



SP0153 Final Report

Please answer the following questions and return the completed form to the [SPF Staff](#) via e-mail.

Project Title: Ag-Connect

Final Report prepared by: Ingrid Laplante

E-mail: ingrid.laplante@mail.mcgill.ca

Actual Project Start Date: 6/6/2016

Actual Project End Date: 9/23/2016

1. Please summarize the project and its key accomplishments in 1-2 sentences.

(400 characters maximum)

During summer 2016, on the Macdonald Campus of McGill University, a project was launched with the idea of creating a working platform to provide farming experience to five young people between 18 and 25 characterized as autistic. The young people worked at the Mac Farm and explored and worked on different farms of the west island.

2. Your team listed the following goal in your application:

To develop self-confidence in intellectually challenged youth and WOTP youth in their work environment through agricultural work experiences.

Did your team achieve your project's goal? In your answer, please describe the impact your project had on McGill's structures, processes, and/or systems. Also, please specify how this positively transformed people's behaviors/perspectives/habits on McGill campus(es).

(Unlimited characters, suggested minimum ½ page or approximately 250 words)

The project was to create a platform on the MacDonald campus Farm to introduce special need young adults to the farming life. The team definitely achieved the project goals. Autistic youth increased their confidence, learnt to work in teams, surpassed some of their fears, explored different production and enjoyed their time on the farm. From gardening to mushroom harvesting and even better: horse back riding, they got to explore different aspects of the agriculture life. Moreover, considering habits on McGill campus, the manager of the farm was even keen to hire some of young adults for some tasks that the youth worked on this summer. This is proof of changing habits at McGill towards being more inclusive in hiring practices. As well the McGill students working with these young adults gained experience and awareness of the challenges people with autism have. Additionally links with this community of parents and autistic children was established and this improved outreach to the community outside of McGill

3. Please describe the key successes and challenges of your project. (Minimum of two examples for each)

(Unlimited characters, suggested minimum ½ page or approximately 250 words)

1st Challenge: get the funds to start the program--- Success = Thanks to SPF
 2nd Challenge: Recruit 5 autistic young adults to participate the Programme-- Success! thanks to everyone who spread the word.
 3rd Challenge : create a schedual which would be ressembling a working environment, would be motivating also even though real production is not made.- Success = Thanks to MacDonald campus Farm, Le Jardin du Roulant, MSEG, the Hort Center and Fritz farm, who all allowed us to either come and work with them or supplied us with material so we could invest our time.
 4th Challenge: adapt to autistic youth and the communication difficulties that sometimes come with it.
 Success! Thanks to the parents who support their young adults and to the team who worked well together.

4. What key points of advice or *lessons learned* would you give to other SPF teams either regarding your experience managing your project or the project itself?

(Unlimited characters, suggested minimum ½ page or approximately 250 words)

Most of the money went directly to salaries, which is okay, but some money could maybe be allocated for material purchases and activities. Also some funds could have been used in order to pursue the program/ prepare for next year. The sustainability of the program is a real challenge as no official or permanent post was created to support it throughout the year. There was no real planning on how to keep it running year after year (due to time constraints and money) Although we want the program to be free for young adults, this is a problem as there is no real production, thus no money generated. This means that the programs eat money without actually generating much in monetary terms. However it does generate social value.

5. What recommendations do you have for the future of this project to be continued and are there any opportunities for complementary projects? Who will take responsibility for the project's future and how can interested persons be in touch? The SPF team will also be in touch with this contact for updates on the project's progress in coming years, if ongoing.

(Unlimited characters, suggested minimum 1 paragraph)

Include people from the occupational therapist area to work with the team. Create a good relation with Action-Main d'oeuvre and other organism of the region working for the same big goal of supporting special needs people. Increase the insurance, so that we are covered when going out of campus. Create a schedule much more in advance including visit and work on other farms and to actually have more time with the youth. Much time was spent on producing requests, reports and planning. The person in charge of the youth should not be in charge of other project at the same time so that it can focus on being with them and being attentive to their needs. The responsibility of the project's future still has to be confirmed, Jorgia Sugleris, Valérie Toupin Dubé, Ingrid Laplante and Caroline Begg could be potential contacts.

6. In your application, you listed the following sources of funding: Fundraising/donations, \$2,300.00; Gov. subsidy, \$8,000.00; and Farm-to-School club, \$1,700.00

Please confirm if you received this funding in the space below. In your response, please list the actual amount (in dollars) that you received. Note: If you received funding from a McGill Department or Unit, please attach a letter from its Financial/Budget Officer confirming the actual amount of support.

