Garden Laboratory
   e. IRCO
   f. Other SUN organization
   g. OSU
   h. Ecology in Classrooms Outdoors
   i. Other (please specify)

8. Is there a person paid for their work as a school garden coordinator? (y/n)  (NO if: volunteer, unpaid parent, or teacher or staff doing it on top of their other duties without extra compensation.)

9. If yes, how is the garden coordinator compensated?
   a. PTA (grants/fundraisers/donations)
   b. SUN program
   c. School budget
   d. Partner organization
   e. Other

10. What are the garden coordinator’s responsibilities? (check all that apply)
    a. In-class, school day garden education
    b. After-school garden programming
    c. Scheduling/coordination with teachers
    d. Garden maintenance
    e. Coordinating with cafeteria
    f. Coordination of garden committee
    g. Working with families/parents
    h. Other (please specify)

11. How many paid hours per week does the garden coordinator work (on the garden specifically)?
    a. 0-5
    b. 5-10
c. 10-20
d. 20-30
e. 30-40

12. In a calendar year, how many volunteers are involved in the school garden?
   a. 0-10
   b. 10-20
   c. 20-30
   d. 30-40
   e. 40-50
   f. 50-60
   g. 60+

13. How many volunteer hours (total, by all volunteers) are spent on the garden per month?
   a. 0-10
   b. 10-20
   c. 20-30
   d. 30-40
   e. 40-50
   f. 50-60
   g. 60+

14. Is there a garden committee at your school? (y/n)

15. If yes, who participates in the garden committee? (check all that apply)
   a. Administrators
   b. Teachers
   c. Parents
   d. Students
   e. Community members
   f. Other

16. What is your budget for seeds, soil amendments, tools, etc. for this garden, this year? (This can include money you expect to raise in donations.)
   a. Only what I spend out of my own pocket
   b. $1 - $100
   c. $101 - $500
   d. $501 - $2000
   e. $2001 or more

17. Where does that money come from?
a. School budget  
b. Partner organization budget  
c. PTA  
d. Grants applied to by garden committee or garden coordinator  
e. Fundraising activities organized by garden committee or garden coordinator  
f. In-kind donations (plants, bark chips etc.)  
g. Other (please specify)

18. Approximately how many teachers use the garden for instruction per year?

   a. 0-3  
   b. 3-5  
   c. 5-10  
   d. 10-15  
   e. 15-20  
   f. 20+

19. In general, during the school day, do classes use the garden...

   a. with their teacher alone  
   b. with their teacher and a garden educator  
   c. with just a garden educator  
   d. other please specify

20. Approximately how many students are actively involved in the garden per year, during the school day? (text box)

21. Of the students who use the garden during the school day, how often does each student visit the garden?

   a. more than once a week  
   b. once a week  
   c. once a month  
   d. less than once a month  
   e. other (please specify)

22. Are lessons taught in the garden integrated into grade-level curriculum and/or Common Core and/or Next Generation Science Standards? (y/n)

23. Do you use any existing garden curriculum?
   a. No, we develop our own curriculum  
   b. School Garden Project
c. Eat Think Grow
d. Growing Gardens
e. Earth Art Ag
f. Life Lab
g. Other (please specify)

24. Is your garden used to teach: (check all that apply)
   a. Math
   b. Science
c. English/language arts/literacy
d. Art
e. English language development/English as a second language
f. Health/nutrition

25. Is your garden used to teach about: (check all that apply)
   a. soil conservation
   b. water conservation
c. air quality/pollution
d. native plants/invasive species
e. weather/climate
f. pollinators
g. other ecological systems

26. Is your garden used for after-school education?
   a. Yes, through the SUN program
   b. yes, through another after-school program
   c. no

27. Approximately how many students are actively involved in the garden per year in after-school and/or summer programs?
   a. 0-10
   b. 20-50
c. 50-100
d. 100-200
e. 200 or more

28. What happens in your garden in the summer? (check all that apply)
29. How is the harvest from the garden used?
   a. Tastings
   b. Served in cafeteria
   c. Donated to local food pantry or families
   d. Cooking workshops/activities
   e. Other

30. Does food from the garden move to the cafeteria?
   a. No, our school district doesn’t allow that
   b. No, we haven’t had enough to bother trying
   c. No, we produce a lot but have other uses for it
   d. Yes, small amounts have been integrated into their salad bar or dishes (a little bit of lettuce or a few vegetables)
   e. Yes, large amounts (we give it to them)
   f. Yes, large amounts and we sell it to them

31. Who coordinates the maintenance of the garden?
   a. Paid school garden coordinator
   b. School garden committee
   c. Teacher
   d. Parent
   e. School maintenance staff
   f. Other

32. Who owns the property where your garden is?
   a. School
   b. Parks Department
   c. Other City/government property
   d. Private land
   e. Church or Nonprofit partner

33. What is the approximate size of the planting area where students help grow food? (please estimate)
a. fewer than 160 square feet (up to 5 4x8 ft. beds)
b. 101-300 square feet (up to 10 4x8 ft. beds)
c. 301-500 square feet (up to 15 4x8 ft beds)
d. 501 - 1000 square feet (up to 30 4x8 ft. beds)
e. more than 1000 square feet
f. other (please specify)

34. Do you compost garden debris on-site? (y/n)

35. Does your school have any of the following:
   a. Native plant area
   b. Rain garden
   c. Nature play area
   d. Other special features

36. Does your garden have any unique events, activities, animals, community usage, partnerships, etc.? Anything else you’d want us to know? (text box)

37. Are there any successes or challenges your garden program has faced that you’d like to share?

38. Can we contact you for a follow-up phone conversation or site visit? If so, what’s the best way to contact you? (text box)

39. To thank you for filling out this survey, we'd like to send you a 20% off coupon to Portland Nursery, and to enter your name in a raffle to win 2 $100 gift cards to Portland Nursery. Where should we send the coupon, and the gift card, if you win?
Follow Up Interview Questions

1. Name:

2. School/ District:

3. Role at the School:

4. Tell us the story of your garden:

5. What brought you to your role as (garden coordinator/other)?

6. Are you paid or unpaid in your garden role?

7. Do you have any background or formal training in garden education? In teaching?

8. What are your school garden program’s greatest challenges?

9. What are your school garden program’s greatest successes?

10. What’s the/your long term vision for the garden at your school?

11. What support do you need from your school administration/district to see your long term vision become a reality?

12. Is there anything else you’d like to tell us about your garden program?

13. Are you on PFGEN? Would you ever be interested in hosting a PFGEN meeting?
# List of Schools by District

## Portland Public Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Garden?</th>
<th>Contact Person</th>
<th>Position</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abernethy School</td>
<td>YES</td>
<td>Julie Welsh</td>
<td>Garden Specialist</td>
<td><a href="mailto:julie@growing-gardens.org">julie@growing-gardens.org</a></td>
</tr>
<tr>
<td>Access @ Rose City Park</td>
<td>YES</td>
<td>Jimena Galvez</td>
<td>Earth art ag partner</td>
<td><a href="mailto:Earth.art.ag@gmail.com">Earth.art.ag@gmail.com</a></td>
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<tr>
<td>Ainsworth School</td>
<td>NO</td>
<td></td>
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</tr>
<tr>
<td>Alameda School</td>
<td>YES</td>
<td>Tracy Muilenberg</td>
<td>Parent</td>
<td><a href="mailto:tracygracem@gmail.com">tracygracem@gmail.com</a>, <a href="mailto:garden@alamedaschool.org">garden@alamedaschool.org</a></td>
</tr>
<tr>
<td>Alliance HS @ Meek</td>
<td>YES</td>
<td>Joe Ferguson</td>
<td>Natural Resources Teacher</td>
<td><a href="mailto:jferguson@pps.net">jferguson@pps.net</a></td>
</tr>
<tr>
<td>Arleta School</td>
<td>YES</td>
<td>Cilicia Hatch</td>
<td>Parent</td>
<td><a href="mailto:canstead@gmail.com">canstead@gmail.com</a></td>
</tr>
<tr>
<td>Astor School</td>
<td>YES</td>
<td>Karl/Chris Newsome/Hochstatter</td>
<td>Principal/Secretary</td>
<td></td>
</tr>
<tr>
<td>Atkinson School</td>
<td>YES</td>
<td>Kira Edmunds</td>
<td>PTA contact</td>
<td><a href="mailto:kedmunds@earthlink.net">kedmunds@earthlink.net</a></td>
</tr>
<tr>
<td>Beach School</td>
<td>YES</td>
<td>Brenda Bokenyi</td>
<td>1st grade teacher</td>
<td><a href="mailto:bokenyi@pps.net">bokenyi@pps.net</a></td>
</tr>
<tr>
<td>Beaumont Middle School</td>
<td>NO</td>
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<tr>
<td>Benson High</td>
<td>NO</td>
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<tr>
<td>Beverly Cleary School/Fernwood</td>
<td>YES</td>
<td>Jimena Galvez</td>
<td>Partner org</td>
<td><a href="mailto:earth.art.ag@gmail.com">earth.art.ag@gmail.com</a></td>
</tr>
<tr>
<td>Boise/Eliot School</td>
<td>YES</td>
<td>Kileen Parks</td>
<td>STEM coordinator</td>
<td><a href="mailto:kparks@pps.net">kparks@pps.net</a></td>
</tr>
<tr>
<td>Bridger School</td>
<td>YES</td>
<td>Amelia Caldwell</td>
<td>PTA contact</td>
<td><a href="mailto:ameliacaldwell@yahoo.com">ameliacaldwell@yahoo.com</a></td>
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<tr>
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<tr>
<td>Bridlemile School</td>
<td>YES</td>
<td>Kim Mathews secretary</td>
<td><a href="mailto:kmathews1@pps.net">kmathews1@pps.net</a></td>
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</tr>
<tr>
<td>Buckman School</td>
<td>YES</td>
<td>Diane Meisenhelter SUN coordinator</td>
<td><a href="mailto:dmeisenhelter@impactnw.org">dmeisenhelter@impactnw.org</a></td>
<td></td>
</tr>
<tr>
<td>Capitol Hill School</td>
<td>YES</td>
<td>Linda Goldser PTA contact (grandparent)</td>
<td><a href="mailto:Lindaloung@comcast.net">Lindaloung@comcast.net</a></td>
<td></td>
</tr>
<tr>
<td>Cesar Chavez</td>
<td>YES</td>
<td>Maria Velez SUN coordinator</td>
<td><a href="mailto:vmaria@latnet.org">vmaria@latnet.org</a></td>
<td></td>
</tr>
<tr>
<td>Chapman School</td>
<td>YES</td>
<td>Molly Porter parent volunteer</td>
<td><a href="mailto:mollyehporter@yahoo.com">mollyehporter@yahoo.com</a></td>
<td></td>
</tr>
<tr>
<td>Chief Joseph/Ockley Green</td>
<td>YES</td>
<td>Kristen Moon STEAM coordinator</td>
<td><a href="mailto:Kmoon@pps.net">Kmoon@pps.net</a></td>
<td></td>
</tr>
<tr>
<td>Cleveland High</td>
<td>NO</td>
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<tr>
<td>Creative Science</td>
<td>YES</td>
<td>Melissa Streng Earth art ag</td>
<td><a href="mailto:melissastreng@gmail.com">melissastreng@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Creston School</td>
<td>YES</td>
<td>Lisa Kensel PTA president</td>
<td><a href="mailto:president@crestonschooolpta.org">president@crestonschooolpta.org</a></td>
<td></td>
</tr>
<tr>
<td>Da Vinci Middle School</td>
<td>YES</td>
<td>Heather Stevens 6th grade science</td>
<td><a href="mailto:hstevens@pps.net">hstevens@pps.net</a></td>
<td></td>
</tr>
<tr>
<td>Duniway School</td>
<td>YES</td>
<td>Dana Visse parent</td>
<td><a href="mailto:danavisse@yahoo.com">danavisse@yahoo.com</a></td>
<td></td>
</tr>
<tr>
<td>Emerson School</td>
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<tr>
<td>Faubion School</td>
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<tr>
<td>Forest Park School</td>
<td>YES</td>
<td>Jaclyn Ford Kindergarten teacher</td>
<td><a href="mailto:jford@pps.net">jford@pps.net</a></td>
<td></td>
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<tr>
<td>Franklin High</td>
<td>NO</td>
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<tr>
<td>George Middle School</td>
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<tr>
<td>Glencoe School</td>
<td>YES</td>
<td>Claudia Ramos-Tetz asst principal</td>
<td><a href="mailto:cramostetz@pps.net">cramostetz@pps.net</a></td>
<td></td>
</tr>
<tr>
<td>Grant High</td>
<td>YES</td>
<td>Megan Hull SPED teacher</td>
<td><a href="mailto:mhull@pps.net">mhull@pps.net</a></td>
<td></td>
</tr>
<tr>
<td>Gray Middle School</td>
<td>YES</td>
<td>Beth Madison SUN Coordinator</td>
<td><a href="mailto:bmadison@pps.net">bmadison@pps.net</a></td>
<td></td>
</tr>
<tr>
<td>Grout School</td>
<td>YES</td>
<td>Lisa Van Clock 3rd grade teacher</td>
<td><a href="mailto:Ivanloc@pps.net">Ivanloc@pps.net</a></td>
<td></td>
</tr>
<tr>
<td>Harrison Park</td>
<td>YES</td>
<td>Djamila Moore Earth Art Ag</td>
<td><a href="mailto:Djamila@earthartag.org">Djamila@earthartag.org</a></td>
<td></td>
</tr>
<tr>
<td>Harvey Scott School</td>
<td>YES</td>
<td>Keli Dean PTA parent</td>
<td><a href="mailto:kelidean@msn.com">kelidean@msn.com</a></td>
<td></td>
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<tr>
<td>Hayhurst School</td>
<td>YES</td>
<td>Nadya Burchett parent</td>
<td><a href="mailto:burchetten@gmail.com">burchetten@gmail.com</a></td>
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<tr>
<td>School</td>
<td>YES/NO</td>
<td>Name</td>
<td>Role</td>
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<tr>
<td>Hosford Middle School</td>
<td>YES</td>
<td>JenniferAbbassian</td>
<td>parent</td>
<td><a href="mailto:jimjena@msn.com">jimjena@msn.com</a></td>
</tr>
<tr>
<td>Humboldt School (CLOSED)</td>
<td>YES</td>
<td>used as community garden now</td>
<td>parent</td>
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</tr>
<tr>
<td>Irvington School</td>
<td>YES</td>
<td>GillianCarson</td>
<td>parent volunteer</td>
<td><a href="mailto:gill@mytinyplot.com">gill@mytinyplot.com</a></td>
</tr>
<tr>
<td>Jackson Middle School</td>
<td>YES</td>
<td>SarahFitch</td>
<td>school secretary</td>
<td><a href="mailto:sfitich@pps.net">sfitich@pps.net</a></td>
</tr>
<tr>
<td>James John School</td>
<td>YES</td>
<td>GeorgeCaceres</td>
<td>SUN coordinator</td>
<td><a href="mailto:gcaceres@nhpdx.org">gcaceres@nhpdx.org</a></td>
</tr>
<tr>
<td>Jefferson High</td>
<td>NO</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Kelly</td>
<td>YES</td>
<td>KatherineGrunseth</td>
<td>ELD teacher</td>
<td>kроссий@msn.com</td>
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<tr>
<td>King School</td>
<td>YES</td>
<td>PaolinaToncinich</td>
<td>partner org</td>
<td><a href="mailto:kingschoolgarden@gmail.com">kingschoolgarden@gmail.com</a></td>
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<tr>
<td>Lane Middle School</td>
<td>NO (work with PSU @ LGL)</td>
<td></td>
<td></td>
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<tr>
<td>Laurelhurst School</td>
<td>YES</td>
<td>DjamilaMoore</td>
<td>partner, paid through the nature conservancy</td>
<td><a href="mailto:kholmstein67@gmail.com">kholmstein67@gmail.com</a></td>
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<tr>
<td>Lee K-8</td>
<td>YES</td>
<td>KirstenHolstein</td>
<td>teacher</td>
<td><a href="mailto:jhunter@pps.net">jhunter@pps.net</a></td>
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<tr>
<td>Lent School</td>
<td>YES</td>
<td>JesseHunter</td>
<td>teacher</td>
<td><a href="mailto:lewisgardernpdx@gmail.com">lewisgardernpdx@gmail.com</a>, <a href="mailto:kgagnonwitter1@pps.net">kgagnonwitter1@pps.net</a></td>
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<td>Lewis School</td>
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<td>KathleenWitter</td>
<td>garden coordinator</td>
<td><a href="mailto:lewisgardernpdx@gmail.com">lewisgardernpdx@gmail.com</a>, <a href="mailto:kgagnonwitter1@pps.net">kgagnonwitter1@pps.net</a></td>
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<td>Llewellyn School</td>
<td>YES</td>
<td>AlexiaWellons</td>
<td>parent</td>
<td><a href="mailto:alexiawellons@yahoo.com">alexiawellons@yahoo.com</a></td>
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<tr>
<td>Madison High</td>
<td>YES</td>
<td>Susan/RodrigoWiencke/Corona</td>
<td></td>
<td><a href="mailto:swienck@pps.net">swienck@pps.net</a>, <a href="mailto:rruzcorona@pps.net">rruzcorona@pps.net</a></td>
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<tr>
<td>Maplewood School</td>
<td>YES</td>
<td>MelissaThompson</td>
<td>parent</td>
<td><a href="mailto:melthompson11@gmail.com">melthompson11@gmail.com</a></td>
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<tr>
<td>Markham School</td>
<td>YES</td>
<td>michelleMartin</td>
<td>pta president</td>
<td><a href="mailto:markhampta@gmail.com">markhampta@gmail.com</a></td>
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<tr>
<td>Ockley Green / Chief Joseph</td>
<td>YES</td>
<td>Kristen Moon</td>
<td>STEAM coordinator</td>
<td><a href="mailto:Kmoon@pps.net">Kmoon@pps.net</a></td>
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<tr>
<td>Peninsula School</td>
<td>YES</td>
<td>Rebecca Gregor</td>
<td>Kindergarten teacher</td>
<td><a href="mailto:rgregor@pps.net">rgregor@pps.net</a></td>
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<tr>
<td>Richmond School</td>
<td>YES</td>
<td>Sarah DeLuca</td>
<td></td>
<td><a href="mailto:Sarahkdeluca@yahoo.com">Sarahkdeluca@yahoo.com</a></td>
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<td>Rieke School</td>
<td>YES</td>
<td>Zach prichard</td>
<td>principal's secretary</td>
<td><a href="mailto:zprichard@pps.net">zprichard@pps.net</a></td>
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<tr>
<td>Rigler School</td>
<td>YES</td>
<td>Zandy Gordon</td>
<td></td>
<td><a href="mailto:zgordon@pps.net">zgordon@pps.net</a></td>
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<tr>
<td>Roosevelt</td>
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<td>Rosa Parks School</td>
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<tr>
<td>Roseway Heights</td>
<td>YES</td>
<td>Sarah Lewins</td>
<td>principal</td>
<td><a href="mailto:slewins@pps.net">slewins@pps.net</a></td>
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<tr>
<td>Sabin School</td>
<td>YES</td>
<td>Julian Dominic</td>
<td>PTA garden coordinator</td>
<td><a href="mailto:sabingardencoordinator@gmail.com">sabingardencoordinator@gmail.com</a></td>
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<td>Sellwood Middle School</td>
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<tr>
<td>Sitton School</td>
<td>YES</td>
<td>Mandee Bish</td>
<td></td>
<td><a href="mailto:mbish@pps.net">mbish@pps.net</a></td>
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<tr>
<td>Skyline School</td>
<td>YES</td>
<td></td>
<td></td>
<td><a href="mailto:skylinegreenteam@gmail.com">skylinegreenteam@gmail.com</a></td>
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<tr>
<td>Stephenson School</td>
<td>YES</td>
<td>Jordan Leah</td>
<td>parent</td>
<td><a href="mailto:Jordanleah@gmail.com">Jordanleah@gmail.com</a></td>
</tr>
<tr>
<td>Sunnyside Environmental School</td>
<td>YES</td>
<td>Steph Rooney</td>
<td></td>
<td></td>
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<tr>
<td>Trillium</td>
<td>YES</td>
<td>Sharon Mabaet</td>
<td>Receptionist</td>
<td><a href="mailto:sharon@trilliumchartersschool.org">sharon@trilliumchartersschool.org</a></td>
</tr>
<tr>
<td>Vernon School</td>
<td>YES</td>
<td>Lyndsey Mackenzie</td>
<td>PTA school garden coordinator</td>
<td><a href="mailto:lyndsey.mackenzie@gmail.com">lyndsey.mackenzie@gmail.com</a></td>
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<tr>
<td>Vestal School</td>
<td>YES</td>
<td>Melissa Streng</td>
<td></td>
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<tr>
<td>West Sylvan Middle School</td>
<td>YES</td>
<td>Brian Fitzwater</td>
<td>6th grade science</td>
<td><a href="mailto:bfitzwat@pps.net">bfitzwat@pps.net</a></td>
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<tr>
<td>Whitman School</td>
<td>YES</td>
<td>Barbara Underwood</td>
<td>Teacher</td>
<td><a href="mailto:bunderwo@pps.net">bunderwo@pps.net</a></td>
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<tr>
<td>Wilson High</td>
<td>YES</td>
<td>George Penk</td>
<td>Science Teacher</td>
<td><a href="mailto:gpenk@pps.net">gpenk@pps.net</a></td>
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<tr>
<td>Winterhaven</td>
<td>YES</td>
<td>Fawn Lengvenis</td>
<td>parent</td>
<td><a href="mailto:flengvenis@gmail.com">flengvenis@gmail.com</a></td>
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<tr>
<td>Woodlawn School</td>
<td>YES</td>
<td>Abby Peterson</td>
<td>Kindergarten Teacher</td>
<td><a href="mailto:apeterson@pps.net">apeterson@pps.net</a></td>
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<tr>
<td>Woodmere School</td>
<td>YES</td>
<td>Xea Westcott</td>
<td></td>
<td><a href="mailto:xeandra@gmail.com">xeandra@gmail.com</a></td>
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<td>Woodstock School</td>
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<td>Cherry Park School</td>
<td>Yes</td>
<td>Jess Polledri</td>
<td>counselor</td>
<td><a href="mailto:jesspolledri@gmail.com">jesspolledri@gmail.com</a></td>
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<tr>
<td>Alice Ott Middle School</td>
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<td>Arthur Academy Charter School</td>
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<td>Community Transition Program</td>
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<td>North Powellhurst</td>
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<tr>
<td>Ron Russell Middle School</td>
<td>NO</td>
<td>Alejandra Avalos</td>
<td>SUN coordinator</td>
<td><a href="mailto:alejandra_avalos@ddouglas.k12.or.us">alejandra_avalos@ddouglas.k12.or.us</a></td>
</tr>
<tr>
<td>David Douglas High School</td>
<td>YES</td>
<td>Emily Bertram</td>
<td>SUN coordinator</td>
<td><a href="mailto:emily_bertram@ddouglas.k12.or.us">emily_bertram@ddouglas.k12.or.us</a></td>
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<tr>
<td>Earl Boyles</td>
<td>YES</td>
<td>Becky Wandell</td>
<td>5th grade teacher</td>
<td><a href="mailto:becky_wandell@ddsd40.org">becky_wandell@ddsd40.org</a></td>
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<tr>
<td>Fir Ridge Campus</td>
<td>YES</td>
<td>Elan Eichler</td>
<td>Sun Coordinator</td>
<td><a href="mailto:elan_eichler@ddsd40.org">elan_eichler@ddsd40.org</a></td>
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<tr>
<td>Floyd Light Middle School</td>
<td>YES</td>
<td>Lauren Letsinger</td>
<td>JVCNW/Americorps</td>
<td>laurenLetsinger @ddouglas.k12.or.us</td>
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<tr>
<td>Gilbert Heights</td>
<td>YES</td>
<td>Gradey Proctor</td>
<td>SUN</td>
<td>503 234 8996</td>
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<tr>
<td>Gilbert Park</td>
<td>YES</td>
<td>Mandy Hurley</td>
<td>SUN site manager</td>
<td><a href="mailto:mandy_hurley@ddsd40.org">mandy_hurley@ddsd40.org</a></td>
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<tr>
<td>Lincoln Park</td>
<td>YES</td>
<td>Jenny Marable</td>
<td>earth art ag educator</td>
<td><a href="mailto:vreedmarable@gmail.com">vreedmarable@gmail.com</a></td>
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<tr>
<td>Menlo Park</td>
<td>YES</td>
<td>Elizabeth Archodominion</td>
<td>student teacher</td>
<td><a href="mailto:e_archodominion@ddsd40.org">e_archodominion@ddsd40.org</a></td>
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<tr>
<td>Mill Park</td>
<td>YES</td>
<td>Carrie Cowan</td>
<td>student achievement</td>
<td><a href="mailto:carrie_cowan@ddsd40.org">carrie_cowan@ddsd40.org</a></td>
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<tr>
<td>Ventura Park</td>
<td>YES</td>
<td>Erika Levison</td>
<td>SUN coordinator</td>
<td><a href="mailto:erikal@irco.org">erikal@irco.org</a></td>
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<tr>
<td>West Powellhurst</td>
<td>YES</td>
<td>Lena Fox</td>
<td>SUN coordinator</td>
<td><a href="mailto:lenaf@metfamily.org">lenaf@metfamily.org</a></td>
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### Centennial

