South Carolina

FARM *to* PRESCHOOL

& FARM *to* SCHOOL

South Carolina
FARM *to* INSTITUTION

South Carolina
Farm *to* Preschool

South Carolina
Farm *to* School

2016-2017 Evaluation Report

December 29, 2017

Contents

Introduction

South Carolina (SC) Farm to Institution is an interagency collaborative effort between the SC Department of Agriculture (SCDA), the SC Department of Education (SCDE), the SC Department of Health and Environmental Control (DHEC), the SC Department of Social Services (DSS), and Clemson University that began in 2011.

The mission of SC Farm to Institution is to facilitate communication, education, and opportunities for farmers, distributors, and institutions to support healthy, locally produced food throughout South Carolina. In service of the mission, over the past six years preschools and schools who applied and were funded through SCDA mini-grants have been required to implement four core components of SC Farm to Institution:

1. **Purchase at least two South Carolina grown** fruits and vegetables from a local farmer, farmers' market, food distributor per month.

2. **Serve and promote South Carolina grown** fruits and vegetables as part of the preschool or school meal.

3. Integrate **nutrition & agriculture education** through hands-on learning activities.

4. Establish or revitalize a **vegetable and/or fruit garden**.

In its sixth year, SC Farm to Institution has undergone strategic planning, restructuring, and redevelopment with the intent to increase accessibility and reach statewide. As part of this, the participating agencies and SC Farm to Institution leadership have discontinued mini-grants to select preschools and schools to provide freely accessible training, develop and update resources, and identify and address gaps in the supply chain connecting local SC farmers with institutions statewide.

As such, this will be the final foreseeable evaluation report examining program processes and outcomes in preschool and school sites selectively funded to implement the four components. Although this report is examining outcomes in a specific population of grantee preschools and schools, recommendations are tailored and structured in a way to be relevant to SC Farm to Institution leadership in directing and informing decisions moving forward.

I look forward to following the progress of SC Farm to Institution as efforts are made to make activities and resources more accessible to all South Carolinians through preschools, schools, retail venues, food banks, worksites, public libraries, and universities, and to measuring SC Farm to Institution processes, impact, and sustainability statewide.

Susannah Small
SC Farm to Institution Evaluator

Report Summary

This report serves as a final wrap-up and overview of 10 preschool and nine school funding recipients in the 2016-2017 school year. It will guide readers step-by-step through program requirements, results, and conclusions, and identify ways in which collected information can be used moving forward.

The SC Farm to Institution application for funding to implement the four components was released in early 2016. By spring 2016, 10 preschools (38% acceptance rate) and nine schools (50% acceptance rate) enrolling a total of 6,845 children had been selected to participate in SC Farm to Preschool and SC Farm to School respectively.

Preschool sites began implementation of components in March 2016 and schools began in Fall of 2016 as school came back in session. Sites were visited periodically by SC Farm to Institution staff and required to report on their progress throughout the year and at year-end. By close of the grant year for preschools in March 2017 and schools in June 2017, all sites had made verifiable changes in alignment with the four SC Farm to Institution components.

Preschools served a total of 31,668 servings of SC grown produce in center meals, and all preschool sites reported promoting locally grown produce using the Certified SC Grown logo. Strawberries were the most served SC grown product and the most common procurement source for local produce in preschool meals was farmers' markets.

Schools served a total of 58,948 servings of SC grown produce in their cafeterias and all sites used the Certified SC Grown logo to promote local produce. Most schools sourced local products through a distributor or processor that purchased from local farmers. Tomatoes were the most frequently served SC grown item at schools although the most servings were prepared of SC apples.

All 10 preschool sites and all nine school sites integrated nutrition and agriculture education through hands-on learning activities. Specifically, nine preschools and eight schools reported hosting taste tests for children. Additionally, eight schools reported hosting special events for SC Farm to School, and five schools reported taking a field trip to a farm or farmers' market.

At least nine of the 10 preschool sites planted a garden (two sites were lost to follow-up before the end of the grant year) and all school grantees reported planting a school garden. Both preschools and schools reported a variety of fruits, vegetables, herbs, and pollinator attracting plants in their gardens and several sites used the garden harvest to conduct taste tests. Gardens were the number one expense for both preschools and schools.

Report Summary

Sites additionally provided information on resource use, plans for sustainability of activities, recommendations or suggestions for other sites, and requests for trainings or other resources. All 10 preschool sites and all nine school sites plan to sustain at least one of the SC Farm to Institution components, with most planning to sustain all four components. Overall, schools reported that the cafeteria components of procuring and promoting SC grown produce were easiest to implement but that the educational and garden components had the greatest perceived impact on student attitudes.

Results documented from the 2016-2017 grantee preschools and schools were used to develop SC Farm to Institution organization and evaluation recommendations with the hopes that experiences from grantee sites will inform SC Farm to Institution practices moving forward. The SC map below (Figure 1.) shows the locations of the 2016-2017 grantee sites.
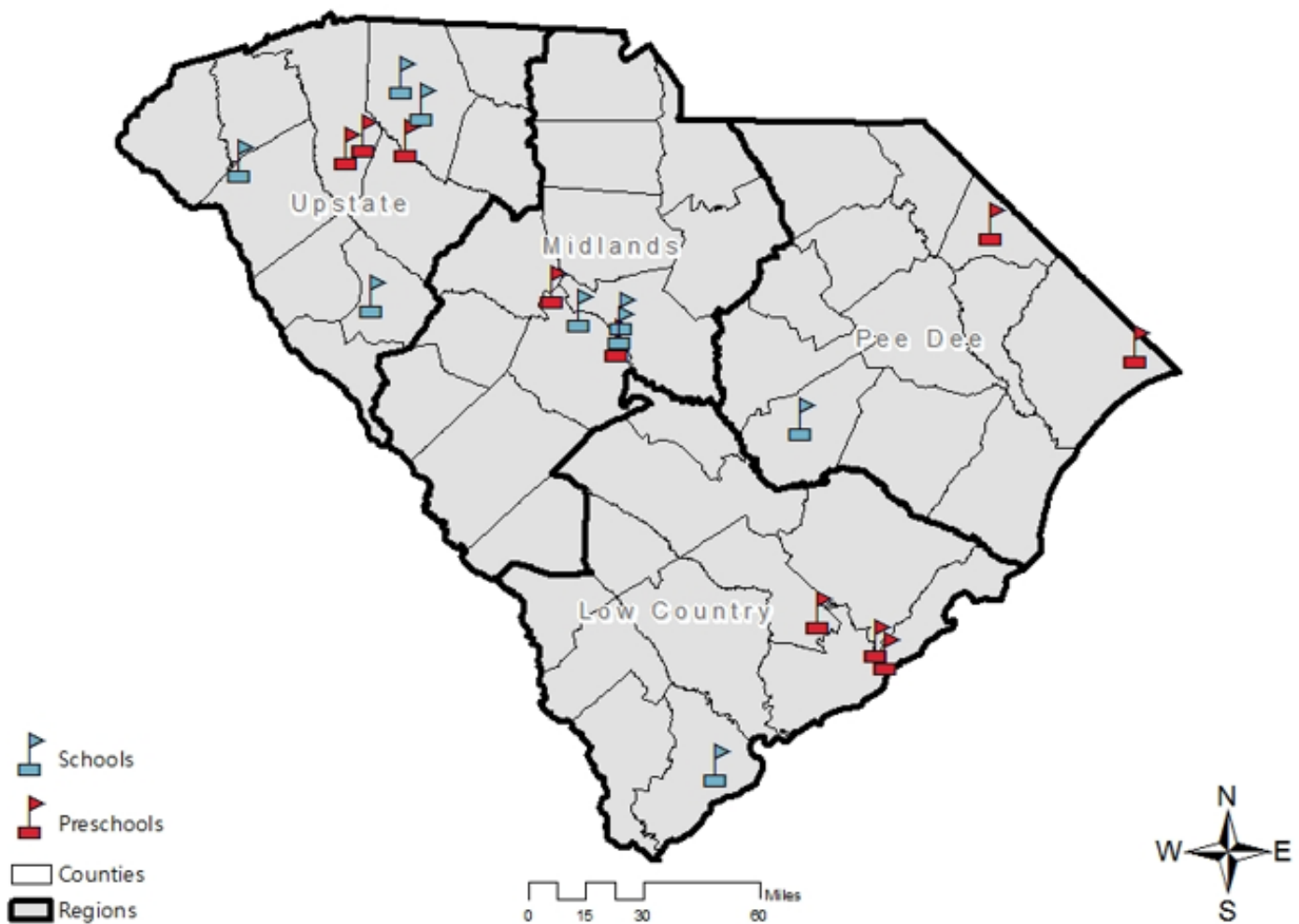

Figure 1. SC Farm to Preschool and SC Farm to School 2016-2017 grantee locations

Petals

Water

Program Description
& Methods

Dirt

Steam

Program Description

SELECTION PROCESS

Preschools

The 2016 SC Farm to Preschool Request for Proposals (RFP) was released in January 2016. A technical assistance webinar was held on January 21, 2016 to provide interested parties a chance to ask questions regarding the application and implementation of SC Farm to Preschool components. To be eligible to receive funding, sites could not have previously received SC Farm to Preschool funding in 2013, 2014 or 2015, had to be licensed or approved by SC DSS, provide care for children ages 3-5, serve at least one meal, and participate in the Child and Adult Care Food Program (CACFP) or the ABC Quality Rating and Improvement System with a level A+, A, B+, or B. The application deadline was set for February 17, 2016 and applicants were notified of funding decisions in early March. The SC Farm to Preschool team received 26 applicants for the 2016-2017 funding year, and awarded 10 mini-grants (a 38% acceptance rate) based on an internal application scoring system with two raters. The awarded mini-grants provided funding for the period of March 1, 2016 through February 28, 2017 of up to $1,500 for child care centers that were operational for 12 months out of the year, and a pro-rated amount for centers not open year-around. The timeline (Figure 2.) below outlines program activities for the 2016-2017 SC Farm to Preschool grant.

Figure 2. SC Farm to Preschool timeline 2016-2017

Program Description

SELECTION PROCESS

Schools

The 2016 SC Farm to School RFP was released March 2016. A technical assistance webinar was held on April 6, 2016 to provide interested parties a chance to ask questions regarding the application and implementation of SC Farm to School components. To be eligible to receive funding, schools had to participate in the National School Lunch/Breakfast Program with 50% or more students eligible for free and/or reduced lunch, serve children in grades kindergarten through twelfth grade, and have not been funded by SC Farm to Institution in the past three school years. The application deadline was set for May 6, 2015 and applicants were notified of funding decisions late May 2016.

The SC Farm to School team received 18 applicants for the 2016-2017 funding year, and awarded nine mini-grants (a 50% acceptance rate) based on an internal application scoring system with two raters. The awarded mini-grants provided funding of $4,000 per school for the period of August 1, 2016 through June 1, 2017. The timeline (Figure 3.) below outlines program activities for the 2016-2017 SC Farm to School grant.

Figure 3. SC Farm to School timeline 2016-2017

Program Description

SITE IMPLEMENTATION REQUIREMENTS

Preschools

The 10 selected sites (see Table 1.) were required to implement the following four program components: (1) Purchase SC grown produce from an approved source (including: directly from a farmer, from a farmers' market or roadside stand, through distributors who buy from local farmers, from a grower's cooperative, or from a grocery store); (2) Serve locally grown fruits or vegetables at the child care center at least twice monthly and promote the produce as Certified SC Grown; (3) Integrate nutrition and agriculture education through hands-on learning either in a classroom setting or outside of the classroom through such activities as visiting a local farm or farmers' market; and (4) Establish or revitalize a container, raised bed, or in-ground vegetable and/or fruit garden at the center.

In support of these implementation activities, sites were required to establish a SC Farm to Preschool team that would be inclusive of the center director or owner, the cook or food service director, and at least one caregiver working with the three to five year age group. At least two of the site team members were also required to attend the 2016 SC Farm to Preschool Action Institute hosted by SC Farm to Institution on March 15, 2016 in Columbia, SC as an introduction to program implementation.

Table 1. SC Farm to Preschool 2016-2017 grantee sites

Child Care Center	County	Child Enrollment
Chapin Baptist CDC	Lexington	172
Daniel Island Academy	Berkeley	242
Gateway Academy CDC—Mt. Pleasant	Charleston	122
Gateway Academy CDC—Summerville	Dorchester	176
Learning Years CDC	Spartanburg	50
Little Treasures Christian Day Care	Dillon	94
Longs Head Start Center	Horry	102
Rocky Creek Christian Academy	Greenville	77
Starshine Child Enrichment Center	Greenville	114
Turner CDC	Lexington	61

Abbreviations: CDC, Child Development Center

Program Description

SITE IMPLEMENTATION REQUIREMENTS

Schools

The nine selected sites (see Table 2.) were required to implement the same four program components required of preschools.

In support of these implementation activities, sites were required to establish a SC Farm to School team (with a team leader) that would work together to complete project tasks and be inclusive of the food service director, the principal or an administrator, and at least one staff member who works with students. At least two of the school team members were also required to attend the SC Farm to School Action Institute and Garden Workshop hosted by SC Farm to Institution on August 10, 2016 in Columbia, SC as an introduction to program implementation. Additionally, the food service director and at least one additional cafeteria staff member were required to attend a Culinary Training in Columbia, SC in August 2016.

Table 2. SC Farm to School 2016-2017 grantee sites

| School Name	School District	Student Enrollment*
Dutch Fork Elementary	Lexington 05	538
Fairforest Elementary	Spartanburg 06	759
Forest Heights Elementary	Richland 01	569
Heyward Gibbes Middle	Richland 01	325
Lady's Island Elementary	Beaufort 01	340
Manning Early Childhood Center	Clarendon 02	552
Riverside Middle	Anderson 04	1122
Roebuck Elementary	Spartanburg 06	801
Westview Middle	Greenwood 50	647

School enrollment estimates from SCDE 2016-2017 135-Day Active Student Headcounts

Program Description

REACH & DEMOGRAPHICS*

Preschools

The 10 selected preschool sites reported a total of 172 staff (data missing for two sites) and 1,210 total children: infant through 12 years old. The average child to staff ratio for the 10 sites was 5.3 children to each staff member. Enrollment fluctuated minimally within the centers with only 16 fewer children enrolled (1% change) at midyear (September) compared to initial reporting in March, 2016.

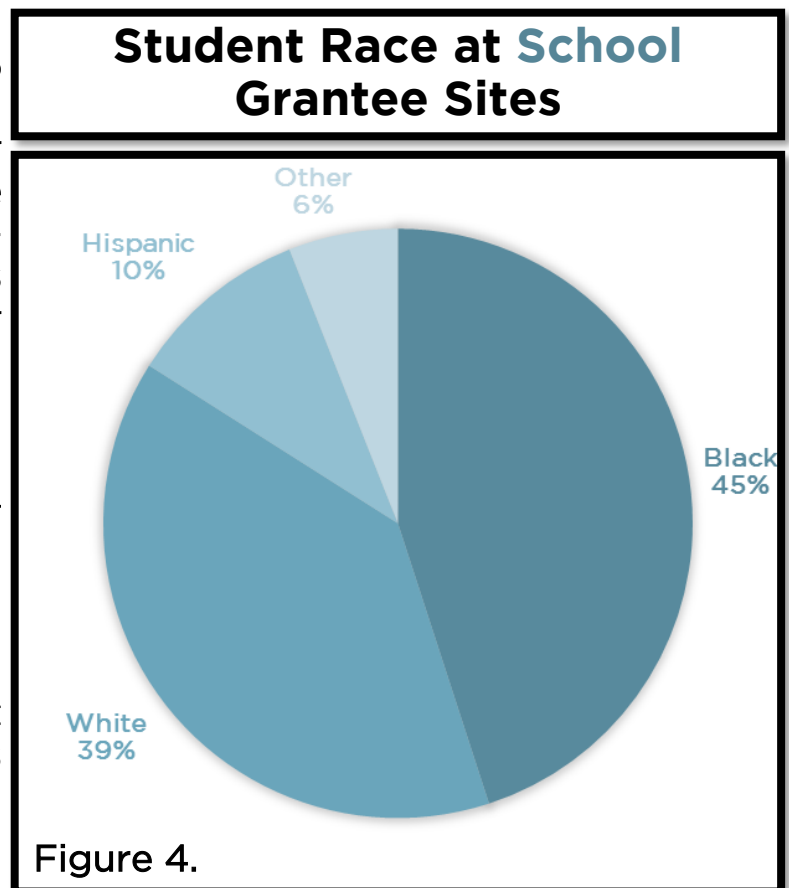**1,210**

Preschool Children Impacted
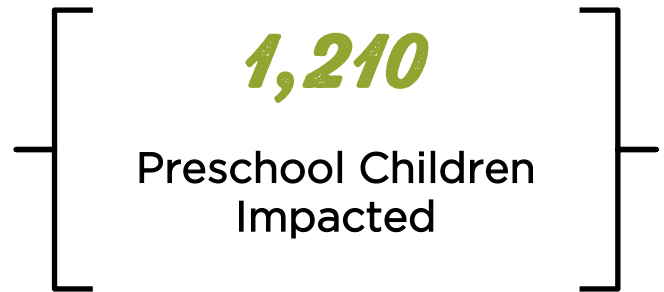
Schools

The nine selected schools had a total of 335 teachers and 5,653 children: pre-kindergarten through 12th grade. Selected schools had on average 53% male and 47% female students, and racially were on average 45% Black, 39% White, 10% Hispanic, and 6% American Indian, Two or More Races, or Other Race (Figure 4.) The percent of students eligible for free or reduced lunch was on average 67% with an upper

5,635

School Children Impacted

range of 91%. The average student to teacher ratio was 14.6 students for each teacher.

