ABOUT FARM TO SCHOOL & NATIONAL FARM TO SCHOOL MONTH

Anna Mullen
Communications Associate, National Farm to School Network
WHAT IS FARM TO SCHOOL?

CORE ELEMENTS OF FARM to SCHOOL

EDUCATION

SCHOOL GARDENS

PROCUREMENT
WHY FARM TO SCHOOL?

KIDS WIN

FARMERS WIN

COMMUNITIES WIN
A GROWING MOVEMENT

Growth of Farm to School in the U.S. (1997-2014)

42,587* Schools
42%* of US Schools
23.6M* Students Engaged
$789M* Spent on Local Food
40 States with Supportive Policies
15,000+ NFSN Members
OUR NETWORK

ADVISORY BOARD

CORE PARTNERS

15,000+ NETWORK MEMBERS

NATIONAL STAFF

SUPPORTING PARTNERS
OUR CORE FUNCTIONS

A hub for:

Information
Advocacy
Networking

Connecting people to:

Resources
Policy
People
Now accepting workshop & poster proposals: farmtoschool.org/conference
OCTOBER is NATIONAL FARM to SCHOOL MONTH
2017 CELEBRATIONS

A time to take action!

• Get inspired: Blogs on farmtoschool.org
• Get informed: Webinars & tweet chats
• Get involved: “Take Action” Pledge + Sweepstakes → farmtoschool.org/pledge
GET INVOLVED

farmtoschool.org/month

• Download resources
  – Activity Ideas
  – Posters
  – Stickers
  – Bookmarks
  – Coloring sheets

• Find activities happening in your state

• Take Action Pledge: Oct. 1-31, 2017

• Become an Outreach Partner Organization
STATE CELEBRATIONS

Make Room for LEGUMES

Montana Crunch Time

North Carolina Crunch

Kale Blazer 2017

OCT 5 2017
Celebrate Local Food!

SCHOOL FOOD FOCUS
MIDWEST MENU
ECE ACTIVITY IDEAS

• Plan a visit to a farm, orchard or pumpkin patch
• Serve a local food item for a snack or during a meal
• Plant seeds or harvest from a garden
• Cook with your students - try a smoothie or tortilla wrap
• Encourage creativity with coloring pages (download online)
• Display posters and stickers (download online)
• Celebrate what’s happening in your community
  – Share local stories far and wide
  – Pitch media, promote on social media, share photos
This October, people have pledged to...

- Kate from Connecticut is making pickles with her students
- Leslie from Oklahoma is opening her farm for tours
- Tim from South Dakota is gardening with his 2 year old
- Priscilla from Texas is starting a compost pile for food scraps
- Michelle from New York is teaching her daycare center children about gardening, turning an old crib into a raised garden bed
CELEBRATE FARM TO SCHOOL MONTH

farmtoschool.org/month

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Farm to Early Care and Education: Promising Practices in Health and Education

Lacy Stephens
Farm to ECE Associate, National Farm to School Network
WHAT IS FARM TO EARLY CARE AND EDUCATION?
Farm to Early Care and Education

• Group of strategies and activities that offer:
  – Increased access to healthy, local foods
  – Gardening opportunities and
  – Food, nutrition and agriculture education

• Targets children ages 0-5

• Adapts to all ECE settings

Photo Credit: Ali Stone for Gardeneers
WHAT IS FARM TO SCHOOL?

CORE ELEMENTS OF FARM TO SCHOOL

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WHY FOCUS ON FARM TO EARLY CARE AND EDUCATION?
WHY FARM TO SCHOOL?

