

Hawai'i Farm To School & School Garden Hui (HFSSGH)

Strategic Plan 2012-2013

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1. Our Mission & Vision

Mission –

Our mission is to strengthen Hawai'i's statewide Farm to School and School Garden movement by supporting our island networks in the areas of capacity building, resource development and sharing, professional development, and policy development and advocacy.

Vision –

We envision a holistic education system that renews our relationship to food, farming, and the environment, improves health, and raises academic achievement. We envision Hawai'i as a center for agro-ecological education and food production and as a model of regenerative community food systems for the Pacific and the world.

2. Our Core Values

We affirm our living commitment to the following shared values that guide our work, how we work with each other, and how we work in partnership with diverse community stakeholders to accomplish our mission and achieve our vision.

Aloha 'Aina – Respecting the essential interconnectedness of all things and understanding that every action affects the system as a whole; caring for that which nourishes us ('aina) as a spiritually-based process and honoring Hawai'i's unique and special cultural roots, history, and perceived oneness with the 'aina;

Learning For Life – Providing a place-based and project-based education that engages the learner by inviting active participation at all stages in the process, from seed to table;

Social, Economic & Environment Justice – Empowering the people, individuals and communities to correct imbalances and infringements to their basic human rights;

Community Collaboration – Aiming for inclusiveness and consensus decision making while honoring the wealth of diversity possessed by community;

Health and Wellness – Striving for pono and balance in mind, body, and soul;

Self-Sufficiency – Incorporating the fundamental principles of nature in sustaining life;

Quality Curriculum – Education for sustainability that puts the student in the center of all decision-making.

3. Guiding Principals

Source: The Cloud Institute For Sustainability Education

1) A HEALTHY AND SUSTAINABLE FUTURE IS POSSIBLE

We can learn how to live well within nature's means. This viewpoint inspires and motivates people to act.

2) WE ARE ALL IN THIS TOGETHER

We are interdependent on each other and on the natural systems. In this context, self interests are best served through mutually beneficial relationships.

3) HEALTHY SYSTEMS HAVE LIMITS

Rather than exceeding or ignoring the limits, tap the power of limits. Constraints drive creativity.

4) RECOGNIZE AND PROTECT THE COMMONS

The Commons are the creations of nature and society that we inherit jointly and freely, and hold in trust for future generations. We all depend on them and we are all responsible for them. Who is tending them at the moment?

5) RECONCILE INDIVIDUAL RIGHTS WITH COLLECTIVE RESPONSIBILITIES

Responsible and ethical participation and leadership are required in order to make the changes we need to make. We must reconcile the conflicts that exist between our individual rights and our responsibilities as citizens.

6) DIVERSITY MAKES OUR LIVES POSSIBLE

Diversity is required to support rich complex systems (like us), to build strength and to develop resilience in living systems. Biological diversity, cultural, gender, political and intergenerational diversity all serve this purpose.

7) CREATE CHANGE AT THE SOURCE NOT THE SYMPTOM

Distinguish problems from symptoms and goals from indicators. Identify the most upstream problem you can address within your sphere of influence, and then solve more than one problem at a time while minimizing the creation of new problems.

8) THINK 1000 YEARS

Envision the kind of future we want and start working towards it. We do not have to sacrifice our children's future to meet our needs. In fact, that is irresponsible and just plain wrong.

9) READ THE FEEDBACK

We need to pay attention to the results of our behavior on the systems upon which we depend. How will we measure success? Sometimes the results of our behavior are inconsistent with our values and our desired outcomes. If we keep our eyes on the feedback, we can adjust our thinking and behavior before we cross detrimental thresholds.

10) IT ALL BEGINS WITH A CHANGE IN THINKING

Thinking drives behavior and behavior causes results. The significant problems we face cannot be solved with the same level of thinking we used to create them. (Einstein) Think systems, cycles and out of the box.

11) LIVE BY THE NATURAL LAWS

We must operate within the natural laws and principles rather than attempt to overcome them. It is non-negotiable.

12) WE ARE ALL RESPONSIBLE

Everything we do and everything we don't do makes a difference.

