

Final Report to Metro Greenspaces Education Grant Program #924584

In December of 2002 the Friends of Zenger Farm (FZF) received \$8950.00 for the Eating and Ecology Youth Education Program at Zenger Farm and Wetland. The program, which has since been re-named to the Grow Wise Youth Education Program represents the single largest service priority at Zenger Farm and provides educational opportunities in sustainable urban agriculture, local environmental concerns and stewardship to the low-income and disadvantaged youth of Outer Southeast Portland. The following is a report on activities related to this grant over the period from December 2002 – May 2004.

Project Background and Purpose

Zenger Farm is located on a 16-acre parcel in southeast Portland at 11741 SE Foster Road and is one of the last historic working farms within the City of Portland. The farm's northern boundary abuts the Springwater Corridor, a 40 mile urban greenway. It is separated into a 6-acres upland farm and 10-acre wetland and spring. The spring is one of the primary sources of water for Beggar's-tick Marsh. As such Zenger Farm represents a unique opportunity for access to greenspaces and structured recreation and education opportunities for urban residents.

The Friends of Zenger Farm (FZF) was created in 1999 to provide hands-on educational opportunities in environmental stewardship, urban agriculture, and sustainable business development. In December 2002 the Friends of Zenger Farm received \$8950.00 from Metro Greenspaces Educational Grant Program to carry out our Grow Wise Youth Education Program.

The Grow Wise project was the first FZF program targeted to the disadvantaged youth of Outer Southeast Portland. The Lents neighborhood, where the farm is located, has been designated 'blighted' by the federal government and is currently the subject of an Urban Renewal effort by the Portland Development Commission. The low-income youth of the area do not have the same opportunities as many of their peers in more affluent areas. Grow Wise is an effort to address this gap by empowering these disadvantaged youth with knowledge of local environmental issues such as seasonal flooding and storm water management and hands-on skills that are applicable in the rest of their lives.

Who and how many benefited

The Grow Wise project targeted low-income students of Outer Southeast Portland, including Russian, Mexican and Laotian minorities. As a result of the Metro grant and additional community funding FZF was able to create partnerships and provide learning opportunities to the following schools and organizations in the outer southeast area: Binnsmead Middle School, Mt. Scott Park Middle School, Kelly Elementary School- sun program, Two Rivers Montessori, Creative Journies summer camp, Girl Scouts, Portland Youth Builders, Whittaker Middle School, Mt Scott Park High School, David Douglas, Lents Elementary, Marysville Elementary, Growing Gardens, Hydromania Summer Camp, Rose CDC, Portland Community Gardens, Sellwood Campfire, Alpha High School, EMS, Marshall High School, Centennial High School, Richmond Elementary School and Madison High School. This list represents more than a doubling of our program partnerships for the youth education activities at Zenger Farm, which was a primary goal of the Greenspaces Grant to launch the Grow Wise Youth Education Program.

Another goal of the program was to reach a minimum of 500 students through both regular, focused activities, and one-time visits. Since December of 2002 Friends of Zenger Farm have hosted 638 total students from the outer southeast area, 132 of which participated in multiple-visit activities learning about local environmental issues and stewardship opportunities in the outer southeast area. An additional 50 students visited the farm from other areas of the City of Portland. The total number of students served during the grant period was 688 students.

The Grow Wise project also allowed us to establish a formal partnership with the City's Watershed Stewardship Educator, Lynn Vanderkamp. By partnering with Lynn we were able to develop curriculum and hands-on activities that created a link between the farm and the adjacent wetland.

Project Activities and Objectives

Grow Wise project activities during the grant period included:

- wetland observation
- soil and water quality testing
- erosion control demonstrations
- pest lifecycle monitoring
- composting as method to reduce water and fertilizer need
- experiential education opportunities such as listening, tasting and exploring
- service learning such as mulching, planting, bed preparation, weeding, trellising, transplanting, harvesting etc.
- leadership development
- project internships

Specific Objectives of the Grow Wise Program during the grant period:

1) Learn to utilize scientific tests and measurements to monitor ecosystems:

-this was achieved in several ways, either through partnering with Lynn Vanderkamp with the City of Portland who provides test and analysis activities in the wetland environment as a normal part of her curriculum or through several easily created soil and water quality tests such a soil sample that is mixed up in water and left to settle over night into clay vs. sandy layers for next day analysis

2) Analyze and understand the results of these tests

-students were asked to analyze the results of the above listed tests through written evaluation of farm and wetland experiences; ample time for discussion was scheduled and facilitated by group activity leader. Test/Monitoring results were also taken back to the classroom where program partner educators utilized as part of scientific curriculum and exercises.

