

DIG in Community

A tool for Developing Integrated Gardens in communities



Arizona SNAP-Ed Proctor Guide

Contents

DIG in Community at a Glance.....	1
Completing DIG in Community.....	3
Submitting DIG in Community.....	4
Appendices.....	6
Appendix A: DIG in Community Tool (English)	
Appendix B: DIG in Community Tool (Spanish)	
Appendix C: DIG in Community Tool (Diné)	
Appendix D: Item and Rating Guide	
Appendix E: DIG in Community Action Planning Guide	

Questions? All questions regarding this Proctor Guide or DIG in Community in general can be directed to Anvi Bhakta (Food Systems Evaluator):

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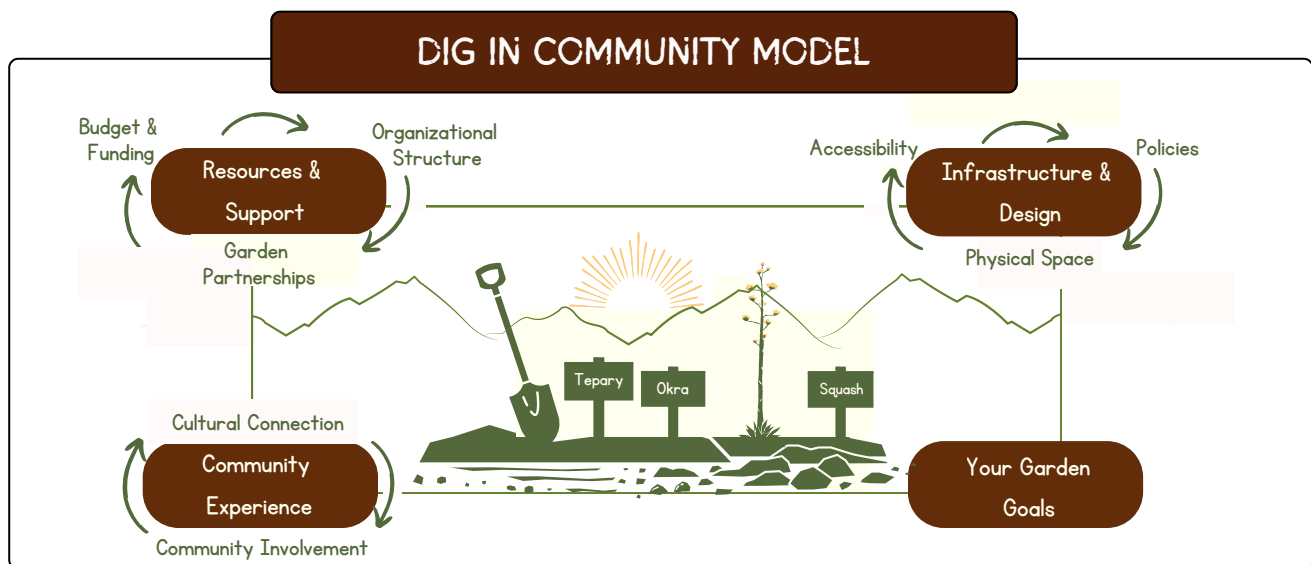
DIG in Community at a Glance

What is Developing Integrated Gardens (DIG) in Community?

- A tool designed to help communities grow and sustain their garden programs.
- The tool is comprised of ideas for how to integrate the garden more fully into the community.
- Rate your current garden program, select items to work on, and track growth over time.

AN "INTEGRATED" GARDEN...

Is a maintained garden in an area accessible to the community; enhances physical, emotional, and spiritual well-being to build a healthy and socially sustainable community; is a valued part of the community's culture, and is sustained over time.



Benefits of DIG in Community

- Collaborate with garden partners.
- Meets you where you are at in garden work!
- Serves as a guide to keep garden flourishing and choose what to focus on.
- Track progress and celebrate the fruits of your labor!

Completing DIG in Community

1 Training:

Make sure you have completed the DIG in Community training and passed the Certification Quiz with 100%.

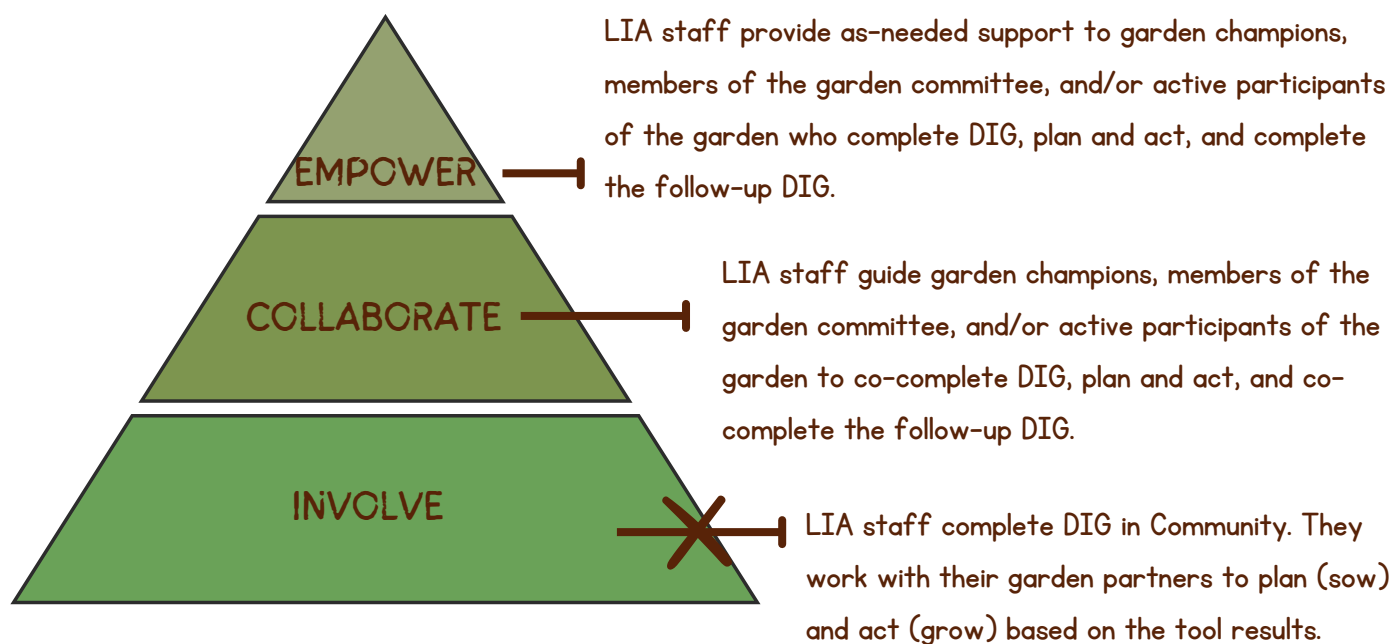
2 Engage with your garden partner:

Prior to completing DIG in Community, it is important to lay the groundwork by gathering people and information! Determine who is needed to complete the tool and schedule a time to connect with the right people. Consider various individuals who may offer different perspectives in completing the tool. This includes:

- ☐ The garden champion
- ☐ Garden committee members
- ☐ Active garden participants

LIA staff should work within the “collaborate” or “empower” levels of the Spectrum of Community Engagement as they engage in the Cycle of Change with their garden partners. Refer to the graphic below for descriptions of each level in the spectrum.

DIG SPECTRUM FOR COMMUNITY ENGAGEMENT



3 Completing DIG in Community

What to bring:

Before you meet with your garden partner to complete the tool, be sure to bring:

- Hard copies of the DIG in Community tool. The tool is available in English, Spanish, and Diné (Appendices A-C).
- A printed or electronic version of the Item and Rating Guide (Appendix D)
- Clipboards
- Pencils/Pens

Completing the tool:

The tool has 46 items, which fall into three sections. Rate each item based on where the garden is at currently (not where you would like the garden to be or where it has been):

- ☐ Not in Place Right now (0)
- ☐ Partly in Place Right Now (1)
- ☐ Fully in Place Right now (2)

As a group, come to consensus on how to rate each item. Then tally the section and total scores!

Finalizing the tool:

After rating each item, tally the final score. If the group is using multiple copies of the tool during completion, finalize your final scores onto ONE DIG in Community tool. As noted previously, take time to come to a consensus on item ratings and each section/final score. Submit the final version of the tool to SET (Step 4).

Item and Rating Guide:

If you have any questions about the content of the tool, we encourage you to explore the Item and Rating Guide, located in Appendix B. The guide provides instructions, clarifications, and rating guidance for the tool.

4 Submitting the HFPAT:

After completing DIG in Community, submit it to SET by:

EMAIL:

Scan the DIG in Community tool and send it to
azhzevaluation@arizona.edu

5

Discuss Results

Discuss the results with your garden community. Consider:

- ☐ What are the strengths of the community garden?
- ☐ Where would you most like to grow your program?

Use the results to action plan with your garden partner. Appendix E includes an Action Planning Guide if helpful. Consider what works best and aligns with the needs of the gardening community!

Appendices

Appendix A: DIG in Community (English)

Appendix B: DIG in Community (Spanish)

Appendix C: DIG in Community (Diné)

Appendix D: Item and Rating Guide

Appendix E: DIG in Community Action Planning Guide

Appendix A:
DIG in Community Tool (English)



Garden Name:

Your Name:

Today's Date:

Check if this is your first time using the tool: ☐

The DIG in Community tool is designed to help communities grow and sustain their garden programs. Each item listed below is an **idea** for how to integrate the garden more fully into the community. Garden sites can use the tool to rate their **current garden program**, **select items to work on**, and **track changes over time**. Keep in mind:

- Some items are low-cost and easy to do, while other items can involve more time and resources.
- Not all items are appropriate for every community garden. Garden sites can choose items that work well for their unique setting!
- Gardens change over time. The tool should give you a sense of **how the current garden program functions**.

INSTRUCTIONS

1. **CONNECT WITH YOUR GARDEN PARTNER(S).** Decide how you will complete the guide (ex., as a group), and schedule a time to connect with the right people!
2. **RATE EACH ITEM BASED ON WHERE THE GARDEN IS AT CURRENTLY.** Is it **Not in Place Right now (0)**, **Partly in Place Right Now (1)**, or **Fully in Place Right now (2)**? Some items can be marked Not Applicable (N/A). It is encouraged to use the Item and Rating Guide to help clarify an item or how to rate an item. If needed, take notes about your ratings at the bottom of each section!
3. **ADD UP YOUR RATINGS.** As a group, come to consensus on how to rate each item. Then tally the section and total scores!
4. **REFLECT ON YOUR GOALS.** In this unscored section, reflect on what **you'd** like to achieve in the garden.
5. **DISCUSS THE RESULTS WITH YOUR GARDEN COMMUNITY.** What are the strengths of the community garden? Where would you most like to grow your program? **Decide which items you would like to work on.** Remember, the items listed are ideas to help your garden program grow. Consider what works best and aligns with the needs of your gardening community!

Which of the below best describes your community garden program now?

- ☐ Our garden program **is just getting started.***
- ☐ Our garden program has been around for a while, **operating consistently over time.**
- ☐ Our garden program has been around for a while and is **now expanding.**
- ☐ Our garden program is **currently being revitalized** after a dormant period.
- ☐ Our garden program has been around for a while, but it is **currently not very active or dormant.**

*If you are just getting started, we suggest focusing on priority items labelled with  icons.

Write below who is completing the DIG in Community tool? Note: You will need to finalize your results as a group.

When you rate items, remember to answer based on where your garden program is RIGHT NOW, not where you would like the garden to be or where it has been.

