

Introducing a Gardening Program at Allen County Juvenile Detention Center

Masters Project

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Introduction

In 2016, there were approximately 662 juvenile detention centers (JDC) across the U.S, which housed 48,000 youth (Sawyer, 2019). Over the years, research has shown that placing youth in juvenile detention centers is often an ineffective means of rehabilitation (Ohio Juvenile Justice Association, 2015). Because of this, many states are finding community-based alternatives for youth, which are less expensive, and more effective in reducing recidivism (Ohio Juvenile Justice Association, 2015). However, even with the increased community-based alternatives, there are still tens of thousands of youth, with ages between 10 and 21, who experience life in a juvenile detention center each year.

Lima, Ohio houses the Allen County Juvenile Detention Center. At this JDC, incarcerated youth range in age up to 18 years old (Carroll, 2020). These youth spend anywhere from 24 hours to a year at the JDC facilities (Carroll, 2020). Youth are typically only charged up to 90 days, per count, per charge (Carroll, 2020). However, the typical time spent in the secure residential treatment program is around 303 days (Carroll, 2020). Often, these youth range from moderate to high-risk (Carroll, 2020).

During their time in JDC, youth have a variety of programs and services offered to them. According to Ohio Department of Youth Services (DYS), each youth has access to a wide range of services, such as behavioral and mental health, medical and dental care, recreation, religious services, community service opportunities, education, and reentry services (Ohio Juvenile Justice Association, 2015). The goal of many of these programs is to maintain the wellbeing of the individual youth, as well as reducing recidivism.

If one were to look at the Allen County Juvenile Court webpage, it provides a description of daily life at the center. According to the site, five and a half hours are dedicated to education,

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intervention opportunities, other activities are available such as crafts, and technical classes, as well as organized recreational activities and guest speakers (Allen County Juvenile Court, n.d.).

The center also provides weekly church services, and faith-based groups (such as Teens for Christ and Young Life) are programs available to residents (Allen County Juvenile Court, n.d.).

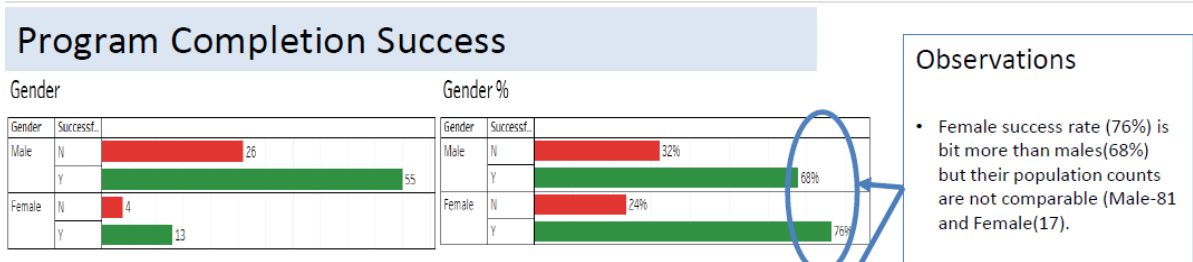
The Allen County JDC is always interested in new programming (Carroll, 2020). The process for introducing a new program is to present to the Program Committee for approval (Carroll, 2020).

Need for the Project

According to Dr. David Roush, “well-designed programs are indispensable tools in accomplishing the many goals of detention” (Sheldon, Jones, Anderson, & Waitkus, 2013). A gardening program at Allen County Juvenile Detention Center (JDC), can help meet this need for good programming opportunities. This program allows participants to gain knowledge, social skills, and leadership abilities. Helping incarcerated youth to increase knowledge, skills, and leadership abilities, can play a large role in reducing rates of recidivism. According to Dictionary.com, the definition of recidivism is, “the tendency of a convicted criminal to reoffend” (recidivism, n.d). The likelihood of a person reoffending varies on factors such as gender, age, and education level (Ohio Juvenile Justice Association, 2015).

When speaking with the Court Administrator in Allen County, it was brought up that there is no standard way to measure recidivism. If one were to look at youth success rates in Allen County, one would see that females tend to be more successful than males. However, there was a higher population of males incarcerated, compared to females (See Figure 1) (Carroll B. R., 2018).

