



Museums for America

Sample Application MA-249366-OMS-21
Project Category: Community Anchors

Coastal Maine Botanical Gardens

Amount awarded by IMLS:	\$249,422
Amount of cost share:	\$298,601

The project description can be viewed in the IMLS Awarded Grants Search:
<https://www.imls.gov/grants/awarded/ma-249366-oms-21>

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of Completion

When preparing an application for the next deadline, be sure to follow the instructions in the current Notice of Funding Opportunity for the grant program and project category to which you are applying.

Project Justification. This proposal is for a 36-month project to implement and evaluate *A Garden That Builds Community, a Community That Gardens: Growing Horticulture for a Sustainable Future*, a planned program at Coastal Maine Botanical Gardens (CMBG/the Gardens) for expanding horticulture's role in the community. This program will leverage the Gardens' extensive capacity for horticulture, education, and research to establish a community of practice that will address an urgent regional community need for new career paths and trained recruits in sustainable horticulture. The total project cost is \$548,023, of which \$249,422 is requested from IMLS and \$298,601 is provided as cost-share by CMBG.

A regional community need for this program was initially identified during the development of *Master Plan 2015-2035*, a plan to guide the development of the Gardens through the first third of the 21st century. With IMLS support (MA-20-13-0176-13) and the participation of over 200 garden professionals, designers, horticulturists, community leaders, business leaders, stakeholders, staff, board members, and visitors, the Gardens completed a comprehensive Master Plan that mandated strengthening our programming in our key mission areas of horticulture, education, and research. Specifically, Master Plan stakeholders identified that there was no equivalent regional program anywhere in the state, and that both the local community and the industry as a whole were missing opportunities as a result. A program for professional horticulture for the benefit of CMBG's community partners is thus a core element of our strategic direction. Supp. Doc. No. 1 is a graphic summary of *Master Plan 2015-2035*, Phase I. Further planning for this initiative continued in 2016 as part of the development of our current *Strategic Plan 2017-2022*.

Our vision is to leverage the Gardens' collections, staff, facilities, and partnerships to provide community-driven co-created professional training in aspects of consumer horticulture (CH); to create trusted spaces for community learning; and ultimately to strengthen our constituent communities. This program will establish CMBG as a community anchor and a catalyst for leveraging horticulture as a vehicle to help communities enrich lives, create jobs, and build on the cherished natural heritage of the Maine environment. Our immediate goals are to cultivate healthy, connected communities; to be a driver for the horticultural economy; and to restore, protect, and conserve natural resources. Our ultimate goal is to improve community well-being and contribute to creating behavioral changes resulting in livable sustainable communities. The Gardens constitutes the infrastructure for the program, providing indoor and outdoor hands-on opportunities for learning about fields and careers in consumer horticulture. A graphic presentation of our Theory of Change for this project is provided in Supp. Doc. No. 2.

The beneficiaries of this project will be a revitalized, more resilient regional community inspired by employment grounded in stewardship of the Maine environment. Specific beneficiaries will be students who gain practical work skills and discover career paths in landscaping and horticulture; landscapers and landscape designers; horticultural therapists participating in a growing community of practice; and community members who benefit from sustainably managed landscapes where they live.

This project aligns with the IMLS agency-level goal of promoting museums as strong community anchors that both enhance civic engagement and cultural opportunities and are catalysts for economic vitality. Although this project includes teaching and learning components, the need for the project comes from the community; program elements are co-created around community partnerships, and the ultimate impacts specifically and collectively contribute to a clearly defined overall regional need. This project will leverage the Gardens' expertise, knowledge, and physical campus to broaden community engagement, and will establish partnerships that strengthen community connections by meeting community needs.

These needs have been identified in planning sessions we have led, as well as others where we have simply had a seat at the table. In 2016, in a community-visioning meeting convened by the Maine Community Foundation, several community priorities emerged that directly aligned with our Master Plan. Highlighting current needs while visioning the future, relevant vision statements from local stakeholders in the meeting included: “We are able to retain more of our youth”; “We are able to grow our labor force by providing sustainable jobs for younger workers”; “Teens have a sense of place”; “We promote small business development”; and “We have protected our natural environment”. Importantly, increased access to vocational training was identified as a way to address local challenges while simultaneously building on regional strengths in the area.

