

Bahay Kubo: Kitchen Gardens of Living Tradition



Bahay Kubo (“Little House” in Filipino/Tagalog) was born out of the need for innovative approaches to food systems transformation and public health. Facing a rising tide of chronic disease in the Filipino-American community, the program aims to lift up food practices to ignite a cultural shift towards good health. The project combines culturally-based nutrition education and experiential gardening to renew healthier relationships with the land, food, and community.

I. Proposal and Impact

Changing dietary patterns have severe effects on the health of immigrant and ethnic minority communities in the US. Driven by the rise of urbanization, sedentary lifestyles, industrial agriculture, and diminished access to culturally appropriate foods, this nutrition transition has spurred on the erosion of traditional diets towards highly processed and low nutrient Western diets. In this context, Filipino-Americans are at particular risk, and suffer from a disproportionate prevalence of diet-related chronic disease including overweight and obesity, heart disease, and diabetes.

Bahay Kubo was born out of this critical juncture and the need for innovative approaches to food systems transformation and health. The project’s key objectives are:

1. To develop and implement a culturally-based food curriculum. Curriculum will include health-promoting Filipino recipes and reflect upon agricultural legacies.
2. To catalyze young Filipino-Americans as active leaders in the “good food movement.” Participants will engage in food justice concepts and the experiential planting, growing, harvesting and sharing of food.
3. To foster intergenerational and intercultural exchange around healthy choices in food. Activities will include a community harvest meal and field trips to connect with local urban gardens, growers, chefs and food justice projects.

These three objectives will be fulfilled through the following three components:



1. Culturally Based Foods Curriculum

The curriculum will explore relationships between food, personal history, and community through the lens of experiential education and service. Additionally, it will take the message of food justice and healthy food access among a mostly immigrant and diasporic audience who have resided in the US as 2nd, 3rd generation and beyond.

Themes and activities in the curriculum will include:

- **Food traditions interviews.** Students will conduct and document an interview with a community elder or family member on his or her food practices, recipes and memories.
- **Hands-on cooking workshops.** Cooking is the heart of the cultural foods program. Workshops are intended to instill a confidence in basic culinary skills, familiarity and increased interest and demand for locally grown produce. Recipes and concepts will be introduced through a once per week, 3-week series, using produce adapted to seasonality. Recipes will include “Springtime Sinigang,” “New Year’s Sweet Rice,” and “Fall Harvest Pinakbet.”
- **Mapping the food environment.** Students will examine the concept of their local foodshed, participate in mapping, and explore its strengths, challenges, and opportunities for health.



2. Growing Food, Growing Leaders

Gardens are an ideal learning environment to explore how we produce, understand, purchase and prepare food. They also cultivate ownership, cohesion and opportunities for leadership. Youth, staff and community will participate in garden design focus groups and shape the design process. The garden consultant will gather feedback from community members, including key messages and design elements to incorporate, and the community will approve of its final design. Maintenance will be supported by a rotation of youth participants, interns, and community volunteers.

Garden skills training and practice will cover topics such as:

- Basic composting
- Creating a garden map – what to plant and when
- Selecting and starting from seed and from starts
- How to grow produce in small spaces
- Hands-on planting and harvesting

The crops selected for the site will focus on culturally relevant and climate adapted foods (such as winged beans, kabocha squash, and mustard greens) and also non-traditional, adaptable foods suitable to the local environment (such as kale and collards). Seeds and starts will be sourced from local companies, in particular Kitazawa Seeds, a purveyor of heirloom Asian seeds.

The garden will develop in phases, expanding both in program activities and physical scale as the community's capacity expands. Ultimately, the goal is to integrate the kitchen garden produce into cooking and nutrition activities (please see sample garden map and crop list in appendix).



