

# Racial & Social Equity

School Gardens as a Tool for Cultivating Equity

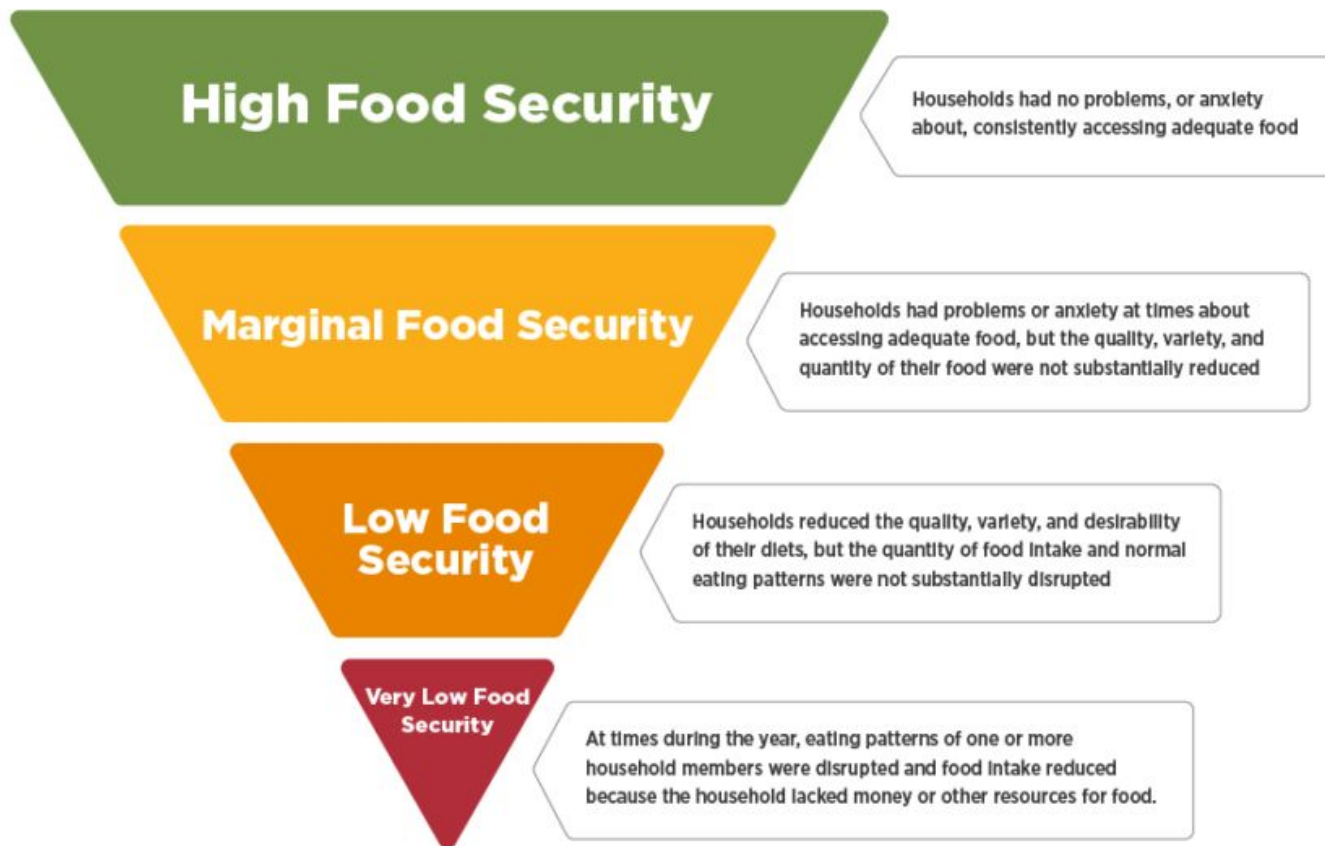


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# Just the Facts



- Food Insecurity does not have a face, but it can be impartial to race.
  - Food insecurity is a situation where there is an “inadequate amount of food intake due to a lack of money or resources” (Jones, Ngure, Peltó, & Young, 2013).
- Nearly 16 million children often go to bed hungry. That’s one in six White children, one in four Latino children, and one in three Black children who experience what is known as “food insecurity.”<sup>1</sup>
- Over 30 million Americans live in places that lack access to healthy foods. This includes over 8% of rural families who live 10 miles or more from a grocery store - a concern highest among Native Americans in the West.<sup>2</sup>
  - Structured by decades of economic disinvestment and patterns of selective targeting, urban food environments are likely to contain more fast food and chain restaurants and convenience stores and comparatively fewer grocery stores and local markets.
  - African Americans who live in poverty face additional economic barriers to accessing food: reliable public transportation, the high costs of unprocessed foods, and the leisure time required to procure and prepare healthy food.
- One in six Americans work somewhere in the food system, from the Farm to Kitchen. Far too many take home poverty-level wages, with women, Blacks, and Latinos most likely to earn minimum or sub-minimum wages, some as low as \$2.13 an hour.<sup>3</sup>



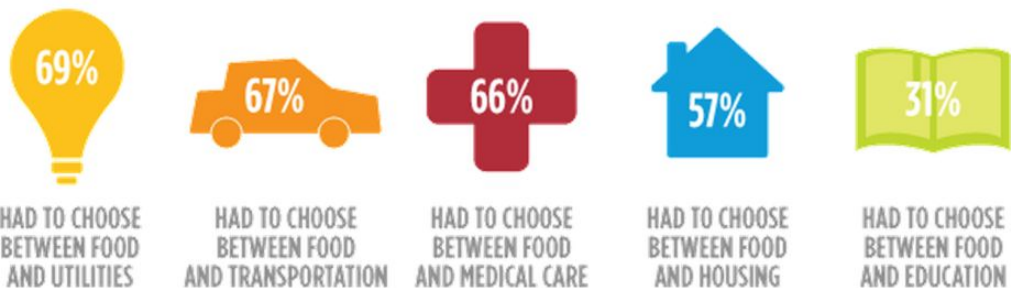
Source: Adapted from the USDA Economic Research Service.

# A Conceptual Framework: Cycle of Food Insecurity & Chronic Disease



## Feeding America client households frequently face difficult decisions in an effort to ensure they have sufficient food.

- Client households often survive on limited budgets and are confronted with choices between paying for food and paying for other essentials. These dilemmas can put households in the position of choosing between competing necessities.