(1,800 characters maximum)

From fundraising and donation:

From the golf tournament organized by Tracey Burns, a woman supporting the program, we received 1454,83 \$ when we were expecting around 2000\$

A supporter gave 500\$ which is still not transferred from the Alumni Counter

Meaning that we overall received 1954,83\$ from donation and fundraiser from the community

Fundraisers on campus did not pay much due to expenses

Poutine Madness raised 137,62\$

Pizza Madness raised 464,85\$

For an overall total of 2557,30\$

We received 8,000.00\$ from subsidy

we received 1700 \$ from Farm To School

Grand Total of : 12257,3\$

7. Did you purchase equipment or make an installation on campus? Yes No

If yes, please briefly describe how these items will be maintained and used in the future.

(1,800 characters maximum)

8. The following Key Success Indicators were indicated in your project application and selected for tracking. Please indicate the actual results that you have achieved in the “Actual” column.

Selected Key Success Indicators	Target	Actual
Information sessions about programs for SNY given at three local farmers markets between July and August.	10	8
Improvement in skills/tasks accomplishment of involved SNY between June 10, 2016 and August 26, 2016 <i>(also attach evaluation grid/guide to this report)</i>	50%	40%
Involved SNY and their families report a positive experience through the face-to-face research-ethic approved survey on the program	50%	45%

If there is a significant difference in the target numbers and the actual numbers achieved, please explain. If you have any additional information to share about these success indicators, please also include it below.

(1,800 characters maximum)

Considering we were offering a full time opportunity for the Ag-Connect youth, going to the market on the weekend was not a priority. Only the youth interested went once or twice. The Idea was to offer them an opportunity to see what is a farmers market, and I still think it is important for them, but time wise and energy wise, it was too much for me this summer to coordinate the Markets Visit.

Improvement in skills
 The initial grade was of 50%. I had put this initial value because I was fully satisfied with the evolution of each youth throughout the summer. As a pilot project, I did not know exactly what to expect from each youth. I did not know what goal for them would be feasible to attain in one summer. However, 50% did not mean that the youth could fully achieve all of the task I thought they would learn throughout the summer. Some of the youth could still not understand the concept of weeding at the end of the summer and some other learnt tremendously more then I thought they would. Their learning surpassed the achievement of practical tasks. They gained endurance and learned to control some of their fears. This is in my sense maybe even more valuable than learning how to weed a garden. However, after reflection, I think it would be more juste to think of an acheivement of 40%. I had aimed for specific tasks I thought should be learnt in order to be employable for a farmer and had to re-asses my goals. Evaluation of each youth was made, 3 /4 youth could actualy work by themselves and achieve every tasks. One of them could still not be by himself, but would work well in team.

Face to face research ethic- We actualy asked for feedback- but no real survey had to be approved by the REB. A small survey was sent (see appendix), one to one feedback were positives.

9. Please report on your results for the standard SPF Key Success Indicators in the “Actual” column.

Standard SPF Key Success Indicators	Actual #
# of volunteers directly or indirectly engaged in the project	25
# of people (student, staff, or other) trained in the context of the project	5
\$ raised for project activities subsequent to SPF funding	4257,3
# of partnerships or collaborations developed between the project team and other McGill administrative units, student groups, community groups, other universities, and/or other groups/organizations.	13Hi

Regarding the last Key Success Indicator, please list the groups and/or organizations that you counted.

(Unlimited characters; point form acceptable.)

For volunteers : the Farm to school team that was not directly paid by Ag-Connect, the people that help organize the Pizza madness and the Poutine Madnsse, the group of person who organized the Golf tournament, the 4 young adults partipating to the program.

For number of people: Rebeca Esquivel, Joelle Lefebvre, Valérie Toupin-Dubé, Jorgia Sugleris, Ingrid Laplante

\$ raise : Golf tournement, F2S participation, Poutine madness, Pizza Madness

Partnerships: Macdonald Campus Farm, Hort Center, Marché Richelieux, Première Moisson Vaudreuil Dorion, Cramers centre horticole, Tournesol seeds, Coop du Grand Orme, Corbeil des Pains, Fritz Farm, Santropole, Marché des saveurs de l'ile perrault, Resurrection Church et La Champignonière, Marchée des Saveurs de Sainte-Anne de Bellevue

If you have any additional information to share about the Standard SPF Key Success Indicators, please include it below. (1,800 characters maximum)

This project was about developing a pilot program to order evaluate the possibility of training young adults with varying degrees of autism to work at agricultural activities. This project was about the social equity dimension of sustainability, something that is often overlooked when pushing towards environmental sustainability at McGill. The project worked with a marginalized group of people and with parents who have very few options after their children leave school. With regardsto additional indicators of success, the project had a positive effect in terms of community outreach, educating McGill staff about the opportunities of employing autistic individuals (that it was possible), linking with local vegetable farms and perhaps creating real jobs with these farms for the future.

