

2019 SGSO INSTITUTE - ORGANIZATION BIOS

ANSWERS TAKEN FROM INSTITUTE APPLICATIONS

NON PROFITS

PLANT THE SEED

www.planttheseed.org

Nashville, Davidson County, TN - 4 years supporting school gardens - 6 school gardens - 6 paid employees

Attending representatives

Susannah Fotopulos

Mech Kneidinger

Briefly describe how your organization is funded.

Federal and state grants through contracts with the Metro Nashville Public School (MNPS) system, as well as our Metro Nashville Mayor's Office. Most recently, 14% of our overall funding came from corporate, foundation and individual donors, while 86% remained from federal and state.

Summarize the PRIMARY ways in which your organization supports school gardens.

Plant the Seed engages ~1,000 students weekly in garden-based learning within school and community settings. We partner with six public schools and three public libraries, working with predominantly low-income students (~65% free/reduced lunch) with little access to gardens and fresh foods. We design the learning garden based on each school's space and goals. Students involved in PtS programming have the opportunity for hands-on education as they save seeds, plant, harvest and taste food grown on school grounds. Our programming reinforces science, literacy and social emotional standards; imparts garden and culinary skills; and encourages family engagement with monthly take-home activities. Our focus this year is in developing a training model for volunteers, interns or teachers that will help us sustain and replicate our programming. PtS designed a 27-lesson toolkit connected to relevant standards as a teacher resource. Additionally, we're developing an evaluation tool to inform other garden-based learning efforts.

Describe the professional development you provide to educators.

For non-partner school educators, PtS offers a workshop covering our program core elements, access to our toolkit with 27 lessons aligned to standards, and resource suggestions to build their own school garden. At partner sites, teachers receive our toolkit and shadow a PtS facilitator weekly in the garden. As part of a sustainability/replicability study, we conducted monthly meetings with teachers at one partner school where we "walked through" upcoming lessons to train teachers to co-facilitate (and eventually facilitate solo) in the garden, resulting in teachers' reservations about adequate time and resources to deliver these lessons on their own. District level funding restrictions have mandated that funding will only be put toward professional development for teachers, so we need to quickly expand and deepen our teacher training. We're now working to make our programming replicable and accessible for schools with fewer resources, while still maintaining our standards of educational methodology.

THE EDIBLE PEACE PATCH PROJECT

www.peacepatch.org

St. Petersburg, Pinellas County, FL - 9 years supporting school gardens - 8 school gardens - 3 paid employees

Attending representatives

Kelli Harper

Whitney Blair

Briefly describe how your organization is funded.

Through grants, fundraisers, and private donors.

Summarize the PRIMARY ways in which your organization supports school gardens.

We build, maintain, and provide education at title-1 Elementary Schools in Pinellas County. We utilize community food waste and resources, that we turn into nutritious compost and soil for our gardens. Our Garden Education program runs for 8 weeks in Fall and 8 weeks in Spring, and our curriculum supports the state standards and core curriculum learned during school hours. Students get to take produce home for families and eat directly from the garden beds! In total, the program runs about 10 weeks each semester, this includes our harvest festivals. We have a during school program and after school program. We also use the gardens as a platform to engage the local community, colleges, organizations and businesses, and to educate our community on local food insecurity, social equality and equity.

Describe the professional development you provide to educators.

We run a mandatory 4 hour training prior to the start of our education program, we also provide support all throughout the 8-week education programs. Trainings include behavioral management, role playing, gardening 101, in depth lesson plan training, and reading or life lab webinar assignments.

GROWING GARDENS

www.growing-gardens.org

Portland, OR - 10 years supporting school gardens - 8 school gardens - 21 paid employees

Attending representatives

Amoreena Guerrero

Anna Garwood

Briefly describe how your organization is funded.

Grants, individual donors, "chef in my garden" events, small amount from fee-for-service training and camp.

Summarize the PRIMARY ways in which your organization supports school gardens.

We partner with 8 schools to provide school day lessons in the garden and develop leadership of local School Garden Coordinators who run Garden Clubs and community involvement. Organize a week-long School Garden Coordinator Certificate Training (30 people), Professional Learning Community for teachers (12 teachers) and facilitate Portland Farm and Garden Educators Network.

Describe the professional development you provide to educators.

108 teachers through direct modeling/co-teaching in the garden, 30 through a week-long School Garden Coordinator Certificate Training, 12 through a School Garden Professional Learning Community in which teachers meet to develop lessons and come back at the next session to debrief them.

CITY BLOSSOMS

www.cityblossoms.org

Washington, DC - 9 years supporting school gardens - 9 school gardens - 6 paid employees

Attending representatives

Rebecca Lemos-Otero

Willa Pohlman

Briefly describe how your organization is funded.

48% of City Blossoms funding is secured from private foundation grants. The rest of the organization's income is generated through donations from individuals and businesses, consulting fees and government grants.

Summarize the PRIMARY ways in which your organization supports school gardens.

City Blossoms' purpose is to create kid-driven gardens and garden-based programming to support the holistic health of under resourced communities and Latino, African-American, and immigrant children and youth. Our programs teach thousands of participants to be engaged cultivators and stewards of their communities. We have five programs; Early Growers, School Garden Partners, Community Green Spaces, Youth Entrepreneurship Cooperative, and Training and Resources. After being invited to partner with a school, City Blossoms uses its School Gardens Partners and Trainings and Resources programs to create a unique partnering plan that meets the school where they are at and helps them integrate the school and surrounding community's culture into their garden space and activities. City Blossoms menu of options includes support in designing and installing affordable gardens and artwork, leading series of in-class and afterschool workshops, teacher coaching, and sharing of resources including City Blossoms' materials, and bilingual publications.