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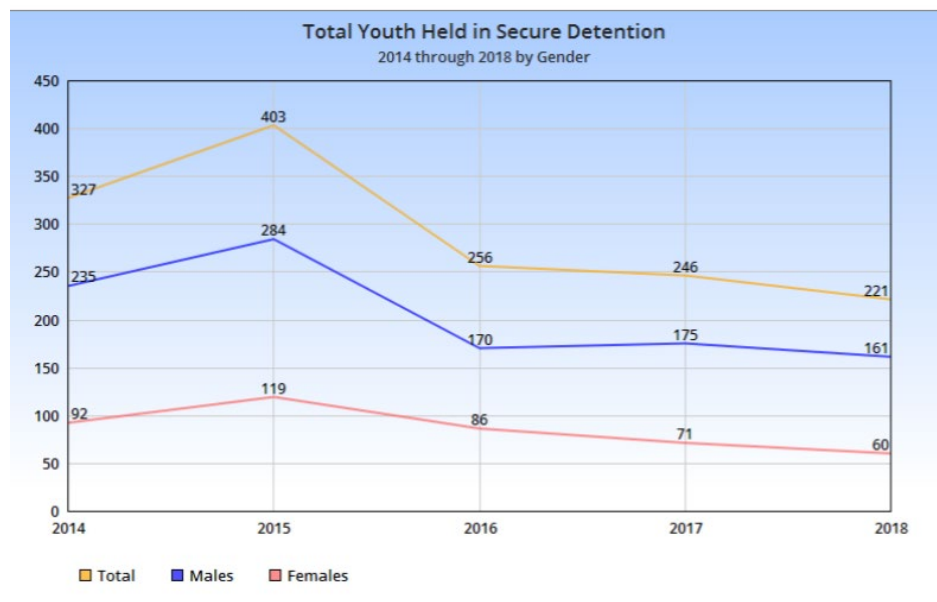
Regardless of standardized definitions and measures of recidivism, introducing a gardening program at a JDC can still make a difference in the lives of youth. Participants can gain knowledge through a gardening program because they can, potentially for the first time, see and experience the life cycle of a plant. They can see roots, stems, blossoms, and fruit. They can use critical thinking to evaluate irrigation, and pest management. Youth would not only be growing plants, but also increasing their knowledge, thus helping them further their education.

They can gain social skills because they are nurturing another living thing. So many of these youth have been raised in tough situations. Often surrounded by poverty, neglect, and violence. Allowing them to grow plants in a garden, and teaching them to be kind to insects in the garden, it introduces participants to being nurturing, respectful, and gentle. These social skills can greatly benefit youth by reducing risk of participating in high-risk activities.

Participants can gain leadership skills through this gardening program because the goal of the program is to be participant led. Rather than having a facilitator be in charge, the goal is to have participants champion the project, while JDC staff and the facilitator are there to oversee and offer direction, as needed. By championing the project, youth will be able to build confidence, increase self-esteem, enhance decision-making skills, and help them to become better leaders.

Background Information

According to the 2018 Annual Report of the Allen County Common Pleas Court, Allen County JDC held 221 youth, consisting of 161 males and 60 females (Carroll B. R., 2018) (See Figure 2) (Carroll B. R., 2018).



These youth were held for offenses varying from being unruly to felony charges (Carroll B. R., 2018). While in custody of the JDC, there are programs that range from educational to therapeutic which youth can become involved in (Carroll B. R., 2018). The overarching goal of these programs is to help youth become and remain a productive and positive member of society (Carroll B. R., 2018). However, the list of services offered does not seem to reflect many hands-on learning opportunities. According to an article from 2015, hands-on learning enhances students' ability to engage in critical thinking (Ekwueme, Ekon, & Ezenwa-Nebife, 2015).

Importance

The importance of introducing a gardening program at the Allen County JDC is that it incorporates many aspects of reducing youth recidivism. As mentioned above, gardening

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programs can help participants gain knowledge, social skills, and leadership. These benefits are only the tip of the iceberg.

The goal for the gardening program is to be participant led. The job of the facilitator is to find individuals who are interested in participating in the program. From there, the participants will be encouraged to work together on carrying out the program. Having an active role in the decision-making process will really work to build the self-esteem of the individuals. The idea is for participants to make decisions based on options given by the facilitator. Participants will be expected to make decisions as a team, and will have individual and team responsibilities.

It is significant that the program will be participant led because it empowers the youth. As stated previously, the youth in juvenile detention center facilities often grow up in unhealthy, unstable homes. Because of this, they often have low self-esteem, feeling that they are incapable of making good decisions. They may also feel that they do not get to make many decisions about what happens in their lives. By giving participants options, and encouraging them to make decisions, which will guide the course of the program, it gives them a sense of empowerment and purpose. The youth will also be encouraged to make decisions as a team, so youth will gain an understanding of teamwork and compromise. Being able to work together and accomplish a task will build individuals' self-esteem, and show themselves and others that they are capable of making good decisions.