Student Race at School Grantee Sites

- Other 6%
- Hispanic 10%
- Black 45%
- White 39%

Figure 4.

*Preschool enrollment was self-reported. School enrollment was collected from SCDE 2016-2017 135 Day active headcount. Teacher count, student demographics, and percent free or reduced lunch eligible were calculated from NCES 2014-2015 public schools' data.

Program Description

RESOURCES PROVIDED

In addition to the mini-grant funding, which totaled $14,750 to the 10 pre-schools and $36,000 to the nine schools, selected sites also received training and ongoing technical assistance from project partners, SCDA, SCDE, SCDHEC, SCDSS, and Clemson University; particularly from the SC Farm to Preschool coordinator at the SC Department of Health and Environmental Control and the SC Farm to School coordinators at the SC Departments of Agriculture and Education. Preschools were provided funding in one lump sum at the start of the grant period, and schools were provided grant monies in installments at the start of the grant period and at midyear after an expense report was submitted. Grantee preschools and schools were not permitted to use grant monies to purchase food served in a center or school meal and were provided a list of items acceptable to purchase with grant funds.

Additionally, sites were provided access to Certified SC Grown signage and other SC Farm to Preschool and SC Farm to School promotional materials, nutrition education materials, a garden toolkit, and other resources to aid in implementing the program.

Figure 5. SC Farm to Institution Palmetto Pick of the Month resource

These resources included but were not limited to: the SC Farm to Institution website, newsletters, Pinterest pages, a book guide, SC produce availability sheet, farmer profiles, the 'Cooking Abilities for Young Children' resource, a field trip guide, a taste test guide, Growing Minds lessons, Clemson Curriculum, the Cooking Cart guide, recipes, flash drives from the Action Institutes, a Palmetto Pick of the Month poster (Figure 5.) and the Palmetto Pick of the Month newsletter, and the 'How Children can Help in the Garden' resource.
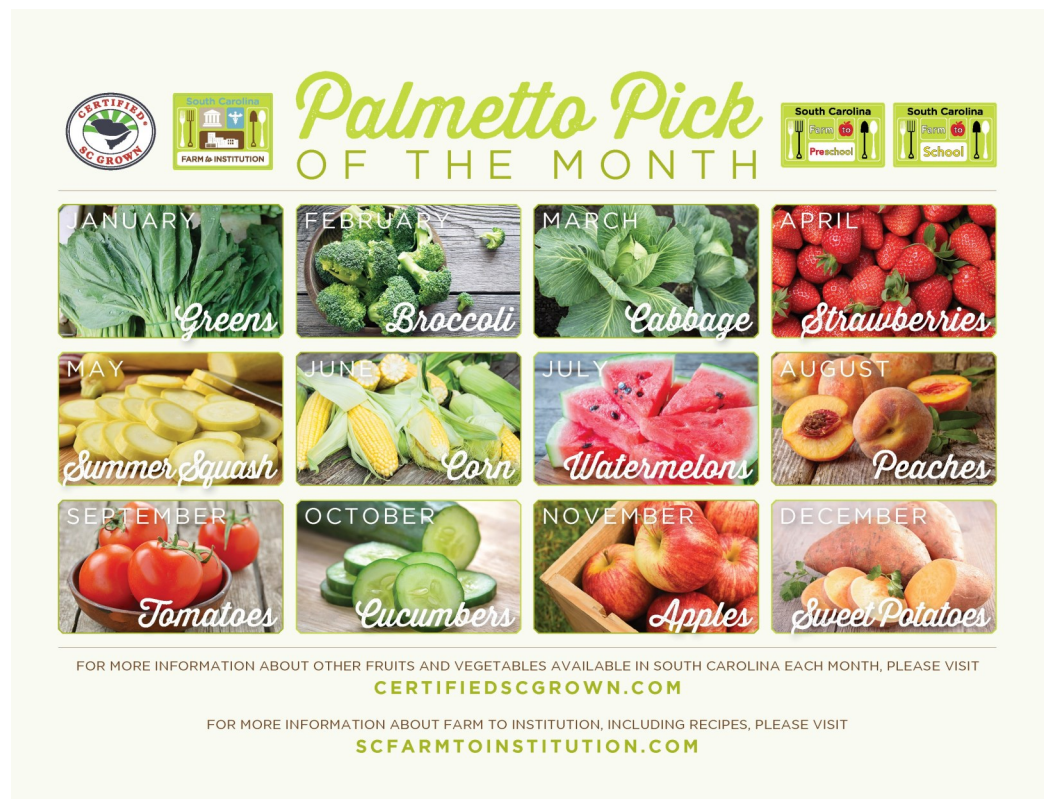
Program Description

SITE REPORTING REQUIREMENTS & COMPLIANCE

Preschools

To monitor compliance with implementation of the four SC Farm to Preschool components, the selected child care sites were required to submit monthly menus (example menu shown in Figure 6.) that specified which local items were served (at least two) and procurement source. Sites were only 61.5% compliant with menu reporting requirements and among those menus submitted, few indicated produce source.

Grantees were also required to submit pictures of their garden progress and report information on special events hosted or attended related to SC Farm to Preschool. All except one site submitted some type of photo (90%), however one site that did submit photos did not provide a photo of their garden, thus only 80% of sites submitted a garden photo.

Figure 6. Preschool grantee menu

The SC Farm to Preschool coordinator conducted a mid-year site visit and completed a brief questionnaire with the child care center team for 90% of sites during September and October of 2016. Finally, sites were asked to complete a year-end evaluation survey providing feedback on their experience with program resources and implementation (70% response rate).

Overall compliance with monitoring and reporting was poor for expense report and monthly menu submission, potentially impacted by the SC Farm to Preschool coordinator position at SC DHEC being vacated in November of 2016.

Program Description

SITE REPORTING REQUIREMENTS & COMPLIANCE

Schools

To monitor compliance with implementation of the four SC Farm to School components, the selected schools were required to submit monthly cafeteria production records that specified what local items were served (at least two, see example shown below in Figure 7.) Schools were 88.9% compliant with submission of monthly cafeteria production records for the 10 months (range: 80% to 100% compliant by schools and 44% to 100% compliant by month). All schools except one submitted at least one menu to accompany production records, but source of SC grown menu items were typically not identified on production records or menus; only one school identified a local distributor.

Frequent problems with production records included: illegibility, mismatch between production records and cafeteria menu (either SC item reported on menu and not on production record and vice versa), and unseasonal items reported (e.g. tomatoes in February). Lowest monthly compliance with production record submission was 44% for May 2017.

Figure 7. School grantee production record

SC Farm to School coordinators visited each school at least three times during the school year, took photos of school gardens and activities, and completed a short checklist documenting SC Farm to School activities and progress. Records of site visits to three schools were not available. For the remaining six schools, three completed site visit checklists were available from October 2016, February or March 2017, and May 2017. Pictures of school gardens and SC Farm to School activities (taste tests, field trips, etc.) were available for eight of the nine schools. Finally, grantees were required to complete a brief year-end survey about program implementation: response rate was 100% for schools.

Methods

EVALUATION METHODOLOGY

To determine site successes, challenges, expenses, and overall conformity with program requirements, submitted reporting documents were reviewed and data was extracted, cleaned, and summarized as needed.

From preschool menus, the month and SC grown menu item were recorded. The number of servings of SC grown items in preschools was calculated by multiplying child enrollment at each site by number of times SC grown items were served at that site and summing the results across all sites. From school cafeteria production records, the month, the SC grown menu item, the portion size, the number of prepared servings, and the number of used servings were extracted when available and legible. If a menu was submitted, the presence of Certified SC Grown promotion was noted. The servings of SC grown food items were determined from the number of prepared servings summed from all available and legible records.

From expense reports for both preschools and schools, itemized expenditures were categorized into five categories: one-time garden expenditures (e.g. water hose, containers, watering cans), garden maintenance materials (e.g. plants, potting soil), experiential learning materials (e.g. books, field trips, taste test materials), kitchen and cooking materials, and miscellaneous expenses (including professional development expenses).

Photos were examined from preschools and schools to identify activities related to any of the four components, particularly garden type, size, and progress; promotion of Certified SC Grown and SC Farm to Preschool or SC Farm to School; and experiential activities such as a taste test or field trip.

Finally, data from site visit checklists and year-end surveys from both preschools and schools was cleaned and closed ended responses were numerically summarized. Open-ended responses were coded across all sites and common themes were identified.

Preschool sites self-reported child enrollment and number of staff. For schools, number of teachers and student demographics were collected from the 2014-2015 National Center for Education Statistics (NCES) public schools' records and current student enrollment was collected from the SC Department of Education's 2016-2017 135-Day Active Student Headcounts.

Methods

EVALUATION METHODOLOGY CONTINUED

Additionally, as a comparison to the 2016-2017 grantee preschools and schools, some results from the SC Farm to Institution 2017 statewide survey are shared in this report. The 2017 statewide survey was a one-page survey that asked preschools and schools about the four SC Farm to Institution components and about training requests for upcoming workshops. It was developed and disseminated statewide in the spring of 2017 to preschools at conferences, and to schools through principal and food service listservs. One hundred and seventy-one preschool representatives responded (6% of licensed or registered SC preschools), 275 school principals or teachers responded (23% of K-12 SC schools), and 353 cafeteria managers responded (29% of K-12 SC schools).

SC Farm *to* Preschool
Results

SC Farm *to* Preschool
Procuring, Serving, & Promoting

COMPONENTS 1 & 2

Purchase at least two South Carolina Grown fruits and vegetables from a local farmer, farmers' market, food distributor per month.

Serve and promote South Carolina grown fruits and vegetables as part of the preschool meal.

SC GROWN ON THE MENU

All sites reported sourcing SC grown produce (minimum of six times, maximum of 58 times; expected was 24 times). Although reporting was less than 65%, the total number of child care center meals reported overall

31,668
Servings of SC Grown Produce

exceeded the minimum expected by grant specifications of two per month. SC grown produce was reported a total of 281 times by sites, where the required amount was 234 SC grown items overall when accounting for one site closure during the months of May through July (2 SC grown items × 12 months × 10 sites – 6 [to account for site closure]). On average, sites reported serving 3.4 servings of SC grown items each month with a maximum in July of 7.1 servings and a minimum in February of 1.0. Based on the average enrollment of children between initial and midyear for each site, a total of 31,668 servings of SC grown items were reported across all 10 preschools.

CERTIFIED SC GROWN PROMOTION

Seven of the 10 sites consistently (missing on no more than one menu) promoted SC grown items using the Certified SC Grown logo (Figure 8.) on their menus, and two other sites consistently labelled food locally sourced without specifically using the Certified SC Grown logo. Only one site reported, but did not promote menu items as locally grown.

Figure 8. The Certified SC Grown logo

10 of 10 sites
Promoted Local Produce

Overall, 90% of sites promoted menu items as either Certified SC Grown or locally sourced. All sites reported promoting Certified SC Grown within their center (on doors, busses, bulletin boards, newsletters, in the cafeteria, or on websites) even if they did not specifically promote on the menu.

SC Farm *to* Preschool
Procuring, Serving, & Promoting

SOURCING SC GROWN

Only five sites reported the source of local produce on their menus, and only two reported sources consistently. From these five sites' menus, the most common source for local produce was from a farmers' market (three of five utilized) with other sources listed as directly from a farm (two of five utilized), from a food hub, from the site's own garden, or from community donations (one of five utilized each). This closely matches with responses to the mid-year checklist and year-end survey where a farmers' market or Roadside stand was the most commonly reported source, followed by sourcing directly from a farmer, local grocery, or through a distributor. Two sites mentioned utilizing a food hub although one commented that it was a more expensive option.

Farmers' Market

Most Common SC Grown Source

SC GROWN PRODUCE

Thirty different locally sourced fruits and vegetables were identified on menus submitted by grantee preschools. Strawberries were the most popular item appearing on menus a total of 27 separate times. The top seven most popular menu items (strawberries, peaches, cucumbers, tomatoes, yellow squash, sweet potatoes, and corn) account for greater than 50% (55.1%) of SC grown menu items reported. Of the top seven items, only one, sweet potatoes, is available locally during the winter season.

Also of note is that 12 of the top 13 most popular menu items are the 12 fruits and vegetables promoted on the SC Farm to Institution resource 'Palmetto Pick of the Month'. From the midyear checklist, sites indicated that cucumbers, kiwi, peaches, watermelon, and corn were well received by children in taste tests. One site commented that radishes were not well received by children—they were too spicy. See Figure 9. on the following page for a visual overview of the frequency of SC grown produce reported on the sites' menus.

Strawberries

Most Served
SC Grown Product

Frequency of SC Grown Menu Items in Preschools

Menu Item	Frequency
STRAWBERRIES	27
PEACHES	23
CUCUMBERS	23
TOMATOES	19
YELLOW SQUASH	17
SWEET POTATOES	16
CORN	16
WATERMELON	14
BROCCOLI	13
COLLARD GREENS	12
CANTALOUPE	12
CABBAGE	11
APPLES	9
BLACKBERRIES	5
OKRA	4
KIWI	4
HONEYDEW	4
ZUCCHINI	3
TURNIP GREENS	3
PEPPERS	3
NECTARINES	3
BUTTER BEANS	3
GREEN BEANS	3
POTATOES	2
CARROTS	2
SPINACH	1
PLUMS	1
CROWDER PEAS	1
BOK CHOY	1
BEETS	1

Figure 9.

SC Farm *to* Preschool
Experiential Education

COMPONENT 3

Integrate nutrition & agriculture education through hands-on learning activities.

HOW WAS NUTRITION & AGRICULTURE EDUCATION INTEGRATED?

All 10 child care sites indicated (through at least one reporting method) that they were providing opportunities for nutrition and agriculture education. Nine of the 10 sites reported hosting taste tests for children, some including parents.

10 of 10
Integrated nutrition & agriculture education

Of the grant funds accounted for by the 10 sites, 36% was spent on nutrition and agriculture education materials or resources. The top three most expensive items included educational books, creating a farmer's market play center, and field trip expenses. From the year-end survey seven of the 10 sites indicated how nutrition and agriculture education were being integrated into the curriculum. See Figure 10. below for a visual overview.