- In addition to charitable nutrition assistance programs and making spending tradeoffs, many households also engage in a number of other coping strategies in order to feed their families.



# The Journey to Equality



So the War and slavery “Ended”, now what?

- Migration and Low-income (minority) housing projects
  - Used as a way for U.S. Segregation
- Agriculture
  - Had to rent land from Whites
  - Stigma against Agriculture
  - Food as a sign of wealth
- The business of Supermarkets
  - Supermarkets go to areas where they can have longer business hours, more parking, and affordable food, making their business attractive to those who drive, the working family, and the elite (Alwitt & Donley, 1997; Guy et al., 2004).
  - Data from a multisite cohort study (Morland, Wing, & Roux, 2002) indicate that proximity to a supermarket is associated with less overweight, obesity, and hypertension, whereas proximity to grocery or convenience stores were associated with more overweight, obesity, hypertension, and diabetes (Morland, Roux, & Wing, 2006).
- Racially driven programs: Free Food Program

# Behind the Scenes



- Food sovereignty entails people’s right to create and own the means of sustainable food production and consumption so as to facilitate self-reliance and the optimal state of health.
  - 1823, the Supreme Court ruled that indigenous peoples could live on United States land but could not hold title since the United States’ “right of discovery” trumped Native peoples’ “right of occupancy.”
  - Latino families lost their ejidos, or community-farms, as a result of the 1848 Treaty of Guadalupe Hidalgo, which annexed the Southwest United States and allowed American pioneers to lay claim to the land.
  - Blacks faced land dispossession due to President Andrew Johnson’s “states’-rights” based reconstruction policies, where Black farmers were stripped of land gained immediately after the Civil War and often forced to sign tenant contracts with White owners.



# Untold Stories

The story of Jane:

Zip codes with a higher percentage of black people have half as many supermarkets, as compared to zip codes with predominantly white people (Morton & Blanchard, 2007).

