

This document compiles the awardees of the federal Farm to School Grant Program that represent and/or serve Native communities. The National Farm to School Network is currently advocating for the Farm to School Act of 2021, which would increase access to Farm to School grants for Tribal organizations. Read our factsheet about the Act by following this link: [https://assets.website-files.com/5b88339c86d6045260c7ad87/6112f97f5f27c14cb88c3a74\\_F2SAct2021-FactSheet.pdf](https://assets.website-files.com/5b88339c86d6045260c7ad87/6112f97f5f27c14cb88c3a74_F2SAct2021-FactSheet.pdf)

This list is sourced from USDA information on past awards and is organized by USDA region. For more information on the history of Farm to School grants and how to apply, follow this link to the USDA's website: <https://www.fns.usda.gov/cfs/farm-school-grant-program>

### **Northeast region**

#### **Akwesasne Boys & Girls Club**

*Akwesasne, New York*

*Grant Type: Turnkey; \$49,513 (2021)*

The Akwesasne Boys & Girls Club will implement an Edible Garden to address community food insecurity through partnerships with the Saint Regis Mohawk Tribe Agriculture Program and the local food bank located at the Mohawk Indian Housing Program.

### **Midatlantic region**

\*No relevant projects

### **Southeast region**

#### **Mississippi Band of Choctaw Indians**

*Choctaw, Mississippi*

*Grant Type: Planning; \$43,339 (2014)*

The Mississippi Band of Choctaw Indians (a federally-recognized Indian tribe) operates the largest unified reservation school system in the United States with 2,194 students. There are six elementary schools, one middle school and one high school. Per the National Center for Health Statistics Guidelines, 19.8% in the age 2-18 cohort are considered overweight and 35.6% are obese (or, at risk of obesity). The Mississippi Band of Choctaw Indians has a Fresh Produce Initiative which raises fruits and vegetables for use in schools and the tribal resort. The tribal council has advised the school system to incorporate locally produced foods into the menus in school food service operations, and this application seeks funding for planning for that activity.

#### **Eastern Band of Cherokee Indians**

*Cherokee, North Carolina*

*Grant Type: Support Service; \$99,000 (2015)*

The proposed project will span two years and enable the Cherokee Choices, in conjunction with the Cherokee Central School (CCS) system and other partners, to procure and serve more local food through the CCS Child Nutrition Program; create infrastructure for local food procurement and sustainable food production on campus; continue and expand educational and learning opportunities for K-12 students, teachers, and school staff associated with healthy food systems; and strengthen the local and regional food system to better serve institutions such as schools.

### **Mississippi Band of Choctaw Indians**

*Choctaw, Mississippi*

*Grant Type: Implementation; \$100,000 (2018)*

The Choctaw Farm to School program will provide eight Choctaw Tribal Schools with Mississippi grown fruits, vegetables, and meats. Most of the fresh vegetables will come from farms operated by the Choctaw Fresh Produce Enterprise, which has high tunnel greenhouses in six Choctaw communities.

### **Working Landscapes**

*Warrenton, North Carolina*

*Grant Type: Implementation; \$99,990 (2020)*

This project will benefit students across a 21-county region of northeastern North Carolina. Working Landscapes and its partners will increase school procurement of healthy, locally grown food by linking small farmers to cafeterias through our value-added processing hub, which specializes in making local food convenient for busy school cooks. The key partners include Halifax County Schools, the Haliwa-Saponi Tribal School, and Roanoke-Chowan Community Health Center. Elementary classrooms in three districts will receive the Harvest Box—a monthly delivery of seasonal produce to prepare, along with a Core Curriculum-aligned lesson plan. These classes will also be supported in growing their own garden harvests, while high school student farmers will be trained to supply cafeterias themselves.

### **Midwest region**

#### **Fond du Lac Band of Lake Superior Chippewa**

*Cloquet, Minnesota*

*Grant Type: Planning; \$33,750 (2013)*

The total population of American Indians on the reservation is 2005. Roughly over 25% of our on-site reservation population is 16 or younger. In 2009 American Indian children had the highest prevalence of obesity at 20.7%. Native Americans suffer food insecurity and hunger at twice the rate of the general population. On the Fond du Lac Reservation, our farm to school efforts to date are in the formulation stage; we are working on pulling together partners to have

planning meetings and create strategic directions for the future of a fully integrated program. There have been discussions about bringing local foods into the school, but there hasn't been an organized method instituted to make it happen. Interested representatives of the reservation, schools and extension services of Fond du Lac Tribal and Community College and the University of Minnesota are ready to plan and build access to our local and traditional foods to increase the local economic benefits for producers as well as promote a healthy diet for our youth.

### **Oneida Tribe of Indians of Wisconsin**

*Oneida, Wisconsin*

*Grant Type: Support Service; \$100,000 (2015)*

The project proposed will establish an aquaponics food production system, capable of annually producing fish and supplying fresh produce year round. The aquaponics food system will become an anchor for education through tours, enhance curriculum for food systems, and offer college academic credit for the Oneida High School seniors in partnership with Northeastern Wisconsin Technical College. Youth will experience activities associated with healthy foods, including harvesting traditional corn at an organic farm, picking berries at an orchard and preserving them at the cannery, and developing a healthy menu for the school feast day.