4. Environmental Scan

“Children in our communities have become disconnected from the source of their food and the local food system. The consequences of this disconnect are childhood obesity and related diseases never seen before in children. Anecdotal evidence is strong: students will eat what they grow. By participating in the full seed to table experience and relating this experience to their core classroom curriculum, students learn about nutrition, develop healthy eating patterns, and increase their understanding of ecological principles and stewardship of the land.” - Nancy Redfeather, Coordinator, Hawai'i Island School Garden Network

Significant Issues Facing Hawai'i

Agriculture

- The average age of Hawai'i's farmers is close to 60.
- Few programs in Hawai'i focus specifically on creating new farmers; the University of Hawai'i College of Tropical Agriculture and Human Resources (CTAHR) is underfunded in the area of food production/self-sufficiency for Hawai'i.
- High cost of land and lack of local agricultural infrastructure (processing and distribution systems).
- Competition for land and water from seed crops, biofuel crops, solar farms, housing developments, and commercial and industrial land-use.

Education

- Hawai'i Department of Education's four-year graduation rate for 2009-2010 was 79.3% (2010 School Status & Improvement Report, <http://arch.k12.hi.us/school/ssir/ssir.html>)
- Teachers, administrators, and students overwhelmed with the requirements of *No Child Left Behind*; excessive focus on test scores destroying access to other forms of learning through art, music, and the outdoors, including environmental education.
- Removal of environmental education benchmarks and teaching positions (e.g. resource teachers) during the 2000's.
- Significant cuts to 4-H Staff in Extension during the past ten years, resulting in reduced numbers of programs available in Hawai'i's communities and reduced participation in 4-H and Future Farmers of America (FFA) programs. Within ten years, attendance by FFA students at the yearly state convention dropped from 1500 to 150.
- Youth Risk Behavior Survey 2009 of Hawai'i Public High School Students:
 - 51.2% of students identified say harassment and bullying is a problem at school

Health

- Health Status of Hawaii Youth:
 - 29% of children entering kindergarten in Hawaii Public Schools are overweight or obese (Pobutsky et al 2007)
- Youth Risk Behavior Survey 2009 of Hawaii Public High School Students:
 - 44.2% ate fruit < 1 time per day or never
 - 39.3% ate vegetables < 1 time per day or never
 - 34.4% were physically active at least 60 minutes a day
 - 28% are overweight or obese
 - Hours of TV watched on average school day
 - <1 hour per day or none 32.5%
 - 1 to <3 hours per day 37.4%
 - 3 to <5 hours per day 20.3%
 - 5+ hours per day 9.8%
 - Hours of video games played on average school day
 - <1 hour per day or none 41.7%
 - 1 to <3 hours per day 30.9%
 - 3 to <5 hours per day 17.7%
 - 5+ hours per day 9.7%

- Hours of screen time on average school day
 - <1 hour per day or none 12.9%
 - 1 to <3 hours per day 30.7%
 - 3 to <5 hours per day 24.7%
 - 5+ hours per day 31.7%
- From 1999 to 2007, percent of students who watched television 3 or more hours per day decreased significantly in Hawaii (45% to 30%) and nationally; however, experts fear that this decrease is mainly due to television time being replaced by another sedentary behavior, video game and non-academic computer use.
- Diet and inactivity contribute to four out of the six leading causes of death (Heart disease, cancer, stroke, diabetes).
- The consequences of childhood obesity: (<http://www.cdc.gov/obesity/childhood/basics.html>)
 - Health risks now:
 - Childhood obesity can have a harmful effect on the body in a variety of ways. Obese children are more likely to have–
 - High blood pressure and high cholesterol, which are risk factors for cardiovascular disease (CVD). In one study, 70% of obese children had at least one CVD risk factor, and 39% had two or more.²
 - Increased risk of impaired glucose tolerance, insulin resistance and type 2 diabetes.³
 - Breathing problems, such as sleep apnea, and asthma.^{4,5}
 - Joint problems and musculoskeletal discomfort.^{4,6}
 - Fatty liver disease, gallstones, and gastro-esophageal reflux (i.e., heartburn).^{3,4}
 - Obese children and adolescents have a greater risk of social and psychological problems, such as discrimination and poor self-esteem, which can continue into adulthood.^{3,7,8}
 - Health risks later
 - Obese children are more likely to become obese adults.^{9,10,11} Adult obesity is associated with a number of serious health conditions including heart disease, diabetes, and some cancers.¹²
 - If children are overweight, obesity in adulthood is likely to be more severe.¹³
- Suicide in Hawaii (Vital Stats 2009 report by age http://hawaii.gov/health/statistics/vital-statistics/vr_09/death.pdf)
 - Age 0-18 suicide is the 7th leading cause of death
 - Age 18-24 suicide is the 2nd leading cause of death (3rd nationally)
 - Age 25-34 suicide is the first cause of death in the age group