Zip codes with predominantly black people also have 25% fewer supermarkets and 1.3 times as many convenience stores (Powell, Chaloupka, & Bao, 2007; Powell, Slater, et al., 2007).

Other studies have found that there are as many as four times as many supermarkets in white communities than black ones (Moore & Diez Roux, 2006)



# Food Insecurity and the Impact on Health

According to the study *Hunger in America 2014*, which surveyed 60,000 Feeding America clients and 32,000 partner agencies:



**24%** of households had at least one member in poor health.



**33%** had a household member with diabetes.



**66%** of households had to choose between food and medical care.

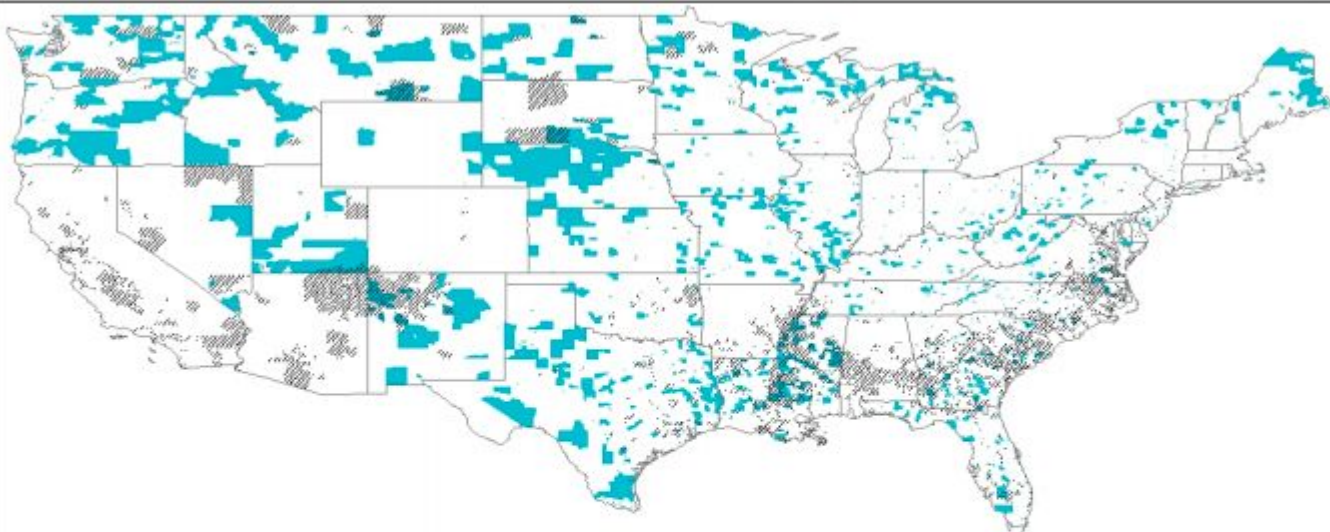


**58%** had a household member with high blood pressure.

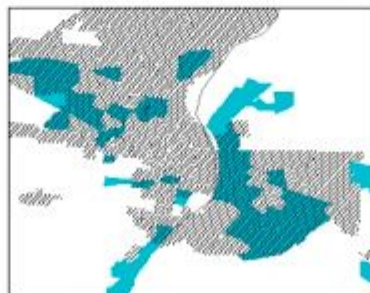
## Lack of Access to Healthy Food and People of Color (by Census Tract)

Source: U.S. Census Bureau, USDA

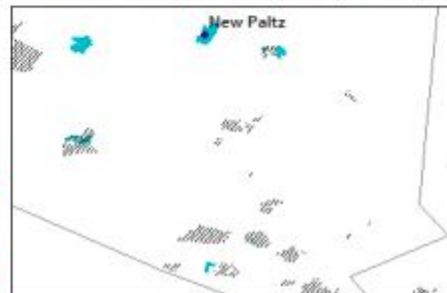
csi CENTER FOR SOCIAL INCLUSION



St. Louis, Missouri (Brenna's home)



Hudson Valley New York (Johnny's home)