### **Red Cliff Band of Lake Superior Chippewa Indians**

*Bayfield, Wisconsin*

*Grant Type: Implementation; \$82,605 (2018)*

The Mino Bimaadiziwin Sugarbush and Agriculture Education Project is a collaborative effort between the Red Cliff Band of Lake Superior Chippewa and the School District of Bayfield, Wisconsin. This project will involve student participation at every step of the process in making sugarbush maple syrup, a traditional indigenous food. Additionally, this project will increase school district participation in Mino Bimaadiziwin Farm's activities through field trips and increase district funds towards the purchase of local foods.

### **Traverse Bay Area Intermediate School District**

*Traverse City, Michigan*

*Grant Type: Implementation; \$100,000 (2019)*

The Traverse Bay Farm to School program will promote student learning, engage the school community, and build capacity for sustainable farm to school programming in the partner school buildings to expand current farm to school programming. Thirteen regional elementary schools within the Intermediate School District region will be impacted by the programming. Key partners of the project include regional school districts, Groundworks, Shape Up North (SUN) and the Grand Traverse Band of Ottawa and Chippewa Indians.

## **Southwest region**

### **Chickasaw Nation Nutrition Services**

*Ada, Oklahoma*

*Grant Type: Implementation; \$99,994 (2013)*

The Chickasaw Nation Farm to School Project is an important step toward improving the economic stability of small farmers and the long-term health of children in Oklahoma school systems. Benefits of the program include schools providing children fresh, tasty, nutritious produce, while small farmers acquire new markets. The proposed project will span two years with a goal of expanding the number of growers providing foods to the three partner schools within the Chickasaw Nation as well as to increase the variety and selection of locally-grown foods served in the three partner schools. Grant funds will enable the Chickasaw Nation to provide training and networking opportunities for school food service directors, provide culinary training to food service staff within the three partner schools, establish networking and training opportunities for growers and provide nutrition education opportunities in the classrooms of the three partner schools.

### **Community Food Bank, Inc.**

*Tucson, Arizona*

*Grant Type: Implementation; \$98,107 (2013)*

The Community Food Bank (CFB) will partner with eleven schools within the Tucson Unified School District (TUSD) and one school within the San Xavier School District to continue to bring local, healthy foods into their cafeterias. The CFB has already established school gardens at seven of the participating schools, and plans on establishing gardens at the remaining schools. CFB will facilitate meetings between local producers with which they have strong partnerships and the participating schools. In these meetings, TUSD and San Xavier School District will build upon and improve their local produce procurement processes, and further develop their established nutrient-based menu planning. Our project has three areas of focus: food production and garden-based education; district-level changes to work with local producers; and farm to school partnership on Tohono O'odham Nation.

### **Osage Hills Public Schools**

*Bartlesville, Oklahoma*

*Grant Type: Planning; \$44,847 (2014)*

Osage Hills Public School will work with eleven school districts to benefit 4,993 students in rural northeastern Oklahoma where an average of 71% of students are eligible for free and reduced lunch, and an average of 43% are Native American. Each district is a member of Osage County Interlocal Cooperative, which will be contracted with to manage the farm to school grant. A previous grant awarded to all 12 districts has promoted healthy eating and nutrition education, as well as provided minimal training for cafeteria managers through farm to school area representatives. Funding from the USDA Farm to School Grant will allow our district to initiate a

program to incorporate healthy foods into the school breakfast, lunch, and after school programs.

### **Pryor Public Schools**

*Pryor, Oklahoma*

*Grant Type: Planning; \$45,000 (2014)*

The “Fuel Your Body” project will plan a comprehensive farm to school program at all five Pryor Public Schools’ sites, serving 2,600 students in grades K-12. Funding will support farm to school planning meetings and workshops, conduct inventories of all facilities, create farm to school farm/produce partnerships, complete an assessment with the farm to school evaluation toolkit, and create a plan for sustainability. Partners include the Extension Service, the Cherokee Nation, the State Farm to School Program, Shanks Farm, and others. Upon completion of the planning period, Pryor Public Schools will have the infrastructure, capacity, and tools to fully integrate a farm to school initiative in the district.

### **The Star School**

*Flagstaff, Arizona*

*Grant Type: Planning; \$44,338 (2014)*

The “Food for Navajo Schools Project” will create a comprehensive farm to school implementation plan to provide a culturally relevant model for the 224 schools in the Navajo Nation. This plan will identify local or regional product availability and take steps required to integrate local and regional products, including produce from school gardens, into school meals.