0 - Not in Place or Generally Not Done, 1 - Partly in Place or Sometimes Done, 2 - Fully in Place or Usually Done



RESOURCES & SUPPORT

Budget & Funding

The garden has sufficient:

	Not in Place (0)	Partly in Place (1)	Fully in Place (2)
1. Funding to create the garden infrastructure (ex., water, soil, tools, beds, and tool storage). ☐ Not applicable			
2. Funding to maintain the garden over time.			
3. Funding to support all planned on-site activities, events, or workshops.			

Organizational Structure

	Not in Place (0)	Partly in Place (1)	Fully in Place (2)
4. The garden has at least one garden champion. A garden champion can also be called a garden leader, manager, or coordinator.			
5. New or additional garden champions are pursued to ensure garden sustainability.			
6. There is a garden committee that supports the garden champion in overseeing garden responsibilities including operations, garden maintenance, safety, budget/finances, and community outreach/events.			
7. There is a garden program guide in hardcopy/electronic form that includes: ☐ The garden's mission and vision ☐ A garden budget and plan for obtaining funding ☐ The intended use(s) for the garden ☐ A year-round garden maintenance plan ☐ The garden's policies and agreements ☐ A garden transition plan in case of leader turnover			
8. The garden champion and/or garden committee meet as needed to develop or review the garden program guide, discuss garden updates, or address garden needs.			
9. There is a designated main contact for the garden.			
10. The designated main contact's information is easily identifiable to community members (ex., through signage at the garden or online).			

How to Score #7:

0- No hardcopy or electronic guide

1- Guide has 1-4 components

2- Guide has 5-6 components

Garden Partnerships

	Not in Place (0)	Partly in Place (1)	Fully in Place (2)
11. Partner organization(s) provide supplies and/or labor to the garden.			
12. Partner organization(s) offer garden expertise and education on local growing methods through trainings or workshops.			

Resources & Support Subtotal

(add up all 1s and 2s)



RESOURCES & SUPPORT NOTES



INFRASTRUCTURE & DESIGN

Establishing the Physical Space

Not in
Place (0) Partly in
Place (1) Fully in
Place (2)

- | | Not in
Place (0) | Partly in
Place (1) | Fully in
Place (2) |
|--|---------------------|------------------------|-----------------------|
| 1. Local government entities and/or property owners allow long-term use of public space for a community garden. ☐ Not applicable | | | |
| 2. In unincorporated or tribal communities, the appropriate people (ex., the master planning committee) are consulted to garner support for the garden and ensure its location meets the needs of the community. ☐ Not applicable | | | |
| 3. The size of the garden space is sufficient for the garden's intended use. | | | |
| 4. In-ground soil has been tested for environmental contaminants and chemical runoff to ensure food safety. ☐ Not applicable | | | |
| 5. The soil receives nutrients/soil amendments, as needed. | | | |
| 6. The garden has a safe and reliable water source suitable for the type of garden. | | | |
| 7. The garden has enough sunlight for the garden's intended use. | | | |
| 8. There are enough tools and materials to build and/or maintain the garden. | | | |
| 9. The garden has enough storage for tools and other supplies. | | | |
| 10. The garden has access to seeds or plant starts. | | | |
| 11. The garden has trash disposal, including a composting system. | | | |
| 12. The garden is fenced, gated, or otherwise protected. | | | |
| 13. The garden has season extenders for its respective climate (ex., shade cloth, a row cover, low/high tunnels, or a small green house). ☐ Not applicable | | | |
| 14. The garden space is welcoming (ex., there are shaded benches or decorative art). | | | |

Accessibility and Inclusivity

	Not in Place (0)	Partly in Place (1)	Fully in Place (2)
15. Getting to the garden is accessible to all community members by public transportation, biking, or walking.			
16. Access for who can enter the garden space is guided by the gardening community's input.			
17. The garden layout is accessible for all individuals to work and move around in the garden. Consider individuals with physical mobility impairments and seniors who may need ramp access, paved/wide pathways, or height-adjusted garden beds.			
18. The garden's design considers sensory stimuli that are inclusive for individuals of all cognitive abilities.			
19. Financial assistance is available for gardeners in fee-associated gardens.			
☐ Not applicable			
20. The garden ensures that communication methods for garden-related updates are accessible to all participants (ex., text message or email).			
21. Information and materials about the garden are available in languages reflective of the garden participants and the broader community.			

Garden Policies & Agreements

There are garden policies or agreements in hardcopy/electronic form for:

	Not in Place (0)	Partly in Place (1)	Fully in Place (2)
22. Who can enter the garden space.			
23. What is allowed to be grown in the garden.			
24. Addressing the use of herbicides and pesticides in the garden.			
25. Who can take the grown produce.			
26. Pet expectations in the garden. This includes if pets are allowed, leash requirements, and clean-up.			
27. Shared tasks in the garden (ex., weed pulling and path clearing)			
28. Expectations of respectful communication and interactions among gardeners.			

Infrastructure & Design Subtotal

(add up all 1s and 2s)

INFRASTRUCTURE AND DESIGN NOTES



COMMUNITY EXPERIENCE

Cultural Connection

	Not in Place (0)	Partly in Place (1)	Fully in Place (2)
1. Integration of local culture(s) is encouraged in garden planning.			
2. Garden program activities are tailored to the local culture(s).			

Community Involvement

	Not in Place (0)	Partly in Place (1)	Fully in Place (2)
3. Garden participants are consulted to determine the development or growth of the garden (ex. the planning, building, or planting decisions for the garden).			
4. Garden participants are involved in developing or reviewing the shared mission and vision of the garden.			
5. Garden activities, events, or workshops for the broader community beyond growers occur regularly throughout the year.			
6. Individuals in the broader community are consistently engaged with the garden in the form of volunteering or participating in activities/events.			
7. Information about the garden is available to promote community involvement (ex., through signage at the garden, online platforms, or flyers).			

Community Experience Subtotal

(add up all 1s and 2s)

COMMUNITY EXPERIENCE NOTES

SECTION & OVERALL TOTALS



RESOURCES & SUPPORT

of 24



INFRASTRUCTURE & DESIGN

of 56



COMMUNITY EXPERIENCE

of 14

Add up all sections for the
final score!

TOTAL

of 94*

***NOTE:** Not Applicable (N/A) items make total possible points lower. For the purposes of using the DIG in Community tool, you do not need to worry about adjusting your points. This tool and the points are simply a broad guide to help you explore sections that you feel are already strong and sections where you feel you may want to focus your efforts!

HOW INTEGRATED IS YOUR GARDEN?

Note: These broad ranges for levels of integration naturally account for N/A items.

0-32

SPROUTING



Your garden is getting started!
How can you use these results to progress?

33-65

GROWING



Your garden is moderately integrated already! How can you build on these strengths?

66-94

THRIVING



Your garden is well-integrated!
Use these results to celebrate and keep flourishing!

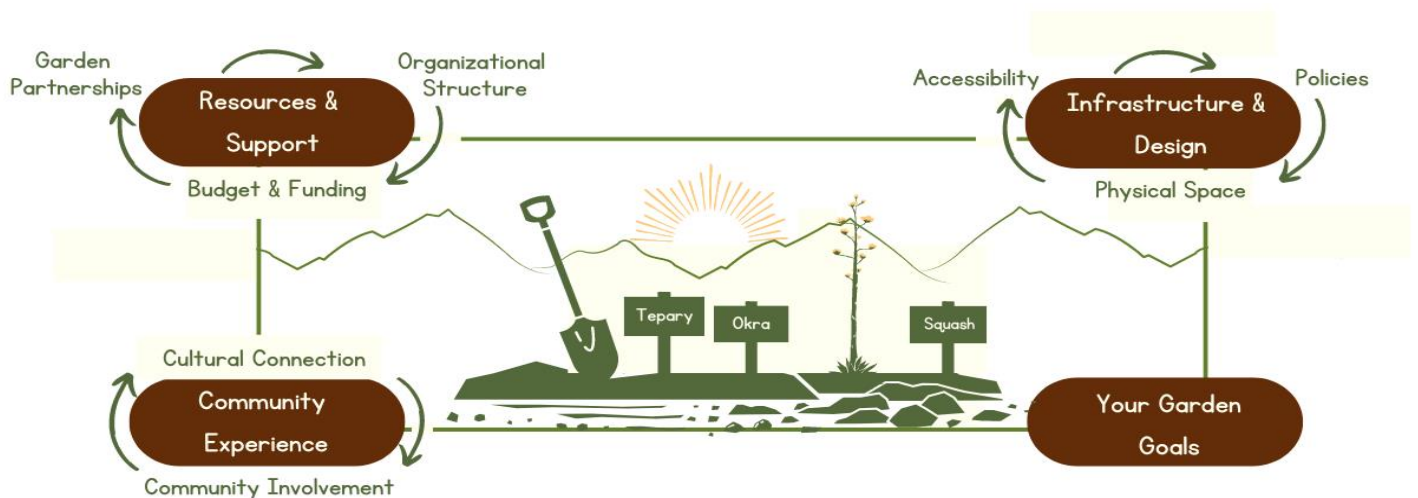


GARDEN GOALS (NOT SCORED)

What are your goals for developing a thriving community garden? When thinking about these goals, consider what you and other gardeners hope to achieve or experience by participating in this community garden. Discussing goals with those who participate in the garden is highly encouraged! Review the definition of “integrated” below to help you reflect on these goals. Write each goal below.

DIG IN COMMUNITY: MODEL FOR GARDEN INTEGRATION

An **INTEGRATED** community garden is a maintained garden in an area accessible to the community; enhances physical, emotional, and spiritual well-being to build a healthy and socially sustainable community; is a valued part of the community’s culture and is sustained over time.^{1,2}



1. The Role of Community Gardens in Sustaining Healthy Communities, Designing Healthy Communities, <http://designinghealthycommunities.org/role-communitygardens-sustaining-healthy-communitie>

2. Gardner Burt K, Koch PA; Contento IR. (2017) Development of the GREEN (Garden Resources, Education, and Environment Nexus) Tool: An Evidence-Based Model for School Garden Integration. J Acad Nutr Diet, 117:1517-1527.

Appendix B:

DIG in Community Tool (Spanish)



Nombre de la huerta:

Su nombre:

Fecha de hoy:

Marque si esta es la primera vez que usa esta herramienta:

La herramienta Cavar en Comunidad (DIG) está diseñada para ayudar al crecimiento de las comunidades y sostener sus programas de huertas. Cada artículo que aparece abajo, es un **idea** sobre cómo integrar la huerta más de lleno en la comunidad. Los sitios de las Huertas pueden usar la herramienta para clasificar su **programa actual de huertas**, **seleccione los artículos en los que va a trabajar y lleve un control de los cambios con el tiempo**. Tenga en cuenta que:

- Algunos artículos son de bajo costo y fáciles de hacer, mientras que otros artículos pueden necesitar más tiempo y más recursos.
- No todos los artículos son adecuados para cada huerta comunitaria. Los sitios de las huertas pueden escoger artículos que funcionen bien para su propio entorno.
- Las huertas cambian con el tiempo. La herramienta le podría dar un sentido **de cómo funciona el programa actual de huertas**.

INSTRUCCIONES

1. **CONECTARSE CON SU(S) SOCIO(S) DE LA HUERTA.** Decidan como completarán la guía (ej., en grupo) y programar un tiempo para conectarse con las personas adecuadas.
2. **CLASIFICAR CADA ARTÍCULO CON BASE EN CÓMO SE ENCUENTRA LA HUERTA ACTUALMENTE.** ¿No se ha logrado en este momento (0), Parcialmente logrado en este momento (1) o Logrado actualmente (2)? Algunos artículos se pueden marcar como No Aplicable (N/A). Se recomienda que usen el artículo y la Guía para Clasificar que ayuda a aclarar un artículo o cómo clasificar un artículo. Si es necesario, tomar notas sobre sus clasificaciones al final de cada sección
3. **AGREGAR SUS CALIFICACIONES.** En grupo, llegar a un acuerdo sobre cómo clasificar cada artículo. Luego calculen la sección y sumen los puntajes
4. **REFLEXIONAR EN SUS METAS.** Reflexionar en lo que a usted le gustaría lograr en la huerta.
5. **DISCUTIR LOS RESULTADOS CON SU COMUNIDAD DE LA HUERTA.** ¿Cuáles son los puntos fuertes de la huerta comunitaria? ¿Dónde les gustaría desarrollar su programa? **Decidir en cuáles artículos les gustaría trabajar.** Recuerde, los artículos de la lista son ideas para ayudar a desarrollar el programa de la huerta. Consideren lo que funciona mejor y lo que mejor se adapta a su comunidad de horticultura.