3) Learn the basics of food production

-food production basics were demonstrated by multiple farm visits over several seasons and ongoing service learning projects where students were asked to participate in regular farm maintenance activities such as mulching weeding, planting, bed preparation, trellising and harvesting

4) Be responsible for developing and implementing their own on-farm project

-students participating in ongoing internships at the farm worked with farm personnel to develop and implement their own on-farm project, such as the planting of an orchard, blackberry removal, native plant restoration, pest monitoring and pollination plantings around fruit trees

5) Cultivate their ability to articulate and defend points of view while debating relevant issues around habitat restoration, food distribution, and community development.

-students were encouraged throughout project activities to ask questions and provide peer assistance during discussion of environmental concerns, farm stewardship, food production and sustainable development issues. Ample time was scheduled for leader facilitated group discussion of current events such as the Winter 2002 flooding of the Johnson Creek Watershed

Organizational Activities and Objectives

Specific Organizational Objectives related to the Grow Wise Program during the grant period:

1) Develop criteria and agreements for successful partnerships

- FZF created both a Partnership Agreement form and a Partnership Evaluation form (see attached). These documents helped to formalize the relationship between FZF and program partners and to lead discussion of designated roles and responsibilities of each partner. The evaluation tool was also utilized to continually update and improve program partnerships for both parties.

2) Pilot an assessment tool for programs

- FZF utilized a pre- and post-curriculum testing procedure to evaluate program effectiveness in terms of increasing the knowledge/thinking capacity of students. Typically test results increased by 10% or more after a particular curriculum. See attached sample of the pre/post tests and qualitative summary of test results from two case studies: 1) Kelly Elementary School – Sun Program 2) Mt. Scott Middle School. Program effectiveness was also assessed based on the results of the Partnership Evaluation form which allowed partner educators to comment on curriculum effectiveness. See attached qualitative summary of educator evaluations.

3) Implement a curriculum that meets a minimum of five CIM science benchmarks

- Science benchmark based curriculum development was successfully integrated into all FZF programming through the efforts of the AmeriCorps Education Coordinator position. The specific Grade 8 CIM benchmarks included

- *Energy*: Tracing the flow of energy transformations in a system
- *Photosynthesis*: Identify what it is and how it happens
- *Diversity/Interdependence*: Understand that the sun is the primary energy source in most ecosystems, understand the concept of niche and how it relates to competition, and introduce some basic relationships (such as predator/prey, producer/consumer, parasite/host)
- *Dynamic Earth*: Understand that the earth's resources are limited and discuss ways to address this
- *Earth in Space*: Identify the earth's motion in space, and how this relates to days, years, seasons, etc.

Curriculum is currently being compiled into a brochure format for distribution to program partners and should be available by Fall 2004. This deadline is not congruent with the grant period final report due to a 6 month delay in the start date of our Americorps Education Coordinator, Nieka Rahe.

4) Implement a system to track all farm visitors and their activities

- FZF has developed a simple, yet effective farm visitor tracking tool that allows us to code groups by activity, location, age and contact (see attached sample). The system allows at-a-glance calculations of the number of visitors to the farm during any given time frame and is a strong tool for program reporting and tracking.

Program Longevity and Transfer to Others

The Metro Greenspaces Educational Grant has served as a foundational funding source in launching the Grow Wise Youth Education Program. The Metro funding has attracted additional funders from private individuals to difficult to access foundations like the Oregon Community Foundation Donor Advised Funds. During the grant period, FZF has successfully established the Grow Wise Youth Education Program by more than doubling the number of program partners, dramatically increasing the number of disadvantaged students reached through the program and investing in some long-term program equipment such as monitoring camera, collection materials, garden tools etc.