The need for this project is further evidenced by research documenting regional economic distress and the demand for well-paying jobs in outdoor professions and trades. Stats America shows that in late 2019 (pre-COVID) over 40% of Maine census tracts were below the federally-recognized level for economic distress, and five of these tracts are located in the MidCoast region. Indeed, Lincoln County, where the Gardens is located, is in the midst of an economic transition as traditional natural resource industries decline. The county also has the highest median age residents in the state, which in turn has the highest median age in the nation. The state currently forecasts a 7% population decline in the region.

As a result, multiple regional employers are increasingly coming together to collaborate and collectively address community need by focusing on growing new industries in the region. The Gardens is a key stakeholder in this collaboration and has shaped this proposal to align with this emerging cross-sector approach. We argue that this program will provide opportunity for job training in needed areas, which will contribute to relieving this economic distress and create economic opportunities consistent with Maine’s stewardship ethic and with a workforce that values the outdoors. For us, this means focusing on the sector that defines our core: horticulture.

Horticulture is one of the most rapidly growing industries in the American economy. According to a 2019 study by Adroit Market Research, the global greenhouse horticulture industry will grow by a compound annual growth rate of 7.9%, reaching a market size of \$41.84 billion by 2025; the U.S. market is projected to expand by 6%. More locally, in 2018, Maine’s horticulture industry hit double-digit growth. In 2016, the Maine Landscape and Nursery Association (MELNA), a partner in this proposal, launched Plant Something, Plant Maine, a public relations campaign emphasizing gardening to improve health, economic value, and the environment. As a result, in its first year, 15 statewide garden centers saw a 22.3% increase in sales and a job growth rate of 13.1%. Similarly, according to the National Agriculture Statistics Service (NASS), the number of cut flower and florist greens producers more than doubled between 2012 and 2017.

Meanwhile, as Maine’s horticultural industry is growing and expanding, the baby boomer generation is aging out of the workforce, and many industries, including horticulture, find themselves at a critical point. Maine’s most recent agriculture census shows a similar trend, with the average age of principal producers increasing to 57.4 years. A recent study by the Maine Department of Labor projects many job openings by 2025. While the industry is growing, both a lack of continuing education opportunities and limited pathways for young people are widely perceived gaps. Throughout our project planning, this need was regularly cited by our stakeholders.

In response, to prepare for this project, the Gardens convened an Advisory Committee of industry leaders, including university department heads, educators, business owners, and Extension agents. Consistent with the data cited above, a common complaint was the lack of trained horticulture workers needed to fill jobs in the rapidly expanding industry, as evidenced by Cheryl Rich, Department Chair, Environmental Horticulture, Southern Maine Community College: “We had 27 businesses at our last job fair. So many people are looking, so many more than there are people to hire. At least we can tell students we have 100% job placement. We had *A Garden That Builds Community, a Community That Gardens: Growing Horticulture for a Sustainable Future*

one woman who had five job offers. It was great for her, but not great for the industry.” A thorough summary of conclusions of the Advisory Committee’s work in 2018 and 2019 is attached as Supp. Doc. No. 3.

In further preparation, we directly interviewed program managers and reviewed professional horticulture programs offered by peer institutions such as Longwood Gardens, Brooklyn Botanical Gardens, and Berkshire Gardens. We then piloted course offerings and activities in three tracks in 2018 and 2019: (1) *Experiential Education for Youth*, (2) *Advanced Studies in Horticulture*, and (3) *Community of Practice Development for Horticultural Therapy*. Each program was evaluated by participants and the evaluations reviewed by the Advisory Committee described above. The advisory committee also reviewed interest surveys sent to stakeholders and program participants; a summary of those responses is also included within Supporting Document No. 6. Interest in therapeutic horticulture and horticulture therapy was very high, and in October, 2019, CMBG hosted a four-day accredited course in Fundamentals in Horticultural Therapy sponsored and taught by the American Horticultural Therapy Association and Gardens staff. Review and evaluation of all of these pilot programs has directly informed the specific implementation needs in this proposal. A sample summary of a program evaluation has been included as Supp. Doc. No. 4.

