

HAWAII SCHOOL GARDEN TASK FORCE REPORT



This report summarizes the activities of the Hawaii School Garden Taskforce meeting on 5/31/12, including prioritized strategies to expand school gardens statewide.

Hosted By: Hawaii State Department of Health, Healthy Hawaii Initiative. The following individuals participated in the Hawaii School Garden Taskforce Meeting:

Lydi	Morgan Bernal	Kokua Hawaii Foundation
Leyla	Cabugos	HAIS/Grow Hawai`i
Colleen	Carroll	Malama Kauai
Kimberly	Click	HMSA
Gigi	Cocquio	Hoa`Aina O Makaha
Lillian	Coltin	HIDOE
Aaron	Ellis	Ulupono Initiative
JoAnn	Farnsworth	J.Farnsworth Consulting
Gary	Gill	DOH Deputy Director
Shelley	Hartling	YMCA of Honolulu
Alison	Inouye	DOE State Resource Teacher CTE
Ken	Kakesako	Department of Agriculture
Tiana	Kamen	Farm to Keiki/Limahuli Garden and Preserve
Ming Wei	Koh	Hawaii Preparatory Academy
Russell	Kokubun	State Dept. of Agriculture
Matt	Lane	Contractor for Community Work Day
Diane	Ley	USDA Farm Service Agency
Jacce	Mikulanec	Office of the Lieutenant Governor
Randy	Moore	Department of Education
Emillia	Noordhoek	Molokai School Garden Network / Sustainable Molokai
Glenna	Owens	Dept. of Education
Nancy	Redfeather	Hawaii Island School Garden Network/Statewide Hui
Amanda	Rieux	Mala'ai:The Culinary Garden of Waimea Middle School
Shirley	Robinson	DOH SNAP-Ed
Jennifer	Ryan	DOh Healthy Hawaii Initiaitve
Rebekah	Soteros- Kuby	Maui School Garden Network/ CWD/ Voluntourism
Douglas	Vincent	Human Nutrition, Food and Animal Sciences, UH-M
Anna	Yorba	UH Master Gardener Program

SEEDS OF THE MEETING

The concept of a school garden taskforce was described in concurrent resolutions (HCR94 and SCR48) during the Hawaii 2012 legislative session. These resolutions proposed that the Department of Health convene a legislative task force to expand a school garden program statewide. Although the resolutions did not pass, the Department of Health (DOH) took the initiative to convene a school garden taskforce meeting.

The DOH supports the development of school gardens as part of its chronic disease prevention strategy. The evaluation of school garden projects has demonstrated improvements in students' knowledge, attitudes and behaviors related to the consumption of fruits and vegetables. Benefits of a diet rich in fruits and vegetables include a reduced risk for heart attack, diabetes, high blood pressure blood pressure, and some cancers.

The DOH recognizes its role as a partner in the effort to grow school and community gardens in Hawaii. The purpose of the school garden taskforce meeting was to bring together a group of public, private and community agencies to develop and implement a plan to support and expand sustainable school gardens statewide. The meeting was held on May 31, 2012 at Kapiolani Community College.

CREATING A SHARED VISION



Upon arrival at the meeting, participants were greeted by staff from the Healthy Hawaii Initiative, provided coffee and colored pens and asked to help create a group vision for school gardens. Following the activity, each member introduced themselves and gave a few comments about their contribution to the mural and what they hope to achieve through school gardens.

Participants' comments clustered around four main categories: the school garden as a source of food, a gathering place, an outdoor classroom, and the importance of future workforce and business development.

Source of Food and Good Health

"Students enjoy eating fresh fruits and vegetables."

"Children will eat what they grow."

"Integration of nutrition with education."

"Awareness of where food comes from."

"Opportunity for children to interact with livestock and know their food source."

"Long production beds that allow us to provide food for families."

"Integrate the food they grow with the food they eat."

Gathering Place

"Venue for peace and healthy positive relationships."

"The gardens bring people together."

"Provides opportunity for family and community engagement."

"Opportunity to find the commonalities between Departments of Education, Health and Agriculture."

"Everyone can find a way to contribute."

"We grow people."

Outdoor Classroom

"Opportunity for innovative gardening, i.e. roof top or vertical gardening in urban schools"

"Implement STEM curriculum...change to STREAM, the A for agriculture."

"Education for sustainability."

"Students feel integrated into their environment."

"A gathering and outdoor learning environment."

"Opportunity to learn about native plants, cultural heritage and traditional healing."

Future Workforce and Business Development

"Children are the seeds that will sprout and grow our agricultural industry here in Hawaii."