### **Stilwell Public Schools**

*Stilwell, Oklahoma*

*Grant Type: Planning; \$41,535 (2015)*

Stilwell Public Schools (SPS) serves 1,460 high-need students living in and around Stilwell, Oklahoma, “The Most Cherokee Community in the USA.” A comprehensive farm to school program has long been on the radar of district-wide improvement, and the foundation has been laid. SPS updated the school meal program in 2012, contracting with Sodexo Food Services to ensure federal nutritional guidelines are reliably met. By formalizing the meal-creation process, this re-vamped structure will facilitate the ongoing incorporation of local produce; providing opportunities for Stilwell’s farms to deliver a wide- variety of vegetables and fruits that can be incorporated monthly into school meals.

### **Farm to Table, Inc.**

*Santa Fe, New Mexico*

*Grant Type: Support Service; \$98,958 (2016)*

Farm to Table will work with diverse rural and tribal communities to collaborate across geographies, cultures, and sectors to design a community-based approach to strengthen and deepen farm to school programs. Program areas include farmer engagement, nutrition

education, kitchen and staff capacity, farm to preschool activities, and farm to summer meal program integration opportunities.

### **First Nations Development Institute**

*Albuquerque, New Mexico*

*Grant Type: Training – State; \$23,342 (2016)*

The First Nations Development Institute will convene Native American food producers and leaders from schools with primarily Native American student bodies for a two-day training. The event will facilitate connections between schools and producers, showcase best practices, present resources available to initiate and further develop farm to school programs, and provide an open forum to discuss the unique challenges and opportunities for farm to school programs in Native communities.

### **Cherokee Nation**

*Tahlequah, Oklahoma*

*Grant Type: Planning; \$49,318 (2018)*

Cherokee Nation Sequoyah High School will develop an action plan to increase access to farm-fresh, traditional foods, and experiential food education to tribal students.

### **Muscogee (Creek) Nation**

*Okmulgee, Oklahoma*

*Grant Type: Planning; \$29,466 (2018)*

The Muscogee (Creek) Nation Department of Education and Henrietta Public Schools will create a native inclusive agricultural curriculum, while simultaneously compiling a Farm to School Action Plan to address nutritional opportunities for students.

### **Native American Community Academy Foundation**

*Albuquerque, New Mexico*

*Grant Type: Implementation; \$95,609 (2018)*

The Native American Community Academy (NACA) Foundation will support NACA, a public charter school located in Albuquerque, New Mexico, to develop and scale a Native American-focused food and nutrition curriculum, and cultivate an on-site garden that promotes education, wellness, and increased nutrition in school snacks and meals.

### **The Chickasaw Nation**

*Ada, Oklahoma*

*Grant Type: Implementation; \$99,347 (2019)*

This grant project will support the expansion of existing farm to school activities to improve locally grown fruits and vegetables served in meals that are provided to students at the

Chickasaw Nation Head Starts, Early Childhood Center, Ada Public Schools and Byng Public Schools. Chickasaw Nation Nutrition Services will focus on expanding classroom education to include monthly lessons focused on agriculture concepts, providing increased exposure to fruits and vegetables through taste testing and inclusion of a cultural language component.

### **Modoc Tribe of Oklahoma**

*Miami, Oklahoma*

*Grant Type: Planning; \$49,875 (2019)*

The Modoc Nation (Modoc Tribe of Oklahoma) will develop a partnership with Miami Public Schools to facilitate planning the introduction and regular consumption of locally raised bison meat into the student lunch program.

### **Porter Consolidated School District**

*Porter, Oklahoma*

*Grant Type: Planning; \$33,905 (2019)*

Porter School District's "Cultivating a Farm to School Program" will partner with Cherokee Nation, Oklahoma State University Institute of Technology Culinary Arts, Wagoner County Oklahoma State University Extension Office, Hunger Free Oklahoma, Wagoner County Health Department, USDA Farm to School/Ag in the Classroom, 4H/Youth Development Horticulture & Landscape Arch., and a Farm to School Coach to develop a broad plan. This plan will bring local or regionally produced foods into the school cafeteria; provide hands-on learning activities such as school gardening, farm visits, and culinary nutrition classes; integrate food-related education into the regular, standards-based classroom curriculum to prepare students for careers in agriculture.

### **Quapaw tribe of Oklahoma**

*Quapaw, Oklahoma*

*Grant Type: Planning; \$49,910 (2019)*

The Quapaw Tribe of Oklahoma and the Quapaw Public School District will undergo an innovative Farm to School Planning Project. Planning will consist of; organizing a Farm to School Organizing Committee to develop and implement a needs assessment tool to assess the community's need and readiness for development of a farm to school program; utilizing Quapaw High School to lead and present research projects to identify obstacles, resource gaps, and potential strategies to overcome barriers to launching farm to school activities; and compiling and analyzing the results of the data collection to complete a Farm to School Action Plan using USDA's Farm to School Planning Toolkit.

### **Tahlequah Public Schools**

*Tahlequah, Oklahoma*

*Grant Type: Planning; \$49,950 (2019)*

Tahlequah Public Schools (TPS) will work in the three elementary schools around gardens, nutrition curriculum and a successful onsite farmers markets. School procurement of locally grown foods will also be assessed. TPS will work with its main partners, the OSU Extension Office, Tahlequah Farmer's Market, Cherokee Nation Healthy Nation and the Cherokee County Health Services Council TSET Healthy Living Program.