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<td>Centennial Park</td>
<td>YES</td>
<td>Ajai Huja</td>
<td>principal</td>
<td><a href="mailto:ajai_huja@csd28j.org">ajai_huja@csd28j.org</a></td>
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<td>Harold Oliver</td>
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<td>Lynch Meadows</td>
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<tr>
<td>Lynch View</td>
<td>YES</td>
<td>Jasmine Ramos</td>
<td>secretary</td>
<td><a href="mailto:Jasmine_ramos@csd28j.org">Jasmine_ramos@csd28j.org</a></td>
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<tr>
<td>Lynch Wood</td>
<td>YES</td>
<td>Amber Moore</td>
<td>SUN coordinator</td>
<td><a href="mailto:MooreA@nayapdx.org">MooreA@nayapdx.org</a></td>
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<td>Parklane</td>
<td>YES</td>
<td>Vickie Soli-Compton</td>
<td>counselor</td>
<td><a href="mailto:Vickie_soli-compton@csd28j.org">Vickie_soli-compton@csd28j.org</a></td>
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<td>Pleasant Valley</td>
<td>YES</td>
<td>David Scharfenberg</td>
<td>6th grade teacher</td>
<td><a href="mailto:David_scharfenberg@csd28j.org">David_scharfenberg@csd28j.org</a></td>
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### Reynolds

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<tr>
<td>Alder Elementary</td>
<td>YES</td>
<td>Nicole Costello</td>
<td>Counselor</td>
<td><a href="mailto:ncostello@rsd7.net">ncostello@rsd7.net</a></td>
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<tr>
<td>Arthur Academy</td>
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<tr>
<td>Davis Elementary</td>
<td>YES</td>
<td>Kevin Donato</td>
<td>SUN Coordinator</td>
<td><a href="mailto:kevind@mfs.email">kevind@mfs.email</a></td>
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<tr>
<td>Fairview School</td>
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<td>Four Corners</td>
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<td>Glenfair</td>
<td>YES</td>
<td>Celia Flaim</td>
<td>SUN Coordinator</td>
<td><a href="mailto:celiaf@metfamily.org">celiaf@metfamily.org</a></td>
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<td>Hauton B Lee Middle School</td>
<td>YES</td>
<td>Caty Marshall</td>
<td>SUN</td>
<td><a href="mailto:catym@mfs.email">catym@mfs.email</a> or <a href="mailto:catym@metfamily.org">catym@metfamily.org</a></td>
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<td>YES</td>
<td>Lonny Gandera</td>
<td>Parent</td>
<td><a href="mailto:LonnyGee@comcast.net">LonnyGee@comcast.net</a></td>
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<td>Shaver</td>
<td>YES</td>
<td>Loni Blankers</td>
<td>SUN coordinator</td>
<td><a href="mailto:blanklon@parkrose.k12.or.us">blanklon@parkrose.k12.or.us</a></td>
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### Multnomah County Education Service District

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<tbody>
<tr>
<td>Arata Creek</td>
<td>Yes</td>
<td>Joni Tolon</td>
<td>Principal</td>
<td><a href="mailto:jtolon@mesd.k12.or.us">jtolon@mesd.k12.or.us</a></td>
</tr>
<tr>
<td>Burlingame Creek</td>
<td>YES</td>
<td>Joni Tolon</td>
<td>Principal</td>
<td><a href="mailto:jtolon@mesd.k12.or.us">jtolon@mesd.k12.or.us</a></td>
</tr>
<tr>
<td>Donald E. Long</td>
<td>YES</td>
<td>Rima Green</td>
<td></td>
<td><a href="mailto:rima@growing-gardens.org">rima@growing-gardens.org</a></td>
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<td>Helensview</td>
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<td>Wheatley School</td>
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<tr>
<td>Wynne Watts</td>
<td>YES</td>
<td>Suzanne Briggs</td>
<td>counselor</td>
<td><a href="mailto:sbriggs@mesd.k12.or.us">sbriggs@mesd.k12.or.us</a></td>
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</table>
Profiles of Each School Garden

Abernethy Elementary School  
2421 SE Orange Ave, Portland OR 97214 
Contact: Julie Welsh, Garden Specialist  
Contact: Kari Brooks-Copony, Chair, School Kitchen Garden Program

The school garden at Abernethy Elementary School was established over 10 years ago and occupies 500-1000 ft² of space. The school also has a nature play area and insect/pollinator habitat on-site. The garden is coordinated by teachers, parents, a partner organization, PTA and School Kitchen Garden Program, and teachers and parents make up the garden committee. The garden coordinator is responsible for garden maintenance, scheduling/coordinating with teachers, in-class school day garden education and coordination of the garden committee. Abernethy started an after-school program in 2015 that generates the salary for the daytime garden teacher. 15-20 teachers use the garden for education, bringing approximately 500 students to the garden once a week, where they receive instruction from Growing Gardens and Eat Think Grow curriculums. Students learn about health/nutrition, art, science, math, pollinators, weather/climate, native plants/invasive species, air quality/pollution, water conservation, soil conservation and other ecological systems. Abernethy has an after-school program as well, and 20-50 students take part in after-school and/or summer programming in the garden. Food harvested from the garden is used at family tasting events, tastings in the cafeteria and in class. Small amounts of harvested food have been integrated into the school cafeteria salad bar or other dishes. Abernethy also has a fall harvest festival and spring baby chicken event. The supplies budget is generated through in-kind donations, PTA and fundraising activities organized by the garden committee or garden coordinator.

ACCESS Academy  
2334 NE 57th Ave, Portland OR 97212 
Contact: Jimena Galvez, Earth Art Ag Partner

The school garden at ACCESS Academy was established 2-3 years ago and occupies 300-500 ft² of space. There is a native plant area, insect/pollinator habitat and nature play area on-site as well. The garden is coordinated through a partnership with Outgrowing Hunger/Earth Art Ag, and maintenance is coordinated by parent volunteers and the garden educator. There is also a garden committee composed of administrators and parents. The garden educator coordinates with the cafeteria, handles scheduling/coordination with teachers and works with families/parents. During the school year, 5-10 teachers bring their students to the garden educator, who instructs 70 students/year. The students visit the garden once a month, and the curriculum used during instruction comes from Earth Art Ag, Cornell, Eat Think Grow and School Garden Project. Students receive lessons on health/nutrition, English language development/English as a second language, art, English/language arts/literacy, science, math, pollinators, weather/climate, native plants/invasive species, air quality/pollution, water conservation, soil conservation, other ecological systems and the history of genetic diversity via heirlooms and seed
savin. 50-100 students also use the garden during after-school and/or summer programs. Over the summer, the garden is maintained by volunteers who water and tend to the bed for school use and families who care for the garden and harvest for personal consumption. The garden supply budget comes from in-kind donations, fundraising activities by the garden committee or garden coordinator, grants applied to by the garden committee or garden coordinator, the school budget, PTA and a partnership with Outgrowing Hunger/Earth Art Ag.

Alameda Elementary  
2732 NE Fremont St, Portland OR 97212  
Contact: Tracy Muilenburg, Parent  
tracygracem@gmail.com, garden@alamedaschool.org

The school garden at Alameda Elementary was established 4-5 years ago and occupies 500-1000 ft² of space. There is also a native plant area, insect/pollinator habitat and newly-planted pollinator garden. The garden coordinator at Alameda Elementary is a parent working as a volunteer. The garden coordinator is responsible for in-class school day garden education, scheduling/coordination with teachers, garden maintenance, coordinating with the cafeteria, coordination of the garden committee and working with families/parents. The garden committee is comprised of parents. Approximately 15-20 teachers use the garden for instruction during the school year, and about ⅔ of the classes in the school have beds in the garden. Students visit the garden one or two times a month, and often use the garden with their parent/guardian representative. The school has developed its own curriculum but has taken inspiration from Eat Think Grow and other sources. The garden is used to teach math, science, health/nutrition, soil conservation, water conservation, air quality/pollution, native plants/invasive species, weather/climate, pollinators and other ecological systems. Working with their parent volunteer, each class uses their bed differently and the lessons taught vary greatly from class to class. There is also an after-school program in the garden, reaching 200 or more students/year. Over the summer, the garden beds are unused, but the garden coordinator is developing a summer program in conjunction with The Green Schoolhouse. The hope is to grow food in the summer for harvest in the fall. As it stands now, food harvested from the garden in used for tastings in the cafeteria, served on the lunch line in the cafeteria by cafeteria staff and individual classes hold harvest parties. A supplies budget of $501-$2000 is generated through the PTA and fundraising activities organized by the garden coordinator.

Albertina Kerr Subacute/Wynne Watts School  
930 NE 162nd Ave, Portland OR 97230  
Contact: Suzanne Briggs, Counselor  
sbriggs@mesd.k12.or.us

The school garden at Albertina Kerr Subacute/Wynne Watts School was established 2-3 years ago and occupies less than 160 ft² of space. There are two garden boxes on-site as part of the playground, and students pass them each day. Albertina Kerr can support up to 24 students at a time, and their average stay is 14 days. The garden coordinator is responsible for planning and maintenance of the garden, and garden season is March through October. A garden educator uses the garden to teach students about health/nutrition, science and the stages of a plant from seed to harvest. Approximately 50-100 students use the garden, per year, for after-school and/or summer programs. Harvested food is sometimes used for tastings in the garden and the classroom. Over the summer, Albertina Kerr staff maintain the garden.
with the students. This school is a relatively new contract for Multnomah Education Service District, and in time, the garden education here is expected to gain more programming and become more integrated into the curriculum. As is, the supplies budget for Albertina Kerr Subacute/Wynne Watts comes out of garden coordinator’s pocket.

Arata Creek School  
2470 Southwest Halsey Street, Troutdale OR 97060  
Contact: Joni Tolon, Principal

The school garden at Arata Creek School was established less than one year ago and occupies 300-500 ft² of space. Arata Creek is a school for special needs students, and the principal hails the garden for its ability to calm and soothe students. The Arata Creek garden committee is comprised of administrators, teachers, community members, education assistants and speech/language therapists. The garden is coordinated by teachers, staff, and the Multnomah County Crops Program. The coordinator is responsible for in-class school day garden education, scheduling/coordination with teachers, garden maintenance and coordination of the garden committee. 3-5 teachers use the garden for instruction during the school year, reaching 45 students/year, and using a curriculum developed by the school. Students visit the garden for instruction more than once a week, where they learn math, science, English/language arts/literacy, art, health/nutrition, soil conservation, water conservation, native plants/invasive species, pollinators and other ecological systems. The principal reports that the more students work in the garden, the more they see the tremendous benefits in terms of behavior. Over the summer, volunteers water the beds and tend to the garden for school use. Harvested food is donated to a food pantry or delivered directly to families, as well as being used for tastings in the cafeteria salad bar and other dishes, and the principal hopes to continue cooking the produce the school grows. The supply budget of $101-$500 is generated through the school budget, grants applied for by the garden coordinator and via in-kind donations.
The school garden at Atkinson Elementary School was established 6-10 years ago and occupies 500-1000 ft² of space. They also have a native plant area, insect/pollinator habitat, outdoor classroom, prairie garden and greenhouse on-site. Parents participate in the school garden committee. The garden coordinator is responsible for in-class school day garden education, scheduling/coordination with teachers, garden maintenance, coordinating with the cafeteria and working with families/parents. During the school year, 5-10 teachers bring their classes to a garden educator, who instructs 450 students/year. The students visit the garden twice a month, and are taught a curriculum created by Eat Think Grow, Earth Art Ag and Life Lab. The students receive lessons in math, science, English/language arts/literacy, health/nutrition, art, soil conservation, water conservation, air quality/pollution, native plants/invasive species, weather/climate, pollinators, other ecological systems,
cooking, agricultural history and service learning. Atkinson also hosts unique events, including Community Earth Art Day and large-scale cooking projects (pizza, Lunar New Year salad rolls, student-made salsa and pesto). Over the summer, the garden is cared for and harvested by families for their own use in addition to being used for summer camp or summer SUN programming. In general, food harvested from the garden has been served on the lunch line in the cafeteria by cafeteria staff and used in cooking workshops/activities. The supplies budget of $100-$500 is generated through the PTA, in-kind donations and a partnership with Outgrowing Hunger/Earth Art Ag.

Beach Elementary School
1710 N Humboldt St, Portland OR 97217
Contact: Brenda Bokeyni, Teacher  
The school garden at Beach Elementary School was established over 10 years ago and consists of 101-300 ft² of beds, as well as a native plant area and nature play area. The garden coordinator coordinates with classes during the school day, schedules with teachers, participates in garden maintenance and works with families and parents. This site lacks a formal committee, but a few parents are invested in the garden. Approximately 0-3 teachers use the garden each year, on their own, reaching 50 students per year. In regards to curriculum, the Beach Elementary School garden program develops their own. The curriculum is implemented in science, English/literacy/language arts, and math, English as a Second Language/English Language Development and health/nutrition. Produce has not been integrated into the cafeteria salad bar, but is currently harvested for cooking workshops/activities. In regards to funding the $101-$500 cost of garden supplies, grants are utilized.

Beverly Cleary School - Fernwood Campus
1915 NE 33rd Ave, Portland OR 97212
Contact: Jimena Galvez, Partner Organization  
The school garden at the Beverly Cleary Fernwood campus was established 4-5 years ago and occupies 101-300 ft² of space, and includes an insect/pollinator habitat. The garden has a garden committee comprised of administrators and parents, who arrange maintenance of the garden with assistance from the garden coordinator and parents. During the school year, 15-20 teachers bring their classes to the garden educator once a month, where they receive lessons derived the school’s custom curriculum, plus curriculum material from School Garden Project, Earth Art Ag and Eat Think Grow. Students receive garden-based lessons on math, science, English/language arts/literacy, art, health/nutrition, soil conservation, water conservation, air quality/pollution, native plants/invasive species, weather/climate, pollinators, other ecological systems, ethnobotany, seed heritage and preservation. 200+ students use the garden for after-school and/or summer programs as well. Food harvested in the garden is served on the lunch line by cafeteria staff, used during tastings at family events, donated to food pantries or direct to local families or used in cooking workshops/activities. Over the summer, families care for and harvest the garden for their own use and volunteers water and tend beds for school use. The supplies budget of $101-$500 is generated by the PTA, school budget, a partnership with Outgrowing Hunger/Earth Art Ag,
grants applied to by the garden coordinator or garden committee, fundraising activities also organized by the garden coordinator or garden committee and in-kind donations.

**Bridlemile Elementary School**  
4300 SW 47th Dr, Portland OR 97221  
Contact: Kimberly Mathews, School Secretary  

The 100-300 ft² school garden at Bridlemile Elementary has unused beds, as well as an insect/pollinator habitat, rain garden and native plant area. As is, the garden has no supply budget, and is generally unused with the exception of an occasional visit from the Girl Scouts. Parents coordinate the garden maintenance and participate in the garden committee. There is no curriculum taught in the garden during the school day or after-school hours, though the coordinator would like to see that change. There is a garden committee composed of parents already in place. Currently, the school maintenance staff is responsible for maintenance of the garden.

**Bridger Elementary School**  
7910 SE Market St, Portland OR 97215  
Contact: Amelia Caldwell, Parent  

The school garden at Bridger Elementary School was established 6-10 years ago and consists of 101-300 ft² and a native plant area, rain garden and insect/pollinator habitat. The garden is coordinated through the schools partner’s organizations, Portland Earth and the Art and Agriculture Project, who work together to coordinate in-class and after school garden education, scheduling with teachers and the garden committee. The garden committee is composed of teachers, parents and students who coordinate the maintenance of the garden. For garden use, approximately, 3-5 teachers use the garden each year, on their own, reaching 400 students per year. In regards to curriculum, Bridger Elementary School garden program uses material provided by the Earth, Art and Agriculture. The curriculum is used to teach science, English language development, health/nutrition, soil conservation, native/invasive species, weather/climate and pollinators. Produce is routinely served in the cafeteria, and is also harvested for family event tastings. In regards to funding the garden supplies, the Parent Teacher Association supports the $101-$501 budget.

**Burlingame Creek School**  
876 NE 8th St, Gresham OR 97030  
Contact: Joni Tolon, Principal  

The school garden at Burlingame Creek School was established 2-3 years ago and occupies 300-500 ft² of space. The garden is coordinated by teachers, staff, a partner organization and Multnomah County Crops Program, who together schedule/coordinate with teachers, maintain the garden and coordinate the garden committee. The garden committee is made up of administrators, teachers and community members. During school hours, 3-5 teachers, the garden educator, volunteers and other staff use the
garden using their own curriculum to reach 70 students/year. Students visit the garden more than once a week. Using the garden, students are taught health/nutrition, art, English/language arts/literacy, science, math, weather/climate, native plants/invasive species, water conservation, soil conservation and other ecological systems. During the summer, volunteers water and tend to the beds for school use. Food harvested in the garden is donated to a food pantry/directly to families, eaten by students/staff and used in cooking workshops/activities. The supplies budget is $100 or less and is generated via the school budget. The Burlingame Creek School garden also has a partnership with Outgrowing Hunger/Earth Art Ag and Multnomah County CROPS farm to school program.
Capitol Hill Elementary School

8401 SW 17th Ave, Portland OR 97219

Contact: Linda Goldster, Garden Coordinator Volunteer    lindaloug@comcast.net

The school garden at Capitol Hill Elementary School was established 0-1 year ago and consists of 101-300 ft² and native plant area. The garden aspires to install a nature play area and insect/pollinator habitat next year. The garden coordinator coordinates with teachers, garden maintenance, garden committee and works with families/parents. The school garden also has a garden committee composed of teachers, parents and students who support the garden and the garden coordinator. Approximately, 15-20 teachers used the garden this year, on their own, reaching 400 students. The school partners with Oregon State University implement garden-based lessons. In regards to curriculum, the Capital Hill Elementary School garden program has not yet created their own material. The curriculum will be implemented in math, science, health/nutrition, soil conservation, native/invasive species, weather/climate and pollinators. Due to the garden being relatively new, produce is not yet served in the cafeteria, but will be harvested for students to take home to families. In regards to funding the garden supplies, grants, in-kind donations, Parent Teacher Association and fundraising activities are utilized to support the $2001 or more budget.
César Chávez School  
5103 N Willis Blvd, Portland OR 97203  
Contact: Maria Velez, SUN Site Coordinator  
vmaria@latnet.org

The school garden at César Chávez School was established 4-5 years ago and occupies 101-300 ft² of space, with an on-site insect/pollinator habitat. The site is not on school grounds but rather is part of the Portsmouth Community Garden owned by Portland Community Gardens and/or the Parks Department. The garden coordinator is unpaid, and is responsible for in-class, school day garden education, working with families/parents, coordination of garden committee and garden maintenance, coordinating with the cafeteria and teachers and the after-school programming. During the school year, 5-10 teachers use the garden for instruction during the year, reaching 180 students/year, who tend to visit the garden once a month. Together, the teacher and garden coordinator use a curriculum provided by Growing Gardens to educate students on English language development/English as a second language, science, math, English/language arts/literacy, pollinators, weather/climate, native plants/invasive species, water conservation, soil conservation and other ecological systems. After-school education is provided through the SUN program. Over the summer, the garden is used by a summer camp or summer SUN programming, and volunteers water and tend to beds for school use. Approximately 50-100 students use the garden per year in these after-school and/or summer programs. Food harvested from the garden is used in cooking workshops/activities, donated to a food pantry or directly to families, tastings at family events, tastings in the cafeteria and to be served on the lunch line by cafeteria staff. Maintenance of the garden is currently being coordinated by the Growing Gardens educator, but a parent is looking to take on that role for the future. In the fall, the César Chávez School garden holds a Harvest Party and an OMSI Science Night, and in the spring they participate in César Chávez Day. The supplies budget of $100-$500 is generated through the budget of a partnership organization.

Chapman Elementary School  
1445 NW 26th Ave, Portland OR 97210  
Contact: Molly Porter, School Garden Coordinator (Parent Volunteer)  
molleyhporter@yahoo.com

The school garden at Chapman Elementary School was established more than 6-10 years ago and consists of 300-500 ft² and a native plant area, insect/pollinator habitat and nature play area. The garden program also participates in 3 yearly community clean-ups. The garden coordinator coordinates in-class garden education, garden maintenance, garden committee, schedules with teachers, works with families/parents, and coordinates with the cafeteria. The school garden also has a garden committee composed of teachers and parents who support the garden and the garden coordinator. For garden use, approximately, 10-15 teachers use the garden each year, on their own, reaching 500 students per year. In regards to curriculum, Chapman Elementary School garden program develops their own material, but also utilizes material provided by Eat, Think, Grow and Got Dirt & Veggies. The curriculum is used to teach, science, health/nutrition, native plants/invasive species and pollinators. Produce is routinely served in the cafeteria, but is also harvested for cooking workshops/tastings. In regards to funding the garden supplies, the partner organization budget with Food Front Co-Op and Farm to School Apple as well as grants support the $101-$501 budget.
Cherry Park Elementary School

1930 SE 104th Ave, Portland OR 97216

Contact: Jessi Polledri, School Counselor    jessipollderi@gmail.com

The school garden at Cherry Park Elementary School was established 0-1 years ago and consists of less than 160 ft². The Schools Uniting Neighborhoods (SUN) coordinates after-school garden programming, garden maintenance and works with families/parents. For garden use, approximately, 0-3 teachers use the garden each year, on their own, reaching 40 students per year. The garden program partners with MFS SUN to teach garden-based lessons. In regards to curriculum, Cherry Park Elementary School garden program develops their own material. The curriculum is used to teach about pollinators. Due to
the relative newness of the garden, produce is not served or yet harvested, but in the future, will be
donated to families or the food pantry. In regards to funding the garden supplies, the Parent Teacher
Association supports the $501-$2000 budget. Future goals for the garden include: teacher involvement
in garden-based lessons, kids engagement and excitement for eating fresh vegetables and family garden
cooking classes.