Describe the professional development you provide to educators.

We offer professional development opportunities in a variety of ways and this year we have made it a priority to begin to better organize this work to be more cohesive. At the beginning of most partnerships in Washington, we work with schools to create a design for their green spaces that is affordable and sustainable. The gardens are built and maintained with our guidance and through volunteer efforts. We also provide small group trainings to educators at our studio and demonstration garden. City Blossoms staff also do one-on-one coaching and co-teaching when requested. Nationally City Blossoms has had a long-term relationship with The Nature Conservancy and has helped them develop their Nature Works Everywhere program and annually supports about 50 schools through videos, webinars and 2-3 intimate mini conferences (Philadelphia, Seattle, Providence, Los Angeles, Baltimore and Miami). Finally, we create resources like Garden Gastronomy/Gastronomía del Jardín, our bilingual cookbook.

SOIL BORN FARMS

www.soilborn.org

Sacramento, CA - 6 years supporting school gardens - 10 school gardens - 24 paid employees

Attending representatives

Shannon Hardwicke

Jessica Bolanos

Briefly describe how your organization is funded.

We are funded mainly through grants but we also have a variety of income generating activities like field trips, organic farm produce, classes and training on site, and fundraising events.

Summarize the PRIMARY ways in which your organization supports school gardens.

Through our Growing Together program we currently support intensively 10 low income school sites with weekly staffing support, garden maintenance and teacher training. In addition we offer regional teacher training, design curriculum for individuals and school districts, work on policy with various local organizations and the school districts, create collaborative networks and work in partnership to layer our work with other non-profits and food access organizations.

Describe the professional development you provide to educators.

We provide a week long summer training that relates garden to NGSS standards, offering guidance for planning and facilitating a sustainable school garden program while encouraging educators to practice how to manage students in the garden and teach effective and creative lessons. We also coordinate a yearly school garden symposium that hosts an average of 250 regional educators for a weekend of workshops, speakers and hands-on practice sessions. Finally through the SCUSD school district we offer NGSS garden lesson training that pays for teachers to get school garden training.

HUDSON VALLEY SEED

www.hudsonvalleyseed.org

Beacon/Dutchess, Newburgh/Orange, Kingston/Ulster, Garrison/Putnam, NY - 6 years supporting school gardens - 11 school gardens - 8 paid employees

Attending representatives

Sam Adels

Omari Washington

Briefly describe how your organization is funded.

We are funded through a combination of grants and foundation giving, individual contributions, in-kind donations from local businesses and increasingly allocations of the school districts' budgets. We are diversifying our funding sources to support our goals of expansion into other communities in the Hudson Valley that have requested the program.

Summarize the PRIMARY ways in which your organization supports school gardens.

Hudson Valley Seed builds and maintains schools gardens across the Hudson Valley region and uses them as outdoor classes in partnership with local public schools. Our team of full-time garden educators take the lead role and responsibility for the school gardens and maintain them as optimal places for garden education and organic growing. Of course this work cannot be done alone, so Hudson Valley Seed works closely with the school administrative and custodial staff. We also enlist the support of volunteers, including parents, teachers, students, and community members. Hudson Valley Seed uses this model at 11 school and community gardens across the Hudson Valley. Our program is successful because we manage every element of the garden, but we are interested in taking things to the next level by engaging the schools in taking on some of the responsibilities. This is what we hope to begin answering at the Leadership Institute.

Describe the professional development you provide to educators.

At this time we do not provide professional development to educators. This is a main goal that we are working toward, and attending this institute would help greatly. We would like to use our garden education expertise to train, support, and teach area educators to use gardens to teach.

GREATER RICHMOND FIT4KIDS

www.grfit4kids.org

Richmond City, Chesterfield County, Henrico County, Hopewell City, and Petersburg City, VA - 7 years supporting school gardens - 19 school gardens - 11 paid employees

Attending representatives

Jeff Suho

Sara Artiglia

Briefly describe how your organization is funded.

Fit4Kids is funded primarily through grant sources including local health foundations, health care organizations, and other corporate funders. Recently, Fit4Kids hired a Development Director to increase individual donor support and expand funding sources.

Summarize the PRIMARY ways in which your organization supports school gardens.

Fit4Kids partners with predominantly Title I schools to offer two forms of school-based garden programming, school day and after school programming to students who would not otherwise have the opportunity. Fit4Kids Learning Gardens engage children in planting, growing, harvesting, and best of all, tasting fresh, flavorful food—changing the way children feel about vegetables. During the school day, a farmer works at a school for 2-6 hours per week to teach multiple 30 minute standards-based lessons in the garden using the garden as a an outdoor classroom while offering multiple opportunities for students to taste, harvest, and get their hands dirty in the garden while learning! Fit4Kids also partners with schools to offer after school garden clubs at both the elementary and middle school level. Groups of 12-18 students work with the farmer on maintaining the school garden, with a focus on tasting and cooking as well as the economics of food, and engineering a garden during weekly 60-90 minute sessions.

Describe the professional development you provide to educators.

The Fit4Kids Learning Garden professional development could use great improvement. At this point, teachers receive embedded professional development through their participation in our standards-based programming. Out of school professional development opportunities are difficult to engage staff at schools in which testing and other priorities come first. Our current model is a train the teacher model where teachers at partner schools are invited to participate in the direct programming with our farmers and have access to lesson plans and materials to inspire their own use of the garden.