### **Bernalillo Public Schools**

*Bernalillo, New Mexico*

*Grant Type: Implementation; \$73,012 (2020)*

Bernalillo Public Schools consists of a little less than 3,000 students, K-12th grade, who come from various communities throughout Sandoval County. The project will work with key stakeholders and our school sites from Algodones ES, Bernalillo MS, Santo Domingo ES/MS and Cochiti ES/MS to educate students on gardens vs. farming and learn about Tribal Lands and traditional techniques vs greenhouses that will be built at each site. The project activities will improve access to local food in eligible school, and identify both local procurement and agricultural education efforts to implement as part of the project.

### **Center of Southwest Culture, Inc.**

*Albuquerque, New Mexico*

*Grant Type: Planning; \$33,852 (2020)*

The Center of Southwest Culture will develop a comprehensive Farm to School Action Plan that integrates both agricultural education and local procurement to help address the severe childhood food insecurity in New Mexico while also providing economic growth for local Indigenous and Latino farmers. The Center of Southwest Culture will work closely with both formal and informal school leaders to establish a strong School Advisory Team, and will identify farmers, food service personnel and local procurement experts to establish a strong Local Procurement Team. These teams will collaborate with CSC staff to develop a plan that is both successful and sustainable.

### **Nalwoodi Denzhone: Strength and Beauty Community**

*Globe, Arizona*

*Grant Type: Turnkey; \$48,953 (2021)*

Nalwoodi Denzhone: Strength and Beauty Community (NDC) is a community-based non-profit organization that promotes community revitalization on the San Carlos Apache Reservation. NDC is currently expanding its programming into a Community Food Hub on a 90-acre tribal-owned farm. The Reservation is recognized as a "food desert" where tribal members have little to no access to fresh food. Graham County is also a "Persistent Child Poverty County". Supported by key partners from the University of Arizona and Apex Applied Technology, NDC will work with a local farm-to-school planning team consisting of local farmers, ranchers, and community leaders to develop a comprehensive Farm to School Action Plan that will provide guidance for future programming for the San Carlos Apache Reservation. Planning will be

driven by training on food safety, procurement policies development, and gardening. Technical assistance will identify and obtain funding from federal, state, local and private sources.

### **Osage Nation**

*Pawhuska, Oklahoma*

*Grant Type: Turnkey; \$50,000 (2021)*

The Osage Nation's Bird Creek Farm will develop a farm to school action plan to increase local food procurement at the Wah Zha Zhi Early Learning Academies. The Wah Zha Zhi Early Learning Academies (WELAs) are located in four towns across rural Osage County, Oklahoma, serving children who range from 6 weeks to 12 years old. The WELAs are an entity of the Osage Nation, a Federally-recognized Indian Tribal Organization. As such, 93% of students are American Indian, nearly 30% qualify for free/reduced lunches, and 62% qualify for Child Care Development Fund assistance.

### **Santa Fe Indian School**

*Santa Fe, New Mexico*

*Grant Type: Turnkey; \$49,995 (2021)*

Santa Fe Indian School will complete the required Action Planning activities to develop a school plan and increase school capacity to implement farm to school programming including developing partnerships and obtaining products from local growers/producers, identifying goals and objectives for agriculture on campus and school gardening projects and increasing awareness and education within the school community regarding farm to school principals with a special focus on Southwest Native American culturally rooted foods and farming practices.

### **Tides Center**

*Corrales, New Mexico*

*Grant Type: Implementation; \$90,876 (2021)*

One Generation's Indigenous Farm Hub is a new farm and community education space in Corrales, New Mexico focused on revitalizing Indigenous farming practices and food systems. In this Farm to School Implementation project, One Generation will collaborate with two K–12 public charter Schools—Native American Community Academy and Albuquerque Sign Language Academy—to develop and engage diverse, low-income, and hearing-impaired students in bilingual agricultural education at the Indigenous Farm Hub. Students will have opportunities to sample their own farm-grown food once a week during school lunch and in produce boxes sent home with students whenever the farm produces extra food. The program will help students: 1) Access healthy foods and develop healthy eating habits; 2) Grow their understanding and appreciation of local food sources and sustainability; 3) Deepen their interest in agriculture; and 4) Learn about agriculture, language, culture, academics, and social-emotional skills.

## **Mountain Plains region**

### **Bureau of Indian Affairs / Flandreau Indian School**

*Flandreau, South Dakota*

*Grant Type: Planning; \$39,463 (2013)*

In this ever changing food service program, we strive to provide nutritious and enjoyable meals for our students. Implementing a new farm to school program will compliment and invigorate our current program by offering students locally grown produce and protein sources. Because our student population comes from a demographic that faces many health risks and challenges, providing food education and increasing access to healthier dietary choices remains our ultimate goal. To achieve this we must do the following: create a plan for advancing and sustaining our relationships with local producers, Dakota Rural Action, SDSU Extension, Moody County Extension and other local resources; develop a workable purchasing program with local producers to increase availability to local produce and meats; train staff how to integrate the local, fresh products into our menus; educate our students about producing healthy foods and developing healthy eating habits; encourage students to learn more about local food production processes; and, establish an on-site community garden to extend students' "hands-on" experiences and advance their emerging food production knowledge and skills.