Cherry Park Elementary School Garden

Creative Science School
1231 SE 92nd Ave, Portland OR 97216
Contact: Melissa Streng, Garden Coordinator melissastreng@gmail.com

The school garden at Creative Science School was established 6-10 years ago and occupies 300-500 ft² of
space. There is also a native plant area and insect/pollinator habitat on site, and the garden has a
partnership with Outgrowing Hunger/Earth Art Ag. The garden is coordinated by parents and a
partnership with Outgrowing Hunger/Earth Art Ag, and is responsible for in-class school day garden
education, after-school garden programming, scheduling/coordination with teachers and cafeteria staff
and garden maintenance. There is a garden committee too, comprised of parents. 10-15 teachers bring
their classes to the garden, where the garden coordinator instructs 300 students/year using a curriculum
developed by Earth Art Ag. On average, students visit the garden once a month. The garden is used to
teach math, science, English/language arts/literacy, health/nutrition, soil conservation, native
plants/invasive species and pollinators. There is also after-school education reaching 20-50
students/year. Over the summer, the garden is used by a summer camp or summer SUN programming,
in addition to having families care for the garden and harvest for their own use. Food harvested in the
garden is used for cooking workshops/activities and small amounts are served in the cafeteria salad bar
and other dishes. The supply budget of $101-$500 is generated from the PTA, school budget,
partnership organization budget, through grants applied for by the garden coordinator and via in-kind
donations.
Davis Elementary School
19501 NE Davis St, Portland OR 97230
Contact: Kevin Donato, SUN Site Coordinator kevind@mfs.email
The school garden at Davis Elementary School was established 4-5 years ago and consists of 300-500 ft². The Schools Uniting Neighborhoods (SUN) and Growing Garden program coordinates after-school gardening, the garden committee and works with families and parents. For garden maintenance specifically, the SUN AmeriCorps member handles garden care. Approximately, 3-5 teachers use the garden each year, on their own, reaching 60 students per year. The school partners with the Growing Gardens program to teach and implement garden-based lessons. In regards to curriculum, the Davis Elementary School garden program utilizes material provided by Growing Gardens. The curriculum is implemented in health/nutrition, soil conservation, water conservation, air quality/pollution, native/invasive species, weather/climate, pollinators and other ecological systems. Produce is not served in the cafeteria, but is harvested for cooking workshops/activities, in-class and cafeteria tastings or is donated to the food pantry. In regards to funding the garden supplies, grants, partnership organization budget and in-kind donations are utilized to support the $101-$501 budget.

Donald E. Long School
1401 NE 68th Ave, Portland OR 97213
Contact: Rima Green rima@growing-gardens.org
The school garden at Donald E Long School was established 1 year ago and occupies 101-300 ft² of space. The school garden is located on the grounds of the Donald E. Long Juvenile Detention Center. During school hours, 3-5 teachers use the garden to instruct 50-80 students/year, using a curriculum from Earth Art Ag as well as Oregon Food Bank seed to supper and PBS learning media. Students use the garden once a week together with a teacher, garden educator and security staff, where they are instructed on science, health/nutrition, soil conservation, water conservation, native plants/invasive species, weather/climate, pollinators and growing food. The school and its garden run year round, and food harvested in the garden is used in tasks for the children. The school provides the garden with a supply budget of $101-$500.

Earl Boyles Elementary School
10822 SE Bush St, Portland OR 97266
Contact: Becky Wandell, Teacher becky_wandell@ddsd40.org
The school garden at Earl Boyles Elementary was established 6-10 years ago and occupies 101-300 ft² of space. There is also a native plant area on site. The garden is located inside a community garden owned by Portland Parks and Recreation. The garden is coordinated by a teacher and after-school program, responsible for maintenance, working with families/parents and coordination of the garden committee. Teachers and the SUN Coordinator serve as the garden committee. As many as three teachers use the garden during the school day, instructing 15 students/year using a curriculum the school developed on its own. An additional 20-50 students/year use the garden during after-school
and/or summer programs. The SUN program runs the after-school program and partakes in garden maintenance. Using the garden, students are taught science, water conservation, pollinators and other ecological systems. Harvested food from the garden is donated to a food pantry or directly to local families. A supply budget of up to $100 is provided through a partnership organization’s budget.

Floyd Light Middle School
10800 SE Washington St, Portland OR 97216
Contact: Lauren Letsinger, Teacher
lauren_letsinger@ddouglas.k12.or.us

The school garden at Floyd Light Middle School was established 4-5 years ago and occupies less than 160 ft² of space. The garden is used for after-school education through the SUN program, who coordinates the garden, using curriculum developed by the school in addition to curriculums from Growing Gardens and Life Lab. As coordinators, SUN maintains the garden and works with families/parents. 20-50 students/year use the garden during after-school and summer hours, where they are taught about health/nutrition, weather/climate and other ecological systems. Over the summer, summer camp or SUN programming use the school garden. Food harvested from the garden is used for tastings at family events and is donated to a local food pantry or directly to families. The school organized a Seed to Supper event with assistance from the Oregon Food Bank which the garden coordinator called a success, because it allowed for parent engagement in the garden. Maintenance of the garden is coordinated by the Americorps volunteer with SUN. SUN also provides the supply budget of $101-$500.

Gilbert Heights Elementary
12839 SE Holgate Blvd, Portland OR 97236
Contact: Gradey Proctor, Garden Educator/Coordinator    503-234-8996

The school garden at Gilbert Heights Elementary was established 4-5 years ago and occupies 101-300 ft² of space. The garden sits on land owned by Portland Community Gardens or Parks Department, and also has a nature play area. During the school day, 15 students/year use the garden once a week. There are after-school and/or summer programs at the garden, where 20-50 students are taught a curriculum developed by the school and run through the SUN program, who also coordinate garden maintenance. The garden is used to teach math, art, health/nutrition, soil conservation, native plants/invasive species, weather/climate, pollinators and other ecological systems. Over the summer, the garden is used by summer camp or summer SUN programing. Food harvested in the garden is used for cooking and other such activities during SUN classes. The school garden budget is generated out of pocket and from in-kind donations from Portland Nursery.

Gilbert Park Elementary School
13132 SE Ramona St, Portland OR 97236
Contact: Mandy Hurley, SUN Site Coordinator    mandy_hurley@ddsd40.org

The school garden at Gilbert Park Elementary School was established 4-5 years ago and consists of 70’-120’ courtyard with various edible plants. The garden also contains a native plant area, rain garden,
insect/pollinator habitat, nature play area, herb garden, memorial garden and an outdoor classroom. The native plant area has a theme centralized around, “Industrial Crops of Oregon”. These crops would include: grapes, hops and hazelnuts. This area is continually being redesigned and evolved. The after-school garden education program, Schools Uniting Neighborhoods (SUN) coordinates in-class garden education, after school garden programming, garden maintenance, schedules with teachers, and coordinates work, volunteer and community events. For garden use, approximately, 5-10 teachers use the garden each year, on their own, reaching 250 students per year. The garden programs with IRCO to teach garden-based lessons. In regards to curriculum, Gilbert Park Elementary garden program develops their own material. The curriculum is used to teach: math, science, English/language arts/ literacy, art, English language development, health/nutrition, soil conservation, water conservation, native/invasive species, weather/climate, pollinators and other ecological systems. Produce is not routinely served in the cafeteria, but is harvested for cooking workshops/activities, family event or donated to the food pantry. In regards to funding the garden supplies, the Parent Teacher Association, In-kind donations, and the partner organization budget supports the $1-$100 budget.

Gilbert Park Elementary School Garden

Glenfair Elementary School

15300 NE Glisan St, Portland OR 97230

Contact: Celia Flaim, SUN Site Manager      celiaf@mfs.email

The school garden at Glenfair Elementary School was established 6-10 years ago of a native plant area and nature play area. The SUN program, Growing Gardens and assistant principal coordinates the school garden program. The Glenfair garden program is also used for after-school garden education through SUN. Approximately, 5-10 teachers use the garden each year, on their own, reaching 200 students per year. The school partners with Growing Gardens to teach and implement garden- based lessons. In regards to curriculum, the Glenfair Elementary School garden program utilizes material from Eat Think Grow and Growing Gardens. The curriculum is implemented in math, science, English/language arts/literacy, art, English language development, health/nutrition, soil conservation, native/invasive species,
air quality/pollution, weather/climate, pollinators and other ecological systems. Produce is not served in the cafeteria, but is harvested for cooking workshops/activities, tastings at family events or donated to the food pantry/directly to families. In regards to funding the garden supplies, financial support from SUN and In-Kind donations are utilized to support the $1-$200 budget.

Grout Elementary

3119 SE Holgate Blvd, Portland OR 97202

Contact: Lisa Van Clock, Teacher

The school garden at Grout was established 4-5 years ago and consists of 100-300ft² of garden beds and a rain garden. The staff and parent teacher association (PTA) coordinate classes during the school day, schedule with teachers, does garden maintenance and organize a garden committee composed of parents and teachers. The school also partners with Earth Art Agriculture to teach garden-based lessons. Approximately, 3-5 teachers use the garden each year, on their own, reaching 25-50 students on a weekly basis. They use their own curriculum and Earth Art Agriculture curriculum to teach math, science, health/nutrition, soil conservation, native plants/invasive species, pollinators, and other ecological systems. There is also an afterschool program through Schools Uniting Neighborhoods (SUN) which involves 50-100 students/year. Produce is served in the cafeteria and in tastings with classes. Grants support a supplies budget of $500-$2000.

Harrison Park

2225 SE 87th Ave, Portland OR 97216

Contact: Djamila Moore, Garden Educator/Coordinator

djamila@earthartag.org

The school garden at Harrison Park was established 2-3 years ago and occupies 500-1000 ft² of space. There is also an insect/pollinator habitat, native plant area, mini-farm and community garden on site. The garden is coordinated by an after-school program and Outgrowing Hunger/Earth Art Ag, who are responsible for in-class school day garden education, scheduling/coordination with teachers and cafeteria staff, lesson planning, maintenance, curriculum development, harvesting for school families/community and collaborating with teachers and SUN staff. There is also a garden committee made up of SUN staff and Outgrowing Hunger/Earth Art Ag. A high level of food insecurity and a large, new immigrant population participating in the community garden influences culturally diverse plantings at the Harrison Park school garden. During the day, 10-15 teachers bring their classes to the garden educator, who instructs 325 students/year. The students visit the garden once a month. The curriculum is comprised of existing curriculums from Life Lab, Earth Art Ag and Eat Think Grow, and students are taught health/nutrition, English language development/English as a second language, art, English/languages art/literacy, science, math, soil conservation, water conservation, air quality/pollution, native plants/invasive species, weather/climate, pollinators and other ecological systems. The SUN program also runs an after-school program and summer programming in the garden, reaching 20-50 students/year. Garden maintenance happens with the students. The school also has a partnership with Outgrowing Hunger/Earth Art Ag. Over the summer, the garden is cared for by a
summer camp or SUN programming in addition to local families caring for and harvesting the garden for their own use. Food grown in the garden is used in cooking workshops/activities, is donated to a food pantry or directly to families, served on the lunch line in the cafeteria by cafeteria staff and used in cafeteria tastings. The garden coordinator reports that teachers who bring their students out are enthusiastic, the students love it and the cafeteria staff have been very receptive. The supplies budget is $101-$500 and is generated through the school budget, grants applied for by the garden coordinator and in-kind donations.
Harvey Scott School
6700 NE Prescott St, Portland OR 97218
Contact: Keli Dean, Volunteer Garden Coordinator  kelidean@msn.com

The school garden at Harvey Scott School was established 0-1 year ago and consists of 101-300 ft² and a rain garden. The garden program also participates in after-school garden education through Schools Uniting Neighborhoods (SUN). The garden coordinator coordinates garden maintenance, schedules with teachers, works with families/parents. The school garden also has a garden committee composed of parents who support the garden and the garden coordinator. For garden use, approximately, 0-3 teachers use the garden each year, on their own, reaching 180 students per year. Due to the relative newness of the garden program, the curriculum is currently being created. When finalized, the curriculum will be used to teach: science, English/language arts/literacy, art, weather/climate and pollinators. Produce is not currently served in the cafeteria, but is harvested for cooking workshops/activities or donated to the food pantry. In regards to funding the garden supplies, grants and in-kind donations are utilized to support the $501-$2000 budget.

Hauton B Lee Middle School
1121 NE 172nd Ave, Portland OR 97230
Contact: Caty Marshall, Sun Site Coordinator  catym@mfs.email

The school garden at Hauton B Lee Middle School consists of 101-300 ft². The Sun Site coordinator coordinates the after-school garden programming and maintenance of the garden. The school partners with Schools Uniting Neighborhoods (SUN) to teach garden-based lessons. In regards to curriculum, Hauton B Lee Middle School garden program develops their own. The curriculum is implemented in math, native/invasive species, pollinators and weather/climate. Approximately, 0-3 teachers use the garden each year, on their own. The garden is mainly used for after school garden education through SUN. Produce is not served in the cafeteria, but is donated to families and the food pantry. In regards to funding the garden supplies, grants, are utilized to support the $1-$100 budget.

Hayhurst School
5037 SW Iowa St, Portland OR 97221
Contact: Nadya Burchett, Parent  burchetten@gmail.com

The school garden at Hayhurst School was established 2-3 years ago and occupies less than 160 ft² of space. There is also a nature play area, native plant area and insect/pollinator habitat on site. Adjacent to the garden is a courtyard enjoyed by families throughout the week around school hours. The garden is coordinated by a parent, who oversees in-class school day garden education, after-school garden programming, working with families/parents, coordination of the garden committee, teachers, staff and the cafeteria, as well as garden maintenance. Administrators and parents sit on the garden committee. During the school year, 5-10 teachers use the garden in conjunction with the garden
coordinator, reaching 150-200 students/year. Students visit the garden less than once a month. The school uses a curriculum they developed on their own, plus curriculums from Life Lab, Growing Gardens and Think Eat Grow. The garden is used to teach health/nutrition, art, English/language arts/literacy, science, math, soil conservation, native plants/invasive species, weather/climate, pollinators and life cycles. There is also an after-school program reaching 20-50 students/year. Over the summer, families care for and harvest the garden for their own use and volunteers water and tend to the beds for school use. Food harvested from the garden is donated to a food pantry or directly to families and is served on the lunch line in the cafeteria by cafeteria staff. Small amounts of harvested food have been integrated into the salad bar and other dishes. Through a partnership with The Green Schoolhouse, as well as fundraising activities and grants organized and applied for by the garden coordinator and in-kind donations, the school garden has a supplies budget of $501-$2000.

**Hosford Middle School**
2303 SE 28th Pl, Portland, OR 97214
Contact: Jennifer Abbassian, Parent and Garden Club Leader for After-School Program
jimjena@msn.com

The school garden at Hosford Middle School was established 2-3 years ago and has a nature play area, insect/pollinator habitat, rain garden and native plant area. The garden here is unique in that it isn‘t used to grow food but is still used extensively for instruction. The garden is coordinated by a parent and after-school program, who are responsible for after-school programming, scheduling/coordination with teachers, garden maintenance and working with families/parents. Three or fewer teachers use the garden as a teaching tool, but they instruct 500+ students/year, and the students visit more than once a week. Teachers use the garden to teach about water conservation, native plants/invasive species, weather/climate and pollinators. Classes also gather at the garden during lunch and recess. In addition, there is an after-school program in the garden that reaches 20-50 students/year. Over the summer, volunteers water and tend to the beds for school use. The supplies budget is $501-$2000, and is generated through the PTA and by grants applied to by the garden committee or garden coordinator.

**Irvington School**
1320 NE Brazee St, Portland OR 97212
Contact: Gillian Carson, Parent
gill@mytinyplot.com

The school garden at Irvington was established more than 10 years ago and consists of 500-1000 ft of garden beds that also serve as an outdoor classroom. The staff and the PTA coordinate educational classes during the school day, schedule/ coordination with teachers, coordinate the garden committee of parents, teachers and community members as well as, work with families. In total, there is 10-15 teachers that use the garden each year, on their own, reaching 24 students on a weekly basis. Irvington School garden uses their own curriculum to teach math, science, English/language/literacy, art, health/ nutrition, soil conservation, water conservation, weather/climate and pollinators. Produce is not served in the cafeteria, but is used for cooking classes, activities or in-class snack time. The use of the garden is
divided in half. The parents/staff use half the beds and the community members use the other half. Community members may use the beds to teach lessons or for their own food production. In regards to funding, recently, the PTA received the Whole Foods Foundation Grant which will fund the new outdoor classroom by the garden. Overall, the PTA supports the supplies budget of $700.00.

Irvington School Garden

Jason Lee School

9038 N E Fremont Portland OR 97220

Contact: Kirsten Holstein, Paid Garden Coordinator  Kholstein67@gmail.com

The school garden at Jason Lee was established 4-5 years ago and consists of 300-500 ft², native plant areas and participates in recess gardening activities. The garden coordinator coordinates with classes during the school day, coordinates after-school gardening, schedules with teachers, participates in garden maintenance and organizes a garden committee composed of parents. The school partners with Schools Uniting Neighborhoods (SUN), IRCO and Nature Conservancy to teach garden-based lessons. Approximately, 10-15 teachers use the garden each year, on their own, reaching 350 students per year. In regards to curriculum, Jason Lee garden program develops their own, but also uses Eat, Think, Grow and Nature Works Everywhere. The curriculum is implemented in science, English/literacy/language arts, art, health/nutrition, soil conservation, water conservation, native/invasive species, pollinators and system/cycles courses. The garden is also used for after school garden education
through SUN. Produce is not served in the cafeteria, but is harvested for cooking workshops/activities and in-class tastings. In regards to funding the garden supplies, grants, fundraising activities and donations are utilized to support the $101-$501 budget. Students are also active in getting donations for the garden. Students will write to popular seed companies asking for donations to the garden and will often receive them. And recently, a plan was drafted for the construction of a new storage area and this will be funded by the new Oregon Department of Education grant.

Jason Lee School Garden

Kelly School

9030 SE Cooper St, Portland OR 97266

Contact: Katharine Grunseth, Teacher

kgrunset@pps.net
The school garden at Kelly School was established 2-3 years ago and consists of 300-500 ft², and an insect/pollinator habitat. The school partners and coordinates garden care with Schools Uniting Neighborhoods (SUN), Growing Gardens and Earth Art and Agriculture to integrate garden based lessons in their curriculum. Kelly does not create their own curriculum, but utilizes material from Eat, Think, Grow, Life Lab and Science Companion Prime. The garden is used to teach: science, English/literacy/language arts, math, art, English language development/English as a second language, health/nutrition, water conservation, native/invasive species, pollinators, weather/climate, and other ecological development. The garden is also used for after-school gardening programs as well as summer camps with SUN. Approximately, 3-5 teachers use the garden each year, on their own, reaching 100 students per year. In regards to harvesting, produce is used in the cafeteria by the cafeteria staff and is also donated to the food pantry or directly to families. The garden is supported by the Growing Gardens PLC program to sponsor the $101-$501 budget.

King Elementary School
4906 NE 6th Ave, Portland OR 97211
Contact: Paolina Toncinich, Parent kingschoolgarden@gmail.com
The school garden at King Elementary School was established 4-5 years ago and consists of 500-1000 ft² and a native plant area. The garden coordinator and parents involved in the garden committee coordinates, garden maintenance, schedules with teachers, in-class garden education, after-school garden education, budgeting, Parent Teacher Association (PTA) presentations, shopping, reimbursements, fundraising, partnerships and works with families/parents. Approximately, 5-10 teachers use the garden each year, on their own, reaching 200 students per year. In regards to curriculum, King Elementary School garden program utilizes material from Natureworks Everywhere. The curriculum is used to teach math, science, English/language arts/literacy, art, English language development, health/nutrition, soil conservation, water conservation, native/invasive species, weather/climate, pollinators, food and carbon and other ecological systems. Produce in small quantities is served in the cafeteria and also used for cooking workshops/activities and family event tastings. In regards to funding the garden supplies, grants and in-kind donations support the $101-$501 budget.

Laurelhurst Elementary School
840 NE 41st Ave, Portland, OR 97232
Contact: Djamila Moore djamila@earthartag.org
The school garden at Laurelhurst Elementary was established 4-5 years ago and occupies 100-300 ft² of space, and includes an insect/pollinator habitat. The garden is coordinated by parents and Outgrowing Hunger/Earth Art Ag, and is responsible for in-class school day garden education, scheduling/coordination with teachers, garden maintenance and coordinating with the cafeteria. There is also a garden committee made up of teachers and parents. During the school year, 3-5 teachers use the garden for instruction. Together with the garden coordinator, they teach 500 students/year using
curriculum developed by Earth Art Ag, Eat Think Grow and Life Lab. Students visit the garden once a month, where they receive instruction on math, science, English/language arts/literacy, art, soil conservation, water conservation, weather/climate, pollinators and other ecological systems. Food harvested from the garden is served on the lunch line in the cafeteria by cafeteria staff, where small amounts have been integrated into the salad bar or other dishes. The garden coordinator reports a high level of enthusiasm for the garden from students and staff alike. The supplies budget of $101-$500 is generated by the PTA, in-kind donations and a partnership with Outgrowing Hunger/Earth Art Ag.

Lent School

5105 SE 97th Ave, Portland OR 97266

Contact: Jesse Hunter, Teacher and Unpaid Garden Coordinator jhunter@pps.net

The school garden at Lent School was established 4-5 years ago and consists of 101-300 ft²; the site also contains a native plant area, rain garden and insect/pollinator habitat. The garden coordinator coordinates with classes during the school day, coordinates after-school gardening with the paid garden coordinator in the after-school program. The coordinator also schedules with teachers, participates in garden maintenance, coordinates with the cafeteria, works with families and parents, and organizes a garden committee composed of parents, teachers and community members. The school partners with Growing Gardens, IRCO, Oregon State University, and Ecology in Classrooms Outdoors and Schools Uniting Neighborhoods (SUN) to teach garden-based lessons. Approximately, 10-15 teachers use the garden each year, on their own, reaching 350 students per year. In regards to curriculum, Lent School garden program develops their own. The curriculum is implemented in science, English/literacy/language arts, and math, English as a Second Language / English Language Development, health/nutrition, soil conservation, water conservation, native/invasive species, pollinators, weather/climate and other ecological systems. The garden is also used for after school garden education through SUN. Produce is served in the cafeteria, and is also harvested for cooking workshops/activities and in-class, cafeteria and family event tastings. In regards to funding the garden supplies, grants and fundraising activities are utilized to support the $101-$501 budget. The Lent School garden program has also been the beneficiary of various rewards. Specifically, The Bronze Award awarded by Michelle Obama for the “Healthier Schools Challenge” and The 2015 Wellness Award from the Department of Education. The Lent Garden has also been chosen as a host site for the East Multnomah Soil & Water Conservation Districts, “Nature-scaped Yard Tour”.