In addition to sharing program resources with all program partners, FZF is a member of the Community Food Matters Coalition which is actively working to network environmental educators working to promote sustainable food systems. This group meets regularly to discuss collaboration possibilities, to joint fundraise and to share curriculum resources. Upon completion of FZF curriculum development in the Fall of 2004, all resources developed under the Metro grant will be shared with this group effectively expanding the reach of these resources.

Grantee Evaluation of Program

In general the launch of the Grow Wise Youth Education Program at Zenger Farm with support from the Metro Greenspaces Educational Grant program was extremely successful. This program is the first attempt by FZF to target educational activities to the low-income, disadvantaged youth of Outer Southeast Portland. We discovered that with the addition of targeted outreach and communication with local outer southeast educators and youth service providers we were able to source the overwhelming majority of our student visits from students living in outer southeast Portland. In terms of aligning with our mission to promote sustainable food systems, environmental stewardship and local economic development, this shift in focus to placing priority on underserved schools and students has been critical in building support for further development of our programs and in aligning with urban renewal efforts on the part of the City of Portland to increase livability and food security in the Lents neighborhood.

Photo Documentation

For photo documentation of the Grow Wise Youth Education Program during the grant period, please see enclosed powerpoint presentation included with this report.

Partnership Agreement
Between Friends of Zenger Farm (FZF)
And XXX,

Dates of Field Trips

XXX at XX for an XXX trip - The field trips meet at 11741 SE Foster Rd. The field trip runs from XX – XX am.

Purpose of Agreement

This agreement describes the general ground rules, expectations, and responsibilities for educational programs undertaken by FZF on behalf of XXX.

FZF Mission Statement

Friends of Zenger Farm was created to preserve a 16-acre urban farm and to promote sustainable food systems, environmental stewardship and local economic development through education and demonstration.

Background

FZF, established in 1999, is a private, nonprofit organization dedicated to providing people with diverse opportunities to reconnect to food systems and the natural world. Programs at Zenger Farm are free and open to all interested persons. FZF develops long and short-term partnerships with many businesses, agencies and community-based organizations that help FZF meet its goal of fostering reconnection to food and the environment.

Project Process

FZF and XXX have determined that working together will help both agencies fulfill their missions. If both parties agree to the terms set forth below, FZF will work with XXX teachers to complete curriculum development and proceed with preparation of the farm site for students' visits.

For the duration of this agreement, Friends of Zenger Farm will:

1. Provide a motivated, energetic on-site instructor who will arrive on time and remain on site until the class is completed or until the agreed upon hour;
2. Provide lessons and materials to engage and educate students about ecology, agriculture, human impact, and scientific concepts;
3. Be attentive to students' needs and comfort levels; ensure that students have access to restrooms;
4. Provide liability insurance that covers all visitors to the site.

For each visit, the XXX will:

1. Take all reasonable steps to assist the FZF instructor to fulfill her obligations;
2. Contact the FZF instructor at the earliest possible time if significant changes in the visit are anticipated;
3. Transport students to Zenger Farm in a timely manner;

4. Ensure that students are dressed appropriately for weather conditions, and warn students with allergies to take their medications in advance of visiting Zenger Farm;
5. Administer pre- and post-tests to students to assist with FZF assessment efforts, and also provide informal feedback on FZF programs;
6. Provide at least one teacher on-site who will assist with any disciplining needs, participate fully in the programs and lead some activities if agreed upon beforehand.

Other Understandings Between Partner Agencies

1. FZF currently has no heated, indoor spaces at Zenger Farm. In the event of light rain, FZF can provide some shelter and will plan to conduct activities as normal. In the event of heavy rain, thunderstorms, sleet or snow, the XXX should postpone travel to the farm and have back-up classroom plans prepared. If weather looks questionable, representatives from FZF and XXX will communicate in the morning before the visit and come to a mutual decision about the day's activities.
2. Either FZF or the XXX may terminate the relationship and this agreement at any time. Also, the terms of this agreement are at all times subject to amendment by written agreement.

Logistical Information

What to Wear: It is often cold and damp at the farm. We will spend the entire field trip on the farm. Therefore, it is extremely important that students and chaperones come properly dressed. *We highly recommend waterproof boots or old shoes, jackets, pants, appropriate jackets and sweaters, as well as bringing extra clothing in a backpack.* Also, please have students wear or bring sun protection (sunscreen and hats).