### **Inter-tribal Ag Council**

*Billings, Montana*

*Grant Type: Conference and Event – National; \$50,000 (2015)*

The Inter-tribal Agriculture Council will promote farm to school efforts in American Indian communities by including an expanded farm to school component as part of their annual membership meeting. This meeting draws hundreds of tribal food producers, agricultural professionals, and Native youth from across the nation. In addition to promoting enhanced understanding of farm to school programs and effective approaches for food service professionals, this event will allow targeted direct technical assistance and networking opportunities. An innovative multimedia youth project as part of the national event will engage high school students in the farm to school conversation and allow them to share their unique perspectives on food and agriculture with peers and food service professionals. Regional meetings will supplement this national event, allowing further opportunity for recruitment, outreach, and networking.

### **Inter Tribal Buffalo Council**

*Rapid City, South Dakota*

*Grant Type: Support Service; \$99,189 (2015)*

The project will assist schools on Tribal Reservations throughout South Dakota, including the Oglala Sioux Tribe, Standing Rock Sioux Tribe, Flandreau Santee Sioux Tribe, Yankton Sioux Tribe, Lower Brule Sioux Tribe, Cheyenne River Sioux Tribe and Crow Creek Sioux Tribe. The project will focus on strategic planning and infrastructure assessments to determine schools'

capacity to increase access to local and regional foods, with an emphasis on locally raised bison. The project will also focus on assisting schools to develop or enhance garden programs.

### **Mancos Conservation District**

*Mancos, Colorado*

*Grant Type: Support Service; \$97,683 (2015)*

The Local Foods4Local Schools project serves a rural area consisting of Montezuma and La Plata counties, including two reservations. The project will develop a new model for school-based production through hiring of a school production manager and production coordinator to cultivate a farm plot on school district property; support the development of a producer cooperative regional aggregation and distribution system to create a sustainable infrastructure to support procurement of local foods in local schools and beyond; provide training and technical assistance to school districts and producers to build their capacity to engage in institutional bidding and procurement activities; and engage students in experiential education farm, garden and nutrition activities. The school-based farm production and farmer cooperative regional aggregation and distribution system represent new initiatives that would be supported by this grant.

### **First Nations Development Institute**

*Longmont, Colorado*

*Grant Type: Training; \$50,000 (2019)*

First Nations Development Institute is a Native American-led, national nonprofit with the mission to strengthen American Indian economies in support of healthy Native communities. First Nations will host a 1-day Farm to Tribal School Training for Native communities seeking to develop and expand new/existing farm-to-school initiatives. The training will be held in conjunction with the Food Sovereignty Summit hosted by the Oneida Nation of Wisconsin, a Tribe with a successful local food system through assistance from First Nations and the USDA Farm to School Grant Program. Fifteen participants from a pool of Native communities working on farm-to-school initiatives will be invited to participate in the training. The training's primary goals include connecting Native farm-to-school initiatives with a majority Native audience, showcasing best practices for existing models, sharing available resources, and providing an open forum for discussion.

### **Tribal Nations Research Group**

*Belcourt, North Dakota*

*Type of Grant: Planning; \$43,511 (2019)*

A planning effort to determine how the Tribal Nations Research Group can implement a farm to school program in collaboration with the Turtle Mountain Band of Chippewa Indians. This project will involve the Turtle Mountain Community Schools (TMCS), developing a leadership committee comprised of Tribal leadership, health and educational professionals, as well as the TMCS School Board, parents, and students. The committee will be tasked with identifying

suitable local crops for farm to school relevant procurement and education, develop a plan to implement local foods awareness and develop an agricultural education curriculum.

### **Boys & Girls Club of the Flathead Reservation and Lake County**

*Ronan City, Montana*

*Grant Type: Turnkey-Edible Garden; \$46,875 (2020)*

Boys & Girls Club of the Flathead Reservation and Lake County proposes the implementation of edible gardens at the Polson and Ronan Clubhouses to address the food insecurity that plagues their reservation. The Turnkey Grant will enable the organization to implement sustainability efforts for their new Edible Garden project.

### **Cheyenne River Sioux Tribe**

*Eagle Butte, South Dakota*

*Grant Type: Planning; \$49,983 (2020)*

The Cheyenne River Sioux Tribe Farm to School Program has been developed to provide locally sourced beef and buffalo to the School Lunch Programs in the five schools that are located on the Cheyenne River Sioux Reservation. The project will give local producers the opportunity to make their beef and buffalo available to the 2,200 children who are attending school on the Reservation. The grant funding will provide a financial means to develop an Action Plan to identify steps and processes needed to implement the program. Key partners will include the Cheyenne River Sioux Tribe, Cheyenne River Sioux Tribe Buffalo Authority Corporation, Bureau of Indian Education, the five Reservation school administrations, the five Reservation school boards, USDA-FNS through the National School Lunch Program, SD Beef Council, and local producers. Other key partners will be identified through the Action Plan development process.