Percentage of Grantee Preschools Incorporating Nutrition & Agriculture Education

LEARNING CENTERS	CIRCLE TIME	SPECIAL EVENTS	MEAL/SNACK TIME	MATERIALS	FIELD TRIPS	GUEST SPEAKERS
100%	86%	71%	71%	57%	57%	29%
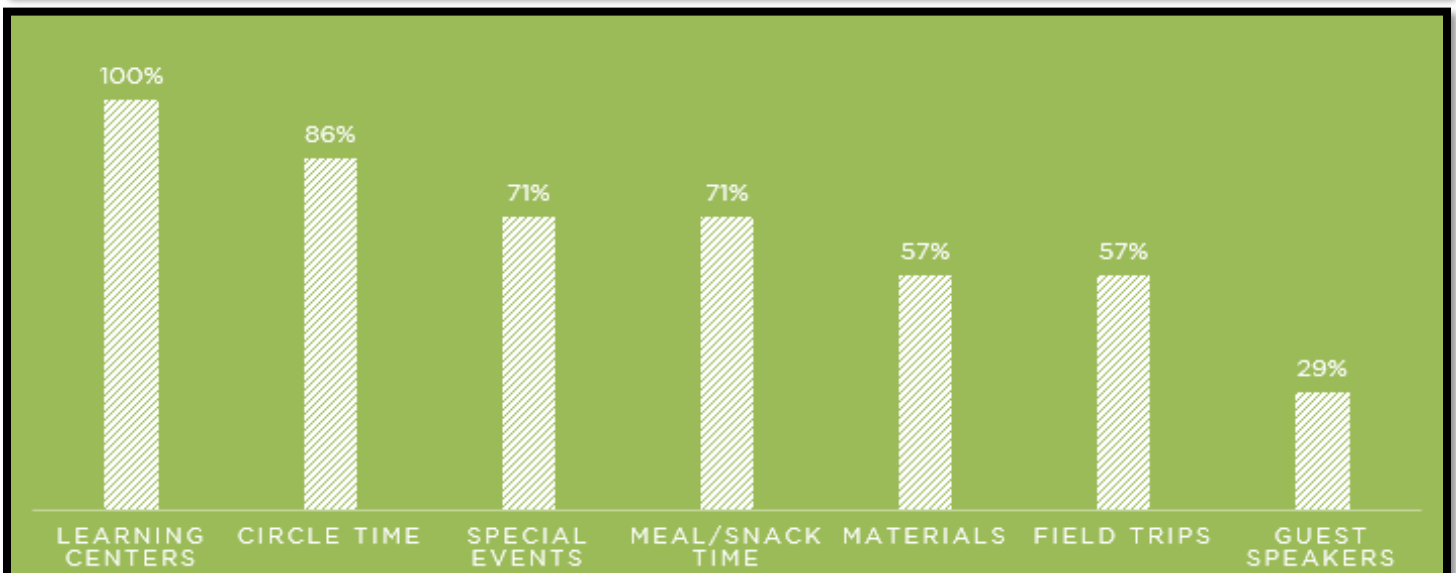
Figure 10.

SC Farm *to* Preschool
Experiential Education

NUTRITION & AGRICULTURE EDUCATION: QUOTES FROM GRANTEES

Learning Centers

* "Sorting foods by shape and color; counting."

* "We created a farmers' market stand learning center that included bushels of play fruits and vegetables."

Circle Time

* "Showing and explaining the fruit/vegetable and how and where it came from."

* "Books about gardening, farms, foods, nutrition."

* "Children participate in discussing their favorite fruit and vegetables."

Special Events

* "A tasting activity at a family night event."

* "Each class was allow to plant their own garden and take care of it. Once the vegetables were [ripe] the class had to cook a dish from the garden and let the other classes have a taste."

* "We invited the parents to eat lunch with us when we were serving some of the food that we harvested from our garden."

Meal/Snack Time

* "Explain what [the food] is, talked about the texture and how it tastes."

* "We loved using the 'Grow It, Try It, Like It' resource during meal and snack time. Even for familiar foods, teachers were able to talk with the kids at length about healthy choices."

Materials

* "Worksheets, folder games, and arts and crafts all related to the lesson."

Field Trips

* "We went to the pumpkin patch, the children loved it."

* "We made several trips to the local farmers' markets and also to the food markets to purchase and observe the different food types."

Guest Speakers

* "McCurley Farms came out and talked to the three to four year old classes and helped us plant strawberry plants."

SC Farm *to* Preschool
Experiential Education

NUTRITION & AGRICULTURE EDUCATION: QUOTES FROM GRANTEES

"We have decided to have a 'farmer's day', where the kids dress as farmers and bring in a fruit or vegetable that we will donate to local food bank. On that day, McCurley's Farm is coming to speak to the children. We also are going to the pumpkin patch, at Clinton Sease Farm, this month."

-Chapin Baptist CDC, Chapin SC

"Something that the kids loved was finding caterpillars in the garden! We keep some in a few classes! We named them and watched them change! We fed them parsley from the garden!"

-Daniel Island Academy, Daniel Island SC, July 2016

SC Farm *to* Preschool
Gardens

COMPONENT 4

Establish or revitalize a vegetable and/or fruit garden.

PRESCHOOL GARDENS

Eight of the 10 sites submitted garden photos and one other site confirmed that the garden had been established in the year-end survey. The remaining site did not provide confirmation of a garden, although they shared plans to implement a fall garden at the midyear site visit.

(at least)

9 of 10

Sites planted gardens

Above: Children at Rocky Creek Christian Academy in Greenville, SC gather around their outdoor container garden in April 2016.

SC Farm *to* Preschool
Gardens

GARDEN TYPES

Although program participation only required sites to establish a single garden, the seven sites that responded to the year-end survey indicated that they planted more than two types of gardens (in-ground, raised bed, outdoor container, or indoor container) on average for a total of at least 15 gardens between the seven responding sites plus two more confirmed from photographs. Additionally, from site photos, many garden 'types' had multiple beds. Photographed gardens had five beds on average. One site constructed 15 raised garden beds!

(at least)

17

Gardens planted
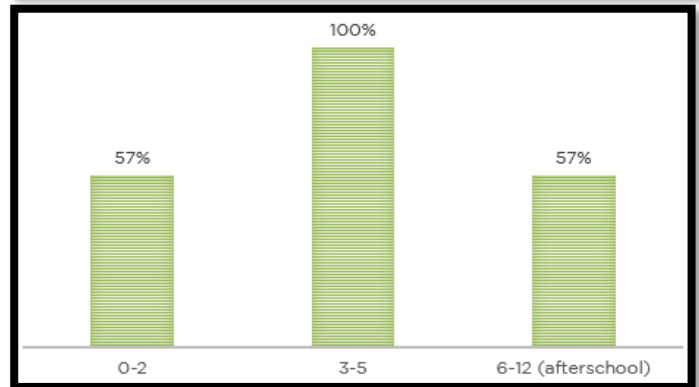
GARDEN USE

All of reporting sites indicated that the target age group of three to five year-olds used the garden, and 57% indicated that zero to two year-olds and six to 12 year-olds also used the garden (see Figure 11.). Reporting sites also indicated which academic domains were incorporated into garden time. Refer to Figure 12. and comments on the next page for specific results.

Garden Use by Age Group

100%

57%   57%

0-2   3-5   6-12 (afterschool)

Figure 11.

Grantee Preschools' use of the Garden as a Learning Tool by Academic Domain

100%   86%   86%   71%   71%

PHYSICAL EDUCATION AND HEALTH | SOCIAL AND EMOTIONAL DEVELOPMENT | MATHEMATICS | ENGLISH LANGUAGE ARTS AND LITERACY | APPROACHES TO LEARNING
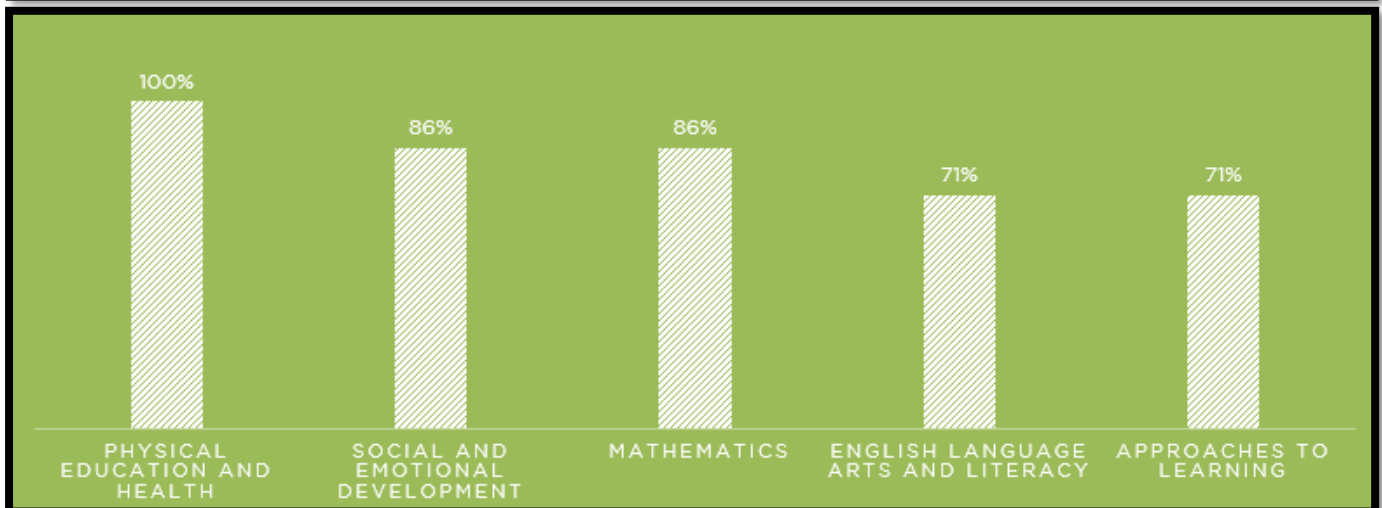
Figure 12.

SC Farm *to* Preschool
Gardens

GRANTEE EDUCATION IN THE GARDEN: QUOTES FROM GRANTEES

Physical Education and Health

* "[We discussed] how eating fruits and veggies are good for a healthy body."

Social and Emotional Development

* "The children had to use lots of teamwork when working in the garden. They also needed to practice social skills when sharing materials in the garden."

* "Learning about working together, taking turns, responsibilities and jobs, helping, and the unique abilities of each child."

Mathematics

* "We made a graph of the different type of apples and which one tasted the best."

* "We used some math skills when our classes measured the height and/or width of our garden plants and tracked them over time."

* "We used numbers and counting that are basic to preschool math, patterns in the seasons, patterns in the growth cycles, and patterns on the outsides and insides of fruits and vegetables."

Above: A child receives help measuring plant growth in the garden at Chapin Baptist Child Development Center.

English Language Arts and Literacy

* "We provided the correct terms for what the fruits and veggies are named and the meaning of the terms."

Other Approaches to Learning

* "We used science skills, learning about plants and how they grow."

SC Farm *to* Preschool
Gardens

GARDEN HARVEST

At the midyear site visits in September and October 2016, sites shared what was growing in their late summer garden or freshly planted in their fall garden (see Figure 13.)

All reporting sites used their garden harvests in taste tests for children. Sites also reported using harvest in center meals (86%), and one site mentioned freezing produce for later use.

GARDEN EXPENSE

The gardening component was where sites spent most grant funds: 57% of reported funds were spent on garden

What were Sites Growing in September? by Frequency

Figure 13.

materials and plants. Of the funds spent on gardens, 61% were for 'start-up' costs such as lumber and garden tools (gloves, spades, etc.) while the other 39% were spent on items that would need to be purchased periodically for maintenance: seeds, plants, and soil.
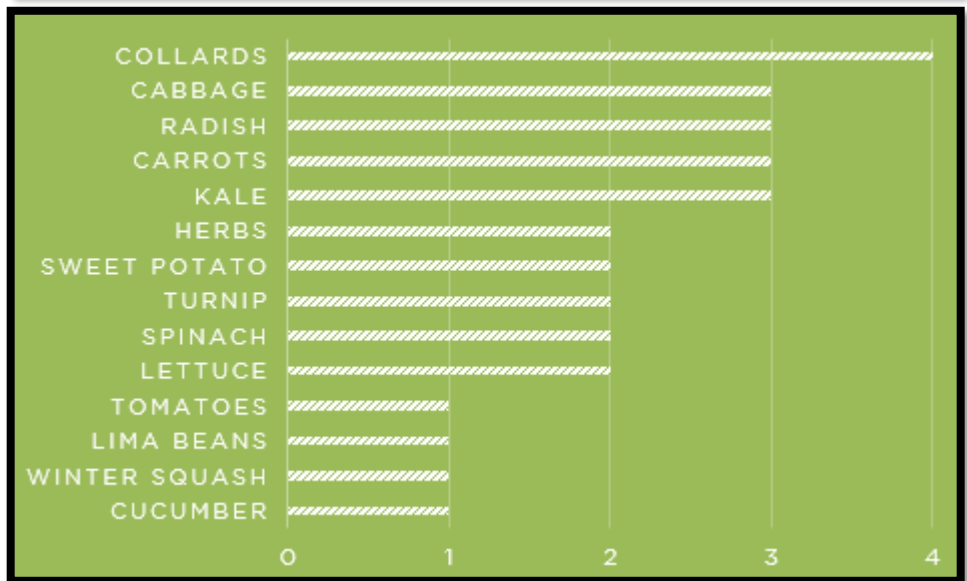
Above: Children work together to collect cherry tomatoes at Gateway Academy Child Development Center — Summerville, in Dorchester, SC.

Turner Child Development Center

"Planning a garden was lots of fun for the children and a great experience to learn-by-doing. The children loved playing in the dirt, growing vegetables, fruits, and flowers. The South Carolina Farm [to Preschool] grant helped provide an opportunity to teach the children responsibility and caregiving and provide the basic skills to be creative, productive, and more environmentally conscious. The garden was successful with students watering, using tools of the trade, measuring, harvesting, tasting, and designing their own snacks. We are now preparing for our winter garden."

-Turner CDC Columbia, SC, September 2016

Chapin Baptist Child Development Center

Before:

Garden revitalization:

from barren to bountiful!

After:

"The garden is coming along slowly, but the kids are excited! Especially the 4-year-old class, because their playground is right next to the garden, and they have already started seeds in their class. "

-Chapin Baptist Child Development Center, Chapin, SC, April 2016

SC Farm *to* Preschool
Grantee Feedback

RESOURCES

The seven sites responding to the year-end survey provided feedback on resources. The Palmetto Pick of the Month and the SC Farm to Preschool newsletter were the most used resources (100% of respondents used both). Hearts on the graph below (Figure 14.) indicate how many times the resource was mentioned as a favorite. In addition to supplied resources, all sites also utilized external partners: four sites included families, two sites included farmers, community volunteers, or food distributors, and one site sought help from a landscaper.

What Percent of Grantee Preschools used the Resources Provided?

Resource	Percent
SC FARM TO PRESCHOOL NEWSLETTER	100%
PALMETTO PICK OF THE MONTH	100%
GROW IT, TRY IT, LIKE IT	71%
SOUTH CAROLINA PRODUCE AVAILABILITY SHEET	57%
SOUTH CAROLINA GARDEN TOOLKIT	43%
SC FARM TO PRESCHOOL WEBSITE	43%
SC FARM TO PRESCHOOL BOOK GUIDE	43%
FLASH DRIVE PROVIDED DURING ACTION INSTITUTE	43%
SC F2PS HOW CHILDREN CAN HELP IN THE GARDEN	29%
PINTEREST PAGE	29%
HARVEST FOR HEALTHY KIDS	29%
GROWING MINDS LESSONS	29%
SC FARM TO PRESCHOOL TASTE TEST GUIDE	14%
SC FARM TO PRESCHOOL FIELD TRIP GUIDE	14%
OTHER	14%
SC FARMER PROFILES	0%
SC F2PS COOKING ABILITIES FOR YOUNG CHILDREN	0%

♥ MENTIONED AS A FAVORITE

Figure 14.