1. ¿Cuál de los siguientes describe mejor su huerta comunitaria actualmente?

- ☐ Nuestro programa de huerta **acaba de empezar**.*
- ☐ Nuestro programa de huerta ha existido por un tiempo, **operando constantemente**.
- ☐ Nuestro programa de huerta ha existido por un tiempo y **ahora está en expansión**.
- ☐ Nuestro programa de huerta **actualmente se está renovando** después de estar un tiempo inactivo.
- ☐ Nuestro programa de huerta ha existido por un tiempo, pero actualmente no está muy activo o inactivo.

*Si apenas acaba de comenzar, sugerimos que se enfoque con los artículos de prioridad con este ícono .

2. **Escribir abajo quién está haciendo el DIG en la herramienta comunitaria.** Aviso: Van a necesitar finalizar sus resultados en grupo.

Cuando clasifique los artículos, recuerde responder con base en la situación que se encuentra su huerta AHORA MISMO, no dónde le gustaría que estuviera o ha estado.

0 - Generalmente no logrado, 1 - Parcialmente logrado, 2 - Completamente logrado o regularmente logrado



RECURSOS Y APOYO

Presupuesto y Financiamiento

La huerta tiene suficientes:

	No Logrado (0)	Parcialmente logrado (1)	Logrado (2)
1. Fondos para crear la infraestructura (ej., agua, tierra, herramientas, viveros y espacio para guardar herramientas). ☐ No es aplicable			
2. Fondos para mantener la huerta continuamente.			
3. Fondos para apoyar todas las actividades, eventos y talleres.			

Estructura de la Organización

	No Logrado (0)	Parcialmente logrado (1)	Logrado (2)
4. La huerta tiene al menos un campeón horticultor. A un campeón horticultor también se le llama líder, administrador o coordinador de jardinería.			
5. Siempre se están buscando nuevos o más campeones horticultores para asegurar su sustentabilidad.			
6. Hay un comité de horticultores que apoya al campeón horticultor en la supervisión de las responsabilidades de la huerta, incluyendo las operaciones, mantenimiento de la huerta, seguridad, presupuesto/finanzas y acción/eventos comunitarios.			
7. Hay una guía para programas de horticultura impresa/electrónica que incluye: ☐ La misión y visión de la huerta ☐ Un presupuesto y un plan para obtener fondos ☐ El propósito de uso(s) de la huerta ☐ Un plan de mantenimiento de la huerta durante todo el año ☐ Las políticas y acuerdos de la huerta ☐ Un plan de transición de la huerta en caso de cambio de líder			
8. El campeón horticultor y/o el comité de la huerta se reúnen cuando sea necesario o revisar la guía del programa de huertas, discutir actualizaciones de las huertas o tratar las necesidades de la huerta.			
9. Hay un contacto principal designado para la huerta.			
10. La información del contacto principal designado se identifica fácilmente para los miembros de la comunidad.			

Cómo clasificar el #7:

- 0- No guía impresa o electrónica
- 1- La guía tiene de 1 a 4 componentes
- 2- La guía tiene de 5 a 6 componentes

Sociedades de la Huerta

	No Logrado (0)	Parcialmente logrado (1)	Logrado (2)
11. La(s) organización(es) de socios proporcionan materiales y/o trabajo para la huerta.			
12. Las organizaciones de socios ofrecen su experiencia y educación en métodos de cultivos locales en las huertas, a través de capacitaciones o talleres.			

Subtotal de Recursos y Apoyo
(sumar todos los 1 y 2)

ANOTACIONES DE RECURSOS Y APOYO

🔧 INFRAESTRUCTURA Y DISEÑO

Al Establecer el Espacio Físico

No Logrado (0) Parcialmente logrado (1) Logrado (2)

- | | No Logrado (0) | Parcialmente logrado (1) | Logrado (2) |
|--|----------------|--------------------------|-------------|
| 1. Las agencias de gobierno local y/o propietarios permiten el uso a largo plazo del espacio público para una huerta comunitaria. ☐ No es aplicable | | | |
| 2. En comunidades no incorporadas o tribales, se consulta con las personas indicadas (ej. el comité maestro de planeación) para conseguir apoyo y asegurar que su ubicación cumpla con las necesidades de la comunidad. ☐ No es aplicable | | | |
| 3. El tamaño del espacio para la huerta es suficiente para el uso que se le quiere dar. | | | |
| 4. La tierra en el subsuelo ha sido examinada para ver si tiene contaminantes ambientales y escurrimientos químicos para así asegurar alimentos saludables. ☐ No es aplicable | | | |
| 5. El suelo recibe mejoras en nutrientes/tierra, cuando es necesario. | | | |
| 6. La huerta tiene una fuente de agua segura y confiable que se adapta al tipo de huerta. | | | |
| 7. La huerta tiene suficiente luz del sol para el uso que se intenta dar a la huerta. | | | |
| 8. Hay suficientes herramientas y materiales para construir y/o mantener la huerta. | | | |
| 9. La huerta tiene suficiente área de almacén para herramientas y otros suministros. | | | |
| 10. La huerta tiene acceso a semillas o plántulas. | | | |
| 11. La huerta tiene eliminación de desecho, incluyendo un sistema de composta. | | | |
| 12. La huerta está enrejada, cercada o protegida de alguna manera. | | | |
| 13. La huerta tiene extensor de temporada. ☐ No es aplicable | | | |
| 14. El espacio de la huerta es acogedor (ej., hay bancas bajo la sombra o arte). | | | |

Accesibilidad e Inclusividad

No Logrado (0) Parcialmente logrado (1) Logrado (2)

- | | No Logrado (0) | Parcialmente logrado (1) | Logrado (2) |
|---|----------------|--------------------------|-------------|
| 15. Llegar a la huerta es accesible para todos los miembros de la comunidad en transporte público, en bicicleta o caminando. | | | |
| 16. El acceso para quien pueda entrar al espacio de la huerta es orientado por la colaboración de la comunidad de la huerta. | | | |
| 17. El diseño de la huerta es accesible para que todas las personas trabajen y se puedan mover en ella. Considera a las personas con problemas de movilidad física y personas mayores que necesitan rampas de acceso, caminos pavimentados/ampliados o plantíos con altura adaptada. | | | |
| 18. El diseño de la huerta considera los estímulos sensoriales que son inclusivos para personas de todas las habilidades cognitivas. | | | |
| 19. La ayuda financiera para los horticultores está disponible en huertas con tarifas asociadas. ☐ No es aplicable | | | |
| 20. La huerta garantiza que los métodos de comunicación para las actualizaciones relacionadas con la huerta sean accesibles para todos los participantes (ej., mensaje de texto o electrónico). | | | |
| 21. La información y materiales sobre la huerta están disponibles en los idiomas que reflejan a los participantes de la huerta y a la comunidad en general. | | | |

Políticas y Acuerdos de la Huerta

Existen políticas o acuerdos de la huerta impresos/electrónicos que explican:

No Logrado (0) Parcialmente logrado (1) Logrado (2)

- | | No Logrado (0) | Parcialmente logrado (1) | Logrado (2) |
|--|----------------|--------------------------|-------------|
| 22. Quién puede entrar al espacio de la huerta. | | | |
| 23. Qué se permite cultivar en la huerta. | | | |
| 24. El uso de herbicidas y pesticidas en la huerta. | | | |
| 25. Quién se puede llevar el producto cosechado. | | | |
| 26. Las expectativas de mascotas en la huerta. Esto incluye si las mascotas son permitidas, requisitos de uso de correas y limpieza. | | | |
| 27. Las tareas compartidas en la huerta (ej., retirar las hierbas y despejar las entradas). | | | |
| 28. Las expectativas de comunicación respetuosa e interacciones entre los horticultores. | | | |

Subtotal de Infraestructura y Diseño
(sumar todos los 1 y 2)

ANOTACIONES DE INFRAESTRUCTURA Y DISEÑO



EXPERIENCIA COMUNITARIA

Conexion cultural

	No Logrado (0)	Parcialmente logrado (1)	Logrado (2)
1. Se recomienda la integración de la(s) cultura(s) local(es) en la planeación de la huerta.			
2. Las actividades del programa de la huerta están adaptados a la(s) cultura(s) local(es).			

Participación de la comunidad

	No Logrado (0)	Parcialmente logrado (1)	Logrado (2)
3. Las actividades del programa de la huerta están adaptados a la(s) cultura(s) local(es).			
4. Los participantes de la huerta están involucrados en el desarrollo o revisión de la misión y visión compartidas de la huerta.			
5. Las actividades, eventos o talleres de la huerta para la comunidad en general aparte de los horticultores, ocurren durante el todo el año, regularmente.			
6. Las personas de la comunidad en general constantemente están involucrados en la huerta como voluntarios o participando en actividades/eventos.			
7. Hay información disponible sobre la huerta para promover la participación de la comunidad (ej., a través de letreros en la huerta, plataformas en línea o volantes).			

Subtotal de la experiencia comunitaria
(sumar todos los 1 y 2)

ANOTACIONES DE LA EXPERIENCIA COMUNITARIA

TOTALES DE SECCIONES Y GENERALES



RECURSOS Y APOYO

de 24



INFRAESTRUCTURA Y DISEÑO

de 56



EXPERIENCIA COMUNITARIA

de 14

¡Sume todas las secciones
para el puntaje final!

de 94

***AVISO:** los artículos No aplicables (N/A) hacen el total más bajo posible. Para propósitos de usar DIG en la herramienta comunitaria, no se tiene que preocupar por ajustar sus puntos. Esta herramienta y los puntos son simplemente una guía amplia para ayudarle a explorar secciones que siente que ya son fuertes y secciones en las que quizá quiera enfocar sus esfuerzos.

¿QUÉ TAN INTEGRADA ESTÁ SU HUERTA?

Aviso: estos rangos amplios para niveles de integración cuentan naturalmente como artículos N/A.

0-32



BROTANDO

¡Su huerta está empezando! ¿Cómo puede usar estos resultados para progresar?

33-65



CRECIENDO

¡Su huerta ya está moderadamente integrada! ¿Cómo puede aprovechar esta fortaleza?

66-94



FLORECIENTE

¡Su huerta está bien integrada! ¡Use estos resultados para celebrar y seguir floreciendo!