What is Farm to School?

The National Farm to School Network broadly defines farm to school as programs that connect schools (K-12) and local farms with the objectives of serving healthy meals in school cafeterias, improving student nutrition, providing agriculture, health and nutrition education opportunities, and supporting local and regional farmers. The National Farm to School Network includes national staff, eight regional lead agencies, and leads in all 50 states.

In Hawai'i, Farm to School Programs link fresh island grown food with school lunch and snack programs, reconnect students with the land, help to increase consumption of locally produced foods, grow future farmers, and create an appreciation for the source of our health -- the food we eat. Expanding the consumption of locally grown, caught, and produced foods will help to grow a more vibrant agricultural economy while improving health, academic achievement, and connecting our children and youth to the source of life -- healthy land, water, and air.

4. Environmental Scan (continued)

Positive Trends & Opportunities

National-Level

- President Obama's loosening of restrictions related to *No Child Left Behind*; movement of DOE to common core standards.
- National Green Schools Program implementation in Hawai'i during 2012.

State-Level

- Supportive state-level leadership including Governor's visits to school gardens on O'ahu and Maui and stated support for a garden in every school.
- Lieutenant Governor's task force meetings on farm to school (procurement).
- New Board of Education (BOE).
- Drafting of the Hawai'i Environmental Literacy Plan (HELP) via the newly-revived Hawai'i Environmental Education Alliance (HEEA) and involving the Department of Land and Natural Resources (DLNR), the DOE (Colleen Murakami, Environmental Education Specialist), and Malama Hawai'i (Pauline Sato).
- The Ulupono Initiative's study (released December 2011) showing high demand by informed consumers for locally-grown produce.
- DOE schools required to implement the Wellness Policy guidelines.
- DOE focus on STEM: science, technology, engineering, math.
- Development of the Hawai'i Food Policy Council.
- State Student Council determines schooling for sustainability as one of top four priority issues, including farm to school initiatives.
- Statewide summer school garden conferences encompassing professional development (PDE3) credit courses for teachers.

Island Level Actions That Provide Synergistic Opportunities

HAWAII ISLAND

- **Hawai'i Island School Garden Network (HISGN):** The goal of HISGN is to help island schools build gardening and agricultural programs that will significantly contribute to the increased consumption of locally produced food by involving students, their school communities, and their family networks in food production. Begun in 2007, the network currently works with over 60 (of 75) public, charter, and independent schools in assisting Garden Leaders, school faculty, and administration in the creation and implementation of gardening and agricultural programs. HISGN works in the areas of identifying funding opportunities and local agricultural resources, volunteer development, curriculum development, and professional development.
- Health Impact Assessment (The Kohala Center)
 - Assessment of potential community health impacts of Hawai'i Island Agriculture Plan; multiple state and county agencies (DOH, DOA, DOE, County, legislators) involved in discussion regarding study – dialogue focused primarily on state legislative policy opportunities.
 - Key Findings (to be released in January 2012) include:
 - Increased production of produce for the local market would:
 - improve food security (i.e. decrease hunger) and the nutritional quality of food consumed by Hawai'i Island residents;
 - create jobs, increase farm output, and increase farm earnings in Hawai'i County; and
 - increase state tax revenues.
 - Expansion of Farm to School programs would:
 - improve food security (i.e. decrease hunger) and the nutritional quality of food consumed by Hawai'i Island residents; and