Lincoln Park Elementary

13200 SE Lincoln St, Portland OR 97233

Contact: Jennie Marable, Garden Coordinator/Educator vreedmarable@gmail.com

The school garden at Lincoln Park Elementary was established 2-3 years ago and occupies less than 160 ft² of space. There is also a native plant garden, insect/pollinator habitat and Hugelkultur installation on site. The garden beds were built by Portland Youth Builders in 2013, and a nutrition-focused SUN garden club was taught beginning in 2014. During school hours, 3-5 teachers use the garden in coordination with the garden educator, and they use a curriculum developed by Earth Art Ag. Over the
course of the year, about 300 students visit the garden once a month during the school day. Using the
garden, students are taught math, science, English/language arts/literacy, art, English language
development, English as a second language, soil conservation, water conservation, air quality/pollution,
native plants/invasive species, weather/climate, pollinators, other ecological systems, community
building, work experience and other cultures. There is also an afterschool program run by SUN using a
curriculum developed by the garden coordinator. The after-school program reaches 200 or more
students/year. The garden coordinator noted that Lincoln Park is situated in a very diverse community,
where many different languages are spoken. Kids who had no way into the school community, who
couldn’t speak English, who were having trouble connecting, found their place in the garden. The
garden educator has been effective in the garden in ways that were not effective in the
classroom. Everything is kid-grown, started from seed, at the school. Pride for the garden has been a
huge success. Over the summer, the garden is used by a summer camp or SUN programming. Food
harvested in the garden is donated to a food pantry/directly to families, used in cooking
workshops/activities and for tastings at family events. Lincoln Park has a School Multicultural Night,
where pesto and chimichurri are made from food in the garden. There is a desire to expand garden
programming, develop a connection with the cafeteria and better control the on-site irrigation. The
supplies budget at Lincoln Park is $101-$500 and is generated by fundraising activities, grants applied for
by the garden coordinator and through the budget of partnership organizations Outgrowing
Hunger/Earth Art Ag.
Llewellyn Elementary School

6301 SE 14th Ave, Portland OR 97202

Contact: Alexia Wellons, Parent       alexiawellons@yahoo.com

The school garden at Llewellyn Elementary School was established 4-5 years ago and consists of 300-
500ft² of garden beds, native plant areas and a rain garden. The parent teacher association (PTA)
coordinates classes during the school day, schedules with teachers, does garden maintenance and
organizes a garden committee composed of parents. The school partners with Schools Uniting
Neighborhoods (SUN) and the Green School house to teach garden-based lessons. They use their own
curriculum and the garden is used to teach: health/nutrition, soil conservation, and native
plants/invasive species. There is also an afterschool program as well as a summer camp program
through the schools partnership with Schools Uniting Neighborhoods (SUN) which involves 20-50
students/year. Approximately, 0-3 teachers use the garden each year, on their own, reaching on
average, 90 students per year. In regards to funding, $101-$501 is the amount needed to fund the
garden and is supported by the PTA and in-kind donations that include: bark chips, plants, seeds and
other garden requirements.

Lynch Wood Elementary School

3615 SE 174TH St, Portland OR 97236

Contact: Amber Moore, SUN Site Manager       MooreA@nayapdx.org
The school garden at Lynch Wood Elementary was established 2-3 years ago and consists of 101-300 ft². The garden committee composed of SUN staff, teachers, parents, community members and staff coordinates with classes during the school day, coordinates after-school gardening, schedules with teachers, participates in garden maintenance. The school partners with Schools Uniting Neighborhoods (SUN) and Growing Gardens to teach garden-based lessons. In regards to curriculum, the Lynch Wood Elementary garden program uses lessons from Growing Garden’s core curriculum guide. The educational material is implemented in math, English/literacy/language arts, English Development/English as a second language and health/nutrition. The garden is also used for after school garden education through SUN. Approximately, 3-5 teachers use the garden each year, on their own, reaching 75-100 students per year. Produce has been integrated into the cafeteria and is also harvested for cooking workshops/activities and family event and cafeteria tastings. In regards to funding the garden supplies, the Parent Teacher Association fund, partner association budget, fundraising and in-kind donations are all utilized to support the $1-$100 budget.

Madison High School  
2735 NE 82nd Ave, Portland OR 97220  
Contact: Rodrigo Corona, Teacher rruizcorona@pps.net  
Contact: Susan Wiencke swiencke@pps.net

The school garden at Madison was established 4-5 years ago and occupies 500-1000 ft² of space. There is also a native plant garden, insect/pollinator habitat, and nature play area on the grounds, and garden debris is composted on site. The garden is coordinated by a teacher, who is responsible for in-class school day garden education, after-school garden programming, garden maintenance, coordination of the garden committee and a summer internship program. Rather uniquely, the garden committee at Madison High is comprised of students. 3-5 teachers use the garden each year, with 20 students using the garden once a week. The school develops their own curriculum, and they use the garden to teach about soil conservation, water conservation, health/nutrition, air quality/pollution, native plants/invasive species, weather/climate, pollinators, food and social justice, and other ecological systems. There is also an afterschool program run by SUN that reaches 20-50 students/year. The school uses a summer internship program to sell the produce they grow at farmer’s markets. Other harvested produce is donated to local food pantries and families or in cooking workshops/activities. The school budget, grants and fundraising activities generate a supply budget of $101-$500 annually.

Markham Elementary School  
10531 SW Capitol Hwy, Portland OR 97219  
Contact: Misty Plock, Parent mistyplock@yahoo.com

The school garden at Markham Elementary was established 4-5 years ago and consists of 101-300 ft² and a native plant area. The staff and teachers coordinates with classes during the school day, participates in garden maintenance and works with families and parents. Approximately, 3-5 teachers use the garden
each year, on their own, reaching 40-50 students per year. In regards to curriculum, the Markham Elementary School garden program develops their own. The curriculum is implemented in math, health/nutrition, soil conservation, native/invasive species and weather/climate. Produce is not served in the cafeteria, but is harvested for family event tastings. In regards to funding the garden supplies, grants are utilized to support the $1-$100 budget.

**Menlo Park Elementary School**

**12900 NE Glisan St, Portland OR 97230**

Contact: Elizabeth Archodominion, Unpaid Garden Coordinator/ SUN Garden Club Instructor  
[elight5@yahoo.com](mailto:elight5@yahoo.com)

The school garden at Menlo Park Elementary School was established 0-1 years ago and consists of 300-500 ft\(^2\) and a native plant area, insect/pollinator habitat and a worm bin. The garden coordinator coordinates in-class garden education, after school garden programming, garden maintenance, garden committee, schedules with teachers, works with families/parents and fundraising, grants and garden design. The school garden also has a garden committee composed of administrators and parents who support the garden and the garden coordinator. For garden use, approximately, 10-15 teachers use the garden each year, on their own, reaching 410 students per year. The garden program partners with Campfire and Grow Portland to teach garden-based lessons. In regards to curriculum, Menlo Park Elementary garden program uses various different sources (Oregon Agriculture in the Classroom). The curriculum is used to teach: in math, science, English/language arts/literacy, health/nutrition, soil conservation, water conservation, native/invasive species, air quality/pollution, pollinators and other ecological systems. Produce is not routinely served in the cafeteria, but is harvested for in-class tastings or donated to the food pantry. In regards to funding the garden supplies, the grants and fundraising activities supports the $2000 budget.

*Menlo Park Elementary School Garden*
Mill Park Elementary School

1900 SE 117th Ave, Portland OR 97216

Contact: Carrie Cowan, Student Achievement Specialist  carrie_cowan@ddsd40.org

The school garden at Mill Park Elementary School was established 4-5 years ago and consists of 101-300 ft² and a native plant area. The school staff and Schools Uniting Neighborhoods (SUN) staff coordinates after school garden programming and garden maintenance. For garden use, approximately, 3-5 teachers use the garden each year, on their own, reaching 1-30 students per day. The Mill Park garden program partners with SUN to teach garden-based lessons. In regards to curriculum, Mill Park Elementary School garden program develops their own material. The curriculum is used to teach health/nutrition. Produce is not routinely served in the cafeteria, but is harvested for cooking workshops/activities and cafeteria tastings. In regards to funding the garden supplies, the booster program and in-kind donations support the $1-$100 budget.

Ockley Green School

6031 N Montana Ave, Portland OR 97217

Contact: Kristin Moon, Teacher  kmoon@pps.net

The school garden at Ockley Green was established more than 10 years ago and consists of 101-300 ft², and a native plant area. The school partners with Grow Portland and the school staff coordinates with various teachers for in-class garden education. For garden maintenance, the school garden committee is composed of teachers and students who tend to garden care. Ockley Green School develops their own garden-based education material, but also relies on existing garden curriculum provided by Life Lab. The garden is used to teach: science, health/nutrition, water conservation, soil conservation, native/invasive species, pollinators, weather/climate, and other ecological systems. Approximately, 5-10 teachers use the garden each year, on their own, reaching 300 students per year. In regards to harvesting, produce is donated to families. In order to support the $5,000 garden budget, grants, fundraising and in-kind donations (plants, bark chips and seeds) are utilized. The Parent Teacher Association is also important sponsors of the gardens success.

Park lane Elementary School

15811 SE Main St, Portland OR 97233

Contact: Vickie Soli-Compton, School Staff  vickie_soli-compton@cds28j.org

The school garden at Park lane Elementary School was established 0-1 years ago and consists of 500-1000 ft². The garden coordinator the garden committee composed of teachers and works with families/parents. Currently, the school garden program also partners with Growing Gardens and participates in after-school garden education through Schools Uniting Neighborhoods (SUN). Due to the relative newness of the garden program, it is not currently used for in-class education. In regards to
harvesting, produce is not routinely served in the cafeteria, but is donated directly to families or the food pantry.

Pleasant Valley School

17625 SE Foster Rd, Gresham OR 97080

Contact: David Scharfenberg, Teacher    david_scharfenberg@cds28j.org

The school garden at Pleasant Valley School was established more than 10 years ago and consists of 500-1000 ft² and a native plant area, rain garden, insect/pollinator habitat and ½ mile interpretive trail in a restoration area. The garden coordinator coordinates in-class garden education, garden maintenance, schedules with teachers, works with families/parents, and coordinates with the cafeteria. The school garden also has a garden committee composed of administrators, teachers, parents and students who support the garden and the garden coordinator. Approximately, 3-5 teachers use the garden each year, on their own, reaching 100 students per year. The school partners with Oregon State University, Schools Uniting Neighborhoods (SUN) and two local garden clubs to teach and implement garden-based lessons. In regards to curriculum, the Pleasant Valley School garden program develops their own material, but also utilizes material from the School Garden Project. The curriculum is implemented in math, science, English/language arts/literacy, art, English language development, health/nutrition, soil conservation, native/invasive species, weather/climate and pollinators. Produce is not yet served in the cafeteria, but is harvested for cooking workshops/activities and in-class tastings. In regards to funding the garden supplies, grants are utilized to support the $101-$501 budget.

Prescott Elementary School

10410 NE Prescott St, Portland OR 97220

Contact: Lonny Gandsra, Parent    lonnygee@comcast.net

The school garden at Prescott Elementary School was established 6-10 years ago. The garden is coordinated by parents and other school staff and they work to coordinate after school gardening with Schools Uniting Neighborhoods (SUN), garden maintenance, schedules with teachers and works with families/parents. Approximately, 3-5 teachers use the garden each year, on their own, reaching over 50 students per year. Currently, the garden is limited in its ability to teach and implement garden-based lessons and grow harvest due to funding, but it is something that wants to be done in the future. While the garden faces some challenges, the community hopes to build a kindergarten garden and native plant
areas. Currently, the garden program is working towards gaining a certification as a backyard habitat through the Columbia Land Trust.

Prescott Elementary School Garden

Reynolds Middle School

1200 NE 201st Ave, Fairview OR 97024

Contact: Ben Baldizon, SUN Site Manager bbaldizon@rsd7.net

The school garden at Reynolds Middle School was established 6-10 years ago and consists of 500-1000 ft. The SUN site manager and staff coordinates the garden program and after-school garden education. The school garden also has a garden committee composed of teachers, students and SUN
staff who support the garden. And the school maintenance staff maintains garden care. Approximately, 0-3 teachers use the garden each year, on their own, reaching 50 students per year. In regards to curriculum, Reynolds Middle School garden program develops their own material. The curriculum subjects include: soil conservation, water conservation, native/invasive species, weather/climate, pollinators and other ecological systems. Produce is not routinely served in the cafeteria, but is harvested and donated to the food pantry or directly to families. In regards to funding the garden supplies, the school and partner organization budget supports the $101-$501 garden costs.

Rigler Elementary School

5401 NE Prescott St, Portland OR 97218

Contact: Zandy Gordon, SUN Site Coordinator zgordon@pps.net

The school garden at Rigler Elementary School was established over 10 years ago and consists of 2 (20’ x 20’) community garden plots with raised planters and a native plant habitat area with edibles. The garden also serves as a nature play area, outdoor classroom and school arboretum. The garden coordinator coordinates with classes during the school day, coordinates after- school gardening with the paid garden coordinator in the after-school program, schedules with teachers, participates in garden maintenance, coordinates with the cafeteria, curriculum development, creation of garden design and training volunteers as well as SUN support staff. This site lacks a formal committee, but a few parents are heavily invested in the garden. The school partners with IRCO and Schools Uniting Neighborhoods (SUN) to teach garden- based lessons. Approximately, 15-20 teachers use the garden each year, on their own, reaching 400 students per year. In regards to curriculum, Rigler School garden program develops their own, but may use curriculum from other sources depending on the subject. The curriculum is implemented in science, English/literacy/ language arts, and math, English as a Second Language / English Language Development, health/nutrition, native/invasive species, weather/climate and executive function and cognitive skills. The space is also used for as a calming space for children with behavioral issues/ restorative justice or community service. The garden is also used for after school garden education through SUN. Produce has recently been integrated into the cafeteria salad bar, and is also harvested for cooking workshops/activities, donated directly to families or the food pantry and is also used during in-class and family event tastings. In regards to funding the garden supplies, SUN and the partner organization budget are utilized to support the budget.
The school garden at Robert Gray Middle School was established 6-10 years ago and occupies 300-500 ft² of space. There is also a native plant area on site. Over the summer, SUN school waters the garden. The supply budget is $501-$2000, and is generated through grants and a partnership with Fuel Up to Play 60.

Sabin School
4013 NE 18th Ave, Portland OR 97212
Contact: Julian Dominic, PTA Garden Coordinator
sabingardencoordinator@gmail.com

The school garden at Sabin school was established about 7 years ago and occupies 500-1000 ft² of space. There is also a native plant area, rain garden, insect/pollinator habitat and nature play area on
A parent and partner organization are responsible for garden coordination, which includes in-class school day garden education, after-school garden programming, scheduling/coordination with teachers and the garden committee of parents, garden maintenance and working with families/parents. 15-20 teachers use the garden for instruction during the school year, and in conjunction with the garden educator they reach 300 students/year. The school develops its own curriculum to teach science, art, English/language arts/literacy, health/nutrition, soil conservation, water conservation, air quality/pollution, native plants/invasive species, weather/climate, pollinators and other ecological systems. After-school education also occurs in the garden, through the SUN program, reaching 100-200 students/year. The garden coordinator praises the garden for being a hotbed for pollinators while also serving as a safe place for troubled students to participate and feel accepted. He hopes to one day have every single student involved with the garden. Over the summer, the gardens are cared for by families and harvested for their own use, tended to by volunteers, used by a summer camp or summer SUN programming or just unused altogether. Food harvested from the garden is used for tastings at family events, donated to a food pantry or directly to families, and used in cooking workshops/activities. Harvested vegetables are served in the cafeteria, free box food program and in-school instruction. The garden supply budget is up to $100 and comes from in-kind donations.
The school garden at Shaver Elementary occupies less than 160 ft² of space, and is maintained only by the SUN Site Manager and her students. The beds on the property are under an awning, providing a rain/sun challenge, but there is also a brick wall that reflects heat and acts as a thermal mass. The SUN Site Manager is hoping to expand the garden space in the future. As many as three teachers use the garden for instruction, using their own curriculum focused on basic planting, reaching 20 students/year. These students visit the garden two times a month to receive instruction in health/nutrition, English language development/English as a second language and science. There is also after-school education through the SUN program that reaches 20-50 students/year. Over the summer,
the garden beds might be unused or they might be used by summer camp or summer SUN programming. The garden coordinator is new and isn’t sure about the summer protocol yet. Shaver has multiple pieces of the school fabric involved in gardening. A life skills class planted mint and strawberries last year, and a cooking class later harvested the mint. The garden is also used by students who “need a break” during the day. The school garden hasn’t generated enough of a harvest to do anything noteworthy with it as of yet.
The school garden at Sitton Elementary was established 4-5 years ago and occupies 300-500 ft² of space. There is also an on-site native plant area and insect/pollinator habitat. The garden is coordinated by teachers, parents, school staff and after-school programs. These coordinators are responsible for after-school garden programming, scheduling/coordination with teachers, garden maintenance, coordination with the cafeteria and garden committee and finally working with families/parents. The garden committee at Sitton is made up of teachers, parents and community members. 5-10 teachers use the garden to instruct 200 students/year, and the students visit once a month. Using a curriculum from Eat, Think, Grow, students are taught math, science, English language development/English as a second language, health/nutrition, water conservation, native plants/invasive species, weather/climate and pollinators. Students also use the garden with teachers and assistants as a de-escalation space. Sitton has after-school and summer programs, administered through the SUN program, reaching 20-50 students/year. Food harvested from the garden is used for tastings in the cafeteria, served on the lunch line in the cafeteria by cafeteria staff, donated to a food pantry or directly to families and used in cooking workshops/activities. The supplies budget or $500-$2000 is generated from a variety of sources, including the PTA, school budget, grants applied to by the garden committee or garden coordinator, fundraising activities organized by the garden committee or garden coordinator and in-kind donations.

Sunnyside Environmental School

3421 SE Salmon St, Portland OR 97214

Contact: Steph Rooney, Paid Garden Coordinator  sunnysidesustainability@gmail.com

The school garden at Sunnyside Environmental School was established more than 10 years ago and consists of 500-1000 ft² and a native plant area, rain garden, insect/pollinator habitat, nature play area, Culinary herb beds and a Fairy garden. The garden also hosts Garden days (2x a year), Harvest Fair, Iron Chef and Lavender Lot. The garden coordinator coordinates in-class garden education, after school garden programming, garden maintenance, schedules with teachers, works with families/parents, and coordinates with the cafeteria. The garden coordinator also develops curriculum, coordinates summer maintenance, volunteers, outreach and all garden-based education programming. The school garden also has a garden committee composed of administrators, teachers, parents and students who support the garden and the garden coordinator. Approximately, 5-10 teachers use the garden each year, on their own, reaching 580 students per year. In regards to curriculum, Sunnyside Environmental School garden program develops their own material. The curriculum is implemented in math, science, English/language arts/ literacy, art, English language development, health/nutrition, soil conservation, water conservation, native/invasive species, weather/climate, pollinators and other ecological systems. Produce is not routinely served in the cafeteria, but is harvested for cooking workshops/activities, in-class, family event and cafeteria tastings or donated to the food pantry. In regards to funding the garden supplies, the Parent Teacher Association supports the $501-$2000 budget. Currently, the garden is an important part of the school culture and there is a movement to create a multi-cultural garden program.
The school garden at Trillium Charter School was established 8 years ago and consists of more than 1000 ft² as well as, a native plant area and an insect/pollinator habitat. The AmeriCorps Garden Coordinator coordinates after-school gardening, in-class garden education, scheduling/coordination with teachers, garden maintenance, and coordination with the cafeteria and works with families/parents. The garden committee and works with families and parents. Approximately, 3-5 teachers use the garden each year, on their own, reaching 365 students per year. The school partners with the Confluence Environmental Center AmeriCorps Program to teach and implement garden-based lessons. In regards to curriculum, the Trillium Charter School garden program develops their own, but also utilizes NYC Edible Schoolyard, Eat Think Grow and Life Lab material. Curriculum is implemented in math, science, English/language arts. Literacy, art, health/nutrition, soil conservation, water conservation, native/invasive species, weather/climate pollinators, food waste, decomposition and other ecological systems. Produce is served in the cafeteria, and is also harvested for cooking workshops/activities and tastings in garden class. The school garden program is also a participant in the Kenton’s farmers market where vegetables from the garden are sold at a low price. Overall, the garden at Trillium is very well received within the school community and parents. In regards to funding the garden supplies, school budget, grants, in-kind donations are utilized to support the $2001 or more budget. The school garden program was also a receipt of the SPACE GRANT through the East Multnomah Soil and Water Conservation District in 2015. This grant was used to plant the pollinator garden. The program also received the Community Watershed Stewardship Program and this enabled the program to purchase native plants for a planting project with the Middle School Science classes.
Trillium Charter School Garden

Ventura Park
145 SE 17th Ave, Portland OR 97216
Contact: Erika Levinson, SUN Site Manager erikal@irco.org

The school garden at Ventura Park was established 6-10 years ago and occupies 101-300 ft² of space. There is also a large greenhouse in a courtyard on the school property that was built with grant money about ten years ago. There is an after-school garden education program coordinated by SUN, who developed a curriculum to teach about pollinators and soil conservation. It reaches 20-50
students/year. A community service group uses the garden during the day. They have grown plant
starts in the on-site greenhouse as part of a plant sale. Over the summer, volunteer groups tend to the
beds for use by the school, and/or summer camps or summer SUN programming use the garden. The
school hopes to expand the number of garden beds and perhaps add an outdoor learning lab in the
future. The supplies budget is $101-$500 and is made up of in-kind donations and through a partnership
with IRCO.

Ventura Park School Garden

Vernon School

2044 NE Killingsworth St, Portland OR 97211

Contact: Lyndsey Mackenzie, Paid Garden Coordinator vernonschoolgarden@gmail.com
The school garden at Vernon School was established 6-10 years ago and consists of more than 1000 ft² of planting area. The garden also consists of a native plant area, nature play area and insect/pollinator habitat. The garden coordinator coordinates in-class garden education, after school garden programming, garden maintenance, schedules with teachers, works with families/parents, and coordinates with the cafeteria. For garden use, approximately, 15-20 teachers use the garden each year, on their own, reaching 300 students per year. The program also partners with Growing Gardens and Self-Enhancement Inc. to teach garden-based lessons. In regards to curriculum, Vernon School garden program develops their own material, but also utilizes material provided by Growing Gardens. The curriculum is used to teach math, science, English/language arts/literacy, art, English language development, health/nutrition, pollinators, plant lifecycles, weather/climate, native plants/invasive species, air quality/pollution, water conservation, soil conservation and other ecological systems. Produce is routinely served in the cafeteria and also harvested for cooking workshops/activities, in-class, family event and cafeteria tastings or in-class lessons. In regards to funding the garden supplies, the Parent Teacher Association and SUN school supports the $501-$2000 budget.

Walt Morey Middle School
2801 SW Lucas Ave, Troutdale OR 97060
Contact: Ian Fox, SUN Site Manager (IRCO SUN) ianf@irco.org

The school garden at Walt Morey Middle School was established 4-5 years ago and includes an on-site rain garden and native plant area. As many as three teachers use the garden for instruction each year, bringing students to the garden educator less than once a month for lessons. The school has developed its own curriculum and teaches science, weather/climate, native plants/invasive species, water conservation, soil conservation, air quality/pollution and other ecological systems. The garden is used for after-school education as well, through the SUN program, reaching 20-50 students/year. Over the summer, the garden beds are either unused or used by summer camp or summer SUN programming. The school garden has a partnership with IRCO, who provides the supply budget of $101-$500.