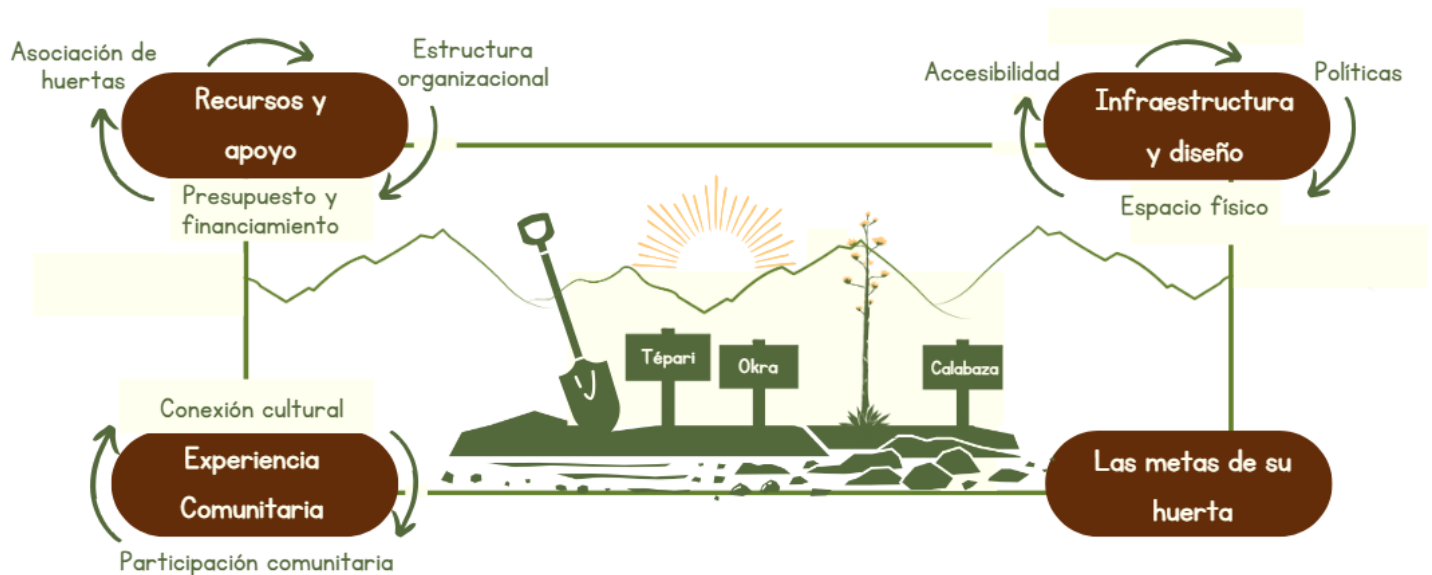


METAS DE LA HUERTA (NO CLASIFICADAS)

¿Cuáles son sus metas para desarrollar una huerta comunitaria próspera? Cuando piense en estas metas, considere lo que usted y los demás horticultores esperan lograr o experimentar al participar en esta huerta comunitaria. ¡Se recomienda ampliamente hablar de las metas con los que participan en la huerta! Revise la definición de "integrado" abajo, para que le ayude a reflexionar en estas metas. Escriba cada meta abajo.

CAVAR EN LA COMUNIDAD: MODELO PARA LA INTEGRACIÓN DE LA HUERTA

Una huerta comunitaria **INTEGRADA** es una huerta atendida en una área accesible para la comunidad; mejora el bienestar físico, emocional y espiritual, para desarrollar una comunidad saludable y socialmente sustentable; es una parte valiosa de la cultura de la comunidad y se sostiene con el tiempo.^{1,2}



1. The Role of Community Gardens in Sustaining Healthy Communities, Designing Healthy Communities, <http://designinghealthycommunities.org/role-communitygardens-sustaining-healthy-community>

2. Gardner Burt K, Koch PA; Contento IR. (2017) Development of the GREEN (Garden Resources, Education, and Environment Nexus) Tool: An Evidence-Based Model for School Garden Integration. J Acad Nutr Diet, 117:1517-1527.

Appendix C:

DIG in Community Tool (Diné)



Dá'ák'eh Bízhi':

Nízhi':

Dííjį yootkáát:

Índaish bee na'anishí choiní'įįh:

Ólta'gi K'ééda'dilyéehgo łahdóo bee Na'nitingo bá Hadilyaaígíí éi wolyé (Developing Integrated Gardens, DIG) in Community Tool éi kin dah naazhjaa'gó k'enída'didlééh Kwé'é hóyahgi daasdzoóígíí éi **hait'éego** lá dá'ák'eh t'áa íyisíi kin dah naazhjaa'gó ádei'įįdoo hwiindzingo baa nitsáhákees. Dá'ák'eh yinidaalnishígíí éi díi béesh łichí' biyi' **hait'éego lá bitsxe'go nidaalnishígíí nideitkhaa, naanish háidígíí nidzinígíí yik'ih nidadilchi'**, dóo **łahgo ánaát'įįłígíí yik'ih déez'įį**. Baa ákonizin:

- Ła' t'áa bi'ohgo báqah da'ílį dóo doo nidanit'a da, áádóo ła' éi t'áa nizaadgó bina'anish dóo bee ádoolníłígíí łá'í.
- Dóo t'áa át' éi dá'ák'eh bá yá'át'ééh da Dá'ák'eh bit nahaz'ąągó éi t'áa ha'ishį bit haz'ąągi bika' adoolwołígíí t'áa bí nidayiilááh.
- K'éédilyééh bit nahaz'ąągóo łah ánaát'įįłgo át'é. Bee ni'doonishígíí éi **hait'éego dá'ak'eh hadidoolníłígíí yee nił íishjáni'íidoolíł**.

BIK'EHGO ÁDOOLNÍŁ

1. **ŁA' DÁ'ÁK'EH AŁDÓ' BEE DAHÓLÓNÍGÍÍ BÉE DAHOOSJĬH.** Hait'éego lá bik'ehgo naaltsos atłsxqłh ádíłíłígíí binahó'á (díi nahalingo., ahinéikahígíí) dóo łahjį bit nidadilnishígíí łahgo bit ałah dadíłleetígíí ałdó' binahó'á.
2. **T'ÁA ÁT'É DAASDZOÓÍGÍÍ LÁ HAIT'ÉEGO DÁ'ÁK'EH K'AD NAALKAHÍGÍÍ NA'AŁKID.** K'adish doo bik'ehgo na'anish da, łahda bik'ehgo na'anish, T'áa íyisíi bik'ehgo oonish k'ad Ła' doo bídadéét'i' daaigi Doo Bídeét'i' da bikáá' iizoh Not Applicable ałdó' wolyé (N/A). Item dóo Rating Guide dabikáá'ígíí níníł'į ákohgo éi łahzó'í naalkahígíí yaa łalne' dóo nidoolkah. Nínizingo da, hóyahdi naaltsos bikáá'gi naalkahígíí bikáá' ádanile'!
3. **NISÍNÍŁKÁÁ'ÍGÍÍ AHÍZOH.** T'áa ánoht'éh, hait'éego nidoolkahígíí bee ła' daohteeh. Áádóo t'áa át'é naaskáá'ígíí ahíidzogo bikáá' ádaohtééh!
4. **BINIYÉ ÁNÍT'ÍNÍGÍÍ BAA NITSÍNÍKEES.** Díi kwé'é łah'ánigi éi, ha'íi lá dá'ák'ehgi **łahzó'í** ádeeshłíł nínizinígíí bikáá' ádíłíł.
5. **HAIT'ÉEGO NA'ASKÁ'ÍGÍÍ DÍI DÁ'ÁK'EH ŁAHDÓO YINIDAHÁ'ÁHÍGÍÍ BÍŁ BAA NÍDÍŁT'JĬŁ.** Kin dah naazhjaa'gó k'ééda'dadiléehgóo ha'íi yee bidziil nínizin? Haa'igi lá nidad'ák'eh bidziil doo nínizin? T'áa **nih háidíi lá binideeshnish nínizingo binahó'áh.** Béeníłniih, kwé'é daasdzoóígíí éi hait'éego nidad'ák'eh nizhónigo noosééłdoo biniyé ná bikáá' ádaalyaa. Ha'íi t'áa íyisíi nizhónigo naalnish dóo nihidá'ák'eh yika' adoolwołígíí baa nitsíníkees.

Hóyahgi daasdzoóígíí lá háidígíí nihidá'ak'eh k'ad yeet'é?

- ☐ Índa nihidá'ák'eh **bidadeelnish**.*
- ☐ Nihidá'ák'eh t'áa nizaad k'ad yilwoł, **t'áa hąąh binideelnish**.
- ☐ Nihidá'ák'eh t'áa nizaad k'ad yilwoł dóo nitsaago ánaádadiilniił **dadii'níigo binidahwiit'á.**
- ☐ Nihidá'ák'eh éi k'ad łahzó'í **łanaáadabidiilwoł daniidzingo binidahwiit'á** doo éi yilwołgó hodiína'.
- ☐ Nihidá'ák'eh éi t'áa nizaad k'ad kqł hólq, nidi doo **yilwoł da dóo doo biná'anishda**.

*K'ad índa bini'diinishgo da, éi díi át'éego  bik'ih naazniliígíí aláahgo baa nitsíníkees.

Háishjį DIG haidiléhígíí díi Community tool bii' siltsoozígíí bízhi' ádoolníł? Bikáá'álnééh: Na'aská'ígíí t'áa ánoht'é ahídeidoosoh.

Na'itkaahgo, béé nílñiih nát'áq' baa náháłne'ígíí éí K'AD nidá'ak'eh át'éhígíí baa hólne' doo, doo éí náásdi hait'eedoo éí doodai' hait'ée nít'ée' éí dooda.

0 – Doo bina'anish da éí doodai' doo ál'jida , 1 – Łahdóó bina'anish éí doodai' łahda ánál'jijh, 2 – T'áá át'é bina'anish éí doodai' t'áá aháqáh bina'anish



BEE ÍKÁ'A'DOOWOŁ BIŁ NAHAZ'ÁQÓ & ŁAHDÓÓ HÁKÁ ANÁJAHÍGÍÍ

Béeso baa'ahayáqgi & Béeso bee ach'j' ch'éédít'ááhgi

Dá'ák'eh t'áá la'í bee hóló:

Doo łahda T'áá aháqáh
ál'jida ánál'jijh bina'anish



1. Béeso ch'éédít'ááhgií bee dá'ák'eh bee hadidoolníł (díigi át'éego., tó, teezh, bee na'anishí, bii' k'e'didoolyéł, dóo bee na'anishí bighan). ☐ Doo bídéét'i' da



2. Béeso ch'éédít'ááhgií dá'ák'eh yee yiyootwołdoo t'áá nizaadji'.



3. Béeso ch'éédít'ááhgií t'áá haz'áqgi ádahooníłígíí, ninádaat'aahígíí, éí doodai' hane' ninát'ááhgií yiká astáadoo.



Na'anishgi Hahodít'éhígíí

Doo łahda T'áá aháqáh
ál'jida ánál'jijh bina'anish



4. Dá'ák'eh bina'anishgi éí t'áá lá'í aláahdi bił ééhózinígíí łá' yinaalnishdoo. Aláahdi dá'ák'ehgi bił ééhózin bi'di'nínígíí éí atdó' t'áá ał'aan bi'dójí garden leader, manager, dóo coordinator.



5. Aláahdi dá'ák'ehgi bił ééhózin dabi'di'nínígíí éí łahdóó dá'ák'eh hazhó'í yik'ih dadééz'jij' baqah silá.



6. Dá'ák'eh yaa nidaat'j' biniyé dahikahígíí éí díí aláahdi dá'ák'ehgi bił ééhózinígíí yiká anídaajah ákoh hazhó'í dá'ák'eh haz'áqgi yik'ih déez'jij', t'áá át'é bina'anishgi, baa' aháyáqgi, béeso baa'aháyáqgi dóo choo'jijgi, dóo kin dah shijaa' kéedahát'ínígíí yit naalnishgo t'áá ha'íi da yánéiyiil'aah.



7. Dá'ák'eh ch'ideet'ánígíí naaltsoos bikáá' baa hane'/béesh nitsékeesí biyi' díí atah:



- ☐ Dá'ák'eh bitsisiléi dóo bindii'a'
- ☐ Dá'ák'eh bibéeso naajaahgi dóo béeso ch'éédít'ahíi binahat'áhígíí
- ☐ Dá'ák'eh ha'íi t'áá íyisíi biniyé bee choidoo'jijígíí
- ☐ Dá'ák'eh nináhah baa' aháyáqago biniyé bá nahat'á
- ☐ Dá'ák'eh binahji' oonishígíí dóo bee atgha'da'deest'ánígíí
- ☐ Dá'ák'eh binaat'áanii dah łá' náádeeshnishgo hait'éego binaanish iidoolíłígíí bá binahat'áago naaltsoos bikáá'gi yisdzoh.

