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Final Report

Branding of Florida Gardens for Life
With UF/IFAS Extension and Bok Tower

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Acknowledgments

Contents

Executive Summary
UF/IFAS Extension and Bok Tower Gardens
August 2014

Introduction
In recent years, UF/IFAS Extension and Bok Tower Gardens has developed a collaborative partnership to promote gardening in Florida. Out of this partnership, a program promoting and facilitating the development and sustainability of school and community gardens was created. Much foundational work to establish the program has been created and the program is now ready to be named and branded so that program activities can be launched in the fall of 2014. In order to ensure successful branding and marketing, three focus groups were conducted with individuals in the program's target audience to ensure the development of an effective brand strategy.

Key Findings
The results of these focus groups provide a detailed look into how those involved or interested in community and school gardens views the partnership between UF/IFAS Extension and Bok Tower Gardens. Additionally, the results point to opportunities for future communication of the new brand. The summary below compiles the results.

- Participants associated positive and negative feelings toward gardening. In addition, gardening prompted feelings of productivity.
- Community gardens were described as a diverse place that could provide economic benefits and life lessons, while encouraging teamwork. While barriers included someone to start the garden, resources, pests, weeds, zoning, and legal resources.
- Benefits of school gardens included providing a place for students to focus and grow as individuals, as well as a place for learning. While barriers to school gardens included a strong commitment to planning and maintenance, learning how to integrate the garden with school curriculum, and obtaining resources.
- Participants believed the partnership would help to blend UF/IFAS Extension and Bok Tower Gardens together to provide grants, and to support garden programs.
- Participants discussed how they thought the partnership was different from related organizations; however, participants believed the partnership could use resources from these organizations.
- Participants liked the diversity of the partnership's purpose and how many parts of gardening related to the mission of the program.
- Participants indicated businesses and organizations, educators and administrators, the general consumer, and students were the target audiences for this partnership.
- Participants suggested Internet sources, mass media, and word of mouth as communication tools. Participants also suggested using multiple media channels for communication.
- Participants did not feel the name matched the program description or purpose and goals, was too long, and did not remind them of gardens.
- The participants discussed that the tag line should include a message that relates to community or school gardens, growing or gardening, fun, future, and life.
- Participants were asked to design a logo or think of key graphic elements that should be included in the logo. Bok Tower Gardens, kids and families, the sun, community, Florida, as well as plants and vegetables were included in the discussion.
- When discussing the kick off event, participants explained that more information on the partnership's focus and scope as well as grant information should be included.
- Participants recommended utilizing existing resources, not recreating the wheel, providing education, and seeking sustainable funding as main recommendations for the partnership.

Recommendations

- When asked what comes to mind when a participant heard the word garden, the participants indicated groups of people, food and plants, places, different ideas, and learning tools. These general thoughts should be translated into photos and key words used on promotional materials. By incorporating these common thoughts into promotional materials, the partnership will be connecting to and attracting their target audience.

- Participants generally had a positive reaction to the purpose of the partnership, but felt the description was complex and very broad. It is recommended that the partnership develop a simple and concise mission statement and communicate that mission statement to their target audience.

- Participants indicated businesses and organizations, educators and administrators, the general consumer, and students all could be target audiences for the partnership. The partnership should identify a couple of primary target audiences out of this suggested list and develop communication materials that appeal to each audience.

- The partnership should consider utilizing multiple communication channels when communicating with their primary audiences.

- Due to the perception that the name did not align with the program description, the partnership should consider developing a new name that is short, concise, and identifies the essential focus and scope of the program.

- It is recommended that the partnership develop a tagline that is a continuation of the name. The tagline should provide further insight to the scope and focus of the program.

- A simple yet distinct logo should be developed for the program. The logo should be reflective of the partnership and the program.

- As the participants suggested, the kick off event should provide information on the partnership's focus and scope. Additionally, the kick off event should provide more information about available grants, programs, and resources.

- The partnership should be careful not to recreate the wheel and utilize resources already available. Strong collaborations should be developed with existing IFAS gardening-related programs, Master Gardeners, Ag in the Classroom, and other organizations as appropriate.

Methods

In June 2014, two focus groups were conducted with individuals who participated in community gardens and one focus group was conducted with individuals who participated in school gardens. These focus groups were conducted at Bok Tower Gardens and the UF/IFAS Polk County Extension Office. The PIE Center worked with UF/IFAS Extension and Bok Tower Gardens to gather information on the background and future intentions of the project. In addition, the program was also benchmarked with other existing garden or garden related programs within and outside of IFAS. This information was used to inform the development of a moderator's guide using the methods suggested by Krueger. The moderator's guide was reviewed and approved by all project partners to ensure accurate representation of the projects' goals and objectives before data collection.

PIE Center researchers conducted three focus groups. Each focus group contained 4-13 participants. A focus group was conducted with teachers already committed to and/or potentially interested in the garden program. In addition, two focus groups were conducted with community leaders and/or community members committed to and/or interested in the garden program. The focus groups were audio recorded and observational notes were taken. Following the focus group data were transcribed and analyzed for emergent themes. The results are presented below with themes that emerged for each question asked to the participants, as well as themes that emerged throughout the focus groups as a whole. Each theme is supported by participant quotations.[1]

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[1] Grammar and punctuation within the quotations appear as transcribed and may therefore not be grammatically correct. This is common practice for focus group methodology to maintain the credibility of the statements.

Results

Summary of Participants

There were a total of 24 participants for this study. Participants had a wide variety of occupations such as agricultural advisors, teachers and educators, school administrators, and community center directors. The next section outlines the participant's pseudonyms and their occupations.

Group	Pseudonym	Sex	Garden Involvement
Bartow-Community	Charlie	Male	Crop advisor/ community and school garden volunteer
Bartow-Community	Emily	Female	Director of community garden for handicapped citizens
Bartow-Community	Isabelle	Female	Science teacher, Ag in the Classroom, school garden workshop facilitator
Bartow-Community	Lily	Female	4-H leader
Bok-School	Charlotte	Female	Educational therapist, interest in helping with school garden
Bok-School	Ella	Female	Principal, considering a school garden
Bok-School	Elsa	Female	Retired school librarian, previously started school garden
Bok-School	George	Male	School board member, considering a school garden
Bok-School	James	Male	Agricultural teacher and resource specialist
Bok-School	Grace	Female	Early childhood teacher at a school with a garden
Bok-School	Jack	Male	Principal
Bok-School	Jacob	Male	ESE teacher, FFA advisor, runs food production program at his school
Bok-School	Jessica	Female	Retired special education teacher and reading specialist, previously incorporated gardening in the classroom
Bok-School	Lucy	Female	Director of Agricultural Studies, started a diversified agriculture program at her University
Bok-School	Poppy	Female	Elementary school teacher, considering school garden
Bok-School	Debbie	Female	Teacher
Bok - Community	Daisy	Female	Public librarian, interested in community gardening
Bok - Community	Dylan	Male	Community care center, center has community garden
Bok - Community	Hannah	Female	Food Bank Director, interested in partnerships with community gardens
Bok - Community	Harry	Male	Interested in using some of his land for a community garden, married to Holly
Bok - Community	Holly	Female	Interested in using some of her land for a community garden, married to Harry
Bok - Community	Jennifer	Female	Master gardener, member of the garden club, involved in community gardens
Bok - Community	Lucas	Male	Works at a middle school, works with a sustainable community garden
Bok - Community	Lyla	Female	Business owner, works with farmers markets, community events, and garden shows
Bok - Community	Riley	Male	Director of Hunger and Resource Training Center, works with a community garden at the center, interested in hosting an annual garden festival

Gardens

Participants were asked to discuss their thoughts about gardens and gardening. In this discussion, the participants talked about what they generally thought about gardens, the feelings that come to mind when they think about gardening, the benefits and barriers of gardens, and the impact gardens have on their lives.

General Garden

Participants were asked what comes to mind when they think of the word gardens. Throughout the discussion, the themes of a food and plants, group of people, ideas, and places emerged. The themes are discussed below.

Food and Plants

Participants explained that gardens reminded them of food and plants. In this theme, the words that came to mind included growing, food, vegetables, and flowers. The following quotes are examples of discussion surrounding this theme:

- Grace exclaimed "Growing" at the beginning of the discussion.
- Emily explained how the word gardens meant food, "Just food. Sustainable food."
- Jack said, "Vegetables."
- Elsa explained how there were two types of gardens when she said, "Vegetables for the food and flowers for the soul."

Group of People

Participants said gardens reminded them of a group of people and how gardens could connect a group of people. In this theme, the words that came to mind to participants included family, traditions, and connecting. The following quotes are examples of discussion surrounding this theme:

- Daisy explained gardening reminded her of her family, "I think of family, because it's always been a family thing for us."
- Riley explained that gardening reminded him of his father who used to garden, "I was going to say my Dad. I always think of my Dad."
- To Lucas, gardening meant connecting and sharing with other people in the community. He said, "Connection," and "Sharing."

Ideas

Participants discussed several different ideas that came to mind when they heard the word gardens. Participants discussed how gardens were diverse, required hard work, were local, and were relaxing and peaceful. The following quotes are examples of discussion surrounding this theme:

- Riley explained how gardens were diverse when he said, "Diversity."
- Jack explained how gardens required a lot of hard work when he said, "Lots of hard work."
- Jacob explained how gardens needed work when he said, "Upkeep."
- Lucy explained that gardens were local when she said, "Local."
- Isabelle explained how gardens were relaxing, "[Gardens are] peaceful and new. Every time you go out there you might find some new adventure."

Places

When discussing words that came to mind when participants thought about the word gardens, many participants discussed different places such as the backyard, environment, nature, and outdoors. The following quotes are examples of discussion surrounding this theme:

- Charlie explained that the word gardens reminded him of his backyard when he said, "Backyard."
- Lyla explained how gardens were a place where you could be with nature when she said, "Nature, connecting with nature."
- Charlie also explained that gardens were a place where you can enjoy yourself outside when he said, "Being outside."

Feelings about Gardening

Participants were asked how the word garden made them feel. From this question, participants explained both positive and negative feelings as well as feelings that made them feel like they were accomplishing something. The themes are discussed below.

Negative

When asked how gardens made them feel, participants explained how the word gardens could make them think about being tired or never finishing the work. The following quotes are examples of discussion surrounding this theme:

- Riley explained how gardens made him tired, "I always say the word tired, but a good tired."
- Daisy explained how the work on a garden is never finished when she said, "Something that you never really finish. It's never really done."

Positive

Participants discussed how the word gardens made them feel positive. Participants discussed how these positive feelings were centered on feeling alive, good, and proud. Additionally, the participants felt like gardens could extend their life and provided an avenue for peaceful thinking and therapy. The following quotes are examples of discussion surrounding this theme:

- Jennifer explained that gardens made her feel, "Alive."
- Harry felt that gardens made him proud when he said, "I'd say proud. Because I know the work that it takes. I mean, I've just got a little garden and I put hours and hours of time into it."
- Elsa explained how people say those who garden live longer when she said, "They say people who garden often live longer, too."
- Charlotte explained that gardens made her feel peaceful, "They are peaceful."
- Grace explained how she felt gardens were a good place for self-therapy when she said, "Therapy."

Accomplishment

Participants discussed how the word gardens made them feel like they were accomplishing something. When asked this question, participants explained how gardens made them feel productive and how they were discovering new things. The following quotes are examples of discussion surrounding this theme:

- Dylan explained how gardens made him feel productive when he said, "Productive."
- Lyla said gardens made her feel like she could learn new things every day when she said, "Discovery. Every day is something new to learn

Benefits to Gardening

Participants were asked what benefits come to mind when they think about gardens. Throughout the discussion, participants discussed the beneficial feelings, health benefits, and social interactions, gardens could provide. Participants also discussed how gardens could help individuals learn where food comes from. These themes are discussed below.

Beneficial Feelings

Participants discussed how gardens could provide various beneficial feelings for those involved. In this section, participants talked about how gardens provided feelings of satisfaction and pride. Additionally, gardens were also described as a place of beauty and peace for participants. The following quotes are examples of discussion surrounding this theme:

- Growing a garden provided satisfaction for Jack who said, "I think it's a matter of satisfaction. You accomplish something. You achieve something."
- For Poppy, growing a garden gave her pride. Poppy said, "Point of pride."
- Gardens provided Daisy a peaceful place. She discussed, "It can be peaceful."
- Riley said gardens were beautiful when he said, "Beauty."

Health Benefits

Participants discussed how gardens provided health benefits for those involved. Not only do gardens provide healthy and nutritious food, but they are also a place where individuals can get exercise and focus on their mental health. The following quotes are examples of discussion surrounding this theme:

- Gardens meant healthy food to George who said, "Good [food] option there, or healthier [food]."
- Gardens provided Lucas with mental health benefits. He said, "Emotional well-being and independence."
- Isabelle discussed how gardens provide health benefits when she said, "[A] lot of benefits, good health, you know, getting out and getting the exercise."
- Charlie discussed how gardens provided many different health benefits when he said, "They're all great. The fresh air all the [time], I mean, you get exercise, fresh air [and] you're getting food."