Finally, in designing and developing this programming, CMBG intends to apply the growing framework of consumer horticulture to our programs. The National Initiative for Consumer Horticulture (NICH) defines consumer horticulture as “the cultivation, use, and enjoyment of plants, gardens, landscapes and related horticultural items to the benefit of individuals, communities, and the environment. These activities rely on the understanding and application of the art and science of horticulture.” Consumer horticulture explicitly links the practice and industry of horticulture to community benefit. Supp. Doc. No. 5 is a NICH info-graphic illustrating the landscape of consumer horticulture.

In Maine, the landscape for consumer horticulture includes an expanding organic farming industry (Maine Organic Farmers and Gardeners Association), a robust landscape and nursery industry (MELNA), and Maine’s historic forestry industry. Other important residents on this landscape are public gardens (CMBG is the largest), a rapidly expanding school gardens initiative, gardens at correctional institutions, and plantings in clinics and hospitals. Indoor and outdoor home gardens, gardens in the workplace, Maine Audubon, Wild Seed Project, and lake associations are also significant players. Finally, aspects of consumer horticulture are offered as part of horticulture programs at the University of Maine, private colleges, and local community colleges. The majority of these organizations have served on our Advisory Committee or are partners in this proposal. Importantly, none of these players offers programming of the specific type we propose, which intentionally targets gaps identified by many of these stakeholders. Supp. Doc. No. 6 illustrates the CH landscape in Maine.

An added strength in this proposal is the intentional integration with the infrastructure development associated with our *Master Plan*. During the second project year, we will be opening our new Plant Propagation Facility, a key component of our planned expansion, allowing for the in-house propagation of plants for our public gardens and for a specific focus on the research and development of new plant breeds adapted for warming northern climates. The Plant Propagation Facility is designed to integrate student learning spaces directly into its operations; students participating in our programs will be able to study, learn and work in this space alongside Horticulture Department staff. An artists’ sketch of the facility is attached as Supp. Doc. No. 7.

Moreover, as evidenced in our Theory of Change, (Supp. Doc. No. 2) an additional impact of this proposal is long-lasting environmental impact, achieved through a focus on native plants, pollinator plantings, and sustainable practices within our programs. This, too, reflects a growing need from the community. The nearby urban centers of Portland and South Portland, in response to public demand, recently passed ordinances driving *A Garden That Builds Community, a Community That Gardens: Growing Horticulture for a Sustainable Future*

sustainable practices through regulating herbicide and pesticide use. City officials in both communities have expressed a need to provide professional training and education to support adoption of practices that lead to compliance with these community-driven regulations. Project partners Maine Audubon, Ecological Landscape Alliance, and Wild Seed Project, as well as these municipal partners, will help ground this focus.

This project's innovation is in creating unique pathways to address gaps within the sector where our expertise lies (horticulture) in ways that address broader needs in the community. Our overarching aim is to take a diverse, inclusive approach that will engage many different sectors of society in leveraging the power of plants and horticulture to make a difference in our communities, our landscapes, and in our lives. As evidenced in our Logic Model (Supp. Doc. No. 8), our effort leads to impacts on economic, environmental, and social levels throughout the community. By working with such a diverse array of partners, the Gardens will build a vibrant network of people, places, and projects that combine to make our community a thriving place.

Project Work Plan. Based on our prior pilot initiatives and our work to engage the broader community and sector-specific stakeholders in program design, we are now prepared to fully develop three independent community catalyst tracks. Over 36 months, each track will be developed through a co-creative developmental process leading to the launch of mature tracks in 2024. This process will engage community partners from the Maine consumer horticulture landscape to both establish new career paths and develop expertise in consumer horticulture. Supp. Doc. No. 9 identifies proposed activities for each track and key performance measures we will use to assess development. Professional external evaluation is integrated throughout implementation.