What to Bring: If students are bringing a nutritious lunch and drink, we encourage reusable containers and limited packaging. Please bring a large garbage bag for trash or have your students be prepared to "carry in and carry out" their own trash and recyclables.

Group Sizes: For the majority of the field trip we will be in one group. We recommend students wear a visible nametag.

Tri-met information: The 71- 60th Ave/122 Ave. bus travels past the farm on Foster Rd. The nearest stops are at 11601 SE Foster traveling either east or west and 12041 SE Foster westbound or 12026 SE Foster eastbound.

I have read and agree to abide by the above conditions during all collaborative education programs.

XXX:

(Contact Person) _____

(Address) _____

(Phone) _____

(e-mail) _____

XXX Representative Signature: _____

Date:

FZF Representative Signature: _____

Date:

Qualitative Summary
Grow Wise Youth Education Pre- and Post-curriculum Test Scores
Spring 2004

Case Study #1:

School: Kelly Elementary School – Sun Program
Program: Seed to Supper
Age: 1st – 3rd Grade
Number of Students: 15
Number of Instructors: 1, + chaperone
Duration: 7 weeks
Days/Time: 1x per week for 1hr
Average Increase of Score: 10%

Discussion: 30% of the increase was due to the change of format of a question from pre to post. This question is about what plant parts we eat was changed and allowed for more ages to answer the question. The directions were more transparent and made for a more easily answered, all ages question. 50% of the increase in score was the multiple choice question about how many legs an insect has. There are several questions that had no increase or a slight decrease in correct answers. For example, the question about composting was not related to an entire lesson, but rather part of the vermiculture lesson and therefore did not show any significant improvement. Another difficulty was in designing a test appropriate for students of mixed ages from grades 1-3. Third graders were bored with the test and 1st graders couldn't read all the questions or write answers very well. One student wanted help reading the question. When it was read to her she immediately knew the answer, but was frustrated by writing it and spelling it. This could have been the case for some of the other kids, but they didn't ask for help. For some it created an atmosphere of tension and some students didn't do well because of that. They were also a difficult group to teach to. It was difficult to engage these 15 youth in activities as a group. Smaller groups were more effective, but less educational because of only having one teacher. There were a few troublesome children with concentration issues that were in constant need of attention to focus and also for safety.

Case Study #2:

School: Mt. Scott Middle School
Program: Insect Monitoring and Farm Ecology
Age: Middle School
Number of Students: 25 Girls, 25 Boys
Number of Instructors: 3 for Girls, 3 for Boys
Duration: 8 weeks
Days/Time: 4 visits for 2hrs
Average Increase of Score: Boys: 10% Girls: 19%

Discussion: The first three questions about what an insect looks like (body parts, # legs, and type of skeleton) were solidified in the post test. All the girls completed that question right and there was an increase in the number of boys who got those questions right. Both the boys and girls increased their knowledge regarding the monitoring project we were doing. They discovered what kinds of plants the cabbage maggot likes to eat. There were some questions that were not covered in our classes due to time constraints. A possible reason for the discrepancy between the boys and girls scores could be related to the fact that the boys were more difficult to engage than the girls group. At middle school age the boys are markedly different in terms of maturity. The girls were more interested and easier to relate information to. Often times the girls were able to assimilate additional lessons while the boys group took longer to accomplish a smaller amount of curriculum.

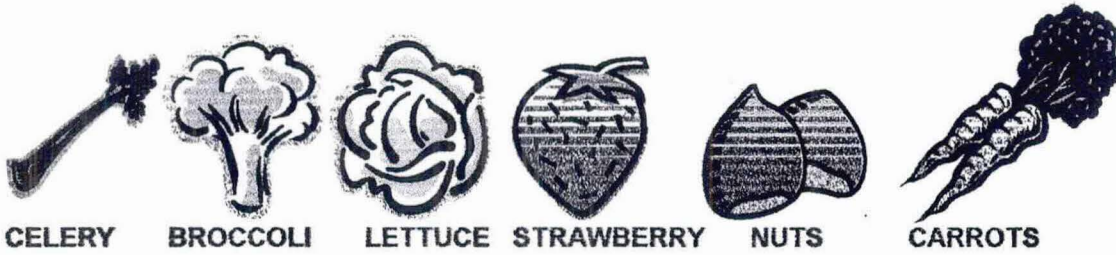
Kelly elementary school pretest

What 4 things do plants need to survive?