10. Per the feedback you received from the Working Group, please address the following point in the space below:

- Please have the educators account for the everyday tasks of the youth they supervise, as well as report on how things are going for them and for the youth they supervise.

(Unlimited characters, suggested minimum 1 paragraph)

Well we created an evaluation grid that will be joined with the report.

11. Per the feedback you received from the Working Group, please address the following point in the space below:

- Considering that the SPF provides seed-funding, make sure that the SPF money will be used to build the knowledge and institutional memory to train the next batch of McGill supervisors and stakeholders involved. In other words, please make sure the knowledge stays within the McGill community over the years this project will continue after its year of SPF funding.

Please provide examples of how this has been/will be done in your response (e.g. hosting presentations on the program; increased number of students in the following year; developing materials for the next supervisors; etc.)

(Unlimited characters, suggested minimum 1 paragraph)

There are many challenges to take into account for the continuity of the project. First of all, it was undergone under the Farm to School club and in a way supported by the MCSS. However, MCSS does not support anymore those summer programs and Farm to School itself is in a transition. In that sense the whole farm to school club has to be reviewed and seek partners such as the Macdonald Farm in order to keep going. A meeting with Paul Meldrum is

scheduled in December to see what are the avenues for Farm to School and Ag-Connect. The second challenge is related with the future fund needed to support the project.

We are meeting with Bob McEwan, Lynn Eytons Johns, and Valérie Toupin in the next weeks in order to find a way to create a sustainable platform to receive money so to support the project.

Because Ag-Connect on its own doesn't create products that can be sold in order to generate sufficient revenue, it is entirely dependent on donation and financial support. We do not ask for the youth to pay for their participation, the dream would even be that they get paid throughout the summer. How to receive money is the the main challenge.

Also to address the question of expansion: there are unlimited ideas in order to extend the project but for practical reason I think that it wouldn't be a good idea to increase the number of youth registered in a close future, unless the whole program is revisited. The last summer, we were going to the market and visiting farms, 4 youth and 1 educator could fit in any cars. Also, 4 youth and 2 educators was a good ratio when participants had communication difficulties. We could increase the number of young adults participating but it would necessitate more resources. There are infinite ideas to make it continue in time, decisions are pending.

12. If there is additional information you would like to share about your project, please use the field below.

(Unlimited characters)

I think that this project was one of the best I have taken part to. Very challenging and extremely rewarding. The youth seemed to have gain a lot of experience and learnt to know better themselves which was finally maybe the main goal. They met people and created bounds that hopefully will last. The team did a very good job.

13. Please rate your project team's overall satisfaction with the support provided by the SPF Staff. Choose only one response.

Very Dissatisfied Dissatisfied Neither Satisfied Nor Dissatisfied Satisfied Very Satisfied

14. Please provide any feedback or recommendations regarding your team's experience with the SPF.

(Unlimited characters, suggested minimum 1 paragraph)

Excellent experience, would recommend it again good support and well made "suivie"

15. Has involvement in this SPF project positively impacted your team in the area of professional growth?

Please choose one. If you would like to elaborate, please use the field below. (800 characters maximum)

Yes No Prefer Not to Share

Yes, It forced me to get involve with many actors of the community around agriculture and autisms and start the create a bridge between the two worlds. ... Managerial skills, communication skills, human resources skills, were developed + the agricultural skills.

16. Has involvement in this SPF project positively impacted your team in the area of personal growth?

Please choose one. If you would like to elaborate, please use the field below. (800 characters maximum)

Yes No Prefer Not to Share

Definitely! This experience was extremely rich. I gave a lot of energy into that project and learnt so much about autisms, about how to fix goals, achieve them and also accept to re-asses others. I also learnt to respect ones limits, and developed tolerance vis-à-vis the differences.

17. Which of the following skills or attributes has your team improved through involvement in your SPF project? Choose all that apply.