SC Farm *to* Preschool
Grantee Feedback
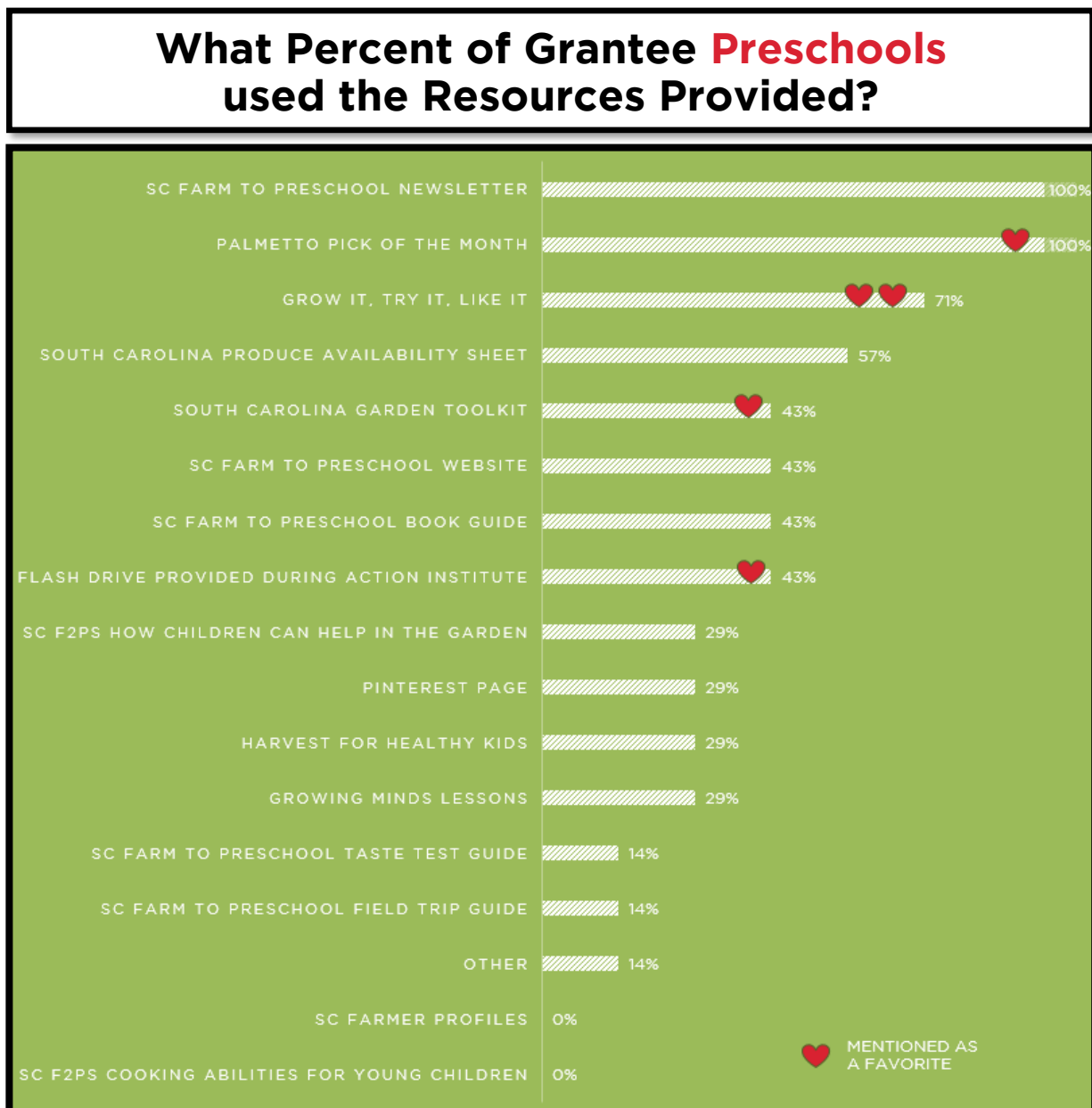
SUSTAINABILITY

All sites (100%) indicated on either the midyear checklist or year-end survey that they plan to sustain at least one of the four SC Farm to Preschool components once the grant year is over. Of the seven respondents to the year-end survey, five (71%) plan to continue purchasing, serving, and promoting SC grown, six (86%) plan to continue integrating nutrition and agriculture education, and six (86%) plan to continue gardening.

For comparison, four previous grantees were contacted through the 2017 SC Farm to Preschool statewide survey. Half were continuing to serve SC grown, all were incorporating nutrition and agriculture education, and three of four were maintaining an active garden.

> ## 10 of 10
> **Plan to Sustain SC Farm to Preschool Activities**

Current grantee respondents to the year-end survey indicated how they planned to continue their garden without SC Farm to Preschool Funding. Responses included: through family support (mentioned four times), through donations (mentioned three times), and by using the preschools' discretionary budget (mentioned three times).

TRAINING

Grantees requested multiple localized trainings throughout the year, timely garden training prior to planting spring and summer gardens, and information on how to take lessons outside and use

> "Now that the garden is established, we do not anticipate too much funding needed for the garden. At the start of the next growing season, we will use discretionary budget to continue growth in the garden."
>
> - SC Farm to Preschool grantee

them in the garden. In support of this final suggestion, grantee comments indicating how learning domains were integrated into gardening revealed that in domains beyond Math and Social Development, teachers were not directly using the garden as a tool for learning.

As a comparison, from the 2017 SC Farm to Preschool statewide survey, the most popularly requested training was 'incorporating education activities' (60%) followed by 'connecting with community partners' (56%) (n= 171).

SC Farm *to* Preschool
Grantee Feedback

Benefits

* Purchasing SC grown was either cost effective or approximately cost neutral (mentioned eight times)
* Children loved, enjoyed, or were excited about the garden (mentioned seven times)
* Children were more responsive or ate more fruits and vegetables (mentioned seven times)
* Positive parent response to program participation (i.e. surprised, impressed, or sparked a conversation) (mentioned six times)
* SC produce was perceived as fresher (mentioned five times)
* Encouraged staff to start a home garden (mentioned three times)
* Requirements tied in with ABC requirements and CACFP recipe resources (mentioned one time)
* Children enjoyed field trip activities (mentioned one time)

Challenges

* Time commitment and/or staff burden to participate (mentioned three times)
* Difficulty watering garden (particularly if no outdoor water source was available) (mentioned three times)

  Solutions: one class made a watering schedule, another installed a new water source
* Heat when working outdoors in the garden (mentioned three times)
* Pests in the garden (mentioned two times)
* Fresh produce spoilage (mentioned two times)

  Solutions: One site suggested prepping and freezing some fresh items

  Another site sent extra squash from their garden home to parents
* Locating and identifying SC grown produce (mentioned on time)
* Limited storage available for fresh produce (mentioned one time)

SC Farm *to* Preschool
Grantee Feedback

Challenges continued

* Children did not like some taste tested items—i.e. radishes (mentioned one time)

    Solutions: One site suggested focusing on child-friendly taste test items including watermelon, kiwi, peaches, and corn

Comments & Suggestions

* Designate a SC Farm to Preschool team lead at center (mentioned eight times)
* Involve parents, grandparents, churches, local businesses, community leaders, and/or community volunteers (mentioned seven times)
* Family style serving for staff to model healthy eating (mentioned four times)
* Incorporate a lot of raw fruits and vegetables (mentioned three times)

    Potentially reduces food preparation time and the need for recipes

* Provide training throughout the year and in time for sites to plant spring/ summer gardens (mentioned two times)
* Start small in the garden (mentioned one time)
* Enrich garden soil (mentioned one time)
* Seek produce donations from parents, grandparents, and farmers (mentioned one time)

    Reduces cost burden on center

* Promote more taste tests (mentioned one time)
* Request for training on how to take lessons outside to use in the garden (mentioned one time)
* Used USDA calculation resource to scale-up recipes (mentioned one time)
* Program participation was useful as a marketing tool for their site (mentioned one time)

Daniel Island Academy

Integrating the 4 components

"We are becoming farmers here at Daniels Island Academy! We are milking 'cows', exploring with hay, and making muddy pigs!

This June, we spent some time checking out corn! We watched it grow in the garden, then we shucked it, and of course, then we ate it! The children loved exploring the corn! They really enjoyed seeing it grow in the garden too!"

- Daniel Island Academy, Daniel Island, SC, June 2016

SC Farm *to* School
Results

SC Farm *to* School
Procuring, Serving, & Promoting

COMPONENTS 1 & 2

Purchase at least two South Carolina Grown fruits and vegetables from a local farmer, farmers' market, food distributor per month.

Serve and promote South Carolina grown fruits and vegetables as part of the school meal.

SC GROWN ON THE MENU

All nine schools reported sourcing SC grown produce (minimum of 16 times, maximum of 319 times, average 81.1 times; expected was 20 times). Reporting completeness was 88.9%,

> **58,948**
> Servings of
> SC Grown Produce

but total number of school meals reported overall exceeded the minimum expected by grant specifications of two per month. SC grown produce was reported a total of 730 times by sites, where the required amount was 180 SC grown items from August 2016 through May 2017 (2 SC grown items × 10 months × 9 sites). On average, schools reported serving 8.9 servings of SC grown items each month with a maximum in October of 19.6 servings on average and a minimum in May of 1.5 servings on average. From the number of SC grown servings reported by the schools, a total of 58,948 servings of SC grown items were prepared and served to students and/or staff.

CERTIFIED SC GROWN PROMOTION

Eight of the nine (89%) schools promoted produce listed on their production records using the Certified SC Grown logo on their menus. Only one site identified SC grown on production records but did not submit cafeteria menus documenting promotion. Commonly, SC products on production records were not pro-

> **9 of 9 sites**
> Promoted Local Produce

Above: Students at Fairforest Elementary display the Certified SC Grown logo.

moted on menus, and on a few occasions SC products promoted on menus could not be identified on production records; although not all production records were legible. Outside of direct promotion on cafeteria menus, all sites reported through site visits or year-end surveys promoting Certified SC Grown within their school cafeteria or elsewhere in the school.

SC Farm *to* School
Procuring, Serving, & Promoting

SOURCING SC GROWN

None of the schools advertised the source of local produce on their menus although three schools reported sourcing directly from a farmer on the year-end survey. Seven of the nine schools self-reported sourcing through a distributor or processor who buys from local farmers, three reported sourcing from a grocery store, and one reported sourcing from their on-site garden to supply the teachers' salad bar.

Tomatoes

Most Served
SC Grown Product

SC GROWN PRODUCE

Twenty-eight locally sourced fruits and vegetables were identified on production records submitted by grantee schools (Figure 15.) Tomatoes were the most frequently sourced item; appearing on menus a total of 165 separate times, but the most servings were prepared of apples (15,552 servings).

The top three most popular menu items by frequency were tomatoes, apples, and lettuce and together account for nearly half (49%) of SC grown menu items reported. Sweet potatoes and corn were the only Palmetto Picks not included in the top 12 SC grown items with the most servings. See the following graph for a visual overview of frequency and number of servings of SC grown produce reported on the schools' production records.

Frequency and Amount of SC Grown Products in Schools
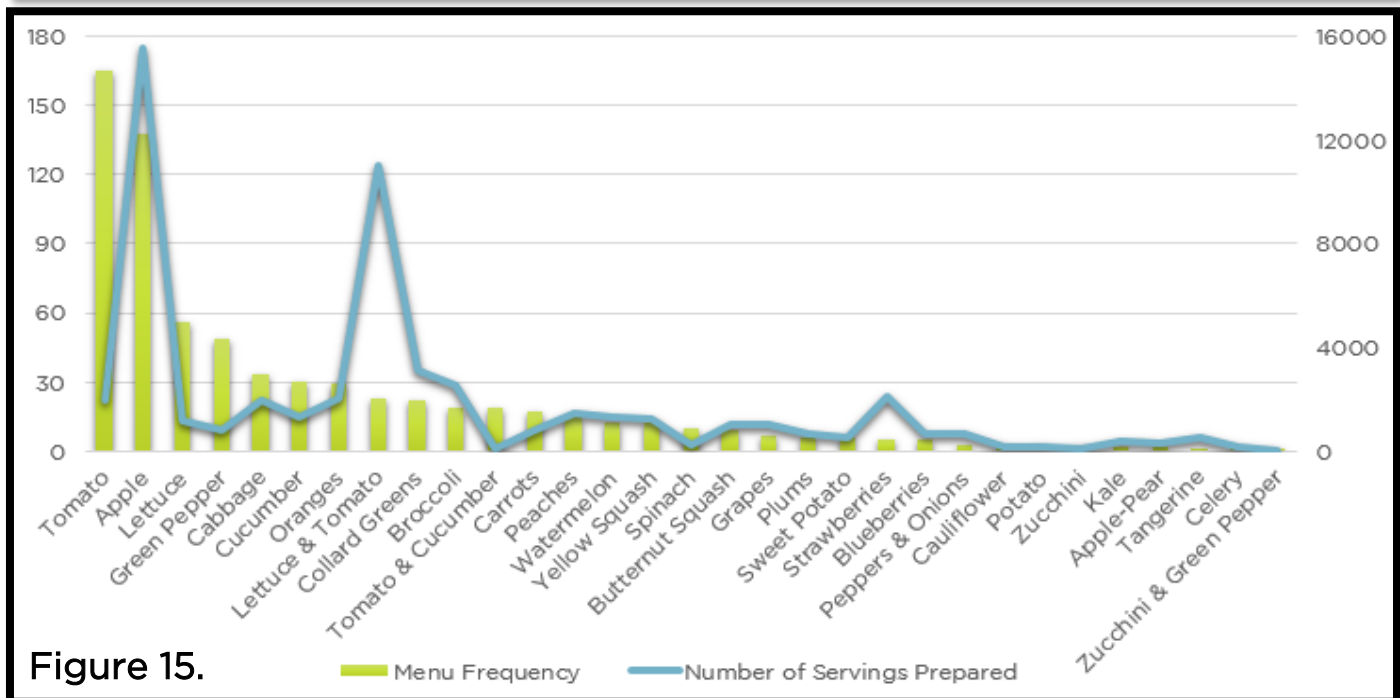
Figure 15.

SC Farm *to* School
Experiential Education

COMPONENT 3

Integrate nutrition & agriculture education through hands-on learning activities.

HOW WAS NUTRITION & AGRICULTURE EDUCATION INTEGRATED?

All nine schools indicated (at site visits or through the year-end–survey) that they were providing opportunities for nutrition and agriculture education through hands-on learning activities.

Eight of nine schools reported integrating agriculture and nutrition education in the classroom. See Figure 16. below showing the number of schools integrating SC Farm to School in the classroom by each subject area.

9 of 9

Integrated Nutrition & Agriculture Education

Lesson sources included: The SC Farm to Institution website (mentioned five times), Ag in the Classroom Curriculum, online sources, school district sources, One Less Thing, SNAP-Ed, and Choose MyPlate. Nutrition lesson examples given were: educational books, MyPlate lessons, nutritional content comparisons, discussion of healthy eating habits, and how to make snacks healthy.

Agriculture lessons reported included: mushroom growing lessons, chicken incubators, worm bins, soil health, planting best practices, tool uses, seeding basics, plant health, anatomy and growth cycles, proper harvesting, and composting lessons.

HOW WAS SC FARM TO SCHOOL INTEGRATED IN THE CLASSROOM?