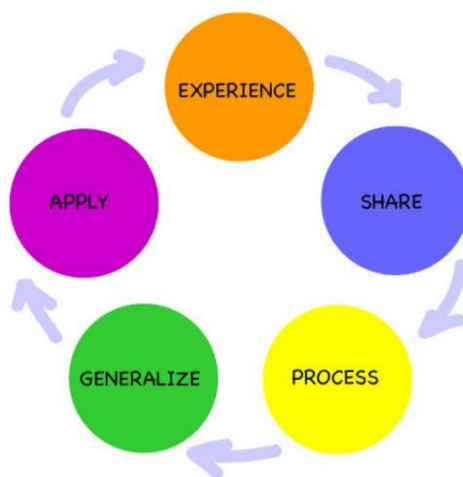
The program will also give participants individual and team responsibilities. While a facilitator and staff will be available for supervision and mediation, the goal of the program is for participants to take responsibility of the garden. Example responsibilities include researching best practices for plant growth, pest management, best management practices, compiling a schedule of weeding, watering, and harvesting. By giving youth responsibilities, they will take

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more pride and ownership of the garden. Researching responsibilities will be relevant to youth, therefore making the information gathering more pertinent. Learning elements of a fair schedule can build leadership ability, and shows youth the art of delegation. They will also be able to learn even more transferable skills, such as how to run a meeting, which will help them with future gardening and/or career opportunities.

Experiential Learning

According to an article from the *Journal of Extension*, “Many educators believe that without an experience, there can be no true learning or real understanding of a concept or situation (Enfield, Schmitt-McQuitty, & Smith, 2007). In order for people to learn from experiential learning, they must be involved, they must be able to reflect on their experience, and they must be able to apply the experience to their life (Enfield, Schmitt-McQuitty, & Smith, 2007). If these steps can be followed, it creates a cycle of on-going experiential learning (see Figure 3). (Enfield, Schmitt-McQuitty, & Smith, 2007).



The gardening program will be a very hands-on working and learning experience. Being able to dig in the dirt, plant seeds, assist in watering, and learn about different types of weeds and

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insects via first-hand experience can be a great learning process for youth. By being hands-on and experiential, it can provide a better learning experience for youth who may struggle in a traditional learning setting. By learning in this environment, it can also help to build self-esteem.

Beyond empowering youth, and building life skills, the program will also have a heavy emphasis on safety and security. The Allen County JDC houses moderate to high-risk youth. The hope of the program is to include all risk levels. However, in order to do this, the program must make certain accommodations. Moderate to low risk youth would need supervision, and per facility guidelines, should be able use tools, and be actively involved in most of aspects of the garden. When working with high-risk youth, there would need to be more supervision and the use of tools would need to be closely supervised or would need to be eliminated. Other safety measures would include keeping an inventory of supplies, as well as keeping supplies in a secure location, in order to reduce theft.

An additional aspect of safety and security in this program would be relationship building. This program will not be built by youth signing their names on a sign-up sheet. The facilitator will spend time building relationships with the youth and staff of the facility. These relationships will help the facilitator to see the youth for who they are, not for what they have done. It will also help youth to see the facilitator as a trusted adult, rather than a stranger. By building these trusting relationships, it should help reduce potential theft. It will also help youth to respect the facilitator, garden, and others.

Through all these different factors, the overarching goal of the program is to reduce youth recidivism. This can be accomplished through building self-esteem, life-skills, and relationships. By building the youth up in this way, the hope is when they go back to their homes, they will have the confidence and skills to make better decisions, and not fall back into bad habits crowds.

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This paper discusses implementing a gardening program at Allen County Juvenile Detention Center, but the goal is that information found in this paper can be used to implement gardening programs at other JDC facilities and/or adult detention centers as well.

Procedures to be Followed

In order for this project to be conducted, certain procedures must be followed. Firstly, the facilitator must create a complete plan. It is necessary to have a plan together before presenting the project to juvenile courts. Some information can be gathered through connecting with facilitators or similar programs. Other information must be gathered at the local level. This plan must include a timeline, budget, and resources.

A planning meeting will be held three months prior to presenting the program to the juvenile courts. This meeting will be held by the facilitator and will be attended by representatives of different community organizations, and potentially by a representative of the Allen County JDC. The purpose of the meeting will be to network and discuss different avenues the program can take to serve youth at the Allen County JDC. By planning, it allows community members to be involved, and allows time for follow up if necessary.

Timeline

A timeline is an important part of any program. As stated above, this program will strive to be relational-based, and participant-led. In order to accomplish, the facilitator must consider the length of time needed to establish relationships with participants and length of time needed to help participants build program.

In order to build relationships, and keep enthusiasm high for the program, a facilitator could budget about two weeks to start building relationships with the youth. Size of the program is dependent on interested individuals and materials available. Within this initial engagement,

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one must consider how to connect with youth. Potential options include teaching structured activities at the facility, or interacting with youth during leisure time. It will be important to be a familiar face with youth and staff at the facility. This time of engagement will also be important for identifying possible key youth and staff to champion the program. It will also be important to prepare youth to lead the program.

Toward the end of the two-week relationship-building period, it will be important to start pitching the idea of a garden to the youth. When pitching ideas, it is important to consider youth who will be at the facility for the entirety of the gardening season. One must also consider youth who will be in and out of the center throughout the gardening season. The facilitator can work with youth to assist in a peer onboarding process, which will help experienced youth to help new youth come up to speed, so that they may also help in the garden. It will be important to consider the capacity of the garden to engage youth. After these considerations have been made, it will be time to transition into gardening boot camp.