3. Community Building

Community building events are complementary to Bahay Kubo's hands-on cooking, nutrition education, and food cultivation. Youth participants will have the opportunity to deepen their knowledge and see success stories in action through field trips that connect them with local food justice gardens, growers, chefs and artisans. Utilizing team leader Aileen Suzara's connections to the sustainable food and agriculture practitioners, field trips could include: Namu Farms, a farm that cultivates traditional Korean crops at the SAGE AgPark, MY Farm at Mission High School, San Francisco, and the Food What?! Youth Farm in Santa Cruz.

Additionally, youth, families, and intergenerational community members will have opportunities to connect through garden workdays and the end-of-year community harvest meal. Youth participants must create an end-of-year deliverable as a culminating reflection of their personal and/or community understandings of food. These could include a blog article, a digital storytelling piece, a spoken word performance, or even a class cookbook that crowdsources family recipes and food stories (please see "Sariwa" example in appendix).

II. Partnership and Recruitment

Collaboration is crucial to meeting these objectives. Working in tandem with community partners, Bahay Kubo will offer services for culturally-based nutrition and food programs, project management and trainings to develop the on-site kitchen garden, and integration of nutrition and garden activities.

Bahay Kubo will work with the organization Filipino Advocates for Justice (FAJ). FAJ is a multi-service and civil rights organization that serves over 120,000 East Bay Filipino-Americans, with an emphasis on new and recent immigrants. It is the only agency that serves this particular population. FAJ's roots began in UC Berkeley in 1973, the product of students joining with community activists to launch the organization. In 2014, FAJ co-launched a climate justice partnership with Filipino/American Coalition for Environmental Solidarity (FACES), a nonprofit, volunteer-led environmental justice group of which team lead Suzara is a longterm board member. This relationship, the opportunity of a plot of land in Union City for community use, and FAJ's growing emphasis on bringing resiliency into their community work laid the relationship for the Bahay Kubo project.

FAJ currently operates two youth programs in Alameda and Union City. Bahay Kubo will begin its work at the Union City site, an area where Filipino youth are the second largest ethnic group in the school district after Latino students. Much like FAJ's existing services, Bahay Kubo will be rooted in the Filipino-American cultural context while remaining inclusive to an array of local youth within and beyond the Filipino-American community. The project's recruitment needs will be met by tapping into FAJ's considerable membership network and existing youth development program. Workshops will directly serve 30 youth participants at a time, build the capacity of staff, and engage families and the broader community through public events.

III. Needs Statement

The seeds of Bahay Kubo started in 2010, growing out of foundational work by team lead and current UC Berkeley graduate student Aileen Suzara. Recognizing the challenges Filipino communities faced to access both culturally relevant food and environmental education, Suzara piloted a Filipino cooking series in Oakland, farm-to-table youth workshops, and community gatherings on farms in Pescadero and Santa Cruz (see appendix for examples of press clippings).

The concept was urged on by the rise of modern, chronic disease including diabetes, hypertension, and cardiovascular disease, which are particularly acute in the Filipino-American community. Asian-Americans are generally considered healthier than the average American as an aggregate, yet recent data indicates that subgroups including Filipinos are among those with the highest risk of diabetes amongst *all* other ethnic groups. At 3.4 million, Filipino-Americans are the second largest Asian-American group in the United States yet their health status is poorly understood and nearly "invisible" from published literature. Measures have been taken to understand the health status of a rapidly growing population. In 2008, Filipino Advocates for Justice (FAJ) teamed up with Asian Health Services in Oakland to survey the health status of adult, Filipino-American East Bay residents. Their survey found higher rates of hypertension and other chronic disease rates that exceed that of the general population.

The challenges Filipino-Americans face run parallel to other ethnic minority groups. Research focused on the health status of Native Hawaiians, Pacific Islander subgroups, and Native Americans have similarly noted that a shift in dietary practices away from traditional food courses and towards high-energy, lower nutritional quality foods is associated with a similar deterioration in health status. Studies of Latino and African American communities have likewise noted that higher acculturation to the standard Western diet is associated with lower fruit and vegetable intake, a higher consumption of sugar, and increased risk of chronic disease.