- create Hawai'i Island jobs in agriculture and food processing, thereby strengthening the local economy.
 - Promotion of home gardening would:
 - have a large impact on improving food and nutrition security, particularly among low-income Hawai'i County residents;
 - increase consumption of fruits and vegetables, and increase physical activity; and
 - improve individual well-being and community cultural cohesion.
- County of Hawai'i Community Development Plans in All Hawai'i Island Districts
 - Increasing local food production and consumption are key components of these plans that are currently being developed island wide. The County of Hawai'i is currently conducting a community food assessment and study of farms and farming that will be available at the end of February 2012.

MAUI

- Maui School Garden Network (MSGN): The MSGN is a non-profit organization created to encourage and facilitate sharing of school garden information across Maui County; 38 (of 49) schools from Maui and Lana'i are currently included in its network. The MSGN currently partners with 13 community agencies including CTAHR, Community Work Day, Maui Aloha 'Aina, University of Hawai'i Maui College (UHMC) SLIM program, Maui Farmers Union United, the Maui County Farm Bureau, State Department of Health, the Nutrition and Physical Activity Coalition, Upcountry Sustainability, The Maui Farm, the UHMC Department of Ag, the Grow Come Good organization, and South Maui Sustainability. The MSGN works closely with schools interested in starting up school garden programs and provides information about nutrition education, curriculum, farm field trip opportunities, and teacher resources.
- Communities Putting Prevention to Work (CPPW) funding from Center for Disease Control (CDC) for Maui and Kaua'i counties, \$3.4 million for improving health and nutrition in schools and communities, including school and community garden programs.
- UHMC New Farmers Institute connects students at the college majoring in agriculture to entrepreneurial opportunities and internships with existing farmers in the community under a two-year ARRA grant that lasts until 2014.
- CTAHR Master Gardener Program provides mentors for the school garden programs in the community.
- Maui Economic Development Board supports nutrition education and agriculture education in Maui County public middle schools and high schools.
- The Maui Farm offers student field trips and training for students and teachers interested in garden programs in the PreK-12 schools.
- Maui County General Plan to 2030 will be released later in 2012 and includes emphasis on diversified agriculture and increased procurement and distribution of local foods into the island food supply with less dependency on mainland imports.
- The Maui County Farm Bureau's Ag in the Classroom program focuses on grades 2 and 5.
- The Community Work Day program supports new garden projects for island schools as well as communities.

MOLOKAI

- Moloka'i Network: Currently forming through leadership of Sustainable Moloka'i; all schools on island (7) are interested in participating. Current focus is on recreating what once was a very viable agriculture program at the high school, and to establish it as a training center and demonstration site for innovation.
- Sustainable Moloka'i's (SMI) Food Security and production needs assessment is a project to gather island-wide data through extensive community surveys and interviews with farmers and other businesses. The report (Spring 2012) will be posted on the SMI website under Moloka'i-pedia and will help to create a better picture and understanding of what resources are available, what is missing and how to fill in the puka (gaps). Apparent gaps seen to date include: 1) the concern that we are not educating our youth as food producers and that the skill may be lost; 2) the concern that we are not

educating youth and children in nutrition and how to be savvy consumers of healthy food; and 3) most families do not know how to prepare some of the healthiest vegetables.

- Strong Partnership with Permaculture Research Institute of USA (PRI): Fall 2010 Permaculture Design Certificate Course (PDC) and teacher training held, trained 20 community members in Permaculture and invited to teach in High School.
- Sustainable Moloka'i (SMI) has created curriculum and will hold a teacher training (Spring 2012) which focuses on weaving Hawaiian culture and permaculture for youth ages 12-24.
- UHMC New Farmers Institute connects students at the college majoring in agriculture to entrepreneurial opportunities and internships with existing farmers in the community; possible partnership with High School SMI for career pathways.