West Powellhurst Elementary School
2921 SE 116th Ave, Portland OR 97266
Contact: Lena Fox, SUN Site Manager lenaf@mfs.email

The school garden at West Powellhurst Elementary School was established 6-10 years ago and consists of less than 160 ft² (5 x 4 ft beds) and a native plant area, insect/pollinator habitat and nature play area. The garden coordinator coordinates after school garden programming and garden maintenance. For garden use, approximately, 0-3 teachers use the garden each year, on their own, reaching an unspecified amount of students per year. In regards to curriculum, West Powellhurst Elementary School garden program develops their own material. The curriculum is used to teach: science, art, native/invasive species, pollinators and other ecological systems. Produce is not routinely served in the
cafeteria, but is harvested for cooking workshops/activities, family event tastings or donated to the food pantry. In regards to funding the garden supplies, Schools Uniting Neighborhoods (SUN) supports the $101-$501 budget.

West Sylvan Middle School  
8111 SW West Slope Dr, Portland, OR 97225  
Contact: Bryan Fitzwater, Teacher  

The school garden at West Sylvan Middle School was established 6-10 years ago and occupies 101-300 ft² of space. The garden is located in a courtyard on the grounds, contained within and surrounded on all sides by classrooms. The garden coordinator, a teacher, describes it as being like the fishbowl of the school. Consequently, it has been difficult for the school to partner with the community and share the garden space. Teachers bring their classes to the garden for reading and studying, but only the garden coordinator currently teaches using the garden. The curriculum used was developed by the school, in addition to curriculums from School Garden Project, Eat Think Grow and Growing Gardens. The garden is used to teach science, English/language arts/literacy, art, soil conservation, water conservation, air quality/pollution, native plants/invasive species, pollinators and other ecological systems. Including visits from teachers and their classes, 400-500 students/year use the garden, and students who visit the garden to receive lessons do so about once a week. 200 or more students use the garden during after-school hours and/or summer programs, though there is no after-school education being offered and summer maintenance is handled by volunteers. 150 students enrolled in science classes comprise the bulk of the volunteers involved in garden maintenance. As is, food harvested from the garden is only used for tasting at family events, but the garden coordinator would like to incorporate the harvest into the school cafeteria as well. He is finding that the district is resisting that effort. West Sylvan has earned Green School Status through a partnership with PPS Sustainability. They have also worked with Friends of Trees and City of Portland Parks and Recreation in the past. The garden coordinator is proud of the school's work in adding edible plants to the landscape, reducing waste in the cafeteria, planting trees around the school and raising awareness of general garden and ecological issues. There is no official or set supply budget for the garden at West Sylvan, so any money put in comes directly out of the garden coordinator’s pocket and the PTA.

Winterhaven School  
3830 SE 14th Ave, Portland, OR 97202  
Contact: Fawn Lengvenis, Parent  

The school garden at Winterhaven School was established 4-5 years ago and occupies 300-500 ft² of space. There is also an insect/pollinator habitat, native plant area and permaculture installation on site. During the school day, 5-10 teachers and the garden coordinator instruct 350 students/year using a curriculum they developed on their own. The students visit the garden more than once a week. The garden is used to teach math, science, art, English language development/English as a second language, weather/climate, native plants/invasive species, air quality/pollution, water conservation, soil
conservation, permaculture, pollinators and other ecological systems. Over the summer, volunteers water and tend the beds for school use, and families care for and harvest food for their own use. Food harvested from the garden is used in cooking workshops/activities, tastings at family events and small amounts are incorporated into the cafeteria salad bar and other dishes. Fundraising activities, PTA and in-kind donations generate a supply budget of $501-$2000.

Woodland Elementary School
21607 NE Glisan St, Fairview OR 97024
Contact: Rebecca Larson, Previous SUN Site Manager rebeccala@irco.org

The school garden at Woodland Elementary School was established 4-5 years ago and consists of 101-300 ft² and a native plant area. The garden program also hosts a garden revitalization event with the Portland Timbers each year. In regards to partnerships, currently, the garden is going through a transition from the SUN network to the Latino Network (LatNet). The garden coordinator coordinates after school garden programming and garden maintenance with the school maintenance staff and parents. Approximately, 0-3 teachers use the garden each year, on their own, reaching 30 students per year. In regards to curriculum, Woodland Elementary School garden program develops their own material. The garden is used to teach, science, art, health/nutrition, soil conservation, water conservation, native/invasive species, pollinators and other ecological systems. Produce is not served in the cafeteria, but is harvested directly for families or donated to the food pantry. In regards to funding the garden supplies, the Parent Teacher Association, fundraising activities and the SUN budget supports the $101-$501 budget.
The school garden at Woodlawn Elementary has been established for 6-10 years and occupies less than 160 ft² of space. The garden coordinator, a teacher, along with the help of a colleague, is responsible for
in-class school day garden education, garden maintenance, working with families/parents and anything in general that needs to get done in the garden. There is a garden committee of parents and community members who assist with special projects. Up to three teachers use the garden during the school year, and on their own they instruct 60 students/year using a curriculum the school developed on its own. These students visit the garden more than once a week. The garden coordinator reports that students with high behavior needs, in particular, have taken a vested interest in the garden. They look forward to their garden time and work to earn it. There is also after-school education through the SUN program reaching 20-50 students/year. Food harvested from the garden is donated to a local food pantry or directly to families. The garden is on school property but next to a community garden, and the garden coordinator reports that the community garden users have been incredibly helpful. The supply budget is only generated out of pocket from two teachers who have spearheaded the garden program at Woodlawn Elementary. The garden is not supported by the school in any way.

Woodmere Elementary School
7900 SE Duke St, Portland, OR 97206
Contact: Xea Westcott, Parent	xeandra@gmail.com

The school garden at Woodmere Elementary was established 4-5 years ago and occupies 100-300 ft² of space. There is also a native plant area on site at Woodmere. The garden is coordinated by a parent who is responsible for in-class school day garden education, after-school garden programming, scheduling/coordination with teachers and garden committee, garden maintenance and planning and the purchase of supplies. There is a garden committee at Woodmere too, comprised of teachers and parents. 3-5 teachers use the garden for instruction during the school year, with the help of a parent volunteer, using a curriculum developed by the school that reaches about 40 students/year. Students visit the garden less than once a month, but might also spend time there during garden club. The school garden is used to teach math, soil conservation, water conservation, native plants/invasive species, weather/climate, pollinators and other ecological systems. In addition, the kindergarten has its own garden where those students spend time. There is also after-school education through the SUN program, reaching 20-50 students/year. Over the summer, families care for and harvest the garden for their own use, and volunteers water and tend to the beds; different years have had different routines. Generally, food that is harvested from the garden is eaten by students in the garden or donated to a food pantry or directly to families. A supply budget of $501-$2000 is generated through fundraising activities organized by the garden committee or garden coordinator and grants applied for by the garden committee or garden coordinator.
PLANNING FOR
COMMUNITY GARDEN EXPANSION
IN EAST PORTLAND

A REPORT BY
GROW PORTLAND
PLANNING FOR COMMUNITY GARDEN EXPANSION IN EAST PORTLAND

June 2017
completed by Grow Portland

with support and partnership from
East Multnomah Soil and Water Conservation District and
the City of Portland Community Gardens Program

SUMMARY
Community gardening space is in high demand in East Portland, and more community gardens are required to meet the needs of Portland’s most ethnically diverse and highest poverty neighborhoods east of 82nd Avenue. Community garden plots are especially in high-demand among immigrant refugee groups in East Portland. Five community gardens constructed in East Portland in the past three years quickly filled to capacity and now have waiting lists. Grow Portland is committed to building new gardens that our organization manages and assisting other municipal and nonprofit efforts to construct new gardens. Our partnership with the City of Portland Community Gardens Program is focused on planning five new community garden projects in East Portland to be constructed over the next six years.

We assessed 85 potential properties owned by the City and East Portland school districts. Seven high-quality projects and several alternative or future community garden sites were identified in this study. The prospective sites were selected to fill in geographic gaps and serve low-income, ethnically diverse East Portland neighborhoods. We also recommend additional property acquisition in the 102nd Avenue and Sandy Boulevard corridors since these area have limited community garden access, but we did not find excellent site options from the current inventory of public land. Investing in community garden construction in East Portland means residents will experience the range of health, community and ecological provided by gardens.
NEED AND OPPORTUNITY

An opportunity exists to use intentional and equitable processes to identify new community garden sites in East Portland. Planning for sustained growth of community garden sites into the future can help ensure that a growing East Portland population has adequate community garden opportunities. Our work focused on maximizing the potential impacts of community gardens specifically with a lens of serving low-income and minority families close to where they live.

Through this project, Grow Portland is successfully leading efforts to create more positive benefits of community garden participation in East Portland. This project uses several logical strategies to improve the equitable distribution of community gardens in Portland’s more ethnically diverse and highest poverty region: 1) a focused investment in East Portland, a historically underserved part of the city in terms of open space and community services, 2) ongoing and steady investment in community gardens, 3) a systematic examination of prospective community gardens from a large number of sites, 4) planning community garden projects based on demographic and ecological data to ensure the greatest possible impact, and 5) building large gardens that have the potential to serve more people and produce greater amounts of food and ecological benefits.

The City parks bureau has the complicated job of managing over 50 community gardens and serving many other recreational and educational needs of residents. This limits funding and staff time available to explore garden expansion and outreach. Grow Portland is providing extra capacity with the City of Portland Community Gardens Program to identify new community garden sites that will serve a high number of low-income residents and people of color. An outside perspective from Grow Portland can serve to supplement the planning work of City staff. Grow Portland is a nonprofit leader in constructing and managing community gardens that serve families with limited incomes. In the seven years since our founding, we built or sponsored seven community gardens, six of them in East Portland and East County—we have demonstrated our commitment to serving this area of our City and gained a special expertise at serving immigrant and refugee communities. Through this project, the City of Portland and the East Multnomah Soil and Water Conservation District (who funded the first year of Grow Portland’s work) gain from the work of an experienced and skilled community gardens organization focused on this distinctive area of the city, East Portland.

This project provides the planning and background work needed to help around 400 additional families in East Portland participate in community gardening over the next six years. Partnering with the City of Portland Community Gardens will allow Grow Portland and the City to extend our positive influence beyond what we can accomplish separately. Our multiple year partnership will help provide extra capacity with the City of Portland Community Gardens Program with outreach, fundraising and garden development. Specifically, Grow Portland will assist the building of new City community gardens with several methods: 1) site identification, 2) site assessment, 3) partnership building with land owners, 4) fundraising support for garden construction, and 5) community engagement and outreach.
EXISTING CONDITIONS ANALYSIS

EXISTING GARDENS

We analyzed the existing community gardens in East Portland operated by three entities: 1) City of Portland Community Gardens Program, 2) Grow Portland and 3) Outgrowing Hunger. East Portland contains 18 community gardens including 12 City of Portland gardens and six managed by the nonprofits Grow Portland and Outgrowing Hunger.

In East Portland, several other small community gardens are operated by churches and community groups. We did not include these smaller gardens in our analysis because they offer limited community engagement since the garden size and plot sizes are significantly smaller than in those gardens operated by the City of Portland, Grow Portland and Outgrowing Hunger.
GARDEN SIZE AND CONSTRUCTION

Most of the community garden construction in East Portland has occurred the past ten years, with 16 of 18 gardens constructed since 2007. Approximately 386,000 square feet of community garden space is currently available.

<table>
<thead>
<tr>
<th>CITY OF PORTLAND GARDENS</th>
<th>FIRST YEAR OF SERVICE</th>
<th>~GARDEN AREA SQ. FT.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berrydale Community Garden</td>
<td>before 2006</td>
<td>18,000</td>
</tr>
<tr>
<td>Lents Community Garden</td>
<td>before 2006</td>
<td>17,000</td>
</tr>
<tr>
<td>Senns Community Garden</td>
<td>2007</td>
<td>17,000</td>
</tr>
<tr>
<td>Boyles Community Garden</td>
<td>2007</td>
<td>8,000</td>
</tr>
<tr>
<td>Hazelwood Community Garden</td>
<td>2008</td>
<td>15,000</td>
</tr>
<tr>
<td>Peace Community Garden</td>
<td>2009</td>
<td>6,000</td>
</tr>
<tr>
<td>Gilbert Heights Community Garden</td>
<td>2010</td>
<td>15,000</td>
</tr>
<tr>
<td>Furey Community Garden</td>
<td>2011</td>
<td>16,000</td>
</tr>
<tr>
<td>Ed Benedict Community Garden</td>
<td>2012</td>
<td>12,000</td>
</tr>
<tr>
<td>Helensview Community Garden</td>
<td>2013</td>
<td>13,000</td>
</tr>
<tr>
<td>Oliver- Parklane Community Garden</td>
<td>2014</td>
<td>10,000</td>
</tr>
<tr>
<td>Centennial Community Garden</td>
<td>2014</td>
<td>10,000</td>
</tr>
</tbody>
</table>

| GROW PORTLAND & OUTGROWING HUNGER GARDENS |
|-----------------------------------------|-----------------|
| Eastminster Community Garden           | 2012            | 25,000            |
| Neighborhoods Community Garden         | 2014            | 90,000            |
| 139th Ave Garden                       | 2014            | 43,000            |
| Harrison Park Community Garden         | 2014            | 10,000            |
| Floyd Light Community Garden           | 2015            | 18,000            |
| 150th Ave Garden                       | 2016            | 43,000            |
ZIP CODE ANALYSIS
We analyzed the distribution of community gardens in the six East Portland zip codes. This provides a rough way to examine the geographic distribution of gardens and gaps in access. East Portland contains six zip codes, two running east-west and three running north-south. We analyzed the concentration of gardens in these six areas and compared them to the number of apartment units. Within each zip code boundary, the ratio of apartment units to the number of gardens ranges from around 1,100 to 6,700 apartment units per garden. The eastern zip codes of Portland includes parts of Gresham, so they do not fully describe exact characteristics of Portland alone—no real physical or demographic boundaries exist between the eastern Portland boundary and the western Gresham boundary.

Analysis of East Portland Zip Codes with the corresponding demographic and garden information:

<table>
<thead>
<tr>
<th>LOCATOR REFERENCE</th>
<th>MW-EPDX mid-west</th>
<th>EPDX north-west</th>
<th>SW-EPDX south-west</th>
<th>NE-EPDX north-east</th>
<th>ME-EPDX mid-east</th>
<th>SE-EPDX south-east</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population 2015</td>
<td>16,216</td>
<td>29,776</td>
<td>35,181</td>
<td>41,029</td>
<td>41,332</td>
<td>38,663</td>
</tr>
<tr>
<td># rented occupied apartments</td>
<td>3,582</td>
<td>5,180</td>
<td>5,699</td>
<td>6,719</td>
<td>7,032</td>
<td>5,774</td>
</tr>
<tr>
<td>% renters</td>
<td>58%</td>
<td>46%</td>
<td>47%</td>
<td>44%</td>
<td>54%</td>
<td>46%</td>
</tr>
<tr>
<td>area sq miles</td>
<td>2.5</td>
<td>7.2</td>
<td>6.0</td>
<td>1.3</td>
<td>4.5</td>
<td>7.7</td>
</tr>
<tr>
<td>Pop/sq mile</td>
<td>6,393</td>
<td>4,144</td>
<td>5,820</td>
<td>2,957</td>
<td>9,145</td>
<td>5,005</td>
</tr>
<tr>
<td># of City gardens</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td># of nonprofit gardens</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>total # gardens</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td># of apartments per garden</td>
<td>1194</td>
<td>1727</td>
<td>1425</td>
<td>6719</td>
<td>1406</td>
<td>2887</td>
</tr>
<tr>
<td>CURRENT GARDENS</td>
<td>Floyd Light</td>
<td>Senns</td>
<td>Earl Boyles</td>
<td>Eastminster</td>
<td>Centennial Park</td>
<td>150th Ave</td>
</tr>
<tr>
<td></td>
<td>Harrison Park</td>
<td>Hazelwood</td>
<td>Ed Benedict</td>
<td></td>
<td>Oliver-Parklane</td>
<td>Gilbert Heights</td>
</tr>
<tr>
<td></td>
<td>Berrydale</td>
<td>Helensview</td>
<td>Furey</td>
<td></td>
<td>Peace</td>
<td>139th Ave</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Neighborhoods</td>
</tr>
</tbody>
</table>

SOURCE: CITY-DATA.COM
**ANALYSIS: 97230 ZIP CODE**

Only one community garden (Grow Portland’s Eastminster Community Garden) currently serves the 97230 zip code in the far northeast section of Portland. This area contains around 6,700 renter-occupied apartments and is the most underserved zip code in terms of community garden access. Starting in 2018, the new City community garden in Luuwit Park near 122nd and Sandy will help to serve this community garden deficient area. Unfortunately, this report did not identify many good possible sites in this zip code.

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**GAP ANALYSIS**

The zip code analysis found that the northeast section of East Portland is deficient in community gardens. Another area of opportunity is the central part of East Portland. For example, the City only has one garden (Peace) in an area in the central part of East Portland that is nearly 9 square miles in size. The Peace Community Garden is also the smallest community garden in East Portland with less than 10,000 square feet of space. Gardens built by the nonprofits Grow Portland and Outgrowing Hunger have filled some of the need in this central area. These gardens include Floyd Light, 139th Avenue and 150th Avenue. The graphic below displays this central area. The four City gardens on the edge of this area can serve this area, but a noticeable opportunity exists in this area to increase the concentration of gardens in this central East Portland area.
TRAFFIC CORRIDOR GAP ANALYSIS

Our demographic analysis (see Appendix-Multifamily Housing) shows the association between multi-family housing and major traffic thoroughfares. Many single-family homes in East Portland typically have yard space for gardening. However, low-income residents typically live in rented apartments and have a greater need of community garden access. Our GIS map analysis show that multifamily housing in Portland is concentrated along major traffic thoroughfares, such as Division Street or Sandy Boulevard. Multi-family housing is associated with families living with higher poverty rates, another of our target populations. We identified several traffic corridors with high-density housing that contain no or limited community gardens access. These are illustrated in the following map and described below.
DISCUSSION OF TRAFFIC CORRIDOR GAP ANALYSIS
We identified seven traffic corridors with no or limited community garden access. These traffic corridors have high concentrations of multi-family housing and low-income residents. We use these corridors with limited or no community garden access to help us analyze the best site prospects in terms of serving low-income families.

- Sandy Boulevard
- Glisan-Burnside
- Division-Market
- South 136th Ave
- East Powell
- South 174th Ave
- 102nd Ave

ANALYSIS: SITE PROSPECTS
With this project, Grow Portland has completed the first complete analysis of City and school district land with potential use for community gardening in East Portland. We built our analysis on our working knowledge of what makes a successful community garden sites and partnerships. This criteria is discussed below, as is our method for assessing the prospective properties.

CRITERIA BUILDING
What makes a successful and impactful community garden projects? Through the collective experience of Grow Portland, the City of Portland and Outgrowing Hunger we have observed that successful community garden projects contain three basic characteristics: good location, good land and good relationships. We established a streamlined assessment framework to rate prospective garden sites based on these three factors. We rated each prospective site on a scale of one-to-three for each of the three categories for a maximum high score of nine.

1. LOCATION AND ACCESS
   A successful garden should be accessible and located where demand/need are high. Accessibility is an important factor—some potential garden sites have large spaces, but are difficult for the public to reach. This is especially true with some of the school sites. Within the overarching goal of creating a more even geographic distribution of gardens is the aim to have gardens be easily accessible to people’s homes, preferably by walking or biking. Community gardening placement can support social equity when gardens are intentionally located in areas with a concentration of multi-family housing and in neighborhoods with higher poverty and high numbers of people of color. Community gardens provide access to both healthy food and green spaces for those with less privileged backgrounds.

2. SUITABLE LAND
   Community garden spaces need to have appropriate ecological and topographical characteristics. This is fairly simple to identify: gardens need to be sunny, fairly flat and not obstructed by trees. Portland generally has very fertile soils, and site considerations include limiting concerns for pollution, such as with...
past use of land for mining or industry. Preference was given to sites that can accommodate gardens of at least 15,000 square feet in size—with the goal constructing larger gardens than typical in the past. Gardens constructed in East Portland in the past years have quickly filled to capacity—building gardens of at least 15,000 square feet will help to serve the longer-term community garden needs of East Portland. Constructing larger gardens can make better use of public funds since some of the fixed costs, such as a water meter, and unit costs, such as with fencing, decrease with increased scale.

3. SOCIAL-POLITICAL-ECONOMIC FEASIBILITY
A community garden project needs to be viable and productive from a relational standpoint. A major factor is land tenure. The land must have potential to be secured through a long-term lease from the landowner. The goal of this project is to create long-term community assets. With intense competition for and commoditization of urban land, we want to ensure that garden land is unlikely to change ownership so that a land-use arrangement can be long-term. Relationships are also needed to engage families in the enrollment process. Ideally sites are located close to community networks or community services that serve as a conduit for outreach and enrollment. Locating gardens at or near public schools and social services agencies is important since these organizations generally offer a way to engage with hundreds of families who live nearby. Schools and social service agencies are also skilled at working with minority and low-income families.

SITE IDENTIFICATION
We identified 85 prospective properties from City of Portland Parks Bureau and six East Portland school districts. We also analyzed an additional five properties owned by the Portland Water Bureau.

The decision to focus on school district and City land is based on the need to analyze a large quantity of properties with the potential for long-term land tenure and adequate space for a community garden. The City of Portland community gardens has a 40-year track record building successful community gardens with school districts and on Parks land, so it makes sense to focus on these properties. We chose not to systematically examine privately owned land and church land because these are inherently less secure in terms of land tenure and are more challenging to assess for possible garden use. Land owned by both religious congregations and private investors face strong development pressures—especially if trends of decreased congregation memberships and increased housing supply pressure continue. Many of the properties we analyzed have a school district and Portland city park located directly adjacent to each other. This juxtaposition provides an advantage: for gardens built on park land next to schools, schools provide garden visibility with local families and are a useful partner in outreach to prospective community gardeners.

All of the school districts in East Portland, except Reynolds School District, have a track
record with building community gardens on their property. The following are the six school districts that own prospective land for community gardens in East Portland:

1. Portland Public School District
2. David Douglas School District
3. Reynolds School District
4. Parkrose School District
5. Centennial School District
6. Multnomah Education Service District

SITE ASSESSMENT AND RATING METHODOLOGY

1. ASSESSMENT THROUGH SITE VISITS

We primary used site visits to assess sites. This method (rather than relying on maps or aerial photos) is superior for site assessment because tree cover, access and topography can be accurately assessed together. Approximately 80 properties were visited and assessed for this project, and the remaining sites were examined with aerial photos. The sites that we elected to assess solely through aerial photos were those south of Foster Boulevard in remote locations that do not serve high numbers of low-income families.

2. INITIAL SITE RATINGS

We completed an initial rating of each of the available sites, but did not rate sites that currently have a community garden—we left these in the inventory though to preserve a complete listing of all sites for future reference. Each site was rated on a scale of 0 - 9, with ratings of 7 - 9 being the best choices.