"Micro business opportunities."

"Gardens provide for recruitment of young famers and future leaders."

"We need to make sure the gardens are well funded."

OPENING REMARKS

Department of Health Deputy Director Gary Gill welcomed the group and thanked them for their time and commitment to this effort. His remarks focused on the “disconnect” we are facing in Hawaii. We have built our communities so far away from our natural resources that children have lost the knowledge of where their food comes from or where their water comes from and goes to. This disconnect harms our land, harms our water and harms our health. School Gardens address that disconnect. Mr. Gill notes that it is our responsibility to inspire children to make a change to a different way, to provide them not just with inspiration, plot the course and organize, organize, organize at the community level.

PANEL OF PRACTICE

A panel of five Hawaii school garden leaders provided background information on current and historical school garden initiatives.

Lydi Morgan Bernal, from Kokua Hawaii Foundation, provided background on the Farm to School and School Garden Hui. The Hui includes representatives from local school garden networks on five islands: Molokai, Maui, Kauai, Oahu and Hawaii Island. The Hawaii Island School Garden network is the largest and most organized effort. She noted the importance of the network and working together to develop a common language. With support from the Ulupono Foundation, the Hui has been meeting regularly to develop a strategic plan.

Nancy Redfeather, from the Kohala Center’s Hawaii Island School Garden Network, gave the group a historical perspective on school gardens back to the 1800s. She noted that school gardens were a result of urbanization and the industrial revolution, thriving in times of necessity when we become disconnected to the land and our agricultural roots.

Ming Wei Koh, from Hawaii Preparatory Academy gave the group an overview of research conducted for her doctoral dissertation that looked at the positive effects of a school garden experience on the General Learner Outcomes of Kohala elementary school students.

Amanda Rieux, from Mala'ai: The Culinary Garden of Waimea Middle School, began her presentation with a documentary filmed with students at Mala'ai. She discussed practical application of running a culinary garden, covering staffing, the use of volunteers, and learning objectives.

Gigi Cocquio, from Hoa 'Aina O Makaha discussed the importance of a school garden as a community builder helping people make connections and providing opportunities.

DEVELOPING STRATEGIES

A large group discussion was facilitated by JoAnn Farnsworth to articulate strategies for the Taskforce to support and expand sustainable school gardens statewide. To build on existing work, the group referenced the strategic plan of the Hawaii Farm to School and School Garden Hui. The group identified four key strategies and several potential activities for the next 5 years. These are summarized below.

A. Capacity Building

- a. Face to face sharing and strategy development
- b. Establish sustainable funding sources, break the small grant cycle
- c. Community participation and volunteer management
- d. Establish an effective communication network

B. Professional Development

- a. Training for teachers in
 - i. How to make a garden
 - ii. How to tie activities to DOE standards and benchmarks
 - iii. Pre-service learning for teachers
- b. Training for garden staff and volunteers
 - i. DOE content standards
 - ii. DOH health objectives
 - iii. DOA “pipeline” for students to agricultural professions
 - iv. Gardening skills
 - v. How to teach
 - vi. Incorporate nutritional education and culinary arts
- c. Develop a “team model” of professional development; i.e. garden staff and teacher team

C. Policy Development & Advocacy

- a. Need to develop Key Talking Points with outcome based compelling arguments
- b. Educate decision makers
- c. Coordinate an advocacy network for school gardens
- d. Develop a process for policy advocacy
 - i. Identify champions and tie compelling arguments to their needs
 - ii. Identify positive success and history
 - iii. Secure legislative recognition of the need for school gardens
 - iv. Identify what policies we need and “where they live”; DOE, DOH etc.
 - v. Involve youth as advocates

D. Program Evaluation and Research

- a. Identify and share the research on school garden efficacy
- b. Conduct Hawaii-based research
- c. Articulate community concerns with outcomes for children
- d. Identify shared outcome elements for the network
 - i. Educate ourselves as to the key outcome objectives of stakeholders; DOE, DOH, DOA
 - ii. Make sure we are measuring outcomes not outputs
- e. Develop outcome measures based on “the disconnect” concept; what do children lose by being disconnected from their land, what do they gain by being connected.

STRATEGIC WORK PLANS

Individuals self determined the work group in which they choose to participate. Each team was asked to develop a prioritized work plan and Team Coordinator who would help the team track progress on their objectives in the coming year. The name(s) underlined in each group indicate the current Team Coordinator.