Social Interaction

Throughout the discussion, participants explained how gardens provided the benefit of social interaction for those involved. Participants said that gardens provided a place for teamwork and community connection. The following quotes are examples of discussion surrounding this theme:

- Elsa explained how gardens promote teamwork when she said, "Teamwork. They had to work with each other, intersect their strengths and weaknesses [while working with the garden]."
- Riley discussed how gardens bring a community together, "If done well, it should be community. Bring people… it should bring a community together whether it's a community or a different group."
- Gardens provided a place for social interaction for Emily who said, "And I think with older people it's social interaction, with Florida being a retirement area mostly bingo, golf and those kind of activities. People that don't want to do that can garden together and develop a small community by living around one another and going out to the garden."

Learning Tool

When asked about what benefits gardens provided, many participants discussed that gardens provided a way to teach children and adults where food comes from as well as valuable life lessons. The following quotes are examples of discussion surrounding this theme:

- Grace discussed how school gardens provide a place to show school-aged children how to grow the food they eat. She said, "I had the preschool class and we grew a garden and we had lettuce and carrots and all this. They didn't have any idea where carrots came from, you know. And what was really interesting was we went out and they

took the little scissors and cut off the leaf lettuce and they pulled the carrots and they made their own salad. And we made their own dressing and every one of them tried it.… So the benefit, they got to grow it and see it grow."

- In the Bok Tower school gardens group, participants discussed how gardens provide a learning experience. Jack started the conversation when he said, "Maybe what you're saying,[is] it's a learning experience." Jessica added, "Especially for children who live in cities. Where I grew up it was all farmland in Indiana, so we knew…"
- Isabelle explained how gardens could be used as a learning tool for different types of curriculum, "A lot of the kids don't know where their vegetables are coming from. For them to grow it and watch it go from seed to the other is amazing. A lot of kids do not eat raw vegetables, but they will eat it right out of the garden. I mean, they love green beans right out of the garden. Like I said, it's a good learning tool and from literature to math to science to writing, I use it all the way through the whole curriculum."
- In addition to teaching students where food comes from, Lucy explained that gardens help to strengthen students' critical thinking and decision-making skills. She said, "I think about critical thinking and decision making."

Barriers to Gardens

In this section, participants were asked to discuss gardening barriers. The participants discussed concrete barriers, natural barriers, and how having a lack of knowledge or a lack of resources could be a challenge. The themes are discussed below.

Concrete Barriers

Participants discussed barriers that they were unable to change easily when working with gardens. These barriers included cost or expense, time, commitment to maintenance, attitude, and legal regulations. The following quotes are examples of discussion surrounding this theme:

- Many participants discussed cost as a barrier. Isabelle explained, "It's expensive to keep one [a garden] up and going. We have like three hundred kids, that gets expensive."
- Time was a barrier for Daisy who said, "Sometimes time is a problem, finding the time."
- Charlie explained how much work gardens take. He said, "The care for it, and the constant care for it, I mean, and I do farming basically, you just can't take the week off. You forget to water today, it gets hurt. I mean, it's… it's more the dedication of trying to grow something and be continuous at it. It's not that were going to do this Mondays, Wednesdays, and Fridays, we got to study this thing and figure out what's going on, you know, what makes it tick, what's going on and it takes a real commitment from somebody to go out on the weekends and make sure their plants got watered because if not, they're not going to look too good."
- Despite the fact that gardens provide a great learning tool for teachers, gardens also could be thought of as another thing to do. Daisy explained how attitude was a barrier, "Oh yeah, they were definitely were eating it, yes. The teachers run the whole gamut of total buy in to something else I have to do."
- Emily explained how accessibility is limited by regulations. She said, "Another thing that we've heard is the accessibility, because not everybody can grow gardens in their subdivisions or communities, so unless they're closer to them so that they don't have an excuse not to go. Geographic location would be one [a barrier]."

Natural Barriers

Participants discussed the natural barriers they came across while gardening. These natural barriers included weather, insects, soil, weeds, disease, and location. The following quotes are examples of discussion surrounding this theme:

- Charlotte explained how weather was a barrier you might face with gardens when she said, "I think weather, especially here in Florida."
- James thought quality of soil was a barrier to having a garden. He said, "Quality of soil. If you have good quality soil you don't have as much problem. If you have poor quality of soil it's either gonna have a higher cost to bring

in the good soil or you have to find some other ways, whether it's through hydroponics or through grow bags or something else."

- Jennifer said, "Weeds."
- Charlie explained, "Insects, Mother Nature."
- Jessica discussed how a natural barrier could be the location and layout of a garden for the elderly and disabled. She said, "Disabled students and also some senior places are trying to have raised gardens for handicapped people, so that they can get their [chair] in it even if they can't get out [of] a wheelchair."

Lack of Resources, Knowledge, and Networks

Participants discussed how barriers to gardens could include a lack of resources, knowledge, and networks. The following quotes are examples of discussion surrounding this theme:

- Lucas explained that a lack of materials was a barrier when he said, "There's just lack of materials. I mean, you go into Lowes and there's plenty of chemicals and what not, but there's a lack of high quality compost or affordable cheap materials for bed construction."
- Charlie said lack of knowledge was a barrier. He said, "Lack of knowledge. I think that's number one, people just don't understand what they're doing or how they're doing it. I think that's the greatest. They just, I mean, I deal with people every day and some of them just don't have a clue."
- Emily explained that people may think they have knowledge when they start, but when they get into the gardening process they learn that they lack knowledge in how to garden. She said, "We have a lot of young couples that really like the idea of doing that, but they have no clue other than their Dad used to have one, so they come in wanting help to be able to do that."
- The ability to talk to someone with expertise, or network with someone, was a barrier for Riley. He said, "I also think that even though I've discovered lots and there's lots of networking that goes on, sometimes it's still the networking [that] is a barrier because you know the resources might be somewhere out there but where are they and how do you get to them and who knows this person that knows another person kind of thing. Sometimes you get kind of exhausted trying to make those phone calls."

Impact of Gardening

In this section, participants were asked to discuss the impact of gardening on specific groups of people such as teachers, community, and students. Additionally, participants discussed what impact gardens had on the environment. The themes are discussed below.

Impact on Teachers

Participants explained teachers gained a sense of pride and a learning tool when gardening. Additionally, teachers are sometimes able to fund extra projects or the garden itself with proceeds from vegetable sales. The following quotes are examples of discussion surrounding this theme:

- Jessica explained that teachers have pride for their gardens, "I think the same thing as kids, you get a real sense of pride."
- Sometimes teachers may use the produce as a fundraiser for the program. James explained, "You can have some financial benefits for the teacher as far as their programs. If they're raising an opportunity to sell those vegetables, makes a fundraiser for the program."
  - Debbie explained how gardens as a learning tool give teachers a different way to teach material. She said, "Yeah, it gives teachers a creative outlet to teach all the disciplines."
  - Daisy explained how gardens could teach a common core subject. She used math as an example, "I think at one time Polk Avenue is actually using it as a tie-in for like real world math. If you have[a problem where]

your row is this long, your seeds are gonna be how many inches apart? How many seeds will you need? And I think that's a good alternative for children to learn real world math or whatever."

- Isabelle explained how gardening provided a way to get students to concentrate. She said, "A lot our kids that don't do real well sitting in their seats, it's a good way to learn hands-on. It's also a good way for communication with parents and students, that you don't get a lot. But when they're growing their plants and then they'll get their parents there to come see what they're growing. So I think it builds family in that way and a lot of families have started gardens because of what we've done in the school and so it's a good family thing."

Impact on the Community

In this question, participants were asked what impacts gardens have on the community. Participants explained how gardens are a place where everyone can contribute, everyone can connect, and everyone can learn. The following quotes are examples of discussion surrounding this theme:

- Jennifer and Hannah discussed how a community resource and training center is used to give individuals with disabilities a place to go and work. She said, "It is a nursery and training area and the students there have graduated from the public school so they're eighteen and over, up in their sixties, some of them. And some of them are still available to work in the garden and they find this is a source of income for them because they can grow and produce, you know, plants that are then sold to the public and to businesses. So they feel worthy, you know, they feel like a real person." Hannah continued and said, "Contributor." Jennifer then responded, "Right, a contributor. So that's another positive thing that we can grow things and contribute to the community."
- Riley explained that gardens connect people. He said, "I think food always brings people together."
- James explained that gardens could be used as a learning tool for the community. He said, "And some of the same [learning] benefits students receive because there's a lot of people in the community that have gotten away from the idea of where their food has come from."

Impact on Students

Participants discussed the impact gardens have on students. Participants discussed how gardens provided a new place for learning, created a sense of responsibility and teamwork, made students proud, and could provide a source of income. The following quotes are examples of discussion surrounding this theme:

- Gardens are a place where abstract ideas can be shown to students James explained, "It makes a lot of the abstract ideas of science and math more complete and more…understandable, when they actually get the hands on activities in the garden."
- A garden may be a tool that is used to bring students out of their shell. Grace said, "A lot of times it brings out hidden skills that you might not see in a classroom and the shining stars become the little ones that maybe weren't such shining stars."
- Lucy explained how the students are able to see results and take pride in their results. She said, "I think it gives them an entrepreneurial spirit. You start to see the wheels turn in their heads when they realize there's things that they can do."
- Debbie explained how gardens, "Promote teamwork."

Impact on Environment

In this section, participants were asked what impact gardens had on the environment. Throughout the discussion, participants discussed nature and the hazardous effects gardens may have on the environment. The following quotes are examples of discussion surrounding this theme:

- Poppy explained how gardens attract good insects when she said, "And gardens attract beneficial insects and bees, I mean, what would we be without bees?"
- Lucy discussed the environmental cycle, "I think it has a direct impact on the environment, it just helps people understand the environmental cycle and so it helps them just understand the effect they are having on the environment more closely."
- Emily discussed how garden runoff could be hazardous to the environment. She said, "You have a lot of runoff if you're overwatering it, that's for sure."
- Isabelle discussed fertilizer runoff. She said, "Well, even running off the fertilizer and things that shouldn't be, if you're over fertilizing."

Community Gardens

In this section of the focus group, the participants were asked to discuss community gardens. They were asked to discuss what comes to mind when they hear the words community gardening, what comes to mind when given a description of a community gardens, what attributes they look for in community gardens, and what the barriers are to community gardening.

General Community Gardening

Participants were asked what comes to mind when they hear the words community gardens. Throughout the discussion, participants discussed diversity, economic benefit, life lessons, and teamwork. The themes are described below.

Diversity

Participants discussed how community gardens are diverse places. The focus group participants talked about the diverse group of people and crops commonly associated with community gardens. The following quotes are examples of discussion surrounding this theme:

- Daisy explained how she expected to see a diverse group of people in a community garden. She said, "I always picture, like from older people to younger children, like vast age group which is kind of nice."
- Jennifer talked about how the different types of crops make a community garden look like a quilt. She said, "I think the community gardens I've seen look like quilts almost too, because there's kind of a, you know, everyone's uniqueness is a part of it."

Economic Benefit to Community

Participants discussed how community gardens might lead to an economic benefit for community members or students. The following quotes are examples of discussion surrounding this theme:

- Harry explained that community gardens can increase property values. He said, "You raise the values of the neighboring properties because you've turned an abandoned [piece of land]…and cleaned it up."
- Lyla discussed how community gardens provide an economic benefit to the community. She said, "There must be an economic benefit to the communities that encourage it because when they transform empty lots to gardens. I am not sure how that works with the tax rules or anything like that, but there must be some kind of economic sub-aspect."

Life Lesson

In this theme, participants discussed how community gardens provide a place for life lessons to be learned. The following quotes are examples of discussion surrounding this theme:

- Charlie discussed how gardening could be success or failure. He said, "You know, once they can get through and see one come out and raise something, and it's good and say 'I did this,' you know, that's a great feeling. We can sit at our table and know all the things we had to eat we raised, you know, from the beef to the all of the things across there or whatever. But I think it's just the knowledge to get it where it succeeds. I mean, I see more people that grow things and do things and then they miss a step or the missed watering or they get aphids or something and then it's hard for them to realize what could have happened or what they did because I bet you ninety percent of these gardens fail."
- Emily discussed, "And I think it's just lessons in life."

Teamwork

Participants discussed how teamwork plays a crucial part in community gardens. Many participants discussed that there was sharing and connecting, despite gardeners having individual plots. The following quotes are examples of discussion surrounding this theme:

- Lyla explained how individual plots do not stop community garden members from sharing work and knowledge. She said, "The gardens that I have seen, the community gardens that I've seen, people do have their individual plots, but there's a lot of sharing that goes on. Sharing of the work, sharing of the yield, knowledge. And some of the community gardens that I have seen are also in transitional housing, drug rehab areas so it becomes part of the rehabilitation of the entity that it exists in."

- Jennifer discussed how the yield is shared. She said, "Well, you already mentioned the yield. That could be shared, so I think that's definitely a benefit. And we all mentioned the community aspect of growing the community as well as the garden.

- Dylan explained how responsibility for the gardens was shared. He said, "Responsibility to people that would never have experienced it on their own, being able to be a part of something like that and they take ownership responsibility and then in the, you know, in the end, it'll be a financial gain for them as well. You know, by saving the money that they would have spent to, you know, to buy from the middle of the store, where they go to buy."

Description of Community Gardens

In this section, participants were given a description of community gardens. The description read as follows:

Community gardens are neighborhood green spaces set aside for local residents to grow and harvest produce and flowers for their own consumption, for the needy of the community, for families that do not have space for a garden, and to provide our youth with the opportunity to be a part of the community through garden-based experiences to which they might not otherwise have had access.