Dietary acculturation and its impacts on health resonate with Filipino-Americans and cross-culturall. There is a need for new, innovative and transformative approaches towards health. It is certainly difficult to establish causal links between access to cultural foods, gardening, and health outcomes, and qualitative data is difficult to generalize to other populations and contexts. However, research suggests that culturally-based models could hold key lessons and untapped societal, ecological and health benefits. Bahay Kubo's multi-pronged and innovative approach aims to explore that gap.

IV. Practical Considerations

Similar Initiatives, Shared Opportunities

There are some existing programs that combine healthy eating, nutrition, cooking, and garden-based education. These have contributed to a growing evidence base on the ways programs can help to promote healthy food behaviors, change food attitudes, and a host of other benefits including increased physical activity, emotional health, and social cohesion. Around the Bay Area, such programs include Project EAT, the Edible Schoolyard, and Urban Tilth.

However, few garden and/or nutrition programs across the United States are based around cultural values towards land and foods. These include Urban Adamah, which integrates Jewish values and urban farming in Berkeley; Ho'oula 'Aina in Hawai'i, which combines gardening and ecological restoration to serve a primarily Native Hawaiian and Pacific Islander neighborhood on O'ahu; and Native American food programs like the Muckleshoot Food Sovereignty Project in Washington. Bahay Kubo has reached out to, and is informed by, these programs, which help make the case for why culture is not simply about face value but can play an important (although often overlooked) role in promoting healthy food practices.

Bahay Kubo will join with one of the few existing models in the state or country that leverages cultural roots as a platform for improved community health. It is poised to make a unique contribution to this landscape, with its focus on a community living in the diaspora and away from a traditional land base. It can serve as a demonstration site for ways the growing Filipino-American community can “make old ways new again” in innovative and relatable ways. As of now, there no known programs that specifically target underserved Filipino-American youth through hands-on gardening, ecoliteracy or traditional foods education.

Geographically, Union City is just a 25-minute drive away from Oakland and San Francisco. Yet as research for this project has uncovered, unlike its neighbors, Union City is still at the cusp of expanding the practice of urban agriculture. Bahay Kubo will thus have the opportunity to be among the very few pioneering food justice and community garden programs in the area.

Ethical, cultural and legal considerations

The multi-layered nature of this project demands cultural attunement. The Filipino-American community itself is diverse, with distinct ethnic and regional traditions. Recent immigrants have a unique experience to more established generations of Filipino-American community members. The project and partner organization are also cognizant of the sensitive nature of public projects such as a garden, and are committed to collaborating with neighboring businesses and residents. Outreach will include engagement with local politicians, high schools, healthcare providers, and community organizations.

While the space considered for the garden is relatively small (< 3,500 square feet, see map in appendix), the project will consider safety and liability concerns and consult with the local planning department. Additionally, surveys used in evaluation are intended for internal program planning and evaluation purposes. Some results may be used to inform and communicate lessons learned with key stakeholders and funders, and are not intended for published research. However, all surveys or focus groups will be sensitive to and protect the privacy of respondents.

Note: Due to unique circumstances, this project's timeline does not follow the June to June timeline required of Big Ideas. Thus, judges were instructed only to score content between June 2015–June 2016 in the team's implementation plan.

IV. Preliminary Project Timeline

February-April 2015 – Planning begins. Development of healthy food and gardens curriculum, student surveys, pilot a food workshop with youth group, convene leadership team and identify roles, conduct preliminary site assessment and garden design session with consultant. Ongoing identification and application for 2016 funding opportunities.

May-June 2015 – 3-week food workshop series. Off-site farm field trip. First public meeting for garden project collaborative to participate in the review of garden design. Consultation with garden designer to secure materials, finalize permits and site insurance, and organize volunteer and hired labor. Ongoing identification and application for 2016 funding opportunities.

July 2015 – Second public meeting for garden project collaborative and approval of garden design. Weekend garden workparty to prep site, assemble raised beds, and plant starts. FAJ's fiscal year ends. Ongoing identification and application for 2016 funding opportunities.