Budgeting Conflict Resolution Listening
 Communications Leadership Mentoring

- | | | |
|--|--|--|
| <input type="checkbox"/> Negotiating | <input checked="" type="checkbox"/> Public Speaking | <input type="checkbox"/> Technology |
| <input checked="" type="checkbox"/> Networking | <input type="checkbox"/> Stakeholder Engagement | <input checked="" type="checkbox"/> Time Management |
| <input checked="" type="checkbox"/> Planning | <input type="checkbox"/> Stakeholder Identification | <input checked="" type="checkbox"/> Writing |
| <input checked="" type="checkbox"/> Problem Solving | <input checked="" type="checkbox"/> Systems Thinking | <input type="checkbox"/> Other (Please specify in the field below) |
| <input checked="" type="checkbox"/> Project Management | <input checked="" type="checkbox"/> Teamwork | |

Other:

18. Since starting your SPF project, has your team improved its knowledge of sustainability?

Please choose one. If you would like to elaborate, please use the field below. (800 characters maximum)

- Yes No Prefer Not to Share

19. (Optional) If applicable, please list the total number of team members voluntarily self-identifying as members of marginalized communities:

Please identify the represented communities below. (e.g. women, Indigenous people, people of colour, LGBTQI, student parents, members of ethnic minorities, immigrants, people with disabilities)

(1,800 characters maximum)

Thank you for completing your Final Report!

Please e-mail your report to the [SPF Staff](#) attaching any additional information that you would like to share about your project (e.g. other reports, research, documents, photos, etc.). Please note that this Final Report will be shared publicly on your SPF project's webpage.

Protocol For Cleaning Mini Farm

- All Hutches:**
- Remove manure and wet bedding.
 - You need to move the bedding around to find the wet stuff underneath!
 - No bedding packs!
 - Add long straw when necessary.
 - Rake up any straw that has fallen outside the hutch.

- Rabbits:**
- Remove wet and dirty bedding.
 - Can use short blue scraper and red plastic shovel.
 - Add a mixture of chopped bedding and wood shavings.
 - Rake up any bedding that has fallen underneath and around the structure.

- Chickens:**
- Remove dirty bedding.
 - Don't allow feed to accumulate on the floor. Remove it once in a while.
 - Add a mixture of chopped bedding and wood shavings.
 - Rake up any bedding that has fallen outside the structure.
 - Leave an egg for the tours. Throw out remaining eggs. Do not put them in the kitchen fridge unless you are planning on taking them home.

- Ducks:**
- Leave the rubber water bucket outside during the day. The afternoon crew will put it back in at night (right side of the structure).
 - Remove all the wet bedding.
 - Can use the short blue scraper to pull out bedding into the red shovel.
 - Rake up any bedding that has fallen outside the structure.
 - Add a mixture of chopped bedding and wood shavings.

Pigs, Pony and Donkey: Pick up any manure on sand with white plastic fork

Alpaca/Goat/Sheep Manure: It's easiest to scrape the manure into piles and pick it up with the red shovel.

MINI-FERME

Les animaux de la ferme, comme nous les humains ont des besoins vitaux au quotidiens. Nous les fermiers, ont doit s'assurer qu'ils ont tout en place pour ces besoins.

Si tu regarde la liste de tâche ci-bas, d'après toi, quels sont ces besoins?

-
-
-

Tâches journalières:

Équipes de deux:

Check liste:

L'enclos des Petits Ruminants, et l'enclos du Poney et âne

Équipe 1

- Racler le foin autour des deux mangeoires
- Racler le fumier des petits ruminants avec la techniques spéciales
- Mettre de la nouvelle paille (si l'ancienne était très sale ou mouiller)
- Pelleter le fumier de l'âne et du poney

Équipe 2:

- S'assurer que l'eau coule et qu'elle est propre dans les deux abreuvoirs
- Mettre du foin dans les mangeoires
- Donner la moulée au ruminant, et les biscuits au Poney et à l'âne

L'enclos à cochon

- Mettre la moitié du saut dans la mangeoires et attendre que la plus gros cochon se mette à manger. Puis, donner le contenant un plus mince des deux.
- Observer, et S'assurer que le plus mince des deux a mangé.
- S'assurer que l'eau coule et qu'elle est propre dans les deux abreuvoirs
- Pelleter le fumier, le mettre dans un saut
- Si MSEG a de vieux légumes, on peut les donner aux cochons, ils adorent)**