Afterwards, participants were asked what comes to mind when hearing the term community gardens and what attributes of community gardens participants look for.

Community Garden: Description

After hearing the description, participants thought community gardens were a great idea. However, participants indicated that the definition was limited to youth and lacked senior involvement. The following quotes are examples of discussion surrounding this theme:

- Emily discussed how the definition was limited to youth. She said, "I think the only thing that might be missing is it kind of limits it to youth. I think seniors should be involved in that as well. Not that you have as big as population of seniors, but I think their being involved with one another makes a difference."

- Charlie talked about how it was a great idea. He said, "You know, and it's a great idea, I mean, where people can grow things and see things and see what's going on and stuff. Especially for kids, I mean, people want to teach their kids how to grow that and we've all gotten away from it, you know what I mean?"

Attributes of Community Gardens

Participants were asked what attributes or characteristics they looked for when selecting a community garden to participate in. Participants discussed how guidance and support as well as location and accessibility impacted their community garden selection.

- Daisy explained that she needed support in a community garden. She said, "Someone to give me guidance."

- Jennifer said, "Planting assistance, guidance, knowledge, and good recipes."
- Riley discussed how accessibility for the disabled was necessary. He said, "I think of Jennifer's group and I think of access if they have disabilities or something like that."
- Charlie discussed how an open space was necessary, "I think just the open space and a place where you can go do what you want to do. I mean, that was the thing about community gardens, that you can plant or do whatever you want to on your little space."

Barriers to Community Gardens

Participants were asked about the barriers to community gardens. Participants discussed that resources, pests and weeds, and zoning and legal issues were the main barriers to participating in a community garden. The following themes are discussed below.

Resources

Participants discussed different types of resources that were necessary for the success of a community garden. Resources included time, land, compost, and the availability of water. The following quotes are examples of discussion surrounding this theme:

- Riley described that water was necessary for a community garden. He said, "Availability of water resources."
- Harry explained water, irrigation, and resources were important. He said, "Water, irrigation, the availability of resources like we said, even when you consider…land, water, compost."
- Holly discussed how time could be a resource, "Time management."

Pests and Weeds

Pests and weeds were barriers to some participants in the focus group. The following quotes are examples of discussion surrounding this theme:

- Jennifer simply said, "Bugs."
- Hannah said, "She just battles with bugs. Weeds."
- Harry explained you may have to use protective measures to keep unwanted animals from eating the garden. He said, "I'm worried about...man, we gotta put a fence around this thing, protect it from all the rabbits."

Zoning and Legal Issues

Participants explained that there are legal issues associated with starting a community garden. Zoning, liability, and garden rules were discussed as barriers to community gardens. The following quotes are examples of discussion surrounding this theme:

- Lyla discussed zoning and liability as a barrier, "Zoning," and "Liability."
- Daisy talked about how garden rules needed to be implemented. She said, "And what would you do with issues like someone wants to use a chemical to prevent diseases in their garden, but another person next door wants to be organic? So, do you have a universal code of what can be used and what cant?" Dylan replied, "Yeah, they have garden rules."
- Harry explained how garden rules are necessary to run a successful garden. He said, "A lot of grants that are out there, they'll actually step in and help you enforce...establish the rules and establish a way to run the garden because I know I've had several ideas, whether it be leasing rows to people or having corporations sponsor certain rows to be given out to the CARE Center and things like that."

School Gardens

In this section of the focus group, participants were asked to discuss their perceptions of school gardens. Participants discussed the benefits and the barriers to school gardens. In addition, participants discussed why they do not have a school garden at their schools.

Benefits to School Gardens

Participants were asked to describe the benefits associated with school gardens. Participants discussed how school gardens allow students to focus and can bring students out of their shell. Additionally, much discussion was aimed at education and how different subjects could be taught through school gardens. The themes are discussed below.

Place for Students to Focus and Grow

Participants discussed how school gardens are a place where kids can learn to focus. Additionally, school gardens provided a tool that could be used to help students master a subject and learn new things. The following quotes are examples of discussion surrounding this theme:

- Debbie explained how school gardens could help school kids focus. She said, "I think too, it [school gardens] helps kids focus. Today everything is so fast, and they want instant gratification and if they could nurture and care for and see the results [of a garden], a real sense of pride comes about from that."
- Jessica discussed how school gardens are tools to help develop new skills in students. She said, "It may be the kid playing on the computer all day long that doesn't want to talk to you and all of a sudden he's in charge of editing the video [about gardening]. He became the master of the computer. Just the other side of the brain, so…"
- Ella discussed how gardening is introducing students to new things. She said, "[I]think when I think of a school garden I'm seeing individual students either running through it or trying to pick something too soon. (laughter) But my school, my campus is really small. We have eighty-three students and so we know each and every one of them. And I think for my...for my students where we are, just raising awareness and introducing them to a total different world…"

Education

In this theme, participants discussed how school gardens could be used as educational tools. Participants discussed using school gardens to explain different subjects, introduce students to careers, and for university outreach. Participants also explained how gardens are for all ages and not just little kids. The following quotes are examples of discussion surrounding this theme:

- James explained how abstract concepts could be demonstrated in school gardens. He said, "Well, the educational opportunities that are there for the students. Again, like I said before, they can tie in those abstract concepts that they're getting in science and math class to something that they can actually see and get their hands on and a lot of times it helps them wrap their brains around it."
- Jacob explained how common core learning could be expanded through the use of school gardens. He said, "I think as an educator, we're all doing extended thinking questions now and expanding [on that concept]. I think common core's leading in that direction, you know, give me more, tell me more in your answer. Or how did you derive that, how did you get there? Gardens can lend that to the student and make it easy for the teacher to provide that." He continues, "So it ties into your common core or your frameworks that teachers have as part of their lesson plan, once they discover how to intertwine the two and really utilize the garden."
- Jacob explained how gardens provide an avenue for all types of students to learn about careers. He said, "Some [students] go into music, some go into art, others go into agriculture as they get in middle school and high school. And by their high school year they might fall back on that and go...man, I remember installing irrigation in the butterfly garden or the raised bed or double digging and I find myself having an interest in a profession...maybe as

they get older. So you can...seeds...when a teacher goes to order, break out the seed catalogue and then explain that, you know, there are people who are seed reps who go along and also do field trials or evaluate the seeds for production in Florida, for the North, or for California. And my kids, they don't have to own the land or a farm, [it is] just that they seem to get discouraged and think that...I'll never be able to afford this…but there are chemical sales reps, there's fertilizer sales reps, there's production managers, there's many different things you can do that will branch out from the potential or an introduction to a school garden. The teacher would have to initiate that and say, 'Well, let's look and do some research on what careers are available because of agriculture.'"

- Jacob also explained how school garden material could be manipulated to fit different student grade levels. He said, "So that can lend itself to discovery for your higher end students and then it's even simplistic enough for your elementary school kids to understand biological control versus chemical control."

Barriers to School Gardens

In this section, participants were asked to discuss the barriers to school gardens. Barriers included high amounts of maintenance and planning, resources, cost, and determining how to integrate with core curriculum. Additionally, participants discussed how under utilization of gardens is a barrier. The themes are discussed below.

Commitment to Planning and Maintaining the Garden

In this theme, participants discussed how maintenance was a huge barrier to having a school garden. Not only do school gardens take a lot of time to plan, but also the commitment continues, as the gardens require a lot of maintenance throughout the year. The following quotes are examples of discussion surrounding this theme:

- Lucy explained the time needed to plan for a garden. She said, "There needs to be a year of planning of how are we gonna do this. Let's develop a unit around it. Let's take that time to sit down and collaborate. It's gotta be a process."
- Jessica explained that more than one person needed to be committed to a school garden. Jessica said, "In my mind when I hear this, I think of a group of people that have alike interests or have an interest in the kids doing something different that you need to get a commitment from them. You're not talking about a teacher at the end of her career like I was, [I] made [a] garden [and] left, you know. 'Sorry, see 'ya' later.' But you need a commitment from a group of people and starting small and expanding instead of starting big and then finding out who really wants to do it."
- Jacob discussed the need to plan for school breaks. He said, "The other thing, when I tell teachers when they receive grants and they get excited at the beginning of the year, I ask them if they have thought about Thanksgiving break, spring break, and Christmas break. Thanksgiving to some is only five days, but in reality it's nine when you count the weekends, so who's gonna go water your garden?"
- George discussed that someone needs to be there to maintain the garden. He said, "I go back to the whole upkeep and maintenance. That's usually my first thing is, who's going to maintain it? Looks nice at first, but then three months later what's gonna happen?"
- Ella discussed the aspect of taking care of the garden during a school vacation. She said, "So...but upkeep is, yeah, it's a major, major thing. When we go on, you know, winter break and things like that, well, who's gonna be there to maintain it? To water it?"
- Debbie discussed the need to develop plans to maintain existing gardens after a teacher leaves. She said, "Getting the continuum. One teacher starts it and gets the grants and everything, but then when you leave, who's...you've got to nurture somebody to come along and do that. You know, get my daughter to take the job."

Cost

Participants explained that cost is a perception when thinking about school gardens. The following quote is an example of discussion surrounding this theme:

- Debbie explained how cost is a perception when thinking about school gardens. She said, "Cost, who's gonna pay for it? That's probably the first thing, I mean, that's the first thing we had to consider. Grants."

Integrating Garden with Curriculum and Community

Although the amount of subjects taught by school gardens was a benefit, integrating the garden with common core subjects was also a barrier. Participants discussed how the integration takes time and planning by teachers. The following quotes are examples of discussion surrounding this theme:

- Jack explained, "And how can we integrate it with the common core standards so that people see this isn't a diversion or a digression, this is an essential part of the curriculum? If you could figure that out, this would be a very successful project." He went on to explain how a group or team needed to introduce curriculum to teachers. He said, "The whole idea is, can you put together a team that could come in and visit and introduce a curriculum? Or put together. The team puts together a curriculum, they can be there to introduce the curriculum to the school, and then one person or multiple people at the school would have responsibility for carrying this on and shepherding it through the year."
- Lucy explained garden curriculum is available; however, it is not always used correctly. She said, "To add to that, kind of on the time thing, is you can't...you do have to prepare if you're gonna integrate it into your lesson. We see it a lot in the Ag classroom that you can have a great land lab, but if a teacher doesn't tie it in well with what needs to be taught theoretically, it's not effectively being done. And so allowing those teachers the time to actually prepare and plan how to use it."
- In addition to creating curriculum, Jack explained that the material needed to be applicable to the community. He said, "That's right here in Lake Wales. This is a big agricultural community. How do we do that in inner city Tampa, where people don't have that expertise?"

Resources

In this theme, participants discussed how obtaining resources was a barrier to school gardens. The following quotes are examples of discussion surrounding this theme:

- James explained, "One is time. You know, we have so many constraints on our teachers today of what they have to do, reports they have to write, things they have to file and it's tough to have enough hours in the day to get out and do the work that's required."
- Lucy and Jack discussed how resources such as money are required, but are difficult to acquire. Lucy said, "I don't think you can just give a school money." Jack interrupts, "You can't just do it."

Under Used

Participants discussed how schools under utilized school gardens. Participants suggested that it should not be just a class or department, but the whole school that is able to use the garden. Additionally, participants suggested that being outside and getting dirty deterred educators from wanting to garden. The following quotes are examples of discussion surrounding this theme:

- Lucy described how school gardens are a tool that are underutilized by educators. She said, "I think it's underutilized, like lack of integration. It tends to be whoever gets the grant it's that program's garden and the math teachers, the science teachers, aren't included. Or if the science teacher does it, the Ag teacher's not included on it and so lack of true school, or it just becomes a department garden or whatever."
- Grace responded that school gardens might be underutilized because people do not want to get dirty in the garden. She said, "Some people don't want to get their hands dirty."

Gardens in Schools

In this section, participants were asked who did not have a garden at their school and who did. Participants were then asked why they did or did not have a school garden. The following themes are discussed below:

Those who do not have a garden

Participants who currently do not have a garden discussed why they did not have a garden at their school. Participants discussed how lack of funding and resources were the main barriers to not having a garden. The following quotes are examples of discussion surrounding this theme:

- Lucy explained how she does not currently have a garden because of funding. She said, "I'm at a college and we currently don't have anything on campus and it's based on the funding."
- Ella explained how time and resources are barriers to starting a school garden. She said, "We don't have one [garden]. We're going into our third year as a school and we got an opportunity to have a KaBOOM Playground Project. You all are aware of what KaBOOM is and they come in and we had about four hundred community members come and build our playground in a day. And they actually, on that day, they identified a piece of the land and everything and they cleared it out and everybody left and we had a playground. And now it's all grown up again, so it's just time and [we] know how and [have] resources, so... But we want one [garden], we want to do it."