- 1.
- 2.
- 3.
- 4.

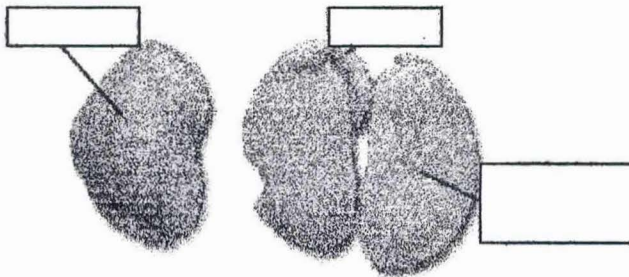
What Parts of the Plant Do We Eat?

Draw a line between the plant and the part of that plant that we eat.



Seed Fruit Leaves Flowers Roots Stem

Name the three parts of the seed-



What are two things insects do in the garden

- 1.
- 2.

How many legs does an insect have?

1. 2 legs
2. 4 legs
3. 6 legs
4. 8 legs

Label the three body parts of an insect



Draw something that depends on healthy soil

List one reason why we compost

Name two things worms like to eat

- 1.
- 2.

Mt.Scott Middle School Pre-Test

How many legs does an insect have?

1. 6
2. 8
3. 4
4. Any of the above

What sort of skeleton does an insect have?

1. No skeleton
2. An internal skeleton
3. An external skeleton
4. A hydrostatic skeleton

The insect body is divided into

1. Two parts, a cephalothorax and an abdomen
2. Three parts, a head, thorax and abdomen
3. One part- a true body section
4. Any or all of the above

Draw the life cycle of a butterfly- use arrows to show the direction the life cycle flows and label each stage of the life cycle. (butterflies have the same life cycle as cabbage maggots and other insects)

What Family of plants is the cabbage maggot attracted to? List 3 examples of plants from that family.

Name 4 things insects do in a garden

- 1.
- 2.
- 3.

4.

Explain in a few sentences one way an Organic farmer can keep insect pests, like the cabbage maggot, population balanced?

What do plants produce in photosynthesis:

1. Carbon dioxide and water
2. Oxygen and carbohydrates
3. Chlorophyll and carbon
4. Sunlight and water

The best way to organically grow healthy garden plants is to:

1. Give them man-made fertilizers
2. Take care of the life in the soil
3. Leave them alone
4. None of the above

Most of the food we eat has traveled over a thousand miles to get to us. As a result,

1. It has less nutrients
2. Enormous amounts of non-renewable resources are used to ship it
3. it requires excessive packaging
4. All of the above

True or False

- | | | |
|---|---|---|
| 1. The sun is the primary source of energy for most living things | T | F |
| 2. Everything is connected to everything else | T | F |
| 3. Nothing lives in soil | T | F |
| 4. A beneficial insect is beneficial to a gardener in all phases of it's life | T | F |
| 5. A cover crop returns nutrients to the soil | T | F |

**Qualitative Summary
Grow Wise Youth Education Partner Evaluations
Spring 2004**

Partners: Madison High School, Richmond Elementary School, Centennial High School, Rose Community Development, Binnsmead Middle School, Mt. Scott Middle School – Boys & Girls

Programs: Single-visit farm tours, multiple-visit pest monitoring, multiple-visit farm ecology

Summary of Responses:

1. *Did the program increase or enhance your students' knowledge of sustainable food systems?*

- Average response on a scale of 1-5 was a 3.6

2. *Did the program increase or enhance your students' knowledge of environmental stewardship?*

- Average response on a scale of 1-5 was a 3.2

3. *Do you expect to use what you have gained in this program in your classroom?*

- Average response on a scale of 1-5 was a 3.4

4. *Please check the one box that best describes you:*

Teacher/Educator

Youth Service Provider

Other _____

- 7x Teachers, 2x Coordinators

5. *Please describe the most useful parts of the partnership/educational programming.*

- The two most common responses were "getting out to the farm" and "hands-on activities". Participants also found FZF staff planning, engaging in volunteering, mentorship and the opportunity to teach "useful skills" or to "taste food right out of the ground" useful.