Track 1. Experiential Education for Youth. This track will expose more local young people to the potential of a career in horticulture and help interested individuals build a skill set at an early age that will set them up to succeed in the field. We will partner with Jobs for Maine Graduates, expand our outreach for paid internships and learning opportunities to regional schools, including Wiscasset Middle High School and Boothbay Region High School, and coordinate with the managers at UMaine's School of Food And Agriculture and Southern Maine Community College (SMCC) to provide hands-on learning activities that supplement their coursework. We will strengthen our internship program to provide a more intentional apprenticeship program for local high school students inspired by work in trades and/or outdoors. An initial iteration of this track was piloted in spring 2018 with a local high school through a three-week intensive program. Based on lessons learned, we will also provide "short-term" horticulture intensives (one to two-week classes) for students at area high schools and create service-learning opportunities that emphasize experiential and hands-on education. Through this program, students who might not otherwise consider college or a career in an environmental field may become encouraged to do so. Upon completion of our apprenticeship, the students will be in a strong position to seek a degree and continue in the green industry. Further, as our research and propagation facilities grow, we will also integrate student experiences in these operations.

Track 2. Advanced Studies in Horticulture for Landscapers, Design Professionals, and other Practitioners. Based on the feedback of our Advisory Committee, there is a strong need for continuing education in advanced, specialized content so professionals can improve their practices and deliver to their clients. Further, many landscape professionals seek to improve the environmental sustainability of their operations or to learn new skills to grow their business, but do not have an accessible resource where they can obtain these focused trainings. By teaching cutting-edge courses on sustainable practices and new technologies (green roofs, vertical gardens, etc.), professionals will be able to improve their skills, better market their credentials to prospective customers, and grow the industry overall. They will also be able to better meet the growing public demand for sustainable practices, some of which are now required by regulation in neighboring municipalities. To pilot this

program, we offered four courses in the winter of 2018 and 2019, all of which had 40+ attending and desiring more, similar offerings. To develop this program, we will work with University of Maine, Southern Maine Community College (SMCC), Maine Landscape and Nursery Association, Maine Department of Agriculture, Conservation and Forestry, and others to drive economic, environmental and social value in our region.

Track 3. Community of Practice Development for Horticultural Therapy. The growing field of Therapeutic Horticulture aims to use the therapeutic benefits of plants and gardening in a wide array of settings, from informal to institutional. According the U. S. CDC, one in four Americans suffers from a physical or cognitive disability; the rate is over 50% for Americans over 65. Lincoln County has a median age of 48.1, the oldest county in the oldest state. In response, CMBG emphasizes economic, social, and physical accessibility and ADA compliance. CMBG is one of a handful of botanical gardens in the country offering a Therapeutic Horticulture program that currently serves adults with developmental disabilities, people with vision loss, and elders with Alzheimer's or dementia. In the past two years alone, we served over 800 clients from eight partner organizations throughout our region. We have expanded our program by becoming a training host site for the Horticultural Therapy Institute and hosted the institute's national four-day training in 2019. We have also served as the host for meetings of the Northeast Horticultural Therapy Network (NEHTN). These are key steps in building national partnerships and networks in order to strengthen our own training program. Participants in this track will be partnered with direct service and elder care organizations already within our active network. The goal of expanding professional training in horticultural therapy recognizes the role of horticulture in cultivating healthy, connected, and engaged communities due to the diverse physical, psychological, and social benefits of horticulture. Our proposed planning is premised on partnering with national organizations such as the Horticulture Therapy Institute and consultation with Barbara Kreski, a nationally known pioneer in the field.

Initiating the overall project, CMBG will hold a plenary session in September 2021, including key project staff, community stakeholders, current and potential partners, external consultants, and the evaluation team. The plenary will review pilot program activities conducted from 2018 to present, introduce participants to the Gardens' planned Plant Propagation Facility, and foster open discussion and dialogue to shape expansion of the program. The project evaluation team will be an integral part of this important plenary session, introducing participants and explaining the evaluation process.

During October-December 2021, the core project team will meet in workshops with appropriate partners and stakeholders to develop an advanced pilot for each catalyst area. We anticipate the following initial activities in each track, to be launched in late winter and spring of 2022:

- *Experiential Education for Youth:* weekly experiential education opportunities in partnership with Jobs for Maine Graduates and two area high schools; new apprenticeship opportunities developed for students aspiring to discover careers in horticulture and landscape design; direct community service days for students.
- *Advanced Studies in Horticulture:* three one-day seminars, 2-3 intensive 4-week study courses, and a special course in plant propagation and management in our new propagation facility. These programs will be offered during late winter of 2022 and evaluated for their effectiveness.
- *Community of Practice for Horticultural Therapists:* initiation of four-day workshops, with Horticultural Therapy Institute; initiation of new paid internship opportunities that create pathways for accreditation; piloting new off-site horticulture therapy programming; community of practice convenings.

