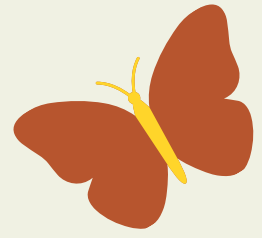


Implementing Farm to School:

LEVERAGING YOUR EXISTING EFFORTS





Pantaleon Florez, Experiential Learning Specialist

Lawrence Public Schools

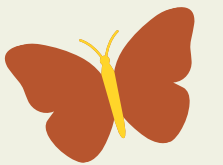
Work-Based Learning Coordinator

Farm to School Coordinator

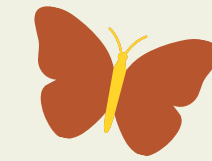
- VermontFEED Institute Adaptation Advisory Team
- VermontFEED Adapters Program, KSDE Team (2023)
- National Farm to School Network Racial Equity Learning Lab (2023)

Farmer/Ethnobotanist, Maseualkualli Farms

- Mexica Seed Breeding Program
- NCR SARE Farmer-Rancher Grant (2019)
- Vital Village Networks Community Food Systems Fellow (2022)



WHAT IS FARM TO SCHOOL?

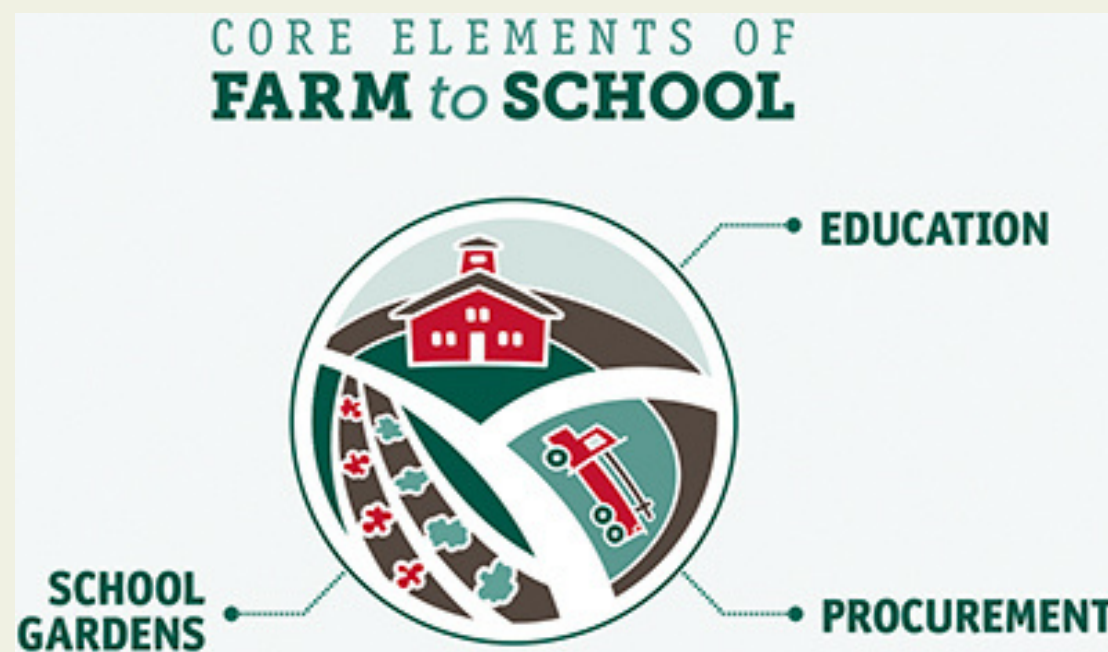


NFSN/USDA

Local Procurement
School Gardens
Garden/Ag Education

VermontFEED 3 C's

Classrooms
Cafeteria
Community



A FARM TO SCHOOL PROJECT
of Shelburne Farms and NOFA-VT

WHAT IS FTS AT USD497?