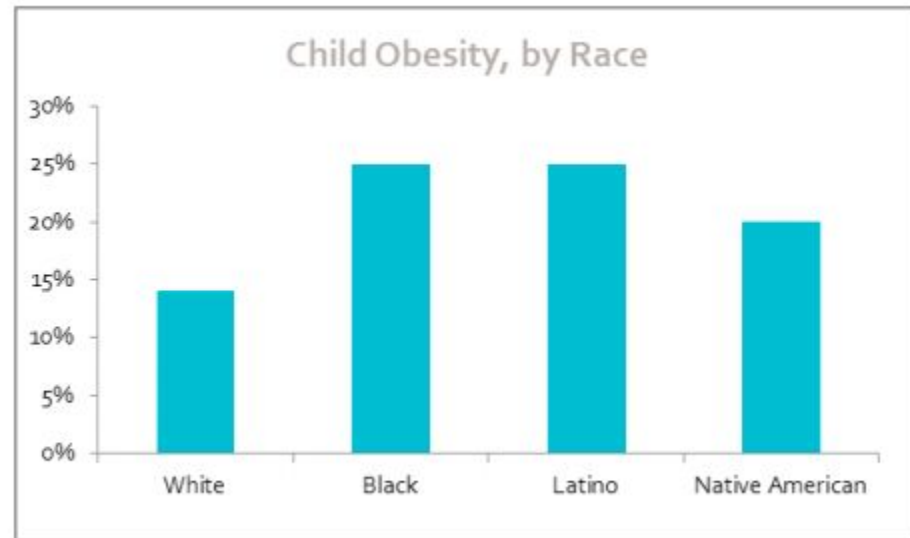


Areas Lacking Healthy Foods

Tracts with People of Color Above National Average (36.4%)



Adopted from Julia Port from Wholesome Wave for CT Farms, Food and Jobs Working Group





# The Impact of the Food Environment on Children

The food environment

Decreasing the distance between farm to fork

Urban Gardening in Communities and Schools

More food access and availability

Baltimore and Detroit



# Food + Health + Equity

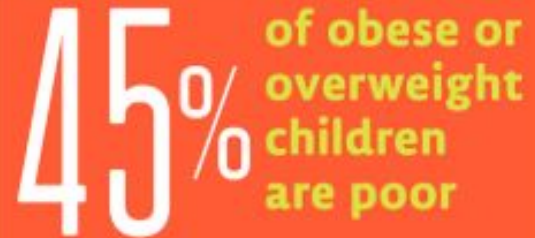
Diet-related

Stress levels impact health

School gardens grow healthy food, provide opportunities to connect with culture, and offer a place to de-stress



1 in 2 *children*  
of color  
are on track  
for diabetes



45% of obese or  
overweight  
children  
are poor

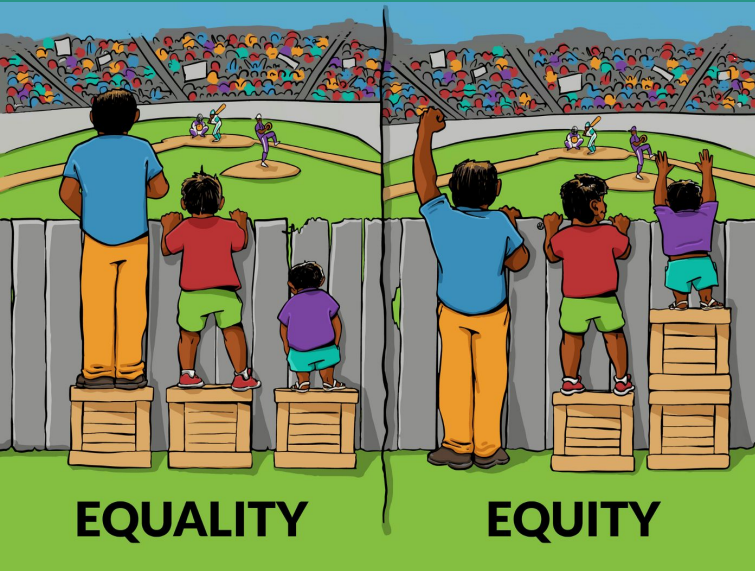
# Iowa City Community School District

Director Ruthina Malone said that “after years upon years of discussing it, **we remain woefully segregated by income levels and race in many of our schools.**”