SCIENCE — 6
HEALTH — 2
ENLISH LANGUAGE ACQUISITION — 2
SOCIAL STUDIES — 2
PHYSICAL EDUCATION — 1
NUTRITION — 1
SPECIAL EDUCATION — 1
MATH — 1

# of Schools
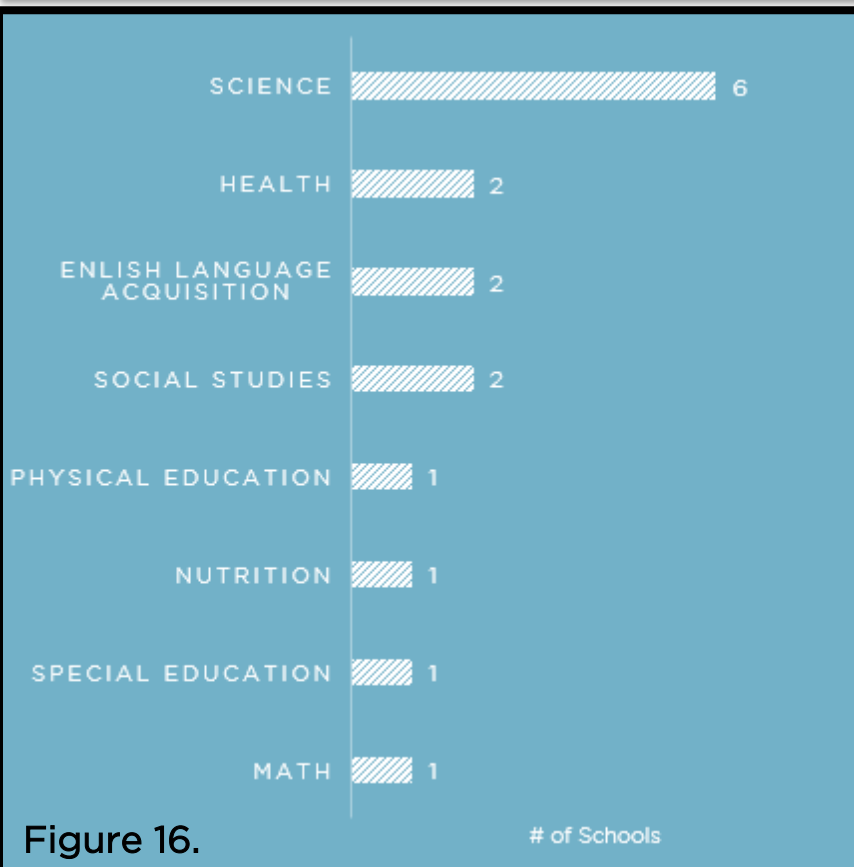
Figure 16.

SC Farm *to* School
Experiential Education

HOW WAS NUTRITION & AGRICULTURE EDUCATION INTEGRATED?

Eight of the nine schools reported hosting taste tests for children, and the most commonly tasted items were lettuce and cucumbers (at least four schools participated in the National Farm to School Network's 'Southeast Cucumber Crunch' in October). See Figure 17. below for an overview of taste tested produce by frequency.

Eight of nine schools integrated SC Farm to School activities into special events including: Envirofest, a produce and compost sale, a school-wide Arbor Day event, a student organized produce market, farm field trips, germination labs, student-led garden harvest and taste test, and making jelly from fresh strawberries.

Five sites reported taking a field trip specifically. Destinations included: Strawberry Hill USA (Cooley Farms), Hatcher Garden and Woodland Preserve, City Roots, Cottle Strawberry Farm, Clemson Student Organic Farm, Orvis Hill Farm, and Nivens Apple Farm (now Johnson Farms).

WHAT DID STUDENTS TASTE TEST? BY FREQUENCY

	# of times used in a taste test
LETTUCE	4
CUCUMBER	4
HERBS/PESTO	3
SWEET POTATOES	3
TOMATOES/SALSA	2
CARROTS	1
BEETS	1
RADISH	1
COLLARDS	1
APPLE-PEAR	1
BROCCOLI	1

Figure 17.

Of the grant funds accounted for, on average, 20% (Range: 2% to 37%) was spent on nutrition and agriculture education resources including materials for taste tests, experiential learning activities, and educational books.
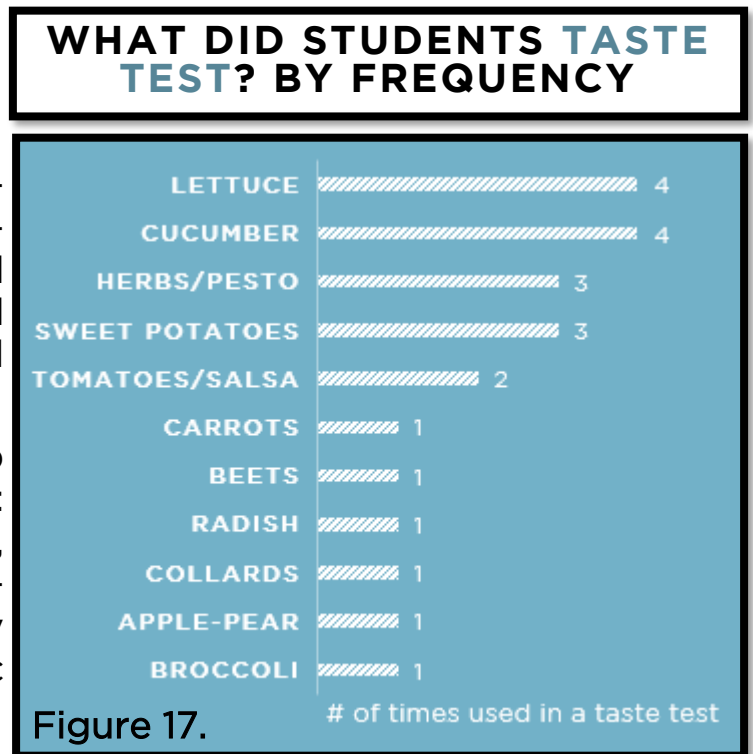
Above: Students participate in the Southeast Cucumber Crunch at Westview Middle.

SC Farm *to* School
Experiential Education

HOW WAS NUTRITION & AGRICULTURE EDUCATION INTEGRATED?

Above: Schoolchildren at Fairforest Elementary sample lettuce from their school garden.

Above: Fairforest Elementary School children interact with livestock at a local farm.

Below: 4th graders practice safely chopping potatoes during a cooking class at Dutch Fork Elementary School.

Above & Below: Students participate in the Southeast Cucumber Crunch at Lady's Island Elementary.

SC Farm *to* School
Gardens

COMPONENT 4

Establish or revitalize a **vegetable and/or fruit garden**.

SCHOOL GARDENS

Eight of the nine schools submitted garden photos; and all of the schools indicated having established or revitalized a vegetable or fruit garden at the school on the year-end survey.

GARDEN TYPES

Although program participation only required sites to establish or revitalize one garden, the eight schools for which photos were collected displayed a variety of types and amounts of gardens.

9 of 9

Schools planted gardens

From the pictures, five schools had more than one type of garden (e.g. raised bed, in-ground, container) with raised bed being the most common (seven schools submitting pictures).

Above: Students pulling weeds at Lady's Island Elementary School.

In total, 72 distinct garden beds or containers where documented through photographs at the nine schools. That's an average of eight garden beds per school; one school documented 24 raised beds!

Above: Plants protected from a freeze at Forest Heights Elementary School.

SC Farm *to* School
Gardens

GARDEN USE & HARVEST

At the site visits, schools shared what was growing in their gardens or being seeded indoors (Figure 18.) For the six schools with available site visit reports, all were growing lettuce, and five of the six were growing herbs and had a pollinator garden with flowers and/or milkweed. See the chart below for a full list of the 28 categories of identified fruits, vegetables, herbs, or flowers growing in school gardens and the number of schools reporting each type of plant.

Although schools were not specifically surveyed on garden harvest usage, one school reported donating a portion to the Ronald McDonald House and to Harvest Hope Food Bank and another school included garden harvest in the staff salad bar. For food safety reasons schools are highly encouraged to use Good Agricultural Practices (GAP) certified produce for student consumption in the cafeteria. At least three schools used their garden harvest to host taste tests for students, including samplings of garden fresh salsa, carrots, beets, and lettuce.

WHAT WAS GROWING IN SCHOOL GARDENS? BY FREQUENCY

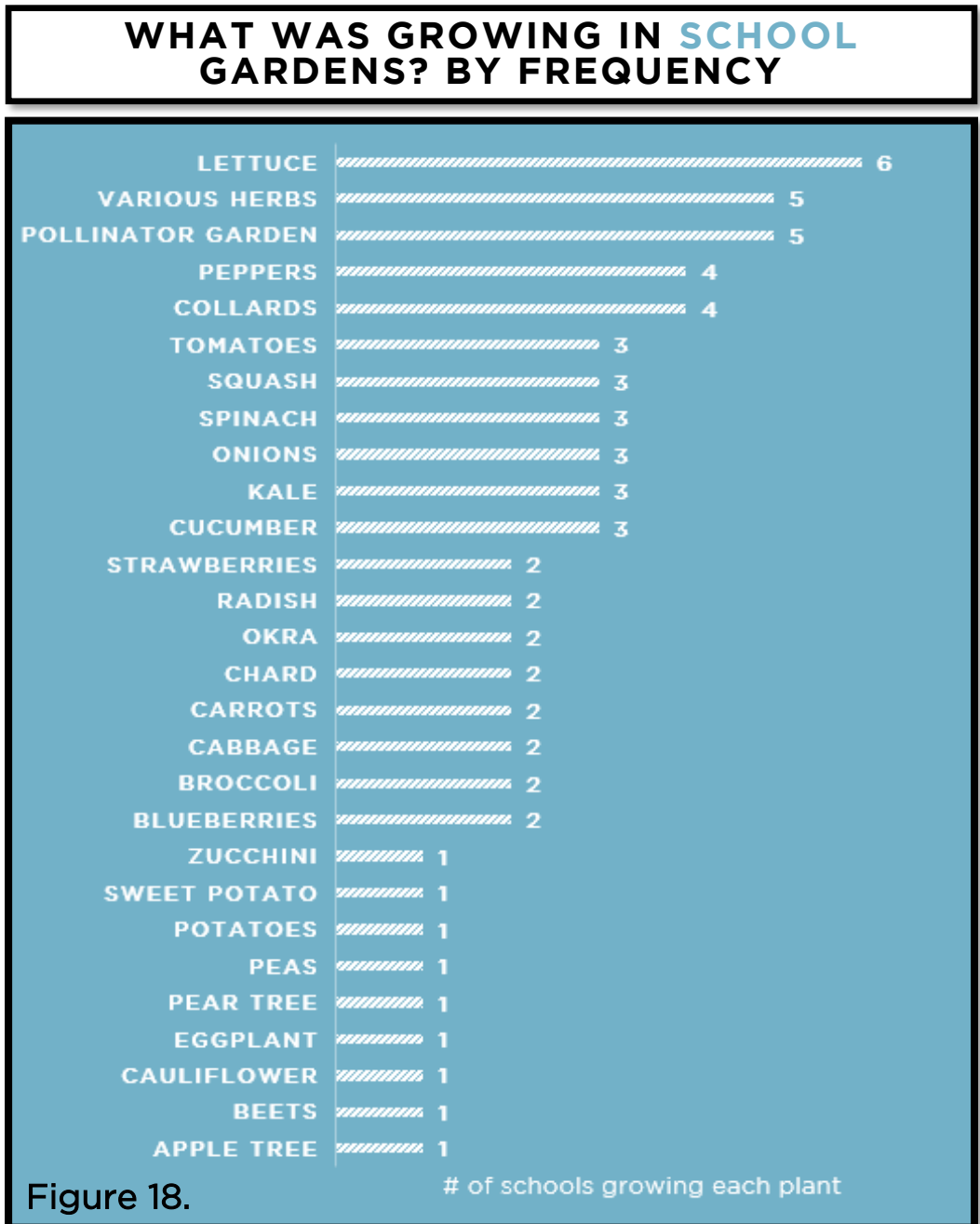| Plant	# of schools growing each plant
LETTUCE	6
VARIOUS HERBS	5
POLLINATOR GARDEN	5
PEPPERS	4
COLLARDS	4
TOMATOES	3
SQUASH	3
SPINACH	3
ONIONS	3
KALE	3
CUCUMBER	3
STRAWBERRIES	2
RADISH	2
OKRA	2
CHARD	2
CARROTS	2
CABBAGE	2
BROCCOLI	2
BLUEBERRIES	2
ZUCCHINI	1
SWEET POTATO	1
POTATOES	1
PEAS	1
PEAR TREE	1
EGGPLANT	1
CAULIFLOWER	1
BEETS	1
APPLE TREE	1

Figure 18.

SC Farm *to* School
Gardens

SCHOOL GARDEN PROGRESS

Plants growing in two raised beds in October 2016 **(left)** and eight additional raised beds being constructed in February 2017 **(above)** at Lady's Island Elementary.

Six newly constructed raised beds **(right)** about to be filled at Heyward Gibbs Middle School in October 2016 **(soil above)**.

SC Farm *to* School
Gardens

SCHOOL GARDENS AT MANNING EARLY CHILDHOOD CENTER (MECC)

Above: Closeup of plants in the Fall Garden at MECC.

Left & Above: Indoor and outdoor container gardens at Manning Early Childhood Center.

Photos taken in October **(above)** and February **(right)** showing the addition of seven new raised beds at MECC.
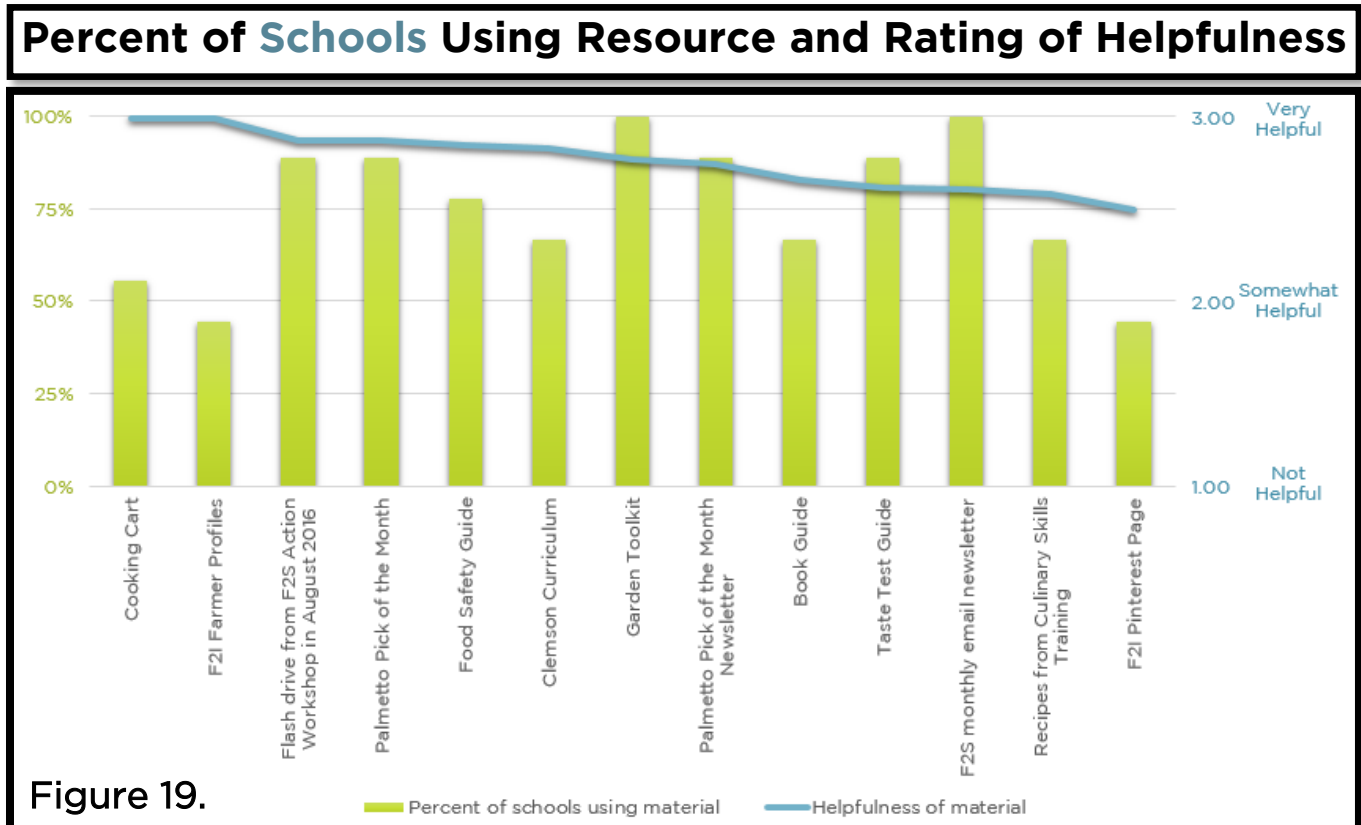
SC Farm *to* School
Grantee Feedback

RESOURCES

All schools provided feedback on resources on the year-end survey. The SC Farm to School email newsletter and the Garden Toolkit were the top two most commonly used resources; used by all sites. The SC Farm to School Action Institute flash drive, Palmetto Pick of the Month (and associated newsletter), and the taste test guide were the next most commonly used (eight of nine schools reported using). Farmer Profiles and the SC Farm to Institution Pinterest page were the least used resources (four of nine schools reported using).