Gardening boot camp will be approximately two weeks of learning and planning right before it is time to plant the garden. It will involve taking kids outside (in the confined recreational area) to observe, experience, and experiment with different factors affecting plant growth. They will also be guided in researching insects, weeds, and best practices. Youth will also learn the basics of planting, watering, and weeding. Planning will include making decisions about how the garden will be ran. The facilitator will offer options and participants will be expected to work as a team to make decisions. Options that participants may have include a theme for the garden, such as a salsa, taco, pizza, or herbal tea garden. After the theme has been chosen, decisions will have to be made regarding plant choice, and quantity of plants needed. Youth must also make decisions regarding what will be done with the fruit of the harvest.

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Options with this would be donating to JDC cafeteria, donating to local organizations, and donating to local schools. After these decisions have been made, a key task for the youth will be to compile a schedule.

This schedule will assign each youth a day and time to water, weed, and harvest the garden. Guidelines will be given by the facilitator, but the youth must work together to create a fair schedule that is inclusive of all youth in the program. The goal of the youth making the schedule is that they would take ownership of something they made. It will be the job of the JDC staff and facilitator to oversee that youth abide by schedule, and that adjustments are made when necessary.

After gardening boot camp, it will be time to move into preparing the garden for planting, maintaining, harvesting, and processing. One must account for the growing season of the different plants, how quickly harvest must be processed, and time needed to prepare/secure garden for next growing season. These are all factors that must be considered in making a timeline for a gardening program.

Budget

Another factor, which must be considered, is the cost of the program. With a garden at Allen County JDC being the first of its kind, there will be many costs associated with getting the garden started. Raised beds will have to be built, soil purchased, and plants and seeds bought. One must also consider equipment such as gloves, garden hoes, rakes, spades, claws, shovels, a plow, hoses, buckets, a shed to store the equipment in, and a rain barrel collection system.

When planning a budget, one must consider sources of funding. Running the Allen County JDC is a large endeavor costing nearly \$100,000,000 annually of local and state funds (Carroll B. R., 2018). Because of this, facilitators must not assume that funds will be available

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from the JDC for the project. However, one can look for grants at the local level. Facilitators can look into the local gardening organizations in the county for potential monetary and supply donations, grants, or scholarships. Examples of gardening organizations in Allen County include Master Gardeners, Lima Sprouts, and Lima Area Community Neighborhoods in Partnership (LACNIP). Allen County Soil and Water Conservation District (SWCD) may be another good resource.

All of the above organizations are great sources of informational material regarding gardening. According to LACNIP President, Jessie Roark, LACNIP can provide grants, and offers tools, seeds, plants, soil and mulch (Roark, 2020). These resources will be helpful to reduce costs associated with starting the garden. Another resource available is Allen County SWCD provides free rainwater collection systems to community groups (Seibert, 2020). This will be beneficial to the environment as well as the budget, and not having to install a water spigot. The collection system can also be set up to where youth will not have to carry heavy buckets of water, so that will help to make the program less labor intensive, and more inclusive.

After looking into potential grants available, the facilitator must evaluate how much more funds need to be raised to start the program. These funds can be raised in part through asking individuals and businesses for monetary and supply donations. The facilitator can also look into state or federal grants. Overall, the majority of expenses come from buying start-up materials. After these initial expenses have been taken care of, maintaining the garden should have little expense.

Resources

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Another important aspect of a gardening program is to know what community resources are available. It was mentioned above that gardening clubs can be potential sources for grants, supplies, and scholarships. They can also act as great partners.

Partnering with local gardening organizations, such as Master Gardeners and Lima Sprouts, can be a way for youth to increase positive relationships with adults, and can be a great educational resource as youth are going through the gardening program. It could also be beneficial to collaborate with Allen County Ohio State University (OSU) Extension 4-H to create a spin club. This potential spin club could assist youth in exploring projects associated with gardening. Another potential partner within OSU Extension would be SNAP-Ed.

SNAP-Ed provides nutrition education for low-income individuals. When it comes time to harvest the garden, SNAP-Ed employees can assist in teaching youth about proper food safety, food preparation, and healthy eating. This programming can help teach youth valuable skills they can use in the future.

These are all important considerations to be made when beginning to plan a gardening program at a JDC facility. One must also take into consideration that each facility has different protocols and expectations for outside programming. It would be beneficial to research these protocols and expectations early in the planning process. Lastly, another consideration to make is that in order for a participant-led gardening program to come to fruition, there must be total buy in from youth and staff at the facility. The facilitator must be willing to walk away, for a season, if youth are not interested in running a gardening program.

Project Content

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This project is still in the planning phases at Allen County JDC, but there are other examples of community gardening at JDC facility across America that one can look to for guidance and results.