### **First Nations Development Institute**

*Longmont, CO*

*Grant Type: Regional Institute (2020)*

First Nations Development Institute will expand Farm to School programs in Native communities and increase acquisition of locally produced foods. This project will increase capacity, networking, and build relationships that will boost participants' abilities to move forward strategically. This project will provide one in-person and five virtual trainings as well as individualized, virtual technical assistance to six-selected Native farm to school programs. Furthermore, the webinars will offer training, specialized to Native community circumstances, to Native farm to school programs throughout the country. Through the convening, webinars, and/or working with First Nations, community partners will learn about resources for funding, training and technical assistance as well as Native-specific models that will help their farm to school programs.

### **Lower Brule Schools**

*Lower Brule, South Dakota*

*Grant Type: Planning; \$32,940 (2020)*

Lower Brule Schools (LBS) has identified farm to school as a way to connect with local farmers, procure local produce for each school in the District, and to advance agricultural education. Project efforts will lead to an increase in the availability of local produce, provide agricultural education as a potential vocation for students, and engage the community as part of the initiative. LBS will collaborate with Lower Brule Research, South Dakota State University Extension, Lower Brule Sioux Tribe, and South Dakota State University Pierre Regional Extension Center. Additional members of the local community will be part of the Planning Team for this comprehensive planning Project. Representation from the Lower Brule Sioux Tribe farm, community leaders, and parents will represent key sectors of the community to be on the Team.

**Red Cloud Indian School**

*Pine Ridge, South Dakota*

*Grant Type: Implementation; \$100,000 (2020)*

Red Cloud Indian School's target population is Lakota students on the Pine Ridge Reservation in Southwest South Dakota. Red Cloud is located in and serves the tribal community on the Pine Ridge Reservation. Building off the planning and piloting efforts of the school farm over the last few years, the project will move into the implementation of a larger Farm to School Program located on the school campus. In addition, introducing production agriculture, using season extension techniques, to continue supply through the winter opens the possibility of student participation in the farm throughout the school year expands the curriculum opportunity available to students.

**Hardin Public School District 17 H & 1**

*Hardin, Montana*

*Grant Type: Implementation; \$75,000 (2021)*

Hardin Public School District 17H & 1 will expand farm to school efforts within Big Horn County by increasing access to and knowledge of local foods through the development of traditional foods curriculum. The farm to school program reflects a comprehensive approach to local procurement and agriculture education with integrated curriculum and the development of a high tunnel and greenhouse on school grounds with hands-on apprenticeships for students to engage with local food systems.

**Little Wound School Board Inc.**

*Kyle, South Dakota*

*Grant Type: Implementation; \$99,906 (2021)*

The Little Wound School District (a K-12, tribal community-serving school, located on the Pine Ridge Indian Reservation) in cooperation and with support from the South Dakota State University Extension Office and two local farms, Rebel Earth Farms and Homegrown Pork and

Poultry, will serve 400 students through agricultural education efforts and include in-depth professional development for teachers to systemically incorporate use of farm learning in classroom curriculums. The farm will include a focus on both commercial crops of regional importance alongside traditional plants that have been historically used and consumed by the Lakota and Great Plains tribes.

**The Center for Popular Education, Research and Policy**

*Fort Washakie, Wyoming*

*Grant Type: Turnkey; \$23,555 (2021)*

The Center for Popular Research, Education and Policy will work with new and existing partners on the Wind River Indian Reservation to recruit a diverse group of farm to school stakeholders including students, parents, educators, school administrators, tribal health organizations, local nonprofit groups, 4-H clubs, local food producers, and community leaders to create The Wind River Farm to School Action Plan. The goal of this project is to identify current and potential farm to school leaders within the community, and to work with those leaders and interested community stakeholders to create a comprehensive action plan to introduce and increase hands-on garden and agriculture education, indigenous foodways education, and to connect local food producers to the three school districts on the Wind River Indian Reservation to source healthy, fresh food for its schools.

**Western region**

**Mid Klamath Watershed Council, California**

*Orleans, California*

*Grant Type: Support Service; \$99,728 (2015)*

The Klamath Roots Food Project is part of a Klamath Basin-wide effort to reverse trends of high rates of poverty, food insecurity, diabetes, obesity, and depression and develop a sustainable food system through education, community collaboration, and hands-on stewardship. The goals are to increase access to and consumption of traditional foods (fish, nuts, berries, and game) and fresh, locally grown, fruit and vegetables in the public schools and to increase youth engagement in their local food systems. The project involves approximately 330 underserved youth in seven rural schools, 84% of whom qualify for free or reduced price meals and approximately 62% of whom are Native American. The project is designed to nourish health, improve self-confidence, revitalize culture, improve the natural environment, and provide healthy meals to improve school performance.