Those who have a garden

Participants who currently have a garden explained why they started one. Reasons for starting a school garden included community and school improvement, the school had someone to do maintenance, a garden presented ideas for getting students out of the classroom, a garden helped with disabled students, and the garden was already there. The following quotes are examples of discussion surrounding this theme:

- Jacob told a story about a movie that showed a garden in high poverty Chicago and how the school garden helped turn the kids around. He said, "He worked for Burpee and he envisioned, he saw these kids with concrete and poor soils and tires and stuff around and they wanted to go in and clean up or do something and because he had a love of plants and flowers [he wanted to help them]. So the company donated some seeds and they contacted some community leaders at the time and started small and brought a tractor and tilled up the soil and got it started. And the first year it was a pretty good success and it began to grow and then a long-story-short, one of the most expensive restaurants around, Charlie Trotter's at the time, started buying their plum tomatoes and their herbs. And the kids were [excited], you know, and then it turned into a business and they were each allotted so much money from the sales and they'd divide it up and of course the season there is during the summer. So this gave them something to do and keep them off the streets and gave them a program and it was hugely successful."
- Charlotte explained that they have a school garden but the maintenance staff takes care of the garden. She said, "We have maintenance, so the maintenance personnel take care of the gardens." She continued and said "It [garden] was there when I got there."
- Grace explained how gardens provide a place for students to get out of the classroom and learn. She said, "Doing it in school, especially with the lower school which is, you know, like the early childhood and all that, they got so much out of it. And then even the other teachers, you know, they would, you know, bring their classes out to have their classes out in the garden instead of staying in the classroom. And they found that just being out in the garden that the kids were better behaved and all that. And now at the middle school, I've got a group of middle schoolers that are working on a butterfly garden and they want to continue it through till their senior year and have it be there, you know, their gonna...yup, they're gonna do that."

Partnership

In this section of the focus group, participants were introduced to the partnership between UF/IFAS Extension and Bok Tower Gardens. Participants were asked if they had heard of the partnership and what they thought the purpose of the partnership would be.

Participants Knowledge of Partnership

When asked if they had heard of the partnership, the majority of participants had not heard of the partnership between UF/IFAS Extension and Bok Tower Gardens. Participants explained, "No" or shook their heads no.

Purpose of the Partnership

Next, participants were asked what they thought the purpose of the partnership between the two programs would be. Participants explained the partnership would provide educational and research opportunities as well as grants for the community. Additionally, the participants felt the partnership would help build healthy lifestyles and generate support for gardening. These themes are discussed below.

Educational and Research Opportunities

In this theme, participants discussed how the partnership would blend the two programs to provide educational, research, and promotional opportunities. The following quotes are examples of discussion surrounding this theme:

- Lucy explained how UF/IFAS Extension and Bok Tower Gardens might be planning on promoting school gardens. She said, "I was wondering if it had something to do along the lines of Bok promoting the school gardens, but using the resources of IFAS and the research and Extension Agents for the education piece of it."
- Isabelle explained that it would be natural to combine the two programs. She said, "And I know they have gardens for schools and classes can take trips and things and learn there [Bok Tower] and one of our gardens has native plants and things [like] that…. And so I know they have that connection too, so I would think it would be natural since IFAS helps us with the rest of the growing [process]. And, you know, like when I'm supposed to plant things and how to plant them and how much fertilizer and all that comes from IFAS and here [Extension office], because I'm Polk County."
- Emily explained how the partnership would be a mutually beneficial partnership. She said, "Bok Towers is established [and has] been there a long time, [it would] be a good fiduciary outlet for IFAS to be able to fund through state funds over to them and support them as well. So it doesn't put the full burden on IFAS. It gives them a community connection that will then reach out into other community connections."
- Debbie expressed how the partnership would create educational opportunities. She said, "Bok is nonprofit so they're always looking for different ways to work with different organizations and grants and things. And it would seem to me like this is just a gigantic classroom. For anybody that has an interest, it would just be a nice blend for everybody to benefit."

Grant

In this theme, participants explained how the partnership would help to supply grants to the community. The following quotes are examples of discussion surrounding this theme:

- Poppy explained how Bok Tower Gardens may be looking for a grant. She said, "Well, when they called me, I looked it up, tried to find out as much about it [the partnership] as I could. I know that IFAS...they have lots of grants with gardening and agriculture. So I would suspect that Bok Tower is looking for a grant for our community."
- Debbie said, "Bok is nonprofit so they're always looking for different ways to work with different organizations and grants and things."

Support of Gardening

Participants also suggested the partnership would generate support for gardening. The following quotes are examples of discussion surrounding this theme:

- Emily explained that the partnership could give educational support to gardeners. She said, "Well, I've asked them [Bok Tower] to help us with education because that seems to be, like he's saying, that seems to be one of the biggest requests. So I sought out Bok Tower under that premise that I need people that are maybe better versed at like bedding plants because we just don't do a lot of bedding plants. We just started seed planting less than two years ago. So having someone, who may be more experienced at that, come in and teach and not just us, but somebody who's different who can give [us] a different perspective."
- Lilly explained the Bok Tower Gardens could give visual gardening support when she said, "I think Bok Towers is like a living template. It's like you can actually see and visualize how things can happen. I mean, so you can see how living plants can grow."
- Charlie discussed how Bok Tower Gardens could be a resource for gardeners who need their questions answered. He said, "Or to help them solve their gardening problems. I mean, that's the thing that people don't know where to they've got an insect, a disease, a virus, or a bacteria, or what and that's what I do is, you know, tell people, you know, because you can have a nematode….Or if you've got a deficiency [and] if you don't have the right kind of fertilizer, it's not gonna do any good. Or, you know, it's all in the education and that's the business you're in, education, and that's what people need...so you need to be able to get it to the people so they can understand it and use it."

Organizational Comparison

In this section of the focus group, participants were asked to discuss how the partnership between Bok Tower Gardens and UF/IFAS Extension compared to other existing programs and organizations. The partnership was compared to Florida Friendly Landscapes, Florida Agriculture in the Classroom, the Farm to School program, American Community Gardening Association, and Master Gardeners. Additionally, some participants discussed how they could not answer the question as they did not understand the purpose of the partnership. The themes are discussed below.

Florida Friendly Landscapes

Participants discussed how they were very familiar with this program and those involved in the program. By working with Florida Friendly Landscapes, the participants suggested that the partnership between UF/IFAS Extension and Bok Tower Gardens would reach a larger audience. The following quotes are examples of discussion surrounding this theme:

- Emily explained how a connection between the partnership and Florida Friendly Landscapes could help get the word out to the public. She said, "Now, if Bok Tower takes some of that over, then it will help the public. It will help us too, but it will help the public even more because it'd be putting it out there more. Because most of your snowbirds have no clue at all what they're doing when they come here, that I can testify for."

Florida Agriculture in the Classroom

Participants discussed how Florida Agriculture in the Classroom (FAITC) could provide support for those interested in school gardens; however, they identified that the partnership could also provide support to FAITC. The following quotes are examples of discussion surrounding this theme:

- Isabelle explained how the partnership could provide additional support to FAITC. She said, "Ag in the Class is set up with lessons and we go around the state teaching teachers how to garden and things. So if you did it, to that respect, but that's it. I mean, there's no accountability, there's no helping us once we get a problem or, you know, anything like that. It's strictly giving you a book with lessons and things that are in there and through there."

Farm to School

Participants discussed how they were familiar with the Farm to School program and believed that it could be supported by the partnership. The following quotes are examples of discussion surrounding this theme:

- Isabelle said she could use the help when implementing the program, "I found going through the green school stuff, Farm to School Program. Problem is, I'm [at] a private school and so there was not as much...I couldn't get enough people to buy in and learn and do because I was a private school and not a school that had so much of the...we have low income. We have people that are on scholarship. I mean, just because you're a private school doesn't mean you're, you know, wealthy people. But I found a problem, I wasn't able to get it to come in and help me to serve for the kids to eat healthy and stuff like that."

American Community Gardening Association

The majority of the participants were not aware of American Community Gardening Association. However, some participants were familiar with them. One participant discussed how they offer grants.

- Emily explained, "I applied for a grant with them and they're trying to encourage...I didn't study it a lot, it was recommended that I go on there and start looking at it. But they study who is best utilizing...like whether it's conservation and a lot of different subjects that involved gardening. So I think that's what I remember that they promoted."

Master Gardeners

Many participants had heard of Master Gardeners, in fact, some were already master gardeners. Participants explained that Master Gardeners could be great support and could provide resources to help encourage and promote gardening. Participants discussed how they could be volunteers at both school and community gardens and could provide expert advice. The following quotes are examples of discussion surrounding this theme:

- Isabelle explained how the Master Gardeners are willing to come to her school garden. She said, "The Master Gardeners come to me at my school to help me with my gardens. They don't always agree, which is part of the problem, but they do come to me."
- Lilly suggested that Master Gardeners could teach educational workshops. She said, "I think maybe in the teaching because you can have the Master Gardeners come out and do workshops." She continued, "For you, and to set up displays and that type of thing so you could view this partnership here as education, that's part of what they do."
- Charlie said Master Gardeners were already involved at Bok Tower. He said, "Well, I think there's forty or fifty Master Gardeners that volunteer at Bok Tower. I mean, it's full of, you know, of Master Gardeners. They're all over the place. So I don't think it's going to change that very much, I mean….Bok Tower's got two hundred people that volunteer or something? But they've got thirty or forty Master Gardeners."

Other Organizations and Similarities

The participants also discussed how [The Edible Schoolyard](#) reminded them of the partnership. In addition, participants discussed different grants being offered by the community. The following quotes are examples of discussion surrounding this theme:

- Elsa said, "I think that's what edible schoolyard tries to do, the whole movement."
- Jennifer said, "Wasn't there recently...a grant from someplace that created a community garden? Gosh, I don't know. Somebody was offering a grant, but I don't have that information..."
  - Harry interrupts, "There was a grant being offered through the Heart of Florida. They were offering a thousand dollars for a community garden…"

Could Not Answer

In this theme, participants discussed how they could not answer the question because they were unsure about what the goal of the partnership was. The following quotes are examples of discussion surrounding this theme:

- Emily explained, "Well, I think really, since this is just starting, you can't really answer this. We don't know what Bok Towers is gonna be doing so until they, I know focus groups are supposed to help this, but until these...it might be redefined after time goes on."
- Emily explained how it was hard to answer the question as she did not know what exactly the partnership would be doing. She said, "Well, I think really, since this is just starting, you can't really answer this. We don't know what Bok Towers is gonna be doing so until they, I know focus groups are supposed to help this, but until these...it might be redefined after time goes on. "

Partnership Purpose

Participants were shown and read a segment about the proposed partnership's purpose and goals. The statement was read as follows:

UF/IFAS Extension and Bok Tower Gardeners partnership addresses a diversity of challenging issues related to healthful eating, physical activity for good health, community "sense of place" and leadership, curricular connections and STEM (Science, Technology, Engineering and Mathematics) curriculum integration, chronic disease, agricultural literacy, agricultural career awareness, food insecurity and "food deserts," volunteerism, and environmental stewardship. What these assorted concepts have in common is the multi-disciplinary program, aimed at bringing together the most relevant research and impactful Extension teaching methods to educate and empower youth and adults in Polk County, Central Florida, and ultimately throughout the state.

After hearing the description participants were asked about their general thoughts as well as their likes and dislikes about the description of the partnership. Additionally, participants were asked what they think the partnership, based on the description, will provide to them as community and school gardeners.

General Purpose of Partnership

In this section, participants were asked about their general thoughts of the partnership's purpose and what they liked and disliked about it. Participants discussed that they liked it and thought the description was very diverse and there was room for everyone to participate. The following quotes are examples of discussion surrounding this theme:

- Emily said, "I think it's a good vision."
- Lyla explained, "I mean, it's an amazing amount of vision and goals."
- Lucy explained that she liked the diversity of the proposed partnership. She said, "I like it because it's very diverse and in the sense I think when thinking about students and audience that they're trying to reach. I'm in agriculture and we tend to focus on just us folks in Ag. And so especially, I mean, when they talk about food insecurity and volunteering, it really is a great way for people to see that there's something for everyone in this program."

Blend of Programs to Create Promotion

Throughout the discussion, participants discussed how the partnership could create a great deal of promotion for Bok Tower and UF/IFAS Extension as well as gardening. The following quotes are examples of discussion surrounding this theme:

- Charlie explained, "Yeah, I think it will help. It will help Bok Tower. A lot more people will be interested."
- Debbie said, "Because I think it will help us connect more with Bok Tower, first of all, but connect with two entities that can really help advance our work and have the expertise."
- Jacob explained how the two programs merging together would help tie the two programs together through volunteers and Master Gardeners. He said, "But I think the Master Gardener Program probably is gonna tie into this, to where if they need volunteer hours or to complete that program they could be assigned to individual schools to facilitate or help the elementary school teacher or the non-agriculture teacher implementing these. They could go on a weekly or, you know, monthly, or on [an on] call [status] to go out when that teacher has a problem, freeing them up from having to find a solution. So I foresee a Master Gardening Program or this being something that might be worth tapping into with the Extension Agency."
- Lyla discussed the amount of resources the two programs have. She said, "Both organizations have a very long arm of reaching out. Bok Tower Gardens and IFAS have resources that go way beyond what we can do."

Information in Description

In this theme, participants discussed the information provided in the description. Many participants discussed how different parts of gardening related to the mission of the program. Participants also discussed how there was too much information, while others discussed how there were subjects missing from the description. The subthemes are discussed below.