Literature Review

In the Twin Peaks neighborhood, there is a juvenile justice center, which houses a garden (Tebo, 2012). The article states that California has an 80% youth recidivism rate (Tebo, 2012). Many of the youth placed at this center, and centers across the U.S have struggled with poverty, trauma, and violence (Tebo, 2012). This gardening program has introduced the youth to a new perspective of beauty, nurturing, gentleness, and caring for plants and insects (Tebo, 2012). The hope for this program is that this new perspective translates to other areas for the youth, such as caring for themselves and others (Tebo, 2012). It is also stated within the article that, “gardening isn't just fun. It shows them how important it is to get along and work collaboratively to produce something good” (Tebo, 2012). The rules of the garden are be safe with the tools, be gentle with the plants, be respectful of each other, and be respectful to the bugs (Tebo, 2012). The garden has been incorporated into learning different subjects, and is hoping to expand to sell the produce (Tebo, 2012).

This gardening program grew from the desire of educators at the facility to engage youth in new structured activities. They were able to attend a conference by the Center of Ecoliteracy, and with some help and support from community groups and other staff, the plan of a community garden became a reality. They were able to show youth who were used to doing anything to survive, that they could help another living thing to survive. They were able to introduce gentleness and nurturing to youth who were used to having a tough and cold exterior. They showed youth the necessity of pruning and weeding a garden in order to have new life. The

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title of the article is, “A Garden Grows in Juvenile Hall.” The hope of this facilitator is that there would be a garden growing not only in Allen County JDC, but also at juvenile and adult facilities around the country.

One article from correctionsone.com, based out of South Carolina, states that juvenile detention centers in many states have not adopted many “green” practices (Sheldon, Jones, Anderson, & Waitkus, 2013). The article states that “green” practices in juvenile detention centers help youth holistically, including developing important social skills (Sheldon, Jones, Anderson, & Waitkus, 2013). According to the article, programs within a juvenile detention center can be key to reducing recidivism rates (Sheldon, Jones, Anderson, & Waitkus, 2013). Good qualities of juvenile detention centers include: close supervision, busy hands, interaction, opportunities to share, discover hidden abilities, trust building, and seeing youth for who they are, rather what they have done (Sheldon, Jones, Anderson, & Waitkus, 2013). Some benefits of gardening are also listed within the article. It is stated that nurturing plants translates into interpersonal skills, as well as increased critical thinking skills, and learning new information (Sheldon, Jones, Anderson, & Waitkus, 2013).

This article states the significant relationship between “good” programs and the reduced rate of recidivism. This can be a key selling point when speaking with administrators and funders. It is also critical that the good qualities of good programs are met. When planning a garden, it will be important to consider the size and expanse of the garden compared to how many youth can be actively engaged at a time. The trust building can also be a critical selling point.

These youth are used to being mistreated due to their status of a criminal, or a “bad” kid. It seems if a third party facilitator can come into the facilities to create organic relationships with

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kids, based on who they are as a person, rather than the information in their records, it can make a significant impact in the youth's life. In addition, if that facilitator comes to know them, and then trusts the youth to make decisions, it can really build the self-esteem. Building these healthy relationships, and building the self-esteem with these youth, has the potential to make their stay in JDC the last.

In New Jersey, Rutgers Extension has published a fact sheet about gardening in correctional facilities. A benefit of gardening in correctional institutions that was mentioned on this fact sheet is that it may help participants develop vocational interests (Nichnadowicz, 2015). This article focuses largely on safety considerations for gardening in a detention center. Some special considerations listed within the article include storage of supplies, working the soil, usage of gloves, proper weed removal, harvesting and processing insights, alternatives to trellising, pest control, and safety (Nichnadowicz, 2015). The article also includes tips for working with residents, which is mostly based off building healthy relationships (Nichnadowicz, 2015).

Safety was addressed previously in this paper; however, this article was included in the literature review because it highlights how gardening can be completed with varying restrictions. If working with high-risk clientele, tools may not be able to be used. The article mentions how hands, rather than tools can work the ground. It mentions alternatives to trellising, such as growing dwarf-sized plants, or growing off to the side of the raised bed (Nichnadowicz, 2015). As long as facilitators and administration agree, many accommodations can be made that youth of varying risk levels are able to participate in a safe, beneficial gardening program.

Discussion

I have a very positive opinion of utilizing gardening programs within juvenile detention centers. As all the articles stated, there can be so many interpersonal skills gained from raising

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plants in a garden. I had the luxury for many years to be able to help my grandparents in the garden. My grandpa would always plant a row of sunflowers on the north side of the garden. There were always tomato plants, green onions, radishes, green beans, cucumbers, and squash. I remember putting the rotten tomatoes in a bucket to add to the compost pile. I remember going through the garden to find the tomatoes which were not too green, not too orange, but just the right shade of red. I remember the prickly cucumbers, and the smooth zucchini. I made countless memories all those summers in the garden, like the squishy feel of mud in my toes, the time I went barefoot in the garden after it had rained. Not only did I make memories, but also I learned so much. I learned how to tell if a plant was ripe, I learned how I need to pull a weed up by its roots, I learned about compost, and I learned how much water certain plants needed. Unfortunately, many of these youth within the juvenile detention center did not have that luxury. My hope is that I can introduce gardening to these youth, so that they can have a glimpse of a different world.