3. MAPPING AND DEMOGRAPHIC ANALYSIS

After the initial site rankings, we worked with a GIS consultant at the firm Geo-CEG: a non-profit helping communities and non-profits to implement geospatial solutions through education and collaboration. The mission of Geo-Ceg is to educate communities and other non-profit organizations about geographic information. They assist with the effective utilization of GIS for the public benefit. Grow Portland worked with Geo-Ceg over four months to design and complete the demographic analysis including five sets of maps. The full set of demographic maps is available in the Appendix. These maps can serve as a resource for more specific analysis of individual properties, neighborhoods or demographic groups.

Our GIS mapping work focused on analyzing our 20 top site choices from the initial assessment using several key demographic measures. We also analyzed the top 20 sites in relationship to the existing 18 community gardens to ensure recommendations help to fill in geographic gaps in garden access. A primary goal of this project is to enhance equity and diversity within the City of Portland Community Gardens Program, so that more people of color and with limited incomes can enjoy the health and community benefits of community gardens in their neighborhoods. The GIS was conducted with
this goal in mind and focused on the following measures:

- **MULTIFAMILY HOUSING**: Our goal is serve families without access to their own gardens.
- **POVERTY**: our goal is to serve low-income families.
- **PEOPLE OF COLOR**: our goal is to ensure that gardens serve high percentages of people of color.

We used our final GIS maps of demographic data to complete additional analysis of the prospective sites, looking for sites that would best serve neighborhoods with the greatest populations of low-income, people of color who live in apartments. In the section of Top Choices and Alternative Choices, we discuss how this demographic analysis informed our choices. The complete set of demographic maps is available in the Appendix for future use by other government and nonprofit groups.

We also created maps of Latino and African-American populations. These are intended for outreach purposes as the project continues toward construction phases. Latino and African-Americans are underrepresented in City and nonprofit gardens. These maps can help with more targeted outreach to begin building stronger community garden participation amongst these groups.

### 4. COMMUNITY AND STAKEHOLDER INPUT

To refine our top choices, we solicited input on potential sites from a variety of community leaders and stakeholders. These included:

- Immigrant, refugee and minority community leaders and service providers
- East Portland Neighborhood leaders
- City of Portland parks bureau leaders
- School principals

### 5. REVISED SITE RANKINGS AND ADDITIONAL SITE VISITS

We incorporated analysis from the GIS map work and stakeholder input to revise the initial rankings. We also visited a number of sites for a second site visit to review site features and double-check the initial rating. Some of the rankings of the initial top 20 sites were lowered, while other rankings were increased based on the mapping and stakeholder input. Through the mapping work, we identified several areas where constructing a new community garden could benefit a neighborhood with high proportion of low-income and people of color. We identified some areas where a need exists, but suitable sites may not be available—we discuss these in greater depth in the Opportunities section below. The complete site ratings are available in the Appendix and include a discussion of key site features associated with their rating.

Several common characteristics of sites that received lower rankings are listed here:

- Site is shaded by extensive tree cover.
- Site is too small to accommodate a garden of at least 15,000 square feet.
- Site has bad access—several school sites do not have good public access.
• Competing uses, such as sports fields. We prefer to not take away areas with other important community uses and opportunities for healthy physical activity.
• Site is located in a more affluent area dominated by single-family homes.

6. TOP SITE SELECTION AND ALTERNATIVES
Based on the process above, we selected six top sites and several alternatives. We conducted additional mapping to analyze the top choices and alternatives.

TOP CHOICES AND ALTERNATIVES DISCUSSION

TOP CHOICES
We selected seven top choices, which stand out for their suitable ecological factors, ability to fill in geographic gaps in access and potential to serve low-income families with diverse ethnicities.

The following section discusses these top choices:

1. Lynch Wood Elementary School  
2. Mill Park  
3. Glenfair Park  
4. Lynchview Park  
5. Gates Park Property  
6. North Powellhurst Park  
7. West Powellhurst Park

This map displays the top choices (marked with a star) for new garden construction in relationship to existing community gardens (designated by a white box). These top sites help to fill several gaps in community garden access and bring more plot availability to eastern edges of Portland.
DISCUSSION OF TOP CHOICES

LYNCH WOOD ELEMENTARY
(fills East Powell, Division St and 174th gaps)

This property owned by the Centennial School District is the approved for community garden construction with partial funding from the East Multnomah Soil and Water Conservation District. This project is especially strong because no community gardens are located in the area, and the proposed garden is located in a diverse, low-income neighborhood. The plan is for a garden of approximately 30,000 square feet—nearly twice the size of the average City garden in East Portland. This site is in close proximity to apartment residents along both Powell and Division corridors. The location at the Lynch Wood Elementary School and the adjacent Centennial High School provide for strong outreach possibilities. The City of Portland Community Gardens programs has a success track record working with the Centennial School District, previously completing the Centennial and Oliver-Parklane gardens on property owned by the District.

MILL PARK
(fills Division/Market corridor gaps)

Mill Park is a city park with limited amenities located adjacent to Mill Park Elementary School. The Park is currently undergoing a City-led master planning process in which the community has identified community gardening as a valuable use. Both the school principal and the local neighborhood association have expressed interest in and support for a community garden at this location. Also, our discussion with leaders at IRCO (the Immigrant and Refugee Community Organization) shows that this site has strong potential to serve immigrant and refugee communities. The site is surrounded by a number of apartments and would help the City to strengthen its plot availability in the central part of East Portland, which we identified as an area of opportunity. Our GIS mapping work shows that the SE Division corridor has one of the highest concentrations of people of color in East Portland, and this site has the potential to serve these families. The following photo displays a possible garden footprint of approximately 25,000 square feet.
GLENFAIR PARK
(fills the Glisan/Burnside corridor gap and fills the 97230 gap)
Glenfair Park is a large city park adjacent Reynolds School District’s Glenfair School. There is a space for a medium-to-large sized garden on this site while still preserving plenty of park space. The site is accessible to apartments along 148th, 162nd and Burnside corridors. This garden would serve an area surrounded by neighborhoods with some of the highest poverty rates in Portland. The site is accessible by the Blue Trimet Max Line. In the next decades, we anticipate additional multifamily housing will be constructed in the Burnside, 148th and 162nd corridors—a garden at this site can help accommodate a growing population in this area. This site could accommodate a larger garden on the park property and or in combination with the adjacent Reynolds School District Property. The Glenfair School is currently partnered with the nonprofit Growing Gardens indicating school interest in and a burgeoning culture around gardening. Feedback on this site from Growing Gardens indicated that Latino families at this school are especially interested in gardening. The following photo displays a possible footprint of 20,000 square feet.

LYNCHVIEW PARK
(fills the 174th Avenue gap)
We selected the Lynchview Park site as a top choice with a lens of replacing space at the Neighborhood’s garden, which we expect to be developed into housing in the next decade. Lynchview Park is located only half a mile from the Oliver-Parklane garden, but the high poverty rates and demand for the garden plots in this area justify adding an additional garden. This garden can serve the neighborhoods along 162nd Ave, which our mapping analysis shows has the highest poverty rates in Portland. The park contains plenty of space to construct a large community garden and preserve other park uses, including a full soccer field. We selected this as a top choice versus the nearby Alder Elementary School because Lynchview Park has better access and a higher likelihood to obtain final approval since Reynolds School District has not yet built any community gardens on its property. The adjacent Lynch View Elementary School and nearby Alder Elementary School provide ample opportunities for outreach to prospective gardeners. The following photo displays a possible footprint of 30,000 square feet.
GATES PARK PROPERTY
(fills the south 136th Ave gap)
The Gates Park Property is located along a main traffic thoroughfare, SE 136th Avenue between SE Powell and SE Foster. The site helps to bring garden access further to the east. The site can serve areas of low-income residents living in apartments on SE Powell, SE Foster and SE 136th. We received positive input on the potential of this site from leaders in the African and African-American communities in addition to neighborhood association leaders. The property has no amenities and the addition of a community garden could be a welcomed addition according to a Parks leader familiar with the space. The following photo displays a possible footprint of 43,000 square feet.

NORTH POWELLHURST PARK
(fills the Division/Market gap)
The North Powellhurst Park is located adjacent to the North Powellhurst School and close to David Douglas High School and Lincoln Park Elementary. These three school communities provide strong potential for outreach. Bhutanese, Burmese and Latino families working with Outgrowing Hunger at the Lincoln Park Elementary have already advocated for a community garden, but that nearby school site has limited space for a garden. North Powellhurst Park is an underutilized space with potential to serve low-income residents living both along SE Stark and SE Division. This site can help to strengthen the City of Portland Community Garden’s presence in the central area of East Portland, an area we identified as weak on gardens. Two leaders in the African refugee community indicated that this would be good location to serve a concentration of Somali and central African refugees living near SE 130th and Division. The following map displays a possible garden footprint of 18,000 square feet.
WEST POWELLHURST PARK
(fills the Division Market gap)
The West Powellhurst Park is small park adjacent to David Douglas School District’s West Powellhurst Elementary School. We initially rated this site lower than the top-20 because we assumed the site was too small to accommodate a community garden and would compete with other park uses. A Parks Bureau leader encouraged us to consider this site further since the park is lacking in amenities and is used sporadically. The school principal also encouraged additional consideration of this site. No community gardens are currently located nearby. Our mapping work shows that the SE Division corridor has one of the highest concentrations of people of color in East Portland, and this site has the potential to serve these families. This site could serve a group of Bhutanese refugees living nearby SE 112th and Division. Grow Portland is partnered with the West Powellhurst school to offer its school garden education program, Garden School. The school leaders have a strong interest in food issues and building community services. The following photo displays a possible garden footprint of 24,000 square feet.
NEEDS AND OPPORTUNITIES

The seven sites we identified as top choices help to fill in a number of the identified gaps. However, we did not find excellent choices to fill the gaps in several key areas: the 102nd Avenue corridor and eastern part of the Sandy Boulevard corridor. Our GIS map analysis shows that both of these areas have concentrations of low-income, people of color living in apartments. These two areas lack community garden access, but also lack excellent site options. We recommend that the City of Portland explore purchasing additional land for new community gardens in these two areas. In the Alternatives section, we discuss several properties that could partially help fill these gaps, but with some obstacles: the Argay City Park for the Sandy Boulevard gap and Knott City Park for the 102nd Avenue gap. In the Alternatives section, we will discuss the challenges faced in developing these two alternative sites.

The figure below illustrates existing sites marked with squares and the top sites with stars.
DISCUSSION OF ALTERNATIVE SITES

We designated twelve site alternatives. These were rated lower than the top choices because of less desirable locations or site features. A number of the sites will take longer to build their political viability and secure the land with long-term agreements for community garden use. These sites are included to help inform decision-making about new community gardens over a longer-term horizon. We expect that in the 5-15 year timeframe, many of these could be viable and impactful community garden projects. The discussion below also offers information on why these were not chosen as top choices.

The figure below illustrates top sites marked with a star and the alternative sites with an eye.
DISCUSSION OF ALTERNATIVES AND FUTURE POSSIBILITIES

ARGAY PARK
This location would help fill the eastern Sandy Boulevard corridor gap and is in a good location near apartments and concentrations of low-income families. We rated this garden lower because siting a garden at this location would require getting around issues with tree cover and sporting fields. Either the trees and/or the sporting fields would likely need to be compromised. In another location, we would not consider a site with these features, but because of its location, it is worth considering further—few other options exist in this community-garden-deficient area. Local neighborhood association leaders expressed an interested in considering a garden at this location.

KNOTT CITY PARK
This site is located among single-family homes, but has potential access by apartment residents in the Halsey and 102nd Ave corridors. We identified 102nd Avenue as an area needing additional community garden access. A possible site on the south of side of the park has good street access. A recent purchase by the city parks bureau of an additional lot adjacent to the park, on the south side, would make a good location for a garden at this park. Additional research is needed to make sure that low-income residents living nearby would not face travel barriers to this site.

MENLO PARK ELEMENTARY SCHOOL
This site owned by David Douglas School District where Grow Portland is partnered with the school to provide school garden education through the Garden School program. A possible garden could be located south of the playground and north of the soccer field. This site would help to fill in the Glisan–Burnside corridor gap. The school principal and school community are interested in a community garden at this site. Grow Portland is working to assess the full viability of a project at this location with district leaders.

CHERRY PARK
This park property helps to fill the Division corridor gap. A more recent property acquisition on the south side of the park has added about four, flat acres with no trees. This would provide ample space for a community garden. We did not include this a top choice for several reasons. Prospective sites of Mill Park and West Powellhurst parks are nearby; in addition, the past use of this site as a quarry present contamination concerns that would need to be addressed.

PARKROSE HIGH SCHOOL
A garden at this site could help strengthen garden access along the Sandy Boulevard corridor gap. The campus has a large quantity of field space. This site is near the Luuwit Park garden currently under construction and would best be considered for the future once the Luuwit garden is fully enrolled. Our initial inquiries with the current principal indicated an openness to considering this site for a community garden.
**EAST HOLLADAY PARK**
This large site has ample room for a garden and could help serve the Glisan-Burnside corridor gap, but we did not make this location a top choice for several reasons: 1) The nearby option of Menlo Park Elementary School is better situated near multifamily housing, 2) The immediate neighborhood around the garden is mostly single-family housing, and is more affluent than other site options, 3) The site is close to the existing Eastminster garden. Even with these characteristics, this site should be considered with a longer-term horizon because of its large space and potential to serve residents living near Halsey, Glisan or 122nd corridors.

**VENTURA PARK ELEMENTARY SCHOOL**
This David Douglas School District school location is near the existing Floyd Light Community Garden run by Grow Portland. We have seen a very high demand for plots in this area, especially from immigrants from the former Soviet Union. This location would help fill gaps in the Glisan-Burnside corridor gap and could also be accessible by residents in the 102nd Ave gap. A good potential garden footprint exists south of the school playground, north of the Ventura Park land owned by the City. Our discussions with the school principal indicate a moderate, but not a strong level of interest in a community garden at this site. A new principal is expected to take over leadership at the beginning of the 2017-8 school year, presenting a new opportunity for possible stronger support.

**DAVID DOUGLAS HIGH SCHOOL**
A flat, visible and accessible possible garden footprint exists on the westside of the High School adjacent to the cafeteria on SE 130th Avenue. Our meetings with a vice principal at the School indicate an interest in community gardening. However, feedback from the head principal is that potentially negative visual impacts make him uninterested in a community garden currently. We are including this site for consideration in the future.

**GILBERT PRIMARY PARK**
Located on the southern edge of East Portland, this location could serve a concentration of low-income families who live near 122nd and Foster. This site is adjacent to Gilbert Park Elementary and close to Zenger Farm with promising outreach potential. However, the feedback from a parks leader is that this site is likely too small to accommodate a garden. We encourage additional examinations since this neighborhood would benefit from a garden. The Gates Park property, a top choice of this study is located to the north a full mile from this location, making both sites potentially viable.

**PARKLANE PARK**
The Parklane Park property is located adjacent to the existing Oliver-Parklane garden (on Centennial School District property). The Parklane Park Master Plan, completed in 2009, planned for a community garden in the northeast corner of the park. This could be used to expand and integrate with the existing Oliver-Parklane garden,
which is currently at capacity. The expectation is that the Neighborhoods garden located nearby will likely be developed into housing in the next decade—building of a garden at this site would help to replace plots lost when the Neighborhoods garden land is developed. This site may not be viable to develop for many years since a garden would likely be constructed as a part of a multimillion-dollar construction project of Parklane Park. Additional soil contamination analysis will be needed since this site previously was used as a quarry.

**ALDER ELEMENTARY SCHOOL**

This Reynolds School district site has a very large playing field with surplus land potential for a community garden. This site would serve the 174th Avenue corridor gap and also residents living in apartments along Stark Boulevard. We consider this site to be an alternative because Reynolds School District does not have a track record of building community gardens on its land. Our initial inquiry to the current principal indicated an interest in community gardens at the site—however in the past, Grow Portland’s inquiries to district leaders indicated a hesitation to build a garden here. We consider this an alternative to the Lynchview Park, which is nearby to the south.

**THOMPSON CITY PARK**

The area north of Halsey Street and south of Highway 84 contains a number of possible community garden sites. These include Margaret Scott Elementary School, Wheatley School and Thompson Park. We did not include any of these as top choices because this area is more affluent and predominantly contains single-family housing. A large number of condominiums are located nearby on 148th Avenue, and this area could serve gardeners in the east part of the Sandy Boulevard corridor gap. We include this site because the land is suitable, and fills in the gap of community garden access in the far northeast corner of Portland. This site would be compelling to develop with a greater study that there is a certainty of adequate partnerships and appropriate access by low-income residents.

**CONCLUSION**

Grow Portland has completed the first comprehensive and systematic analysis of property available for community gardens in East Portland. This provides guidance for a thorough and impactful expansion plan for community gardens in East Portland. We discovered a number of high-quality community garden sites and number of alternative options for the future. The next steps of this project will be the following:

1. City leaders will set priorities and timelines for construction.
2. City leaders will obtain final approval for garden construction.
3. Solicit additional public and private funds.
4. Continue to build relationships and outreach with low-income and minority families interested in community gardening.
5. Explore the viability of purchasing land for community gardening in the 102nd and Sandy Boulevard gaps.
APPENDIX CONTENT

1. Complete list of possible properties with ratings and comments
2. High Density Housing Maps
3. Poverty Rate Maps
4. People of Color Maps
5. African-American population Maps
6. Hispanic population Maps
7. About Grow Portland Information
## COMPLETE SITE RATINGS

<table>
<thead>
<tr>
<th>NAME</th>
<th>Owner</th>
<th>Address</th>
<th>Score1</th>
<th>Score2</th>
<th>Score3</th>
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<td></td>
<td></td>
<td>local</td>
<td>land</td>
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<td>Stark Street Island</td>
<td>City</td>
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<td>2</td>
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<td>2</td>
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<tr>
<td>This is not viable: a developed park space in the middle of the traffic island, near the Floyd Light Community Garden.</td>
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<td>Cherry Blossom Park</td>
<td>City</td>
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<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>This plot is too small and the accessibility in the neighborhood is bad: tucked into neighborhood of single-family homes.</td>
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<tr>
<td>Cherry Park</td>
<td>City</td>
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<td>2</td>
<td>2</td>
<td>3</td>
<td>7</td>
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<tr>
<td>Large, flat sunny, undeveloped field available. Outreach with Cherry Park Elementary is possible. History as quarry will likely</td>
<td></td>
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<td>Floyd Light Park</td>
<td>City</td>
<td>97216 SE 111th Ave &amp; Alder St</td>
<td>*</td>
<td>*</td>
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<td>0</td>
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<tr>
<td>Not rated: replicates the existing garden at the adjacent Floyd Light Middle School.</td>
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<tr>
<td>Mill Park</td>
<td>City</td>
<td>97216 SE 117th Ave &amp; Mill Ct</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>9</td>
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<tr>
<td>Good location without existing gardens nearby. Interest identified in master planning process.</td>
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<tr>
<td>Ventura Park</td>
<td>City</td>
<td>97216 SE 115th Ave &amp; Stark St</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>7</td>
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<tr>
<td>This developed park seems to have few spots to site a garden. The adjacent Ventura Park Elementary School is a better</td>
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<tr>
<td>Cherry Park Elementary School</td>
<td>David Douglas</td>
<td>97216 1930 SE 104th Ave, Portland,</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Inquiries to the Principal have not yielded a clear response a level of interest. The access to this space is limited. Grow</td>
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<td>Mill Park Elementary School</td>
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<tr>
<td>The Principal seems to prefer a garden on the adjacent Mill Park space since there is possible competition with field space.</td>
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<td>Ventura Park Elementary School</td>
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<td>2</td>
<td>1</td>
<td>5</td>
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<tr>
<td>Good spot south of playground. Mild interest from Principal. This location is fairly close to Floyd Light garden, but we know</td>
<td></td>
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<td>Floyd Light Middle School</td>
<td>David Douglas</td>
<td>97216 10800 SE Washington St.</td>
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<td>0</td>
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<tr>
<td>Not rated: site contains the existing Floyd Light garden managed by Grow Portland.</td>
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<tr>
<td>Creative Science School</td>
<td>Portland Public</td>
<td>97216 1231 SE 92nd Ave.</td>
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<td>0</td>
</tr>
<tr>
<td>Not rated: Berrydale garden is directly adjacent.</td>
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<tr>
<td>Harrison Park School</td>
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<td>97216 1231 SE 92nd Ave.</td>
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<tr>
<td>Not rated: current community garden at the site managed by Outgrowing Hunger</td>
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<tr>
<td><strong>97220 NW-epdx</strong></td>
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<td></td>
</tr>
<tr>
<td>Knott Park</td>
<td>City</td>
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<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Located among single-family homes, but potential access to apartment dwellers in the Halsey and 102nd Avenue corridors.</td>
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<td></td>
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<tr>
<td>Merrifield Park</td>
<td>City</td>
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<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
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<tr>
<td>Small park appears too small to accommodate a garden.</td>
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<tr>
<td>Senns Dairy Park</td>
<td>City</td>
<td>97220 11206 NE Prescott St</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>0</td>
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<tr>
<td>Not rated: contains the existing Senns garden.</td>
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</tr>
<tr>
<td>Gateway Green Property</td>
<td>City</td>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Hilly land between 205 and 84 highways. Far from where people live.</td>
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<td></td>
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</tr>
<tr>
<td>Molofly Property</td>
<td>City</td>
<td>97220 10512 NE Halsey</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Good location, but appears not politically viable: property is currently under construction as a City park. The park design</td>
<td></td>
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</tr>
<tr>
<td>Azbuka Academy</td>
<td>David Douglas</td>
<td>97220 10014 NE Glisan St.</td>
<td>0</td>
<td>1</td>
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<tr>
<td>No available land for a garden.</td>
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</tr>
<tr>
<td>Prescott Elementary School</td>
<td>Parkrose</td>
<td>97220 10410 NE Prescott St.</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Good location to serve apartments and low-income families, but feedback from school leaders is that the site is too small to</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Sacramento Elementary School</td>
<td>Parkrose</td>
<td>97220 11400 NE Sacramento St.</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>This site has access issues: there is not a good way to get into the site on the north or south sides.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>NAME</td>
<td>Owner</td>
<td>A Zip</td>
<td>Address</td>
<td>Score1</td>
<td>Score2</td>
<td>Score3</td>
</tr>
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<tr>
<td>Parkrose Middle School</td>
<td>Parkrose</td>
<td>97220</td>
<td>11800 NE Shaver St.</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>This site is quite hilly.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Parkrose High School</td>
<td>Parkrose</td>
<td>97220</td>
<td>12003 NE Shaver St.</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Lots of field space. Good location serving the Sandy Boulevard corridor gap, but close to the new Luuwit Park garden.</td>
<td></td>
<td></td>
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<tr>
<td>Helensview School</td>
<td>Multnomah ESD</td>
<td>97220</td>
<td>8678 NE Sumner St.</td>
<td>*</td>
<td>*</td>
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<tr>
<td>Not rated: contains the existing Helensview garden.</td>
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<tr>
<td>Lee School</td>
<td>Portland Public</td>
<td>97220</td>
<td>2222 NE 92nd Ave.</td>
<td>1</td>
<td>1</td>
<td>3</td>
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<tr>
<td>Next to the Highway 84 and Rocky Butte. Appears too small for a garden.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Hancock City Park</td>
<td>City</td>
<td>97220</td>
<td>NE Tillmook and NE 90th</td>
<td>2</td>
<td>0</td>
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</tr>
<tr>
<td>Too small and covered with tree.</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>NE 99th and Glisan Water Tower</td>
<td>Water</td>
<td>97220</td>
<td>Ne Glisan and 99th</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Good location, but appears to be too much shade.</td>
<td></td>
<td></td>
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<tr>
<td>Ne 147 and Halsey Water Tank</td>
<td>Water</td>
<td>97230</td>
<td>1500 NE 147th</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Sloped, small, shaded. Not much multi-family housing close by.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Hazelwood Hydro Park</td>
<td>Water</td>
<td>97220</td>
<td>1017 NE 117th Ave.</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Not rated: contains Hazelwood Garden.</td>
<td></td>
<td></td>
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</table>