OKLAHOMA CITY BEAUTIFUL, OKC Harvest Program

www.okcbeautiful.com/programs/oklahoma-city-harvest/

Oklahoma City, OK - 4 years supporting school gardens - 20 school gardens - 3 paid employees

Attending representatives

Kat Goodwin Gant

Kristen Milburn

Briefly describe how your organization is funded.

OKC Beautiful is funded through individual donations as well as public and private partnerships. The OKC Harvest program began as a separate entity and funded the building of new gardens through direct corporate and private donations with all follow-up support being provided to the gardens by volunteers. This continued after partnering with OKC Beautiful in 2014. However, as of fall 2017, OKC Beautiful created a paid staff position to manage OKC Harvest and began providing an annual budget for supporting the gardens and operating the program.

Summarize the PRIMARY ways in which your organization supports school gardens.

OKC Harvest began in 2012 when two citizens, inspired by school garden programs in other states, funded, built and supported gardens at schools serving low-income kids around Oklahoma City. In 2014, OKC Beautiful partnered with OKC Harvest to provide it with more fundraising and volunteer recruitment power as well as to meet the growing demand locally for more school gardens. In 2017, with the addition of a dedicated staff person, OKC Beautiful set its sights on helping the 24 OKC Harvest gardens develop more fully as outdoor classrooms. Over the past 4 years the primary functions of the program were to build gardens, provide seeds, plants, amendments, tools and assist with seasonal maintenance. Now our experienced staff person is also training teachers to utilize their gardens, connecting teachers with outdoor classroom curriculum, recruiting volunteers from surrounding neighborhoods and developing plans for the long-term sustainability of each garden.

Describe the professional development you provide to educators.

This is the first year we are providing training of garden educators. We are working one on one with responsive teachers in 14 of our schools to assess the best way (classes, individual training, group meetings with students and teachers) to increase their understanding of basic organic gardening techniques combined with the addition of appropriate curriculum and activity recommendations. We now offer free garden introduction classes for teachers as well as topical classes for students. We have purchased one set of the Life Lab Science Curriculum for K-3rd grade and have begun loaning these out to teachers we have identified as being ready to implement them.

EXPLORE ECOLOGY

www.exploreecology.org

Santa Barbara County, CA - 6 years supporting school gardens - 36 school gardens - 26 paid employees

Attending representatives

Alex Bereda

Lindsay Johnson

Briefly describe how your organization is funded.

Funding for the School gardens program is secured through contracts with 11 SB County School Districts across 36 schools. School contracts make up a portion of the program costs, then shortfall is raised through development work with grants, foundations, and local businesses and citizens.

Summarize the PRIMARY ways in which your organization supports school gardens.

Explore Ecology is contracted by 36 local schools to provide garden based education and maintenance. Our staff serve as the Garden Specialist providing 10 hours per week of lessons to each school. Garden educators meet regularly with classroom teachers to ensure that learning that happens in the garden supports classroom learning. Explore Ecology also has taken the lead in planning the annual SB County Growing Edible Education Symposium, connecting local farm to school groups with educators.

Describe the professional development you provide to educators.

Explore Ecology provides regular monthly professional development opportunities to our 15 Garden Education staff. Topics include presenters and field trips themed on Garden Education, Classroom Management, Food Literacy, backyard birding, Chumash Ethnobotany, and many more! In addition, EE is the lead organization in planning the growing Edible Education Symposium, a summit of educators, food service, farmers, and the community on farm to school and garden based education.

GROW LA CROSSE

www.growlacrosse.org

Southwest WI and Southeast MN - 5 years supporting school gardens - 42 school gardens - 9 paid employees

Attending representatives

Kari Bersagel-Braley

Jamie O'Neill

Briefly describe how your organization is funded.

At each of our fully supported schools, we require the Parent Teacher Organization (PTO) to supply part of the garden funding. GROW helps raise additional funds for the school gardens through donors, events, sponsorships and grants. We also receive funding from the Wisconsin School Garden Network, led by Nathan Larson, to provide training and outreach support to all other schools in our region.

Summarize the PRIMARY ways in which your organization supports school gardens.

We support school gardens in the southwest portion of Wisconsin and a few in southeast Minnesota. We support grade school teachers, early child care leaders and school leaders to create and maintain garden educational platforms for learning. At our fully supported schools, we provide staff, training, maintenance and resources. We hire Program Directors to lead around 100 garden classes per year at each school and teach the teachers ways to integrate garden education into their classroom. For all other schools in our region, we offer a series of training workshops available by request. We also host networking events and lead farm field trips to our partnered local farm. We host and train an AmeriCorps Farm-To-School member to offer sample garden lessons and give support to schools at no cost.

Describe the professional development you provide to educators.

We provide professional development to our staff and interested educators in the region. This past month we hosted a garden seminar with the Wisconsin School Garden Network at one of our elementary garden sites. Early child educators were able to earn registry credits for attending. This seminar included topics such as the benefits of pollinator gardens and tips to troubleshooting bugs and plant disease issues in the garden. We provide "in-garden" training to our elementary school teachers that demonstrates curriculum-connected garden lessons as well as extension opportunities. This year our lessons are based around students "becoming a scientist" and using the scientific method process in the garden. We educate the teachers on our lesson plans in advance, get them involved during the lessons and then send them back to their classroom with follow-up activities that they can do together during the weeks until we meet again to discuss the experiences.

