COMMUNITY FOOD BANK OF SOUTHERN ARIZONA  
www.communityfoodbank.org  Tucson/Pima, Arizona  -  5 years supporting school gardens  -  12 school gardens  -  Total Number of Paid Employees: 127  
Briefly describe how your organization is funded.  
Government grants and donors.  
Summarize the PRIMARY ways in which your organization supports school gardens.  
The Farm to Child program works with low-income public schools in Tucson to build gardens that act as educational spaces for students and teachers. Experiential learning spaces help kids understand the role of food in their lives and appreciate the connections between classroom lessons and hands-on knowledge application. We work with school districts and county health department leadership to make the program successful, and today we work with over 35 schools. Our garden program has become more than just tools to help kids get acquainted with fresh foods. These gardens are spaces where students can interact with what they’re learning. Currently, ten schools are certified to serve produce grown in school gardens in school cafeterias, so students have the opportunity to eat the fruits of their labor. We provide the technical expertise in building gardens and garden programs, we train teachers, students, and food service staff to support these spaces.  
Describe the professional development you provide to educators.  
Our program provides hands on training on food production through a series of workshops. Through these workshops educators learn the ins and outs of what it takes to have a successful garden that can be integrated in their classroom/curriculum. We facilitate garden lessons that can be replicated with their students and create a space were educators can network and share ideas. We cover design, compost, planting, pest management, garden-to-cafeteria, chickens and aquaponics. 

LIFE LAB WATSONVILLE SCHOOL GARDEN PROJECT  
www.lifelab.org/watsonville-schoolgardens  -  7 school gardens Watsonville, CA  -  2 staff working on school garden project  -  2.5 years on this project  
Briefly describe how your organization is funded.  
Individual donations, fee for service income, grants, foundations.  
Summarize the PRIMARY ways in which your organization supports school gardens.  
We provide technical assistance, teacher professional development, model lessons/materials, and manage a support crew of college interns.  
Describe the professional development you provide to educators.  
In our more in depth schools we co-teach K-2 NGSS lessons with teachers, we provide after school training sessions for teachers interested in garden-based education, we invite all Watsonville educators to attend Life Lab Garden Classroom workshops (~12 days per year), we are working with 4th-5th grade science specialists to support their gardens and provide NGSS lesson support and materials. 

AUSTIN AREA SCHOOL GARDEN COLLABORATIVE  
http://greeningyourschoolyard.com  Austin TX and surrounding Central Texas area  -  2 years supporting school gardens  -  220 school gardens  -  Total Number of Paid Employees: 0  
Briefly describe how your organization is funded.  
The AASGC does not have any paid employees but all 8 members of the leadership team are paid by their respective organizations to participate in the Collaborative. There is no direct funding source for the AASGC. The City of Austin Office of Sustainability provides indirect support for meetings and research.  
Summarize the PRIMARY ways in which your organization supports school gardens.  
The AASGC synthesizes efforts of multiple support groups in the Central Texas area to make efforts more efficient and effective and connects school districts and schools to resources.
Describe the professional development you provide to educators.
Our intent is to audit and synthesize trainings by area support organizations to be able to offer them more effectively to schools and create original offerings where there are existing gaps.

**Sustainable Food Center**
www.sustainablefoodcenter.org - Austin, TX - 24 years supporting school gardens - 164 school gardens - Total Number of Paid Employees: 33

**Briefly describe how your organization is funded.**
Foundation grants; fundraising; federal, state, and local contracts; program service fees; contributions

**Summarize the PRIMARY ways in which your organization supports school gardens.**
SFC’s Grow Local program offers trainings on how to start and sustain school gardens, use school gardens as a teaching tool, and establish community gardens at schools; consultation and site visits; free gardening resources (seeds, plants, & compost); and two educational guides. We also manage a Central Texas School Garden Network listserv, and serve on school district and City-led policy and advocacy committees related to school gardens.