During the second and third project years, each community catalyst area will be enriched, refined, and evaluated in preparation for launch as fully developed programs in the summer of 2024. During each year of the project, we will expand our network of community partners.

Although this project has very high institutional priority, is tightly focused, and builds on a base of existing programs and Gardens infrastructure, we have accounted for several possible risks in the work plan. One risk is in not adhering to a rigorous schedule for completing key tasks. To mediate, we have built specific milestones into the schedule of completion as well as quarterly progress reviews by a team consisting of the project director, the CMBG President and CEO, and the Director of Horticulture. A second risk is the potential lack of availability of specific Gardens demonstration sites due to ongoing Phase 1 *Master Plan* construction. Therefore, the work plan includes the awareness that flexibility will be needed in coordinating planning workshops with available facilities and other resources. For this project to succeed it is essential to closely integrate hands-on, applied projects for participating youth, interns, and students with the detailed needs of the CMBG Horticulture Department. Finally, we also recognize that the timeline on control of COVID-19 is not certain. This may affect group sizes and participation rates. We successfully dealt with significant restrictions in the 2020 season, creating successful virtual programming and on-campus socially distanced programs.

The project will be directed by Mr. Daniel Ungier, CMBG Director of Education and Interpretation. He will be assisted by CMBG staff including Ms. Brady Barber, Educator and Horticultural Therapist; Bridget VerVaet, Youth Education Programs Assistant, and a newly created Education Assistant position; and Ms. Sharmon Provan, Director of Horticulture. Administrative support will be provided by Ms. Cathy Messmer, Business Manager; Mr. Adam Harkins, Facilities Manager; Ms. Judy Webb, Finance Assistant; and Ms. Gretchen Ostherr, President and CEO. Two seasonal internships will complete the project staff.

Through the work of an advisory committee and one-on-one conversations, this project has been carefully structured to partner with key organizations, to address existing gaps in continuing education, and to avoid duplication or competition of services. Collaboration among consumer horticulture practitioners and providers is essential for this project to create a community of practice for consumer horticulture. Through inclusive general meetings and co-created workshops and learning sessions, we will encourage equitable and mutually beneficial outcomes. We believe our program addressing specific gaps in the landscape and our letters of support speak to this intentionally designed collaboration. Letters that provide testimonials to this design and plans for this initiative and/or outline specific collaborative efforts are attached (Supp. Doc. No. 10).

We have engaged Randi Korn & Associates (RK&A) as the external evaluator for this project. RK&A, with the experience and track record ideal for this project, will conduct formative and summative evaluation of proposed horticulture programs to understand: 1) the strengths and challenges of the programming during the first 12 to 18 months, plus the extent to which the programs support the intended outcomes, and 2) the long-term impact of programs on participants and on the community at large. Supp. Doc. No. 11 has the evaluation plan outline.

This project, by its very collaborative and inclusive design, and because of the diversity and range of experience of the project team, provides ample opportunity for diverse perspectives from a broad range of consumer horticulture entities and practitioners. Our external advisory team brings perspectives from academia, business, municipalities, and public gardens. This project is informed by networking through NICH and the American Public Gardens Association, as well as long-term association with other public gardens. Finally, to track our progress, we have built specific milestones into the schedule of completion, including quarterly review of progress by a team consisting of the Project Director, the President and CEO, and the Director of Horticulture.

Project-created partnerships and networks will spread results widely throughout the consumer horticulture and public gardens communities. We will present results at meetings of the American Public Gardens Association, the National Initiative for Consumer Horticulture and the Horticultural Therapy Institute. We plan publication of results in *Horticultural Technology*, the *Journal of Therapeutic Horticulture*, and *Public Gardens*.