Subjects Related to the Mission

In this subtheme, participants discussed the different subjects that are related to the mission. Subjects included nutrition, people working together, sustainable living, health, environmental stewardship, lack of knowledge of food and agriculture, food security and food deserts, and agricultural career awareness. Additionally, participants discussed how they believed some subjects, such as the arts, were missing from the description. The following quotes are examples of discussion surrounding this subtheme:

- Debbie explained that she liked the healthy aspect of the partnership. She said, "I like that it brings in the healthy eating and the physical exercise."
- Harry explained how he liked volunteering but he discussed how teaching needs to be of greater importance. He said, "When I see the community garden and its volunteering, the people, getting the people together, but what we all lack is the knowledge and to see relevant research and impactful extension teaching methods, you know, to be able to have a tie in with UF. And with the newest growing tips, let's just say it that way, you know, that would be definitely beneficial for our community garden because we might have the time, the ability, we don't have the training, we don't have the experience, we don't have the knowledge. So to have that help available certainly would make our chance for being successful much higher."
- Lucy discussed sustainability. She said, "Maybe sustainability would be one of the perks. Maybe it could help some of these projects be more sustainable, having the partnership with UF and Bok Tower."
- Jacob explained that teachers may be put off by food insecurity and food deserts. He said, "The word food insecurity and you see food desert. That might scare some elementary school teachers who are thinking 'I'm just a kindergarten teacher and want to afford my six foot raised bed. I'm worried about food insecurity?'"
- Lucy discussed how the arts were missing from the description. She said, "Well, STEM is very obviously mentioned, but the arts…
    - Jacob interrupts. "You left the 'A' out."
- Lyla discussed the lack of focus on organics. She said, "Well, coming from a real commitment towards organics, I question whether or not that [description] has that focus."

Too much information

In this subtheme, participants discussed how there was too much information included in the description. Participants discussed breaking up the information or turning the information into an acronym. The following quotes are examples of discussion surrounding this subtheme:

- Lucy said, "To go and talk to someone brand new about this, you're gonna get caught up on about the third comma. It's really long."
- Riley said, "[I] think it's a lot to chew. It's a big mouthful. That's a lot in there to think about trying to accomplish that. That's a lot to accomplish."
- Charlotte explained that she would break it up. She said, "I would break it up." Jacob suggested an acronym. He said, "But an identifying term or name like NASP, Ag in the Classroom, so that people can relate and go oh, that's the program that's the initiative between Bok Tower and University of Florida for agriculture."

Audience

During the focus groups, participants were asked what audience(s) they thought the partnership targeted. Participants discussed many different types of audiences including: Businesses and organizations, educators and administrators, the general consumers, and students. The themes are discussed below.

Businesses and Organizations

Participants discussed how businesses and organizations should be a target audience for the partnership. The following quotes are examples of discussion surrounding this theme:

- James said, "Business. Business and industry also, because there's so many ways that they can help to facilitate this and provide some things for this. Partnerships with businesses. I know Jacob has some tremendous partnerships with some businesses that help him out."
- Jennifer said, "Churches."
- Emily asked, "What about organizations? Like what about 4H or FFA and why wouldn't they be involved in something like that? And those who are actually doing it, like I'll be a coordinator until I get somebody in there that I'm turning it over to. Coordinators of the community gardens, whoever's responsible for that."
- Jennifer suggested media networks, "Bright House. I mean if they if, you know, some of the major communication channels in our county, if they would start talking about community gardening and eating apples instead of french fries, you know, maybe that could be helpful."

Educators and Administrators

In this theme, participants discussed how educators should be a primary target audience. The following quotes are examples of discussion surrounding this theme:

- Charlotte said, "Educators."
- Jack explained, "At some level you have to reach teachers because they're gonna have to...you're gonna need some volunteers on the staff."
- Ella said, "For charter schools, I would say the governing boards or their liaisons."
- Harry said, "After school programs."
- Hannah explained, "Well, it would be school administration so, I mean if this is meant to be in the Polk County School System, you would need to go through the school board."
- Isabelle explained that she did not think the school board was the right audience. She said, "Not the school board… but it gets held up. So like, that's the benefit of Ag in the Class, when you go to a workshop then you put your address and things where you want it to go. So you, if they were the person sending the communication out, you're going to the teacher. Because what you're gonna get stuck to is say, the principal is like...well, maybe I'll tell you later or, you know, we don't have time right now, or I don't want to. But if you had a teacher who is really interested, you're gonna get the right people."

The General Consumer

Participants discussed how the typical consumer should be a target audience. Additionally, participants discussed adults, retirees, parents, and homeowners. The following quotes are examples of discussion surrounding this theme:

- Jessica explained, "Consumers."
- Lyla said, "Parents."
- Charlie said, "Even for homeowners, retired people, gardeners, you know what I mean? There's always different groups...all the different groups as a whole.

Students

In this theme, participants discussed how students should be a primary target audience for the partnership. The following quotes are examples of discussion surrounding this theme:

- Jacob said, "I think students also, to have buy-in from the students to want to participate in this."
- Harry explained that students should be the primary audience when he said, "I think students should be the primary target."
- Charlie said, "I mean, everybody. Kids, I mean, kids, you know, kids today… get kids interested in some of the other things."

Communication

In this section, participants were asked to describe what type of communication should be used to communicate about the partnership. Additionally, participants were asked what type of information they would like to see on the website. The following themes emerged from this discussion.

Communication Tools

Throughout the discussion, participants discussed the different type of communication tools that should be used to communicate about the partnership. Participants described Internet sources, mass media, and word of mouth as ways to communicate about the partnership.

Internet Sources

Participants discussed Internet sources as a way to communicate about the partnership. Internet sources included websites, Google, email, and social media. The following quotes are examples of discussion surrounding this theme:

- Jessica said, "Email." However, Lucy explained email is not the communication tool for college students. She said, "Email is becoming shockingly...well, with my college students email is horrible. They want it in a text message. Email's not immediate enough anymore."
- Ella said, "Google."
- Lilly said, "Well, I know Florida Friendly Landscaping does Facebook and Twitter and all the social media."
- Riley discussed social media, "…if you're not on Twitter and Facebook and the media, this generation doesn't know...they don't know nothing about you."
- When asked how she would like to find information, Lilly said, "Internet."

Mass Media

In this theme, participants discussed how mass media channels should be used to communicate about the partnership. Participants discussed television, newspapers, radio, advertising, and public relations as well as magazines. The following quotes are examples of discussion surrounding this theme:

- Elsa said newspapers, "[I] was just gonna say newspapers.…I think newspapers work. [Newspapers] are still a good thing even though a lot of people don't have them they still work."
- Debbie said, "The TV's been very effective here."
- Jacob said, "They're familiar with the Central Florida Ag News and In the Field and they ask for that. They ask for people, so this would be a perfect thing to show elementary schools doing stuff not just middle or Ag chapters."
- Charlie discussed multiple types of mass media. He said, "The newspaper, maybe even something on the radio. I mean, you get free ads, you know."

Word of Mouth

In this theme, participants discussed how impactful word of mouth could be as a communication tool. Participants discussed developing in service trainings and workshops, community meetings and presentations, and communicating with school administration. Participants also discussed using extension agents to spread the word. The following quotes are examples of discussion surrounding this theme:

- James explained that presentations would be the best way to spread the word. He said, "I think one of the most powerful means of getting a message out to groups like this...it is time consuming, it requires some work, but all good things do...is that of physical presentations as a guest speaker, whether it's at the school board meeting where there's the charter schools meetings, boards, businesses. If you go in and do a presentation to someone,

they can ignore an email, they can ignore a text message, they can say they never saw the article in a magazine. They can't ignore you if you're giving a presentation. They can refuse to accept a presentation, but they cannot ignore it."

- Jacob explained that Bok Tower Garden should have a place for demonstrations and in service trainings. He said, "So having a facility here to where teachers can come and get the training and then see the demonstration gardens so they have a visual… 'Well, I can do one this size, it doesn't have to be as big as that one.' But having a place here to see multiple examples of what gardens could look like, if it's flowers, butterflies that will help have an impact as well. So it could even be having the school board invited and the charter board comes and sees once this is completed, and then that will be a good hook. A lot of it is visual, like you said, a presentation."
- Daisy said, "Word of mouth."
- Emily explained how an award system might build awareness. She said, "You're going to have to get your interest stirred up where your potential people are."
- Hannah discussed more organizations to attract a wider audience. She said, "Well, I think that, again, I don't know who you're looking for if you're looking for gardeners but if you want the impoverished to find out, every 501C3 that serves should be informed and I've got virtually all of them as members of the food [bank] and anybody that feeds is a member of the food bank, so we've got a huge database."
- Emily explained, "I think they need to go out...I've done all that social media, if somebody's not hunting you, they're not gonna find you. But if they go out and have like community meetings centered around something that maybe is going on in that community at that time."

Other Communication Tools

Participants discussed using a mixed message approach to communicating with the public. Additionally, participants suggested collecting a database of contact information. The following quotes are examples of discussion surrounding this theme:

- Elsa explained sending the message out in multiple ways, "Well, it would definitely need to go out in various ways."
- Riley gave the example of, "An email, then a phone call and then probably a face to face with the actual participants, especially when you go to the students and the younger generation, its gonna be the Internet."
- Isabelle explained using a database to keep contact information. She said, "Ag in the Class and Project Learning Tree both have databases of teachers who have attended other workshops that they send information out to."

Website

Participants discussed the type of information that they would like to see on the website. Participants explained different types of webpages and the information that they would like to see. Participants described how they would like to see the website connect to other media. Additionally, participants suggested that the website should be simple. However, some participants discussed how they could not answer this question because they did not understand the purpose of the partnership.

Webpages

Participants discussed how they would like to see specific pages on the website. Pages suggested included an about us, helpful hits, information on other organizations, grant information, rules and regulations, calendar and contact information. These subthemes are described below.

About us

Participants described how they would like a page that explains the partnership and provides a clearly defined vision, mission, and values. The following quotes are examples of discussion surrounding this theme:

- Hannah explained, "Vision, mission, and values...you're classic vision, mission, and values. Your structure, how it operates, and to her [Holly's] point it needs to be approachable language because that doesn't make sense to even us and we've been sitting here talking about it for two hours."
- Lyla said, "And where do I meet and what am I gonna do? How will I benefit?"
- Lucas asked if there was an advisory board. He said, "Is there an advisory board behind all of this?"

Calendar

Participants discussed having a calendar of events on the webpage. Information on the calendar could include actual events or it could include information on what and when to plant. The following quotes are examples of discussion surrounding this theme:

- Emily said, "Calendar of events, no doubt."
- Charlie discussed how he would like a lunar calendar and timely information about pests to be included on the calendar. He said, "Well, you know, and that's a pretty interesting because of the calendar and the moon and all the other stuff. I mean, you know, you know when these worms are going to hatch out and when they're going to come and stuff like that…"
- Emily discussed how UF/IFAS Extension's Master Gardener calendar could be included on the calendar. She said, "And the Master Gardeners, they have published a good calendar this year. It's got a lot of the information on there, what to plant, when to plant, how to..."

Contact

A contact page should be included on the website. The following quote is an example of discussion surrounding this theme:

- Charlie said, "Who to contact, you know, contact list...who's doing what, who's in charge of what, who to see for meetings or questions or, you know, a directory"

Grant Information

Participants indicated that they would like to see grant information included on the website. The following quotes are examples of discussion surrounding this theme:

- Jennifer said, "How can I get money out of you guys."
- Lyla asked, "Are there any grants?"
- Harry asked if there were any rules or regulations after getting a grant. He said, "What are the rules?"
- Riley explained that the grant information should be easy to find. He said, "I would say there are several websites to either look for funding or something like that. And I'm not a savvy person on the Internet, so if it's not jumping out at me, I'm gone."

Helpful Hints

Participants discussed how a list of helpful hints for gardening might be useful. The following quotes are examples of discussion surrounding this theme:

- Lilly said, "And helpful hints like, you know, this is the bug of the month or the tree of the month or the flower of the month, or something."
- Charlie explained, "Different things [could be included] but I just gotta look at, you know, what's going to bug you this month, you know what I mean?

Links to Other Organizations and Gardens

Participants discussed how links to other organizations could be helpful for those looking for gardening resources. In addition, information on gardens in the area could give those wanting to participate something to visualize. The following quotes are examples of discussion surrounding this theme:

- Jacob explained how other links might persuade teachers to participate in school gardening. He said, "Yeah, within the Bok Towers is a link within Bok Tower, linking the school gardens by name that are active in the area because of this grant so that visitors might want to look and say, 'Well, let's look at what's happening at the Ben Hill Griffin or Haines City or whatever teacher has their garden.' And they could also refer that to the parents or to the children."
- Emily discussed how links to other organizations could be helpful for those participating in the partnership. She said, "[Links to] Other organizations that are participating in the program… so that you could call them."
    - In response, Isabelle explained that she wanted information about courses or tours other organizations sponsored. She said, "Or even like classes like if there was an Ag in the Classroom happening anywhere, you know, you could go to farm tours because they have farm tours that are there or..."
- Lilly discussed how links to locations of other gardens could be helpful for those looking to start a garden. She said, "Locations of other community gardens."

Connect to other Media

Participants suggested connecting the website with other types of media such as promotional materials and social media. The following quotes are examples of discussion surrounding this theme:

- Charlotte suggested using QR codes. She said, "I would say a website with QR codes where you, I mean, a lot of people are based in technology where you scan in and take it to a website."
- Lyla said to use social media, "And a lot of people aren't using websites anymore, they just go to Facebook."