### 97230 NE-pdx

<table>
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<tr>
<th>NAME</th>
<th>Owner</th>
<th>A Zip</th>
<th>Address</th>
<th>Score1</th>
<th>Score2</th>
<th>Score3</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Argay Park</td>
<td>City</td>
<td>97230</td>
<td>NE 141st Ave &amp; Failing St</td>
<td>2</td>
<td>2</td>
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<td>6</td>
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<tr>
<td>Good location filling the eastern Sandy boulevard corridor gap. Situating a garden at this location would require getting over</td>
<td></td>
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<tr>
<td>East Holladay Park</td>
<td>City</td>
<td>97230</td>
<td>12999 NE Holladay St</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Close to the Eastmister community garden. Lots of available space. Worth considering for the future, but not a top choice</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Glenfair Park</td>
<td>City</td>
<td>97230</td>
<td>NE 154th Ave &amp; Davis St</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Good site. Fills a gap. Close to multi-family housing. Competing uses is not a large concern.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>John Luby Park</td>
<td>City</td>
<td>97230</td>
<td>NE 128th Ave &amp; Brazee St</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>Rated low because of extensive tree cover. Located next to Russell Academy.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Thompson Park</td>
<td>City</td>
<td>97230</td>
<td>NE 138th Ave &amp; Thompson St</td>
<td>1.5</td>
<td>2</td>
<td>1.5</td>
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</tr>
<tr>
<td>There is interest in the Parks Bureau for this location, but it is not compelling as a top choice because of its location,</td>
<td></td>
<td></td>
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<tr>
<td>Wilkes Park</td>
<td>City</td>
<td>97230</td>
<td>3655 NE 154th Ave</td>
<td>2</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Good location, but park is very small with no space for a garden.</td>
<td></td>
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</tr>
<tr>
<td>Beech Property</td>
<td>City</td>
<td>97230</td>
<td>NE 126th Ave &amp; Beech St</td>
<td>*</td>
<td>*</td>
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<tr>
<td>Renamed Luuwit Park. Community garden to be constructed in current park construction. This is a good location to serve the</td>
<td></td>
<td></td>
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<tr>
<td>Menlo Park Elementary School</td>
<td>David Douglas</td>
<td>97230</td>
<td>12900 NE Glisan St, Portland,</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>7</td>
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<tr>
<td>Fills a gap in the Glisan-Burnside/Glisan corridor. School community and principal interested. Grow Portland is assessing</td>
<td></td>
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<tr>
<td>Russell Academy</td>
<td>Parkrose</td>
<td>97230</td>
<td>2700 NE 127th Ave.</td>
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<tr>
<td>Potential space for a garden, but situated in a more affluent area with limited multi-family housing and predominantly single</td>
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<tr>
<td>Shaver Elementary School</td>
<td>Parkrose</td>
<td>97230</td>
<td>3701 NE 131st Pl.</td>
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<td>2</td>
<td>4</td>
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<tr>
<td>Limited space. This is adjacent to the Luuwit Park, currently under construction and to contain a community garden.</td>
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<td></td>
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<tr>
<td>Glenfair Elementary School</td>
<td>Reynolds</td>
<td>97230</td>
<td>15300 NE Glisan St.</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Good site. Fills a gap. Close to multi-family housing.</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Margaret Scott Elementary School</td>
<td>Reynolds</td>
<td>97230</td>
<td>14700 NE Sacramento St.</td>
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<tr>
<td>Located in area of single family housing. Similar area to Thompson Park and Wheatley School.</td>
<td></td>
<td></td>
<td></td>
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**COMPLETE SITE RATINGS**

<table>
<thead>
<tr>
<th>NAME</th>
<th>Owner</th>
<th>Address</th>
<th>Score1</th>
<th>Score2</th>
<th>Score3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wheatley School</td>
<td>Multnomah ESD</td>
<td>97230 14030 NE Sacramento St.</td>
<td>1.5</td>
<td>2</td>
<td>1.5</td>
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<tr>
<td>Thompson Park is adjacent. Located in area of single family housing.</td>
<td></td>
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<tr>
<td>Wynne Watts School</td>
<td>Multnomah ESD</td>
<td>97230 930 NE 162nd Ave</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Good location, but site issues including limited space, shade and potential competition with sporting fields.</td>
<td></td>
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</tr>
<tr>
<td><strong>97233 ME-pdx</strong></td>
<td></td>
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</tr>
<tr>
<td>Lincoln Park</td>
<td>City</td>
<td>97233 SE 135th Ave &amp; Mill St</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Covered in trees. Next to Lincoln park school.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Lynchview Park</td>
<td>City</td>
<td>97233 SE 135th Ave &amp; Mill St</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Lots of field space. Good location serving far eastern edge of Portland. Could help to fill the likely loss of the Neighborhoods</td>
<td></td>
<td></td>
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<tr>
<td>Midland Park</td>
<td>City</td>
<td>97233 805 SE 122nd Ave</td>
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</tr>
<tr>
<td>Good location, but small area and covered with trees.</td>
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</tr>
<tr>
<td>Parklane Park</td>
<td>City</td>
<td>97233 SE 155th Ave &amp; Main St</td>
<td>2</td>
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<td>3</td>
<td>7</td>
</tr>
<tr>
<td>This location presents a good possibility to expand the existing Oliver-Parklane garden which will is filled. The selling of the</td>
<td></td>
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<td></td>
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<tr>
<td>Harold Oliver Primary School Center</td>
<td>Centennial</td>
<td>97233 SE 155th Ave &amp; Main St</td>
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<tr>
<td>Not rated: contains the existing Oliver-Parklane garden.</td>
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<tr>
<td>Lynch View Elementary School</td>
<td>Centennial</td>
<td>97233 15811 SE Main St</td>
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</tr>
<tr>
<td>The adjacent Lynch Viewpark appears to have more</td>
<td></td>
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<tr>
<td>Lincoln Park Elementary School</td>
<td>David Douglas</td>
<td>97233 1546 SE 169th Pl</td>
<td>1</td>
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<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Strong interest in gardening from parents at the school who were organizing to advocate for a community garden. The site</td>
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<tr>
<td>North Powellhurst School</td>
<td>David Douglas</td>
<td>97233 13200 SE Lincoln St</td>
<td>1</td>
<td>1</td>
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</tr>
<tr>
<td>Good location between SE Division and Stark. Better options in the adjacent park.</td>
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</tr>
<tr>
<td>North Powellhurst Park</td>
<td>City</td>
<td>97266 1400 SE 135th Ave</td>
<td>3</td>
<td>3</td>
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</tr>
<tr>
<td>Good location between SE Division and Stark. Good options on the east section of the park. Under-utilized space. Could serve</td>
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<tr>
<td>David Douglas High School</td>
<td>David Douglas</td>
<td>97233 1001 SE 135th Ave</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Nice potential spot on westside of school next to cafeteria. Current principal is not interested. Some interested from lower</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>SE 127th and Burnside Water Tower</td>
<td>Water</td>
<td>97233 SE 127th and Burnside</td>
<td>2</td>
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<td>0</td>
</tr>
<tr>
<td>Too small and too shaded.</td>
<td></td>
<td></td>
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<tr>
<td><strong>97236 SE-epdx</strong></td>
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</tr>
<tr>
<td>Leach Botanical Garden</td>
<td>City</td>
<td>97236</td>
<td>0</td>
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<tr>
<td>Marginal site and location south of Foster Rd among single family homes and more affluence.</td>
<td></td>
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<tr>
<td>Clatsop Butte Park</td>
<td>City</td>
<td>97236 6704 SE 122nd Ave</td>
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</tr>
<tr>
<td>South of Foster Rd. Removed location.</td>
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<tr>
<td>Eastridge Park</td>
<td>City</td>
<td>97236 SE 152nd Ave &amp; Belmore St</td>
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<tr>
<td>South of Foster Rd. Removed location.</td>
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<tr>
<td>Gates Park Property</td>
<td>City</td>
<td>97236 SE 141st Ave &amp; Crystal Springs St</td>
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<tr>
<td>Visible location and high density housing close. Although the Gilbert Heights garden is fairly close by, this site can help serve</td>
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<tr>
<td>Gilbert Heights Park</td>
<td>City</td>
<td>97236 SE 136th Ave &amp; Holgate Blvd</td>
<td>*</td>
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<tr>
<td>Not rated: contains existing Gilbert Heights Garden.</td>
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<tr>
<td>Gilbert Primary Park</td>
<td>City</td>
<td>97236 SE 130th Ave &amp; Boise St</td>
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<td>2</td>
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</tr>
<tr>
<td>This site is close to many apartments along Foster and the neighborhood needs additional gardens. The feedback from City</td>
<td></td>
<td></td>
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</tbody>
</table>
### COMPLETE SITE RATINGS

<table>
<thead>
<tr>
<th>NAME</th>
<th>Owner</th>
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<th>Address</th>
<th>Score1</th>
<th>Score2</th>
<th>Score3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>local</td>
<td>land</td>
<td>social</td>
<td></td>
</tr>
<tr>
<td><strong>SE Division St and SE 150th Ave Property</strong></td>
<td>City</td>
<td>97236</td>
<td>SE 134th Ave &amp; Foster Rd</td>
<td></td>
<td></td>
<td>*</td>
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<tr>
<td>This garden developed by Outgrowing Hunger is situated between the Division and Powell gaps. It is slated to be developed.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Kingsley D. Bundy Property</strong></td>
<td>City</td>
<td>97236</td>
<td>SE Division St &amp; SE 150th Ave</td>
<td></td>
<td></td>
<td>*</td>
<td>0</td>
</tr>
<tr>
<td>Not rated: nature area not eligible for a community garden according to zoning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Mitchell Creek Natural Area</strong></td>
<td>City</td>
<td>97236</td>
<td>SE 141st Ave &amp; Claybourne St</td>
<td></td>
<td></td>
<td>*</td>
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<tr>
<td>Remote property on the south edge of the City, south of Foster Road.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td><strong>Lynch Wood Elementary School</strong></td>
<td>Centennial</td>
<td>97236</td>
<td>SE 157th Ave &amp; Clatsop St</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>9</td>
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<tr>
<td>Excellent property chosen as a top choice. Funding for construction is secured.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lynchwood Park</strong></td>
<td>City</td>
<td>97236</td>
<td>SE 174th St, Portland,</td>
<td></td>
<td></td>
<td>*</td>
<td>6</td>
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<tr>
<td>Park adjacent to Lynch Wood Elementary school is less suited than Lynch Wood Elementary because of trees and use as a dog</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Arthur Academy</strong></td>
<td>David Douglas</td>
<td>97236</td>
<td>SE 170th Ave &amp; Haig St</td>
<td></td>
<td></td>
<td>*</td>
<td>2</td>
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<tr>
<td>No access or space for a garden.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Gilbert Heights Elementary School</strong></td>
<td>David Douglas</td>
<td>97236</td>
<td>SE Division St, Portland,</td>
<td></td>
<td></td>
<td>*</td>
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<tr>
<td>Not rated: Gilbert Heights garden is adjacent.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Gilbert Park Elementary School</strong></td>
<td>David Douglas</td>
<td>97236</td>
<td>SE Holgate Blvd, Portland,</td>
<td></td>
<td></td>
<td>*</td>
<td>8</td>
</tr>
<tr>
<td>Good locations near apartments and no other gardens, but concerns about the space being to small to accommodate a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Alice Ott Middle School</strong></td>
<td>David Douglas</td>
<td>97236</td>
<td>SE Ramona St, Portland,</td>
<td></td>
<td></td>
<td>*</td>
<td>5</td>
</tr>
<tr>
<td>Limited space and access. Close the Furey Garden.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Gilbert Hydro Park</strong></td>
<td>Water</td>
<td>97236</td>
<td>SE 139th and Center</td>
<td></td>
<td></td>
<td>*</td>
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<tr>
<td>Not rated: contains existing garden.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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### 97266 SW-epdx

<table>
<thead>
<tr>
<th>NAME</th>
<th>Owner</th>
<th>A Zip</th>
<th>Address</th>
<th>Score1</th>
<th>Score2</th>
<th>Score3</th>
<th>Total</th>
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<tbody>
<tr>
<td><strong>Brookside</strong></td>
<td>City</td>
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<td>SE Foster and SE 111th</td>
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<tr>
<td>Located near Johnson Creek with limited housing nearby.</td>
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<td></td>
<td></td>
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<td><strong>Maintenance Facility - SE 136th &amp; Hol</strong></td>
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<td>SE 110th Ave &amp; Foster Rd</td>
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<tr>
<td>No space available.</td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>Bloomington Park</strong></td>
<td>City</td>
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<td>SE 136th Ave</td>
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<td>*</td>
<td>*</td>
<td>3</td>
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<tr>
<td>This park does not appear to be space with playing fields and trees. Close to other SE garden locations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Earl Boyles Park</strong></td>
<td>City</td>
<td>97266</td>
<td>SE 100th Ave &amp; Steele St</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>0</td>
</tr>
<tr>
<td>Not rated: location of existing Earl Boyles garden.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ed Benedict Park</strong></td>
<td>City</td>
<td>97266</td>
<td>SE 112th Ave &amp; Boise St</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>0</td>
</tr>
<tr>
<td>Not rated: location of existing Ed Benedict garden.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PlayHaven Park</strong></td>
<td>City</td>
<td>97266</td>
<td>SE 100th Ave &amp; Powell Blvd</td>
<td></td>
<td></td>
<td>*</td>
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<tr>
<td>Limited space, removed from multi-family housing. Located in a more affluent area.</td>
<td></td>
<td></td>
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<tr>
<td><strong>Raymond Park</strong></td>
<td>City</td>
<td>97266</td>
<td>SE 107th Ave &amp; Henderson St</td>
<td>*</td>
<td>*</td>
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<tr>
<td>Too close to too many other community gardens including Gilbert Heights, Furrey, Earl Boyles and Ed Benedict.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>West Powellhurst Park</strong></td>
<td>City</td>
<td>97266</td>
<td>SE 118th Ave &amp; Raymond St</td>
<td></td>
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<tr>
<td>Fills in the western edge of the Division corridor gap. Interest from school and Parks leaders.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Cottonwood Creek Natural Area</strong></td>
<td>City</td>
<td>97266</td>
<td>SE 115th Ave &amp; Division St</td>
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<tr>
<td>Nature area- not eligible under Parks rules. Mt Scott area in far south single family neighborhood.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Earl Boyles Elementary School</strong></td>
<td>David Douglas</td>
<td>97266</td>
<td>SE 97th Ave &amp; Tenino Ct</td>
<td>*</td>
<td>*</td>
<td>*</td>
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<tr>
<td>Not rated: site contains current Earl Boyles garden.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAME</td>
<td>Owner</td>
<td>A Zip</td>
<td>Address</td>
<td>Score1</td>
<td>Score2</td>
<td>Score3</td>
<td>Total</td>
</tr>
<tr>
<td>------------------------------</td>
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<tr>
<td>West Powellhurst Elementary School</td>
<td>David Douglas</td>
<td>97266 10822</td>
<td>SE Bush</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Grow Portland Garden School location. Limited space on school property. The adjacent park is a better option.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Ron Russell Middle School</td>
<td>David Douglas</td>
<td>97266 2921</td>
<td>SE 116th Ave</td>
<td>2</td>
<td>0</td>
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<tr>
<td>Next to Earl Boyles garden. No space apparent.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Lent School</td>
<td>Portland Public</td>
<td>97266 3955</td>
<td>SE 112th Ave</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Close to garden in Lents Park which does not have huge demand. Site is close to the highway.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Kelly Elementary School</td>
<td>Portland Public</td>
<td>97266 5105</td>
<td>SE 97th Ave</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>5</td>
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<tr>
<td>Some room on south side, but access issues are a concern.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Glenwood Park</td>
<td>City</td>
<td>97266 9030</td>
<td>SE Cooper St</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
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<tr>
<td>Adjacent to Kelly Elementary. Developed park with all the possible space taken up by sports fields.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Lents Park</td>
<td>City</td>
<td>97233 92nd</td>
<td>SE and SE Steele</td>
<td>*</td>
<td>*</td>
<td>*</td>
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<tr>
<td>Not rated: contains existing Lents Community garden.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Lynchwood Elementary School

Community Garden Locations

http://www.growportland.org

Map courtesy of Brian Wilson
503-897-7447 geo-ceg.org
Date: 2/13/2017 12:38:31 PM portland10

Page 5 of 5
Appendix

About Grow Portland

www.grow.portland.org

Grow Portland is a leader in community-based stewardship of urban land. We transform unused urban land in low-income neighborhoods into thriving, food-growing gardens. We are a nonprofit organization dedicated to the expansion of urban gardening and urban agriculture in the Portland metro area. Our mission is to empower our community to grow healthy food. Our vision is that all residents will enjoy the ecological, health and community benefits of urban food production.

Grow Portland was founded in 2010 to create more opportunities for urban gardening and urban agriculture. We provide the needed land, education and skills for people to succeed in growing their own food. We have a successful track record and proven methods to build and maintain productive urban gardens. Grow Portland built, and now manages, five gardens with 400 garden plots which serve around 900 people. We are focused on helping the East Portland community, with a focus on immigrants, refugees, and families with limited incomes. Many of these groups have difficulty sourcing fresh produce and have limited opportunities to be involved with conservation projects. Current interest in urban food production far exceeds available resources and capacity. The City of Portland’s Community Gardens Program has a long waiting list of residents seeking plots. Interest in gardening is especially strong in the immigrant and refugee population for whom garden plots—families who live in apartments infrequently access garden opportunities at their homes.

More thorough planning and partnership building is needed to create additional community gardening opportunities for East Portland residents. East Portland has over 140,000 residents and just 12 community gardens managed by the City of Portland—a ratio of approximately 12,000 East Portland residents for every City of Portland garden. All of City of Portland Community gardens in East Portland have waiting lists. Grow Portland is working to build new gardens that we manage and help other nonprofit and municipal efforts to construction new gardens—we expect that we will be capable of building and managing two more gardens over the next three years. Grow Portland believes that we need to do more than just build community gardens that are a part of our organization—we need to join with other efforts to build new community gardens. This commitment is reflected in our partnership with the nonprofit, Outgrowing Hunger where we invested in building the largest community garden in Portland on 162nd Avenue.
APPENDIX

Recommendation of increased Community Garden access

Our project fits into several regional and local plans.

The East Multnomah Soil and Water Conservation District draft Urban Gardening/ Farming Goal Three states, “Establish an equitable distribution of sustainable community and school gardens throughout the urban area of the District.”


The Gateway Regional Center Urban Renewal Plan recommends: Parks, public space and open space acquisition, development, and rehabilitation for uses such as pedestrian plazas, neighborhood parks, pocket parks, natural area parks, and community gardens. (Our project is located within the Gateway Renewal District).

The Oregon Solutions Portland Community Gardens project recommends: 1) Bringing the public, private, and nonprofit sector together to expand and enhance the city’s community garden program, 2) Meeting current and future demand for community gardens and growing food, 3) Defining an organizational structure to support community gardens, 4) Increasing food-growing opportunities at schools, housing projects, community gardens, and other locations, 5) Collaborating with county, regional, and local government to promote food-growing throughout the region.

The City of Portland Climate Action Plan recommends: provide opportunities for residents to gain skills in organic gardening.
<table>
<thead>
<tr>
<th>Grant Type</th>
<th>2016/2017</th>
<th>2017/2018</th>
<th></th>
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<td></td>
<td>Budgeted</td>
<td>Expended</td>
<td>Budgeted</td>
</tr>
<tr>
<td>PIC</td>
<td>$1,640,300¹</td>
<td>$866,070</td>
<td>1,275,031²</td>
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<td>SPACE</td>
<td>$50,000</td>
<td>44,500</td>
<td>$62,000</td>
</tr>
<tr>
<td>SCI</td>
<td>$75,000</td>
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<td>$75,000</td>
</tr>
<tr>
<td>CLIP</td>
<td>$90,000³</td>
<td>$1,682</td>
<td>76,595⁴</td>
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<tr>
<td>Rain-garden Incentives</td>
<td>$10,000</td>
<td>$200</td>
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<tr>
<td>Line-items</td>
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<tr>
<td>ODS</td>
<td>$200,000</td>
<td>$183,505</td>
<td>$190,000</td>
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<tr>
<td>SPA/WCs</td>
<td>$175,000</td>
<td>143,056</td>
<td>$281,944⁵</td>
</tr>
</tbody>
</table>

¹ $750,000 in new PIC grants, $890,300 for outstanding PIC commitments
² $760,957 in new PIC grants, $514,074 for outstanding PIC commitments
³ $75,000 for new CLIP grants, $15,000 for outstanding CLIP commitments
⁴ $75,000 got new CLIP grants, $1,595 for outstanding CLIP commitments
⁵ $250,000 in new awards, $31,944 for outstanding commitments
## Outstanding PIC Grants through PIC 2016 - As of 9/27/17

<table>
<thead>
<tr>
<th>PIC Number</th>
<th>Organization/Agency</th>
<th>Project Title</th>
<th>Grant Amount</th>
<th>Amount Paid To Date</th>
<th>Unpaid Balance</th>
<th>% paid out</th>
<th>Status/Timeline</th>
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<tbody>
<tr>
<td>16-007</td>
<td>Urban Nature Partners PDX</td>
<td>Sustain and Strengthen Outdoor Opportunities for Youth</td>
<td>$20,000</td>
<td>$19,447</td>
<td>$553</td>
<td>97%</td>
<td>Projected completion 10/17</td>
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<tr>
<td>16-008</td>
<td>Lower Columbia River Estuary Partnership</td>
<td>Outdoor Conservation Education Program</td>
<td>$28,376</td>
<td>$25,216</td>
<td>$3,160</td>
<td>89%</td>
<td>Projected completion 9/17</td>
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<tr>
<td>16-009</td>
<td>Albina Neighborhood Tree Team</td>
<td>The Albina ReLeaf Program</td>
<td>$20,000</td>
<td>$10,020</td>
<td>$9,980</td>
<td>50%</td>
<td>Projected completion 4/18</td>
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<tr>
<td>16-011</td>
<td>DEPAVE</td>
<td>Depave Season 2016</td>
<td>$60,000</td>
<td>$55,350</td>
<td>$4,650</td>
<td>92%</td>
<td>Projected completion 10/17</td>
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<td>16-014</td>
<td>Portland State University</td>
<td>Ecoroof Symposium, Education, and Research</td>
<td>$13,185</td>
<td>$9,640</td>
<td>$3,545</td>
<td>73%</td>
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<td>16-016</td>
<td>Sauvie Island Center</td>
<td>STEM on the Farm at the Sauvie Island Center</td>
<td>$16,230</td>
<td>$5,958</td>
<td>$10,272</td>
<td>37%</td>
<td>Projected completion 10/17</td>
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<tr>
<td>16-017</td>
<td>Outgrowing Hunger</td>
<td>East Portland Neighborhood Gardens &amp; Natural Garden Education</td>
<td>$30,000</td>
<td>$18,123</td>
<td>$11,877</td>
<td>60%</td>
<td>Projected completion 6/17</td>
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<tr>
<td>16-021</td>
<td>Coalition of Communities of Color</td>
<td>REDEFINE: The Coalition of Communities of Color’s Initiative for Climate and Environmental Justice</td>
<td>$20,000</td>
<td>$0</td>
<td>$20,000</td>
<td>0%</td>
<td>Projected completion 6/17</td>
</tr>
<tr>
<td>16-025</td>
<td>Verde</td>
<td>Let Us Build Cully Park!</td>
<td>$60,000</td>
<td>$0</td>
<td>$60,000</td>
<td>0%</td>
<td>Projected completion 4/18</td>
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<tr>
<td>16-027</td>
<td>Rose Community Development</td>
<td>The Lents Youth Initiative Green Ring Watershed Partnership</td>
<td>$32,000</td>
<td>$26,770</td>
<td>$5,230</td>
<td>84%</td>
<td>Projected completion 10/17</td>
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<tr>
<td>16-030</td>
<td>Ecumenical Ministries of Oregon</td>
<td>Grounding Rockwood</td>
<td>$10,000</td>
<td>$0</td>
<td>$10,000</td>
<td>0%</td>
<td>Projected completion 10/17</td>
</tr>
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</table>