Funding: \$50,000 Programmatic Allocation from General Fund

- Farm to School Coordinator (0.4 FTE)
- Paid, part-time Garden Coordinators (\$15/hour)

Gardens

- 21 Garden Sites; 33 Garden Coordinators
- Gardens that match school communities.
- Growing Food, Growing Health MOU
- Includes: an ECE, Community Transitions, Career Center, & JDC

Local Procurement

- 14% local procurement across SY 2023–2024

Garden Education

- CTE Integrated Gardens, ECE–5 Curriculum Integrations, Ag Training
- Ag/Nutrition related fieldtrips

FRAMEWORKS



Dimensions of Success

Model by the Interaction
Institute for Social Change



Asset-Based Thinking

Asset-Based Community
Development Institute



Power Mapping in FTS

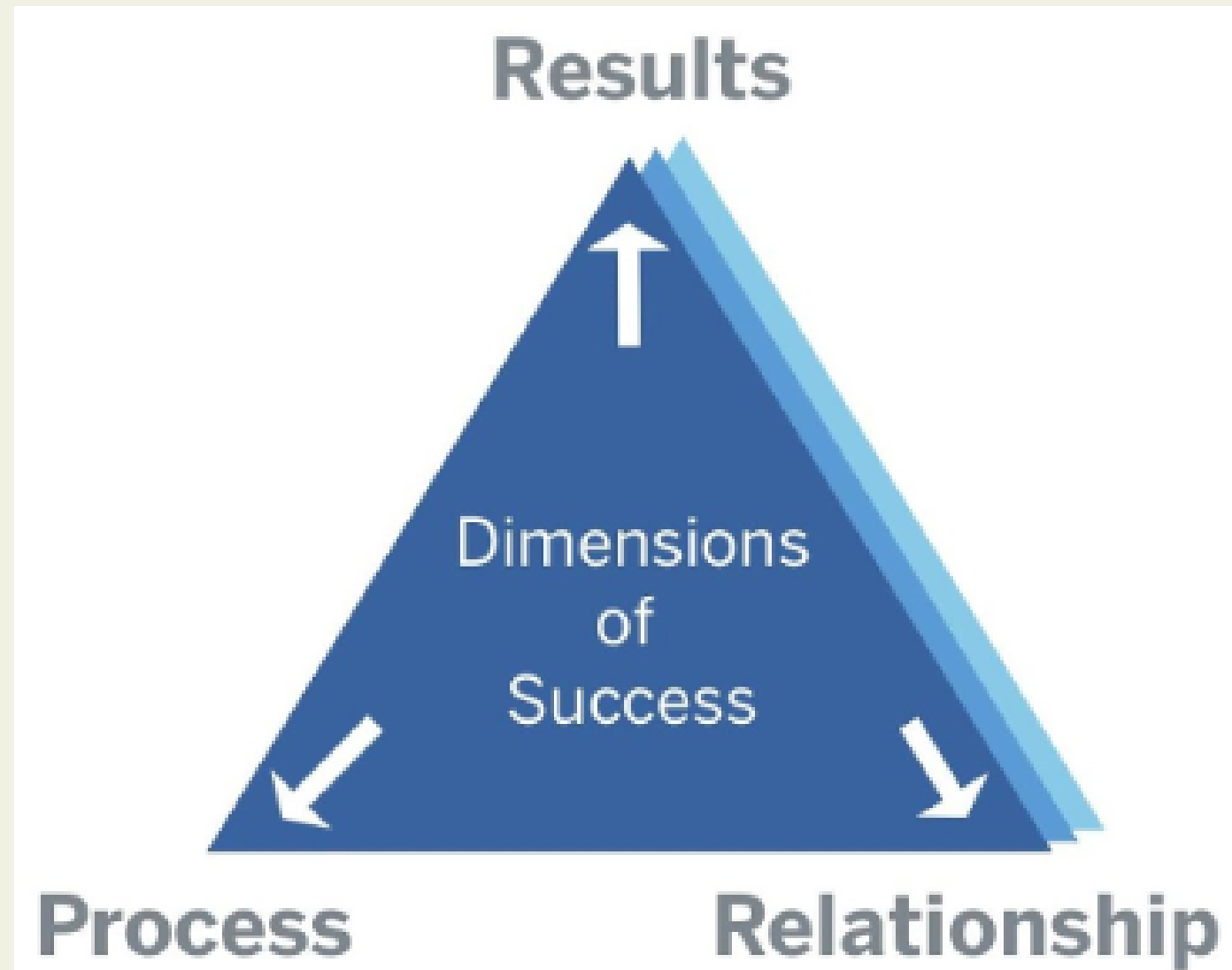
Identify the power within your
communities + 3 C's



FTS Action Plan Cycle

Developed by VermontFEED
(Food Education Every Day)

Dimensions of Success



Results: The familiar.

of pounds grown
of students engaged

Process: The check engine light.

Streamlining Procedures
Systems Transparency

Relationship: People Power.

Inclusion and Community Voices
Organic Partnership Development

Asset-Based Mindset

Assets vs. Deficiencies
Production vs. Consumption
Participation vs. Observation

"Students aren't interested in healthy eating or agriculture..."