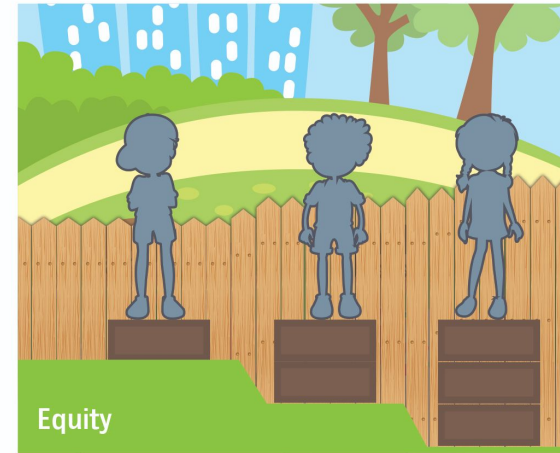
“If all we do is move students from school to school, and do not focus on climate and how students feel... we will not be successful,” [Board President Janet] Godwin said. She added that it will take more than the teachers and staff of the district to achieve the board’s goals. **“It’s going to be our entire community that needs to rally around the school to have every one of our students have an equitable experience in the classroom,”** she said.

School	Total Free and Reduced Lunch
Alexander	68.29%
Borlaug	34.26%
Coralville	
Central	47.60%
Garner	22.31%
Hills	75.60%
Hoover	19.54%
Horn	42.30%
Kirkwood	75.61%
Lemme	29.01%
Lincoln	9.39%
Longfellow	27.45%
Lucas	57.14%
Mann	47.82%
Penn	20.96%
Shimek	19.22%
Twain	75.07%
Van Allen	23.81%
Weber	35.07%
Wickham	9.11%
Wood	72.45%
North Central JH	24.14%
Northwest JH	44.21%
Southeast JH	42.10%
City High	39.23%
Liberty High	33.40%
Tate High	67.09%
West High	32.70%

# Equality, Equity, Justice



Leveling the Playing Field: The Difference between Equality & Equity



[https://www.boredpanda.com/equality-equity-band-aid-student-lesson/?utm\\_source=google&utm\\_medium=organic&utm\\_campaign=organic](https://www.boredpanda.com/equality-equity-band-aid-student-lesson/?utm_source=google&utm_medium=organic&utm_campaign=organic)

[https://medium.com/@eec/this-equity-picture-is-actually-white-supremacy-at-work-59f4ea700509?fbclid=IwAR3BPEuhgwYe2FGI7-9Vq-iwEhg2wev8BOSZ\\_LbdjCtY6bFRt4Fg00rP74](https://medium.com/@eec/this-equity-picture-is-actually-white-supremacy-at-work-59f4ea700509?fbclid=IwAR3BPEuhgwYe2FGI7-9Vq-iwEhg2wev8BOSZ_LbdjCtY6bFRt4Fg00rP74)



# Self Work before Garden Work

1. Commit to continuing to deepen your understanding of the connection between race, socio-economic status, and health outcomes
  - Listen to others, especially those who experience the world differently
  - Be comfortable with discomfort
  - Seek out opportunities to learn more: reading, events, community groups/orgs
2. Let this understanding guide your work (in school gardens).

# How do you grow your school garden with an equity lens?

- Listen to everyone who is or could be connected to the garden community; not just who/when it is easy
- Involve others and ask for help
- Evaluate all aspects of the garden (mission, partners, communication etc.)



Remember  
*your*  
Equity Lens!

SHOW UP

DEEP LISTENING

I AM AN ALLY

REMOVE BARRIERS

PRIVILEGE CHECK

CULTURAL RELEVANCE

CONTINUE THE CONVERSATION

# What are the garden's goals?

- Education: space to learn
- Community Engagement: space to come together & share
- Therapy: space to heal
- Production: space to grow food for eating



# How do you decide what grows in the garden?

- Use your goals!
- What do people in your school community eat?
- Are there any cultural relevant foods that the garden can grow?

