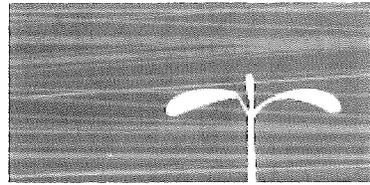


# Youth Grow Program with Multnomah County



GROWING GARDENS

For the first time ever, the next generation of Oregonians is expected to have shorter life spans than their parents due in part to nutrition. Healthy eating habits and preferences established early in life, usually by sixth grade, are likely to persist into adulthood. Studies show that when children have a hand in growing their own food, they are more likely to make healthy eating choices. In response to community need, Growing Gardens has focused on **educational equity** and **food security** for children and families as a component of the County's SUN Child and Family Hunger Relief program.

**Our Program for Education, Nutrition and Community has been funded through a partnership with Multnomah County for the past two years.** Through this partnership, Growing Gardens' school garden programs at low-income schools have:

- Inspired children to establish healthy eating habits and improve their nutrition
- Engaged children in dynamic hands-on education
- Created opportunities for meaningful family involvement

**Innovation and Results.** So far, in the 2015-16 school year, Growing Gardens has:

- Taught over 500 students in classrooms, afterschool, and summer programs (1800 student learning hours)
- Revitalized run-down gardens at Lynch Wood, Davis and Arleta schools
- Hosted cooking demonstrations and sampling during food pantry distributions at each school
- Engaged low-income families in school gardens and taught them how to grow their own food
- Mobilized dozens of community volunteers

**Serving Children with the Greatest Need.** These schools were selected because they serve a diverse student population and families living in poverty. At Davis, where 94% of students qualify for free/reduced lunch, 52% of students are Latino, 10% African-American, and 7% Multi-racial. Our bilingual and culturally-responsive staff engages Spanish-speaking families to become more involved in the school community.

**Future Potential.** Multnomah County has supported school gardens at three schools. Our plan has been to expand to more schools, and serve more children, across the county. The proposed county budget cuts may force us to terminate some or all of our school partnerships.

**The County's partnership is key.** Growing Gardens collaborates with SUN in SUN's mission to *create an efficient system of supports that provides equitable opportunities for every child and family to thrive.* Our school-based garden program is about engagement, empowerment, and human prosperity. Continued County support is critical: County participation enables us to deliver a successful program and leverage private funds to help meet the mission. We ask that the County include this program in its budget.

**Contact:** Anna Garwood, Youth Grow Program Director • [anna@growing-gardens.org](mailto:anna@growing-gardens.org) • (503) 284-8420 x 109 • [www.growing-gardens.org](http://www.growing-gardens.org)

May 4, 2016

Multnomah County Board of Commissioners,

My name is Julia Gray and I work for Growing Gardens as their Teacher Outreach Coordinator. Growing Gardens Youth Grow Program works in partnership with SUN (Schools Uniting Neighborhoods) and local elementary schools to develop sustainable garden education programs.

Our program for **education, nutrition, and community** has been funded through a partnership with Multnomah County for the past two years. The county funding has allowed Growing Gardens to work closely with the communities at Lynch Wood Elementary, Arleta School and Davis Elementary. In response to community need, Growing Gardens has focused on **educational equity** and **food security** for children and families as a component of the County's SUN Child and Family Hunger Relief Program. During the 2015-2016 school year Growing Gardens has taught over 500 students in classroom, afterschool and summer programs (1800 student learning hours).

In my position, I provide **support for classroom teachers** to help integrate garden education into existing curriculum. I work closely with grade-level teams at our partner schools and teach garden education lessons for students. Through hands-on activities, **garden-based education enhances learning in core subjects** including science, math, language arts, health, art, and social studies. Gardens are **culturally appropriate** for students from diverse backgrounds and provide an inclusive environment for all. I also coordinate a Garden Education Professional Learning Community for teachers to work together to align garden-based activities with educational standards.

I collaborate with teachers to link garden-based education activities to grade-level curriculum. For example, in third grade students study plant growth and development. **Students are able to connect the learning taking place inside the classroom with activities outside in the garden.** During a series of classes we dissect lima beans and set up germination trays to observe how different seeds start to grow, learn about plant parts and functions, and compare different growth rates. Students plant sugar snap peas in the school garden and apply their math skills to measure and track their growth throughout the spring. At the end of the school year students will be able to harvest and taste the sugar snap peas that they planted. This **integrated plant life cycle unit utilizes the school garden as a classroom and connects students with growing and eating nutritious food.**

April 12<sup>th</sup> 2016

green

Dear Diane Mckeel, Lysa

My name is Lysa. I go to Lyndch wood elementary school I write this letter because I love garden, because it help the earth have freash air.