#7 hait'éego naaská'íi ahíidoodzoh:

0- Doo ha'ígi naaltsoos bikáá' da éí doodai' béesh nitsékeesí doo biyi' da
1- Naaltsoos bik'ehgo na'anish éí 1-4 bii' yisdzoh
2- Naaltsoos bik'ehgo na'anish éí 5-6 bii' yisdzoh

8. Dá'ák'eh yaa nidaat'j' biniyé dahikahígíí éí díí aláahdi dá'ák'ehgi bił ééhózinígíí yit t'áá aháqáh áłah nádleeł díí naaltsoos bik'ehgo oonishígíí yinidah ha'á éí doodai' nídeinil'jijh, dá'ák'eh bił íishjání ánál'jijh, éí doodai' dá'ák'eh haa'ígi da bich'j' anáhóót'í'ígíí bił nídahanih.



9. Dá'ák'eh haz'áqgi łá' naalnishí áłtsé bich'j' hodoonihígíí łá' yá sidá.



10. Dá'ák'eh haz'áqgi łá' naalnishí áłtsé bich'j' hodoonihígíí yá sidáhígíí éí t'áá bééhózingo bich'j' hodoonihígíí t'áá íishjání (díigi át'éego., bee dah na'aztáqago da éí doodai' béesh łichíi' biyi').



Dá'ák'eh łahdóó yit nidaalnishígíí

Doo łahda T'áá aháqáh
ál'jida ánál'jijh bina'anish

11. Dá'ák'eh łahdoo yit nidaalnishígíí yee íká anídaajahígíí dóo/éi doodai' łahdóó dá'ák'ehgi ninádaalnishígíí.



12. Dá'ák'eh łahdoo yit nidaalnishígíí éí hait'éego dá'ák'eh baa'aháyánígíí yee nida'nitin dóo hait'éego nanise' k'éedadilyééh daa níigo hane' nídayiil'aah dóo yee nida'nitin.



Bee íká'a'doowoł bił nahaz'áqó & łahdóó háká anájahígíí haanéelt'e'go ahíidzoh

(t'áá át'é 1s dóo 2s ahíizóoh)



BEE HADÍT'ÉHÍGÍÍ & HAIT'ÉEGO HADILYAAÍGÍÍ

Haa'igi ni'doonishígíí hadilnééhgi		Doo ál'jida	Łahda ánál'jijh	T'áá ahááh bina'anish
	1. Kin dah shijaa'gi biwááshindoon dóó/éi doodai' da'íiníshgó dayéetyeedígíí éi yee dá'ák'eh t'áá nizaadgó báhwiidoo'aat' tígíí yee lą nida'iiteeh. ☐ Doo bídéét'i'da			
	2. Bitsj' yishtłizhii bikéyah nahaz'áāgó éi, bíla'ashdla'ii bídadéét'i'ígíí (dii nahalingo., nidah ha'áhígíí ahínéikahígíí) bił nídahanih hait'éego k'enída'didlééhgi yíká adadoojahígíí bił íishjání anál'jijh dóó yił kéédahat'íinii łahdóó bíkáh anída'awo'. ☐ Doo bídéét'i'da			
	3. Dá'ák'eh ánítsooígíí éi choidoo'ijjigi t'áá bííghahgo haz'ą.			
	4. Łeezh bii' k'i'di'doolyéétígíí éi hazhó'í naaskáá' dóó danichxóq'ígíí da ch'iyáán doo hait'éego da yaa nídóót'ijjigi nahjij' ályaa. ☐ Doo bídéét'i' da.			
	5. Łeezh éi yá'át'ééhígíí/teezh bíká análwo'ígíí bii' anál'jijh, t'áá hoolzhishgi.			
	6. Dá'ák'eh éi tó yá'át'ééhii dóó tó t'áá ahááh náhoodleetii bá hóló.			
	7. Dá'ák'eh éi t'áá ákwííjj jóhonaa' éi bits'ąądóó t'áá lą'í bik'ih dí'nítłín.			
	8. Dá'ák'eh bee hasht'eh ánídoolnít dóó bee na'anishí ádaat' éi bee haa'igi da íká adoolwołígíí dóó/éi doodai' dá'ák'eh bee asht'eh nál'jijh dooleetígíí t'áá hóló.			
	9. Dá'ák'eh éi bee na'anishí dóó bee łahdóó dá'ák'eh bee baa'áháyánígíí t'áá báhaz'ąągo át'é.			
	10. Dá'ák'eh éi alástsii' dóó k'éndilyéhi bíká análwo'í ádaat' éi t'áá bá hólóąągo át'é.			
	11. Dá'ák'eh éi ts'iilzéi ła' t'áá akwé'é bá si'ą, ts'iilzéi t'áá akwé'é athiijj' taninágishí ałdo' ła' hóló.			
	12. Dá'ák'eh éi bídádinít'i', dándítłijh, dóó t'áá íyisíi baa' áháyą.			
	13. Dá'ák'eh éi nítchi'ih łahgo anáá'niit bá baa'ákóhwiindzingo baa'áháyą (dii nahalingo., chaha'oh bik'éstxi', bik'í'istxi', a'áan hóyahdi dóó hódahgo bá hóló, dóó ch'il shándíin biighan bá hóló). ☐ Doo bídéét'i' da			
	14. Dá'ák'eh éi nizhónigo haz'ą (dii nahalingo., bikáá' dah asdáhí nizhónigo naaznil éi doodai' nizhónigo hadít'é).			

T'áá át'é chooyooł'í dóó Bee bíká i'doowołígíí bá hóló		Doo ál'jida	Łahda ánál'jijh	T'áá ahááh bina'anish
	15. Dá'ák'eh baa'doodáálígíí éi bíla'ashdla'ii doo bá nanitt'ah da díí kintahgi bee na'adáhígíí da bee, dzi'izí, éi doodai' t'áá ni' baa'doodáálgo da.			
	16. Yah adoogáálígíí éi dá'ák'eh yaa ahínéikahgo yaa nidaat'ínígíí baqah silá.			
	17. Dá'ák'eh hadilyaaígíí éi nidaalnishí hazhó'í yitah tádadikááhgo nidaalnishdoo dóó yitah naagháadoo biniyé hadilyaa. Bíla'ashdla'ii bits'íis bich'j' anidahazt'í'ígíí dóó náás bée dáaghaaígíí baa nitsáhákeesgo hada'aztiingo bá ályaa, t'áá honíteelgo atiin, éi doodai' dá'ák'eh t'áá hoot'jigi ła' k'edadoolyá.			
	18. Dá'ák'eh éi díí bíla'ashdla'ii ashdla'go nínilígíí chooyooł'ínígíí yaa ákonízin éi díí t'áá át'é bini' ádaat'éhígíí.			
	19. Béeso bee íká i'iyeed éi k'enída'didlééhígíí ła' bá hóló.  Doo bídéét'í' da			
	20. Dá'ák'eh bit haz'áagi éi díí hait'éego bíla'ashdla'ii hane' bee bit hodoonihígíí yá yaa ákonízin (díí nahalingo., saad naat'a'í éi doodai' béeshlichí' biyi' saad atchi'j' ál'íní).			
	21. Dá'ák'eh baa hane' dóó bídéét'í'ígíí éi t'áá át'é saad bee yadaatxi'ígíí hóló.			
Dá'ák'eh bik'ehgo na'anishígíí & Bee Ałgha'da'deest'ánígíí				
Dá'ák'eh bik'ehgo na'anishígíí éi doodai' bee ałgha'da'deest'ánígíí éi naaltsoos bee sinil/béesh lichí' biyi' hadilyaa díí bá:		Doo ál'jida	Łahda ánál'jijh	T'áá ahááh bina'anish
	22. T'áá ahááh bina'anish			
	23. Ha'íí éi dínóolzéét dá'ák'ehgi.			
	24. Dá'ák'ehgi herbicides wolyéhígíí dóó ch'osh bee yigání choo'ínínígíí baa hodoonih.			
	25. Háí aneest'ą' baa doo'nił.			
	26. Naaldlooshii dá'ák'eh haz'áagi yaa ákonízin. Naaldlooshii bá ahóót'i'go éi, bi ná'ázt'i'go t'éiyá, dóó ch'ínadááhgo bikée' hasht'e hólzingo.			
	27. Dá'ák'eh ałhíij' asht'eel'jigo (díí nahalingo., ch'il deeníní hahalts'qodgo dóó naadziidgo)			
	28. K'enída'didlééhígíí hazhó'í atchi'j' yadaatxi'doo dóó hazhó'í ałhił nidaalnishdoo.			

Bee hadít'éhígíí & Hait'éego hadilyaaígíí ałhíneídzoh
(t'áá át'é 1s dóó 2s ahíizóóh)

BEE HADÍT'ÉHÍGÍÍ & HAIT'ÉEGO HADILYAAÍGÍÍ

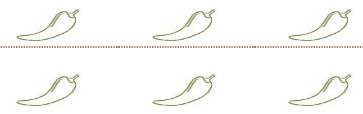


KIN DAHSHIJAA' KÉÉDAHAT'ÍNÍGÍÍ ÁBI'DIILYAAÍGÍÍ

Áda'ool'jít Ahídiit'i'go

1. Áda'ool'jít t'áa akwé'é dahólónígíí k'e'dilyé bit naat'i'go yá'át'ééh.
2. Dá'ák'ehgi ádahooníítígíí éi kin dahshijaa'gi kéédahoot'ínígíí bi'i'ool'jít baa nitsáhakeesgo binah hat'á.

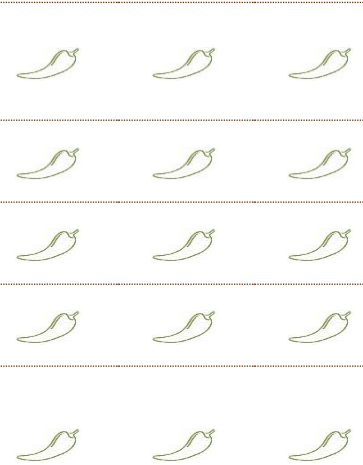
Doo
ál'jída Łahda
ánál'jijh T'áa ahááh
bina'anish



Kin dahshijaa' kéédahat'ínii Da'atah

3. Dá'ák'eh łahdóo atah nidaha'áhígíí éi hait'éego dá'ák'eh nooséétígíí nidabídíkíd (díí nahalingo. binah hat'áhígíí, hadilnééhgi, éi doodai' ha'íi k'edi'doolyéétígíí).
4. Dá'ák'eh yaa nídaat'j biniyé dahikahígíí éi łahdóo haz'ąagi bitsisiléi dóo bíndii'a' yinidaha'áh dóo yik'ih dadééz'j.
5. Dá'ák'ehgi ádahooníítígíí, bit néi'aahígíí, éi doodai' hane' bit ne'i'aahígíí éi t'áa ahááh kin dah shijaa' bá néi'aahgo nínáhah.
6. Bíla'ashdla'ii kin dah shijaa'gi dabighanígíí éi t'áa ahááh dá'ák'eh bit haz'ánigi áká anídaajah éi doodai' t'áa ha'íida néi'aahgo áadi nidaakaí
7. Dá'ák'eh baa hane'go naaltsoos naa'niihígíí éi kin dah shijaa'gi kéédahat'ínígíí yaa ákódanízindoo dóo atah da'atah doo biniyé (díí nahalingo., dá'ák'eh baa hane'go naaltsoos dah naaznilgo, béesh tichíi' biyi' baa hane'go, éi doodai' naaltsoos naa'niihí bi'i'go).