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Project Results. The outcomes and impacts of this project are presented in full depth in its Logic Model (Supp. Doc. No. 8). Each of the three tracks outlined in our Work Plan has planned and measurable short-term outcomes we expect to achieve during the grant period: (1) students will discover horticulture and engage in direct, hands-on experiential learning; (2) landscapers and landscape designers will engage in direct professional growth opportunities, leading to implementation of new practices; and (3) participants will discover and pursue horticultural therapy as a career path and seek out continuing education in Maine. To achieve these short-term outcomes, tangible outputs for our project include:

(1) Experiential Education for Youth:

Two experiential programs piloted with each participating school, designed around school-identified priorities; 80% of students report the experiential education program broadened their horizons regarding career possibilities; target goal of 80 hours per student engagement with 40 students in each school. Four high school internships piloted; Summative evaluation with students, school partners, and community stakeholders.

(2) Advanced Studies in Horticulture for Landscapers, Design Professionals, and other Practitioners:

25 stakeholders at each of three sessions, held off-site in spaces defined and prioritized by stakeholder groups; 750 flyers distributed; new email lists developed; co-listing of programs in events brochures and listings of four project partners; 50 students attend each one-day seminar; 80% report a change in knowledge; 80% report planned change in behavior or actions; 60% of planned changes relate to improved environmental practices. 15 students attend each intensive study course; 80% report a change in knowledge; 80% report planned change in behavior or actions; 60% of planned changes relate to improved environmental practices. 12 students apply for propagation course; participate in a 4-month propagation program with Horticulture staff. Summative evaluation with external stakeholders and beneficiaries to assess impact.

(3) Community of Practice Development for Horticultural Therapy:

25 students attend each of four trainings in partnership with HTI; 80% report desire to continue to pursue HT. 25 practitioners attend each annual gathering of NHTN; 80% report planned change in actions; Three new HT internships over grant period piloted; Four new off-site project beneficiaries served under internship/clinical supervision model; Summative evaluation with interns, project beneficiaries, and community stakeholders.

This project is a contribution to the emerging national movement for consumer horticulture, and serves as a model for how a public garden might more deeply engage with its community beyond offering classes. While this proposal has been developed from local needs and concerns, this model could readily be adapted for other gardens in other regions. A successful project must include substantial stakeholder involvement to ensure that the particular focus of the programming addresses existing gaps and does not replicate existing local services. We envision CMBG becoming the mechanism for building a movement around consumer horticulture and its potential for community change. As our Theory of Change shows, our model envisions community impact that contributes to a revitalized, resilient regional community that (1) addresses a pressing community need – economic opportunity for a rural area that seeks to retain its youth and build on its natural heritage – and thereby creates new career pathways for Maine students; (2) strengthens sustainable landscaping standards in response to community demand; (3) expands local and regional businesses serving consumer horticulture; and (4) increases community commitment to environmental stewardship.

The benefits of this project will be sustained because consumer horticulture for a sustainable future is a core element of CMBG's strategic direction. Moreover, as this program is aligned with the growth of the field of horticulture in the state, this project will provide the stimulus to strengthen the community's role in this trend. The new education positions proposed for this project will be integrated into the Gardens' operating budget after 2024, and the Gardens is currently building physical infrastructure to support this program.

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A Garden That Builds Community, a Community That Gardens: Growing Horticulture for a Sustainable Future												
Project Year 1 (2021-2022)												
Month	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Activity												
Plenary meeting	■											
Quarterly core team status reviews			■			■			■			■
Community Catalyst Track #1 (Experiential Education for Youth)												
Survey, coordinate with regional educational leaders	■			■			■					
Develop pilot programs with two schools			■	■	■	■	■					
Assess and refine pilot programs								■	■	■	■	■
Create high school internships & field placements									■	■	■	■
Host first annual regional career day										■		
Collaboratively assess & evaluate new programs			■			■	■			■	■	■
Community Catalyst Track #2 (Advanced Studies in Horticulture)												
Community Advisory Committee meetings	■	■										
Refine and evaluate pilot programs			■	■	■							
Create promotional materials					■	■						
Disseminate promotional materials						■	■					
Implement seminars and 4-week intensives				■	■	■	■	■	■	■	■	■
Bring professional development programs to CMBG									■		■	■
Partner with urban centers (on-going)	■	■			■	■			■	■		■
Collaboratively assess & evaluate new programs			■			■	■			■	■	■
Community Catalyst Track #3 (Community of Practice for Hort. Therapy)												
Community Advisory Committee meetings	■	■										
Refine pilot internship program			■	■	■					■	■	■
Design off-site therapy program					■	■	■	■				
Pilot off-site therapy program								■	■	■	■	
Create promotional materials								■	■			
Disseminate promotional materials										■	■	■
HTI annual trainings in Maine											■	■
Collaboratively asses & evaluate										■	■	■
Formative and Summative evaluation	■	■	■	■	■	■	■	■	■	■	■	■