First of all, you can get vegetable from ~~the~~ the garden if you plan a garden you don't have to buy vegey from the store,

Second of all, we love to eat vege and fruit ~~we~~ ~~have~~ ~~to~~ ~~much~~ junk food.

Third of all fruit all fruit and vege help us have good health kids don't exercise.

Finally, kid should have

Ron Manderscheid, PhD, executive director, The National Association of County Behavioral Health and Developmental Directors, predicts that by 2020 peers will constitute 30% of the behavioral health workforce. Some think the figure is c 45%

Total MH/AP  
budget 2017  
~~121 million dollars~~  
121 million  
dollars



**Department:** Health Department **Program Contact:** David Hidalgo  
**Program Offer Type:** Innovative/New Program **Program Offer Stage:** As Requested  
**Related Programs:**  
**Program Characteristics:** Out of Target

**Executive Summary**

MHASD supports a recovery oriented system of care which endorses the belief that all consumers experiencing mental health and substance use conditions can and do recover. The important voice of consumers, with lived experience brings a valuable and necessary perspective to ensure community services are recovery oriented and trauma informed. In order to support the expansion, coordination and quality of peer services in Multnomah County, we seek to employ an Office of Consumer Engagement within MHASD.

**Program Summary**

Currently, MHASD and community contractors employ a total of 76 paid peer staff and volunteers. The MHASD Office of Consumer Engagement will advise division leadership and function as liaisons to community providers and system partners. This team will also help MHASD utilize current resources to improve engagement and coordination of care for our most vulnerable residents in Multnomah County living with mental illness and addiction. Peer staff will develop workforce strategies and community training to increase awareness and the number of peers being competitively employed in our county. We believe that employing an Office of Consumer Engagement in MHASD will increase engagement of consumers in our community, improve our outreach to diverse communities around mental health and substance use, and improve outcomes that lead to recovery for those we serve.

This peer team will work with MHASD, contracted providers and system partners to increase awareness about the value of including peers in all aspects of our community system of care. Additionally, the team will assist MHASD to improve strategies for outreach, engagement and coordination of recovery services to a population of consumers frequently engaged with multiple systems in our community.

OCE will work with and the division, department, and community to lead, support, and advise on peer efforts across our county. The development of other projects and improved community engagement will include: creation of a county Peer Advisory Network, peer led community trainings, recommendations supporting system improvements, assistance with the mental health public awareness campaign and improved engagement around mental health and substance use with our local communities of color.

Performance Measures					
Measure Type	Primary Measure	FY15 Actual	FY16 Purchased	FY16 Estimate	FY17 Offer
Output	Number of peer lead trainings and supervision sessions	0	0	0	8
Outcome	Number of peers employed across provider agencies	0	0	0	150
Output	Number of MHASD and provider program and leadership meetings attended.	0	0	0	24

**Performance Measures Descriptions**

This is a new program offer.

**Legal / Contractual Obligation**

N/A

**Revenue/Expense Detail**

	<b>Proposed General Fund</b>	<b>Proposed Other Funds</b>	<b>Proposed General Fund</b>	<b>Proposed Other Funds</b>
<b>Program Expenses</b>	<b>2016</b>	<b>2016</b>	<b>2017</b>	<b>2017</b>
Personnel	\$0	\$0	\$134,500	\$0
Contractual Services	\$0	\$0	\$6,000	\$0
Materials & Supplies	\$0	\$0	\$8,000	\$0
Internal Services	\$0	\$0	\$1,500	\$0
<b>Total GF/non-GF</b>	<b>\$0</b>	<b>\$0</b>	<b>\$150,000</b>	<b>\$0</b>
<b>Program Total:</b>	<b>\$0</b>		<b>\$150,000</b>	
<b>Program FTE</b>	<b>0.00</b>	<b>0.00</b>	<b>2.00</b>	<b>0.00</b>

**Program Revenues**

<b>Total Revenue</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
----------------------	------------	------------	------------	------------

**Explanation of Revenues****Significant Program Changes**

Last Year this program was: