

Background

- UR grew out of YouthLaunch, a program designed to empower high school students by organizing them to mentor younger students
- Independent non-profit agency as of 2011
- UR uses food and farming to transform the lives of young people and inspire, engage, and nourish the community

Urban Roots (UR)

- Provides paid internships to 24 youths age 14-17 to work on a 3.5 acre urban farm
- Grow ~30,000 lbs produce working with community partners, volunteers, and staff
- Forty percent (40%) of harvest is donated to local soup kitchens, food pantries
- Sixty percent (60%) sold through Farmers Markets and CSAs

Guiding Principles of UR

- Provide a high quality, transformational experience for youth and community members
- Celebrate “Rigor” and meaningful, hard work
- Build strong relationships
- Cultivate intentionality
- Engage work with spirit of celebration and joy
- Honor and respect diversity

Interns

- Grow
 - Cultivating the soil
 - Planting
 - Harvesting
- Marketing
 - Distributing produce
 - Community Supported Agriculture (CSA)
 - Farmers' markets

Spreading the word

- Interns not only learn about cultivating the land and marketing product, they learn to speak in public about the UR experience and to answer questions from audiences, about growing, marketing, and preparing the food that they grow

Rationale for survey

- Impact on youths who participate in farming activities has been described, previously
- Impact on immediate family members is not well understood
- UR administers an informal survey to parents and family members at conclusion of internship but it has not been formalized
- “Ripple” effect may justify efforts toward expanding the program

Process of developing survey tool

- Research existing questionnaires and types of

Constructs

- Demographics
- Intake
- Knowledge
- Intake

Design

Create survey

Identify controls (from waiting list, potentially)

Administer survey (Pre- and Post-)

 Involves help – TAs, graduate students

 Gather responses

Analyze data

Demographics

3. Ethnicity/Race

- a. Hispanic or Latino (including Mexican-American, Central American, and others)
- b. Chinese or Chinese-American
- c. Vietnamese or Vietnamese American
- d. White, Caucasian, Anglo, European American (not Hispanic)
- e. Black or African-American
- f. American Indian/Native American
- g. Pacific Islander (Hawaiian, Tongan, Samoan, Guamanian)
- h. Filipion
- i. Mixed: My parents are from two different groups
- j. Other

Demographics

4. What are the ages of the children living with you?
5. What is your relationship with the youth intern?
6. What is the highest grade or year of school that you completed?
 - a. less than 8th grade
 - b. finished 8th grade
 - c. some high school
 - d. high school graduate/GED
 - e. some college or vocational school
 - f. college graduate
 - g. graduate or professional training

Interest/Motivation

Interest/Motivation

The main reason I would eat fruits/vegetables from the farm is

- a. I want to eat a more healthy diet
- b. The fruits/vegetables from the farm do not contain as many pesticides as store bought
- c. My child is learning to farm.
- d. I want to support local farmers.
- e. Other

Interest/Motivation

I would learn new ways to prepare produce from the farm because

- a. I want my family to learn to like fresh produce
- b. My child pushes me to learn
- c. I am interested in learning to cook farm

Intake

1. On average, how many times does your child bring home fresh produce from the farm?

a.

b.

c.

d.

Intake

- On average, how many times per week do you eat the produce brought home from the farm?
 - a. Never
 - b. 1-3 (last month)
 - c. 1-2 times/week
 - d. 3-4 times/week
 - e. 5-6 times/week
 - f. 1 time/day
 - g. 2 times/day
 - h. 3 times/day
 - i. 4 times/day
 - j. 5 or more times/day

Intake

- Over the last month, not counting lettuce salad, white potatoes, cooked dried beans, or vegetables in mixtures such as sandwiches, omelets, casseroles, Mexican dishes, stews, stir-fries, soups, how often did you eat vegetables?
 - a. Never
 - b. 1-3 (last month)
 - c. 1-2 times/week
 - d. 3-4 times/week
 - e. 5-6 times/week
 - f. 1 time/day
 - g. 2 times/day
 - h. 3 times/day
 - i. 4 times/day
 - j. 5 or more times/day

Intake

- Over the last month, how often did you eat vegetable soups? Include tomato soup, gazpacho, beef with vegetable soup, minestrone soup, and other soups made with vegetables.
 - a. Never
 - b. 1-3 (last month)
 - c. 1-2 times/week
 - d. 3-4 times/week
 - e. 5-6 times/week
 - f. 1 time/day
 - g. 2 times/day
 - h. 3 times/day
 - i. 4 times/day
 - j. 5 or more times/day

Knowledge

Where do you get information on fruits/veggies?

- a. Nowhere. I don't know where to find it
- b. Media (magazines, tv, internet)
- c. I learn from my child
- d. I learn from my friends, other family members
- e. I learned about fruits and vegetables in school
- f. Other

Knowledge

Which of the following foods grows locally, in Texas?

- a. pineapple
- b. avocado
- c. okra
- d. mango
- e. I do not know

Knowledge

Which vegetables are seasonal in Texas?

- a. Brussels sprouts
- b. peaches
- c. strawberries
- d. eggplant
- e. all of these vegetables are seasonal in Texas

Knowledge

Which is the least processed food?

- a. packaged baby carrots
- b. Flash frozen broccoli
- c. Egg McMuffin
- d. Pickles
- e. Blue Cheese

Competencies addressed by project

- Environmental health
 - Value of farming programs within a community
 - Increased awareness of the value of cultivating land in a responsible way
- Social & Behavioral Sciences
 - Interacting with youths, parents, siblings, management
- Communication
 - Develop & enhance communication skills to be able to communicate with potential corporate sponsors, scholars, and community members

Competencies

- Cultural competency
 - Identify the roles of cultural, social, and behavioral factors in determining the organization and delivery of public health services and programs
- Ethics
 - Apply legal and ethical principles to practice of public health in a variety of settings
 - Learn process of obtaining IRB approval

Comments

- Survey tool is part of Capstone project in which the data gathered from administration of the survey tool will be analyzed to determine if a potential valuable “ripple” effect is present