Schools also rated helpfulness of the various resources used. The Cooking Cart and Farmer Profiles were rates as most helpful (average of 3.0 on a three-point scale with three being 'Very Helpful', two being 'Somewhat Helpful', and one being 'Not Helpful') and the SC Farm to Institution Pinterest page was rated as least helpful (average of 2.5 on the three-point scale).

Opportunities for resource improvement can be identified by locating resources that are frequently used, but ranked lower in helpfulness (e.g. SC Farm to School newsletter). Opportunities for resource marketing can be identified by locating resources that are infrequently used but rated higher in helpfulness (e.g. Farmer Profiles, Cooking Cart). Figure 19. below lists resources used by the nine schools in descending order of helpfulness rating.

Percent of Schools Using Resource and Rating of Helpfulness

Figure 19.

Percent of schools using material   Helpfulness of material

SC Farm *to* School
Grantee Feedback

RESOURCES

In addition to supplied resources, all schools utilized external partners: seven collaborated with farmers or food producers, six collaborated with Cooperative Extension professionals, and seven collaborated with various other partners including chefs, parents, district staff, Future Farmers of America (FFA), Master Gardeners, and a private business.
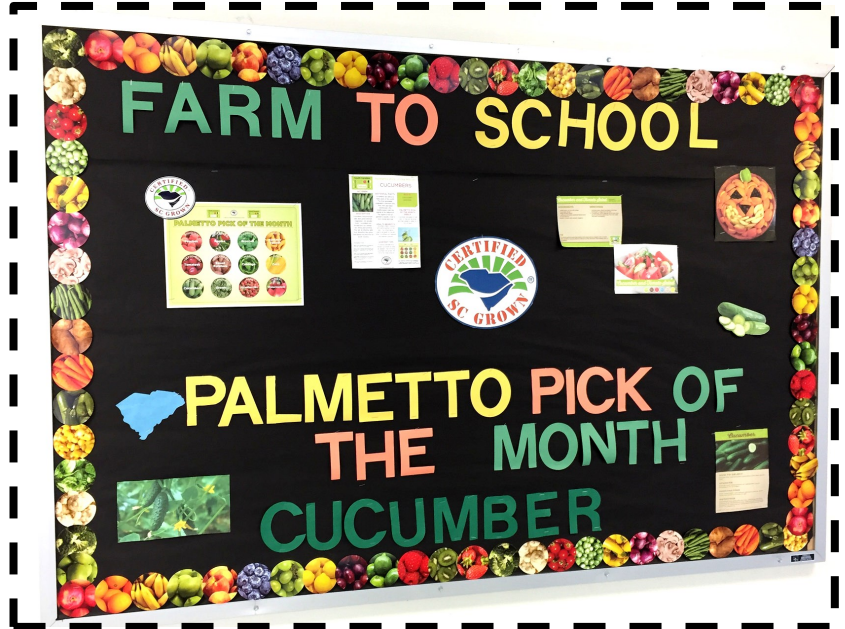
SUSTAINABILITY

Eight of the nine sites indicated on the year-end survey that they plan to sustain all four of the SC Farm to School components. Only one school indicated that they may not continue purchasing at least two SC grown fruits and vegetables monthly, though they will continue with the other three components.

Above: A bulletin board at Manning Early Childhood Center highlights the October Palmetto Pick of the Month: Cucumbers.

8 of 9

Schools plan to sustain all four SC Farm to School components

For comparison, 31 previous grantee school principals or teachers and 46 previous grantee school cafeteria managers responded to the 2017 SC Farm to School statewide survey. Sixty-eight percent of responding grantees had an active garden (compared to 50% of non-grantees), and 93% of previous grantees were serving SC grown (compared to 73% of non-grantees). Seventy-four percent of previous grantees were participating in some form of nutrition or agriculture experiential learning activity, and 58% reported participating in taste tests specifically. Significantly more previous grantees were maintaining a garden, serving SC grown, and participating in taste tests when compared to non-grantee schools ($p < 0.05$).

SC Farm *to* School
Grantee Feedback

TRAINING

Training and resource requests were not specifically solicited from 2016-2017 grantee schools, although one school requested agriculture curriculum covering commodities in SC and the history of agriculture in SC.

From the 2017 SC Farm to School statewide survey, the most requested training from teachers and principals was for 'Connecting with community partners' (61%) followed by 'Identifying funding resources' and 'Establishing or maintaining a school garden' (both 57%) (n= 275). The most requested training from school cafeteria managers was 'Participating in culinary training' (56%), followed by 'Purchasing local foods' (45%) and 'Incorporating education activities' (44%) (n= 353).

Connecting with Community Partners

#1 Training request for principals & teachers statewide

Participating in Culinary Training

#1 Training request for cafeteria managers statewide

The teacher and principal request for training to help connect with community partners was echoed in 2016-2017 grantee school's recommendations to other potential SC Farm to School participants outlined below.

School Recommendations

(Information on challenges and benefits of SC Farm to School not solicited from grantee schools)

* **Involve partners** (mentioned 3 times)
* **Be patient**/Understand the process takes time (mentioned 3 times)
* Establish and **plan responsibilities** upfront (mentioned 2 times)
* Utilize **resources provided** (mentioned 2 times)

Conclusions

Conclusions

THE FOUR COMPONENTS OVERALL

Figure 20. below shows an overview from the year-end survey of school grantees' perception of the difficulty implementing the four components and perceived impact on student attitudes about nutrition and/or agriculture (this information was not collected from preschools). Results show that all components fall on the simple side of the scale (rather than the difficult), with Promoting SC grown as simplest to implement and Establishing a Garden as the most difficult. Ratings of perceived impact are all rated as between a 'somewhat positive impact' and a 'very positive impact' with Integrating nutrition & agriculture education and Establishing a Garden as the most impactful. These results are promising for SC Farm to Institution overall. Sites are reporting that the components are not overly difficult to implement, and that they are positively impacting student attitudes.

The Four Components: Difficulty of Implementation and Perceived Impact on Student Attitudes in Grantee Schools
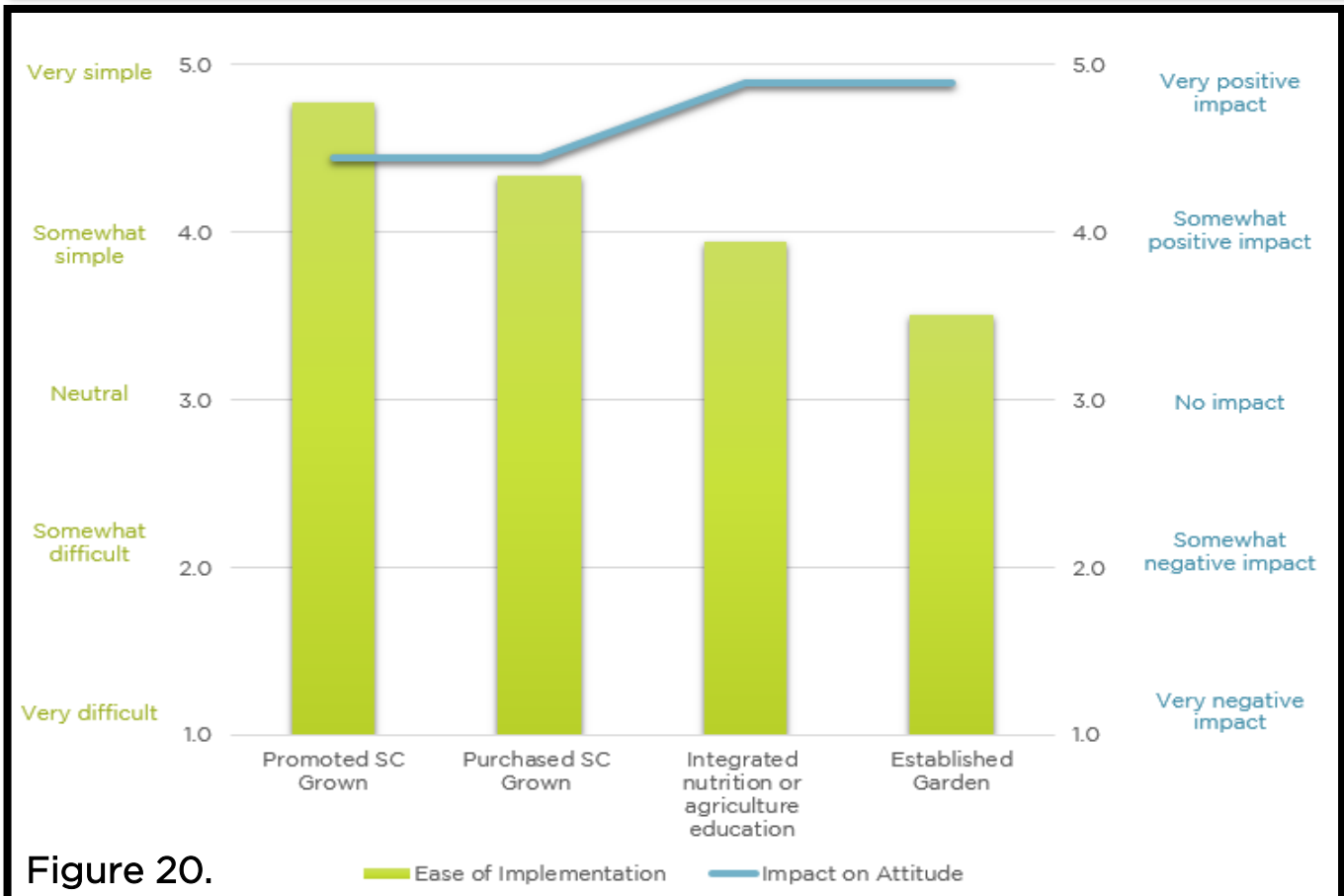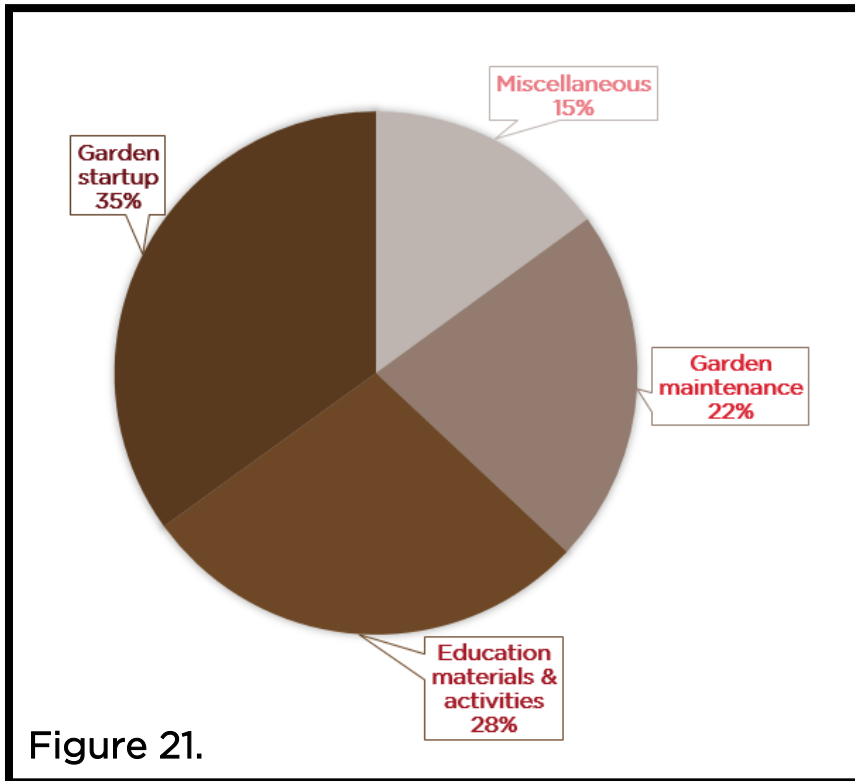

Figure 20.

Conclusions

Figure 21.

Preschool Expenditure by Category

EXPENSE OVERALL

For both preschools and schools, garden costs were where most of grant funds were spent (57% for preschools and 66% for schools) with most of that cost being for one-time or infrequent purchases such as water hoses, shovels, or lumber to construct beds (see Figure 21. to the left for cost breakdown for preschools, and Figure 22. below for schools).

Preschools and schools spent 28% and 20% respectively on educational materials and activities including taste tests, educational books, and field trips and 15% and 11% respectively for miscellaneous expenses including some kitchen materials and professional development.

This breakdown of expenses suggests that the primary monetary need for sites is for garden start-up costs. Miscellaneous resources and educational materials appear to require less funding and providing experiential nutrition and agriculture education may be achievable for preschools and schools with support from SC Farm to Institution through access to materials and technical assistance.

School Expenditure by Category

Figure 22.
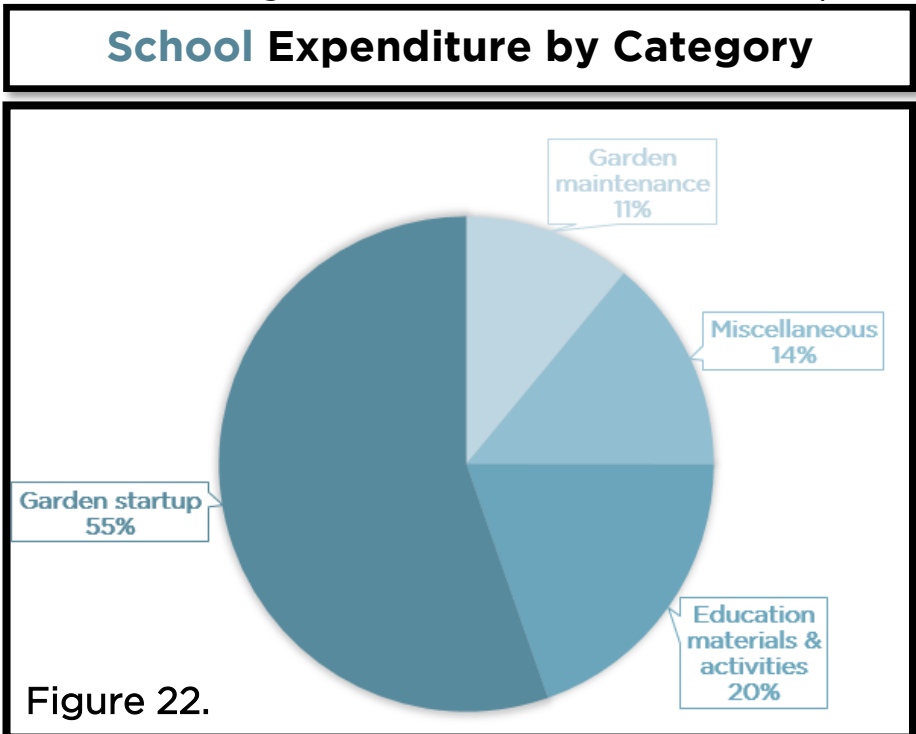
Conclusions

WRAPPING UP

Although the 2016-2017 grantee year will serve as the final year in which mini-grants will be awarded directly to applying preschools and schools for the foreseeable future, feedback from these sites can be used to make general updates and improvements to SC Farm to Institution practices and resources.

First, expense information from grantee sites can direct how SC Farm to Institution might best allot limited resources to fit preschool and school needs moving forward. Additionally, feedback from grantees concerning both resource utilization and resource helpfulness can provide direction on what SC Farm to Institution materials to adjust, update, improve, forsake, and/or promote. Also, information from grantees on how preschools and schools are sourcing SC grown items may be used to help SC Farm to institution develop resources or appropriately direct sites to existing resources. Finally, the combination of 2017 statewide survey responses and grantee requests for trainings can help inform SC Farm to Institution workshop development.

This use of grantee feedback is reflected in the program recommendations in the hope that the experiences and feedback of 2016-2017 preschool and school grantee sites can inform SC Farm to Institution practices and development moving forward into new arenas in 2018.