KIDS WIN

FARMERS WIN

COMMUNITIES WIN
...and more

- Family and Community Engagement
- Enhanced Educational Experience
- Health and Wellness

= alignment with early care and education priorities and goals
Family and Community Engagement

- Emphasis on family engagement
- Meets needs of children of all ages and abilities
- Children as agents of change
- Impact on caregivers
  - Prioritize healthy eating
  - Expand acceptance of new foods
  - Encourage positive attitudes and modeling
- Connect to community, culture, heritage
Enhanced Educational Experience

- Alignment with ECE standards and systems
  - State Early Learning Standards
  - Head Start Program Performance Standards
- Experiential education is the norm
  - Supports appropriate cognitive, physical, social and emotional development
Health and Wellness

• Early development of eating patterns and preferences
• Rely on parents/caregivers to create food/activity environments
• Increase availability, acceptance, and consumption of healthier foods
• Increase knowledge and improve food choices of parents and caregivers

Photo Credit: Willamette Farm and Food Coalition
Spectrum of Opportunities for Obesity Prevention in the Early Care and Education Setting

- Improved Nutrition
- Breastfeeding
- Physical Activity
- Screen Time Policies
- Practices
- Environments

- Funding & Finance
- Pre-service & Professional Development
- Facility-level Interventions
- Technical Assistance
- Access to Healthy Environments
- Early Learning Standards
- Quality Rating & Improvement System (QRIS)
- Child & Adult Care Food Program (CACFP)
- Licensing & Administrative Regulations
- Family Engagement
- Emerging Opportunities
CDC Spectrum of Opportunities for Obesity Prevention in the ECE Setting

• Alignment with Farm to ECE
  – Facility Level Interventions
  – CACFP
  – Quality Rating and Improvement Systems (QRIS)
  – Access to Healthy Environments
  – Early Learning Standards
  – Family Engagement
Supporting Healthy Habits

• Early childhood is a critical time for development of taste preferences\(^3\)
• Repeated exposure to fruits and vegetables increases preference, a predictor of future consumption\(^4-8\)
Farm to ECE and F&V

- Farm to ECE activities contribute to increased willingness to try and reported liking of target fruits and vegetables\(^9,10\)
- Farm to ECE participation contributes to increased fruit and/or vegetable intake\(^11,12,13\)
MEETING STANDARDS AND INCREASING QUALITY
Growing Head Start Success with Farm to ECE

Aligning Head Start Program Performance Standards and the Early Learning Outcomes Framework with Farm to Early Care and Education Opportunities
Program Performance Standards and Farm to ECE

- Community assessment
- Family engagement and support
- Community partnerships
- Enhancing learning environment
- Child nutrition
- Staff development and wellness
- Administrative standards
<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Farm to ECE Initiatives and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1302. Program Operations</td>
<td></td>
</tr>
<tr>
<td>Subpart A - Eligibility, Recruitment, Selection, Enrollment and Attendance</td>
<td></td>
</tr>
<tr>
<td>1302.11 Determining community strengths, needs and resources</td>
<td></td>
</tr>
</tbody>
</table>

(b) Community wide strategic planning and needs assessment (community assessment). Procurement:
- Identify opportunities for local food access in communities, as well as key outlets for local food purchasing for Head Start sites and families.

Education:
- Identify opportunities to use food-based education to address family and child nutrition knowledge needs.

Gardening:
- Identify community organizations with resources to support onsite and community gardens as an approach to increasing healthy food access.
Early Learning Outcomes Framework and Farm to ECE

<table>
<thead>
<tr>
<th>Domain Key</th>
<th>Approaches to Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Social and Emotional Development</td>
</tr>
<tr>
<td></td>
<td>Language and Communication</td>
</tr>
<tr>
<td></td>
<td>Cognition</td>
</tr>
<tr>
<td></td>
<td>Perceptual, Motor, and Physical Development</td>
</tr>
</tbody>
</table>
### Gardening: Hands-on, experiential learning opportunities to facilitate understanding and connection to how food grows