These youth often had to be tough, learn how to survive, and numb themselves to how they are feeling. Gardening can help introduce youth to the idea of being gentle and nurturing. Being able to watch a seed grow into a seedling, which grows into a fruit-bearing plant cannot go unnoticed. These youth, who have low self-esteem because they go their whole lives being told that they are worthless, useless, and good for nothing, are able to watch something worthy, useful, and good grow right before their eyes. Not only do they watch it grow, but also they know that they are responsible for that growth. That growth does not occur when youth are in a hurry, rough, and reckless. Gardening programs have the ability to sit youth down and not only explain the importance of valuing living things, but show them and help them see the value. Over time, they can see not only the value of the plants and insects living within the garden, but also

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the value of the person who lives inside of them and the people around them. Gardening helps with not only interpersonal skills, but with education as well.

Many, if not all, juvenile detention centers offer structured education to its residents. Part of this is due to the role that finishing high school has in reducing recidivism. Having a gardening program is not merely recreational. Imagine learning about the life cycle of a plant from a textbook, versus being able to go outside and see it in real life. The juvenile justice center in San Francisco utilized the garden not only for science, but for English as well (Tebo, 2012). By incorporating gardening into the English curricula, students are able to observe nature and potentially process how they feel. Beyond incorporating gardening into learning curricula, it also serves as a hands-on learning activity, which can help with the retention of knowledge.

I have volunteered with urban teens for the past three years. Fortunately, none of “my kids” have been sent to juvenile detention during this time. However, I know that some of them were sent there before they knew me, and I have many peers who had kids sent. Almost every kid I have met comes from a broken home, with at least one parent having a drug problem. Kids have been runaways, or been through the foster system due to unfit parents. I have peers who have had kids, only 18 or 19 years old, shot and killed. I had a peer who was close with a 15-year-old girl who held a gun to woman’s head during a robbery. The girl was in juvenile detention until she was 18-years-old.

I live life with these kids, and it breaks my heart. These kids are smart, brave, sweet, and so many other good things. They just have a lot going on in their lives, which effects how they react to things. Just like the youth in juvenile detention centers across the country, these kids live with the aftermath of poverty, trauma, and violence. The youth in the juvenile detention centers are not much different from my kids. I have not met any youth, but I am positive that they are

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also smart, brave, sweet, and so many other good things. They just need someone to help them realize that. That is what is so inspiring about starting a gardening program.

Teaching youth how to garden can help them build self-esteem, interpersonal skills, and help them to have positive relationships with adults in authority. By helping youth to grow in these ways, it is my belief that gardening programs can help to reduce recidivism. As stated earlier in this paper, common factors effecting recidivism include gender, age, and education levels. Males are more likely to reoffend than females. Younger youth are more likely to offend than older youth. Individuals who do not finish high school are more likely to reoffend than those who obtain their high school diploma or GED. Why do these factors affect recidivism so much? Some are easier to understand than others are.

I was unable to find an article that discussed why males are more likely to reoffend than females. However, according to an article from Psychology Today, female brains tend to develop faster than males' (Bergland, 2013). The slower development of the rational thinking part of the brain could explain the differences in recidivism rates. I read conflicting articles on whether younger or older youth are more likely to offend. However, it makes sense that younger youth are more likely to reoffend as youth, whereas an older youth may reoffend as an adult. As far as education levels go, finishing high school boosts self-esteem, and opens more opportunities for youth.

Gardening cannot change age or gender, but it can assist in educating individuals. This education goes hand-in-hand with raising the self-esteem of these individuals. With this rise in self-esteem, it can help youth to realize their potential to overcome their past, and have vision for the future.

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Evaluation

An additional part of this program will be evaluation. Evaluating the program will not only help improve future gardening programs at the Allen County JDC, but can also offer guidance to other facilities wanting to start a gardening program. Factors, to be evaluated, include participant satisfaction, skills gained, and confidence levels. Evaluation would be in the form of exit interviews. Exit interviews were chosen as the form of evaluation because they are inclusive of youth who may struggle with literacy and writing, as well as knowing the youth may also struggle in group settings due to peer pressure and appearances.

These interviews would take place after the completion of the gardening program. The facilitator would facilitate interviews, and all participants who completed the program would be asked to interview. The facilitator would facilitate the interviews because they were with the youth through the whole program. That relationship will help to foster honesty and deeper reflection from the youth during the interview. Interviews would be one on one, lasting between ten and twenty minutes. During the interview, conversation would be made regarding the participants' experience with the program. There would be direct and indirect questions asked that would help the facilitator gauge participants' satisfaction, skills gained, and confidence level. The answers to these questions and other feedback provided would be recorded and referenced in the planning of next year's program – if the facility desires the program for a second year.