**The Kohala Center, Inc.**

*Kamuela, Hawaii*

*Grant Type: Support Service; \$99,991 (2015)*

The Kohala Center's project includes initiatives to increase the number of schools participating in the USDA Fresh Fruit and Vegetable Program and the amount of local food sourced by Fresh

Fruit and Vegetable Program schools; building relationships between school food purchasers, local distributors, and local farmers; developing a “Hawai’i K-8 Farm to School Common Core/STEM Curriculum” that aligns garden-based learning and nutrition/food/agricultural education with the Common Core and the Next Generation Science Standards (STEM); and strengthening the capacity and impact of the Hawai’i Farm to School and School Garden Hui, a statewide network of farm to school stakeholders.

### **Central Oregon Intergovernmental Council**

*Bend, Oregon*

*Grant Type: Support Service; \$99,289 (2016)*

The Central Oregon Intergovernmental Council will collaboratively implement a project with three rural school districts (20 schools) and two schools in the tribal community of Warm Springs. The project will provide technical support and professional development trainings to nutrition staff on recipe development and fresh local food preparation. Support will be provided to improve faculty and student experiences with the integration of classroom and outdoor nutrition education.

### **Karuk Tribe**

*Happy Camp, California*

*Grant Type: Support Service; \$100,000 (2017)*

This project will enhance students' understanding of the connections between and the direct experience with traditional foods, physical health, and diet-related disease prevention. Karuk Tribe, with their partners, will expand and implement culturally relevant “Native Health” lesson plans and facilitate conventional and Native food cooking classes for a “hands-on” approach to their local food systems.

### **Colusa County Office of Education**

*Colusa, California*

*Grant Type: Planning; \$45,000 (2018)*

Colusa County Office of Education (CCOE) will actively partner with the Colusa Indian Community Hand In Hand Learning Center, Williams Unified School District, Colusa County Resource Conservation District, and the Center for Healthy Communities to develop a comprehensive plan to incorporate locally grown foods on student meal trays and at home. The CCOE garden site will include a greenhouse for seedlings, leafy greens and vegetables in raised beds, and a small orchard of nut and fruit trees. The garden sites will also include a laboratory pathway of native grasses, shrubs, and trees that may be used as a “science classroom” for programs working to implement the Next Generation Science Standards (NGSS). Future Farmers of America members from around the county will also be able to use the “science classroom” as a training site.

### **Kodiak Area Native Association**

*Kodiak, Alaska*

*Grant Type: Planning; \$50,000 (2019)*

The Kodiak Area Native Association, in collaboration with the Kodiak Island Borough School District (KIBSD), will develop a Farm to School Action plan, supporting access to local and regional agricultural products and benefiting the entire KIBSD student population. The Action Plan will focus on increasing the volume of local agricultural products used KIBSD schools, increasing economic activity within the Kodiak region, and reducing the School System's dependence on food imported from out-of-State.

### **Kokua Kalihi Valley**

*Kalihi, Hawaii*

*Grant Type: Implementation; \$93,750 (2019)*

Kokua Kalihi Valley will provide youth with access to healthy food and education opportunities that connect them to their culture and community through farming, gardening, and nutrition education opportunities rooted in the cultural values of Hawai'i. Students will access affordable, local, organic produce through EBT-accessible farmers markets located at various Kalihi community venues and schools. Farmers, teachers, students, and their families will come together for community events where they will prepare meals with produce grown by youth and farmers. Part of Kokua Kalihi Valley's network of 50+ schools, community organizations and farmers, key partners include Kalihi Waena Elementary School, and Linapuni Elementary School, where 100% of students are eligible for free or reduced lunches.

### **Malama Honua Public Charter School**

*Waimanalo, Hawaii*

*Grant Type: Planning; \$49,971 (2019)*

Malama Honua Public Charter School is a free public school in Waimanalo, Hawaii in an agricultural community. The grant activities will address integration of current resources, leveraging of community knowledge, and sustainability of a school-wide Farm to School program. A scope and sequence Farm to School Curriculum for K-8 and a Five Year Farm to School Action Plan will also be developed.

### **Torres Martinez Desert Cahuilla Indians**

*Thermal, California*

*Grant Type: Planning; \$48,000 (2019)*

The Torres Martinez Desert Cahuilla Indians will create a Farm to School Plan to be approved via Resolution by the governing body and thereby memorialized and made official. The Farm to School Plan will guide the Tribe in cultivating and sharing produce with the local schools. It will also help continue and further collaboration to improve nutrition, health, and wellness among school, tribal, and community youth and their families.