<table>
<thead>
<tr>
<th>Goal</th>
<th>Farm to ECE Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sub-Domain: Cognitive Self-Regulation (Executive Functioning)</strong></td>
<td></td>
</tr>
<tr>
<td>Goal IT-ATL 3. Child maintains focus and sustains attention with support.</td>
<td>Children actively participate in adult led multi-step seed planting activities from digging a hole in the dirt to planting seeds, covering seeds and watering.</td>
</tr>
<tr>
<td><strong>Sub-Domain: Creativity</strong></td>
<td></td>
</tr>
<tr>
<td>Goal: Goal IT-ATL 9. Child shows imagination in play and interactions with others.</td>
<td>Children use blocks and manipulatives to &quot;build&quot; gardens and mimic plant growth.</td>
</tr>
<tr>
<td><strong>Sub-Domain: Relationships with Other Children</strong></td>
<td></td>
</tr>
<tr>
<td>Goal IT-SE 5. Child imitates and engages in play with other children.</td>
<td>Children work together in the garden to achieve a common goal such as planting a seedling or watering the plants.</td>
</tr>
</tbody>
</table>
Cooking. In the Cooking area, children can experience how food is prepared and learn about how it contributes to their health and well-being.

**Farm-to-ECE Adaptations**

- Whenever possible, highlight food grown locally or in your garden.
- Set up taste tests of local ingredients and food from the garden.
- Encourage children to talk about where different foods come from, how they are grown, and how the food you are preparing might be different than what you might buy from a store.

*For thorough guidance on the Cooking area, all of which is applicable to a farm-to-ECE approach, see The Creative Curriculum® for Preschool Volume 2: Interest Areas, pages 206-230.*

**Relevant Intentional Teaching Cards***

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LL35, “Fruit Salad”</td>
<td>LL36, “Salsa”</td>
</tr>
<tr>
<td>LL37, “Roll-Ups”</td>
<td>LL38, “Hummus”</td>
</tr>
<tr>
<td>LL39, “Vegetable Soup”</td>
<td>LL40, “Pizza”</td>
</tr>
<tr>
<td>M02, “Baggie Ice Cream”</td>
<td>M10, “Biscuits”</td>
</tr>
<tr>
<td>M24, “Matzo Balls”</td>
<td>M27, “Peach Cobbler”</td>
</tr>
<tr>
<td>M33, “Apple Oat Muffins”</td>
<td>M42, “Pancakes”</td>
</tr>
<tr>
<td>M43, “Black Bean Corn Salad”</td>
<td>M54, “Gingerbread Cookies”</td>
</tr>
<tr>
<td>M55, “Pretzel Fruit Dip”</td>
<td>M64, “Five-Layer Dip”</td>
</tr>
<tr>
<td>M65, “Combread”</td>
<td>M67, “Choco Smoothies”</td>
</tr>
</tbody>
</table>

*The activities listed here are not listed in Table 5 because they would need minimal adaptations to be relevant to farm-to-ECE. When doing cooking projects, use local ingredients whenever possible and engage children in discussions about healthy foods and those that are enjoyed by families in communities as a common practice.*
**REACH FOR THE STARS WITH FARM TO PRESCHOOL**

Aligning Early Childhood Rating Scale (ECERS) with Farm to Preschool

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**NC FARM to PRESCHOOL NETWORK**

Network Facilitators:
- ASAP (Appalachian Sustainable Agriculture Project)
- NC CACFP (Child and Adult Care Food Program)

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**ACTIVITY:**

**Edible Gardening with Young Children**

<table>
<thead>
<tr>
<th>SUBSCALE</th>
<th>SPACE AND FURNISHINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>Child related display</td>
</tr>
<tr>
<td>Indicators</td>
<td>Indicator 5.1 Children display art that references experiences in the garden and includes pictures of themselves in the garden</td>
</tr>
<tr>
<td></td>
<td>Indicator 7.1 Creative and Individualized displays depicting the garden are created by 50% of the children</td>
</tr>
<tr>
<td>Item</td>
<td>Space for gross motor play</td>
</tr>
<tr>
<td>Indicators</td>
<td>Indicator 7.1 Children utilize gross motor skills in the garden (weeding, digging, using a wheelbarrow) on a variety of surfaces (soft: dirt, wood chips/mulch, grass; hard: concrete surface)</td>
</tr>
<tr>
<td>Item</td>
<td>Gross motor equipment</td>
</tr>
<tr>
<td>Indicators</td>
<td>Indicator 3.1 Children have access to gross motor equipment (wheelbarrows, shovels, hoes, buckets) in the garden</td>
</tr>
<tr>
<td></td>
<td>Indicator 5.1 Numerous gross motor equipment (wheelbarrows, shovels, hoes, buckets) are made available to children in the garden</td>
</tr>
</tbody>
</table>
FARM TO ECE RESOURCES
NFSN Farm to ECE Resources