August 2015 – 3-week food workshop series. Garden program integrates into youth program activities. Host a free public gardening workshop. Ongoing identification and application for 2016 funding opportunities.

September-October 2015 – Garden program continues. Filipino-American History Month event and harvest meal in October – includes a youth showcase, dishes prepared from the garden, and invited local chefs demonstrating use of locally sourced produce. Ongoing identification and application for 2016 funding opportunities.

November 2015 – Garden program continues. 3-week food workshop series with a focus on winter foods and health-promoting, delicious holiday dishes. Prepare for winter dormant season. Prepare end of year evaluation with youth, community members, and core leaders.

December-January 2016 – Cover crop garden to rest over winter season and holiday. Assess lessons learned, funding opportunities and program sustainability. Program planning for 2016.

V. Impact Evaluation

Pre- and post-workshop survey will be developed and pilot tested by the project's staff and educators. The objective of the survey is to identify changes in healthy food knowledge, attitudes and behavior. Questions will focus on the participants' self-perception of food habits, fruits and vegetable consumption, and familiarity with local and/or traditional food items. Additional open-ended questions will be included to identify areas the survey questions may have missed, and to identify unanticipated priority areas. Surveys will be distributed in written form at the beginning, midway, and the end of the pilot year.

Key informant interviews will be conducted with participants, staff and community members to further evaluate the project. Field notes will be analyzed for emerging themes to be considered in future program design and implementation.

Internal evaluation among the core leadership team – including program staff - is also key. Leadership will assess opportunities for long-term sustainability, including strategic partnerships, funding opportunities, and staffing capacity.

Program engagement will be collected and tracked through sign-in attendance sheets and education hours. Instructors will provide a written log of curriculum activities implemented, and a brief narrative of successes and challenges. Participants will also have opportunities to provide informal, direct verbal feedback to staff, including a reflection circle to close out each session.

Community feedback will be gathered from community members including family members and garden volunteers. These meetings will occur at the end of the growing season (early winter) to gather recommendations for the future.

Other considerations: Evaluation purpose is primarily internal and to communicate with key funders and stakeholders. Evaluation indicators should be developed to reflect how the community views their own improvements.

See below for a preliminary outline of specific objectives to be assessed.

Objective: To improve knowledge and attitudes towards local produce

- 90% of youth will complete a pre- and post survey
- 80% of youth will engage in a minimum of 3 hours of mentored nutrition/food education a week during each 3-week workshop period
- 80% of youth will complete full attendance during the 3-week workshop period
- 80% of participants will engage with at least 1 guest speaker and/or 1 field trip
- Educators will assess the curriculum and incorporate feedback from users
- Educators will complete a healthy Filipino foods curriculum and resource list for the 3-week workshop series program
- 30% of youth will report increased recognition of local fruits and vegetables
- 30% increase in youth report an understanding of terms and concepts including “seasonal,” “organic,” “local,” and “food justice”
- 80% of youth will create one deliverable of their choice on the topic of healthy local foods (a blog, photo essay, performance) and share with peers

Objective: To marginally increase the volume and diversity of produce consumption

- 30% increase in youth who report knowing where to source healthy, affordable, and culturally appropriate produce
- 30% increase in youth who report greater confidence to prepare a healthy meal from scratch using local produce
- 30% increase in youth who report that they want to replicate a recipe at home
- 50% increase in youth who report confidence and improved basic gardening skills

Objective: To develop leadership and capacity towards a healthy food environment

- To engage >15 staff and community members (family, neighbors, local community leaders) with youth in the garden’s participatory design process
- To convene at least 5 volunteers and interns to form a garden committee

VII. Budget

As with any project, consistent and reliable funding presents an ongoing challenge. Bahay Kubo views the first year as a pilot year to build its track record and network of supporters. Big Ideas will be its primary source of funding, to be supplemented by in-kind staff time, pro bono and deeply discounted technical assistance, and the support of dedicated community volunteers. The project is also looking into giving programs through local gardening and hardware stores, including Lowe’s, Ace Hardware, and donated seeds and starts. The project is also looking into support from city agencies and champions of urban agriculture, partnership with Kaiser and local healthcare providers, funding from various Asian American giving circles, and pursuing larger grants such as the SF Foundation and USDA Community Food Projects program once the pilot has established a record of successes. The budget considers how Bahay Kubo will implement the project in phases, scaling up in the size of the garden as the site’s capacity scales up.