THE EDUCATION FUND, INC.

www.educationfund.org

Miami-Dade County, FL - 11 years supporting school gardens - 51 school gardens - 10 paid employees

Attending representatives

Debbie Labelle

Eddie Recinos

Briefly describe how your organization is funded.

The Education Fund, founded 32 years ago, is part of a national movement of local, independent, non-profit organizations that engage the private sector and involve the whole community in improving our public schools. Initially funded by the Ford Foundation, we partner with companies and foundations, educators and district personnel, to solve urgent issues in public education. We are funded by private foundations, peer-to-peer fundraising campaigns, and state matching funds. We hold an annual silent art auction, which specifically supports our Ocean Bank Center for Educational Materials (OBCEM). The Center provides free classroom materials for Miami-Dade teachers and schools.

Summarize the PRIMARY ways in which your organization supports school gardens.

In 2012, The Education Fund made history by installing the first Food Forest (FF) in a public elementary school in the nation. Today, 20 of our program's 51 elementary school gardens are perennial, edible landscapes, each occupying an impressive 3,500-10,000 square feet of school grounds. Food Forests are resilient food systems producing fresh, organic produce for students to take home weekly harvests, while still providing enough fruits and vegetables to incorporate in classroom nutrition lessons, as well as the cafeteria lunch menu. Our program has been a catalyst in changing the district's policies of highly regulated cafeteria menus. As a result, the Miami-Dade County Public Schools (M-DCPS) district now allows all cafeterias to use produce from school Food Forests and gardens. To date, 73,276+ harvest bags have been sent home, 3,000+ times school grown produce has been showcased in cafeteria lunches, and 52% of the students improved their eating habits, and 84% have improved their science scores.

Describe the professional development you provide to educators.

The Food Forests for Schools (FFS) initiative has a strong teacher component, working closely with them to provide consistent on- and off-site training on garden and nutrition education. Each school has a team of a minimum of four teachers who will be leading the garden and food nutrition activities throughout the entire school year. We include cafeteria managers in our training program as they are essential to the success of the program because they are responsible for promoting and serving the fresh produce in cafeteria meals. In addition, we also provide nutrition workshops to students' parents and families. FFS provides training to over 300 teachers and administrators in Miami Dade County annually by coordinating multiple regional full and half-day workshops. In addition, once a year we conduct a countywide teacher EXPO held in December where we provide a minimum of ten workshops on garden education. Each workshop features hands on science and nutrition lessons tailored to the district's pacing guide.

Urban Harvest, Inc.

www.urbanharvest.org

Houston, TX - 24 years supporting school gardens - 67 school gardens - 11 paid employees

Attending representatives

Kellie Karavias

Carol Ann Burton

Briefly describe how your organization is funded.

Foundations, Donors, Grants, Corporate Sponsors, fees, fruit tree sale fundraisers, and events.

Summarize the PRIMARY ways in which your organization supports school gardens.

The primary way we support school gardens is through direct services of Garden Educators at school sites on an ongoing basis. We send garden educators to 30 school partner sites per year and we reached 7,000 students last year. At our school partner sites, we have community events and ongoing workdays to maintain and build out school gardens. At our peak, we provided 110 hours per week at school sites, during school and after school. Next, we have been developing Professional Development workshops for teachers. We completed a summer 2.5 day Edible Academy for teachers, offer a quarterly Starting a School garden workshop and seasonal gardening workshops. Finally, we maintain an affiliate garden network of 127 community garden sites of which 53% are school gardens. We provide quarterly distribution of plant starts, seeds and education materials to our network.

Describe the professional development you provide to educators.

Our summer 2.5 day Edible Academy was attended by 30 educators representing 15 schools from six local school districts, 5 private schools and community centers, and three local organizations supporting community health.

100% of participants indicated they were satisfied their interest in gardening, planting, composting, sustaining a garden, and kids in the kitchen workshops. We estimate these teachers will go back to reach over 3,000 students. We hope to continue the summer academy offered at the actual cost. Our summer academy and most teacher workshops underwritten by sponsors. We provide a Fall and early Spring half day workshops focused on seasonal propagation, soil and composting, and garden nutrition education. We provide lessons, best practices and offer ongoing support through our affiliate garden network. We would like to continue to expand our reach while also having robust classes in attendance with workshop fees that correlate to true cost.

Farm to School Coalition of North Carolina

www.farmtoschoolcoalitionnc.org

North Carolina - 4 years supporting school gardens - 109 school gardens - 1 paid employee at 0.875 FTE

Attending representatives

Tracey Bates

Arneisha Smallwood

Briefly describe how your organization is funded.

The Farm to School Coalition of NC (F2SCNC) is funded predominantly through in-kind support from the partner/member organizations. The coalition did receive a USDA Farm to School Support Services Grant in 2014 to conduct regional stakeholder meetings, develop a website and online directory of farm to school contacts in the state, host the first statewide farm to school conference and create a strategic plan to expand and enhance farm to school programming in the state. The NC Public Health Foundation served as the fiduciary agent for the USDA F2S Grant. The Center for Environmental Farming Systems (CEFS/NC State Extension) applied for and just received funding from the Blue Cross and Blue Shield Foundation of NC to support the work of the coalition, develop farm to school awards for North Carolina and provide professional development and resources to local education agencies to help expand and enhance farm to school programming (local procurement, incorporation of local agricultural products in school meals, school gardens and garden-based learning, and agriculture, nutrition and health education). This new grant funding will help support a 0.875 FTE Farm to School Extension Outreach Assistant for the coalition. The position has closed and interviews and selection will be completed this month (August 2018).