Doo
ál'jída Łahda
ánál'jijh T'áa ahááh
bina'anish



Kin dahshijaa' kéédahat'ínígíí Ábi'diilyaaígíí Ałhíneídzogo

(t'áa át'é 1s dóo 2s ahíizóóh)



KIN DAHSHIJAA' KÉÉDAHAT'ÍNÍGÍÍ ÁBI'DIILYAAÍGÍÍ BIKÁÁ'ÁLYAAÍGÍÍ

WÓLTA'ÍGÍÍ & T'ÁÁ ÁT'É WÓLTA'



BEE ÍKÁ'A'DOOWOL BIŁ NAHAZ'ĄGÓ & ŁAHDÓO HÁKÁ ANÁJAHÍGÍÍ

of 24



BEE HADÍT'ÉHÍGÍÍ & HAIT'ÉEGO HADILYAAÍGÍÍ

of 56



KIN DAHSHIJAA' KÉÉDAHAT'ÍNÍGÍÍ ÁBI'DIILYAAÍGÍÍ

of 14

Wólta'ígíí ałhíneídzogo ałhíneédzogo akéé'di hanéelt'e' doo! HAANÉELT'E'

of 94*

*BIKÁÁ'ÁLNÉÉH: Doo bídéét'i'da (N/A) ádaat'éhígíí éi ałhíneídzooígíí t'áa hóyahdi neítikid. DIG in Community chijoo'jigo éi, ałhíneédzooígíí doo t'áa íyisíi baa hóne' da. Díí bik'ehgo naaltsoosígíí dóo hane'ígíí éi hazhó'í níká adoolwol biniyé díí atkéé' wólta'ígíí bidziilgo baa nitsínikeesgo dóo atkéé' wólta'ígíí da hazhó'í baa nitsínáánáskeesdoo nínízingo da.

HAIT'ÉEGO LÁ NIDÁ'ÁK'EH ŁAHJÍ' AŁHIJÍ' YÍŁ NAALNISH

Bikáá'ályaaígíí: Díí atkéé' daasdzhígíí éi t'áa ał'ąą ní'ąago bit na'anish łeh dóo N/A go daasdzh.

0-32

K'EDOOLYÁ



Nidá'ák'eh bit hahalzhíish!
Díí asht'eel'ínígíí lá hait'éego bee náas hoolzhishdoo?

33-65

NOOSÉŁ



Nidá'ák'eh t'áa ídąą' łahj' ałhiij' yit hadít'é! Díí bee adziilígíí lá hait'éego náas t'áa ákót'éego bidziildoo?

66-94

NIZHÓNIGO HINÁAGO NOOSÉŁ



Nidá'ák'eh t'áa łahj' ałhiij' hazhó'í yit hadít'é! Díí ahíneídzooígíí binahj' nizhónigo na'anish dóo náas yá'át'ééhgo oonish!

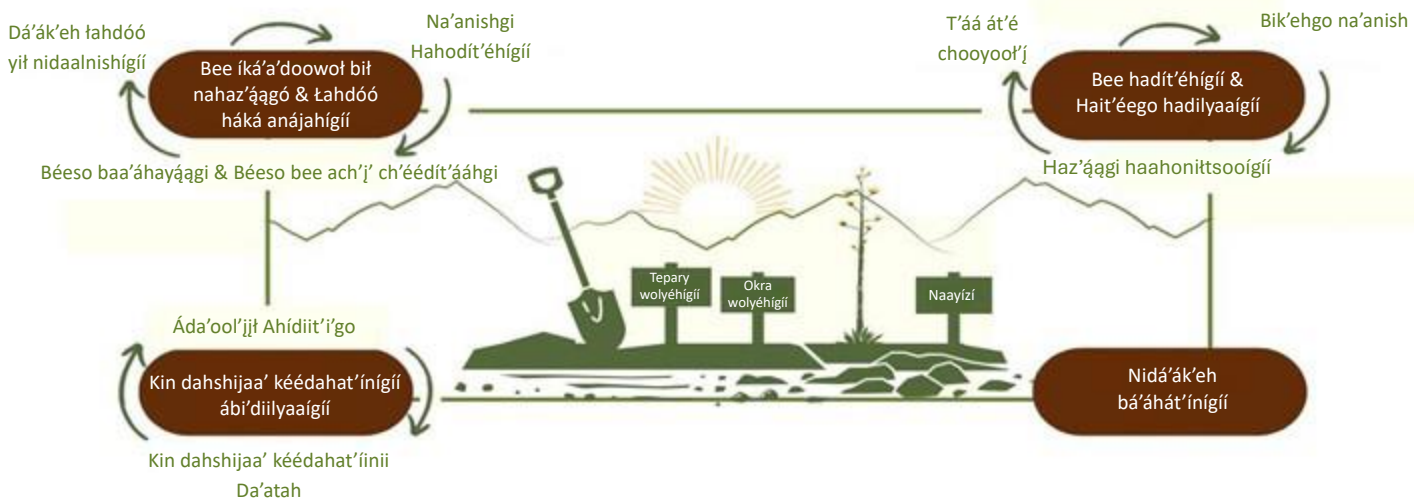


DÁ'ÁK'EH BÁ ÁHÁT'ÍNÍGÍÍ (DOO ŁAHDÓÓ AHÍNEÍDZOH DA)

Kin dahshijaa'gi dá'ák'eh lá hait'éego náásdi bá nahó'á? Díí bá áhát'ínígíí baa nitsíníkeesgo, ni dóó łahjį' k'énída'didléhígíí lá ha'íí yá'át'ééhgo dóó ádooníít nohsin díí dá'ák'eh haz'ąągi. Łahjį' dá'ák'eh łahdóó bídadéét'í'ígíí hait'éego lá dá'ák'eh asht'edoolníítígíí baa nídaaht'įigo yá'át'ééh. “Łahjį' bił athił na'anishígíí” lá ha'íí óolyéhígíí baa nitsíníkees ákoh náásdi hait'éedooígíí nił ch'ínálki'doo. Ádooníítígíí hóyahgi bikáá' ádanile'.

DIG IN COMMUNITY: DÁ'ÁK'EH ŁAHJĲ' AŁHIĲ' YĲ NAALNISHÍGÍÍ BE'ALYAAÍGÍÍ

Dá'ák'eh **ŁAHJĲ' YĲ AŁHIŁ** naalnishígíí éí hazhó'í baa'áháyą dóó baa'doodáátígíí doo nanitt'ah da; ats'íís łahjį' yíká análwo', íní, dóó hoł hodiynígíí yíká análwo' ákoh kin dahshijaa'gi kéédahat'ínígíí bił yá'át'ééh doo, łahdóó bił danilįdoo dóó yaa'ádahalyąądoo.



1. The Role of Community Gardens in Sustaining Healthy Communities, Designing Healthy Communities, <http://designinghealthycommunities.org/role-communitygardens-sustaining-healthy-communitie>
2. Gardner Burt K, Koch PA; Contento IR. (2017) Development of the GREEN (Garden Resources, Education, and Environment Nexus) Tool: An Evidence-Based Model for School Garden Integration. J Acad Nutr Diet, 117:1517-1527.

Appendix D: Item and Rating Guide



Item and Rating Guide

The DIG in Community tool uses ratings of:

- 0 (not in place or generally not done)
- 1 (partly in place or sometimes done),
- 2 (fully in place or usually done)

This Guide provides a description of each item and how to decide what rating to assign each item if you are unsure. You do not need to stick to this guidance in a rigid way. The most important things in the DIG in Community Cycle of Change are that (1) the garden can *use the results to identify strengths and areas of opportunity* and (2) that you can *see what changed later* by using the same rating criteria that you used the first time.

GENERAL TIPS FOR RATING EACH “SEED”

1. We encourage users of DIG in Community to **GO WITH YOUR INTUITION**. After all, the tool is intended to help you identify areas of interest to your unique community garden.

- If you feel like something is only a little bit there, but there is way more work to be done, it makes sense to rate that item as a 0 (not in place).
- If you feel like something is “kind of” done, but that there’s room to grow, it makes sense to rate that item as a 1 (partly in place).
- If you feel like something is not perfect but that it has been addressed in a way that already works for you, it makes sense to rate that item as a 2 (fully in place).

2. Next, we encourage users to **TAKE NOTES**. Use the Notes section on the tool to jot down your thoughts about the items as you rate them. For example:

- Do you see the potential to improve on that item?
- Is there something you know about the item that makes you confident in the rating?
- Is there something you want the Evaluation Team to know about how you rated a particular item?

Jot these down so that you can share your ideas with others *and* remind your future self of how you rated the item! This will be especially helpful when you return to the tool later and can use the same criteria to see if anything has changed.

3. As a group, **COME TO A CONSENSUS** around how you rate each item. Maybe you start off thinking that an item is a 2 (fully in place) for being in place, but another garden leader shares that they would give it a 1 (partly in place) because there is so much more they would like to see achieved for that item. As you talk through your ideas, you can decide together what rating makes the most sense!

4. Remember, the items in the DIG in Community tool are simply **IDEAS** on how to evolve into a more integrated garden. While thinking about next steps, you and your garden partners should choose what works best for your unique garden.

RESOURCES & SUPPORT			
Item	0 - Not in Place	1 - Partly in Place	2 - Fully in Place
1. The garden has sufficient funding to create the garden infrastructure (ex., water, soil, tools, beds, and tool storage). Consider if the garden has secured adequate funding for essential infrastructure components. Funding sources can include grants, donations, in-kind donations, sales, fundraising events, or partnerships.	The garden lacks sufficient funding for garden infrastructure components.	The garden has some funding for certain garden infrastructure components, but not all.	The garden has secured adequate funding for all essential infrastructure components.
2. The garden has sufficient funding to maintain the garden over time. Consider whether there is ongoing financial support to cover maintenance expenses such as soil amendments, tools and equipment upkeep, water usage, and other operational costs. Funding sources can include grants, donations, in-kind donations, sales, fundraising events, or partnerships.	The garden lacks sufficient funding to cover ongoing maintenance costs.	The garden's funding is not enough to cover all necessary expenses consistently over time.	The garden has secured adequate funding to support maintenance over time.
3. The garden has sufficient funding to support all planned on-site activities, events, or workshops. Consider whether there is funding for garden and non-garden related activities, planned by the garden or garden partners. Activities could include educational workshops, community gatherings, cultural events, or physical activity opportunities.	The garden lacks sufficient funding to cover the costs associated with planned on-site activities, events, or workshops.	The garden has some funding for on-site activities, events, or workshops, but it may not be enough to support all planned events or activities.	The garden has secured adequate funding to support all planned on-site activities, events, or workshops as intended.
4. The garden has at least one garden champion. A garden champion can also be called a garden leader, manager, or coordinator. Consider if the garden has at least one designated garden champion. This individual is typically responsible for overseeing the garden's operations. They ensure the garden functions smoothly and effectively.	There is no designated garden champion identified.	There is temporary leadership, but no designated person in the role of garden champion.	The garden has clearly identified and designated at least one garden champion.
5. New or additional garden champions are pursued to ensure garden sustainability. Consider whether there are efforts in identifying and encouraging individuals who can take on leadership roles, ensuring continuity and long-term sustainability of the garden.	There is no strategy or process to recruit new or additional garden champions.	There are some efforts or initiatives to recruit new or additional garden champions.	The garden has established a process or strategy to recruit new or additional garden champions.