O'AHU

- O'ahu Farm to School Network (OFSN): The OFSN formed in 2011 with three gatherings for educators and a facilitated strategic planning retreat in March 2012. Network efforts are led by the Hawai'i Association of Independent Schools, Kōkua Hawai'i Foundation, the O'ahu Master Gardener Association, and The Green House. Actions include the creation of a google groups listserv for communication among O'ahu educators, collaboration with the Hawai'i Environmental Education Alliance, and planned workshops and school garden tours.
- UH West O'ahu (UHWO) and MA'O Organic Farms are partnering to develop the Center for Hawai'i Agroecology and Island Food Systems (CHAIFS). CHAIFS will feature a 10-acre organic farm operated by student interns engaged in their Baccalaureate in Agroecology degree program at UHWO. The focus is to provide agricultural education opportunities and food production technical assistance statewide, especially to rural and native Hawaiian communities.
- Kōkua Hawai'i Foundation's (KHF) 'ĀINA In Schools program is a farm to school program which began in 2006 and is currently active in 11 public elementary schools on O'ahu. Teachers and volunteer docents provide gardening, nutrition, and waste-reduction/composting lessons to students, and farm field trips and farmer/chef school visits are offered.
- Hawai'i Association of Independent School's (HAIS) Grow Hawai'i program, in partnership with the Hawaii State Departments of Education & Agriculture and the Ulupono Initiative, uses a variety of strategies to enrich the educational dialogue concerning the urgency for growing food in the islands. Fifteen independent and charter middle schools currently participate in the program which focuses on gardening and school food.
- University of Hawai'i (UH) Master Gardener Program on O'ahu has formed a School Garden Hui and hired a part-time School Garden Coordinator. This hui created and delivered a 2-day, 6-module instructional course entitled "School Garden Basics Workshop for Educators" that was delivered in October 2011 and covered an introduction to school garden programs, soils and composting, common insects and disease, Hawai'i's natural environment, basic botany, and crops for school gardens.

KAUAI

- Kaua'i School Garden Network (KSGN): The focus in 2012-2013 for the KSGN is building relationships with each school and from school-to-school across the island. KSGN offers: 1) individual on-site school garden consultations and continued support; 2) a small grants program for garden resources; 3) a list serve to connect teachers with leads to grants and educational opportunities; 4) a website – to be completed at the end of 2012 featuring all interested schools as well as teacher blogs, funding ideas, curriculum and local events; 5) community relationship building through press and networking sessions with an educational focus, rotating through different sites around the island, commencing in April 2012; 6) assistance with school community workdays, volunteers and outreach.
- The Farm to Keiki Preschool Program formed on Kaua'i in 2011 and currently works with 19 preschools, providing support and materials to implement integrative health and wellness programs. The Program's focus is on gardening and nutrition curriculum, preschool wellness policies, local food sourcing and parent/teacher workshops. The Program currently operates on Kaua'i only and will be made available to other Hawai'i schools in the near future.

5. Our Core Work & Strategies

The following core strategies are the focus of our work to accomplish our mission in response to the environment in which we operate.

- A. Capacity Building, Resource Development & Sharing** – Developing, pulling together, and sharing resources that support the island networks, practitioners (students, teachers, farmers), and our collective work statewide. Strengthening the Hui’s capacity on an on-going basis to support the work of the island networks and build the movement statewide to advance policy and systems change.
- B. Professional Development** – Developing curricular resources, providing classroom and garden teacher training and support, and other capacity building activities and programs to ensure access to quality, local, place-based, and culturally appropriate education for all students.
- C. Policy Development & Advocacy** – Affecting local and statewide policies that support and advance school garden programs and the farm to school movement; includes defining terms (i.e., defining “local foods”, locally grown, “fresh, locally, wholesome foods”), developing a common language and narrative, educating decision makers, and establishing pilot/demonstration initiatives.

6. Strategic Issues & Leverage Actions

The following are the key issues and potential leverage actions that Hui members agree must be acted on and addressed in the next 6 to 24 months in order to effectively advance our work.