Summarize the PRIMARY ways in which your organization supports school gardens.

The F2SCNC supports gardens through coalition partners. CEFS has supported a 9-location collaborative running F2S programs in K-12 schools through FoodCorps North Carolina. NCDPI, School Nutrition supports gardens throughout the state with resource materials (i.e., School Gardens in NC: Growing Healthy Students, Planting Seeds for Life-Long Learning, Food for Thought and Successful Students Eat Smart and Move More), professional development and technical assistance. NCDPI, School Nutrition worked with NCSU to develop the Growing Safer Gardens Guide and with F2SCNC partners to create fact sheets on fruits and vegetables grown in the state and served in school meals. NCDPI and NCDA&CS collaborated on a series of farm to school recipes and storybooks and activity guides that follow produce from the field to school meal. NCDPI staff provide training on farm to school, school gardens, nutrition education, school meal regulations, food safety and wellness and offer TA on garden-cafeteria connections and farm to school in wellness policies.

Describe the professional development you provide to educators.

The Coalition works with state and local partners to share education and professional development resources with educators and school health and nutrition personnel striving to integrate mealtime and learning experiences, presenting on farm to school, nutrition education, school gardens and wellness at the Southeast Farm to School Conference, School Nutrition Association of NC Annual Conference, NC Career and Technical Education Conference, NC Academy of Nutrition and Dietetics Webinars and Meetings and NC School Health Advisory Council Workshops. The Coalition hosted the first statewide Farm to School Conference with breakout sessions on integrating agriculture and nutrition education and growing safer school gardens. Through FoodCorps NC, locally-based trainings have been provided at F2S sites across the state from the mountains to the coast. CEFS has provided regional racial equity trainings for farm to school partners.

Kansas City Community Gardens

www.kccg.org

Kansas City Metro area, MO - 9 years supporting school gardens - 228 school gardens - 19 paid employees

Attending representatives

Hannah Ebling-Artz

Crystal Fritz

Briefly describe how your organization is funded.

Our main fundor is the Health Care Foundation. We also have individual donors and small foundations that support us. The Missouri Dept. Of Agriculture occasionally provides us funding for garden construction materials. Right now a local hospital is funding the expansion of school gardens in three KCMO counties.

Summarize the PRIMARY ways in which your organization supports school gardens.

We support school gardens by helping schools to plan for, build and grow vegetable gardens. We are one program among many at our non-profit. Our Schoolyard Garden program provides the resources and training needed to get schools growing. We provide plants/seeds at a low cost along with our physical support. We keep a blog for more tips & tricks for school site garden coordinators. We host harvest parties at the end of the season to get kids not only growing and tasting veggies, but actually preparing them as a snack/meal. In the winter we do classroom visits to talk about gardening, seasons, plant science, nutrition and care for the earth. In late winter through the spring we host various workshops for garden educators and do garden mapping events with site coordinators. We also partner with other partner organizations to bring in speakers or do trainings (like LifeLabs).

Describe the professional development you provide to educators.

Currently we provide workshops that cover: garden planning, basic garden skills, advanced garden skills, and basic curriculum integration. These workshops mostly occur in the winter and in early spring. We host these on a recurring basis, offering different days of the week and times in hopes of getting more attendees trained. We also teach workshops at schools for teachers, for a whole district, or for partnering programs to train their garden volunteers at our schools. These types of trainings occur less frequently/ when we are asked. Our trainings are presentation-based in a group settings, with individual help available. A few of our workshops are hands-on, out in the garden, for site coordinators. Training our garden site coordinators is where we need help and want to put energy into as we move into almost 10 years of doing schoolyard gardening in Kansas City.

LIFE LAB WATSONVILLE SCHOOL GARDEN PROGRAM

www.watsonvilleschoolgardens.org

Watsonville, CA - 40 years supporting school gardens - 6 school gardens - 5 paid employees

Attending representatives

Aisling Mitchell, DT Taylor, Emma Christie, John Fisher

Briefly describe how your organization is funded.

Foundations, Donors, Grants

Summarize the PRIMARY ways in which your organization supports school gardens.

For our Watsonville School Garden Program we hire and manage 3 Americorps service members who teach 45 weekly K-2 garden-science lessons in the spring and fall and 33 weekly classroom cooking/nutrition lessons in the the winter for 3rd-5th graders. We recruit and manage UCSC Interns to maintain and run garden caretaking activities as part of our Garden Crew. We also partner with the district's afterschool program to run field trips to our Blooming Classroom field trip site.

Describe the professional development you provide to educators.

We train our service members on each lesson they deliver. Outside of our Watsonville School Garden Program we train over a 1,000 educators a year at our Life Lab Garden Classroom and through approximately 25 days of offsite contacted workshops. We also help to manage and deliver a SGSO Webinar Series through the School Garden Support Organization Network.

BIG GREEN

www.biggreen.org

Boulder, Colorado (National Office)

Regional offices: Los Angeles, CA - Denver, CO - Chicago, IL - Detroit, MI - Indianapolis, IN - Memphis, TN

~6 years supporting School Gardens | 518 gardens | number of paid employees: 65

Attending representative

Tim Villard

Briefly describe how your organization is funded.

Foundations, donors, grants

Summarize the PRIMARY ways in which your organization supports school gardens.