Above: Students at Fairforest Elementary carry the SC Farm to School banner during the Growing Green SC Farm to School Kickoff Celebration in October 2016.

Growing

SOUTH CAROLINA Farm to School
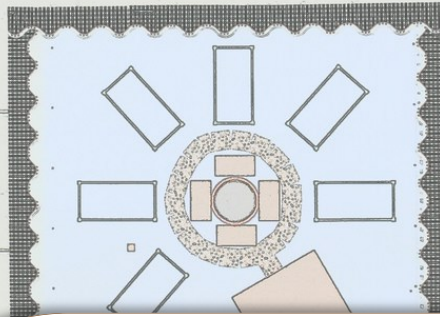
Organization & Evaluation Recommendations

Organization Recommendations

The following action items were developed based on feedback and results from the 2016-2017 preschool and school grantee sites and are applicable to the SC Farm to Institution mission and 2018 action plan. They are meant to be taken as considerations and implemented at the discretion of program staff and partners.

Communication

RESOURCE DEVELOPMENT & UTILIZATION:

* **Promote the use** of 'Grow it, try it, like it', the Garden Toolkit, and Action Institute flash drive materials to preschools. **Promote the use of** Farmer Profiles, Cooking Cart, and Clemson Curriculum to schools.
  * *These items were either mentioned as favorites or rated very high in helpfulness, but under-utilized.*

* **Consider adjusting the content or structure** of the SC Farm to Preschool newsletter, the Produce Availability Sheet, the Garden Toolkit, the SC Farm to School newsletter, the Taste Test Guide, and the Palmetto Pick of the Month newsletter.
  * *These items were widely utilized by either grantee preschools or schools, but were not mentioned as favorites or were rated lower in helpfulness compared to other resources.*

* **Promote the use** of the SC Farmers' Markets and Roadside Markets Map (https://gis.dhec.sc.gov/farmersMarkets/) and other farmers' market locators specifically to preschools.
  * *Farmers' markets were the preferred source for SC grown pro-duce for grantee preschools, but not a reported source for any schools.*

* **Consider the development** of 'Distributor Profiles'.
  * *The majority of grantee schools reported sourcing SC grown from distributors or processors rather than direct from farmers.*

* **Continue providing accessible promotional materials** to preschools and schools
  * *Grantee preschool and school compliance with promotion of SC Farm to Preschool and SC Farm to School and Certified SC Grown was high; in part because promotional resources were free and accessible.*

Organization Recommendations

Communication Continued

RESOURCE DEVELOPMENT & UTILIZATION:

* **Consider the development** of a resource listing funding opportunities related to SC Farm to Institution.

  * *The second most requested training or resource from school teachers and principals in the 2017 statewide survey.*

* **Consider the development** of resources for farmers.

  * *Two grantees reported difficulty procuring local produce.*

* **Add to Farmer Profiles** the farmers or distributors that grantee preschools and schools reported purchasing from or visiting:

  * Preschools: McCleary Farms, Heritage Fields Farms, Watsonia Farms, Growfood Carolina, McCleod Farm, Little Miracles Farm and Co-op, Bioway Farm, Livingston Farm, McCurley Farm, Lever Farm, Clinton Sease Farm.

  * Schools: Strawberry Hill USA (Cooley Farms), Hatcher Garden and Woodland Preserve, City Roots, Cottle Strawberry Farm, Clemson Student Organic Farm, Orvis Hill Farm, Nivens Apple Farm (now Johnson Farms).

GENERAL CONSIDERATIONS:

* Through resources and training, encourage sites to develop a team, a plan, and a leader from the outset but to also have a plan in place in case of staff turnover.

  * *Designating a team leader was the top recommendation from grantee preschools, and schools recommended planning and assigning responsibilities at the onset. However, at least two of the 10 preschools were lost to follow-up due to a departure of the team lead.*

* Internally ensure that SC Farm to Institution agency staff essential responsibilities can be maintained when staff transition out of roles.

Organization Recommendations

Education

WORKSHOPS or SUMMIT 2018 SESSION TOPICS:

* **Consider the development of** training and/or resources to aid preschools and schools in connecting with community partners.
  * *Connecting with community partners was the most requested training on the 2017 statewide survey by school principals and teachers and the second most requested by preschools.*
  * *Seven preschools reported involving parents, grandparents, churches, local businesses, community leaders, or community volunteers, and some indicated that these connections would promote sustainability.*
  * *All grantee schools reported using partners outside of SC Farm to Institution staff and it was the top recommendation by grantee schools to other potential sites.*
* **Maintain Culinary and Garden workshops** for preschools and schools.
  * *Garden training was the second most requested training on the statewide survey by school principals and teachers and requested by greater than 50% of responding preschools. Culinary training was the top request from school cafeteria managers on the statewide survey.*
  * *Two grantee preschools requested seasonally appropriate garden training (i.e. in advance of seasonal planting).*

Opportunities

SCHOOL GARDEN FUNDING THROUGH SCDE:

* **Consider limiting applicants** to those not previously funded by a SC Farm to School grant, to increase equitability of resource distribution and percent of eligible schools impacted statewide.
  * *Relatively high sustainability of gardens in participating schools (68% of previous grantees vs. 50% of non-grantees with an active garden from statewide survey).*
  * *Previous grants reached approximately 13% of the 872 SC schools eligible (serving greater than or equal to 50% free or reduced lunch).*

Organization Recommendations

Opportunities Continued

TIERED AWARD SYSTEM:

* **Awards annually** at the SC Farm to Institution Summit
    * *Annual renewal to ensure continuous documentation from pre-schools or schools and to ensure validity of award.*
    * *Five of seven responding grantee preschools were interested in a site designation (information not solicited from grantee schools).*
* **Simplify documentation and reporting** requirements for both preschools and schools.
    * *Compliance with reporting was low even for grantee sites; requirements for voluntary participants should be minimal.*
* **Prepare to devote staff time** for verifying component compliance.
    * *Review of documentation, particularly production records and menus will require dedicated time.*
* **Prepare protocol to maximize validity** of self-reported information and streamline decisions about what documentation qualifies for award (e.g. reports of produce not local to SC will not qualify).
    * *For grantee sites, frequent mismatch between school menus and production records (SC item on production record not on menu and vice versa) and frequent report of off-season produce (e.g. tomatoes in February).*
* **Consider redefining component one** (Sourcing at least two SC grown items per month) to be an *average* of two per month during the [school] year.
    * *Overall, grantee sites sourced on average more than two per month, but few sites successfully sourced two or more items every month.*
    * *Will allow preschools and schools to increase servings in months where SC produce is more abundant or there is greater variety to account for shortages in other months.*
* **Consider contacting** preschools and schools that reported SC Farm to Institution activities in the statewide survey to recommend application for the award.
* **Reflect on how the program will promote equity** by serving marginalized populations.

Evaluation Recommendations

The following evaluation recommendations and considerations were developed based on the 2018 action plan and in response to changing needs during program redevelopment. They are meant to be taken as considerations and implemented at the discretion of program staff and partners.

TIERED AWARD SYSTEM

* **Develop questions to include** on tiered system application most useful for tracking participation, measuring growth, and estimating impact.
* **Consider how** evaluation can be integrated into the tiered award system and how system monitoring and updating can be automated.

STATEWIDE SURVEY

* **Consider repeating statewide survey** to:
    * *Recollect valuable information and monitor change (consider randomizing sample).*
    * *Collect information on amount of local produce served and amount spent on local produce.*
    * *Raise awareness of tiered system through an additional survey item to "add up score at the bottom: you may qualify for an award"*

SUCCESS STORIES

* Consider **in-depth interviews** with several selected sites to develop success stories highlighting program impact in a relatable way and to better understand facilitators and barriers not communicated in closed-ended surveys.

FARM TO INSTIUTION SUMMIT 2018

* **Summarize and share** SC Farm to Institution accomplishments at the 2018 Summit.

RESOURCE DEVELOPMENT

* Determine **how** resources are being used, **why** some are underutilized, and determine **what** would constitute improvements to those lower rated in helpfulness to aid with resource promotion and updates.

ECONOMIC ANALYSIS

* **Collect baseline information** on economics of local food production and distribution statewide from farmers and distributors.

Appendix

SC Farm to Preschool Grantee Site Visit Checklist:

Farm to Preschool Site Visit Observation/Interview Form

Preschool: _____   Month/Day/Year:_____/___/_____

Form completed by: _____

Prior to the visit, review the menus/photos submitted by the preschool and note information on items highlighted in yellow.

Center Enrollment/Capacity

Ages	Current Enrollment	Capacity
< 1		
1 - 5		
6 - 12		

Is there an increase/decrease in enrollment during summer months?

SC Grown Purchased/Served

# of Menus Submitted: _____   # of Months Served at least 2 SC Grown _____

1. Describe the process of purchasing SC Grown fruits and vegetables?
   Probes: Where purchased? Purchased Directly from Farmers?

2. What are some of the challenges to purchasing and using SC Grown produce?
   Probes: Fresh vs canned? Spoilage? Storage?

3. Describe how the requirement to serve SC Grown is or is not changing the types of fruits and vegetables served. (ex. Are you serving kale now because it's an SC Grown items but it wasn't on the menu before?)

4. If new SC Grown produce items are being served, were you able to locate recipes that incorporate these produce items?
   Probe: Where did you locate the recipe?

SC Farm to Preschool Grantee Site Visit Checklist:

5. If different fruits and vegetables are being served, such as kale, how do you and the staff encourage the children to try the SC Grown produce?

Promotion of SC Grown

# of Months SC Grown logo identified on menu: _____

Note type and location of SC Grown logo promotional material observed during visit:

6. Where have you displayed the SC Grown logo?

7. Are there additional SC Grown promotional materials we should consider providing?

8. Has there been any comments or questions from the parents, children, or staff about the logo?

Garden

Number of garden photos submitted prior to visit: _____
Briefly describe anything of note in the photos (e.g. type of garden(s), crops, multiple seasons)

What stage of growth/production is the garden at during time of visit (please attach a photo if possible)?

_____ Garden not yet started ____ Nothing is growing in garden (*not including weeds*)
_____ Early/New growth visible _____Lush producing plant growing

9. Who is/was involved in the establishment and sustainability of your garden?
   Probes: Who is in charge? Parent volunteers? Clemson Extension? Farmers?

10. Did the garden workshop and/or garden toolkit help with establishment of the garden?

11. How do you use the garden?
    Probes: Teaching tool vs only taste tests? What ages? What do you do with the crops?

SC Farm to Preschool Grantee Site Visit Checklist:

12. What are some of the challenges with the garden?

13. What suggestions do you have for preschools who want to start a garden but do not have funding?
    Probes: Donations? Support from parents? Community Assistance?

Nutrition/Agriculture Education

14. How is nutrition/ag education being integrated into the existing classroom activities?
    Tell me about any taste tests that have been offered.   Probes: Ages of children? Products? Parents included? Reactions?

15. Have you incorporated Palmetto Pick of the Month into your activities? _____Yes _____No
    Please describe:

16. What farm or nutrition related field trips have you taken?
    Probes: Ages of children? Parents included?

17. Have any farm/nutrition guest visitors or speakers?
    Probes: Farmers? Clemson Extension Agents?

Overall F2PS Experience and Implementation

18. How did the grant submission process go for you?
    Probes: Suggestions for improvement?

19. Have you found any benefit to serving SC Grown produce?
    Probe: Is it more cost effective to serve seasonal produce items? Fresher? Appealing?

SC Farm to Preschool Grantee Site Visit Checklist:

20. What has been the response of parents to your F2PS activities?
    Probes: Have parents requested information about what is being served or about the garden itself? Fruits and Vegetables? Gardens? Any parents change what they cook/serve at home? Any parents start a garden?

21. What has been the response of staff members to F2PS activities?
    Probes: Fruits and Vegetables? Gardens? Any staff members change what they cook/serve at home? Any staff members start gardens?

22. If you have an afterschool program, are those children involved in F2PS activities? _____Yes
    _____No
    Please describe:

23. What suggestions do you have for improving the Farm to Preschool program?

24. What of all that we discussed today do you plan to continue in the coming year?
    Probes: SC Grown? Garden? Nutrition/Farm Ed? (ONLY ASK TOWARD END OF FUNDING CYCLE)

25. What else do you think those providing the funding for Farm to Preschool should know actual implementation?

26. Any additional comments or questions?

SC Farm to Preschool Year-End Grantee Survey:

* 1. What is the name of your preschool?

[   ]

2. What is your job title?

[   ]

3. Who from your center was on your SC Farm to Preschool team?

[   ]

4. In your original application, someone was designated to be the team leader. Was having a team leader helpful in moving the program forward?

○ Yes

○ No

Please explain your response.

[   ]

5. In your opinion, is a team leader necessary to be most successful in implementing the program?

○ Yes

○ No

* 6. Did your team include any of the following external partners (check all that apply)?

☐ Farmers

☐ Food Distributors (e.g. Sysco, US Foods)

☐ Families

☐ Local chefs

☐ Cooperative extension professionals (e.g. Master Gardeners, Clemson Extension Agents)

☐ University faculty, staff, students

☐ Community volunteers

☐ Other, please explain.

[   ]

SC Farm to Preschool Year-End Grantee Survey:

* 7. Where did you purchase your SC Grown produce? Check all that apply and please be specific.

- [ ] Directly from farmer
- [ ] From a farmers' market or roadside market/farm stand
- [ ] Through distributors/processors who buy from local farmers
- [ ] From a grower's cooperative
- [ ] From a grocery store
- [ ] Other sources approved by the SC Farm to Preschool Program Coordinator

* 8. Since funding was received, did your preschool promote serving SC Grown by displaying the Certified SC Grown logo at your center?

- ( ) Yes
- ( ) No

* 9. Please explain where/how SC Grown promotional materials were displayed.

SC Farm to Preschool Year-End Grantee Survey:

* 10. Which of the following resources did your program use to implement the nutrition/agriculture education component of the SC Farm to Preschool Program (check all that apply).

- [ ] SC Farm to Preschool newsletter
- [ ] Palmetto Pick of the Month
- [ ] Pinterest Page
- [ ] Grow It, Try It, Like It
- [ ] South Carolina Produce Availability Sheet
- [ ] SC Farm to Preschool Book Guide
- [ ] South Carolina Garden Toolkit
- [ ] SC Farm to Preschool Cooking Abilities for Young Children
- [ ] South Carolina Farmer Profiles
- [ ] SC Farm to Preschool Website
- [ ] SC Farm to Preschool Field Trip Guide
- [ ] SC Farm to Preschool Taste Test Guide
- [ ] Harvest for Healthy Kids
- [ ] Growing Minds Lessons
- [ ] SC Farm to Preschool How Children Can Help in the Garden
- [ ] Flash Drive provided during Action Institute in March 2016
- [ ] External Partners (e.g. Nutrition professionals, Master Gardener, Clemson Extension Agents, Farmers)
- [ ] Other, please explain.

[   ]

* 11. What did you find most helpful about the resources you used?

[   ]

* 12. Do you have any suggestions for improving the content of these resources?

- ( ) Yes
- ( ) No

SC Farm to Preschool Year-End Grantee Survey:

* 13. Please describe your suggestions for improving resource content.

[ ]

* 14. Do you have any suggestions for resources or training opportunities that need to be developed?

○ Yes

○ No

* 15. Please describe your suggestions for resource training development.

[ ]

SC Farm to Preschool Year-End Grantee Survey:

* 16. In which existing routines was nutrition and/or agriculture education incorporated? (indicate whether each method was used and if applicable, how education was incorporated)

	Yes	No
Learning Centers	○	○

If yes, please explain how it was incorporated.

	Yes	No
Circle Time	○	○

If yes, please explain how it was incorporated.

	Yes	No
Meal/snack time	○	○

If yes, please explain how it was incorporated.

	Yes	No
Materials	○	○

If yes, please explain how it was incorporated.

	Yes	No
Guest Speakers	○	○

If yes, please explain how it was incorporated.

	Yes	No
Field Trips	○	○

If yes, please explain how it was incorporated.