A. Capacity Building, Resource Development & Sharing

The group discussed the article, *Collective Impact*, by John Kania & Mark Kramer as a potential framework for development of the Hui. According to Kania & Kramer, successful collective impact initiatives achieve success by establishing and implementing:

1. A common agenda;
2. Shared measurement systems;
3. Mutually reinforcing activities;
4. Continuous communication; and
5. A backbone support organization.

The following are some of the distinctions between the roles and responsibilities of the Hui and those of the island networks:

Hawai'i Farm to School and School Garden Hui	SHARED ROLES	Island Networks
<ul style="list-style-type: none"> ▪ Developing Resource Support; Funding ▪ Movement Building ▪ Policy Development ▪ Centralized Systems Infrastructure Development & Management ▪ Systemize Strategies ▪ Overall Design 	<ul style="list-style-type: none"> ▪ Innovation: Learning/Knowledge Development ▪ Aggregate/Pull Together Via Common Agenda ▪ Relationship Building: Broad Base ↔ Local Base 	<ul style="list-style-type: none"> ▪ Implementation at the Community Level ▪ Program Development ▪ Support at the Individual School Level

6. Strategic Issues & Leverage Actions (continued)

The following are some of the intentions for the Hui that were generated through discussion:

Governance, Administrative, & Management Functions

- Decision making process.
- Fundraising/operating budget.
- Leveraging resources.
- Data collection and evaluation.
- Coordination/logistics.
- Coordinating existing resources, e.g. 4-H, Master Gardeners, DOH, UH, etc.
- Relationship building and networking.
- Strategic planning.
- Paid coordinator(s) for each Island Network.

Communication

- Spokespeople – serve as the key points of contact.
- Media – develop articles, op-ed's, LTE's, press releases.
- Inform Policy through meetings, testimony, bills, resources, briefings.

Financial Management & Resource Development

- Develop and agree upon an annual operating budget for the Hui.
- Develop clear objectives and targets (alignment between programmatic and fund development goals and objectives) for fundraising actions, including identifying a viable funding model to guide resource development efforts moving forward.
- Identify and build upon existing relationships and opportunities to achieve resource development goals (i.e., Ulupono, Hawai'i People's Fund).

Shared Website

- Develop a “home base” where documents, curricula, program database, and other information can be shared between the island networks.
- Develop the external communication side of the website including building in access to the websites of the island networks and providing grant updates.

Research & Education

- Develop a shared measurement system that helps to make the case for the movement. Some things to consider include:
 - ✓ Develop a set of common variables for evaluation.
 - ✓ Identify statewide and island-based metrics and coordinate statewide survey.
 - ✓ Look at measuring physical activity in school gardens and time spent outdoors.
 - ✓ Think about the effort from the perspective of schools: i.e., the measures that schools need to report on. This would help ensure sustainability of the effort.
 - ✓ Ulupono to help with metrics, leverage their resources and perspectives; research what others are doing.
 - ✓ Collaborate with other entities to see the big picture. Get input from outside perspectives; e.g. DOH, Jennifer is willing to be part of such a working group. Need to communicate with CTAHR.
 - ✓ Distill and distribute research-based evidence of impacts; long term studies of impact.
 - ✓ Information on shared site.

6. Strategic Issues & Leverage Actions (continued)

Members also discussed taking a “network of networks” approach to providing the core “weaving” and coordinating support needed by the island networks and to build the movement. The network approach builds on the current body of research and knowledge around network building and the growing investment being made by local and national foundations in this approach to addressing critical community opportunities and concerns. The following are some of the leverage action areas identified by Hui members to address this issue:

- *Governance* – Members of the Hui work collaboratively to coordinate and manage logistics, planning, fundraising, and other core functions.
- *Structure* – The Hui intends to further explore and define its organizational and structural approach (i.e., the elements of successful collective impact and “network of networks” movement building).

B. Professional Development

The following are issues that Hui members believe are critical to the work around professional development.