Conclusion

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A gardening program will not fix everything. It will not be the end of youth recidivism. There will still be youth who are in and out of the juvenile and adult justice system. However, it is a start.

Gardening programs have the ability to help reduce rates of recidivism by introducing a nurturing perspective of living things, and increasing self-esteem. In order for gardening programs to be effective, there must be proper planning.

Programs must also be tailored to the specific detention center. What works in one, may not be feasible in others. Relations with youth and staff must be central to gardening program. There should also be some education involved in the program, in order to promote youth ownership of the program.

Extension professionals across the country have varying levels of involvement in local juvenile detention centers. For example, 4-H educators in Allen County, Ohio, hold bi-monthly spin clubs with youth in the county who are on probation. Extension educators in New Jersey, like Jim Nichnadowicz, was so involved in a juvenile detention facility's gardening program that he published a fact sheet. The juvenile justice center in California sought assistance from the county Master Gardeners.

I believe there is much room for growth in Extension's involvement in gardening programs across the country. The vision for the Ohio State University Extension is, "Ohioans have the knowledge and resources they need to actively engage in creating conditions in which they thrive." It is mentioned above the different routes that can be taken to involve Extension in a gardening program at the county JDC.

INTRODUCING A GARDENING PROGRAM

Once again, gardening will not end youth recidivism, but it will give youth the ability to thrive. Potentially for the first time ever. Whether gardening programs at juvenile detention centers are implemented across the country, within a state, or even in one county, it will have a rippling affect. These gardening programs have the ability to do great things, and potentially end generations of offenders. Whether the facilitators are with Extension, Soil and Water, community groups, religious organizations, non-profits, or individuals who have a heart for at-risk teens, anybody has the ability to start a gardening program, given the proper planning and funding. The possibilities are endless. It is my hope that this paper can be used to not only to begin a gardening program at Allen County JDC, but at countless other facilities across America.

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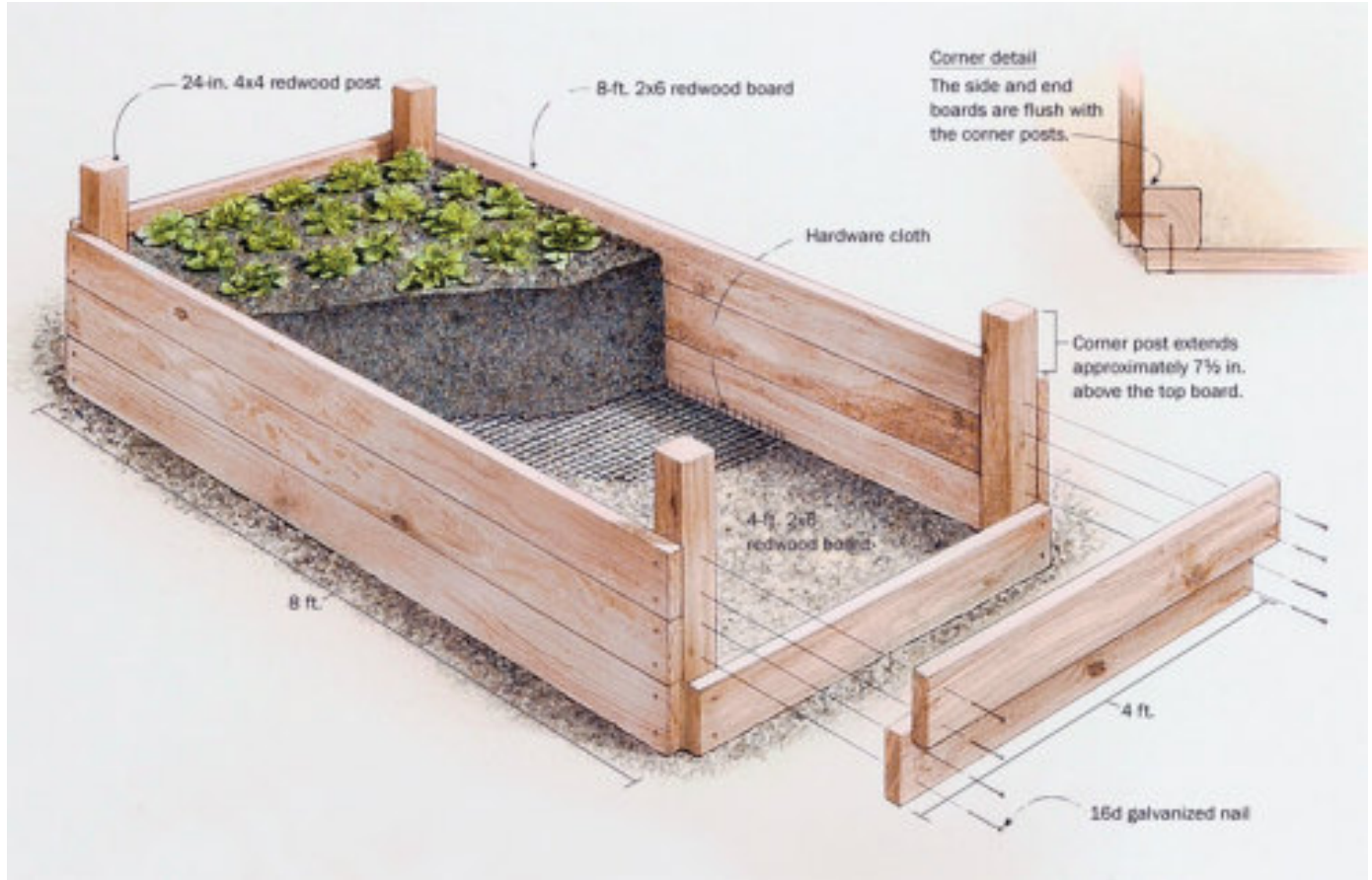
INTRODUCING A GARDENING PROGRAM