Le clapiers

- mettre la nourriture dans le bols aux lapins.
- Remplir d'eau fraîche l'abreuvoir à lapin
- Pousser la rip de Bois vers l'Arrières et la recueillir dans un sac à la porte extérieur.
- Mettre un nouveau lit de rip de bois aux lapins, et des mauvaises herbes qu'ils grignoteront (Si MSEG a de vieux légumes, ont peut les donner aux lapins, ils adorent)

Le poulailler et l'enclos à Canard

- prendre toutes les quatre abreuvoirs, les vider dans leurs enclos, et les mettre dans la petite charrette noir.
- Aller les laver, et les remplir d'eau fraîches, en ouvrant la valve noire, pas la valve orange
- Mettre les abreuvoirs extérieurs seulement.
- Mettre des sacs recyclés sous le poulailler, et enclos à canard et :
 - Tirer le lit de rip sur le sac
 - Mettre un nouveau lit de rip
 - Placer l'eau
 - remplir la nourriture avec de la nouvelle.

Tous ensemble en course à relais aller porter le fumier, dans la fosse à fumier et nettoyer les équipement

Où va le fumier après la fosse à fumiers?

Sample Weekly Schedule with Tasks

Ag-Connect														
Semaine 1	Monday (Rebecca) 6 juin		Tuesday 7 juin		Wednesday 8 juin		Thursday (Rebecca) 9 juin		Friday (Jorgia is there) 10 juin (Lindsay graduation)		Équipe A	Lindsey		
	Equipe A	Equipe B	Equipe A	Equipe B	Equipe B	Equipe A	Equipe B	Equipe A	Equipe B	Equipe A			Rayana	
8h00-8h30	animal chores, cleaning Stalls, Feeding animals	Plant watering, weeding, observations	animal chores, cleaning Stalls, Feeding animals	Plant watering, weeding, observations (semis fines herbes)	animal chores, cleaning Stalls, Feeding animals	Plant watering, weeding, observations (paille, fertilisant)	animal chores, cleaning Stalls, Feeding animals	Plant watering, weeding, observations	animal chores, cleaning Stalls, Feeding animals	Plant watering, weeding, observations	Équipe B	Justin		
8h30-9h00												Gabrielle		
9h00-9h30												Brandon	Abs sem 1	
9h30-10h00	Meeting on the Main Farm Tea break (if time) (while I coordinate arrival of groups)		Meeting on the Main Farm Tea break (if time) (while I coordinate arrival of groups)		Meeting on the Main Farm Tea break (if time) (while I coordinate arrival of groups)		Meeting on the Main Farm Tea break (if time) (while I coordinate arrival of groups)		Meeting on the Main Farm Tea break (if time) (while I coordinate arrival of groups)					
10h00-10h45	Know each other		Training *yoga*		Training *yoga*		Start of the tour, Guys are with the animals of the mini farms, they can present the animals, show how to pick them, explain their feed		Module Beurre					
10h45-11h00	Jardin Ferme *semis de laitue, trays 1 / tailler plant origan / transplant bleuets brin de scie / transplants bette à cardé où il y a les kales / préparer un tray de fines herbes*		Marie-Christine Marmette - bacs plantes		Introduction au compagnonage, présentation de leur bac et du projet				Rangement post tour?				Nettoyage module beurre	
11h00-11h30							Lunch		Lunch					
11h30-12h00					Lunch		Lunch		Lunch				Lunch	
12h00-12h45	Lunch		Lunch		Lunch		Lunch		Lunch					
12h45-13h00	Chicken coop : clôture		Discussion sur : Bonheur, joie		Lunch		Jardin Ferme - semer les pois sucrés dans le rang de maïs, désherbage		Picking Eggs, cleaning Eggs, grading them				Évaluation d'eux-même retour sur la première semaine	
13h00-13h30			Marie-Christine Marmette - bacs plantes		Jardin Ferme - paille (autour des maïs et zucchini) et fertilisant				Chicken coop Nettoyage				Nettoyage show ring et bureau	
13h30-14h00							Nettoyage module beurre							
14h00-14h30	Nettoyage module beurre		Nettoyage module beurre		Leur bac		Leur bac		Leur bac					
14h30-15h00	Meeting end of day- what went good, less good, coup de coeur-Coup de masse		Meeting end of day- what went good, less good, coup de coeur-Coup de masse		Meeting end of day- what went good, less good, coup de coeur-Coup de masse		Meeting end of day- what went good, less good, coup de coeur-Coup de masse		Meeting end of day- what went good, less good, coup de coeur-Coup de masse					
15h00-15h30	Free, want to help for more- you can stay or go..if really done Lets play foot ball		Free, want to help for more- you can stay or go..if really done Lets play foot ball		Free, want to help for more- you can stay or go..if really done Lets play foot ball		Free, want to help for more- you can stay or go..if really done Lets play foot ball		Free, want to help for more- you can stay or go..if really done Lets play foot ball					
15h30-1600	notice ; documentation compagnonage à faire ou trouver													