Supplies Cost	Supplies Cost Details *all to be offset by donated materials. Not included: free mulch and compost, donated plant starts.	Total
Mobile culinary kits: Kit is intended for use by student teams during the cooking workshops. Cost estimates based on items listed on www.amazon.com.	Double burner portable cooking stove (1) \$56 propane tanks (1) \$50 indoor hot plates (2) \$45 rice cooker (1) \$36 5-piece bamboo kitchen utensils (2) \$12 3-piece cutting board set (3) \$40 6-piece mixing bowl set (2) \$50 cleaning supplies: towels, sponges, soap \$40 liquid measuring cups (4) \$32 Kiwi knives (15) \$170 box grater (4) \$40 mortar and pestle (2) \$38 seated coconut grater (1) \$28 colander (2) \$26 large salad spinner \$25 peelers (4) \$32 flat wok (2) \$50 saucepan (3) \$75 whisk set (2) \$18 heavy duty wheeled utility cart \$90 bus tubs (3) \$30 4-pack Sterilite storage bins \$32 bib aprons (sold in bulk pack) \$42 \$1057	
Container beds: Estimates based on Ace Hardware and Johnny’s Selected	4x4, 8” raised bed (6), lumber, nails and brackets \$450 soil mix blend \$150 coir (coconut fiber) \$40	

Seeds.	drip irrigation system kit	\$250 \$890
Garden Tools: Estimates based on Ace Hardware and Johnny's Selected Seeds.	Spading fork (5) Spade (5) Stirrup hoe (3) Rake (2) Harvest tub (3) Field knife (3) Hand pruners (3) 6 cubic feet wheelbarrow (2) 6x8 Tarp (2) wire scratch brush (2) garden hose	\$174 \$135 \$150 \$30 \$36 \$45 \$70 \$110 \$28 \$10 \$38 \$826
Other materials	cover crop seeds hay bales for seating (6) banig/foldable woven mats (2)	\$25 \$120 \$40 \$205
Food Costs	Featuring fresh, local produce (sourced from Berkeley Bowl and local farms including from Sunol AgPark growers in Fremont), estimated food budget of approximately \$50/lesson at 3 lessons per workshop series, times 3. Not included: donated produce, garden produce.	\$500
Personnel Costs	Personnel Cost Details	
Youth Interns	Summer stipends for two part-time youth leaders	\$1400
Garden Design Consultant	Project fees including drafting a garden workplan, hiring and supervising labor, submitting permits	\$2000
Nutrition/Culinary Consultant	Project honorarium for developing curriculum, implementing lessons and evaluation for pilot series	\$1715
Guest Speakers	Honorariums for (4) Filipino/American guest speakers on food, farms, and culture	\$400
Other Costs	(4) Field trips to visit and exchange with urban farms and food justice projects, including FAJ key staff and core youth team. Covers transportation fees, food and site honorariums.	\$1000
	Total Request from Big Ideas	\$9993
Projected Funding Gap & Project Revenue	The amount requested covers the initial pilot phase, and does not cover unanticipated costs. We are exploring grant opportunities (Kaiser, Rose Foundation, among others), in-kind donations for supplies, and Indiegogo crowdfunding. In addition to grants, we are investigating long-term sustainability including support from the city and income-generating activities.	\$0-\$1000 funding gap

Team Members



Aileen Suzara is an eco-educator, graduate of the CASFS Farm and Garden Agroecology Apprenticeship, and a trained natural chef. As an MPH candidate in Public Health Nutrition, she draws on her roots in Hawai'i and the Philippines to focus on the potential of Filipino foods to promote sustainability and public health. Suzara has experience teaching, cooking and farming with youth of color, including with Pie Ranch in Pescadero and as a garden teacher in San Francisco's Excelsior district. Suzara is the team lead on the project.