A Garden That Builds Community, a Community That Gardens: Growing Horticulture for a Sustainable Future													
Project Year 2 (2022-2023)													
Month	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	
Activity													
2nd Annual plenary meeting	■												
Quarterly core team status reviews			■			■			■			■	
Community Catalyst Track #1 (Experiential Education for Youth)													
Review status of experiential education programs	■												
Remedial design of pilot programs			■	■	■	■	■	■	■				
Launch 1st iteration of student programs at CMBG										■	■	■	
Assess and refine 1st iteration programs											■	■	■
2nd year high school internships										■	■	■	
Host second annual regional career day										■			
Summative evaluation of new programs										■	■	■	
Community Catalyst Track #2 (Advanced Studies in Horticulture)													
Community Advisory Committee meetings	■	■											
Refine and evaluate 1st year programs			■	■	■								
Create promotional materials					■	■							
Disseminate promotional materials						■	■						
Launch fully developed 3 one-day seminars					■			■			■		
Launch fully developed two 4-week intensives							■			■			
Design plant propagation management course		■	■	■	■	■	■	■					
Launch PPM course in new facility									■	■			
Partner with urban centers (on-going)	■	■			■	■			■	■		■	
Summative evaluation of new programs										■	■	■	
Community Catalyst Track #3 (Community of Practice for Hort. Therapy)													
Community Advisory Committee meetings	■	■											
Refine pilot internship program			■	■	■					■	■	■	
Design off-site therapy program					■	■	■	■					
Pilot off-site therapy program								■	■	■	■		
Create promotional materials								■	■				
Disseminate promotional materials										■	■	■	
HTI annual trainings in Maine											■	■	
Summative evaluation of new programs										■	■	■	
Formative and Summative evaluation	■	■	■	■	■	■	■	■	■	■	■	■	■

A Garden That Builds Community, a Community That Gardens: Growing Horticulture for a Sustainable Future													
Project Year 3 (2023-2024)													
Month	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Activity													
3rd Annual plenary meeting	■												
Quarterly core team status reviews			■			■			■			■	
Community Catalyst Track #1 (Experiential Education for Youth)													
Review status of experiential education programs	■												
Remedial design of 1st iteration programs			■	■	■	■	■	■	■				
Launch 2nd iteration of student programs at CMBG										■	■	■	
Assess and refine 2nd iteration programs										■	■	■	
3rd year high school internships										■	■	■	
Host third annual regional career day										■			
Summative evaluation of new programs											■	■	
Community Catalyst Track #2 (Advanced Studies in Horticulture)													
three mature one-day winter seminars			■	■	■	■	■						
Mature four-week winter extended study programs			■	■	■	■	■						
Mature summer certificate program									■	■	■	■	
Launch mature PPM course in new facility									■	■	■	■	
Partner with urban centers (on-going)	■	■			■	■			■	■	■	■	
Summative evaluation of new programs											■	■	
Community Catalyst Track #3 (Community of Practice for Hort. Therapy)													
Community Advisory Committee meetings	■	■											
Launch mature internship program	■	■	■	■	■	■	■	■	■	■	■	■	
Launch mature off-site therapy program	■	■	■	■	■	■	■	■	■	■	■	■	
Host NHTN annual meeting											■	■	
HTI annual trainings in Maine											■	■	
Summative evaluation of new programs											■	■	
Formative and Summative evaluation	■	■	■	■	■	■	■	■	■	■	■	■	
Final Report to IMLS													■