**Describe the professional development you provide to educators.**
Throughout the school year, we provide a 4-hour School Garden Leadership Training on how to build a team, plan, manage, and sustain school gardens and a 4-hour School Garden Classroom Training on how to use the school garden as a teaching tool and use classroom management best practices. These are open to teachers, parents, and community members working with school gardens. 2 additional full-day trainings (School Garden Classroom Training & Community Gardens at Schools Training) are offered through the school district exclusively for teacher professional development. Teachers can receive credit hours for attending all trainings through the district’s Science Dept.

**Department of Education - St. Croix USVI**
vide.vi - St. Croix US Virgin Islands - 6 years supporting school gardens - 14 school gardens - Total Number of Paid Employees: 2

**Briefly describe how your organization is funded.**
It is funded by local funds.

**Summarize the PRIMARY ways in which your organization supports school gardens.**
The Department of Education in the United States Virgin Islands provides funding for purchases of agriculture supplies for the school gardens when there is availability to do so. During special agriculture occasions for example World Food Day, National Agriculture Week and any event hosted by schools pertaining to school gardens the organization attends in full support. The organization also advocate for the program by participating on radio programs or on televised promotions. Building partnership with other government agencies, private sectors and other community partners to aid school gardens is a vital way in which the organization also support school gardens.

**Describe the professional development you provide to educators.**
Professional development training is held for the agriculture teachers once every three months. Professional development training is held on Pest Management, Curriculum, gardens in schools, cooperatives, and business management, worker protection standards, and achieving the vision in agriculture education. Furthermore, professional development is also provided to educators and parents to get a better understanding of how their students learn and develop agriculture education.

**Gateway Greening**
www.gatewaygreening.org - St. Louis, MO - 7 years supporting school gardens - 61 school gardens - Total Number of Paid Employees: 17

**Briefly describe how your organization is funded.**
Primarily Gateway Greening is funded through federal grants and corporate foundation grants and is supplemented with fundraising efforts.

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

Gateway Greening initially developed the majority of the sixty-one associated school gardens by providing raised beds, soil, tools, and more. Once established, all school gardens are eligible to receive free seeds and seedlings, tools loans, yearly site visits, gardening workshops, curriculum resources, garden site expansion, and free field trips to the Gateway Greening farm. Additionally, Gateway Greening has a monthly Youth Garden Institute and three day summer professional development.

Currently, four elementary school gardens are “intensive sites” where Gateway Greening educators directly teach and develop the Seed to STEM curriculum. Seed to STEM is an interdisciplinary curriculum that seeks to reinforce classroom science lessons and inspire student connections to the local environment and food system. Educators are currently expanding the Seed to STEM curriculum and sharing it via workshops and monthly Education E-News to local teachers.

**Describe the professional development you provide to educators.**

Gateway Greening primarily provides teacher professional development through its Youth Garden Institute. Teachers and community members associated with youth gardens are invited to attend monthly workshops on youth garden specific topics. The workshop topics range from designing garden curriculum to recruiting and retaining volunteers and are taught by Gateway Greening staff and outside experts. For the past four years, Gateway Greening has also hosted a three-day summer professional development for teachers. The summer institute provides more intensive instruction and networking opportunities.

Curriculum resources and lesson plans are periodically shared through a monthly Educator E-News and online. If youth gardeners want to learn more about practical gardening skills, they can attend horticulture workshops at the Gateway Greening Demonstration Garden.

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**Walla Walla Valley Farm to School**

https://wwvfarm2school.org/ - Walla Walla City, WA - 3 years supporting school gardens - 8 school gardens - Total Number of Paid Employees: 1

**Briefly describe how your organization is funded.**

Events, individuals, foundations grants, not enough!

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

We provide support for three levels of activity: 1) a series (3-5 lessons/season) of lessons aligned with grade specific science kits; 2)seasonal lessons (for classes not scheduled for science lessons) centered on planting/harvesting and touching on nutrition, history/geography, or science; 3)after school and/or recess garden clubs. We accomplished by hosting Americorps, parent garden coordinators and a program manager.

We have created outlines of lessons that are specific enhancement to our local school district science kit rotations. Our organization provides a level of recruitment and orientation for: 1)elementary school garden coordinators, 2)district supported school garden teacher liaisons, 3)Whitman college volunteers, and 4)Parent and/or community volunteers.

In addition we provide necessary materials for lessons, gardening materials such as compost, organic fertilizers, seeds and starts and help arrange or purchase gardening equipment. We are also involved in district School Health Advisory Committee and advocate for school gardens and farm to school efforts.

**Describe the professional development you provide to educators.**

Our organization has provided garden coordinator (parent/Americorps) trainings ranging from 2-8 hours. This covers program objectives, teacher and parent relationship building and communications, garden rules, classroom management, food safety, materials/equipment, gardening techniques and some lesson specifics.

Monthly “workshops” for garden coordinators and district supported garden teacher liaisons allow garden educators time to share progress updates, challenges and ideas and to hear and learn about a specific topic.

We've provided garden lesson orientations for parents which are grade specific and run for 1 ½ hours.
In partnership with Whitman College in June 2015, we held a teacher professional development over 3 days. Area school teachers as well as garden coordinators attended the training which provided in-depth knowledge about soils, compost micro-fauna, and flowers, and moved outside to demonstrate garden lessons in a small student run college garden.

**DC Greens**
dcgreens.org  -  Washington DC  -  7 years supporting school gardens  -  120 school gardens  -  Total Number of Paid Employees: 12

**Briefly describe how your organization is funded.**
Private donations, family foundations, corporate funding, government grants and contracts.

**Summarize the PRIMARY ways in which your organization supports school gardens.**
DC Greens works from many angles to support the local school garden movement, including:
- Curating bi-monthly workshops with local and national experts in the field;
- Managing a listserv for ongoing resource sharing and collaboration;
- Providing seeds and seedlings from a local farm for school gardens three times a year;
- Providing current curricular resources as they emerge;
- Facilitating a school garden market program that allows schools to generate additional funding for their school garden program through sales of school garden produce supplemented by produce from local farms;
- Hosting an annual administrator dinner to provide recognition and networking opportunities for school principals;
- Convening a regional annual school garden summit for DC, Maryland and Virginia counties.

**Describe the professional development you provide to educators.**
The teacher workshops we offer are aligned with the DCPS Professional Development days. There are six half day trainings each year that include hands-on workshops, lectures and demonstrations. We offer a School Garden 101 that covers the basics of school garden program implementation including program structure, curriculum integration, fundraising, garden design, community engagement, and local/national resource overview. We offer a Cooking With Kids training that includes a cooking kit and curriculum, and supports teachers in cooking in both the classroom and the garden. Our Digging Deeper workshop covers ways to engage the entire school staff in the garden. Our Food System workshop leads teachers through an exploration of the food system. We also host a Teacher Farm Field Trip to a local educational farm. Lastly, one workshop each year provides an in depth exploration of a particular topic or new curriculum.

**Denver Urban Gardens**
www.dug.org  -  Metro Denver, Colorado  -  20 years supporting school gardens  -  50 school gardens  -  Total Number of Paid Employees: 9

**Briefly describe how your organization is funded.**
Private foundations, donations, government grants and corporate sponsorships.

**Summarize the PRIMARY ways in which your organization supports school gardens.**
Denver Urban Gardens (DUG) builds and sustains school-based community gardens in the Denver Metro Area, this includes holding the use agreements for the five school districts we work with, designing the gardens with input from the gardeners (parents, teachers, students, and community members) and lead the building of the gardens. DUG provides trainings and educational resources for our school-based community gardens. This includes professional development educator workshops, in collaboration with public school districts; standards aligned garden-based curriculum; and support for the Garden to Cafeteria and Youth Farm Stand programs. DUG also recruits and trains volunteers to successfully implement school garden programs and SNAP-Education curriculum at schools throughout metro Denver, with a primary focus on schools that have high free and reduced lunch rates.

**Describe the professional development you provide to educators.**
DUG offers professional development educator workshops, in collaboration with Denver Public Schools, Aurora Public Schools, and Jefferson County Public Schools. These unique workshops are designed for teachers who are interested in how they can utilize the school garden as an extension of the classroom. In these workshops, participants learn how the
garden can be used as an educational tool to teach academic standards in an engaging way to inspire and motivate students. Each workshop highlights classroom management in the garden and unique, seasonally-appropriate, standards aligned lessons from DUG’s School Garden and Nutrition Curriculum.

### One Cool Earth

www.onecoolearth.org - San Luis Obispo County, CA - 18 years supporting school gardens - 18 school gardens - Total Number of Paid Employees: 19

**Briefly describe how your organization is funded.**

We receive 60% of our funding from government grants, 20% from local foundations and individual contributions, and 20% from corporate grants.

**Summarize the PRIMARY ways in which your organization supports school gardens:**

We partner with school districts, grantors, and local communities to fund and support school gardens, with each of these three partners contributing about 1/3 of the cost of operating and integrating a robust school garden. Our program has three parts: 1. Build - we create and retrofit garden infrastructure; 2. Educate - we provide standards-based curriculum and engaging activities for youth in the gardens; 3. Sustain - we provide training and resources to teachers and advocate for policies that support garden education.

**Describe the professional development you provide to educators.**

We provide two types of professional development to teachers: 1. Seasonal teacher trainings focused on sharing practical garden-based lessons in the context of Fall/Winter/Spring seasonal garden activities; 2. Coaching as teachers attend and participate with our team of garden educators while we teach students--we provide preparation and follow-up activities to engage teachers in the garden, and we provide techniques, encouragement, and familiarization to utilize their school gardens independently.

### University of Puerto Rico in Utuado - Agriculture Technology Department

http://www.uprutuado.edu/academicos/departamentos/tecnologia-agricola - Puerto Rico - 20 years supporting school gardens - 18 school gardens - Total Number of Paid Employees: 35

**Briefly describe how your organization is funded.**

Puerto Rico Government, mostly and Federal funds.

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

- Providing training and education to our university students and schools teachers and principals in how to establish and maintain sustainable school garden programs in the region;
- Providing education to more than 1500 pre-K and primary schools students;
- Establishing and managing our first regional and national school gardening network, creating an environment for networking, training and education and fundraising guidance platform.

**Describe the professional development you provide to educators.**

The Agriculture Technology Department at the University of Puerto Rico has been supporting regional and national education programs for more than 35 years. More recently our focus has been in providing cutting edge education and technology regarding sustainable agriculture and natural resources management and conservation throughout the rural areas of Puerto Rico and also among its main cities. Over the past 4 years we have been developing a School Garden Network project based in Agroecology principles and focusing in schools and community, which includes: students (primary and university), parents, teachers and principals. One of our goals is to provided education to these educators (university students, school teachers and principals and parents) in how to design and maintain school gardens, as well as how to apply more than 30 different educational modules regarding sustainable agriculture and natural resources conservation.
Green Our Planet
www.greenourplanet.org - Southern Nevada - 4 years supporting school gardens - 115 school gardens - Total Number of Paid Employees: 10

Briefly describe how your organization is funded.
Mainly through sponsorships from corporations and some grants.

Summarize the PRIMARY ways in which your organization supports school gardens.
Green Our Planet builds gardens in schools and provides schools with a farmer who does weekly workshops, a chef who cooks food from the garden with students at harvest time, provides teacher training for teachers, provides a STEAM curriculum for PreK-5 and a special needs curriculum for Middle and High School Special Needs students. Green Our Planet provides the funding for the program through corporate sponsorships.

Describe the professional development you provide to educators.
We carry out 15 hour training sessions for elementary school teachers where teachers learn how to use the Green Our Planet Outdoor Garden Classroom STEAM curriculum at a school garden. Teachers are broken into their grade levels and are instructed by a teacher who has a lot of experience teaching in a school garden. Teachers learn how to map out the lessons for the school year, work in group with other teachers. Teachers also have to complete a project in their school garden. The training has been approved by the Nevada State Board of Education and so teachers receive 1 PDE credit or 5 Contact Units - these are needed for re-licensing or pay scale increases.

Grow to Learn
http://www.growtolearn.org/ - New York City - 6 years supporting school gardens - 678 school gardens - Total Number of Paid Employees: 4

Briefly describe how your organization is funded.
We are largely funded through government and foundation grants, with some support from city council and individual donations.

Summarize the PRIMARY ways in which your organization supports school gardens.
Grow to Learn coordinates a network of 600+ registered network schools citywide in NYC. We provide access to twice annual mini-grant funding, bulk materials and other seasonal give-away items, a wide variety of horticultural and educational workshops for school gardeners, on-site technical assistance, and network activities to keep schools connected to each other and the greening community in NYC.

Describe the professional development you provide to educators.
Grow to Learn offers workshops on different seasonal topics to provide garden-based educators with the skills they need to build and sustain gardens at their schools. GTL workshops usually include related giveaway items to allow educators to implement the skills they learned in their school gardens. Grow to Learn also offers longer, day-long and multi-day trainings in collaboration with the DOE STEM Office, the DOE Sustainability Office and the Governors Island Teaching Garden. GTL hosts a variety of networking opportunities for educators, giving teachers the chance to collaborate and exchange best practices for working in school gardens. This year, as part of a larger effort to learn more about and address issues of race and racism in educational garden settings, GTL collaborated with Border Crossers to run a 6 hour training aimed to empower educators to dismantle patterns of racism and injustice in their gardens, schools and communities.

Urban Roots GR
www.urbanrootsgr.org - Grand Rapids, Michigan - 3 years supporting school gardens - 8 school gardens - Total Number of Paid Employees: 4

Briefly describe how your organization is funded.
Federal / Local Grants, Donors, Corporate Sponsorships, Garden Educational Program Service Fees, Fundraising events.
Summarize the PRIMARY ways in which your organization supports school gardens.

Urban Roots supports school gardens primarily through our Mobile Classroom Program. A “farm on wheels”, this retrofitted ambulance carries with it high-quality tools, seeds, irrigation equipment, organic starts, and a variety of pre-developed experiential curricula. With at least two staff members at each school garden location, Urban Roots assists to help design, build, maintain, and provide meaningful experiential education to students and educators about gardening, sustainability, and healthy lifestyles. While these programs vary depending on age and grade level, generally they run for durations of 15 - 30 weeks per year, between 60 - 90 minutes per week. We generally identify that school gardens have three assets - land, people, and interest, but often miss the three additional elements of tools, skills, and resources that can augment those assets. At Urban Roots, we look for ways to support and empower school gardens to meet them where they’re growing!

Describe the professional development you provide to educators.

Currently the professional development we provide to educators is minimal. Many of the educators we work with both solicit our help but sometimes have not yet imagined the educational potential of gardens - often conceptualizing them more as a fun add-on rather than a potent educational resource. As our reputation has grown as an organization, we have had more opportunities to work with teachers / educators during our work, though this potential has not yet fully been realized. We have struggled to coordinate with teachers / educators themselves - often with more interest going just toward working with the students and cultivating the gardens rather than working with the students and teachers alike. We eventually would like to be a regional hub of best practices for school gardens - helping to address many of the institutional, educational, and physical challenges to empower schools of all sorts to maximize the opportunities of school gardens.

common threads farm

www.commonthreadsfarm.org   -  Whatcom County, WA  -  8 years supporting school gardens  -  21 school gardens - Total Number of Paid Employees: 3

Briefly describe how your organization is funded.

We are funded through a combination of grants, individual donations, fees for service and SNAP Ed. funds. Our relationship with AmeriCorps (we will have 14 members serving with us this coming year) allows us to invest significant human resources beyond what our 2.5 FTE staffing structure would suggest into school gardens and food education at a relatively low organizational cost.

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

AmeriCorps Food Educators teach 9 gardening and 4 cooking lessons each year to every grade level at our partner schools (over 4500 students last year!) Common Threads catalyzes the needed volunteer resources to tend the gardens, and brings Food Education to school-based family events. Organizationally, we work with school district partners to build shared understanding of the role of gardens in supporting basic curriculum, particularly in the areas of science, nutrition and wellness curriculum. We also have organized, and will continue to organize and participate in, regional and state conversations focused on building best practices in garden education.

Describe the professional development you provide to educators.

Our team of AmeriCorps Food Educators receive a 2-week pre-service training plus weekly team meetings/trainings that include topics ranging from basic gardening to permaculture design, classroom management, cooking with kids, and working with diverse populations (including students living in poverty or with trauma.)

We are actively collaborating with both the science TOSA (teacher on special assignment) and the Bellingham School District’s Wellness Director to make sure that Common Threads and district teaching staff are establishing shared norms and expectations around the scope and sequence of garden-based learning (particularly but not exclusively focused on science, nutrition, environmental stewardship, and wellness.)

Whitney Cohen has been a guest trainer twice (one NGSS focused visit in 2015 and one Growing Classroom focused visit in 2016), in addition to our Food Educators, participants in these trainings have included teachers and garden educators from across Washington State. We hope to have her back in 2018!
Grassroots Gardens WNY
https://www.grassrootsgardens.org/ - Buffalo and Niagara Falls, NY - 3.5 years supporting school gardens - 32 school gardens - Total Number of Paid Employees: 3

Briefly describe how your organization is funded.
GGWNY is funded through a diverse range of sources, broken down as follows:
- 40% State (NYS Conservation Partnership Program), Federal (USDA) and Municipal (Discretionary Council Member item funds)
- 30% Individual and Corporate Donations
- 30% Local Private Foundations

Summarize the PRIMARY ways in which your organization supports school gardens.
Grassroots Gardens WNY provides both logistical support and programming to the school gardens within our network. Once a school has applied and been approved, we work with the school garden coordinators on garden site location and planning. We supply materials to build raised beds and coordinate the delivery of requested vegetable and perennial seedlings. Throughout the year we provide programming in the garden and the classrooms on a range of subjects including gardening 101, seed starting, composting/vermicomposting, pollinator protection, and end of season/cover crop tutorials.

Describe the professional development you provide to educators.
In addition to the in-house programming we provide, we also have compiled a Garden Activities Toolkit that can be used by instructors using both the garden and classroom as a setting. The activities are divided by relatable subject and seasonality and also include standards of the common core curriculum. Since 2003, Buffalo has resettled more than 10,000 refugees, resulting in 4,307 Limited English Proficiency students in the school system. Working with local agencies and interpreters, we have established a workshop series, Safe Roots. It covers topics such as safe growing practices in an old industrial city, gardening tips for the local climate, pest management, water practices, and fighting plant disease. Two printed guides have been translated into Arabic, Burmese, Karen, Nepali, Somali, and Spanish; the first highlighting safe growing practices and the second native plants and food producing plants from abroad that can be grown in Buffalo.

The School District of Palm Beach County, Florida - School Food Service Department
https://www.palmbeachschools.org/sfs/ - Palm Beach County, Florida - 6 years supporting school gardens - 123 school gardens - Total Number of Paid Employees: 1269

Briefly describe how your organization is funded.
We are a grant funded program that receives federal reimbursement from USDA for meals served.

Summarize the PRIMARY ways in which your organization supports school gardens.
We collaboratively work internally to establish the infrastructure to provide parameters and guidelines to schools to be in alignment with district policies and procedure while allowing for autonomy at the school sites to best serve the student needs. Additionally we promote the use of outdoor classrooms for a cross-pollination of academics and gardens to enhance the learning experience.

Describe the professional development you provide to educators.
Up until this coming summer, we have been responsible for the School Garden Development Guide in addition to writing a quarterly newsletter. Our next endeavor is hosting a Back to School Garden Workshop on July 31st & August 1st that has been approved to provide 22 professional development points. Topics will range from: native plants, garden design, pollinators, water conservation, drip irrigation, hydroponics, cooking demos, container gardening, farm to school, etc.
University of Florida and Bok Tower Gardens Partnership

http://polk.ifas.ufl.edu/SchComGarden/index.shtml - Central Florida - 2 years supporting school gardens - 40 school gardens - Total Number of Paid Employees: 3

Briefly describe how your organization is funded.

State budget.

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

The school garden program focuses on providing education and technical assistance to empower educators with the tools they need to cultivate an outdoor learning environment where academic concepts flourish.

- Educational opportunities, such as workshops, demonstrations, and tours.
- Training and resources to schools to start and maintain gardens.
- Management of 40 garden county network
- Providing professional development to Extension faculty and staff in an 11 county district
- Online, print and multimedia resources that offer practical advice and unbiased, research-based information.

Describe the professional development you provide to educators.

The program utilizes formal and informal educational methods. These include seminars, classroom instruction, workshops, webinars, online blogs, local newspapers, demonstrations, videos, games, factsheets, posters, telephone consults, e-mail correspondence, site visits and in-office consultations. A variety of educational topics are provided, which include: composting, vermicomposting, best practices, team approach to garden management, Florida-specific gardening, and curriculum connections.

Wylde Center

http://wyldecenter.org - Atlanta, Georgia - 10 years supporting school gardens - 19 school gardens - Total Number of Paid Employees: 17

Briefly describe how your organization is funded.

We are member supported, grant funded, receive funding through a few major fundraising events throughout the year, and have some fee programming as well.

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

We plant and maintain school gardens with students so that we can deliver farm to school and environmental education to students in the garden. We also conduct school wide taste tests and run after school programs. We do this at no cost to 9 schools in Atlanta, but have fee programming in other school districts.

Describe the professional development you provide to educators.

In the past we have held farm to school teacher workshops for educators in Decatur as requested, but have not done so in recent years because the current staff has not been trained on how to conduct these workshops and we have been understaffed (which is no longer an issue!)

Hawaii Farm to School & School Garden Hui

http://kohalacenter.org/schoolgardenhui/ - Hawaii - 7 years supporting school gardens - 220 school gardens - Total Number of Paid Employees: 1

Briefly describe how your organization is funded.

The Ulupono Initiative funded a paid Coordinator position to manage the Hui in 2014-2015. The Hui has a current proposal for Ulupono to continue to fund the Hui Coordinator position and Hui operations in 2017-2019. The Hawaii Department of Health provides significant funding to cover the costs associated with our quarterly in-person meetings and airfare scholarships.

Summarize the PRIMARY ways in which your organization supports school gardens.
The Hui builds capacity for Hawaii’s statewide farm to school and school garden movement through the regular convening of stakeholders, as well as organizing statewide conferences. We develop and share resources in support of school gardens, including the development in 2016 of a “Best Practices for Hawaii School Gardens” packet, including important safety information. The Hui and our members continue to host workshops on all islands in order to share this resource. We provide education and advocacy on local and state-level policies through our work with the Hawaii State Legislature and the Hawaii departments of agriculture, education, and health (DOA, DOE, DOH). The Hui is a founding member and active participant of the P-20 Agriculture Education Working Group, whose goal is to created a coordinated framework of support for agriculture education in Hawaii from preschool through post-secondary levels.

**Describe the professional development you provide to educators.**
The Hui leads the convening of regular statewide events, with a goal of hosting an annual farm to school conference (primarily focused on policy and procurement), and an annual school garden symposium (primarily for educators and focused on curriculum and best practices). We provide networking and professional development for movement leaders by convening key stakeholders on a quarterly basis. Hui members have developed important curricular resources, which the Hui supports through co-hosted workshops statewide. These include the School Garden Curriculum Map/Ku ‘Aina Pa training (The Kohala Center, http://kohalacenter.org/kuainapa), the ‘AINA In Schools curriculum and trainings (Kokua Hawaii Foundation, https://kokuahawaiifoundation.org/aina/detail/aaina_in_schools_curriculum_training_for_teachers_register_now2), STEM Grows (‘Iolani School, http://www.iolani.org/cf_news/view.cfm?newsid=31), Grow Some Good (http://growsomegood.org/), and others.

**GROWING HEALTHY WAVES**
https://www.facebook.com/GrowingHealthyWaves/?ref=aymt_homepage_panel - Tupelo, Mississippi - 3 years supporting school gardens - 9 school gardens - Total Number of Paid Employees: 1

**Briefly describe how your organization is funded.**
Tupelo Public School’s Nutrition Dept. funds our FoodCorps service member. The service site supervisor is a volunteer who works diligently to fund Growing Healthy Waves through community relationships, grants, and partnerships.

**Summarize the PRIMARY ways in which your organization supports school gardens.**
- Coordinate fun, high-quality hands-on garden lessons to students in grades PK-5.
- Wrote a grant/fundraised for a greenhouse that’s on a grade 3-5 campus.
- Developed a cross-county partnership with a 3-6 school in adjacent county to coordinate teacher garden/greenhouse curriculum
- Provide a FoodCorps service member as boots-on-ground teacher

**Describe the professional development you provide to educators.**
GHW is part of TPSD’s PD May Institute each year where teachers sign up to learn about standards integration in a garden setting. We also present to teachers at our statewide F2S Conference, and we teach summer classes to area teachers for CEU’s at a local university.

**GARDEN SCHOOL FOUNDATION**
http://gardenschoolfoundation.org/ - Los Angeles/LA County/CA - 12 years supporting school gardens - 7 school gardens - Total Number of Paid Employees: 5

**Briefly describe how your organization is funded.**
Our organization is mainly funded through grants and donations.

**Summarize the PRIMARY ways in which your organization supports school gardens.**
Garden School Foundation partners with 6 title one Elementary schools across LA to provide garden based education. GSF provides a Garden Educator, a curriculum, interns, volunteers and supplies to keep these garden classrooms running. However, this year we branched out and started a Teacher Training Program to help support other school gardens across LA. These teacher trainings are garden specific and are tailored to their needs. We are hoping this will create a space to unite school gardens in LA and to allow us to work together and become a resource for each other.
Describe the professional development you provide to educators.
Currently, we partner with similar nonprofits or like-minded organizations to visit their sites and learn from them. This past year we did a professional development with GrowGood, a 1+ acre garden in Bell which provides food and job training for those living at the Salvation Army across the street. We visited Sylmar High School and learned about their garden, seedling program, and high school classes. We also partnered with Food Forward and did a backyard gleaning and learned about food waste. This resulted in a partnership that provides food for our 24th St community, our Community Garden Days, and some events.

University of Arizona Community and School Garden Program
https://schoolgardens.arizona.edu/ - Tucson / Pima County / Arizona - 8 years supporting school gardens - 25 school gardens - Total Number of Paid Employees: 7

Briefly describe how your organization is funded.
The majority of staff funding and administrative support (for 5 positions) is absorbed by the UA and TUSD, which allows us to effectively solicit grants and cultivate private donors for 2 special positions (one that teaches teachers how to provide research-based learning through the garden and one that works with teachers and parents to support gardens and garden-based learning) as well as projects and materials.

Summarize the PRIMARY ways in which your organization supports school gardens.
UA CSGP in partnership with TUSD supports school gardens through curriculum and professional development, site design and installation, material support, Arizona Department of Health Services garden certification, garden to cafeteria culinary events, food literacy activities and courses, and the training and placement of approximately 60 undergraduate and graduate students in school gardens per semester. For the past three years CSGP and TUSD have implemented The Green Academy, which establishes professional learning communities (PLCs) around school gardens and provides sustained professional development for an Early Learning Center and PK-12 teachers in TUSD. Green Academy teachers have been funded to develop open-source curriculum available online http://schoolgardens.arizona.edu/. In addition, for the past two summers and last winter, TUSD and CSGP have delivered school garden conferences for K-12 teachers across Arizona with a focus on curriculum integration.

Describe the professional development you provide to educators.
We provide professional development (PD) through PLCs by way of hands on garden training through afternoon and Saturday workshops and regional summer and winter institutes. Through foundation funding, we created the Green Academy (GA) which enabled the development of comprehensive Common Core based curriculum now open-source available. GA trainings happen once a month during paid TUSD PD blocks. Through a university course offered twice a year for variable credit, we also intensively train high school and UA undergraduate and graduate students to support school garden initiatives in low income schools in TUSD. These students learn not only the basics of gardening and curriculum development and delivery but also community organizing, how to create an inclusive learning environment, and indigenous knowledge and medicinal plants, food literacy, food politics and social justice, all with the aim of preparing them to continue their commitment to supporting school gardens after graduation.