Simple

Participants discussed the information and the design on the website should be simple. The following quotes are examples of discussion surrounding this theme:

- Holly said, "Keep it [website] simple. It needs to be kept simple."
- Riley explained that the website should be straightforward. He said, "I don't know where to look. And I think it goes back to Daisy's comment, about it needs to be kind of straightforward."

Name: Florida Gardens for Life

In this part of the focus group, participants were told the name of the partnership is Florida Gardens for Life. Participants discussed their general perceptions of the name, various terms that they thought should be included in the name, and alternative names for the partnership.

General Perceptions of the Name 'Florida Gardens for Life'

Throughout the discussion, participants discussed their general perception of the name 'Florida Gardens for Life.' Participants explained that they were not fond of the name. They believed the name did not match the program description, it was too long, and that it did not remind them of gardens.

General Name Discussion

During the focus group, participants were introduced to the partnership between Bok Tower Gardens and UF/IFAS Extension. Participants were told that the program's proposed name is Florida Gardens for Life. Overall, participants responded somewhat negatively toward this name. Some of the recurring themes included activism, cemetery, does not focus on school gardens, gardens or gardening, and unsure of the meaning. The following themes are discussed below:

Activist

Participants stated that the name suggested some sort of activism. The following quote is an example of discussion surrounding this theme:

- Charlotte said, "It sounds like an activist group of some sort (laughter)."

Cemetery

Throughout the focus groups, participants indicated that the name Florida Gardens for Life reminded them of a cemetery. The following quotes are examples of discussion surrounding this theme:

- Lyla said, "I'm sorry to say, a cemetery."
- Hannah responded, "No, no, you're right though, like Memorial Gardens."
- Lilly said, "Cemetery."

Does not Focus on School Gardens

Participants were interested in having the name relate to the program. In the school gardens focus group, participants wanted the name to say something about school gardens. In the community focus groups, participants explained the name should include education. The following quotes are examples of discussion surrounding this theme:

- Jessica said, "It [the name] doesn't focus on school gardens"
- Isabelle explained, "It [the name] doesn't say education"
- Charlie explained that the name should include something about education. He said, "No, I don't think so. I mean, I think what we're after is educating people, educating the community, you know, for better well educating community for a better life or something like that. But I think the Bok thing, I mean, I think it is education. Everything. Education for a better life through healthy eating, through sustainability, through all the other things that we need to do."

Gardens or Gardening

Participants expressed that they did like the word garden in the name. The following quotes are examples of discussion surrounding this theme:

- Jennifer said that she liked the word garden and that it could be used as a verb or a noun to give action to the name. She said, "I kind of like, actually I like the word, gardens at first because it could either be a noun or a verb. And that would...if it was a verb it kind of gives you a little action in that title."

- Riley expressed that if you changed the name to gardening it would make a big difference in the meaning, "If you just changed the word gardens to gardening, it would be different."

Unsure of meaning

Throughout the focus group, participants indicated that they felt negatively about the name as they were unsure of the meaning and felt it was too broad. The following quotes are examples of discussion surrounding this theme:

- Lucy said it was too catchy, "The 'for' and 'life,' the only hesitation I have is, I know it seems like every five years we kind of have these catch phrases of whatever. "Extreme this" and so I just wonder if it would phase out because that's kind of a...I don't know."
- Charlie said, "Just because it doesn't think, I mean, you know, everybody, all of us are trying to think what does it [the name] mean or what does it [the partnership] do? We don't have a good answer, do we?"
- Jacob explained, "It's really kind of broad."
- Jessica said, "Florida Gardens sounds so general. It doesn't, you know, it just doesn't do it (agreement heard)."

Relevance to Program Purpose and Goals

After participants explained their initial reactions to the name, participants were asked if they believed the name matched the program description. Participants discussed how the name lacked meaning and interest; however, the participants did like the word life in the name. The following themes are discussed below.

Lack of Interest and Meaning

Participants simply stated that they found no interest in the name. The following quotes are examples of discussion surrounding this theme:

- Lilly said, "It's not really interesting. I wouldn't Google and find out what it's about."
- Emily said, "If you're gonna use four words, it needs to have more of an impact."

Life

Participants liked the word life and thought about what the word means for the name. The following quotes are examples of discussion surrounding this theme:

- Holly discussed how life should be included. She said, "Yeah, life meaning plants...the plant's life, people's lives, it's touching life in many regards."
- James said you could make a play on life such as lifestyle. He said, "Or lifestyle."

Suggested Names

Participants were asked to suggest any names to describe the partnership between UF/IFAS Extension and Bok Tower Gardens. Although participants did not give many exact names, they gave suggestions on what type of information to include in the name. The following themes emerged: contest, life, organic, and partnership.

Contest

Participants suggested using a contest to name the program. The following quotes are examples of discussion surrounding this theme:

- Lilly said, "That's a good way to kick off a contest."
- Isabelle responded, "Kids love contests."

Life

Participants discussed using the word life as an acronym. The following quotes are examples of discussion surrounding this theme:

- James described how life could be used an acronym. He said, "If life is an acronym, Land, Involvement, Food, and Education, then possibly. I like Acronyms. (laughter) I'm in FFA. You have to like acronyms if you're in education and FFA."
- Jacob then suggested, "Lifestyle, Involvement, Food, and Education. Because you're talking about a healthy lifestyle, you're talking about nutrition, you're talking about the benefits of being outside and getting involved and exercise."

Tagline

In this section of the focus group, participants were asked to think of a tagline that might go along with the name. The following themes emerged from the discussion: community, growing or gardening, fun, future, life, and simple.

Community and School Gardens

Participants liked the idea of building a community through school and community gardens. Participants said this should be included in the tag line. The following quotes are examples of discussion surrounding this theme:

- Jessica said, "School Gardens."
    - Elsa responded, "Well, it's also community, too."
    - Jessica explained, "School and community gardens. It's getting a little wordy. "
- Debbie said, "Something with the school gardens in there, I think, to let them know..."

Growing or Gardening

Participants explained that growing or to grow should be used in the tagline. The following quotes are examples of discussion surrounding this theme:

- Lucy suggested a tagline of "growing a brighter future." She said, "I mean, the first thing that kind of came to my mind was growing a brighter future. I think there's a lot that we're trying to pull out of this, not just in the sense of a better curriculum to provide our students, more agricultural awareness, we're trying to provide a better economic impact for these kids as they grow up. And so brighter, they're gonna be smarter, they're gonna have more opportunities. I think there's gotta be...we're wanting an end result, something for them in the end. "
    - James interrupts, "I like what I heard from you. Cultivating...cultivating a love of gardening."
- Participants played off the word growing and gardening. Jacob said, "Growing is the same thing, I mean, it sounds good too, but would gardening be... Gardening a better future?"
- Dylan said, "Go grow."
- Jennifer suggested a tagline of, "Eat what you grow, grow what you eat."
- Daisy suggested, "Something like growing together and learning together." She continued to say, "Well, I was thinking growing would work as in 'learning and growing' actually instead of growing, so that would be kind of cool."
- Charlie included healthy when he said, "Growing for a healthy community or a healthy future. You know, growing and educating for a healthier [future]"

Fun

Participants suggested that tagline should be fun. The following quotes are examples of discussion surrounding this theme:

- Lyla said, "I think it [the tagline] should feel fun, like play in the dirt and grow your food. I mean, that's not it, but that kind of idea. A fun tagline."
- Lilly described a fun tagline, "Weed to succeed."
- Charlie said, "We'll find out what's bugging you."

Future

Participants indicated the tagline should include the future. The following quote is an example of discussion surrounding this theme:

- Jessica said, "It's not just the future, it's now that we're doing something with. Maybe [the tagline could be] for today and tomorrow."

Life

Participants suggested the tagline could play on life and health. The following quotes are examples of discussion surrounding this theme:

- Jessica said, "Life's lessons."
- Lucy continued by adding cultivating and said, "Cultivating. Life lessons."
- Riley explained, "I wrote gardening for health, life, and community."
- Debbie suggested, "Life's lessons through school gardens."

Simple

Throughout the discussion, it was apparent that participants wanted the tagline to be simple. In addition, participants discussed how it should be concise but still convey the partnership's vision. The following quotes are examples of discussion surrounding this theme:

- Emily said, "Concise wording that conveys a vision. That's what you want in a tagline."
- Emily continued to say, "'Simplify' is a word that comes up now. I don't know why that is because if we make gardening too complicated, people aren't gonna really want to do it. They will make it complicated as they get started. So simply, I don't even know why that keeps coming into my head, but it's the whole point would be is having that support that would convey how you can do a garden without making it a life science, or killing you. I mean, so I don't know. Until I have a title [name], I can't really think of a tagline except that the tagline needs to have a spreading out of what the title [name] is. The title [name] catches you, and the tagline should tell you an idea of what's going on. So it might be three words. Educate, Simplify or something, Garden. I don't know. "
- James said, "I like the gardening better. Because that's the focus [of the program]."

Logo

In this section, participants were asked what they thought a logo for the partnership would look like. Participants discussed various graphic elements, provided recommendations, and some participants sketched ideas. Sketches can be found in the appendix of this report.

Key Graphic Elements

Participants discussed various key graphic elements they would like to see in the design of the logo. The main themes participants would like to see in the logo were Bok Tower and other gardens, kids and families, and the sun. Participants also mentioned that they would like to see community, plants and vegetables, and the state of Florida. The following themes are discussed below:

Bok Tower Gardens and Gardens

In this theme, participants discussed how they would like to see Bok Tower Gardens in the logo. The following quotes are examples of discussion surrounding this theme:

- James said, "Having the Bok Tower kind of in the background with maybe a series of raised bed gardens with plants growing in them."
- Jacob discussed how he would like gardens in the background of the tower. He said, "That [Gardens] could be in the background or the raised bed beside him with a flower and then a tomato...something that stand out as a vegetable."
- Charlie said, "I mean Bok Tower's always been a garden place. Not really a vegetable or things, but something with the tower and the gardens."
- Debbie explained, "You could have Bok Tower in it, rolling hills because central Florida is the hilliest part of Florida."

Kids and Families

In this theme, participants discussed how they would like kids and families to be included in the logo. The following quotes are examples of discussion surrounding this theme:

- Grace said, "I picture a couple of kids."
- Lucy explained she envisioned lots of kids. She said, "Bouquet of kids."
- Debbie explained she would like an image of kids gardening to be included in the logo. She said, "You could have kids holding hands and have a shovel or a hoe in the other hand."
- Jessica explained she would like to see kids of different ages when she said, "A variety of ages, not just little kids. All different sizes."
- Lucy also explained diversity should be included. She said, "And ethnicities. If there's going to be multiple people. I think that's important."
- Charlie discussed how family should be incorporated into the logo. He said, "Visually, I mean, I'd have the tower and I don't know, you know, with the garden and the lake and all the other stuff. And now all of a sudden, have some kids to the side of the garden or a family sitting there with the gardener."

Sun

In this theme, participants explained that they would like to see a sun in the logo. The following quotes are examples of discussion surrounding this theme:

- Charlotte explained, "I was thinking about sun or something too, I put cultivating a brighter tomorrow through gardening with something to do with the sun."

- Jacob discussed incorporating the sun. He said, "If you had the little student, smaller student, like with a straw hat maybe a pitchfork, but having the view from the back looking toward the sunset going down over the garden because he's looking towards the future. And have the sun in the back maybe the groves."
- Lucy said, "It's sad, the first thing that came to my mind was the Fresh from Florida sun."

Community

Throughout the discussion about the logo, participants discussed incorporating community. The following quotes are examples of discussion surrounding this theme:

- Riley explained, "Yeah, I think of the sprout being somehow connected to a picture of the community."
- Charlie said, "Now we want to educate this or kind of a transition in from what we were doing...to going ahead and giving back in the community and trying to help the community, helping the family, kids learning what to eat or how to grow or how to do things."

Florida

Participants discussed how they would like to see the state of Florida in the logo. The following quotes are examples of discussion surrounding this theme:

- Dylan explained he would like to see Florida. He said, "I think they should have the state of Florida outline somehow in there [the logo]."
- Lilly wanted the tower and Florida to be incorporated. She said, "I don't know, the tower inside of the sign of Florida, the Florida [sign] inside of the tower, I don't know."

Plants and Vegetables

In this theme, participants discussed various plants and vegetables they would like to see incorporated into the logo. The following quotes are examples of discussion surrounding this theme:

- Grace said, "I know, that's stealing a little bit from Disney, the tree of life but, I mean, you could have corn on it, you could have citrus on it, you could have flowers on it, you could have I don't know, a little whimsical, I guess."
- Emily said she would like plants and vegetables as well as other graphics to be incorporated together, "Some kind of water, might be orange trees or fruit trees over here. And then corn and some kind of sustainable food over here, but including all the things that a community garden is gonna be about. You're gonna have to have water and you're gonna have to have sun and you could put a person in there somewhere, I don't know. But without a name, I can't do that. But I do logo's, I like doing stuff like that."
- Lucy explained, "I kind of...well, it wouldn't have the gardening aspect, but I almost picture like the fruit stands or like a lemonade stand with kids behind it."
  - Jacob responded, "Like a farmer's market fruit stand."
- Charlie explained the logo should include vegetables instead of the usual serene scenery at Bok Tower Gardens. He said, "They've got a pretty one [garden], but I think they somehow need to change it a little bit and put some vegetables in it, you know what I mean? Tomatoes, peppers."

