

**What:** C-G-B School Greenhouse

**Keywords:** greenhouse, community garden, economic feasibility, school lunches  
produce, production, model, agricultural practices

**When/Where:** 1/XX/2011

**Who:** Molly Eagen, Virajita Singh, Jess Roberts  
For Clinton-Graceville-Beardsley schoolboard & community, general public interested in greenhouse production

**Why:** To model designs of a school greenhouse, considering functionality, aesthetics, and price.

**How:** Other MN & WI school greenhouses info and/or contact; detailed practical considerations for architecture, soil & planting, fire & access codes, curriculum, & more

On a scale of 1 (not very well) to 4 (very well): How well does this source of food knowledge...?	Number
Engage an adequate range of perspectives and types of knowledge (fill in the boxes to create bar graphs)	2
Translate between diverse perspectives	1
Address conflicts across perspectives	1
Generate useful information for those affected by the issues addressed	4
Include an adequate range of relevant stakeholders throughout the knowledge-creation process	3
Help users of this knowledge source learn from each other	3
Allow users of this knowledge source to put what they learn into action	4
Consider the larger context as necessary	3

What has been done with this or could or *should* be done with it?

What is useful, meaningful, surprising, or a problem? Questions?

Doesn't speak to conflicts between perspectives, but lots of extremely helpful practical information for someone looking to build and/or cultivate a greenhouse

What connections could made to other information/people/organizations?

**Where to find it** <http://www.cura.umn.edu/publications/catalog/cap-159>