6. There is a garden committee that supports the garden champion in overseeing garden responsibilities including Operations, Garden Maintenance, Safety, Budget/Finances, and Community Outreach and Events. The garden committee is a group of dedicated participants whose role is to help build and maintain the garden. The garden committee can have different responsibilities depending on the type of garden, but there should be someone that supports²: • Operations: Provides organization and facilitation of all activities within the garden, is the lead contact for the garden, pursues partnerships, and manages gardeners. • Garden Maintenance: Oversees garden maintenance such as water usage, pest control, trash disposal, and compost. They may also ensure purchases and repairs are made for the garden structures, equipment, and tools. • Safety: Ensures the garden is appropriately protected and addresses safety hazards within the garden (i.e., clearing walkways). • Budget/Finances: Prepares the budget, identifies sources of funding for the garden, collects and disburses all garden monies, keeps all financial records, and deposits money. • Community Outreach and Events: Develops and coordinates garden and community events and communication channels. Identifies strategies to engage community residents with the garden.	There is no garden committee established to support the garden champion.	There is a garden committee in place, but there are gaps or inconsistencies in the committee's support or involvement.	There is an established garden committee that effectively supports the garden champion.
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7. There is a garden program guide in hardcopy/electronic form that includes: • The garden's mission and vision • A garden budget and plan for obtaining funding • The intended use(s) for the garden • A year-round garden maintenance plan • The garden's policies and agreements • A garden transition plan in case of garden champion, committee, or site staff turnover The garden program guidebook is an excellent resource for outlining garden sustainability, establishing expectations, and encouraging a sense of shared ownership and purpose. In addition, a hardcopy/electronic form of the guide ensures garden continuity in the case of leadership turnover. When rating this question, only consider components of the garden program guide in hardcopy/electronic form. Consider the following components: • The garden's mission and vision statement. • A budget and strategy for securing funding to support garden sustainability. • The garden's intended purpose. • A year-round maintenance plan outlining tasks and schedules. • Policies and agreements (examples of policies and agreements are located in the "Infrastructure and Design" section of DIG in Community). • A plan for seamless transition in leadership roles (such as garden champion, committee members, or site staff) to ensure continuity and sustainability.	The garden program guide is not yet completed, or components of the guide are in verbally known.	The garden program guide has 1-4 of the listed components.	The garden program guide has 5-6 of the listed components.
8. The garden champion and/or garden committee meet as needed to develop or review the Garden Program Guide, discuss garden updates, or address garden needs. Consider whether the garden champion and/or garden committee meet as needed to facilitate collaborative decision-making and planning. By meeting, the garden leadership ensures alignment with community goals, responsiveness to evolving needs, and effective management of garden resources and activities to support garden sustainability.	There is no formal process for these discussions or reviews.	Meetings are held occasionally by the garden champion or garden committee, but these meetings are not consistent or comprehensive.	The garden champion and/or garden committee regularly meet as needed to develop or review the Garden Program Guide, discuss garden updates, and address ongoing garden needs promptly.

9. There is a designated main contact for the garden. Consider if the garden has a primary point of contact for garden participants or anyone in the broader contact to reach for questions or concerns that may come up? The designated main contact may or may not be the garden champion.	There is no specific individual assigned to serve as the primary point of contact for inquiries, coordination, or communication related to garden matters.	There is a main contact for the garden, but there may be occasional gaps in responsiveness or clarity in communication.	There is a clear main contact for the garden serves as a reliable point of contact.
10. The designated main contact's information is easily identifiable to community members (ex., through signage at the garden or online). If the garden has a contact person, consider if this information is widely known across the community.	The main contact's information is not available to the broader community.	There is information about the designated main contact, but it may not be consistently available or easily accessible for the broader community.	The designated main contact's information is clearly identifiable for the broader community.
11. Partner organization(s) offer supplies and/or labor to the garden. Consider partner organizations such Arizona SNAP-Ed, Master Gardeners, Farmers, and other Community Organizations.	There is no collaboration with other organizations to offer supplies and/or labor.	There may be one partner organization that offers supplies or labor to support the garden, but these contributions are inconsistent, limited in scope, or do not fully meet the garden's needs.	There are multiple established partnerships that consistently offer supplies and/or labor to support the garden.
12. Partner organization(s) offer garden expertise and education on local growing methods through trainings, workshops, or technical assistance. Partner organizations might include Arizona SNAP-Ed, Master Gardeners, Farmers, other Community Organizations. Consider local garden expertise and education on frost-free dates, crop varieties that thrive at a given location, child-safe methods to manage pests, and methods to attract pollinators.	There is no collaboration with other organizations to offer garden expertise and education.	There may be one partner organization that offers expertise and education to support the garden, but these contributions are inconsistent, limited in scope, or do not fully meet the garden's needs.	There are multiple established partnerships that consistently offer expertise and education to support the garden.

INFRASTRUCTURE & DESIGN			
Item	0 - Not in Place	1 - Partly in Place	2 - Fully in Place
1. Local government entities and/or property owners allow long-term use of public space for a community garden. When selecting a site for the community gardens, consider zoning and land ownership.² Do local government entities need to approve the site for zoning? Has the appropriate property owner been contacted? If so, does the lease allow for renewal or long-term presence of the garden?	There is no formal support from the relevant entities.	There may be temporary or conditional support, or ongoing discussions regarding the garden's long-term use.	There is clear and formal support for the garden to operate in the designated location indefinitely.
2. In unincorporated or tribal communities, the appropriate people (i.e., the master planning committee) are consulted to garner support for the garden and ensure its location meets the needs of the community. Consider whether the garden actively seeks input and support from appropriate community leaders, such as the master planning committee. This ensures that the garden's location and development meet the community's needs and preferences.	There is no consultation with the appropriate community leaders regarding support for the garden or ensuring its location meets community needs.	There is some consultation with community leaders, but it may be inconsistent, limited in scope, or not fully integrated into decision-making processes.	There is consistent consultation with the appropriate community leaders to ensure broad support for the garden and alignment with community needs.
3. The size of the garden space is sufficient for the garden's intended use. Consider if the garden area is large enough to accommodate the planned activities and purposes of the garden, such as growing produce, hosting educational programs, or serving as a community gathering spot.	The garden is too limited in space for its intended purpose(s).	There are limitations in space that prevent some activities from taking place.	The garden space is sufficient and supports all intended activities and goals without significant limitations.
4. In-ground soil has been tested for environmental contaminants and chemical runoff to ensure food safety. It is important to ensure that the soil for in-ground gardens or in-ground soil used in garden beds/pots is safe to work and grow food in. Consider if there are there any nearby sources of contamination or any indicators of potential environmental contamination (i.e., visible tanks or piping, piles of debris, mining run-off). For example, soil near bus routes, busy roads or highways can have elevated concentrations of a contaminant.² [Common environmental contaminants in soil include petroleum and waste oils, lead and other metals, volatile organic compounds, pesticides, and polycyclic aromatic hydrocarbons.²]	The in-ground soil has not been tested for environmental contaminants or chemical runoff. There are no plans to conduct such testing.	There has been some testing of the in-ground soil for environmental contaminants or chemical runoff, but it may be limited in frequency or may not fully ensure food safety/ address all potential concerns.	The in-ground soil has been comprehensively tested for environmental contaminants and chemical runoff to ensure food safety.

5. The soil receives nutrients/soil amendments, as needed. Consider whether there is a plan in place to check soil health, and to apply appropriate nutrients such as compost, organic fertilizers, or soil amendments.	The soil does not receive nutrients/soil amendments.	The soil receives nutrients/soil amendments, but it may not be done consistently or adequately	The soil receives regular and appropriate nutrients/soil amendments.
6. The garden has a safe and reliable water source suitable for the type of garden. Consider if the garden is connected to a safe (contaminant-free), reliable water source for long term use, including: a drip irrigation system, water spigots, or existing water lines from housing complexes, libraries, or other public spaces.²	There is no reliable water source available for the garden, or the existing water source is not suitable for the garden's needs.	There is a water source available for the garden, but it may not be entirely reliable or suitable for all the garden's needs. There may be occasional water shortages, quality issues, or limitations	There is a reliable water source that consistently meets the garden's needs.
7. The garden has enough sunlight for the garden's intended use. Consider whether the garden area is positioned to receive the necessary amount of sunlight for plant growth and gardening activities.	The garden does not receive sufficient sunlight for its intended use.	The garden receives some sunlight, but not consistently enough to fully meet its intended use.	The garden receives sufficient and consistent sunlight for its intended use.
8. There are enough tools and materials needed to build and/or maintain the garden. It is up to you to decide what "enough" means! Consider tools and materials such as shovels, hand trowels, work gloves, hoses, watering cans, drip irrigation, rakes, wheelbarrows, wire, and stakes.	The garden does not have enough tools and materials necessary for building and maintaining the garden.	The garden has some tools and materials, but they may be insufficient to fully meet the needs for building and maintaining the garden.	The garden has sufficient tools to effectively build and maintain the garden.
9. The garden has enough storage for tools and other supplies. It is up to you to decide what "enough" means! Consider what might need to be stored or kept out of site including garden tools, machinery, and materials.	The garden does not have storage for tools and other supplies.	The garden has some storage for tools and supplies, but it may be insufficient in size or may not fully protect the tools and supplies.	The garden has enough storage for tools and supplies.
10. The garden has access to seeds or plant starts. Consider whether the garden has established sources or partnerships that provide a variety of seeds or starter plants suitable for the local climate and growing conditions.	The garden does not have access to seeds or plant starts.	The garden has some access to seeds or plant starts, but it may be inconsistent or limited in variety.	The garden has reliable and consistent access to a wide variety of seeds or plant starts as needed.

11. The garden has trash disposal, including a composting system. Consider if trash cans are available throughout the garden. For composting, consider:² • Whether the town has rules for composting (site location, maximum size, and odor management). • That the compost area should be located near a water source or easily reached by a water hose. • That the composting area should not be upslope from garden plots to prevent contamination from water runoff.	The garden does not have any trash disposal system or composting system.	The garden has some form of trash disposal, but no composting system.	The garden has an effective and fully operational trash disposal system, including a well-managed composting system.
12. The garden is fenced, gated, or otherwise protected. Your city or town may require a fence for community gardens. If not, you may choose to have one to keep the garden secure. If there is a fence or are upcoming plans, consider if the height and material used for fencing need to meet city or town rules.	The garden does not have any fencing, gating, or other forms of protection.	The garden has some form of protection, such as partial fencing or a gate that may not fully secure the entire area.	The garden is fully fenced, gated, or otherwise adequately protected.
13. The garden has season extenders for its respective climate (ex., shade cloth, a row cover, low/high tunnels, or a small green house). Consider season extenders that provide protection from excessive heat, cold, or wind.	The garden does not have any season extenders.	The garden has some season extenders, but they are limited.	The garden has effective season extenders that are well-suited to the climate.
14. The garden space is welcoming (ex., there are shaded benches or decorative art). Consider different features that can make the garden feel welcoming for garden participants and the broader community. This includes picnic tables, benches, a water fountain, a community bulletin board, a whiteboard or chalkboard, a children's garden or youth area, trees and/or a ramada for shade, or art in the garden.	The garden space lacks welcoming features.	The garden space has some welcoming features, but more could be added.	The garden space is welcoming with features that create a comfortable and inviting environment for visitors.