Appendices

- A. Raised Bed Garden Diagram
- B. Example Grant Application
- C. Sample Budget
- D. Example Storage Shed
- E. Example Rain Water Collection System
- F. Sample Exit Interview Questions
- G. Timeline Visual

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Appendix A



(KitchenGardener Magazine, 1997)

INTRODUCING A GARDENING PROGRAM

Appendix B

July 2019

PAGE 1 - APPLICATION DEADLINE: OCTOBER 15, 2019

Date of Application: _____

Name of State Garden Club: _____

Applicant (Club): _____

Contact: (Name of individual representing club) _____

Address: _____

Email: _____ **Phone:** _____

New Project: Yes ☐ No ☐ **Beginning date:** _____ **Completion date:** _____

Number of Members: _____ **Anticipated Number Involved in Project:** _____

Amount Requested (up to \$1,000): _____ **Total Project Budget:** _____

Description of Project: (Please use font size "10" or larger)

Brief description of how the funds will be used:

Brief statement of any in-kind or volunteer services:

July 2019

PAGE 2 - BUDGET DEADLINE: OCTOBER 15, 2019

Garden Club Name: _____ **State:** _____

EXPENSES

Plants (# X \$.00)	\$	_____
Delivery of plants	\$	_____
Soil amendments/mulch	\$	_____
Other Purchases	\$	_____
*TOTAL	\$	0

INCOME

NGC Plant America Community Project Grant	\$	_____
Approximate value of donated Labor/services	\$	_____
Approximate value of donated Supplies/products	\$	_____
Club's Donation	\$	_____
Other Organizations Donation/s	\$	_____
Other	\$	_____
*TOTAL	\$	0

***Totals for income and expenses must be equal.**

Email or mail APPLICATION and BUDGET TO:
David Robson or PLANTAMERICAGRANTS@gmail.com
515 W. Fayette Ave., Springfield, IL 62704-2306

(Gardenclub.com)

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Appendix C

Expense Name	Budgeted Cost	Actual Cost
Supplies for Raised Beds	\$200	
Soil	\$100	\$0 (LACNIP Donation)
Tools	\$200	\$50 (LACNIP Donation)
Rain Water Collection System	\$89	\$0 (SWCD Donation)
Storage Shed	\$400	
Gloves	\$200	
Miscellaneous	\$300	

Total Expenses	\$1498	
Income Source	Budgeted	Actual Income
Plant America	\$1000	
LACNIP Grant	\$500	
Local Fundraising	\$1000	

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Appendix D



\$**299**.00

★★★★☆ 160

[View Q&A](#)

CRAFTSMAN (Common: 5-ft x 2-ft; Actual Interior Dimensions: 4.1-ft x 2.38-ft) Craftsman Resin Shed Storage Shed

Item #1142411 Model #CMXRSSC5750

- Tall profile is perfect for storing ladders, long-handled tools, and gardening supplies
- Durable, multi-wall resin panels provide ultimate strength and stability
- Padlock ready doors keep contents safe and secure (lock not included)

— +
Qty

Hurry, Low in Stock

Add to Cart



(Lowe's.com)

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Appendix E



(Allenswcd.com)

Appendix F

Sample Exit Interview Questions:

1. Tell me about your experience in the gardening program.
2. What was your favorite part of the gardening program?
3. What was your least part of the gardening program?
4. What is one part of the gardening program that you would change?
5. Do you think you will garden in the future?
6. Are you glad you participated in the program? If so, why?
7. What is one part of the gardening program that you will use in the future?
8. How do you feel about yourself after participating in the gardening program now, versus when you started?
9. What was your favorite plant grown in the garden?
10. How do you feel about working in groups now, versus before you started the program?

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Appendix G