Infrastructure: Big Green hires 3rd party contractors to construct a permanent garden on the school property
Programming: Big Green provides an array of materials, organizational resources, a searchable database for Big Green and partner resources, in-person garden services, trainings, and academic support to all schools with a Big Green Learning

Garden every year. Each school is assigned a Big Green Garden Educator who works directly with the school to ensure successful garden growth, ensure effective service delivery, and plan with the school for student engagement in the garden.

Describe the professional development you provide to educators.

Professional development available to educators at schools will vary by school district.

Big Green hosts 2+ gardening and garden lessons focused workshops or at school trainings every school semester. These have been approved by various districts as professional development.

Big Green has two different curricula options (1 ES/MS & 1 HS) that participating teachers are trained on.

SCHOOL DISTRICT ENTITIES

OAK HARBOR PUBLIC SCHOOLS

www.ohsd.net

Oak Harbor, WA - 4 years supporting school gardens - 5 school gardens - 4 paid employees

Attending representatives

Jodi Crimmins

Nicole Whittington Johnson

Briefly describe how your organization is funded.

Our program is funded by local levy funds, a SNAP-Ed Grant, and generous contributions by the Oak Harbor Education Foundation as well as support from local service organizations like Soroptimist and Kiwanis.

Summarize the PRIMARY ways in which your organization supports school gardens.

Oak Harbor Public Schools is working on initiatives to support student, staff, and community health, sustainability and environmental literacy, and conservation through school gardens. We have two Green Ribbon Schools in the district, and each of our five elementary schools hosts garden spaces specifically designed as outdoor learning labs. We work in partnership with WSU SNAP-Ed at two of our schools to provide healthy nutrition education through gardens, and are trying to expand and formalize our garden instruction district we are looking for ways to “grow” sustainability. Support for our teachers and help with planning and developing our program is our focus this year.

Describe the professional development you provide to educators.

We provide outdoor garden instruction that includes seasonal relevance in all five elementary schools. We provide teachers with professional development into integrating core content and curriculum into outdoor education, including CCSS and NGSS and support our teachers with outdoor classroom management, lesson planning, integration, and implementation as well as project based learning design in the garden.

CHICOPEE PUBLIC SCHOOLS

www.chicopeefresh.com

Chicopee, MA - 4 years supporting school gardens - 7 school gardens - 3 paid employees

Attending representatives

Harry Brandt

Greta Shwachman

Briefly describe how your organization is funded.

Our FTS program is based in the Food Service Department, where the general budget comes from federal reimbursements for participation in school lunch program. However most FTS projects and programs beyond local sourcing (including garden trainings) are supported by grants and donations. To clarify the previous question, the district has hundreds of paid employees, but there are 3 employees that actively support school gardens and contribute to school garden workshops. The district also has two FoodCorps service members who are part of the FTS team.

Summarize the PRIMARY ways in which your organization supports school gardens.

ChicopeeFRESH works collaboratively with stakeholders across the district to build and maintain school gardens for after school programming, planting and harvest events, and curriculum connections. We seek out and apply for grants on behalf of schools, and provide educators with resources and trainings to help them successfully incorporate the garden

into their lessons across a variety of subject matter. Furthermore, we provide FoodCorps service members who lead hands-on garden lessons and role model successful farm to school practices for classroom teachers. Having roots in the Food Service Department also ensures a smooth integration of cafeteria and garden. For instance, during our spring and fall harvest events, we serve fresh salad and roasted vegetables right from the garden to students' trays. Our department is setting an example for other Food Service programs across the state, and is frequently invited to share our practices at trainings and conferences.

Describe the professional development you provide to educators.

In June 2018 we ran our first formal school-garden training event. The day-long workshop was divided into four sessions: Learning in the Garden, Building School Gardens, Sustainable Gardening, and Growing a Culture of Gardening. Over the course of five hours, participating educators learned about hands-on lessons and activities, garden design and construction, securing donations, and organizing student-led garden clubs. The training was an overwhelming success and we hope to expand upon it in the coming year to create more school garden champions and increase our fundraising capacity.

LAWRENCE PUBLIC SCHOOLS

www.usd497.org/Page/7076

Lawrence, Douglas County, KS - 8 years supporting school gardens - 14 school gardens - 16-20 paid employees

Attending representatives

Jennie Lazarus

Denise Johnson

Briefly describe how your organization is funded.

Our program is partially funded through the school district's general fund (50%), food service department (25%), and grants and donations (25%).

Summarize the PRIMARY ways in which your organization supports school gardens.

We provide resources to gardens including labor, soil/dirt/plants, curricular materials, and provide budgeting and grant writing services in order to maintain 13 school gardens.

Describe the professional development you provide to educators.

New this year we will be providing 8 hours of professional development opportunities for educators in each of our 20 buildings. Topics include gardening 101, composting, and garden to table food demonstrations. Thanks to a local grant, we will be conducting PD this fall and then an additional PD day in Spring 2019. We are also often asked to provide training to other educators in Kansas.

MOUNT DIABLO UNIFIED SCHOOL DISTRICT GARDEN EDUCATION PROGRAM

www.usd497.org/Page/7076

Central Contra Costa County, CA - 3 years supporting school gardens - 8 school gardens - 6 paid employees

Attending representatives

Tamara Helfer

Jan Robertson

Briefly describe how your organization is funded.

State and federal public education sources (primary), parent support organizations, grants/donations/volunteer in-kind service.

Summarize the PRIMARY ways in which your organization supports school gardens.