"Students have interests and experiences that can be connected to healthy eating and ag"

"Our staff doesn't have the time or skills to take on new projects like Farm to School."

"Our staff have skills and passions that can be harnessed and supported to integrate FTS initiatives."

"School admin aren't supportive of new initiatives like FTS."

"School admin value student well-being and educational enrichment, and with the right approach, they can see the benefits of FTS."

"There isn't enough time in the school day to add FTS activities."

"We can integrate FTS activities into existing subjects and routines, making the most of what we have."



Power Mapping the 3 C's

Power mapping is a tool that visually identifies and connects key stakeholders, resources, and influences within a system.

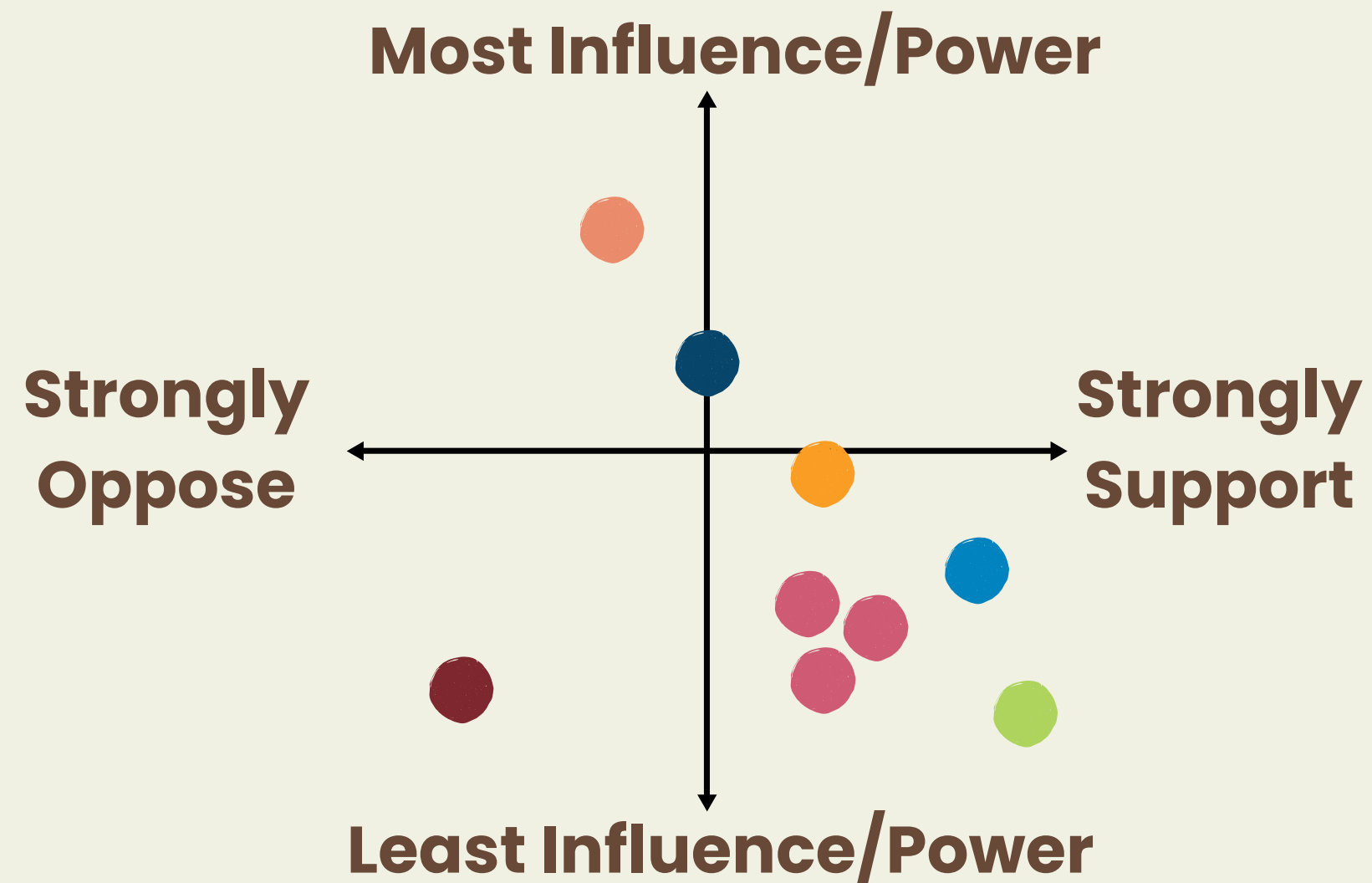
Ad astra; start with your guiding stars.