- NFSN Farm to ECE Landing Page
  - [www.farmtoschool.org/ECE](http://www.farmtoschool.org/ECE)
- Fact Sheets
  - Getting Started with Farm to Early Care and Education
  - Local Purchasing for Family Child Care Homes
  - Local Procurement for Child Care Centers
- Resource Database
  - [www.farmtoschool.org/resources](http://www.farmtoschool.org/resources)
- NFSN Farm to ECE Quarterly Webinars
- NFSN Farm to ECE Listserv
Connecting with NFSN – Our Network

www.farmtoschool.org/our-network
Next survey coming in Spring 2018!
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816-914-0597
Farm to ECE in Arizona: Sustainability via Active Garden Education (SAGE)

Rebecca E. Lee, PhD
College of Nursing and Health Innovation
Arizona State University

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Acknowledgements

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• Booker T. Washington Early Childhood Learning Center, Phoenix, Arizona.

• College of Health Solutions, Arizona State University, Phoenix, Arizona

• College of Public Health, University of Nebraska Medical Center, Omaha, Nebraska

• USDA/ARS Children’s Nutrition Research Center, Baylor College of Medicine, Houston, Texas
The Story

Science & Community
(U13 HD063190)

Opportunity Receptions (N=62)
Introduce Science & Community
Build a Network
Collect Information

In Depth Interviews (N=22)
Develop understanding of the how and why of obesity

Open Forum Symposia (N=103)
Disseminate information
Build the partnership
Develop a shared agenda

Community Advisory Board
Develop a research proposal

SAGE
Sustainability via Active Garden Education
(R21 HD073685)
Obesity Prevention Guidelines

• At least 15 minutes/hour of physical activity
• Expose children to an environment that helps promote eating a variety of foods
• Increase understanding of hunger and fullness cues
• Train caregivers how to support these behaviors
Early Care and Education Standards

- Meets NAEYC national accreditation standards
- Easy implementation
- Fun and engaging
- Technical support
- Champion
- Family engagement
SAGE ECEC Gardens

• Kid size: 4 ft by 6 ft
• Simple to assemble
• Inexpensive materials
• Donated seeds

Lettuce
Cucumbers
Squash
Mint
Sage
Tomatoes
Radishes
SAGE ECEC Curriculum

- 12 sessions
- Meets national guidelines and accreditation standards
- Uses the plant lifecycle as a metaphor for human development
- Features experiential outdoor and indoor multi-sensory activities
- Uses easy in-class teacher training focused on clear principles
- Provides technical support
SAGE Curriculum Topics

Session 1: Where Does My Food Come From?
Session 2: Nutrients for Growth
Session 3: I Don’t Want to be a Couch Potato!
Session 4: It’s a Watery World
Session 5: Chart the Growth
Session 6: Hungry Humans, Hungry Plants
Session 7: Am I Hungry or Full?
Session 8: Eating to Make my Body Strong!
Session 9: Being Active in the Garden!
Session 10: Nutrients to Stay Healthy
Session 11: Time to Harvest!
Session 12: Garden Party
• Active games and songs
• Planting, watering, and harvesting the garden
• Science experiments
SAGE Mindful Tastings

- Wash hands
- Two vegetables and one fruit
- Hunger and fullness
- Look, touch, smell, taste
- No coercion
Parent Engagement

SAGE Sustainability via Active Garden Education

This Week of SAGE
SAGE started this week!
The first session of SAGE began this week. The children are learning how fruits and vegetables come from seeds.