The MDUSD Garden Education Program includes 5 paid garden educators at 5 elementary schools and a paid program coordinator. The GEs provide 8+ lessons to students in TK-Grade 5. We integrate garden education with grade-appropriate standards so that teachers feel that the program is a benefit rather than a burden to their educational plan; we have hired Life Lab to provide workshops for classroom teachers to help them extend garden lessons back to their own classrooms and identify what standards and practices are being addressed. We carry out teacher assessments of the program and report to stakeholders. We write grant requests and solicit donations and volunteers to support our program. MDUSD's new REAL Food in Schools Collaborative will help us bring a more unified approach to our program so we can expand to more of the 31 elementary schools in our district.

Describe the professional development you provide to educators.

By leading ongoing lessons with TK-Grade 5 students in the presence of their classroom teachers, our 5 GEs demonstrate outdoor lessons for 100 classroom teachers each year. Some of the GEs provide the classroom teachers with lesson extensions to bring back to their classrooms. As a program we have offered PD to 50 educators through 2 Life Lab

workshops; we also have provided occasional newsletters to classroom teachers. Our program coordinator works with the 5 GEs on a regular basis to help choose/create appropriate curriculum and works to train them in NGSS practices.

COLLEGE, UNIVERSITY, COOPERATIVE EXTENSION

PLANTS FOR HUMAN HEALTH INSTITUTE

<http://stem.plantsforhumanhealth.ncsu.edu>

North Carolina - 2 years supporting school gardens - 25 school gardens - 5 paid employees

Attending representatives

Amy Bowman

Doug Vernon

Briefly describe how your organization is funded.

State Funds, budget for school gardens come from grants and donations.

Summarize the PRIMARY ways in which your organization supports school gardens.

We primarily assist schools in the following ways: Establishing/building their school garden, professional development primarily focused on teaching in the garden, creating school garden curriculum, standards based lessons as well as problem based learning units. We have a monthly school garden newsletter and do individual coaching and consulting in the garden. The schools in our area do not have garden educators, we work with the teachers to equip them to use the garden for their curriculum.

Describe the professional development you provide to educators.

When we establish a school garden with a school we typically provide two full days of professional development for the garden team. Topics we cover are, benefits of school gardens, the importance of establishing a garden team, creating a garden plan, teaching in the garden/curriculum, planting techniques and tips, understanding a planting guide, conducting a tasting, food safety and resources. We also provide any or all of the above for schools with established gardens.

OHIO STATE UNIVERSITY EXTENSION, FRANKLIN COUNTY

www.franklin.osu.edu

Franklin County, OH - 6 years supporting school gardens - 25 school gardens - 24 paid employees

Attending representatives

Michael Hogan

Susan Hogan

Briefly describe how your organization is funded.

State and local dollars; grants.

Summarize the PRIMARY ways in which your organization supports school gardens.

We have a school garden series for educators called "Project Green Teacher". We also have a school garden conference. We have an afterschool garden program for youth at risk, and we provide technical support.

Describe the professional development you provide to educators.

We have the 4-H Project Green Teacher series which trains school/afterschool personnel and others on how to be a school garden educator, and we have a school garden conference, as well. Other programs include Master Urban Farmer. Workshops are presented on topics such as pollinators, composting, container gardening and more.

FACILITATORS AND SPECIAL GUESTS

WHOLE KIDS FOUNDATION

www.wholekidsfoundation.org/

Austin, TX, but provides support throughout US and Canada - 8 years supporting school gardens - 5,400 school gardens - 10 paid employees

Attending representative

Tristana Pirkl

Cathy Cochran Lewis

Nona Evans

Briefly describe how your organization is funded.

Whole Foods Market covers all of WKF's Operational Costs. Programmatic funds are raised with the support of Whole Foods Market stores during an annual register campaign and through Whole Foods Market suppliers, and through other private donations and fundraisers.

Summarize the PRIMARY ways in which your organization supports school gardens.

We mainly provide grants and resources for educators but support opportunities like this institute for professional development!

Describe the professional development you provide to educators.

See above.

EMERIL LAGASSE FOUNDATION

www.emeril.org

City, state - years supporting school gardens - number of school gardens - number of paid employees

New Orleans, LA

- The Emeril Lagasse Foundation is a 501c(3) public charity founded in 2002 by Chef Emeril Lagasse and his wife Alden.
- We are headquartered in New Orleans, La.
- Our mission is to inspire, mentor and enable youth to reach their fullest potential.
- Since 2002 we have awarded more than 250 grants, totaling over \$11 million, to schools and children's charities that further our mission.
- We launched our signature program, **Emeril's Culinary Garden & Teaching Kitchen**, in 2017.
- **Emeril's Culinary Garden & Teaching Kitchen** is a national education program that integrates culinary gardens and teaching kitchens in schools to create interactive learning environments centered on food.

Attending representative

Katie Mularz

Briefly describe how your organization is funded.

- Funding for the Foundation's programs is provided through individual and corporate donations, as well as annual fundraising events.

Summarize the PRIMARY ways in which your organization supports school gardens.

Through our community grants program, we provide financial support to non-profit youth organizations nationwide focusing on basic childhood needs, life skills development, education and the arts, and nutrition and culinary education. In 2017, to broaden our impact and to promote high-quality education, we launched our signature program – *Emeril's Culinary Garden & Teaching Kitchen*.

Emeril's Culinary Garden & Teaching Kitchen is a nationwide education initiative created to enrich the lives of elementary and middle school children through a fun, fresh perspective on food. Funded through a grant from our Foundation, the program fully integrates gardens and teaching kitchens in schools as interactive learning environments

Describe the professional development you provide to educators.