## **Urban Roots Garden Classrooms**

*Reno, Nevada*

*Grant Type: Implementation; \* (award amount not yet finalized) (2019)*

Urban Roots Garden Classrooms will provide a 12-month program for low-income schools that includes a comprehensive approach to experiential agriculture education. About 1,000 students will receive gardening experience in northern Nevada's high-desert climate while participating in hands-on activities that increase their understanding about healthy eating. Through the project, participating K-8 students will receive farm-based and school garden curriculum as well as family engagement methods that inspire learning in the home environment. Additionally, lessons and resources will incorporate Indian Education while including content focused on traditions, culture, and nutrition. School teachers and parents will be evaluated for program success and long-term attitudes/behavior changes regarding student awareness of food, sustainability, and healthy behaviors. Key partners include the Washoe County School District, the Reno-Sparks Indian Colony, and the Nevada Department of Agriculture.

## **Bishop Paiute Tribe**

*Bishop, California*

*Grant Type: Implementation; \$100,000 (2020)*

Building on already successful partnerships, the Bishop Paiute Tribe Farm-to-School Project will scale-up current farm-to-school activities and further strengthen existing collaborations between the Bishop Paiute Tribe Food Sovereignty Program (FSP) and Bishop Indian Head Start (BIHS). In order to improve access to local foods through local procurement and education efforts, the programs will work together to implement a food safety plan, develop an afterschool and summer garden education program through curriculum development and garden expansion. The project will further integrate traditional and culturally appropriate food in both school gardens and within the school menu, increase family cook nights, conduct a pilot project to explore methods to reduce excess food (that would become food waste), and provide farm-to-school produce stands to increase access to local produce and healthy foods for BIHS students and their families.

## **Chatham School District**

*Angoon, Alaska*

*Grant Type: Planning; \$49,965 (2020)*

Angoon School (Chatham School District) serves 74 students, Pre-K through 12th grade, on rural, remote Admiralty Island in Alaska. All students live on the island, which is 55 miles southwest of the Juneau coast and accessible only by floatplane or boat. Despite the fact that Angoon is an isolated village with a largely subsistence lifestyle, youth are increasingly unaware of the effort that goes into producing the foods they eat. When asked how foods, such as fish or produce, are secured, the most frequent student response was, "You order it, and it comes." There is overwhelming support for introducing a school-wide curriculum featuring the essentials of a uniquely Alaskan subsistence lifestyle. The Angoon Farm to School Team will hold monthly

meetings, designing a formal curriculum, planning future activities, and strengthening partnerships. The project will create an accompanying Action Plan Timeline, using USDA's Farm to School Planning Toolkit, featuring specific tasks for subcommittees and Event Leaders, to ensure sufficient leadership, clear roles and duties, and adequate work force to support the 12 month Farm to School calendar. In addition, the sub-committee tasks will focus on developing the curriculum and scheduling professional development and training for Angoon School teachers.

### **Campo Band of Mission Indians**

*Campo, California*

*Grant Type: Turnkey; \$47,950 (2021)*

This project will reach students through one charter high school at the Campo Education Center and a public elementary and middle school in Campo. All three school sites receive Title I funding. The Campo Kumeyaay F2S Edible Garden Project will expand on current USDA programs by supporting an opportunity for the Kumeyaay children and youth to learn the traditional ways of growing food and managing the land, and building a garden ecosystem including growing local produce and Native foods to be incorporated into the USDA nutrition programs.

### **Malama Honua Public Charter School**

*Waimanalo, Hawaii*

*Grant Type: Implementation; \$57,150 (2021)*

Malama Honua Public Charter School is a free public school in Waimanalo, Hawaii in an agricultural community. The grant activities will address integration of current resources, leveraging of community knowledge and the implementation of a farm to school program that is grounded and steeped in Hawaiian culture. A school-wide farm to school curriculum will be developed and aligned for all grades K-8.

### **Malama Kauai**

*Kilauea, Hawaii*

*Grant Type: Implementation; \$95,212 (2021)*

Malama Kauai's Farm to ECE CSA Program will build a sustainable Farm to ECE program to increase food access and education for young keiki on the rural island of Kauai, Hawaii. The program includes ECE procurement, CSA bag distribution to families, Zoom CSA cooking classes, and in-school Farm to ECE projects at schools. The organization is estimating a minimum of 5 ECEs with at least 30 students enrolled at each, and plan to targeting those with a high Free and Reduced rate as well as indigenous populations.

### **Sitka School District**

*Sitka, Alaska*

*Grant Type: Turnkey; \$50,000 (2021)*

The Pacific High School (PHS) Edible Garden project will support the installation of an edible garden, adjacent to both PHS and Baranof Elementary School (BES). PHS is a school of choice, serving high-needs students who have been underserved in the traditional system, and BES serves all of the district's grades K-1 students. The edible garden will be used as an experiential outdoor classroom and integrated into both schools' curriculum. Food produced will supply the Pacific High School meal program and the Sitka Tribe of Alaska summer meal program, in addition to being consumed as part of school and partner agency learning experiences.

**Yurok Tribe**

*Klamath, California*

*Grant Type: Implementation; \$99,976.00 (2021)*

The Yurok Tribe Environmental Program Food Sovereignty Division will create the food production component of the Wautec Food Village and create corresponding garden and traditional foods curriculum to support the Jack Norton Elementary School Farm to School program.