

SCHOOL PARTNERSHIP SNAPSHOT

CitySprouts school garden program addresses three 21st century needs: inquiry-based, hands-on learning opportunities in our public school system; good food choices for life-long health, and building a relationship with nature, in urban environments.

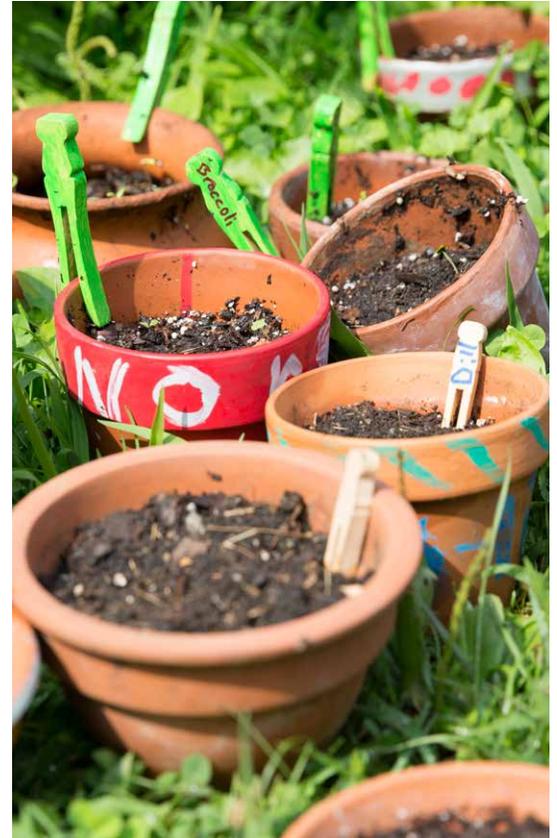
In the School Partnership Program, our garden coordinators provide weekly on-site support to our partner schools eight months of the school year, helping teachers create inquiry-based learning for their students in the garden and meaningful follow-on in the classroom.

Our schoolyard learning gardens grow a variety of plants, edible as well as non-edible. Food education is supported through activities such as apple cider pressing in the schoolyard and helping classrooms harvest and prepare the produce they've grown.

Because of CitySprouts, a significant majority of students in our partner schools participating garden-based learning during the school year.

- 298 Cambridge teachers and 233 Boston teachers used their CitySprouts garden for instruction in 2015-16, and 23% of these teachers took their class to the garden 6 or more times during the school year.

CitySprouts School Partnership program serves 20 urban public schools with a total population of more than 7,000 students ages 3 – 14.



CAMBRIDGE SCHOOL PARTNERS

Amigos, Baldwin, Cambridgeport, CSUS, Dr. M.L.King, Fletcher Maynard, Graham & Parks, Haggerty, Kennedy-Longfellow, King Open, Morse, Peabody, PAUS, RAUC, Tobin, VLUS

BOSTON SCHOOL PARTNERS

Baldwin Early Learning Center, Clarence R Edwards Middle School, David Ellis Elementary, Higginson Lewis K-8, Lee Academy Pilot School, Oliver W Holmes Elementary, Orchard Gardens Pilot School, Mather Elementary

REAL-WORLD LEARNING HAPPENS IN THE GARDEN

ENGINEERING:

5th graders design and build devices to make watering easier for young children.

SCIENCE PRACTICES:

4th graders hone observation and scientific drawing skills as they track plant & insect life in the garden.

FOOD SYSTEMS:

2nd graders experience regional differences in food and climate as they plant and eat the garden harvest.

PROBLEM-SOLVING:

A whole school contemplates possible solutions and outcomes when aphids attack the kale plants in the schoolyard garden.

CitySprouts is supported by the following key partnerships:





IMPACT

CITYSPROUTS HELPS CHILDREN LEARN.

- 97% of teachers find that the garden increases their students' curiosity about the natural world.
- 81% of teachers find that their students ask deeper questions as a result of garden-based lessons.
- 75% of teachers find that their students are more confident planning and carrying out investigations– a key science practice– as a result of garden-based lessons.
- 82% of teachers find that the garden experience makes curriculum more accessible for special education learners and 81% find the garden an asset for their English Language Learning students.

CITYSPROUTS MAKES A POSITIVE DIFFERENCE IN CHILDREN'S HEALTH AND WELL-BEING.

- 81% of teachers find that the garden experience increases their students' interest in fruits and vegetables.
- Most teachers find that the garden experience creates positive environment for social-emotional learning, specifically to practice collaboration and teamwork (63%), and opportunities to practice patience and persistence (58%).

CITYSPROUTS IS A VALUED RESOURCE TO TEACHERS.

- 68% of teachers find that the garden helped them provide meaningful hands-on learning opportunities for their students.
- 65% of teachers find that garden activities create opportunities to interact with their students in valuable ways.

We measure the impact of our School Partnership Program through an annual survey to teachers in our partner schools. Outcomes above are based on 220 teacher responses.

“Many of the students tried new foods and took “risks” with experiencing new things - dirt, bugs, water, being wet, and mud.” –Kindergarten Teacher, Cambridge

“Children loved bringing garden items and materials into the classroom to continue exploring and investigating.” –Kindergarten Teacher, Cambridge

“The garden provides valuable exposure and amazing sensory experiences for my students in the autism strand. We appreciate it as a unique vocational experience as well.” – ASD (Autism Spectrum Disorder) Teacher, Boston