### PIC Plus

<table>
<thead>
<tr>
<th>PIC Number</th>
<th>Organization/Agency</th>
<th>Project Title</th>
<th>Grant Amount</th>
<th>Amount Paid To Date</th>
<th>Unpaid Balance</th>
<th>% paid out</th>
<th>Status/Timeline</th>
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<tr>
<td>13-049</td>
<td>Columbia Slough Watershed Council</td>
<td>Fairview Creek Riparian Habitat Enhancement</td>
<td>$28,660</td>
<td>$9,827</td>
<td>$18,833</td>
<td>34%</td>
<td>Projected completion 12/17</td>
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<tr>
<td>14-021</td>
<td>Johnson Creek Watershed Council</td>
<td>Gresham Riparian Reforestation</td>
<td>$175,353</td>
<td>$120,509</td>
<td>$54,844</td>
<td>69%</td>
<td>Projected completion 6/18</td>
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<tr>
<td>14-023</td>
<td>Friends of Trees</td>
<td>Building Partners in the Johnson Creek Watershed</td>
<td>$87,757</td>
<td>$76,435</td>
<td>$11,322</td>
<td>87%</td>
<td>Projected completion 9/17</td>
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<tr>
<td>14-025</td>
<td>Lower Columbia River Estuary Partnership</td>
<td>Thousand Acres Floodplain Restoration Project (Thousand Acres Project)</td>
<td>$180,000</td>
<td>$156,749</td>
<td>$23,251</td>
<td>87%</td>
<td>Projected completion 10/17</td>
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<tr>
<td>15-006</td>
<td>Cascade Pacific RC&amp;D (for Ash Creek Forest Management)</td>
<td>Mirror Lake Floodplain Restoration</td>
<td>$175,989</td>
<td>$139,990</td>
<td>$35,999</td>
<td>80%</td>
<td>Projected completion 9/18</td>
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<tr>
<td>16-020</td>
<td>Multnomah County</td>
<td>North Fork Johnson Creek Fish Passage Restoration</td>
<td>$150,000</td>
<td>$0</td>
<td>$150,000</td>
<td>0%</td>
<td>Projected completion 12/18</td>
</tr>
</tbody>
</table>
Partners in Conservation (PIC) Grant Program

Guidelines & Instructions Fiscal Year 2016-17

Applications due 4 pm, December 15, 2016

Submit via ZoomGrants: http://emswcd.org/pic

Revised October 15, 2016
About EMSWCD

The East Multnomah Soil and Water Conservation District (EMSWCD) is a unit of local government whose mission is to help people care for land and water. The EMSWCD is led by an elected board of five directors and works entirely on a voluntary, non-regulatory basis east of the Willamette River centerline in Multnomah County. The EMSWCD fulfills its mission by providing technical, capacity, and financial assistance to organizations, landowners, land managers, and other residents to help establish and maintain healthy ecosystems, with a particular focus on soil, water, and natural habitats. With 20 full time staff and an annual operating and capital budget of $12.2 million for FY15-16, the EMSWCD implements its activities through four organizational units: 1) Finance and Operations; 2) Rural Lands; 3) Urban Lands; and 4) Conservation Legacy.

Contact Suzanne Easton, our Grants Program Manager, with any questions about our grant programs at Suzanne@emswcd.org or (503) 935-5370. Learn more about us at http://emswcd.org

Map of EMSWCD service area, which is all of Multnomah County East of the Willamette River.
Partners in Conservation (PIC) Program
Guidelines & Instructions | Fiscal Year 2016-17

The East Multnomah SWCD Partners in Conservation Program was established to advance the mission of EMSWCD by leveraging District funds through conservation-related work that is carried out by other organizations. This program provides funding to support conservation projects and conservation education in the EMSWCD service area. We specifically encourage projects that serve or engage disadvantaged populations and diverse communities. In all cases, projects must show a clear public benefit in one or more of the following: habitat restoration, watershed health, soil erosion prevention/control, soil health, water quality, water conservation, environmental education.

2017 PIC Overview

- **PIC**: Minimum grant award is $5,000 and the maximum is $60,000.
- **PIC Plus**: Minimum grant award is $5,000 and the maximum is $100,000 per year for up to 3 years. (See specific instructions for PIC Plus at the end of these guidelines).
- A total of approximately $750,000 will be available for both PIC and PIC Plus grants awarded in the 2016-2017 fiscal year.
- The deadline for submission of applications is 4 pm on December 15th, 2016.
- EMSWCD is using an online application and grants management system, ZoomGrants, for the 2017 PIC program. Applications must be submitted online through this system to be considered for funding. Access is available through the EMSWCD website as of November 1, 2016: [http://emswcd.org/pic](http://emswcd.org/pic)

Our Vision and Program Goals

Conservation of EMSWCD land and water resources involves the efforts of many organizations, public agencies and community groups. We recognize that conservation goals can best be achieved by helping to create a strong network of local organizations and concerned residents working together in common purpose. By providing grant support to organizations, schools and communities, we hope to enable each to become more effective contributors to conservation efforts. We believe that multiple and complementary strategies and approaches with diverse participation can strengthen outcomes on the ground. We also recognize that everyone deserves the benefits of healthy soil and water and environmental education, and we look for opportunities to broaden participation and expand the impact of our grants. The goals of the EMSWCD Grants Program reflect a commitment to cooperation and support that will produce lasting, deeply rooted efforts to protect our natural resources and sustain our communities.

In its Strategic Plan, the EMSWCD has identified four goals for the Grants Program. The first goal addresses the intent to complement the EMSWCD core rural and urban program areas with external grant funding. (See the EMSWCD Strategic Plan for more information on these EMSWCD program areas). The other three program goals focus on outcomes unique to our grants program that still fulfill the EMSWCD mission to help people care for land and water.

**Goal 1**: Complement other EMSWCD program efforts by providing grants to partners that will improve surface water quality, decrease soil erosion, enhance and protect natural habitats, and promote sustainable agriculture.
The EMSWCD’s Urban Lands Program (ULP) aims to foster a stewardship ethic in the urban landscape by encouraging practices that prevent pollution and promote resource conservation. The ULP works with jurisdictions to achieve quantifiable improvements in water quality and quantity parameters adversely affected by urban landscapes. The Program also works to reduce seasonal increases in outdoor water usage and promote practices that increase and improve urban wildlife habitat.

THE EMSWCD’s Rural Lands Programs (RLP) works in the rural areas of the District to improve water quality, restore and revegetate riparian areas, and control invasive weeds. While the RLP works mostly with private landowners, the PIC grant program is able to support projects of non-profit organizations that work to support rural conservation and sustainable agriculture in the region.

**Goal 2: Reach a broad cross-section of school age children in the District with profound experiential education regarding soil and water conservation-related issues.**

The EMSWCD recognizes that environmental education is an essential tool for building a conservation ethic and culture of stewardship of our natural resources. Through a focus on school age children, grants support projects and programs that provide high quality outdoor experiences and classroom learning. Projects should help to build knowledge of ecology and natural resources within the EMSWCD service area, should address conservation issues that we face locally and globally, and should support students in becoming lifelong stewards of the environment. With significant disparities in exposure to quality environmental education among local populations, we look for opportunities to bring programs to those who do not have them and can most benefit.

**Goal 3: Establish an equitable distribution of sustainable community and school gardens throughout the urban areas of the District.**

The Portland metro area is fortunate to have a culture of promoting community and school gardens. However, many areas and schools within the EMSWCD service area have not benefited from this resource that is widely available in more affluent areas. The EMSWCD grant program is focused on filling these gaps by helping to establish gardens where they are most needed and supporting educational programs associated with edible gardening. Organic methods in edible gardening showcase important conservation concepts including soil health, water use, and composting, along with providing the opportunity to learn about the impacts associated with the use of synthetic fertilizers, herbicides and pesticides. Also, gardening and local food production can be an important way of connecting communities and children to nature.

**Goal 4: Equitably build conservation capacity in community-based organizations throughout the District.**

The EMSWCD values the diversity of our residents as an integral part of the success of our programs and our organization. We are committed to establishing meaningful and productive relationships with underserved communities to learn how best to ensure equitable conservation benefits. Through our Grants Program, we look to support projects and programs that further the opportunities for communities, particularly those that are culturally specific and low income, to participate in conservation efforts. The EMSWCD believes that ultimately, conservation efforts are more likely to succeed with the engagement and support of diverse communities.
Eligible applicants for the PIC Grant Program:

1. Non-profit 501(c)(3) organization
2. Non-profit entities without 501(c)(3) status that retain a qualified fiscal agent
3. Educational institution
4. Government agency
5. Native American tribe

Non-discrimination policy:

For work related to an EMSWCD funded project, the grantee agrees to comply with the District’s policy of prohibiting discrimination on the basis of race, color, national origin, age, disability, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisals, or because all or part of an individual’s income is derived from any public assistance program.

Project must meet these criteria to receive PIC funding:

1. Must advance the mission of the EMSWCD “To Help People Care for Land and Water.”
2. Must address one or more of the following: environmental education, soil erosion prevention/control, soil health, water quality, water conservation, watershed health, habitat restoration.
3. Must be located within EMSWCD’s service area (Multnomah County lying east of the Willamette River centerline) or demonstrate direct benefit to District residents.
4. Must provide a clear public benefit.

Eligible project types:

1. **On-the-ground restoration or conservation project.** Examples: tree planting, invasive weed control, stream bank re-vegetation, habitat restoration/enhancement.
2. **Sustainable agriculture or gardening project.** Examples: establishing new school and community gardens/orchards, garden education, composting systems, use of beneficial insects.
3. **Pollution prevention project.** Examples: trash cleanup along a stream, toxics/pesticide reduction program.
4. **Sustainable stormwater management project.** Examples: parking lot bioswale, raingarden, tree planting, pavement removal.
5. **Engineering of a conservation project.** Examples: engineering of a soil erosion control project, stream/fish passage restoration, in-stream habitat improvements.
6. **Monitoring project.** Examples: evaluation of weed control or sediment control methods, water quality monitoring.
7. **Environmental education of youth and/or adults.** Examples: implementation of classroom or outdoor education program, workshops, training, signage.
8. **Building capacity for conservation in community-based organizations.** Examples: training to build conservation knowledge and technical skills, partnerships between organizations to share expertise, promotion of participation of underserved populations and communities of color.
In-eligible entities and project types:

1. Rainwater harvesting systems or cisterns unless those components are incidental and subordinate to a larger project.
2. Private businesses and landowners (funding and technical assistance from the EMSWCD may be available for these entities under other EMSWCD programs).
3. Buildings and capital projects unless these components are incidental and subordinate to a larger project.
4. Capital campaigns
5. Political campaigns (EMSWCD is statutorily prohibited from supporting such activity).
6. Required mitigation projects.

Funding schedule and limits:

2. Two categories of grants are available
   - PIC: For shorter term projects – approximately one year timeframe: The minimum grant award is $5,000 and the maximum is $60,000.
   - PIC Plus: For longer term projects – for a two to three year timeframe: The minimum grant award is $5,000 and the maximum is $100,000 per year for up to 3 years. (See specific instructions for PIC Plus at the end of these guidelines.)
3. EMSWCD will determine how much to allocate for PIC 2016/17 awards based on the quality of the applicant projects and projected availability of funds. In the previous two grant cycles, EMSWCD has awarded approximately $750,000 total for both PIC and PIC Plus grants.
4. Only one grant application may be submitted per organization. If the applicant is a government organization, only one application may be submitted per bureau or department. The applicant may be a partner in more than one application.
5. An organization that has been awarded a grant for three consecutive years is eligible to re-apply, but the application will be less competitive, all other factors being equal.
6. If an organization currently has an active PIC Plus grant, they are eligible to apply for a new grant for a distinct project, but the application will be less competitive, all other factors being equal.
7. For grants over $10,000, applicants are expected to secure matching funds to support the project, in an amount equal to or exceeding the amount requested from EMSWCD. This match may include cash, in-kind contributions, funding from other sources, or a combination thereof. The grantee will be required to document match funding and expenditures.
8. Indirect/administrative costs may be included in the project budget, up to 15% of the total budget. Additional documentation may be required.
9. Payment will be made by EMSWCD on a reimbursement basis, up to the amount awarded by the District. The project budget should be seen as an estimate of anticipated expenses. EMSWCD will reimburse approved actual expenses, which must be documented with copies of bills and/or receipts. Payments may be requested as conservation practices/project tasks are completed.
10. EMSWCD will hold back payment of 10% of the dollar amount awarded until the required project completion report has been received and accepted by the District.
11. Applicant and project eligibility, approval or denial of applications, and dollar amounts awarded (for individual projects or organizations, as well as for the funding cycle/fiscal year) will be determined at the discretion of the EMSWCD Board of Directors.
12. Payments totaling $600 or more in a calendar year may be considered by the IRS to be reportable income. Applicants who receive EMSWCD funding will be required to complete an
IRS W-9 form. If applicable, EMSWCD will report the income to the IRS and to the Applicant on a 1099-MISC form. The Applicant should consult a tax advisor regarding income reporting requirements and whether project-related expenses may be included as deductions on the Applicant’s tax returns to offset this income.

Requirements/Deadlines:

1. **Deadline for submission for this funding cycle (Fiscal Year 2016-17)** is 4 p.m. Thursday, **December 15, 2016**. Applications must be submitted online via ZoomGrants.

2. **PIC Review Committee:** A review committee made up of EMSWCD board representatives and member of the community will participate in reviewing and ranking the 2017 PIC applications.

3. It is anticipated that PIC 2017 funding recommendations will be **considered and decided upon at the EMSWCD Board meeting on April 3, 2017.**

4. If your proposal is funded, the decision will be formalized with a written agreement that will include EMSWCD and grantee responsibilities, a description of reporting and monitoring requirements, procedures for requesting payments, etc. No project expenses incurred before the funding agreement is in place (signed by both parties) will be reimbursed by EMSWCD.

5. Applicants should not plan to commence work on projects for which EMSWCD funds may be used until after June 1st, 2017. (Some exceptions may be made where there is sufficient advance notice.)

Applicants are encouraged to call with any questions about the application process, EMSWCD expectations, terms of the agreement, payments, reporting requirements, etc.

**Contact:** Suzanne Easton, Grants Program Manager  
Phone: 503-935-5370  
Email: suzanne@emswcd.org  
Address: East Multnomah Soil and Water Conservation District  
5211 N Williams Ave., Portland, OR 97217
Partners in Conservation (PIC) Plus

In 2012, the EMSWCD created a "Partners in Conservation Plus" Program to complement our existing "Partners in Conservation" grant program. Based on a review of past grants and discussions with grant recipients, the board recognized that some projects would benefit substantially by the certainty and stability of multi-year funding. PIC Plus allows an applicant to apply for up to $100,000 per year for three years in a single grant application (for a total of up to $300,000 over three years).

Projects that are awarded a PIC Plus grant will be required to file a report at the end of each funded year describing accomplishments to date and any significant changes to the stated goals and objectives outlined in the approved grant agreement. However, PIC Plus grantees will not be required to reapply for funding in each of the successive years. The EMSWCD does reserve the right to withdraw funding in years two and three if project goals are not being met, but is interested in working with grantees in good faith if they experience unexpected challenges. PIC Plus grantees are eligible to apply for PIC funding for other projects while their PIC Plus project is still active, but these applications will be less competitive, all other factors being equal.

Only a very limited number of PIC PLUS Grants will be awarded in any given year if any, and the application process is considerably more rigorous than the standard PIC process. In addition to this application, applicants may be asked to host a site visit or sit for an interview with staff/board members, provide supplemental materials, or significantly revise their application. Applicants should seriously consider all of the following criteria when determining whether to apply for a PIC Plus grant. Priority will be given to the following:

1. Projects that very closely align with the EMSWCD’s mission and priorities;
2. Large, complex, collaborative projects that involve key stakeholders;
3. Projects that demonstrate significantly enhanced opportunities and project outcomes from multi-year funding including partnerships, community involvement, on the ground delivery, and funding.

PIC Plus applicants are required to call or set-up a meeting with our Grants Program Manager in advance of applying for a PIC Plus grant.

PIC Plus grants that are not funded will be considered for single year PIC funding up to the $60,000 PIC grant limit.
Proposed Capacity Building Language for FY18/19 PIC Grants

1) Strengthen organizations that we already have a relationship with – grants could support:
   • new hires over three years (phased support - 75%, 50%, 25%)
   • board development
   • strategic planning
   • technical support
   • equity training
   • larger proportion operations funding

2) Foster partnerships, collaborations and cross-sector connections:
   • Collaboration grants
   • Convenings

3) Build conservation knowledge, resources and engagement opportunities – these might include:
   • Speaker series
   • Workshops
   • Attending or putting on a conference
   • Research/studies, consultancies
<table>
<thead>
<tr>
<th>Name</th>
<th>Jennifer Devlin</th>
<th>Sheilagh Deiz</th>
<th>Daniel Evans</th>
<th>Anita Yap</th>
<th>Nellie McAdams</th>
<th>Rick Till</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affiliation</td>
<td>City of Portland</td>
<td>Metro</td>
<td>Lower Columbia Estuary Partnership</td>
<td>DEQ, APANO</td>
<td>EMSWCD Board, Rogue Farm Corps</td>
<td>EMSWCD Board, Honl Tree Co.</td>
</tr>
</tbody>
</table>

### Institutional representation

- Government agency: X X X
- Non-profit: X X

### Geographic representation

- Region-wide: X X X X X X
- Portland: X
- East County
- Rural area

### Diversity

- Racial/cultural: X

### Technical expertise

- Grantmaking: X X X X X X
- Restoration: X X
- Naturescaping/ Stormwater: X X
- Sustainable Ag/ Gardening: X X
- Environ. Education: X X
- Equity/Capacity Building: X X

### Recruitment process:

1. Targeted to fill gaps - aim for two new members max (depending on retention of current members)
2. Solicit suggestions from Grants Committee, staff, current PIC Review team, Equity Grantmakers, select grantees (Sept./Oct.)
3. Announcement on website, then send application or have them contact Suzanne (Oct.)
4. Collect/review resumes and interview qualified interested parties (Oct./Nov.)
5. Bring to December board meeting for approval
<table>
<thead>
<tr>
<th>Step</th>
<th>Monthly Activities</th>
<th>Angela</th>
<th>Whitney</th>
<th>Suzanne</th>
<th>Andrew</th>
<th>Kathy</th>
<th>Jay</th>
<th>Mike</th>
<th>Board</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1st point of contact (am I eligible questions)</td>
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<td>2</td>
<td>Receives SPACE inquiries and applications</td>
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<td>3</td>
<td>Reviews and processes SPACE apps</td>
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<td>4</td>
<td>Interacts with grant applicants to get necessary information</td>
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<td>5</td>
<td>Seeks staff technical input on SPACE applications</td>
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<td>6</td>
<td>Provides technical input</td>
<td>x</td>
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<td>7</td>
<td>Check-in with Suzanne, 1st review (first few months)</td>
<td>x</td>
<td>x</td>
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<td>8</td>
<td>Check-in SPACE meeting, 2nd review</td>
<td>x</td>
<td>x</td>
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<td>9</td>
<td>Further investigates applications if necessary</td>
<td>x</td>
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<td>10</td>
<td>Let Jay, Andrew and Suzanne know of findings from follow-up to 2nd review</td>
<td>x</td>
<td>x</td>
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<td>11</td>
<td>Upon Jay’s approval, sends applications to SPACE Committee (Mike G.)</td>
<td>x</td>
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<td>12</td>
<td>Requests additional information and/or approves/rejects SPACE applications for submission to Board</td>
<td>x</td>
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<tr>
<td>13</td>
<td>Responds to SPACE Committee’s questions and comments regarding applications</td>
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<td>14</td>
<td>Upon SPACE Committee’s approval, provides summary information to Jay and places applications in board meeting folder</td>
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<td>15</td>
<td>Posts on Board meeting agenda</td>
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<td>16</td>
<td>Attends first part of Board mtg</td>
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<tr>
<td>17</td>
<td>Approves/denies/modifies SPACE awards</td>
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<td>18</td>
<td>Sends check requests to Andrew for upfront payments</td>
<td>x</td>
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<tr>
<td>19</td>
<td>Monitors project status; determines if site visit is necessary, reviews final reports</td>
<td>x</td>
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<td>20</td>
<td>Conducts site visits as appropriate</td>
<td>x</td>
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<td>21</td>
<td>Receives reimbursement requests from grantees; reviews and assures appropriateness</td>
<td>x</td>
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<td>22</td>
<td>Sends check requests to Andrew for approval, signed and forwarded for payment</td>
<td>x</td>
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<tr>
<td>23</td>
<td>Maintains SPACE project database as to status of projects</td>
<td>x</td>
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**Programmatic Activities**

<table>
<thead>
<tr>
<th>Step</th>
<th>Monthly Activities</th>
<th>Angela</th>
<th>Whitney</th>
<th>Suzanne</th>
<th>Andrew</th>
<th>Kathy</th>
<th>Jay</th>
<th>Mike</th>
<th>Board</th>
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<tbody>
<tr>
<td>1</td>
<td>Trains Angela on SPACE/Grants Program goals and administration</td>
<td></td>
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<td>2</td>
<td>Provides oversight of Angela’s time on SPACE</td>
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<td>3</td>
<td>Coordinates with other Urban Lands efforts/staff responsibilities</td>
<td>x</td>
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<td>4</td>
<td>Coordinates outreach with Kathy and Suzanne</td>
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<td>5</td>
<td>Supports Angela on SPACE admin., program objectives</td>
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<td>6</td>
<td>Provides general oversight of SPACE with other grant program objectives</td>
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<td>7</td>
<td>Involves Angela in big picture objectives, improvements, evaluation</td>
<td>x</td>
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<tr>
<td>8</td>
<td>Reports to Suzanne on quarterly and annual SPACE outcomes for reporting</td>
<td>x</td>
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<tr>
<td>9</td>
<td>Communicates with Suzanne/Andrew if problems arise related to Urban Lands/Grants interface</td>
<td>x</td>
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<td>x</td>
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<tr>
<td>10</td>
<td>Post-project follow-up and story-telling</td>
<td>x</td>
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