- **Classroom:**
 - Who are your teacher and support staff that support FTS-like activities?
 - What existing programs/activities connect to food, nutrition, and ag?
 - Which district/building level goals align with FTS?
- **Cafeteria:**
 - Who are your food service and local farmer champions?
 - Which existing district/building policies can be connected to the cafeteria?
- **Community:**
 - Which local organizations have missions to support FTS-like activities?
 - Which existing community events can be leveraged to promote FTS?
 - Who are your local food justice advocates and supportive governing bodies/officials?

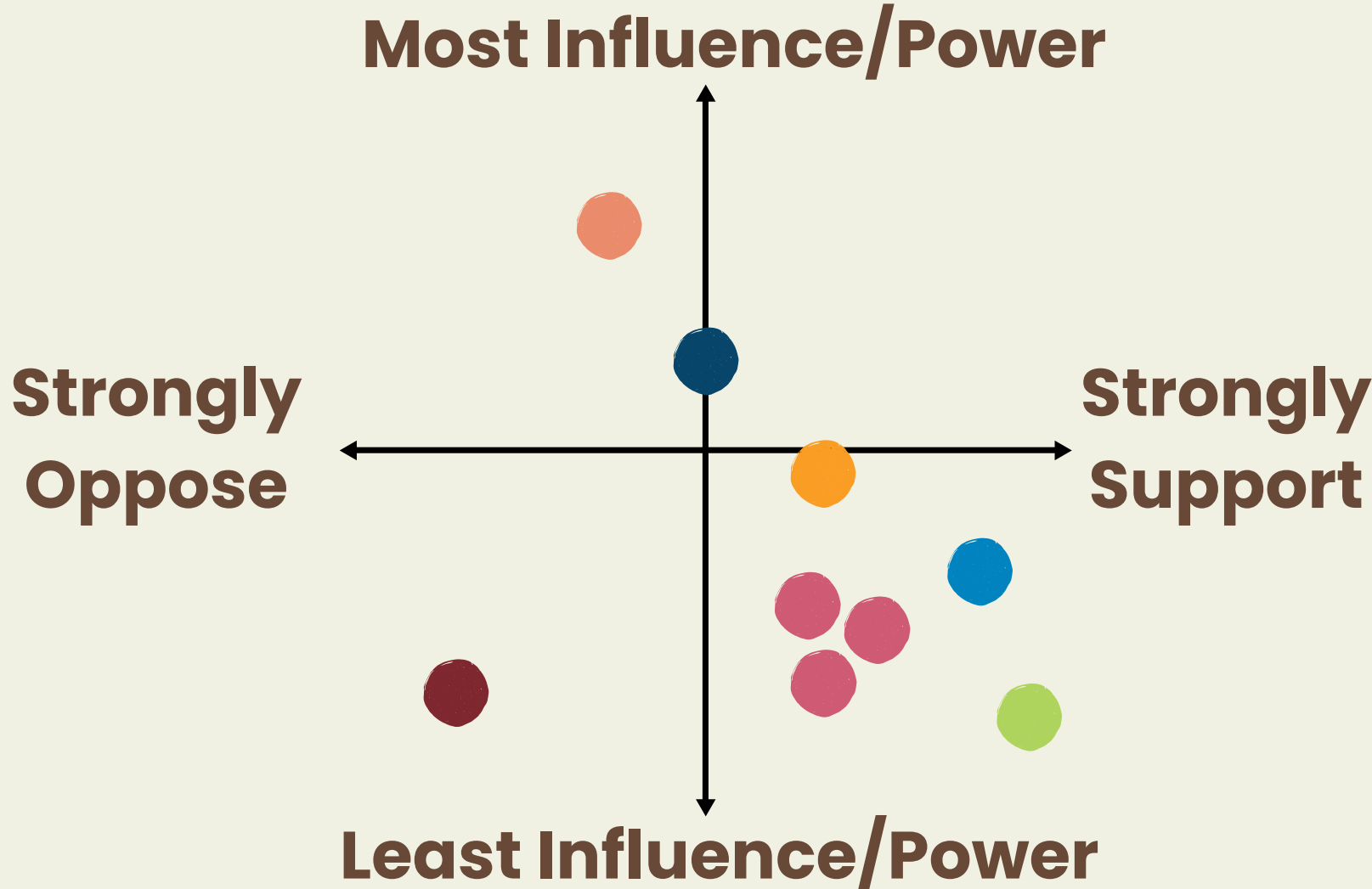


Power Mapping the 3 C's

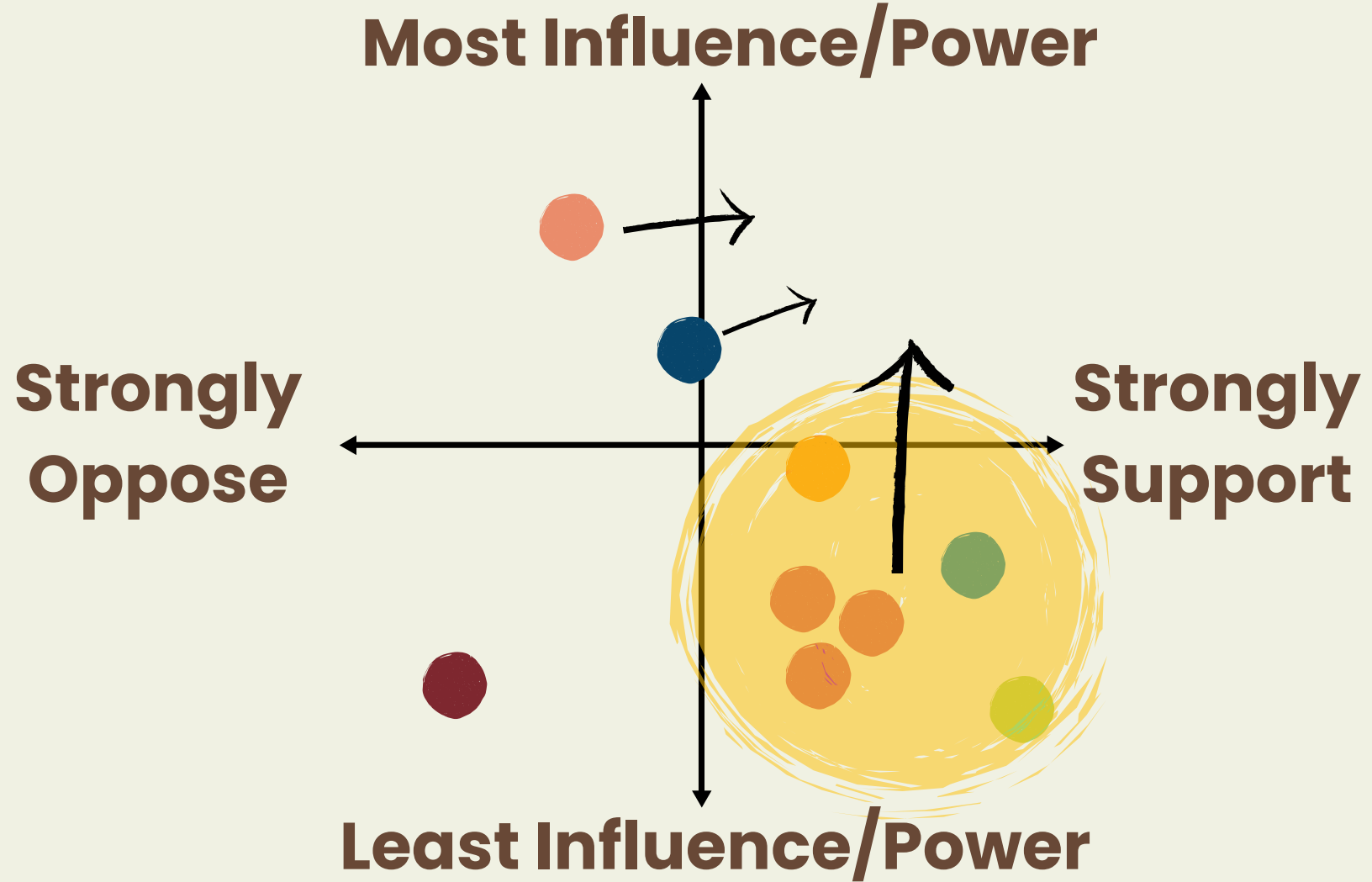
Per Aspera: Avoiding Toxic Positivity in Asset-Based Thinking



Power Mapping the 3 C's



Per Aspera: Avoiding Toxic Positivity in Asset-Based Thinking





A FARM TO SCHOOL PROJECT
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**Farm to School
Planning Toolkit**

**Local
Procurement
Planning Toolkit**

**Curricular
Resources**

THANK YOU!

+

Q&A