With our curriculum partners at Life Lab, we provide gardening and cooking education teacher trainings for each school that receives a grant to implement Emeril's Culinary Garden & Teaching Kitchen. Trainings are tailored to the needs of the school.

WASHINGTON, D.C., OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

<https://osse.dc.gov/service/school-gardens-program-sgp>

City, state - years supporting school gardens - number of school gardens - number of paid employees

Attending representative

Sam Ullery

Briefly describe how your organization is funded.**Summarize the PRIMARY ways in which your organization supports school gardens.**

The OSSE School Gardens Program works to ensure that all students in the District are engaged in quality school garden programs which are highly valued by teachers and fundamental to student learning in district schools. The OSSE School Gardens Program serves as the backbone to support the 134 school garden programs through funding, partnerships, and strategic support through the following set of priorities:

- Increase the number of students that are engaged in school garden programs;
- Increase the number of classroom teachers that are including garden-based teaching into their teaching practice;
- Increase the number of schools with garden programs; and
- Provide high-quality data and analysis to school garden programs.

Describe the professional development you provide to educators.

During the 2017-18 school year, OSSE offered many professional development opportunities, supporting documents and materials, and other mechanisms to assist school garden programs and address the needs of school garden staff, community members, and school staff.

Introduction to School Gardens: The Introduction to School Gardens in the District of Columbia Training takes place annually in the spring and fall. This training was developed in partnership with DC Greens (a local partner) and is designed to provide general information to teachers, school staff, community members, and parents for establishing and maintaining a sustainable school garden program. Topics provided at the training include: School Garden Design, School Garden Safety, Program Management, Basic Planting Techniques, Sustaining School Gardens, and Basic Planting Techniques.

The Summer Institute for Garden-Based Teaching: This Summer Institute for Garden-Based Teaching ("Summer Institute") is offered each summer, on a competitive basis, to 30 District classroom teachers working in K-12 public and public charter schools. Upon completion of the Summer Institute, teachers are prepared to effectively use the school grounds to integrate outdoor learning and the environment into their lessons. Participating teachers attend the Summer Institute in school-based teams and receive ongoing support throughout the subsequent school year. Last year, OSSE partnered with the Washington Youth Garden to offer 30 hours of hands-on learning from July 9-12, 2018 at the U.S. Arboretum. The Summer Institute included 30 educators from 11 public and public charter schools throughout the District. The four-day institute featured, among other things, garden curriculum and lesson demonstrations; garden activity stations; tours of four school gardens; a cooking, math, and literacy demonstration; group management discussions; and ways to pull everything together for a cohesive garden education program. participants receive coaching, site visits, and receive feedback to these educators throughout the 2018-19 school year.

Growing Garden Teachers Training Program: DC Greens, in collaboration with OSSE, administers the Growing Garden Teachers Training Program, a year-long course that includes four full-day sessions for School Garden Coordinators. Recipients of the OSSE School Garden Grants are required to attend these four trainings. Over 40 School Garden Coordinators participated in the Growing Garden Teachers Training Program during the 2017-18 school year.

GARDENS TO GROW IN

<http://gardenstogrowin.wixsite.com/gardenstogrowin>

Valley Springs, CA - Calaveras County - 8 years supporting school gardens - 8 school gardens - no paid employees

Attending representatives

Autumn Hesser

Kevin Hesser

Briefly describe how your organization is funded.

Fundraisers, Grants, Donations, Partnerships with Calaveras Unified School District, Cooperative Extension and Public Health

Summarize the PRIMARY ways in which your organization supports school gardens.

We raise money to support school garden infrastructure and purchase supplies. We coordinate the efforts between our school district, our county Public Health Services, UC Cooperative Extension and other local support agencies to get consistent garden based education into all 8 of the district schools.

Describe the professional development you provide to educators.

We support teacher trainings on the implementation of school garden lessons. We also coordinate a school garden educator group that meets regularly to support each other in their work.

THE UNIVERSITY OF ARIZONA COMMUNITY AND SCHOOL GARDEN PROGRAM

<https://schoolgardens.arizona.edu/>

City, state - years supporting school gardens - number of school gardens - number of paid employees

Attending representative

Moses Thompson

Briefly describe how your organization is funded.

Summarize the PRIMARY ways in which your organization supports school gardens.

Describe the professional development you provide to educators.

SPROUTS HEALTHY COMMUNITIES FOUNDATION

<https://about.sprouts.com/sprouts-foundation/>

City, state - years supporting school gardens - number of school gardens - number of paid employees

Attending representative

Lyndsey Waugh

Briefly describe how your organization is funded.

Summarize the PRIMARY ways in which your organization supports school gardens.

Describe the professional development you provide to educators.

COMMUNITY GROUNDWORKS

www.communitygroundworks.org

Madison, WI - 15 years supporting school gardens - 400 school gardens - 20 paid employees

Attending representative

Nathan Larson

Briefly describe how your organization is funded.

Grants, donations, fee-for-service contracts, events.

Summarize the PRIMARY ways in which your organization supports school gardens.

Professional development for educators, school garden coordinator program, support of regional and statewide school garden networks, development and distribution of garden-based education resources and monthly newsletter, development and support of multi-sector school garden support organization networks, education for policymakers, support of WI School Garden Network website with searchable database of resources, searchable statewide school garden map, and links to other resources.

Describe the professional development you provide to educators.

Regional and statewide In-person workshops, presentations, and courses at schools, conferences, and community sites. Webinars and other online learning modules. Pedagogical and curricular publications and other resources.