A. Policy Development & Advocacy

Team Members: Team Coordinator(s): Colleen Carroll & Nancy Redfeather,
Members John Kawamura, Glenna Owens, Lydi Bernal

Strategy: Create Legislative Platform--Establish a Farm to School/School Garden position that will be housed in the Dept. of Agriculture and will work with DOE, DOA, DOH and UH to create this program.		
Action(s)	Lead	Timeframe
Schedule July Meeting to Develop Position Description	Team	July- September 2012
Meet with the DOA, DOE, DOH, UH to identify key performance indicators for each agency.	Nancy/Glenna/Dexter	
Draft the bill	team	
Plan for legislative briefing in Dec/Jan.		
Benchmark: Bill created		

Strategy : Advocate our Platform – Identify policy champions and partner organizations for passing the bill.		
Action(s)	Lead	Timeframe
Develop list of Advocates (Leg & 4 Agencies)	Hui/ Taskforce	October – December 2012
Prepare testimony and supporting coalition		
Meetings with Legislators		
Legislative Briefing		
Benchmark: Bill Passes		

Strategy : Grow Coalition of Advocates (see other work group action plans)		
Action(s)	Lead	Timeframe
Actions: Develop a Common Message - history, models, key talking points	Hui/ Taskforce	Legislative session 2013
Youth involvement (Student Council)		
Benchmark: Testimony on bill from many Groups		

Other Items

Develop Key Performance Standards that will be compelling from the perspective of Health, Agriculture and Education. Job Description of School Garden position --deliverables, qualifications, performance, outcomes,

B. Professional Development Action Plan

Team Coordinator: Doug Vincent. Team Members: Amanda Rieux, Anna Yorba, Rebekah Soteris Kuby, Doug Vincent, Ali Inouye

Strategy: Assessment of Needs/Identify Audience		
Action(s)	Lead	Timeframe
Evaluate current state school surveys. Determine needs based on demographics, wants and resources	Jennifer	
Benchmark:		

Strategy: Develop Training Modules Based on Needs of Audience		
Action(s)	Lead	Timeframe
Conduct self assessment	Team	
Develop common language		
Evaluate Ku `aina Pa pilot training program		
Benchmark: Implement Ku `aina statewide		

Strategy: Make connection between school garden and student benefits (tie to the work of the program Evaluation Team)		
Action(s)	Lead	Timeframe
Collect data on student academic progress, health, community crime rates		
Articulate benefits to students	Admin	
Benchmark:		

C. Capacity Building

Team Members: Jennifer Ryan, Lillian Coltin, Matt Lane, Diane Ley

Strategy: Establish a Network based on shared responsibility		
Action(s)	Lead	Timeframe
Hold quarterly network meetings Use Hui recommendations for guidance Coordinate or research the piggyback of an online forum Partner with UH for intern Quarterly Phone Conference Annual Meeting	Team	July launch Quarterly mtgs Annual meeting
Benchmark: Skype or equivalent meetings in August, November, February and annual face to face		

Strategy: Continuous updates to the Network		
Action(s)	Lead	Timeframe
Develop contact list	Jen and Taskforce	By July 2012
Develop asset bank		By August 2012 (ongoing)
Develop online platform		By August 2012
Benchmark: The list's Platform is online		

Strategy: Share funding resources		
Action(s)	Lead	Timeframe
Develop opportunities and contacts Ideas for Funding Sources: Successful Business Models Volunteer retention/management	Jen and Taskforce	Up and running in 1 month Continuous updates
Benchmark: Available in the On Line Platform		

Outside the Box Options:

Waste Management, Changing State Policy, Government Position, Good Waste Practices, PTA, Rotary

D. Program Evaluation & Research

Team Members: Ming Wei Koh, Shelly Hartling, Aaron Ellis, Emilia Noordhoek

Strategy: Articulate community concerns with outcomes for children		
Action(s)	Lead	Timeframe
Facilitate dialogue between agencies; DOE, DOH, DOA		August 2012
Create a common language		
Create workgroup with state agencies represented		
Benchmark: common language and task force is created		

Strategy: Conduct localized research		
Action(s)	Lead	Timeframe
Identify where research is needed most in order to leverage funding for research	Team	By December 2012
Identify possible funders and their interests		
Continue the existing research at Kohala and Makaha Elementary schools on the impact of school gardens on GLOs		
Benchmark: needs assessment complete		

NEXT STEPS

The group identifies the following as priority next steps

1. Create and disseminate a report outlining the Taskforce work plan strategies.
2. Develop a contact list for Taskforce work groups and other stakeholders to keep in touch.
3. Team coordinators conduct monthly check-ins with their work groups and each other as there are a number of overlapping action items between work groups.
4. Need to identify common elements across disciplines, and
5. Articulate outcomes and benchmarks.