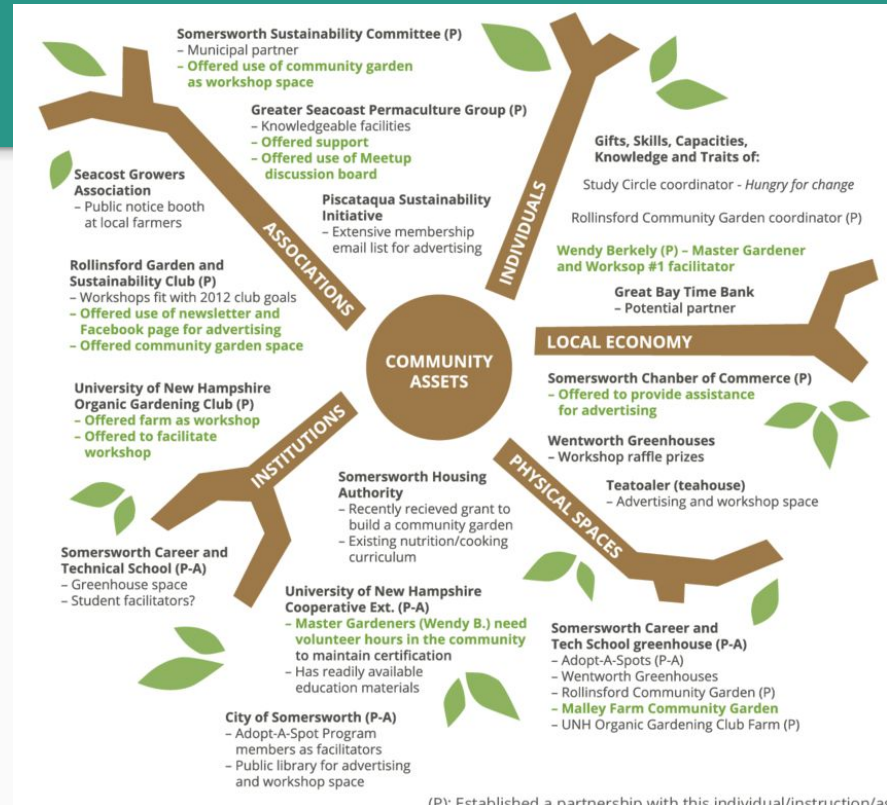




# What partners do you work with?

- Individuals
- Institutions
- Community & School Groups/ Associations
- Local Businesses & Non-profits

Assets or strengths: skills, resources, community knowledge, infrastructure, ecology, marketing, mobilizer, amplifier of gifts, talents



(P): Established a partnership with this individual/instruction/as

# How do you communicate with others about the garden?

- What language(s) are native to those in your school community?
- What form(s) of communication do those in your school garden group prefer?
- What does your garden messaging focus on?



## Manténgase Informado

Únase a nuestra red:  
[FarmtoSchool.org](http://FarmtoSchool.org)

Twitter  
[@FarmtoSchool](https://twitter.com/FarmtoSchool)

Facebook  
[National Farm to School](https://www.facebook.com/NationalFarmtoSchool)

## COMPRAS LOCALES PARA LOS CENTROS DE CUIDADO INFANTIL

De la finca a la educación temprana enriquece la conexión que tienen las comunidades con los alimentos frescos y saludables y con los productores locales de alimentos al mejorar la compra de alimentos y las prácticas educativas en entornos de educación temprana como los hogares de cuidado infantil familiar. Las actividades de la Finca a la educación temprana exponen a los niños/as pequeños/as a alimentos locales y saludables a través de comidas y refrigerios, pruebas de sabor, lecciones, actividades de cocina, jardinería, excursiones, visitas de agricultores y más. Estas actividades no solo promueven la salud, el bienestar y las oportunidades educativas, sino que también aumentan el acceso a alimentos saludables, alientan y apoyan el compromiso familiar, brindan oportunidades adicionales de mercado para los agricultores y apoyan a las comunidades prósperas.

### Fuentes locales de alimentos

Hay muchos tipos diferentes de actividades para proyectos de la finca a la educación temprana. Una opción es servir alimentos locales, como frutas, verduras, proteínas, lácteos y granos, en comidas y

# Are you encouraging local voices to lead?

- Step up/ Step Back
- Allow people and organizations to lead to their strengths
- What does youth and/or cross-age leadership look like in your school garden?





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