* 17. Were any of the four SC Farm to Preschool components integrated into special events at your center? For example:

- A taste test with SC Grown fruits was offered during a parent night or other event
- A list of where SC Grown produce can be purchased was provided to families
- A weekend field trip to a U-pick farm was planned for families from your program
- Time was scheduled for families to work together in the garden

○ Yes

○ No

SC Farm to Preschool Year-End Grantee Survey:

* 18. Please explain how the Farm to Preschool components were integrated into special events at your center.

* 19. Was the garden used as an intentional tool to address the following domains (indicate whether each domain was addressed):

	Yes	No
Mathematics	○	○
If yes, please explain how.		
Physical Education and Health	○	○
If yes, please explain how.		
English Language Arts and Literacy	○	○
If yes, please explain how.		
Social and Emotional Development	○	○
If yes, please explain how.		
Approaches to Learning	○	○
If yes, please explain how.		

* 20. What type of garden did you have? (Check all that apply)

☐ In-Ground

☐ Raised Bed

☐ Container (outdoor)

☐ Classroom Container (indoors)

☐ Other, please explain.

SC Farm to Preschool Year-End Grantee Survey:

* 21. What ages participated in gardening? (Check all that apply)

☐ 0-2

☐ 3-5

☐ 6-12 (afterschool)

☐ Other, please explain.

[   ]

* 22. What did you do with the crops harvested (i.e. taste tests, added into meals)?

[   ]

* 23. How do you plan to continue your garden *without* SC Farm to Preschool funding (e.g. donations, parental support, community partners, fundraisers)?

[   ]

* 24. Which of the four SC Farm to Preschool program components will your center continue to implement? (Check all that apply)

☐ Purchasing SC Grown

☐ Serving and Promoting SC Grown

☐ Integrating Nutrition and Agriculture Education Activities

☐ Gardening

☐ None of the above (please explain)

[   ]

25. What suggestions do you have for improving the SC Farm to Preschool program?

[   ]

SC Farm to Preschool Year-End Grantee Survey:

* 26. SC Farm to Institution is exploring a designation for child care providers that implement the four components of the SC Farm to Preschool Program regardless of funding. As a previously funded site, would you be willing to submit documentation (e.g. menus highlighting 2 items per month, garden photos, and proof of SC Grown promotion) on a yearly basis to continue being recognized as a SC Farm to Preschool site?

○ Yes

○ No

Please explain your response.

SC Farm to Preschool Statewide Survey:

SOUTH CAROLINA FARM TO PRESCHOOL SURVEY

The SC Farm to Institution program is committed to expanding and strengthening SC Farm to Preschool initiatives across the state. Through access to nutritious local foods and education, we can improve the health of children while strengthening local economies and engaging communities. By completing the brief survey below, you can help us know how to best direct our efforts toward accomplishing this goal.

General Information

Name of childcare site: _____ County: _____

Does this site participate in Child and Adult Care Food Program (CACFP)?	☐ Yes ☐ No ☐ Don't Know
If this site participates in ABC Quality, please indicate the quality rating.	☐ A+/A ☐ B+/B ☐ C ☐ N/A

Your Contact Information

Name:	
Primary Position:	☐ Owner ☐ Director ☐ Caregiver ☐ Cook ☐ Other: _____
Email:	
Would you like to receive the Farm to Preschool electronic newsletter?	☐ Yes ☐ No

Current Farm to Preschool Activities

Does your childcare site serve South Carolina grown/raised fruits, vegetables, or other products (e.g. poultry, milk, eggs)?	☐ Yes ☐ No ☐ Don't Know
Does your childcare site have a place for a fruit and/or vegetable garden (e.g. raised bed, container garden, plot)?	☐ Yes ☐ No ☐ Don't Know
My childcare site planted/will plant fruits and/or vegetables in a garden during: (select all that apply)	☐ Fall 2016 ☐ Winter 2017 ☐ Spring 2017 ☐ Summer 2017 ☐ Don't Know ☐ No active garden
In which of the following agriculture, nutrition, or food education activities do children participate? (select all that apply)	☐ Taste Tests ☐ Guest Visits (e.g. farmers, nutritionists) ☐ Cooking Activities ☐ Educational Books ☐ Farm Field Trips ☐ None ☐ Other:_____

Which of the following training/resource topics would be helpful to your childcare site? (select all that apply)

☐ Incorporating agriculture and nutrition education activities	☐ Purchasing local fruits/vegetables or other locally sourced products	☐ Participating in culinary training (or other food preparation topics)
☐ Organizing agriculture field trips	☐ Identifying funding resources	☐ Other: _____
☐ Connecting with community partners (e.g. farmers, local chefs, master gardeners)	☐ Establishing or maintaining a garden	☐ Other: _____

Follow-Up

Who is the best person to receive more information regarding SC Farm to Preschool trainings and resources?
☐ Owner ☐ Director ☐ Caregiver ☐ Cook ☐ Other: _____

Comments:

Thank you for participating!

SC Farm to School Grantee Site Visit Checklist:

SC Farm to School Site Visit Checklist

School: _____

Date: __ / __ / __   F2S staff at visit: _____

Form completed by: _____

General School Environment – Circle one for each of the following:

This includes the main entrance, classrooms, all hallways, and all other areas than the cafeteria & garden.

Are fresh fruits and vegetables promoted in the school? (Poster, table, hanging sign, etc.)	Yes	No
Is healthy eating promoted in the school? (Poster, table, hanging sign, etc.)	Yes	No
Is the Farm to School logo promoted in the school? (Poster, table, other signs, etc.)	Yes	No

Cafeteria – Circle one for each of the following questions:

Are fresh fruits and vegetables promoted in the school cafeteria? (Poster, table, hanging sign, etc.)	Yes		No
Is healthy eating promoted in the school cafeteria (Poster, table, hanging sign, etc.)	Yes		No
Is the Farm to School logo promoted in the school cafeteria? (Poster, table, other signs, etc.)	Yes		No
Is the Certified SC Grown sign promoted in the school cafeteria? (Poster, table, other signs, etc.)	Yes		No
Are the Certified SC Grown signs labeled on the tray line?	Yes	Some	No
Are the meals prepared by scratch?	Yes	Some	No
What is the cafeteria manager's level of enthusiasm/support for Farm to School?	Hi	Med	Low
What is the level of enthusiasm/support for Farm to School shown by the other cafeteria staff?	Hi	Med	Low
What is the cafeteria manager's perception about the student's level of enthusiasm for local fruits and vegetables?	Hi	Med	Low

List names of school (and/or district) staff you interacted with for this section:

_____

_____

Garden – Is there a garden? If yes, complete this section.

The garden area consists of the following (check all that apply followed by the quantity for each):

___ Raised Bed, how many? ___   ___ In-ground, how many? ___   ___ Containers, how many? ___

Is the Farm to School logo promoted in the school garden?	Yes	No
Does the garden area look well-kept?	Yes	No
Are there fruits growing in the garden?	Yes	No
Are there vegetables growing in the garden?	Yes	No

SC Farm to School Grantee Site Visit Checklist:

SC Farm to School Site Visit Checklist

List all plants growing in the garden and generally how far along they are (seedling, growing plant, mature plant, ready to be harvested):

General comments of other elements of the garden that should be described:
_____
_____
_____

List names of school (and/or district) staff you interacted with for the garden section:
_____
_____
_____

Classroom – Did you visit a classroom or talk to a teacher about classroom lessons? If yes, complete this section.

Have the students taken a F2S related field trip (farm, farmers market, etc.)? ___ Yes ___ No

If yes, describe where, when & which grade(s): _____

_____

Please answer the following:

	Yes	No	Grade(s)
Have the students participated in nutrition-related classroom lessons?			
Description:			
Have the students participated in agriculture-related classroom lessons?			
Description:			
Have the students participated in taste tests?			
Description:			

List names of school (and/or district) staff you interacted with for the classroom section:
_____
_____

SC Farm to School Grantee Site Visit Checklist:

SC Farm to School Site Visit Checklist

Other notes:

_____

_____

_____

_____

_____

_____

_____

_____

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_____

SC Farm to School Year-End Grantee Survey:

* 1. Name of school

[   ]

* 2. Job title

○ Food Service

○ Teacher

○ Other (please specify)

[   ]

* 3. Please check all of the following that your school participated in:

☐ Purchased at least 2 SC Grown fruits and vegetables monthly

☐ Promoted SC Grown in school meals and in the cafeteria

☐ Established or revitalized a vegetable or fruit garden at the school

☐ Integrated nutrition or agriculture education with hands-on learning activities (e.g. hosted taste tests/cooking demonstrations, used produce from school-based gardens in classrooms, etc.)

4. Please indicate the difficulty level of implementing these activities at your school.

	Very simple	Somewhat simple	Neutral	Somewhat difficult	Very difficult
Purchased at least 2 SC Grown fruits and vegetables monthly	○	○	○	○	○
Promoted SC Grown in school meals and in the cafeteria	○	○	○	○	○
Established or revitalized a vegetable or fruit garden at the school	○	○	○	○	○
Integrated nutrition or agriculture education with hands-on learning activities (e.g. hosted taste tests/cooking demonstrations, used produce from school-based gardens in classrooms, etc.)	○	○	○	○	○

SC Farm to School Year-End Grantee Survey:

5. Please indicate your perception of the impact these activities had on students' attitudes about nutrition and/or agriculture.

	Very positive impact	Somewhat positive impact	No impact	Somewhat negative impact	Very negative impact
Purchased at least 2 SC Grown fruits and vegetables monthly	○	○	○	○	○
Promoted SC Grown in school meals and in the cafeteria	○	○	○	○	○
Established or revitalized a vegetable or fruit garden at the school	○	○	○	○	○
Integrated nutrition or agriculture education with hands-on learning activities (e.g. hosted taste tests/cooking demonstrations, used produce from school-based gardens in classrooms, etc.)	○	○	○	○	○

* 6. Were components of SC Farm to School integrated in any special events during the second half of the 2016-2017 school year?

○ Yes

○ No

7. Please describe how.

[   ]

* 8. Did you include SC Farm to School lessons in classroom activities?

○ Yes

○ No

SC Farm to School Year-End Grantee Survey:

9. Please list the grades that participated (k-12)

10. Please list the subject area(s) for the lessons. (i.e. Health, Science, ELA, etc.)

11. Where did the materials/content for the lessons come from?

☐ SC Farm to School lesson from website

☐ Developed by teacher(s) at school

☐ Other (please describe)

12. Did the SC Farm to School lessons include a garden component?

○ Yes

○ No

13. Did the SC Farm to School lessons include a taste test component?

○ Yes

○ No

14. Why didn't you incorporate SC Farm to School lessons in the classroom?

☐ Did not have time

☐ Did not have the appropriate background to deliver the lessons

☐ Other (please explain)

15. In addition to the Farm to School group, which other outside partners did you collaborate with?

☐ Farmers/food producers

☐ Cooperative extension professionals

☐ No other partners

☐ Other (please describe)

SC Farm to School Year-End Grantee Survey:

16. Where did your school purchase SC Grown produce? (check all that apply)

☐ Directly from farmer

☐ Through distributors/processors who buy from local farmers

☐ From a grower's cooperative

☐ From a grocery store

☐ Our school did not source SC grown produce

☐ Other (please specify)

17. Please rate the helpfulness of the following SC Farm to School resources.

	Very helpful	Somewhat helpful	Not helpful	Did not use
F2S monthly email newsletter	○	○	○	○
Taste Test Guide	○	○	○	○
Garden Toolkit	○	○	○	○
Food Safety Guide	○	○	○	○
Book Guide	○	○	○	○
Clemson Curriculum	○	○	○	○
Cooking Cart	○	○	○	○
F2I Pinterest Page	○	○	○	○
Recipes from Culinary Skills Training	○	○	○	○
Flash drive from F2S Action Workshop in August 2016	○	○	○	○
F2I Farmer Profiles	○	○	○	○
Palmetto Pick of the Month	○	○	○	○
Palmetto Pick of the Month Newsletter	○	○	○	○

SC Farm to School Year-End Grantee Survey:

18. Which activities will you maintain without SC Farm to School funding? (select all that apply)

☐ Purchasing at least 2 SC Grown fruits and vegetables monthly

☐ Promoting SC Grown in school meals and in the cafeteria

☐ A school vegetable or fruit garden

☐ Integrating nutrition or agriculture education with hands-on learning activities (e.g. hosting taste tests/cooking demonstrations, using produce from school gardens in classrooms, etc.)

19. What advice would you give to a school that is looking to participate in Farm to School?

20. Is there anything else that you would like to share with us?

SC Farm to School Teacher/Principal Statewide Survey:

SOUTH CAROLINA FARM TO SCHOOL SURVEY

The SC Farm to Institution program is committed to expanding and strengthening farm to school initiatives across the state. Through access to nutritious local foods and education, we can improve the health of children while strengthening local economies and engaging communities. By completing the brief survey below, you can help us know how to best direct our efforts toward accomplishing this goal.

General Information

Name of School: _____

County: _____   School District: _____

Your Contact Information

Name:		Job Title:	
Email:			

May we add you to the Farm to School email newsletter?   ☐ Yes   ☐ No

Phone number: ( ) –

May we contact you with additional questions?   ☐ Yes   ☐ No

Current Farm to School Activities

Does your school have a place for a fruit/vegetable garden (e.g. raised bed, greenhouse, container garden, plot, etc.)?   ☐ Yes ☐ No ☐ Don't Know

My school planted/will plant fruits/vegetables in a school garden during: (select all that apply)
☐ Fall 2016   ☐ Winter 2017   ☐ Spring 2017
☐ Summer 2017   ☐ Don't Know   ☐ No active garden

In which of the following agriculture, nutrition, or food education activities do students participate? (select all that apply)
☐ Taste Tests   ☐ Guest Visits (e.g. farmers, nutritionists)
☐ Future Farmers of America (FFA)   ☐ Farm Field Trips
☐ School Farmer's Market   ☐ None
☐ Other:_____

Which of the following training/resource topics would be helpful to your school? (select all that apply)

☐ Incorporating agriculture and nutrition education	☐ Organizing agriculture field trips	☐ Participating in culinary training (or other cafeteria-related topic)
☐ Purchasing local fruits/vegetables or other locally sourced foods	☐ Identifying funding resources	☐ Other: _____
☐ Connecting with community partners (e.g. farmers, local chefs, master gardeners)	☐ Establishing or maintaining a school garden	☐ Other: _____

Follow-Up

Who is the best person to receive information about Farm to School trainings and resources?

Name: _____   Job Title: _____

Email: _____   Phone: ( ) –

Comments:

Thank you for participating!

SC Farm to School Cafeteria Manager Statewide Survey:

SOUTH CAROLINA FARM TO SCHOOL SURVEY

The SC Farm to Institution program is committed to expanding and strengthening farm to school initiatives across the state. Through access to nutritious local foods and education, we can improve the health of children while strengthening local economies and engaging communities. By completing the brief survey below, you can help us know how to best direct our efforts toward accomplishing this goal.

General Information

Name of School: _____

County: _____   School District: _____

Your Contact Information

Name:	
Job Title:	
Email:	
May we add you to the Farm to School email newsletter?	☐ Yes ☐ No
Phone number:	( ) –
May we contact you with additional questions?	☐ Yes ☐ No

Current Farm to School Activities

Does your school cafeteria serve South Carolina grown/raised fruits, vegetables, or other products (e.g. poultry, milk, eggs)?	☐ Yes ☐ No ☐ Don't Know

Which of the following training/resource topics would be helpful to your school? (select all that apply)

☐ Incorporating agriculture and nutrition education	☐ Organizing agriculture field trips	☐ Participating in culinary training (or other cafeteria-related topic)
☐ Purchasing local fruits/vegetables or other locally sourced foods	☐ Identifying funding resources	☐ Other: _____
☐ Connecting with community partners (e.g. farmers, local chefs, master gardeners)	☐ Establishing or maintaining a school garden	☐ Other: _____

Follow-Up

Who is the best person to receive information about Farm to School trainings and resources?

Name: _____   Job Title: _____

Email: _____   Phone: (   )   –

Comments:

Thank you for participating!