6. *What was the least effective part of the partnership/educational programming? What changes would you recommend for next time?*

- The most common response was "educational space" or "classroom" which is effectively an open-air garage with no electricity. Participants also determined the need for more "pre-teaching" in the home classroom, more visuals and a greater diversity of activities in some instances. The Mt. Scott instructors cited behavioral problems with the students as the most difficult factor.

7. *What is your overall rating of this Partnership?*

(Please circle)

Poor

Fair

Good

Excellent

- 4x Excellent, 4x Good, 1x Fair. Additional comments included excitement about future programming and suggestions for discrete stations during farm tours. The "Fair" rating related that rating to the behavior of the students.

8. *Please rate the farm location and facility (Please Circle).*

Poor

Fair

Good

Excellent

- 4x excellent, 5x Good. Additional comments included "easy to get to", "lovely", "very impressive, well done." and recommendations of discrete stations for tour.

9. *How did you learn about this program? (Check all that apply)*

Family or friend

Zenger Staff Outreach

E-mail or list serve

Brochure

Other _____

-5x Outreach, 1 x Word of mouth, 1 x Family/friend, 3x Americorps

10. *Are you interested in partnering with us for future programming?*

-All participants were interested in partnering in the future, citing specific examples of times, programs and student group

Friends of Zenger Farm ♦ Fact Sheet

11741 SE Foster Road ♦ Portland, OR 97266 ♦ 503-282-4245

www.zengerfarm.org

Grow Wise Youth Education 2004 EVALUATION FORM

Please complete and return to Nieka Rahe at above address or nieka@zengerfarm.org
Your feedback is essential to helping us improve future programs!

Please circle the appropriate number:

- | | Not at all | | Very much | | |
|---|------------|---|-----------|---|---|
| 1. Did the program increase or enhance your students' knowledge of sustainable food systems? | 1 | 2 | 3 | 4 | 5 |
| 2. Did the program increase or enhance your students' knowledge of environmental stewardship? | 1 | 2 | 3 | 4 | 5 |
| 3. Do you expect to use what you have gained in this program in your classroom? | 1 | 2 | 3 | 4 | 5 |

4. Please check the **one** box that best describes you:

- Teacher/Educator
 - Youth Service Provider
 - Other
-

5. Please describe the most useful parts of the partnership/educational programming.

6. What was the least effective part of the partnership/educational programming? What changes would you recommend for next time?

7. What is your overall rating of this Partnership? (Please circle) Poor Fair Good Excellent

Additional Comment:

8. Please rate the farm location and facility (Please Circle). Poor Fair Good Excellent

Additional Comment:

9. How did you learn about this program? (Check all that apply)

- Family or friend
- Zenger Staff Outreach
- E-mail or list serve
- Brochure
- Other _____

10. Are you interested in partnering with us for future programming?

- No
- Yes If so, please describe? _____



Name _____

Organization _____

Address _____

Day Phone _____ Eve Phone _____ Fax _____

Email _____

Thank you for your participation!

In accordance with Federal law and US Department of Agriculture policy, we do not discriminate on the basis of race, color, national origin, sex, age or disability.