- *Trainings* – Continue to develop and align trainings for educators:
 - ✓ Work with classroom teachers to build gardening skills.
 - ✓ Promote the connection between gardens, classrooms, and core subject areas.
 - ✓ Develop trained school garden instructors.
 - ✓ Build on/integrate with teacher in-service trainings.
 - ✓ Establish professional development credit courses.
 - ✓ Create webinars.
 - ✓ Pursue training for Hui members.
 - ✓ Island networks to identify and develop key training sites on each island.
- *Curriculum* – Gather, evaluate, organize, develop, and share curriculum.

C. Policy Development & Advocacy

The following were identified as potential work areas around policy development and advocacy.

Building & Leveraging Alliances

- Develop an alliance among the areas of nutrition, physical activity, and academics in schools.
- Permeate the DOE by:
 - ✓ building relationships at all levels;
 - ✓ inviting DOE members to Hui meetings;
 - ✓ participating in principals’ meetings;
 - ✓ participating in CTE working groups;
 - ✓ sharing website content;
 - ✓ developing a connection with school wellness plans; and
 - ✓ engaging youth, e.g. through student councils, clubs, and youth food policy councils.

Potential Legislative Agenda Items

- Increase procurement of local food served in school lunch (fresh fruits and vegetables).
- Increase school participation in fresh fruits and vegetable programs.
- Increase money for school meal and snack programs.
- Establish annual Farm to School month.
- Establish farm to school positions in various state departments, initially through public-private funding.
- Adopt the Hawai‘i Environmental Literacy Plan, including the hiring of environmental education coordinators within the DOE.

7. Action Plan 2012-2013

A. Capacity Building, Resource Development & Sharing				
<i>Goal 1: Strengthen Hui's Capacity and Internal Operations</i>				
Objectives	Key Actions	Timeline	Outcome	People Responsible
Hold quarterly face-to-face meetings.	Submit Strategic Plan and budget to Ulupono; secure funding.	April 2012		Jenna
	Set meeting dates: September, November, January, March; June 2013 Conference (neighbor island); 2 O'ahu meetings, 1 Hawai'i Island, 1 Maui meeting.	In advance of meetings.		Hui
Continue to develop the strategic Action Plan.	Review and revise quarterly.	Quarterly		Hui
<i>Goal 2: Strengthen External Communication, Raise Awareness, Grow the Coalition</i>				
Objectives	Key Actions	Timeline	Outcome	People Responsible
House Hui web page within one of Hui organization's web pages.	Keep as placeholder page; ensure up to date contact information and links.	April 2012		Natalie (KHF) work with Kohala webmaster.
Communicate and raise awareness of the Hui's work and cause.	Complete Strategic Plan.	April 2012	DONE 4/12	Lydi
	Print/distribute Strategic Plan; each island representative to receive a number of copies.	June 2012 and as needed.		Hui (Hui budget funds or conference funds)
	Update, print, and distribute Hui postcard.	March 2012; ongoing.	DONE 4/12	KHF (Dexter/Lydi)

7. Action Plan 2012-2013

	Finalize and distribute White Paper; utilize survey results.			Hui: pair up to create one page each: education, health, environment.
	Submit monthly updates to National Farm to School Network.	Monthly		Dexter, Hui
	Submit quarterly entries to Physical Activity and Nutrition Newsletter (PANN)	Quarterly		Jennifer Ryan, Hui
Develop a shared survey and resulting database (Ulupono to house) of all school garden programs in Hawai'i.	Establish survey questions.	March Hui meeting	DONE 4/12	Lehn
	Obtain DOE approval (3 documents).	3/26/12		Colleen, Lehn, Jennifer
	Survey all Hawai'i schools via electronic survey (e.g. survey monkey).	April 1, 2012: Distribute survey via superintendents. May 1, 2012: Surveys due.		Hui
	Create summary report.	Aug/Sept: Short report by Hui; statewide map by Ulupono.		Hui
Develop public/private partnerships across sectors (e.g. agriculture, education, health, native Hawaiian, social services, peace and justice, etc.).	Identify organizations on each island with overlapping goals; reach out and keep them informed (e.g. provide Strategic Plan). Add names to google doc: "F2S Coalition and Legislation."	Ongoing		Hui