They learned about the lifecycle of plants, from seed to sprout, seedling, mature plant, and finally, producing fruit.

We talked about how children need to eat many fruits and vegetables to grow strong and healthy. Ask your child to sing the “Seedling Song” with you!

Seedling Song Lyrics
“Water and sunshine every day, every day.
Water and sunshine every day and you grow, grow, grow!”

In Class Experiment
The children planted a lima bean to watch it grow through the stages of the life cycle.

Garden Update
The garden has been seeded. We planted carrots, zucchini, cucumbers, beets, and radishes.

Did you know...
You can buy up to 60 lbs of produce for $10? Check the website for a stop near you:
http://www.bordercancersfoodbank.org/produce-on-wheels/

Peaches are in season and ready for picking
U-pick peaches and vegetables are ready at Schnepp’s farm.
Check the website for family day at the farm:
http://www.schneppfarms.com

Ideas for Home
Create a monthly or weekly calendar with daily physical activities for your child to do! Try 20 jumping jacks or 1 minute of silly dance.

Gardening at home is fun and rewarding.
Practical skills to learn about where fruit and vegetables come from. Start your own garden or join a community garden. For ideas visit http://bit.ly/1gPCiaU.

Recipe of the Week: Vegetable Kebabs

Ingredients
2 TBS olive oil
1 tsp ground cumin
2 TBS chopped fresh dillantro
1 lime, juiced
salt and ground black pepper
2-3 bell peppers, cut into 1 inch pieces
2 small zucchinis, cut into 1/2 - inch slices
1 onion, cut into wedges and separated
1 pint whole cherry tomatoes

Instructions
1. In a shallow dish, mix olive oil, cumin, chopped dillantro, and lime juice. Season with salt and pepper. Add vegetables and mix. Cover and refrigerate at least 1 hour.
2. Preheat grill to high heat.
3. Thread bell peppers, zucchini, onion, and tomatoes onto skewers.
4. Brush grill with oil. and arrange skewers on hot grate. Cook for approximately 10 minutes, turning to cook evenly.

For more events and resources, check out our website for more information at www.sageasu.weebly.com
What parents say...

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>92%</td>
<td>SAGE improved my child’s knowledge about nutrition.</td>
</tr>
<tr>
<td>83%</td>
<td>SAGE improved my child’s knowledge of physical activity.</td>
</tr>
<tr>
<td>54%</td>
<td>My child asked to do SAGE activities at home.</td>
</tr>
<tr>
<td>83%</td>
<td>SAGE improved my own knowledge about nutrition.</td>
</tr>
<tr>
<td>69%</td>
<td>SAGE improved my own knowledge about physical activity.</td>
</tr>
</tbody>
</table>
SAGE ECE Directors and Teachers

- “SAGE would fit in very well with our curriculum.”
- “To watch it grow from a plant to harvest was a very good extension of their science learning and learning about nature.”
- “I think that we can expound upon a lot of our lessons with a garden.”
- “I think it had a positive impact. It was something we really looked forward to on Mondays and Fridays. It was fun. It gave us a framework that we could just build on that during the week.”

- Good fit with the existing curriculum
- Addresses physical activity and nutrition
- Age appropriate
- Fun
Sustainability Action Planning

Step 1. Garden install, teacher training, sustainability needs assessment.

Step 2. Identify resources for needed modifications, action planning meeting, and teacher booster session.

Step 3. Review action plan, collaborative planning for long term sustainability.
SAGE Conclusions

• Garden-based curriculum is a feasible strategy to enhance understanding of where food comes from and increases active time for kids in the ECEC.

• SAGE helps ECEC meet a broad spectrum of federal guidelines and policies.

• ECEC gardens are easy, economical and popular with kids, parents, teachers and ECEC directors.
Questions & References

• Rebecca.E.Lee@asu.edu