module génétique fait préparation du matériel pour ormstown

PRELIMINARY EVALUATION

Section I

I = Independent – Individual completes task upon arrival, without any prompt

V = Verbal – Individual completes task upon verbal queue

SV = Specific Verbal – Specific instructions given

G = Gestural – Individual needs the action to be modelled

Mini-farm -				
Preparation of tools and material. Replace it.	I	V	SV	G
	(please circle appropriate initialism)			
Cleaning	I	V	SV	G
Feeding	I	V	SV	G
Giving water to all animals	I	V	SV	G
Manure	I	V	SV	G
Garden				
Soil Preparation	I	V	SV	G
Weeding	I	V	SV	G
Transplanting and seeding	I	V	SV	G
Fertilization	I	V	SV	G
Watering	I	V	SV	G
Staking	I	V	SV	G
Chicken coop				
Collecting eggs	I	V	SV	G
Cleaning	I	V	SV	G
Feeding	I	V	SV	G
Watering	I	V	SV	G
Washing and grading of the eggs	I	V	SV	G
Rotation of the eggs	I	V	SV	G
Temperature and humidity recording in the coop	I	V	SV	G
Market tasks	I	V	SV	G

Commentary Section

General maintenance of farm:

McGill farmer s and SAB Markets:

Setup - Does the individual follow instructions attentively?

Is the individual keen and motivated to help? Are they working to their potential?

How does the individual communicate with others working at the market and those visiting the market? Is the individual capable of representing the market/ Farm to School for promotional purposes?

Plan/ Recommendations

Independent in skills; continue

continue 1:1 training; needs more individualized practice

Additional commentary section

Section II

1 - The individual meets the requirements set for him or her very well.

2 - The individual meets the requirements set for him or her.

3 - The individual partially meets the requirements set for him or her.

4 – The individual does not meet the requirements set for him or her.

Punctuality	1	2	3	4
Attendance	1	2	3	4
Personal Grooming/ General representation of oneself	1	2	3	4
Relationship with supervisor	1	2	3	4
Relationship with co-workers	1	2	3	4
Relationship with customers (tours and market)	1	2	3	4
Ability to follow directions	1	2	3	4
Self esteem & confidence	1	2	3	4
Interest in work	1	2	3	4
Productivity	1	2	3	4
Quality of work	1	2	3	4
Ability to take initiative	1	2	3	4
Ability to accept constructive criticism	1	2	3	4
Performs tasks safely	1	2	3	4
Perseverance in the task	1	2	3	4
Politeness	1	2	3	4

Comments:

What qualities would make the individual a successful employee in the future? State specifically in what areas of expertise if applicable.

For this summer internship in order to make sure we met your expectations here is a short survey for you.

How did you find your experience on the farm? (Check the best answer)

Excellent Very Good Good Neutral Not Good Bad

Why did you like or not your experience?

Liked working with the animals

What did you most enjoyed this summer in relation with farming?

working with animals

What did you learn this summer about farming?

learnt a lot about plants

What did you learn this summer about yourself?

sometimes get impatient working with others

What were your strength in relation with farming?

Comfortable with animals

What are some traits of your character that you think you improved?

tried new things out of comfort zone

Where do you see yourself working in the future?

working at any animal place

Would you recommend that program to someone else?

Yes

What do you think could be improved?

more time with the animals, less time pulling weeds
summer camp took away jobs with animals

E-mails I got for actual appreciation of the program:

Gabrielle and Justin:

Hi Ingrid

I spoke with Gabrielle & Justin today

They both say very good experience. Gabrielle would recommend the program.

Justin says yes he would recommend it for people who like to be outdoors.

Both say they would like to work with animals more. Justin says he learned a lot of new things and had new experiences.

Merci Ingrid

Shelly

Lindsay:

1) I thought working on the farm was very good

2) I would recommend the program

3) I would like to learn more about farming and work more with the animals. I liked the gardening as well. I would like to learn to drive a tractor. And, the people were amazing

Lynn, alias Lindsay's mom:

From my perspective Ingrid, I would like to see the bar always raised so that all the kids can prove their value and acquire more and more skills

Thank you Ingrid!!!