Colors

Participants discussed the different colors they would like to see in the logo. Some participants discussed how they would like to see a variety of colors, while others discussed blues and greens. The themes are discussed below.

Variety of colors

Participants discussed how the logo should include a variety of colors. The following quotes are examples of discussion surrounding this theme:

- Lilly said, "I see Fruit Loops."
- Emily said, "Like Toucan Sam. Yellows, greens..."
- Charlie said the logo should be similar to the Bok Tower Logo, but with different colors. He said, "But a little bit different color [than the current logo] and almost the same thing to show that it's the same place, but we got a little something different. And I'm trying to think of a real good sign."

Blues and Greens

In this theme, participants discussed using blues and greens as a color in the logo. The following quotes are examples of discussion surrounding this theme:

- Isabelle said, "Blues and greens."
- Lyla explained, "I was visualizing brown, green, blue, kind of the dirt and the plant and the sky. "

Other

Participants also discussed how they would like to see serene colors. Others discussed how they would like to see UF colors in the logo. The following quotes are examples of discussion surrounding this theme:

- Participants discussed the serene atmosphere at Bok Tower Gardens and Lilly explained how the colors should match the atmosphere, "You know, it's very serene."
- Jennifer expressed how they could use the colors from the UF brand. She said, "Well, since its University of Florida, would it necessitate orange and blue in the colors or do you want to open it up to Seminoles, too? (laughter)."

Kick Off Event

In this section of the focus group, participants were asked to discuss the proposed kick off event and what they would like to see happen at the kick off event. Participants discussed that they wanted to know more about the partnership's focus and scope, the types of programming, and the types of grants offered. In addition, participants discussed how the event could serve as place for questions and would also provide the audience with access to resources and partnering organizations. These themes are discussed below.

Information on Partnership Focus and Scope

In this theme, participants discussed how they would like the kick off event to provide more information on the partnership's focus and scope. In addition, participants thought that the kick off event would be a good place to show where they, as individuals and organizations, would fit within the partnership. The following quotes are examples of discussion surrounding this theme:

- Riley discussed how he would like a simple explanation of the partnership. He said, "I think for me, because we've seen this, I would like to see this [the partnership broken down. But, in a simple enough form that I could understand it. Not a book, not the entire program, but in a simple bullet form so I could understand it at a glance."
- Lyla said, "Because I feel like I don't know too much about it. So, I would feel like how are these community gardens going to form? And for instance, if I was going to go back to our Ridge Organic Community Group and some people wanted help with their gardens or there was a group that wanted to go [in] together on a garden, if there's a plot of land somebody has such, you know, there's other people that have come to us that have said, I have this little piece of land, I don't want it to just do nothing. What can I tell them?"
- Holly discussed, "Right. And do you, like you, adopt a plot of land? How is it laid out? How I'm understanding what you are saying. How is the layout? What is the program?"
- Participants also discussed they would like information on who was funding the program. Riley said, "You had mentioned, Lucas, to know who's behind it, right? To know who that board is." Lyla responded, "Who is funding it?"

Type of Programming

In this theme, participants discussed how they would like an explanation of the type of programming offered by the partnership between UF/IFAS Extension and Bok Tower Gardens. They generally wanted the programming to be focused on how to guides to gardening and agriculture as well as be targeted toward a specific audience. The themes are discussed below.

Gardening and Agricultural How To Guides

In this theme, participants discussed how they would like programming about the basics of gardening. The following quotes are examples of discussion surrounding this theme:

- Charlotte explained how she would like a basic gardening program. She said, "Gardening for Dummies."
- Lucy said, "I think Ag 101. Ag 101 came to my mind."
- Grace said, "Gardening from Start to Finish."

Targeted Toward an Audience

In this theme, participants discussed how they would like to see different types of programming targeted toward a specific audience. The following quotes are examples of discussion surrounding this theme:

- Jack explained the importance of targeting different programs toward different audiences. He said, "You have different audiences. You want one [program] for staff and then maybe another for students. Maybe one [program]

for parents or for community members. I think if you're gonna call it community garden, then you have to have it integrated to the community."

- James discussed the different audiences that needed to be included in the kick off event. He said, "If you're talking about your target audience, the question was what would we do at kick off events, if you're talking about your target audience also being administrators, school boards, charter boards, then you've got to give them the educational tie-ins between the academics and these programs. Because if they don't see those tie-ins to engineering, technology, math, science, they're not gonna buy in as well. And without the upper level administration buy in, [and] the school based administration buy in, the teachers aren't gonna be able to do it."

- Debbie suggested that the partnership would need to get buy in from the administrators. She said, "And I think really for buy-in from the school board and from principals, you're going to need to correlate it to the new Florida standards. They need to know that it's worth their while to spend time on this because everybody is under the gun to get those taught and done. So I think that needs to be a definite tie-in when you're introducing it from the very beginning."

Teacher Day

Participants suggested having a specific teacher day. They discussed how the teacher is not going to have that much time to visit for programming. The following quotes are examples of discussion surrounding this subtheme:

- Jacob explained, "The teacher's probably gonna have time for one visit off campus, if that, on their own time during the day, that they can get off campus during a work day. This is where your Master Gardener is gonna have the free time to go to the school and assist the teacher. But my experience is, do not expect that teacher to have time to devote to this beyond their normal workday. Coming out of the gate, they're gonna be like a race horse."

- George suggested devoting one day of programing to explain how to make a garden. He said, "I'm just saying if they [teachers] could actually be here, spend a day, this is how you build a smaller garden, this is how you do the watering."

- Lucy suggested focusing on the hands on gardening activities during a teacher day. She said, "And I do think more on the growing side can be focused on. I think the other stuff, what supplies to get and all that. I mean, you can put it in a folder and that stuff can be read, but as far as what to spend the time doing with the teachers or whoever that day. It could be the basic soil stuff, whether they're growing crops or growing flowers, just the basics."

Grants

Participants discussed how they would like to hear more information on grants. Participants discussed wanting to know more about the requirements, locations, and dates of application deadlines. The following quotes are examples of discussion surrounding this theme:

General Information

Participants discussed how they would like to know general information about the grants. The following quotes are examples of discussion surrounding this theme:

- Lilly discussed how she would like to know where the grants could be used. She said, "The locations that are eligible for the grant to be used in."

- Charlie discussed how he wanted to know what the grants were. He said, "Mini grants for the gardening or what's the grant is gonna be?"

- Grace asked, "What kind of support is gonna be involved and the timeframe for the grants and for what you expect. A timeline."

- Poppy wanted instructions for grant application to be shared. She said, "I would want explicit instructions on how to apply, what exactly I'm... applying for as far as monetarily."

Requirements

Participants discussed the need to understand the requirements of the grants. The following quotes are examples of discussion surrounding this theme:

- Jacob requested clarification of the requirements when he said, "Requirements."
- Poppy discussed, "The expectations for goal keeping, you know, how to keep...what do I want to say? Record keeping. What kind of obligations, I, as a teacher am required to give back. "
- Isabelle discussed, "The dates, what's allowed, what's not allowed...because a lot of the gardening ones [grants] now don't allow any composting, don't allow that you put in or use any fertilizer, you know? You can use fertilizer, but you have to go buy everything, you can't use any naturals or you need to know all that up ahead because once you fill all that paperwork out and then you find out...oh sorry, you were rejected and it was thrown in the garbage because you didn't do this."
- Lilly discussed the need for information about what is and what is not allowed. She said, "Well, the guidelines will tell you that you could or could not do that." She continued, "Who's eligible to apply?"

Place for Questions

In this theme, participants discussed how the kick off event could provide a place for questions to be asked. The following quotes are examples of discussion surrounding this theme:

- Isabelle discussed, "Well, I think if they're going to be a place where I can go for questions and things. Whether I get the grant or not, for me to know that you are gonna be here and this is the kind of things that you are going to give me or help me with."
- Jennifer asked, "Is there a cost? How long are you gonna operate? What's the telephone number?"

Resources

Throughout the discussion, participants explained that they would like resources to be provided at the kick off event. The following quotes are examples of discussion surrounding this theme:

- Lucy wanted to see sample curriculum at the kick off event. She said, "Sample curriculum."
- James explained that curriculum was necessary to help teachers. He said, "And that's one of the things you said also, a curriculum developed for the teachers. It's difficult as a teacher, to be told we're gonna do this and then there not be anything for them to work with and if they have to spend the time and the energy and their own resources to go out and develop something, it's much more likely to fail."
- Elsa discussed having a gardening library. She said, "One thing I thought of too, if this is going into the schools, we need to have some gardening books and stuff in the library. Like your book that you have here that's available for the teachers to use. Storybooks about gardening." She continued, "That's kind of down the line, but I mean if you're gonna start this then the teachers gotta have complete...they gotta have resources."
- Lucy explained how she would like a list of what materials to get and where to start. She said, "As far as getting the materials for it [the garden], so maybe like a beginner's kit." She continued, "And so, kind of like a beginner's kit. Here's a list of basic items that you need to get this [garden] started, where to find them, what's considered a good cost or not because again too, that's another big thing."

Recommendations for the Partnership

In this section of the focus group, participants were asked to give recommendations to the partnership about how they should communicate with the public. Participants discussed how the partnership should use demonstrations, empower students and parents, get started, provide education, provide sustainable funding, and utilize resources already available. The themes are discussed below.

Demonstrate

Throughout the discussion, participants explained that Bok Tower Gardens could be used as a model for people to see. Participants discussed demonstration gardens should be planted. In addition, participants talked about a 'demonstration day.' The following quotes are examples of discussion surrounding this theme:

- Jacob discussed how the Extension office has a demonstration garden. He said, "Our Extension office was there, they're demonstrating growing methods."
- Jacob discussed how Bok Tower Gardens could provide demonstrations on Earth Day for students and teachers. He said, "Bok Tower has Earth Day. It's really later because of FCAT, but I would...you have over a thousand elementary school kids from Haines City to...I mean, from Highlands to Polk, during that same time they could coordinate in, by then they might have demo gardens, or the building will be established, and teachers could go by and see [demo gardens] and that could be tied in with Earth Day."

Empower Students and Parents

In this theme, participants recommended making sure students are learning and are empowered. The following quotes are examples of discussion surrounding this theme:

- Lucy said, "I think the last recommendation I think of and I don't really know how to put it in good words, is just make sure that in this program somehow students are empowered."
- Lucy continued, "We keep talking about responsibility on teachers and this and that, our students are smarter than we think, we just have to give them that responsibility. They may have never had it before. And so how...when we have this garden, what responsibilities will be the students and how do we teach? I know that somewhere that's still gotta be a piece of it. Because too...and not overwhelming the teacher, but helping them see that it's not just gonna fall all on them. Maybe there's a committee of students at the school that gets their parents."
- George explained to make sure the activities fit the age level to help empower students. He said, "I guess when I think gardens, I think about the students, maybe I don't need to, but like a kindergarten teacher they might, for what kindergarten students maybe the idea is to [create a] simple garden versus a fifth grade classroom too, so they may have to have different ideas."
- Jack explained how gardens could help to empower diversity. He said, "I would just like to say one thing and that is I think it would be an excellent opportunity to integrate the concept of diversity because it goes hand in hand. Helping people, children, and community members understand that all the diversity that goes into making a successful garden, the same diversity goes into making a successful society. So if you integrate the concepts of cultural diversity along with science concept of diversity, I think you're gonna really accomplish something."
- Ella discussed parent involvement to help empower students. She said, "Because we had great, great parent involvement. Our parents are awesome. They show up in droves so empowering them too, you know."

Get Started

In this theme, participants recommended that the partnership keep things simple and get started. The following quotes are examples of discussion surrounding this theme:

- Harry said, "The advice that Rob gave me was get started. Even if it started small, get it started and let it build."

- James and Jennifer said in reference to the partnership, "Keep it simple."

Provide Education

Throughout the discussion, participants discussed how the program should be used as a channel to educate and communicate with the public. The following quotes are examples of discussion surrounding this theme:

- Riley explained that the program needed to educate and communicate. He said, "I think educate and communicate."
- Debbie discussed how the program should provide guidance. She said, "People are gonna need guidance because there are so many that just can't walk in and just know what to plant and where. So guidance, so you don't have a discouraging outcome."

Sustainable Funding

In this theme, participants discussed the idea of sustainable funding. The following quote is an example of discussion surrounding this theme:

- Lucy said, "I was gonna say make sure that there's sustainable funding. I think too often we throw a two hundred-fifty dollar grant at something and then it's just, I mean..." She continues, "Yeah, or either like a tiered funding where you get two hundred and fifty the first year, a hundred the next year, something like that."