Stephanie Lin is a graduate of the CASFS Farm and Garden Agroecology Apprenticeship, a gardener, and a landscape architecture master's student in the College of Environmental Design. Lin has experiences engaging community gardens and food projects across California to her cultural roots in Taiwan. Lin provides garden design and innovation and ideation to the project.

Michelle Domocol is an environmental and climate justice advocate, and an accomplished professional gardener and landscape designer with experience working with clients and partners in California and the Philippines. Domocol provides garden design, site assessment, and plant identification and community engagement strategy to the project.

Advisory Members

We are thankful to our circles of community who provided input, most notably:

Chris Cara (Program Director, Filipino Advocates for Justice)

Lillian Galedo (Executive Director, Filipino Advocates for Justice)

Dominic Ainza (Chef, Restaurateur)

Aimee Suzara (Cultural Worker, Playwright)

Mari Rose Taruc (Chair, Filipino/American Coalition for Environmental Solidarity)

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Why “Bahay Kubo”?

The project name is a reference to the popular Filipino children’s song “Bahay Kubo.” The lyrics celebrate the planting and harvest of traditional vegetables and convey an underlying message of abundance, food culture, and diversity. Additionally, the lyrics weave together crops endemic to the Philippines and also crops that have been introduced and integrated into the Philippine diet from the Americas and across the globe. This can help to illustrate the ability of the Filipino diet to adapt tradition and incorporate local elements:

Bahay Kubo Lyrics

Bahay Kubo	Nipa hut/My little house
Bahay Kubo kahit munti	Although it’s small
Ang Halaman doon ay sari sari.	The plants there are diverse
Singkamas at talong,	Turnips and eggplants,
Sigarilyas at mane,	Winged beans and peanuts,
Sitaw bataw patani,	String beans, hyacinth beans, lima beans,
Kundol patola, upo’t kalabasa,	White melon, gourds, pumpkin and squash,
At saka may’ron pang labasnos, mustasa.	And still there is more: radish, mustard,
Sibuyas, kamatis, bawang at luya.	Onions, tomatoes, garlic and ginger,
Sa paligidligid nito’y panay na linga.	And all around are lush sesame plants.

The project model is inspired by the Philippine-based “schools of living traditions” model, founded to preserve and safeguard the disappearance of heritage through active transmission to the next generation.

Recent Press Clippings

Connecting Food and Culture to Better Health

<http://asianjournal.com/aj-magazines/connecting-food-and-culture-to-better-health/>

What Does a Filipino Food Pop-Up Have to Do With Public Health Innovation?

<http://ajphtalks.blogspot.com/2015/03/what-does-filipino-food-pop-up-have-to.html>

Eat.Think.Design. student venture featured on KPFA

<http://innovate.berkeley.edu/index.php/eat-think-design-student-venture-sariwa-featured-on-kpfa/>

Not Just Another Filipino Food Festival

<http://www.positivelyfilipino.com/magazine/not-just-another-filipino-food-festival>

Garden Design Concept 1:

Sample of Design Concept and Perspectives for FAJ Garden Brainstorm Exercise



Bird's Eye View



Sample of Initial Plant List in Garden

Decorative (Native and Non-natives Common in California Gardens)

- Wild lilac
- Buttercup
- California Poppy
- Crocus
- Iris
- Wisteria
- Torch Aloe
- Common Fern

Vegetables

- Spinach
- Swiss Chard
- Leek
- Lettuce

*This design and list is a sample for presentation purposes. Final plant list and structures should reflect property's existing infrastructure, environmental conditions and the preferences of the FAJ garden stakeholders

Design and Concept Perspectives by

Michelle Domocol

Horticulture Research Services and Landscape Design

This rendering is not to scale. These measurements are still needed to determine dimensions of design elements.

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Page 1 of 1

E-mail: michelle.domocol@gmail.com

Garden Design Concept 2:

