



Oregon School Garden Resource Guide

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A digital version of this document with clickable links can be found on the [Oregon Farm to School and School Garden website](https://oregonfarmtoschool.org), which also houses a wide variety of other useful information, links and materials: <https://oregonfarmtoschool.org/resources>



School Garden Curricula

NOTE: The curriculum resources were selected with the following criteria in mind:

- Materials are available for free in a widely accessible format.
- The materials are adaptable and/or specific to Oregon and the Pacific Northwest (with consideration to particularities of bioregion).
- The materials are place-based, encourage hands-on learning, and are tied to academic content standards where appropriate.

Materials are listed in approximate order by target audience age- mostly elementary.

Growing Minds: Appalachian Sustainable Agriculture Program

Website: <https://growing-minds.org/preschool-lesson-plans/>

- Age group: Preschool
- Academic Standards: Aligned with NC Early Learning and Development Goals
- Structure: Twenty-three hands-on, food-focused lessons for year-round garden learning. Each lesson is focused on seasonal produced connected to early literacy with connected books. Appalachian Sustainable Agriculture Program is based in Asheville, NC.

Harvest for Healthy Kids

Website: <http://www.harvestforhealthykids.org/>

- Age group: Pre-Kindergarten
- Academic standards: Aligned with early learning standards.
- Structure: The program connects young children with fresh food grown close to home through activity kits that teach science, math and literacy. Thirteen activity kits focus on a different fruit or vegetable, each with an activity plan, picture cards, recipes, teacher newsletter, and family newsletters in Spanish, Russian and English.

FoodCorps

Website: <https://foodcorps.org/resources/foodcorps-lessons/>

- Age group: Grades K-5
- Standards: National Academic Standards
- Structure: The FoodCorps Lessons include hands-on experiential activities to engage kids in learning about healthy food. This suite of 96 lessons are for grades K-5, and are organized by grade, season and theme. The lessons are tied to national academic standards and were developed following Culturally Responsive Teaching, Place Based Learning and Social and Emotional Learning best practices and frameworks. Each lesson was developed with input from FoodCorps service members, community partners and resource specialists, and have been evaluated and updated to reflect recommendations from our community of food educators. This suite of lessons is intended to guide food and garden educators to spark inquiry and love for healthy food and should be adapted to reflect the needs, identity and culture of the community in which they are taught.

Life Lab

Website: <http://www.lifelab.org/for-educators/>

for free downloads: <https://lifelab.org/store/free-downloads/>

- Age group: Grades K-8
- Standards: Tied to Common Core and Next Generation Science Standards
- Structure: Based in Santa Cruz, CA, Life Lab has led the national movement in experiential garden education for over 35 years. Offering professional development and trainings through workshops and webinars, YouTube videos demonstrating garden pedagogy and hands-on activities, free, downloadable lessons as well as award-winning publications for purchase.

Center for Ecoliteracy

Website: <http://www.ecoliteracy.org/teach>

- Age Group: Grades K-12
- Standards: Some lessons tied to California State Standards
- Structure: Based in Berkeley, CA, the Center for Ecoliteracy, is an educational nonprofit that advances ecological education in K-12 schools through educator workshops and trainings, strategic consulting, educational publications and online resources. Free, downloadable lessons and activities focused on sustainability, systems thinking, and ecological knowledge.

Edible Schoolyard

Website: <https://edibleschoolyard.org/resource-search>

- Age Group: Grades Pre-K- 12
- Standards: Many, but not all lessons tied to Common Core and California State Standards
- Structure: Based in Berkeley, CA, Edible Schoolyard (founded by chef, Alice Waters), is a nonprofit dedicated to edible education in public schools throughout the country. Offering educator workshops and trainings as well as an incredible database of free, downloadable, hands-on lessons, activities, and recipes searchable by season, subject, and grade level.

Rogue Valley Farm to School Curriculum

Website: <https://www.rvfarm2school.org/lessons-activities>

- Age group: Grades K-6
- Standards: Variable and loosely tied to Common Core State Standards and Next Generation Science Standards, not always made explicit
- Structure: Twenty-eight free lessons organized by grade level in spring and fall; many lessons sourced from other organizations (and credited). Rogue Valley Farm to School is based in Ashland, OR.

Oregon State University: Growing Healthy Kids

Website: <https://nutrition.extension.oregonstate.edu/growing-healthy-kids-0>

- Age group: 2nd-3rd Grade
- Standards: Common Core
- Structure: Seven lessons focused on nutrition developed to be used with the Supplemental Nutrition Assistance Program Education (SNAP-Ed) program of Oregon.

Oregon Agriculture in the Classroom

Website: <http://oregonaitc.org/lessonplan/>

- Age group: Grades K-12
- Standards: Variable tied to Common Core State Standards and NGSS
- Structure: Expansive collection of downloadable, stand-alone lesson plans and worksheets on hands-on activities as varied as Busy Bees and Living Necklaces to Worm Bins and Water filtration. Free lending library with activity kits and resources for lessons in the school garden.

Occidental Arts and Ecology Center: A Handful of Seeds

Website: <https://oaec.org/wp-content/uploads/2014/10/A-Handful-of-Seeds.pdf>

- Age group: Grades 2 -6
- Standards: Aligned with California Educational Standards.
- Structure: Based in Occidental, CA. This guide contains 13 lessons on seed saving and gardening. Lessons encompass math, science, history and language arts. Within this guide, teachers can also find outstanding contextualization materials including both the history of seed saving as well as the particular “seed stories” of four plants (amaranth, corn, potatoes and yarrow).

Science in the Learning Gardens: NGSS-aligned, Garden-based Curriculum for Middle School (Portland State University); National Science Foundation Award: 2014-2017

Website: <http://learning-gardens.org/curriculum/>

- Age Group: Middle School
- Standards: Aligned with NGSS
- Structure: SciLG was developed and piloted at two low-income middle schools that serve predominantly racial and ethnic minority students in Portland, Oregon. SciLG makes issues such as climate change and sustainable food systems relevant, accessible, and engaging through hands-on experience with problem-solving and inquiry. This curriculum was a key component of a longitudinal research project (see **Science in the Learning Gardens** in research section below).

Edible Schoolyard: Cooking with Curiosity

Website: <https://edibleschoolyard.org/edible-education-home-classroom>

- Age Group: Grades 3-12 (ideally for middle school but adaptable)
- Standards: Aligned with Common Core State Standards
- Structure: We are excited to share *Cooking with Curiosity* a new curriculum written for both distance and in-person learning. It is designed to introduce students to cooking skills while building reflection practices so that they can cook confidently on their own terms. *Cooking with Curiosity* is a four-unit curriculum with approximately 40 lessons designed to be completed over the course of a semester.

Oregon State University: Food for Thought

Website: <https://archive.progress.oregonstate.edu/fall-2009/food-thought-curriculum>

- Age group: High School
- Standards: Variable tied to Oregon State Standards
- Structure: Twenty free lessons that incorporate reading comprehension and hands-on activities for science, social studies, and language arts. This high school curriculum explores the research that brings food to the table in an Oregon-style feast, from seafood and beef to berries. In addition, the curriculum examines food-related concerns, such as hunger in Oregon, food safety, GMOs, and nutrition education.

Junior Master Gardener Virtual Learn Grow Eat and Go

Website: <https://jmgkids.us/>

- Age group: Elementary students
- Standards: Tied to Next Generation Science Standards
- Structure: Created by teachers, this multifaceted garden, nutrition, and physical activities curriculum is evidence-based and academically rich. Through a linear set of hands-on, proven lessons, your students will better understand plants and how plants provide for people's needs. The 10-week (2 lessons/week) unit of study will step your class through process of establishing a thriving garden that is easy to create and maintain. The curriculum features opportunities for fresh vegetable tasting/evaluation, simple recipe demos, and physical activities that research shows can improve on-task behavior and academic performance

Eat Think Grow

Website: <https://www.dropbox.com/s/54ev3kxvjz2v4uo/ETG%20K-5%20Curriculum.pdf?dl=0>

- Age group: K-5
- Standards: Tied to Oregon State and Common Core Standards
- Structure: Comprehensive three seasons thematic units with three to six lessons per season. Lessons build on one another from year to year creating a cumulative curriculum for the length of a student's elementary school experience

Slow Food USA

Website: <https://slowfoodusa.org/school-gardens/curriculum/>

- Age Group: Grades K-12
- Standards: Not tied to academic standards
- Structure: Slow Food USA is a nonprofit organization advocating for a Good, Clean and Fair food system for all. We support school gardens with school garden curriculum, partnerships and local food leaders through our 150 Slow Food chapters around the country.

Book Lists

Oregon Farm to School and School Garden Booklist

This booklist was curated by Djamila Moore of Grow Portland and is intended for K-6th grade students. Books are sorted into themes: Seeds, Gardens, Plant Parts, & Plant Life Cycles, Food & Farms, Soil, Worms & Compost, Insects/Pollination, Seasons, Birds, and Water. These books are primarily written in English, but many of these titles do have Spanish language versions.

<https://oregonfarmtoschool.org/resources/resources-for-educators/curriculum/>

Colors of Us Multicultural Books: Growing Your Own Food

21 titles for pre-K to Middle School students that celebrate diverse food traditions from around the world.

<https://coloursofus.com/multicultural-childrens-books-growing-your-own-food/>

LifeLab Garden Literature Favorites

Young reader friendly books that LifeLab displays at their events and workshops

https://docs.google.com/document/d/1P4VHCEiBXWBph23OeM1CKpKnZsLyOS_CxmLgRlw9YBo/edit

Ready Set Grow- Multicultural Farm to ECE Book List

The Food Trust's multicultural collection of farm to ECE books highlights children's books that feature characters from underrepresented racial and ethnic groups, many of which are authored by writers of color. The list also includes a number of books that are either bilingual or written exclusively in Spanish. These books cover a wide variety of farm to ECE related topics including gardening, farms, cooking, family meals, farmers markets, shopping for food and more.

<http://www.pareadysetgrow.org/book-list/>

Junior Master Gardeners Growing Good Kids Award Winning Books

The Junior Master Gardener Program and the American Horticultural Society honor engaging, inspiring works of plant, garden and ecology-themed children's literature through the "Growing Good Kids – Excellence in Children's Literature Awards" Program.

<https://jmgkids.us/bookawards/>

Farm & Garden Educator Professional Development Trainings & Workshops

Growing Gardens School Garden Coordinator Certificate Training

A 35-hour training to help individuals learn how to facilitate the creation of long-lasting edible school gardens. Sessions include everything from community engagement, to curriculum, to garden-to-cafeteria guidelines to fundraising. Continuing education credits are available through Portland State University's Graduate School of Education.

Classes held biennially at various locations in NE and SE Portland. To learn more and to add yourself to a list to be notified of details of the next training, see: <https://www.growing-gardens.org/sgcct/>

Growing Gardens Garden Education Professional Learning Community

Growing Gardens facilitates a regional Professional Learning Community (PLC) for classroom teachers to support each other in using school gardens to enhance curriculum and increase student engagement. Each year twelve public school K-8 classroom teachers find new ways of working together to use school gardens to meet classroom learning goals and the needs of their students. Participants have the opportunity to earn two graduate credits through Portland State University Graduate School of Education Continuing Education (CEED) program for their professional development work as part of this PLC.

Please send inquiries to Anna Garwood, Youth Grow Program Director, anna@growing-gardens.org

Master Gardener Training

OSU Extension Service's Master Gardener Training program prepares participants to become proficient gardeners and community resources within their own bioregion. To become an OSU Master Gardener, you must complete the training program, pass an examination, and volunteer a specific number of hours of public service through your local Master Gardener Program.

Contact your local extension office for more information about upcoming trainings:

<http://extension.oregonstate.edu/mg/master-gardener-training>

Summer Ag Institute (SAI)

A project of the Oregon Farm Bureau Foundation for Education, the Summer Ag Institute (SAI) is a three-credit, week-long, graduate-level class through Oregon State University that educates K-12 teachers with little or no background in agriculture. The goal of SAI is to help educators use agriculture as a context for teaching standard subjects like science, math, social studies, and English. Current, factual, and scientific information about agriculture is presented, and participants are provided with educational materials to help them incorporate what they've learned into their classrooms. Through SAI, teachers are given first-hand experiences in the agriculture industry. The action-packed week includes field trips to farms and ranches, tours of processing plants, and lectures and hands-on labs taught by university professors. The highlight of the week is an overnight stay on a working farm where the teacher has an opportunity to meet a real farm family.

There are two sessions of SAI each summer: one held in Corvallis in June, and a second held in La Grande in July. Enrollment cost for a graduate-level, three-credit session is a mere \$600.

<http://www.oregonfb.org/programs/summer-ag-institute/>

Teaching in Nature's Classroom

This course, developed as a companion to the book [*Teaching in Nature's Classroom: Principles of Garden-Based Education*](#), is an opportunity for educators new to outdoor and garden-based learning, as well as educators who are experienced in the field, to consider best practices and reflect on their own teaching practice in outdoor learning environments, with a focus on school and community youth gardens.

The coursework is intended to be useful and inspirational. You should plan for 30 hours total to complete the course. This course is designed to be flexible and self-directed so you can fulfill the course requirements according to your optimal timeframe and in relation to your concurrent teaching duties and other obligations.

If you have any questions about the course itself or registering for the course, please email info@wischoolgardens.org

<https://wischoolgardens.org/tnc-course/>

Olivewood Garden and Learning Center

Our School Garden Teacher Training enhances and broadens the capacity of school staff and parents to establish and use their own school garden. The course orients educators of the power of school gardens in promoting academic achievement, healthy lifestyles, environmental stewardship, and community and social development. Olivewood Gardens is an expert in the Next Generation Science Standards and aims to equip every teacher with tools necessary to integrate science, health, and the environment into all aspects of learning. Participants can learn how to establish a school garden team and become familiar with a variety of helpful resources related to creating and sustaining a school garden program at their school site. Additionally, our trained educators can facilitate lessons specific to each group- interested in learning more about compost? Or exploring natural phenomena in your school garden? We want to hear from you!

<https://www.olivewoodgardens.org/classes-programs/our-programs/school-garden-teacher-trainings/>

Green Our Planet STEM Teacher Trainings

Green Our Planet offers three professional development trainings to Nevada teachers. Each training, offered twice during the school year, is approved by the Nevada Department of Education. Teachers earn 1 PDE credit or 5 CUs for participating in the training and completing additional online coursework and a final project that benefits their outdoor classroom and school community. For the first time, Green Our Planet's popular PDE STEM Teacher Trainings are online! Our talented team of teachers, horticulturalists and hydroponics experts offer a full slate of teacher trainings.

<https://greenourplanet.org/teacher-training/>

LifeLab School Garden Educator Certification

Building on Life Lab's 40 years of experience in the school garden movement, we've updated and put together a series of 4 virtual courses that will guide and support educators in becoming a Life Lab-Certified School Garden Educator. Upon completion of the 4 courses, participants will receive a certificate and the distinction of being a Life Lab-Certified Garden Educator.

<https://lifelab.org/educator-certification-program/>

Occidental Arts and Ecology Center School Garden Teacher Training

By connecting to Common Core Standards and Next Generation Science Standards with a STREAM focus, the course supports school teams to incorporate school gardens into multiple subject areas using place-based, experiential learning.

Through a combination of hands-on sessions, trips to local school gardens, and presentations of best practices by experts in the field, participants gain experience in: the basics of organic gardening & permaculture design, pedagogical approaches to teaching outside and project-based learning, school-wide systems integration such as farm-to-cafeteria organizing skills to engage the larger neighborhood & community

<https://oaec.org/courses/school-garden-teacher-training/>

LifeLab NGSS and Outdoor Classroom Workshops

Life Lab is excited to bring a virtual workshop to you! Our synchronous virtual workshops are conducted over Zoom and include a mix of presented material, interactive discussions, and even some hands-on learning! We are currently offering **NGSS in the Garden** and **Responsive Outdoor Classroom Management**, but we can also customize the content and the length of the workshop based on your program needs. Each workshop also includes discussions and best practices around COVID-related procedures and adjustments. The cost for a training is approximately \$800, and trainings are facilitated by Life Lab trainers.

<https://lifelab.org/for-educators/>

Learn, Grow, Eat & Go Teacher Training

This new, self-directed and engaging training course for teachers, volunteers and Extension serves as a dynamic professional development opportunity AND a new, multimedia curricular option for the *Learn, Grow, Eat & Go!* curriculum. The online curriculum & training will follow the popular Learn, Grow Eat & Go! curriculum with a series of easy-to-follow, weekly modules that let you see how to implement the research/evidence-based program over 10 weeks.

<https://jmgkids.us/lgeg-online-curriculum-teacher-training-course/>

Conferences

Oregon Farm to School & School Garden Conference

The purpose of the Conference is to support members of Oregon's farm to school and school garden community in their work to provide farm and garden-based education and incorporate healthy, local food into school meals for students grades PreK-12.

Our audience is food service directors and staff, farmers/producers, distributors, enrichment instructors, OSU Extension staff and volunteers, classroom teachers, school administrators, government agency staff, non-profit staff, and parents and community volunteers and others working to support Oregon's farm to school and school garden programs.

www.oregonfarmtoschool.org

National Children and Youth Gardening Symposium

The American Horticultural Society hosts an annual conference where you can network with like-minded teachers, garden designers, community leaders, program coordinators, and others involved with connecting kids to the natural world.

<https://ahsgardening.org/gardening-programs/youth-gardening/ncygs/>

Environmental Education Association of Oregon Environmental Education Conference

We are eager to bring you an opportunity to connect with others in the environmental and outdoor education field in a safe and fun manner. We are aware that social gatherings are not safe at this time and keeping that in mind we are working to organize a hybrid conference with the majority of sessions offered online and some in-person field trips and workshops at Southern Oregon University (SOU) in Ashland, OR. We will be prepared to switch to an all-virtual conference if conditions warrant the change.

<http://www.eeao.org/index.php/2021-conference>

Farm to Cafeteria Conference

The National Farm to School Network produces a “Farm to Cafeteria” Conference in alternate years. More information on the conference can be found at:

<http://www.farmtoschool.org/Default.aspx?PageID=11639227&A=SearchResult&SearchID=11096351&ObjectID=11639227&ObjectType=1>

School Garden Support Organization (SGSO) Leadership Institute

Every year, the School Garden Support Organization Leadership Institute provides an opportunity for school garden professionals from across the country to collaborate, learn from one another, and develop resources to share with a national audience. In this way, we all become able to better support school gardens in our regions, and also advance to the national school garden movement.

<https://www.sgsonetwork.org/gatherings/> | <https://lifelab.org/sgso/>

School Garden Support Organization (SGSO) National School Garden Conference

The Growing School Gardens Summit will invigorate the school garden movement and improve regional school garden programming by connecting School Garden Leaders to inspire one another and share best practices, resources, and ideas.

<https://www.sgsonetwork.org/gatherings/> | <https://www.sgsonetwork.org/gatherings/summit/>

Garden Educator Groups and Lists

Oregon Farm to School and School Garden Network (OFSSGN)

The OFSSGN email lists 900 Farm to School and School Garden educators and stakeholders. Information about grants, trainings, regional and state-wide events and other resources are shared on this list. There is also a sublist for garden educators.

Get Connected on the Oregon Farm to School and School Garden Network Website

https://secure.lglforms.com/form_engine/s/b7VNjc8UT_T5a5nBWglUSw

Questions? Contact melina@oregonfarmtoschool.org

Portland Farm and Garden Educators Network (PFGEN)

This group is focused on farm and garden education in the Portland metro area. It is an active list of over 200 members to share information, resources, tips and ideas, and there are sometimes garden site visits for members.

Sign up: <https://groups.google.com/forum/#!forum/PFGEN> or contact anna@growing-gardens.org

Lane Garden Educators List

The Lane Garden Educators is a group of garden educators in Lane County who meet once a year to share resources and collaborate. Sign up: info@schoolgardenproject.org

National Farm to School Network

The National Farm to School Network sends monthly newsletters featuring Farm to School activities from all fifty states. If you want to stay updated on nation-wide policies, conferences, and news related to farm to school and school garden activities, sign up at the National Farm to School Network's website at www.farmtoschool.org > "Resources" > "Newsletter."

School Garden Support Organization Network

The School Garden Support Organization Network is made up of organizations and individuals that support multiple school garden programs at a regional, school district, or state level. By sharing resources and encouraging dialogue among school garden support professionals we hope to eliminate redundancy and help facilitate regional-based school garden program development. The network hosts a discussion forum for garden educators.

Sign up for the discussion forum here: <https://www.sgsonetwork.org/forum/>

National Service Organizations

FoodCorps

FoodCorps is a nationwide service program that serves together with communities to connect kids to healthy food in school. FoodCorps currently serves 10 communities in Oregon with 10 service members. FoodCorps service members provide students with hands-on gardening and nutrition education and support a schoolwide culture of health to create a future in which all of our nation's children- regardless of race, place, or class- know what healthy food is, care where it comes from, and eat it every day.

For questions about FoodCorps programming in Oregon, information on becoming a FoodCorps service site, or applying to be a FoodCorps service member, contact the FoodCorps Oregon Program Associate Director, Aaron Poplack, at aaron.poplack@foodcorps.org or visit online at <https://foodcorps.org/apply/where-youll-serve/oregon/>

AmeriCorps

AmeriCorps is a national service organization that places over 70,000 Americans each year in intensive service to meet community needs, through placements with non-profits, public agencies, and community organizations. AmeriCorps volunteers are available for Oregon school garden projects through these host organizations, and maybe others as well. The cost to host a member for a year varies by program.

RARE (statewide): The mission of the RARE Program is to increase the capacity of rural communities to improve their economic, social, and environmental conditions, through the assistance of trained graduate-level participants, from across the US. RARE participants assist communities in the development and implementation of projects for achieving a sustainable natural resource base and improving rural economic conditions. The RARE Program has placed more than 500 volunteers and served every Oregon county.

Please contact RARE Program Coordinator, Titus Tomlinson, for more information about partnering with the RARE Program: titust@uoregon.edu. Or visit us online at: <https://rare.uoregon.edu/>

Confluence Environmental Center (Portland area): Confluence AmeriCorps Members address critical environmental needs related to energy and resource conservation, healthy watersheds, outdoor environmental education, and garden-based education. Confluence Members focus on low-income communities and communities of color, as these populations are most affected by social and environmental inequities. For more information about applying for an 11-month AmeriCorps Member position visit the Confluence Environmental Center website: www.confluencecenter.org

School Garden Support Organizations Serving Multiple Schools

School Garden Project (SGP) of Lane County

SGP offers a variety of support service resources to help schools develop, maintain, and use their on-site gardens. These include starts and seeds; in-person, email, and telephone consultation; in school and after school garden-based science education; and, workshops for teachers and volunteers. info@schoolgardenproject.org, or <http://schoolgardenproject.org/>

Food Roots (Tillamook)

Food Roots works to improve the diets and eating behaviors of school-aged children, and support the local agricultural economy, by reconnecting students and school communities to local agriculture and the food they eat. They operate two school gardens and work with other community and school garden groups to form a network of garden projects to leverage resources and improve results. office@foodrootsnw.org or <http://www.foodrootsnw.org/farm-to-school/>

Rogue Valley Farm to School (Jackson (direct support) and Josephine Counties)

Rogue Valley Farm to School educates children about our food system through hands-on farm and garden programs, and by increasing local foods in school meals. They support school gardens throughout the Rogue Valley. The Digging Deeper School Partnership program includes direct school garden education, teacher professional development, cafeteria tasting tables and farm field trips. RVF2S supports schools in purchasing local produce, facilitating sourcing from local producers. Rebecca Slosberg, rebecca@rvfarm2school.org or <https://www.rvfarm2school.org/>

Corvallis Environmental Center

They operate the Farm to School program for Corvallis, and have youth programs that engage children in the garden, in the classroom, and virtually. farmtoschool@corvallisenvironmentalcenter.org
<https://www.corvallisenvironmentalcenter.org/>

FoodWaves (Clackamas County)

FoodWaves cultivates food justice and access to healthy food in Clackamas County and the surrounding communities. They provide school garden education as well as building and managing raised bed gardens at businesses, community centers, and homes.

Matt Brown, matt@foodwaves.org or www.foodwaves.org

The Environmental Center (Central Oregon)

The Garden For Every School program connects youth to nature through food and garden-based education. We provide lessons in classrooms, school gardens, cafeterias and in our Kansas Avenue Learning Garden. We also facilitate a network of trained garden educators, support creation and sustaining of school gardens with local grants, provide technical assistance to schools, and identify institutional opportunities through district collaboration.

Denise Rowcroft, denise@envirocenter.org or www.envirocenter.org/schoolgardens

Grow Portland

Grow Portland is a nonprofit that supports schools and communities by facilitating hands-on garden experiences that foster connections to food, nature and people. Grow Portland teaches experiential, culturally responsive garden education to elementary students during the school day. In 2021 Grow Portland partnered with 10 Title 1 elementary schools in the Portland Metro area, serving over 4,000 students. Garden Educators work closely with classroom teachers, families, and students to grow and tend school gardens- promoting food and ecological literacy, social emotional learning, and appreciation for nature. During 2020 school closures Grow Portland grew and harvested over 3,500 pounds of fresh produce in 10 school gardens and donated that produce to school nutrition services and food pantries. Michelle Welton, mwelton@growportland.org or <https://www.growportland.org/>

Growing Gardens

Portland-based nonprofit works with school partners to develop and implement school garden programs, including school day classes tied to core curriculum, afterschool Garden Clubs, and community involvement. Growing Gardens coordinates a School Garden Coordinator Certificate Training which will be run online through OSU starting in 2021. Growing Gardens is a regional education hub for Oregon Farm to School and School Garden Network and facilitates the Portland Farm and Garden Educators Network. In addition to school gardens, Growing Gardens supports low-income families in establishing home gardens and teaches gardening in correctional institutes across Oregon. Anna Garwood, anna@growing-gardens.org or www.growing-gardens.org

State Resources

Oregon Department of Education's Farm to School and School Garden website site houses a variety of resources to strengthen any school garden program including

- ODE School Garden Food Safety Training & Documentation Manual
- Oregon School Gardens Map (showing over 660!)
- Oregon Harvest for Schools posters, recipe suggestions, and family newsletters highlighting local foods

<https://www.oregon.gov/ode/students-and-family/childnutrition/F2S/Pages/default.aspx>

Oregon State University (OSU Extension) programs including SNAP-Ed, 4H and Master Gardeners are supporting farm to school and school gardens in every county in the state.

Some of the key resources from OSU Extension include:

- [Food Hero](#): Lessons and activities featuring healthy and tasty recipes, meal ideas, budgeting, shopping, and many more cooking tips and tools, plus ways to connect with other Food Heroes.
- Educators Guide to Vegetable Gardening* is a twenty-eight page primer on gardening basics. This guide shows a full-circle approach to gardening on school grounds:

<http://ir.library.oregonstate.edu/xmlui/bitstream/handle/1957/22858/em9032.pdf>

- Downloadable garden guides focused specifically on the needs of gardens in Oregon:

<http://ir.library.oregonstate.edu/xmlui/handle/1957/21092>

Wellness Policy Resources

Oregon Department of Education's school nutrition, physical activity, and local school wellness policy information.

www.ode.state.or.us/go/ODEwellness

Diversity, Equity, Inclusion & Justice (DEIJ) for School Garden Educators

The following resources are intended for Educators, administrators, and families to engage with as part of personal and professional development to promote ongoing awareness of and work towards social, racial, environmental, and food justice.

School Garden Support Organization Network- Equity & Inclusion in Garden Education

SGSO is a national network providing a multitude of resources for school garden education. As part of the 2021 National SGSO Leadership Institute, a working group of leaders in the field compiled promising practices and critical information to support diversity, equity, inclusion, and justice (DEIJ) in school gardens- including:

- Definition of key terminology
- Understanding systemic oppression and injustice in an educational context
- Embedding equity and inclusion in organizational leadership
- Community partnerships and equitable program development and assessment
- Curriculum and pedagogy resources to promote equity, inclusion, and social justice (including culturally specific curriculum resources, resources for multilingual learners, multicultural book lists, and much more!)

<https://www.sgsonetwork.org/equity/>

Native Farm to School Toolkit & Webinars

The Native Farm to School Webinar Series showcases best practices, shares available resources, and provides an open forum and Q&A sessions for discussing challenges.

<https://www.firstnations.org/projects/native-farm-to-school-webinar-series/>

School Garden Project of Lane County-Increasing Inclusion in the School Garden

Resource Packet for Garden Educators to make gardens and garden education more accessible and inclusive.

<https://www.schoolgardenproject.org/download/increasing-inclusion/>

Food Systems New England Racial Equity Challenge

Engage with a 21-day Racial Equity Challenge offering daily materials to engage with and reflect on- great to do with a team and can be customized to each organization.

<https://foodsolutionsne.org/racial-equity-challenge-resources/>

The Power of Community-based Food Systems

The Food Systems Leadership Network published a multimedia storytelling project documenting how communities across the Northwest are using community-based food systems to catalyze resistance

and resilience, self-determination and sovereignty, connection and liberation. Inspiring, tangible examples of diverse food growing projects meeting the needs of the challenging year of 2020.

<https://foodsystmsleadershipnetwork.org/the-power-of-community-based-food-systems/>

Soul Fire Farm/ Farming While Black/ Leah Penniman

Soul Fire Farm, cofounded by author, activist, and farmer Leah Penniman, is committed to ending racism and injustice in our food system. Through innovative programs such as the Black-Latinx Farmers Immersion, a sliding-scale farmshare CSA, and Youth Food Justice leadership training, Penniman is part of a global network of farmers working to increase farmland stewardship by people of color, restore Afro-indigenous farming practices, and end food apartheid.

<https://www.soulfirefarm.org/media/farming-while-black/> | [Leah Penniman- Farming While Black \(51 minute talk\)](#)

Robin Wall Kimmerer

Robin Wall Kimmerer is a mother, scientist, decorated professor, and enrolled member of the Citizen Potawatomi Nation. She is the author of *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants* and *Gathering Moss: A Natural and Cultural History of Mosses*. *Braiding Sweetgrass* offers a holistic approach to incorporating Native knowledge systems, perspectives, and growing practices.

<https://www.robinwallkimmerer.com/> | [Robin Wall Kimmerer talk \(1:43\) hour](#)

Academic Research Making the Case for School Gardens

Often the most important resource for securing funding and support from administrators, parents, and educators is providing research on the benefits of garden education. Research is split into Making the case for: 1) Academic/ learning outcomes, 2) Fruit and Vegetable Intake, 3) Impact of Funding on School Garden Programs and Community Health.

Academic/ Learning Outcomes

The Impact of Garden-Based Learning on Academic Outcomes in Schools: Synthesis of Research Between 1990 and 2010

- **Authors:** Dilafruz R. Williams and P. Scott Dixon, Portland State University, Review of Educational Research, June 2013. 83: 211-235.
- **Objective:** To determine the impact of garden-based learning on academic outcomes in schools
- **Outcomes:** The synthesis results showed a preponderance of positive impacts on direct academic outcomes with the highest positive impact for science followed by math and language arts. Indirect academic outcomes were also measured with social development surfacing most frequently and positively. These results were consistent across programs, student samples, and school types and within the disparate research methodologies used.
- **Results:** These results were consistent across programs, student samples, and school types and within the disparate research methodologies used

<http://rer.sagepub.com/content/83/2/211>

Planting the Seeds for Nature-Based Learning: Impacts of a Farm- and Nature-Based Early Childhood Education Program

- **Authors;** Kylie Rymanowicz, Chelsea Hetherington, Brooke Larm
- **Objective:** Farm- and nature-based early childhood education programs have a unique potential to provide young children with skills and experiences that build a strong foundation for future learning and environmental stewardship, but can also extend positive impacts to families. In this paper, the researchers work to bridge the gap between research and practice by presenting a description and program evaluation of the Farm Sprouts farm-based preschool program
- **Outcomes:** The results of this program evaluation suggest that quality farm- or nature-based programs can positively impact a child's language and conversation skills, increase their interest in nature and desire to explore, and positively impact family interactions

[Read more here.](#)

Science in the Learning Gardens: Factors that Support Racial and Ethnic Minority Students' Success in Low-Income Middle Schools; National Science Foundation Award: 2014-2017 (PSU)

- **Authors:** Dilafruz Williams: Contact: williamsdi@pdx.edu; Co-PIs: Sybil Kelley, Cary Sneider, Ellen Skinner
- **Background:** Science in the Learning Gardens (SciLG) uses school gardens as the context for learning at two low-income middle schools serving predominantly racial and ethnic minority students in Portland, Oregon. SciLG brings underrepresented youth into gardens at a critical time in their intellectual development with the goal of broadening the factors that support their motivation to pursue STEM careers and educational pathways.
- **Design:** Grounded in self-determination theory, this longitudinal study measured students' perceptions of belonging, competence, autonomy, and engagement in gardening experiences, and teacher-reports of students' re-engagement, to predict four science outcomes: engagement, learning, science grades, and academic identity in science
- **Results:** Findings suggest that garden-based activities show promise for increasing students' engagement and learning in science, and in fostering students' long-term interest in pursuing science.

Two 3-minute videos about the project are available at:

<http://resourcecenters2015.videohall.com/presentations/542> and
<http://stemforall2017.videohall.com/presentations/914>.

See flyer: <https://sites.google.com/a/pdx.edu/science-in-the-learning-gardens-scilg/>

More info available soon at <https://sites.google.com/a/pdx.edu/science-in-the-learning-gardens-scilg/>

The Child in the Garden: An Evaluative Review of the Benefits of School Gardening

- **Authors;** The Journal of Environmental Education, Dorothy Blair (2009)
- **Objective:** Although educators widely use school gardens for experiential education, researchers have not systematically examined the evaluative literature on school-gardening outcomes. The author reviewed the U. S. literature on children's gardening, taking into account potential effects, school-gardening outcomes, teacher evaluations of gardens as learning tools, and methodological issues.
- **Outcomes:** Quantitative studies showed positive outcomes of school-gardening initiatives in the areas of science achievement and food behavior, but they did not demonstrate that children's environmental attitude or social behavior consistently improve with gardening. Validity and reliability issues reduced general confidence in these results. Qualitative studies documented a wider scope of desirable outcomes, including an array of positive social and environmental behaviors. Gardening enthusiasm varies among teachers, depending on support and horticultural confidence.

<https://naaee.org/eepro/research/library/child-garden-evaluative-review-benefits>

<https://www.tandfonline.com/doi/abs/10.3200/JOEE.40.2.15-38> (These link to the abstract)

Fruit and Vegetable Intake

Increasing Fruit and Vegetable Intake Among Children and Youth through Garden-Based Interventions: A Systematic Review

- **Authors:** Mateja R Savoie-Roskos, Heidi Wengreen, Carrie Durward
- **Objective:** The purpose of this review was to identify the effectiveness of gardening interventions that have been implemented to increase Fruit/Veg consumption among children
- **Outcomes:** Most studies suggest a small but positive influence of gardening interventions on children's F/V intake

<https://pubmed.ncbi.nlm.nih.gov/27964852/>

School-based gardening, cooking and nutrition intervention increased vegetable intake but did not reduce BMI: Texas sprouts - a cluster randomized controlled trial

- **Authors;** Jaimie N. Davis, Adriana Pérez, Fiona M. Asigbee, Matthew J. Landry, Sarvenaz Vandyousefi, Reem Ghaddar, Amy Hoover, Matthew Jeans, Katie Nikah, Brian Fischer, Stephen J. Pont, Daphne Richards, Deanna M. Hoelscher & Alexandra E. Van Den Berg (2021)
- **Objective:** The goal of this study was to evaluate the effects of a one-year school-based gardening, nutrition, and cooking intervention (called Texas Sprouts) on dietary intake, obesity outcomes, and blood pressure in elementary school children.
- **Participants:** 3135 students, median age 9.2 years
- **Results:** While this school-based gardening, nutrition, and cooking program did not reduce obesity markers or blood pressure, it did result in increased vegetable intake.

<https://ijbnpa.biomedcentral.com/articles/10.1186/s12966-021-01087-x>

School Gardens Enhance Academic Performance and Dietary Outcomes in Children

- **Authors;** Claire K. Berezowitz EdM, Andrea B. Bontrager Yoder MM, PhD, Dale A. Schoeller PhD (2015)
- **Objective:** Schools face increasing demands to provide education on healthy living and improve core academic performance. Although these appear to be competing concerns, they may interact beneficially. This article focuses on school garden programs and their effects on students' academic and dietary outcomes.
- **Conclusions:** This small set of studies offers evidence that garden-based learning does not negatively impact academic performance or FV consumption and may favorably impact both.

<https://onlinelibrary.wiley.com/doi/abs/10.1111/josh.12278?deniedAccessCustomisedMessage=&userIsAuthenticated=false>

School gardens: an experiential learning approach for a nutrition education program to increase fruit and vegetable knowledge, preference, and consumption among second-grade students.

- **Authors:** Parmer SM, Salisbury-Glennon J, Shannon D, Struempfer B. (2009)
- **Objective:** To examine the effects of a school garden on children's fruit and vegetable knowledge, preference, and consumption
- **Design:** Self-report questionnaires, interview-style taste and rate items, lunchroom observations.
- **Outcomes:** School gardens as a component of nutrition education can increase fruit and vegetable knowledge and cause behavior change among children. These findings suggest that school administrators, classroom teachers, and nutrition educators should implement school gardens as a way to positively influence dietary habits at an early age.

https://www.researchgate.net/publication/24397624_School_Gardens_An_Experiential_Learning_Approach_for_a_Nutrition_Education_Program_to_Increase_Fruit_and_Vegetable_Knowledge_Preference_and_Consumption_among_Second-grade_Students

<https://pubmed.ncbi.nlm.nih.gov/19411056/>

The Effects of School Garden Experiences on Middle School–Aged Students’ Knowledge, Attitudes, and Behaviors Associated With Vegetable Consumption

- **Authors;** Ratcliffe, Michelle & Merrigan, Kathleen & Rogers, Beatrice & Goldberg, Jeanne. (2009).
- **Objective:** This study describes the effects of garden-based education on children's vegetable consumption.
- **Design:** cross-sectional
- **Participants:** 236 students complete the Garden Vegetable Frequency Questionnaire and 161 complete a taste test
- **Outcomes:** Results indicate that school gardening may affect children's vegetable consumption, including improved recognition of, attitudes toward, preferences for, and willingness to taste vegetables. Gardening also increases the variety of vegetables eaten.

https://kohalacenter.org/HISGN/pdf/HPP_2011_MMR_Sample1.pdf

https://www.researchgate.net/publication/38027557_The_Effects_of_School_Garden_Experiences_on_Middle_School-Aged_Students'_Knowledge_Attitudes_and_Behaviors_Associated_With_Vegetable_Consumption

Garden-Based Nutrition Education Affects Fruit and Vegetable Consumption in Sixth-Grade Adolescents

- **Authors;** Jessica D. McAleese, MPH Linda L. Rankin, PhD, RD, FADA (2007)
- **Objective:** The purpose of this study was to investigate the effects of garden-based nutrition education on adolescents' fruit and vegetable consumption using a nonequivalent control group design
- **Outcomes:** A repeated-measures analysis of variance showed that adolescents who participated in the garden-based nutrition intervention increased their servings of fruits and vegetables more than students in the two other groups. Significant increases were also found in vitamin A, vitamin C, and fiber intake

<https://www.sciencedirect.com/science/article/abs/pii/S0002822307000144>

Impact of Garden-Based Youth Nutrition Intervention Programs: A Review

- **Authors:** Ramona Robinson-O'Brien, PhD, RD, Mary Story PhD, RD, Stephanie Heim MPH (2009)
- **Objective:** Garden-based nutrition-education programs for youth are gaining in popularity and are viewed by many as a promising strategy for increasing preferences and improving dietary intake of fruits and vegetables. This review examines the scientific literature on garden-based youth nutrition intervention programs and the impact on nutrition-related outcomes.
- **Outcomes:** Findings from this review suggest that garden-based nutrition intervention programs may have the potential to promote increased fruit and vegetable intake among youth and increased willingness to taste fruits and vegetables among younger child

[https://jandonline.org/article/S0002-8223\(08\)02044-0/fulltext](https://jandonline.org/article/S0002-8223(08)02044-0/fulltext)

Do Farm-to-School Programs Make a Difference? Findings and Future Research Needs

- **Authors:** Anupama Joshi, MS Andrea Misako Azuma, MS Gail Feenstra, EdD, RD (2008)
- **Goal:** Farm-to-school programs are increasing in number across the United States, yet research and evaluation of programs is limited, with only a few studies published in refereed journals. For this article we reviewed 38 studies and report on 15 studies that met the inclusion criteria.
- **Conclusions:** These preliminary findings are related to the impacts of farm-to-school programs on behavior of students, school teachers and administrators, food service, farmers and producers, and parents, as well as knowledge gains and attitudinal changes. Evaluation study designs vary greatly, though findings consistently indicate that the farm-to-school approach results in students eating more fruits and vegetables per day in the cafeteria, classroom, or at home, making positive lifestyle changes, as well as improving knowledge and attitudes about healthy eating and sustainable agriculture

https://www.researchgate.net/publication/228613037_Do_Farm-to-School_Programs_Make_a_Difference_Findings_and_Future_Research_Needs

Farm to elementary school programming increases access to fruits and vegetables and increases their consumption among those with low intake

- **Authors:** Bontrager Yoder, A.B., Liebhart, J.L., McCarty, D.J., Meinen, A., Schoeller, D., Vargas, C. & LaRowe, T. (2014). *Journal of Nutrition Education and Behavior*, 46(5), 341–49.
- **Objective:** To assess the effectiveness of Wisconsin Farm to School (F2S) programs in increasing students' fruit and vegetable (FV) intake.
- **Outcomes:** Farm to School programming improved mediators of FV consumption and decreased the proportion of children with unfavorable FV behaviors at school lunch

<https://pubmed.ncbi.nlm.nih.gov/24953435/>

Farm-to-school education grants reach low-income children and encourage them to learn about fruits and vegetables

- **Authors;** Caroline B Rains, Kristen C Giombi, Anupama Joshi
- **Goal:** For children from low-income families, school meals are a significant portion of daily caloric intake and hence an opportunity to address food insecurity. For a variety of reasons, including children not eating school meals, participation in the National School Lunch Program remains below eligibility. Many states have pursued legislation to institutionalize programs such as farm to school that aim to improve the quality of school meals and acceptance of healthy foods (fruits and vegetables) to address the interconnected problems of food insecurity, hunger, and diet-related diseases. Oregon established its Farm to School Education Grant Program to increase knowledge of and preference for fruits and vegetables among children in low-income school districts. This article outlines the reach of the education grants and examines their influence on children's food choices and behaviors related to fruits and vegetables. We analyzed Oregon Department of Education Farm to School Baseline and Progress Reports from school year 2015–2016 and conducted interviews with education grantees.
- **Results:** Thematic results included students eating fruits and vegetables, trying new foods because of gardens, and learning about growing produce. Oregon's Farm to School Education Grant Program reached the targeted low-income students, encouraged districts to implement educational activities, and allowed low-income children to learn about produce. Education is a core element of farm-to-school success and can help achieve the behavior change in youth needed for increased acceptance of school meals, better health outcomes, and improved food security.

https://healthyeatingresearch.org/research/farm-to-school-education-grants-reach-low-income-children-and-encourage-them-to-learn-about-fruits-and-vegetables/?utm_source=Fall+2019+Newsletter&utm_campaign=Fall+2019+Newsletter&utm_medium=email

School Gardens: An Experiential Learning Approach for a Nutrition Education Program to Increase Fruit and Vegetable Knowledge, Preference, and Consumption among Second-grade Students

- **Authors:** Sondra M. Parmer, PhD; Jill Salisbury-Glennon, PhD; David Shannon, PhD; Barbara Struempfer, PhD
- **Objective:** To examine the effects of a school garden on children's fruit and vegetable knowledge, preference, and consumption
- **Outcomes:** Participants in the NE+G and NE treatment groups exhibited significantly greater improvements in nutrition knowledge and taste ratings than did participants in the CG. Moreover, the NE+G group was more likely to choose and consume vegetables in a lunchroom setting at post-assessment than either the NE or CG groups.
- **Methods:** participants were assigned to one of 3 groups: (1) nutrition education and gardening (NE+G) treatment group, (2) nutrition education only (NE) treatment group, or (3) control group (CG). Both treatment groups received classroom instruction, and the NE+G group also received a school gardening experience.
- **Conclusions** School gardens as a component of nutrition education can increase fruit and vegetable knowledge and cause behavior change among children. These findings suggest that school administrators, classroom teachers, and nutrition educators should implement school gardens as a way to positively influence dietary habits at an early age.

<https://pubmed.ncbi.nlm.nih.gov/19411056/>

Impact of Funding on School Garden Programs and Community Health

Health Impact Assessment: Farm to School and School Garden Policy, HB 2800

- **Authors;** Henderson T., Rader M., Sorte B., Ratcliffe M.M., Lawrence A., Lucky J. et al | May 1, 2011
- **Goal:** From fall 2010 to spring 2011, Upstream Public Health collaborated with Farm to School and school garden stakeholders to conduct a Health Impact Assessment (HIA) on HB 2800, evaluating its potential effects on Oregonians' health. This report summarizes the findings of that assessment
- **Outcomes:** Key Findings on Impact of HB 2800:
 - Farm to School Reimbursements would:*
 - Create and maintain jobs for Oregonians, Increase student participation in school's meal programs, Improve household food security, strengthen connections within Oregon's food economy
 - Food, Garden and Agriculture Grants would:*
 - Increase childhood food preferences for fruits and vegetables, shape long-term healthy diet choices that affect children's learning and academic achievement while preventing obesity

<http://www.kohalacenter.org/archive/schoolgardenhui/pdf/Upstream-HIA-Oregon-Farm-to-School-policy.pdf>

https://www.oregon.gov/oha/ph/HealthyEnvironments/TrackingAssessment/HealthImpactAssessment/Documents/3_HIA_Assessment_UpstreamPublicHealth_HB2800.pdf (Document that summarizes the findings into graphics)

A Nationwide Snapshot of the Predictors of and Barriers to School Garden Success

- **Authors:** Kate G. Burt, PhD, RD; Nicole Lindel BS; Jiayu Wang, BS; Marissa Burgermaster PhD; Joseph Fera PhD
- **Objective:** To explore the degree and predictors of and barriers to school garden integration (termed success).
- **Participants:** A total of 414 school gardeners from 38 states and Puerto Rico
- **Results:** Results indicate that success of school garden programs may be more difficult for the schools located in a rural area or in the absence of school or community-at-large interest. This study found that race/ethnicity of students and socioeconomic status are not related to success score, **which is promising as other research indicates that successful school gardens may be especially impactful for low-income people of color.** Causal research is needed to identify strategies that increase school garden success, with a focus on engaging key stakeholders (administrators, teachers, parents, the community at large, and garden coordinators).

<https://www.sciencedirect.com/science/article/abs/pii/S1499404619309078>

Predictors of School Garden Integration: Factors Critical to Gardening Success in New York City

- **Authors:** Burt, Kate Gardner; Burgermaster, Marissa; Jacquez, Raquel. Journal of Health Education & Behavior
- **Objective:** The purpose of this study was to determine the level of integration of school gardens and identify factors that predict integration
- **Results:** The results of this study indicate that any garden can become well integrated, as budget is a modifiable factor. When adequate funding is secured, a well-integrated garden may be established with proper planning and sound implementation.

<https://eric.ed.gov/?id=EJ1196865>

The carry-over effects of school gardens on fruit and vegetable availability at home: A randomized controlled trial with low-income elementary schools

- **Authors:** Nancy M Wells 1, Beth M Meyers 2, Lauren E Todd 2, Charles R Henderson Jr 3, Karen Barale 4, Brad Gaolach 5, Gretchen Ferenz 6, Martha Aitken 4, Caroline C Tse 6, Karen Ostlie Pattison 7, Laura Hendrix 8, Janet B Carson 8, Cayla Taylor 9, Nancy K Franz 10
- **Objective:** This group-randomized controlled trial examines the effects of a school garden intervention on availability of fruits and vegetables (FV) in elementary school children's homes
- **Outcomes:** The garden intervention led to an overall increase in availability of low-fat vegetables at home. Among younger children (2nd grade at baseline), the garden intervention led to greater home availability of vegetables, especially, low-fat vegetables. Moreover, for the younger group, garden intervention fidelity (GIF) or robustness predicted home availability of fruit, vegetables, and low-fat vegetables.
- **Conclusions:** School gardens have potential to affect FV availability in the home environment.

<https://pubmed.ncbi.nlm.nih.gov/29627512/>

Additional School Garden Reading + Literature Reviews and Databases

1. USDA Office of Community Food Systems [Farm to School Literature Review](#) And [Farm to School Literature Review Summary](#)

The literature review included U.S.-focused, peer-reviewed literature published from January 2010 to December 2019, as well as book chapters, pamphlets, magazine articles, and reports from non-profit organizations and governmental departments. Here are select highlights of the key findings:

- Definitions of “local” varied, but most often “local” food referred to food grown within the State.
- Studies found increasing nationwide participation in farm to school, encompassing many types of activities.
- Studies found some associations between farm to school programs and students’ knowledge.
- Despite barriers, school meal programs increased spending on local foods and used a range of strategies to purchase local products.
- School procurement of local foods added investment in local economies and supported food and agriculture producers.
- More research on farm to school program implementation and impacts is necessary.

Objective 1: Identify and describe the economic contribution of farm to school and procurement processes across various geographies; • Objective 2: Assess the impacts of farm to school efforts on food growing, serving, and purchasing on schools, districts or SFAs; and • Objective 3: Identify and describe how farm to school programs and activities have impacted changes in policy.

2. Williams, D., & Brown, J. (2012). *Learning Gardens and Sustainability Education: Bringing Life to Schools and Schools to Life*. New York, NY: Routledge.
<http://www.amazon.com/Learning-Gardens-Sustainability-Education-Bringing/dp/0415899826>
3. Williams, D. R. & Anderson, J. A. (2015). Tongue-tied no more: Diversity pedagogy and sense of place in the Learning Gardens. *Canadian Journal of Environmental Education* 20: 26-46.
4. **Rogue Valley Farm to School** has compiled an extensive list of books (including a selection for younger readers) and films about food, farming, eating, and agriculture:
<http://www.rvfarm2school.org/book-and-film-list/>
5. **Growing Gardens** has list of books and other resources, including a list of Spanish-language garden resources: <http://growing-gardens.org/portland-gardening-resources/books-and-links/>
6. **Western Growers Foundation** has compiled peer-reviewed articles that support the value and purpose of school gardens. <https://www.csgn.org/why-school-gardens>
7. **Life Lab** hosts a collection of collection of summary documents and peer reviewed article databases related to the value of garden-based education
<https://lifelab.org/for-educators/schoolgardens/whyschoolgardens/>
8. **Life Lab** published a literature review: Student Learning Outcomes of Garden-Based Education
<https://lifelab.org/wp-content/uploads/2015/04/Stewart-2014-Student-Learning-Outcomes-of-Garden-Based-Education.pdf>
9. **The National Farm to School Network** hosts a resource database (search key terms: Farm-based education ; data, statistics & reports; peer reviewed articles

<http://www.farmtoschool.org/Default.aspx?CCID=16779&FID=176904&ExcludeBoolFalse=True&ID=/resources-search-results>

10. **Edible Schoolyard** has compiled a literature review of academic studies demonstrating the positive impacts of school garden and farm-to-school programs organized by topics including: academic performance, fruit/vegetable consumption, attitudes towards math and science learning, etc.

Free, downloadable citations of recent studies can be found here:

<http://edibleschoolyard.org/resource/benefits-edible-education-literature-summaries>

11. **KidsGardening.org** Benefits of School Gardens. A collection of academic writing on the impacts and benefits of school garden programs, organized by academic, environmental attitudes, social, nutrition and health.

https://kidsgardening.org/wp-content/uploads/2016/08/KG_BenefitsofSchoolGardens-2016.pdf

12. **Edible Schoolyard** Benefits of Edible Education - Literature Summaries

<https://edibleschoolyard.org/resource/benefits-edible-education-literature-summaries>

Commonly Referenced Resources (not peer reviewed research)

- Farm to School Benefits of School Gardens one-pager

<http://www.farmtoschool.org/Resources/BenefitsFactSheet.pdf>

- USDA Blog Post “Research Shows Farm to School Works”

<https://www.usda.gov/media/blog/2015/10/01/research-shows-farm-school-works>

- Journal of Hunger and Environmental Nutrition Article **Do Farm-to-School Programs Make a Difference?**

Findings and Future Research Needs <https://www.tandfonline.com/doi/full/10.1080/19320240802244025>

- SlowFood Benefits of School Gardens one-pager

<http://slowfoodusa.org/wp-content/uploads/Benefits-of-School-Gardens-Denver-Urban-Gardens-1.pdf>

- Cornell University “Benefits of Garden-Based learning” page.

<http://gardening.cals.cornell.edu/program-tools/benefits-and-research/>

- USDA short video: Celebrate National Farm to School Month

https://www.youtube.com/watch?v=rZVZ3_xf3ZY&feature=youtu.be

- **Portland School Garden Assessment, Dec 2016 by Growing Gardens**

In 2016, Growing Gardens completed a regional survey of 144 schools in the Portland area to understand the breadth of school gardens, how they are used and by who. Through an online survey and follow up site visits, the study documents how school garden programs are organized, funded and sustained. It includes recommendations for school districts, administrators, teachers, volunteers and nonprofits, as well as profiles of 64 school gardens.

<http://www.growing-gardens.org/wp-content/uploads/2017/04/SchoolGardenSurveyReportFinal.pdf>

- **Rogue Valley Farm to School** School Garden Benefits During COVID-19 one-pager

<https://oregonfarmtoschool.org/wp-content/uploads/School-Garden-Benefits-1.pdf> (English)

<https://oregonfarmtoschool.org/wp-content/uploads/School-Garden-Benefits-Spanish-1.pdf> (Spanish)

Relationships, Policy Change and Garden Funding

Policy and Funding Decisions by Government Officials Depend on Relationships.

Get to know your Mayor, City Council members, and Legislators.

Send them information about your program, and invite them to special events.

They love coming to schools and interacting with happy families and kids.

You can also ask to make presentations to city council or the county board, about your school garden program's accomplishments and needs. Elected officials can help connect you with potential partners or funders, and can write letters in support of your grant applications. They can also use city resources to help you, such as involving the Parks department to help over the summer.

The Oregon Legislature sets the budgets for (public) education overall, and for the Oregon Farm to School and School Garden Grant Program. They allocated \$4.5 million dollars for the programs in 2015-17 and again for 2017-2019, including nearly \$900,000 for "food, agriculture, and garden-based education." It is critical for legislators from all around the state to hear that these programs matter, *or else they will reduce that funding.*

So make a plan to reach out to your elected officials this year!

Find your legislator here: <https://www.oregonlegislature.gov/findyourlegislator/leg-districts.html>

Credits

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First edition, 2014: Megan O'Conner, (former) AmeriCorps Farm to School Educator at the Willamette Farm & Food Coalition

Second edition, 2015: Djamila Moore, member of the School Garden Summit planning team

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Fifth edition, 2021: Djamila Moore, Grow Portland | Melina Barker, Oregon Farm to School and School Garden Network | Nadia Kelem, 2020-21 Oregon FoodCorps Service Member |

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See something missing or incorrect?

Email Melina@oregonfarmtoschool.org to suggest updates.