7. Action Plan 2012-2013

<i>Goal 3: Develop and Share Resources</i>				
Objectives	Key Actions	Timeline	Outcome	People Responsible
Pursue federal funding in support of farm to school and school garden programs.	Investigate "School Yard Habitats" via DLNR/FWS (Guy Kaulukukui), \$8,000 per public school for any kind of habitat. Could align to HELP, work with DOE grants dept and Lt. Gov; create 1 page grant application for schools to complete.	Ongoing deadline		Kohala Center (Nancy/Betsy)
Finalize and distribute Food Safety Poster (PreK-8).	Print one for each participant in Summer 2012 Conference. Each island network to print, laminate and distribute on island.	May, June 2012	FINAL VERSION DONE 3/12	Nancy; KHF (to print for conference)

B. Professional Development

Goal 1: Develop Quality Learning Opportunities for Educators

Objectives	Key Actions	Timeline	Outcome	People Responsible
Hold annual statewide conference.	Plan via conference calls and google docs.	June 1-2, 2012		KHF, HAIS, Hui
Develop and offer shared PDE3 courses.	Ku 'Aina Pa (Hawai'i Island)	Spring 2012 for year long training beginning June 2012		Nancy/Danny Garcia (DOE website)
	School Garden Basics Training	Summer 2013		O'ahu Master Gardeners (OMGA), Lydi/Tiana

7. Action Plan 2012-2013

Share resources regarding school garden tours and teacher in-service days.	Maui	Three times per year		Lehn
	Hawai'i Island	Annually in Spring		Nancy
	O'ahu	Quarterly	4/23/12 KHF & OMGA	O'ahu Farm to School Network
Share teacher training resources.	Hawai'i Island Training (Ku 'Aina Pa)	Starting June 2012 for one year.		Nancy
	Maui Teacher Training (via CTAHR)	Ongoing		Lehn
	O'ahu Teacher Training (OMGA/KHF)	September 2012		OMGA/Lydi
Create university course for credit and continuing education.		Summer 2013		OMGA
<i>Goal 2: Coordinate Curricular Resources</i>				
Objectives	Key Actions	Timeline	Outcome	People Responsible
Gather and share existing curricula.	Continue to gather and input annotated listings on Kohala center website.	Ongoing; 2013 consolidate all curriculum listings on Hui website.		Hui
Develop matrix of garden-based learning activities linked to standards.	As reference, look at Child's Garden of Standards (CA SGN)			

7. Action Plan 2012-2013

C. Policy Development & Advocacy				
<i>Goal 1: Cultivate Informed Policy Makers</i>				
Objectives	Key Actions	Timeline	Outcome	People Responsible
Educate DOE administrators and staff.	Create visual presentation (key points relating to white paper topics: education, health/nutrition, environment).			Student councils to develop?
	Create short videos (2-20 minutes, see Grow Hawaii website, e.g. sheet mulch, farm tours, etc.).			Students, schools
	Show short films at June 2012 Conference (film of students presenting to DLIR panel event on Hawai'i Island).	June 2012		Nancy
	Create video from June 2012 Conference (included in conference budget – flip videos at each site on Day 2).	June 2012		Hui/volunteers
	Meet with DOE principals and administrators; Develop common strategy at September Hui meeting.	Fall 2012		Hui
Educate Hawai'i legislators.	Meet with legislators individually.	Summer and Fall 2012		
	Hold legislative briefing during 2013 session.	January 2013		

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	Participate in public events at state capitol.	2012 and 2013 sessions		O'ahu members/ volunteers
	Participate in Keiki Caucus.	2012 and 2013 sessions		
	Help establish Green Schools Caucus.	Summer and Fall 2012		Lydi/Chris Lee
	Submit testimony on relevant bills in 2012.	2012 and 2013 sessions		Dexter
<i>Goal 2: Involve Youth in Policy Matters</i>				
Objectives	Key Actions	Timeline	Outcome	People Responsible
Connect with student councils, clubs, honors societies.	Attend year end gathering of student councils (Susan Sato?) and/or BOE meeting when students present.			(Nancy has outline of 2011 student council presentation to BOE) Jenna/Jennifer