Zenger Farm Visitor Tracking											
Date of visit (1st visit if multi visit)	Contact Name	Organization	Contact Phone	Email	activity	#adults	#youth	#visits this year	activity code	location code	survey eval.
4/17/2003	Eric Noon	PSU	503-777-8094	TheNoonster@netscape.net	3 Thai Jasmine Rice Farmers (here to talk at PSU on GMOs and Jasmine Rice) and 6 students organizers toured the Farm with Laura and Wisteria discussing sustainable agriculture and GMOs in both countries.		3			International	
5/20/2003	Isiah Sandlin	Seattle Bastyr Student	206-547-0874				1			nw	
2/28/2004	Gus Schumacher	USDA		gussch@aol.com	farm tour re: Immigrant Market Garden Funding possibilities		1			nw	
3/10/2004	Colleen Donovan	Heifer International	508-925-7350	colleen.donovan@heifer.org	tour for future partnering with Heifer		1		gstour	nw	
7/17/2003	Daniela Cargill	BES	823-7228	DANIELAC@bes.ci.portland.or.us	10 adults from Parks, BES, Metro, State Park to tour farm		10			or	
8/12/2003	Doug Stamm	Meyer Memorial Trust	228-6512	dstamm@mmt.org	Doug & Eileen for Farm tour re: capital funding from Meyer		2			or	
9/12/2003	Andy Parker	Oregon Tilth		andvp@tilth.org	4 adults from Oregon Tilth for Farm Tour and possible partnership		4	1	gstour	or	
1/22/2004	Scott Klusman	Juan Young Trust	503.722.7080		site visit for funding request		1			or	
2/19/2004	Pat Rahe		541-451-4887		Farm tour		1			or	
4/17/2004	volunteers				Earth Day Work Party		7	1	event	or	
2/6/2003	Sara Kirshenbaum	Portland Youth Builders (OSE)	286-9350		catie had meeting with sara; tour of farm brainstorm what youth builders could do out at farm		1		gstour	ose	
3/10/2003	Lynn Barkley	PPI		lynnb@ppinc.com	Lynn, Mike, Dean, and Matt toured the farm with Wisteria and Erica		4		gstour	ose	
3/13/2003	Whittaker Monica Burtcha	Whittaker Middle School (OSE)	916-8470		8 middle schoolers came for a tour of the farm; we mulched the flower rows for about 1.5 hours; great morning- rambunctious but fun group!			8	ypal	ose	
3/25/2003	Sara Kirshenbaum	Portland Youth Builders (OSE)	503-286-9350 * 219		8 youth builders (age 18-22) came to farm for service learning day from 8:30-2:30. We gave them a tour then put them to work mulching the flower and strawberry rows, putting plastic over cover crops, removing wire trellising; ended with great closing talk- 3 students returned for seven visits total with 3hrs of service learning from 3/25 to 6/2			8	8	ose	
4/1/2003	Annie Lindekugel	Mt. Scott Park (OSE)	771-0297		(11am-3) 22 8th grade boys for beginning of 5 session program; scavenger hunt; soil investigation activity; mulching work-misbehaved group- or just bad day.			22	1	yped	ose
4/3/2003	Louis Martinez	Lents Neighborhood Assoc.	503-771-4297(h)		Louis came out to see the farm pre OS meeting		1			ose	
4/4/2003	John Bier	David Douglas	261-8300		3 students from DD High came for a tour of the farm and some introductory work for their internship with laura; greenhouse work; they begin internship hours 4/13/03-need 24 total with Laura masterson			3		ose	
4/23/2003	Lynn Vanderkamp	Lents Elementary (OSE)		lynnv@bes.ci.portland.or.us	30 5th graders for experiential farm tour and wetland curriculum			30		ose	
5/8/2003	Juan Carlos Arcana	Rose CDC	see OS list	see OS List	farm tour re: OS process		1			ose	
5/22/2003	Carolann Zinda	Two Rivers Montessori	503.788-3847	czinda@tworiversmontessori.org	20 5&6 year old kids, 4 adults out for farm tour and lunch		4	20	1	yptour	ose
5/27/2003	Lynn Vanderkamp	Marysville Elementary (OSE)		lynnv@bes.ci.portland.or.us	30 5th graders for experiential farm tour and wetland curriculum		1	30		ose	
6/13/2003	Nancy Hilyard (troop 2737)	Girl Scouts (OSE)	788-1671		8 10-12 yr old girl scouts at farm for 3 hours; first day of summer program; tour, ecology activities, planting - three visits on 6/13, 7/11 and 7/25- 2nd visit 2 girls for 2.5 hrs(plant ecology and herb garden work) 3rd visit 3 girls for 2hrs(plant biology, soil testing, organic vs. conventional farming activity)			8	2	ose	
6/16/2003	Jen	Growing Gardens (Marysville Elem) (OSE)	503-284-8420		30 K-5th graders for experiential farm tour and scavenger hunt from Marysville Elementary			30		ose	