Utilize Resources

Throughout this theme, participants discussed how the partnership should utilize resources and collaborate with other organizations and prevent recreating the wheel. The following quotes are examples of discussion surrounding this theme:

- Jacob said, "I'd recommend too, don't reinvent the wheel, just as far as my bias, as far as I know, this [Ag in the Classroom curriculum book, Gardening for Grades] could be used to grant the purchases if you have to, I think it's included with grants from this organization. It's [Gardening for Grades is] already got your resources in the back, county Extension Agents offices, here's how you get started, it even has post-tests, pre-tests, assessments in the back, it's got lesson plans, tells you everything about the acidity of the soil, I'd hate to see time and money used to just do something else that's already out there."
- Lucy said, "Please don't reinvent the wheel."
- Elsa suggested seeking resources from existing organizations. She said, "I was gonna say the edible schoolyard, it has tons of stuff on their website."
- Riley discussed collaborating with other organizations and continuing the conversation. He said, "Even as they're walking through the process of putting this into details if they haven't done that yet, communicating with groups like this on a regular basis and a larger group and, I mean, Harry and I have had many discussion and I was thinking about Harry and Holly, hoping that I could talk about them and they walked in, so continuing the conversation. I mean, I'm glad to see that he hasn't given up because it's easy to do when you're trying to start something."
- Emily said, "I don't think they need to recreate the wheel, that some of these programs are already successful in Dade County, that's where we used our paperwork where we got our permission and guidelines and rules. So if they are gonna utilize this funding properly, they probably need to look at already established, already successful, [programs] and mimic that and [then] fine tune it."
- Lilly said, "I think it should be more collaboration between the Florida Friendly Landscaping because they do a lot of similar things that you were talking about that this program would be doing and also to make sure that, you know, they research other entities that might have similar types of projects."

Findings

The results of these focus groups provide a detailed look into how those involved or interested in community and school gardens view the partnership between UF/IFAS Extension and Bok Tower Gardens. Additionally, the results point to opportunities for future communication of the new brand. The summary below compiles the results.

Garden

- Participants associated positive and negative feelings toward gardening. In addition, gardening prompted feelings of productivity. Positive feelings included feeling alive, proud, and peaceful; whereas, negative feelings included feeling tired and facing a task that is never complete.
- Participants found gardens to be beneficial to their health and social connections.
- Barriers to gardening included natural barriers, such as weather, insects and weeds, concrete barriers, such as cost, time, legal regulations, and commitment, as well as lack of knowledge and resources.
- The benefits of gardens recognized by participants included a learning tool to teach multiple disciplines, a place for connection and contribution, and a place to build worthiness.

Community Gardens

- Community gardens were described as a diverse place that could provide economic benefits and life lessons, while encouraging teamwork.
- When looking for a community garden to work with, participants discussed different attributes that played a role in the garden they selected. Guidance and support, location and accessibility, as well as cost and familiarity, all played a role in the decision to select a particular garden.
- Barriers to community gardens were identified as someone to start the garden, resources, pests, weeds, zoning and, legal resources.

School Gardens

- Participants indicated they felt school gardens were costly, under used, and required maintenance, but could also help to raise awareness and provide a more attractive campus.
- Benefits of school gardens provided a place for students to focus and grow as individuals, as well as a place for learning.
- Barriers to school gardens included a strong commitment to planning and maintenance, learning how to integrate the garden with school curriculum, and obtaining resources.

Partnership

- The majority of the participants had not heard of the partnership before the focus group.
- Participants believed the partnership would help to blend UF/IFAS Extension and Bok Tower Gardens together to provide grants, to support garden programs, and to help build a healthy lifestyle for those involved.

Organizational Comparison

- Participants discussed how they thought the partnership was different from Florida Friendly Landscapes, Florida Agriculture in the Classroom, Farm to School, American Community Gardening Association, and Master Gardeners.
- Participants indicated these organizations could provide resources that could benefit the partnership.

Partnership Purpose

- Participants were read the description of the partnership. Many participants explained that they liked the diversity of the partnership and felt it had a spot for everyone. Additionally, participants felt that it could create promotion for both Bok Tower and UF/IFAS Extension.
- Participants discussed how the different parts of gardening related to the mission of the program.
- Participants felt that there was too much information in the description yet it was missing subjects, such as art.

Audience

- Participants indicated businesses and organizations, educators and administrators, the general consumer, and students were target audiences for the partnership.

Communication

- Participants suggested Internet sources, the mass media, and word of mouth as communication tools to communicate with the target audience. Participants also suggested using multiple media channels for communication.
- Participants were told that a webpage would be created for the partnership. Participants discussed the website should include webpages such as about us, calendar of events, contact information, grant information, helpful hints, and links to other organization and gardens. Additionally, participants suggested connecting the website to other media sites such as social media.
- Participants indicated the design of the website should be simple and organized.

Name: Florida Gardens for Life

- Participants discussed their general perception of the name 'Florida Gardens for Life.' Participants explained that they did not believe the name matched the program description, was too long, and did not remind them of gardens.
- Participants indicated that the name reminded them of an activist, a cemetery, environmental or sustainability, and gardening. Some participants did not like that the name did not focus on school or community gardening, while others were unsure of the meaning.
- Participants did like the word life in the name.
- Participants were asked to create a name for the program. They suggested including a contest, using life as an acronym, and making the name recognizable statewide.

Tag Line

- Participants were asked to think of a tag line that might go along with the name. The participants discussed how the tag line should include community or school gardens, growing or gardening, fun, future, and life.
- Tagline suggestions included: Cultivating a love of gardening, gardening a better future, gardening for health, life, and community.
- Participants thought the tag line should be simple.

Logo

- Participants were asked to design a logo or think of key graphic elements that should be included in the logo. Bok Tower Gardens, kids and families, the sun, community, Florida, as well as plants and vegetables were included in the discussion.
- Participants suggested that a variety of colors such as Toucan Sam, blues and greens, serene, and UF orange and blue should be used in the logo.

- Recommendations suggested by participants included a kid's contest, a simple logo that is recognizable when small, and a logo that plays off of current UF/IFAS Extension logo andthe Bok Tower logo.

Kick Off Event

- When discussing the kick off event, participants explained that more information on the partnership's focus and scope should be included.
- Participants indicated that programming needs to be targeted to different audiences such as teachers, parents, and those interested in community gardens. Programming could include gardening and agricultural how-to guides.
- Participants indicated that they would like to hear about information about grants, including grant requirements.

Recommendations for the Partnership

- A demonstration garden was a recommended by participants.
- Participants indicated that the partnership should empower students and should help to give support to those looking to teach students.
- Participants said the partnership should get started even if all parts are not in place at the beginning.
- Participants recommended utilizing existing resources, not recreating the wheel, providing education, and seeking sustainable funding.

Recommendations

- The findings from the garden, community garden, and school garden section should be used to develop promotional and educational materials.
    - When asked what comes to mind when a participant heard the word garden, the participants indicated groups of people, food and plants, places, different ideas, and learning tools. These general thoughts should be translated into photos and key words used on promotional materials. By incorporating these common thoughts into promotional materials, the partnership will be connecting to and attracting their target audience.
    - The barriers to gardening should be used to guide educational materials on problem solving common gardening barriers. Collaborations with existing gardening programs and/or organizations may be beneficial in identifying existing materials or developing new materials.
- Participants generally had a positive reaction to the purpose of the partnership, but felt the description was complex and very broad. It is recommended that the partnership develop a simple and concise mission statement and communicate that mission statement to their target audience.
- Participants indicated businesses and organizations, educators and administrators, the general consumer, and students all could be target audiences for the partnership. The partnership should identify a couple of primary target audiences out of this suggested list and develop communication materials that appeal to each audience. For example, materials that cater toward educators and parents may highlight the educational impact for students, while community garden materials may be targeted toward the general consumer highlighting a sense of community and health that results from community gardens.
- The partnership should consider utilizing multiple communication channels when communicating with their primary audiences. Internet sources, the mass media, and word of mouth were identified as valued forms of communication among the participants. For some audiences, like school administrators, it may be necessary to communicate through face-to-face presentations or workshops.
- Due to the perception that the name did not align with the program description, the partnership should consider developing a new name that is short, concise, and identifies the essential focus and scope of the program. The participants suggested incorporating the terms education, life, and gardening into the name.
- It is recommended that the partnership develop a tagline that is a continuation of the name. The tagline should provide further insight to the scope and focus of the program. The participants suggested incorporating community and/or school gardens, growing or gardening, fun, future, and life into the tagline.
- A simple yet distinct logo should be developed for the program. The logo should be reflective of the partnership and the program. The partnership should consider the imagery and colors suggested by the participants when developing a logo.
- As the participants suggested, the kick off event should provide information on the partnership's focus and scope. Additionally, the kick off event should provide more information about available grants, programs, and resources.
- The partnership should be careful not to recreate the wheel and utilize resources already available. Strong collaborations should be developed with existing IFAS gardening-related programs, Master Gardeners, Ag in the Classroom, and other organizations as appropriate.
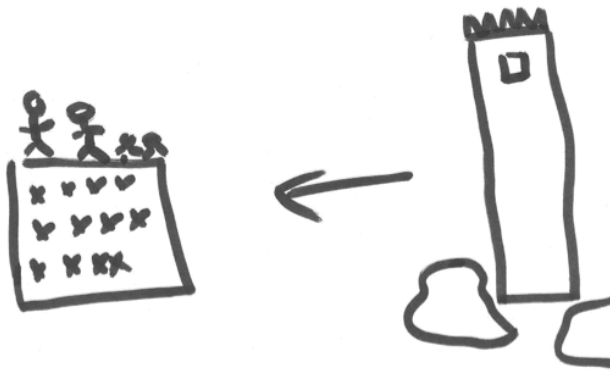
Appendix: Logo Ideas

Florida Gardens for Life......
gardening

Lifestyles
Involvement
Food
Education

growing a brighter future

cultivating life lessons through
school & comm gardens

gardening for a better future
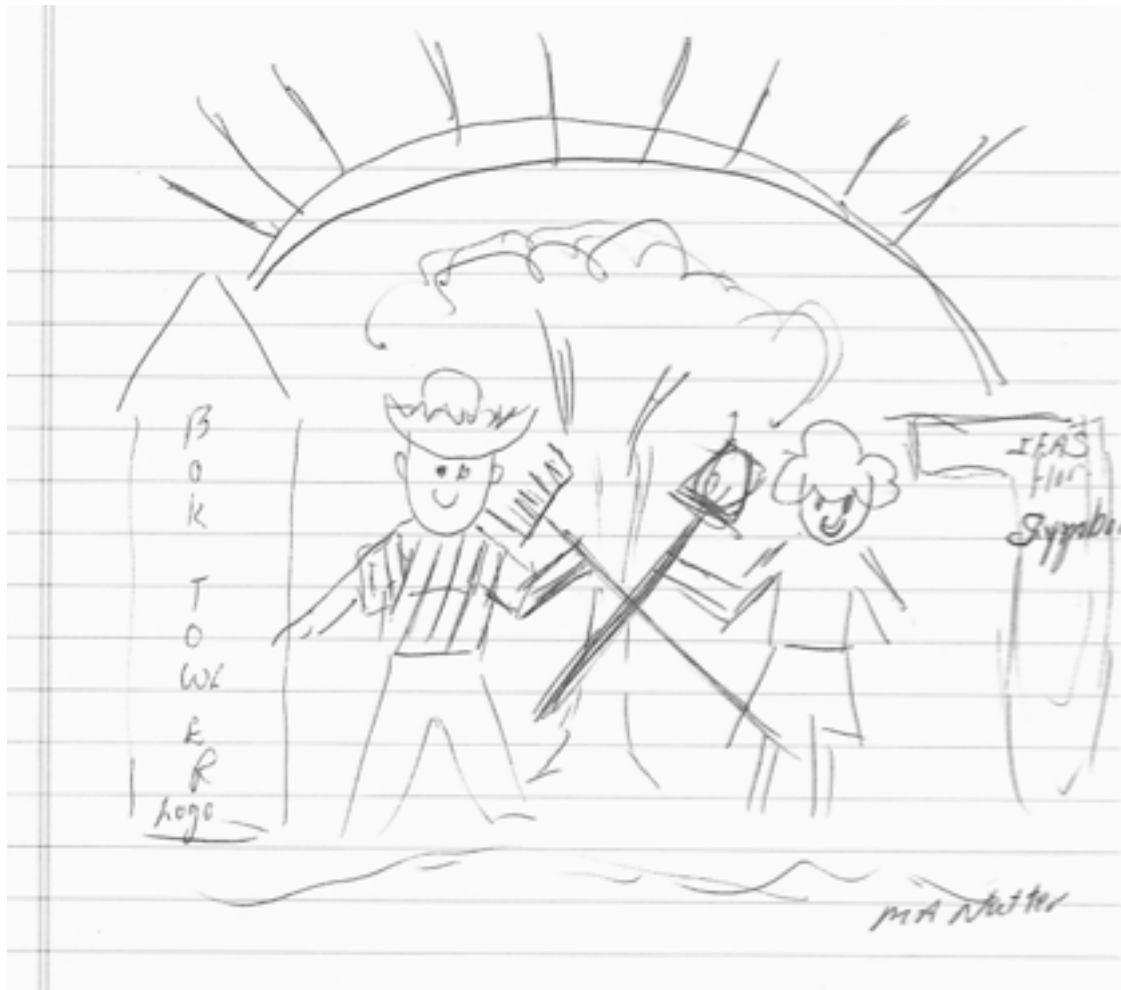
eat what you grow

grow what you eat

learning to grow

growing to learn

Adopt a plot

F G f L

state of FL

Gardens for
health, life &

Go Grow

Eat what you
Grow what

Grow (

Growing Together

Learning to

Grow to Lear