15. Getting to the garden is accessible to all community members by public transportation, biking, or walking. Consider the walking environment between nearby neighborhoods and the garden, whether there are bike lanes/bike racks, and if there is a bus stop near the garden. This item ensures that the garden is accessible to all community members, regardless of their transportation options.	Community members may have significant difficulty reaching the garden due to a lack of nearby public transit stops, bike paths, or safe walking routes.	The garden is somewhat accessible by public transportation, biking, or walking, but with limitations.	There are convenient and well-connected public transit stops, bike paths, and safe walking routes that ensure all community members can easily reach the garden.
16. Access for who is able to enter the garden space is guided by the gardening community's input. Consider if guidelines regarding who can enter the garden are developed based on feedback and consensus among those actively involved with the garden. This approach ensures that access rules reflect the priorities of those involved in the garden.	Decisions regarding who can enter the garden are made without community input or consideration.	There is some level of input from the gardening community regarding access to the garden space, but it may not be consistently or comprehensively followed reflected.	Access to the garden space is consistently guided by input from the gardening community.
17. The garden layout is accessible for all individuals to work and move around in the garden. Consider individuals with physical mobility impairments and seniors who may need ramp access, paved/wide pathways, or height-adjusted garden beds. Consider individuals with physical mobility impairments and seniors who may need ramp access, paved/wide pathways, or height-adjusted garden beds.	The garden space is not accessible for all community members to work in. There are barriers or that prevent some community members from participating in gardening activities.	There may be some areas or features that are accessible, while others present challenges or barriers to participation for certain individuals.	The garden layout considers accessibility needs, ensuring that all areas of the garden are easily navigable and usable by individuals of varying abilities and mobility levels.
18. The garden's design considers sensory stimuli that are inclusive for individuals of all cognitive abilities. Consider whether aspects such as textures, sounds, scents, and overall layout are planned to accommodate diverse sensory needs for individuals with varying cognitive abilities. Examples of sensory stimuli in the garden include:¹ • A fragrant flower and herb section • A sensory garden with texturally and visually stimulating native plants, flowers, and herbs (which also encourages individuals to feel, smell, and taste the herbs). • Minimizing use of decorative spinning wheels and chimes, as these can be stressors	The garden design does not take sensory stimuli into account.	There may be some efforts to address sensory needs, but these efforts may be limited or not fully integrated into the overall design.	The design actively incorporates features that accommodate diverse sensory needs.

19. Financial assistance is available for gardeners in fee-associated gardens. If your garden chooses to implement a fee-based structure, consider if there is support for interested growers that may not have the financial means to pay for a plot. Financial assistance can include scholarships, sliding-scale payments, or partial payments.	There is no financial assistance or plan to offer assistance.	There are plans to offer financial assistance but are not yet implemented.	Financial assistance is available.
20. The garden ensures that communication methods for garden-related updates are accessible to all participants (ex., text message or email). If communication channels such as text message, WhatsApp, Slack, or email are used to connect with garden participants, consider if all participants have access to a cell phone or a computer. Are other methods, such as targeted outreach or monthly meetings, used to ensure all garden participants receive garden updates/information?	The garden has not considered if current communication methods are accessible to all participants.	The garden's method of communication reaches most participants.	The garden uses strategies to ensure all garden participants receive garden-related updates.
21. Information and materials about the garden are available in languages reflective of the garden participants and the broader community. Consider who is already an active participant and who is in the broader community. Is written information provided by the garden (ex., introductory materials, policies, contracts, bulletin boards, or the garden program guide) in the language(s) that reflect the population(s)?	There are no plans to provide translations of information and materials in languages other than the dominant language.	Translations are available, but not for all relevant materials and information.	All information and materials are translated in the language(s) reflective of the garden participants and broader community.
22. There are garden policies or agreements in hardcopy/electronic form for who can enter the garden space. Consider if there is a policy/agreement that specifies criteria for access-- whether it is open to all community members, restricted to gardeners, or requires special permissions.	There is no garden policy/agreement, or it is verbally known.	There is a policy/agreement that is currently being planned or drafted.	There is a comprehensive policy/agreement that is in electronic or written form.
23. There are garden policies or agreements in hardcopy/electronic form for what is allowed to be grown in the garden. Consider what the intended purpose of the garden is. For example, some gardens may not allow planting decorative flowers. In addition, consider plants that may be invasive to the garden that you may not want planted (such as mint).	There is no garden policy/agreement, or it is verbally known.	There is a policy/agreement that is currently being planned or drafted.	There is a comprehensive policy/agreement that is in electronic or written form.

24. There are garden policies or agreements in hardcopy/electronic form for addressing the use of herbicides and pesticides in the garden. The policies/agreements should outline guidelines, restrictions, and procedures for the safe and appropriate use of these chemicals to protect the health of the garden and its users. Addressing this policy is especially important for growers new to gardening or growers from out-of-state.	There is no garden policy/agreement , or it is verbally known.	There is a policy/agreement that is currently being planned or drafted.	There is a comprehensive policy/agreement that is in electronic or written form.
25. There are garden policies or agreements in hardcopy/electronic form for who can take the grown produce. The policies/agreements should specify whether produce is available to all community members, restricted to garden participants, or distributed in some other manner. Having these policies accessible helps ensure fair and transparent distribution of the garden's harvest.	There is no garden policy/agreement , or it is verbally known.	There is a policy/agreement that is currently being planned or drafted.	There is a comprehensive policy/agreement that is in electronic or written form.
26. There are garden policies or agreements in hardcopy/electronic form for pet expectations in the garden. This includes if pets are allowed, leash requirements, and clean-up. The policies/agreements should specify whether pets are allowed in the garden, and if so, outline expectations such as leash requirements and clean-up responsibilities. These guidelines ensure that all pet owners are aware and help maintain a safe and clean environment for everyone.	There is no garden policy/agreement , or it is verbally known.	There is a policy/agreement that is currently being planned or drafted.	There is a comprehensive policy/agreement that is in electronic or written form.
27. There are garden policies or agreements in hardcopy/electronic form for shared tasks in the garden (ex., weed pulling and path clearing). The policies/agreements should outline responsibilities for communal tasks such as weed pulling, path clearing, and other maintenance activities. These guidelines ensure that all garden participants understand their duties and expectations when a gardener leaves, and helps promote a well-maintained and cooperative garden environment.	There is no garden policy/agreement , or it is verbally known.	There is a policy/agreement that is currently being planned or drafted.	There is a comprehensive policy/agreement that is in electronic or written form.

28. There are garden policies or agreements in hardcopy/electronic form for expectations of respectful communication and interactions among gardeners. The policies/agreements should outline expectations for courteous and respectful behavior, such as conflict resolution procedures and guidelines for effective communication.	There is no garden policy/agreement or it is verbally known.	There is a policy/agreement that is currently being planned or drafted.	There is a comprehensive policy/agreement that is in electronic or written form.
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COMMUNITY EXPERIENCE

ITEM	0-Not in place	1-Partially in Place	2- Fully in Place
1. Integration of local culture(s) is encouraged in garden planning. 2. Garden program activities are tailored to the local culture(s). Culture has many definitions and interpretations. In its simplest form, local culture is the shared meaning and identity in a city, town, or neighborhood.³ Consider the shared ideas, experiences, preferences, and values held by a community.⁴ Examples of local culture can include (but are not limited to):³ ☐ Ancestral or traditional worship practices and ceremonies ☐ Local identity, norms, and beliefs ☐ Cooking methods and cuisine ☐ Language, dialects, expressions & sayings For Question #1, consider if local culture is incorporated into garden planning, including crop selection and harvesting techniques. For Question #2, consider if local culture is incorporated into garden program activities including educational opportunities, taste tests, and food demonstrations.	1. Local cultural aspects are not considered or incorporated into the garden planning process. 2. There are no efforts to customize activities to reflect or celebrate local cultural aspects.	1. There are some efforts to incorporate local cultural elements, but they are not fully integrated into the overall garden planning process. 2. There are some efforts to incorporate elements of local culture into activities.	1. There are deliberate and consistent efforts to incorporate local cultural aspects into the planning process. 2. There are deliberate and comprehensive efforts to tailor garden activities around the local culture.
3. Garden participants are consulted to determine the development or growth of the garden (ex. the planning, building, or planting decisions for the garden). Consider whether garden participants are actively consulted in decisions regarding the development or growth of the garden. This encourages a sense of ownership and ensures that their preferences are considered in the garden's evolution.	Planning, building, or planting decisions are made without input from participants.	There are some instances where garden participants are consulted, but it may be limited or inconsistent.	Garden participants are consistently consulted in determining the development or growth of the garden.

4. Garden participants are involved in developing or reviewing the shared mission and vision of the garden. Consider whether garden participants are actively involved in developing or reviewing the shared mission and vision of the garden. This process could include group discussions, brainstorming sessions, and feedback gathering.	The mission and vision are determined without input from participants.	There are some efforts to involve garden participants in developing or reviewing the shared mission and vision of the garden, but it may be limited.	Garden participants are actively involved in developing or regularly reviewing the shared mission and vision of the garden.
5. Garden activities, events, or workshops for the broader community beyond growers occur regularly throughout the year. Consider whether the garden regularly hosts activities, events, or workshops for the broader community beyond the growers. These events are scheduled throughout the year and aim to engage community members who may not be directly involved in gardening. Activities could include educational workshops, community gatherings, cultural events, or physical activity opportunities.	There are no organized events or activities aimed at engaging the broader community.	There may be occasional events or workshops, but they do not occur regularly or consistently.	There is a consistent schedule of events or workshops aimed at engaging and involving the broader community.
6. Individuals in the broader community are consistently engaged with the garden in the form of volunteering or participating in activities/events. Consider whether community members actively contribute their time and effort to support garden initiatives, whether through volunteering for garden maintenance or getting involved in activities hosted by the garden.	There is little to no community involvement.	Involvement from the community may vary or be infrequent.	There is regular involvement from community members in various activities and events throughout the year.
7. Information about the garden is available to promote community involvement (ex., through signage at the garden, online platforms, or flyers). Consider whether there is information about the garden (ex., garden name, location, and upcoming activities) that is broadly available. For example, information can be located on a sign at the garden site, on online platforms, or on flyers provided to nearby community businesses.	There is no information available to promote community involvement about the garden.	There are some efforts such as signage, online presence, or occasional flyers, but they may be inconsistent.	There are consistent efforts through signage, active online platforms, or regular distribution of flyers that encourage community members to get involved.

REFERENCES:

1. Spencer, L., LoBuono, D. L., & Meenar, M. (2023). Expanding community engagement and equitable access through all-abilities community gardens. *Journal of Nutrition Education and Behavior*, 55(11), 833-840.
2. Arizona Department of Health Services. Arizona Sustainable Garden Resource Guide.
<https://www.azdhs.gov/documents/preparedness/epidemiology-disease-control/environmental-health/brownfields/community-gardens-resource-guide.pdf>
3. [simplicable.com/culture/local-culture#google_vignette](https://www.simplicable.com/culture/local-culture#google_vignette)
4. extension.psu.edu/importance-of-incorporating-local-culture-into-community-development

Appendix E:
DIG in Community Action Planning Guide

Developing Integrated Gardens Action Planning Tool

We have created this template to help you and your team review your DIG in ratings, summarize your garden goals, create an action plan, and develop a task list for the next steps.

General Information

SITE NAME:

CONTRIBUTOR NAME(S):

LIA NAME:

DIG in Tool Results

TOTAL SCORE:

LIST 1-3 GARDEN ASSETS:

THINGS WE DO WELL:

OPPORTUNITIES FOR IMPROVEMENT:

This material was funded by the US Department of Agriculture Supplemental Nutrition Assistance Program – Education (SNAP-Ed) through the Arizona SNAP-Ed within the Arizona Department of Health Services.. This institution is an equal opportunity provider. The University of Arizona SNAP-Ed Evaluation Team operates out of the University of Arizona, College of Agriculture and Life Sciences, School of Nutritional Sciences and Wellness.

Our DIG Goals It helps to write goals that are **S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**ime-bound, **I**nclusive, and **E**quitable (SMARTIE).

GOAL 1	By _____ ,
GOAL 2	By _____ ,
GOAL 3	By _____ ,

Action Plan

GOAL	LIST 1-3 SPECIFIC STEPS WE CAN TAKE TO NURTURE OUR GARDEN	TOOL ITEM(S) THAT SHOULD CHANGE, IF APPLICABLE
1	A.	
	B.	
	C.	
2	A.	
	B.	
	C.	
3	A.	
	B.	
	C.	

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Developing Integrated Gardens Action Planning Tool

Task List (It may help to give each responsible person a copy of this list.)

STEP	LEAD PERSON		TARGET DATE TO COMPLETE	NOTES	MARK WHEN COMPLETED
1A					
1B					
1C					
2A					
2B					
2C					
3A					
3B					
3C					

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