

PHASES OF FARM TO SCHOOL DEVELOPMENT

Farm to School (FTS) implementation is a process that deepens over time. This chart is meant to help you better understand where your school or district is in developing a FTS program, and to be a useful reference when working with FTS organizations. Please note that schools don't often grow in every area at the same pace.

	EMERGED Prepared to take action	DEVELOPED Have begun to take action	DEEPEMED Increased activities in depth, breadth, & frequency	THRIVED Well integrated in the school	SUSTAINED Embedded in the school culture & systems
School Staff, Administrators, & Faculty Engagement	A few staff and key school leaders are interested in beginning to organize their efforts. They're considering data about current meal program access, participation, and finances.	Some staff and school leaders are involved in FTS. They've explored ways to leverage the meal program to help fulfill FTS goals. Efforts to expand meal access and participation have begun.	There's growing engagement and commitment to coordinating FTS activities, with FTS leaders emerging in all staff sectors. A plan for continuing to expand the meal program to reach all students exists.	The majority of staff feel that they may easily and frequently be involved in FTS activities, and the meal program is understood to be an integral part of the FTS educational mission.	Engaging, recruiting and retaining involvement in FTS activities in the cafeteria, classroom and community is embedded in the school culture and systems.
Infrastructure <i>Kitchen equipment, school garden tools, etc.</i>	Infrastructure needs have been identified.	Some infrastructure upgrades have been completed, and others proposed, to plan/budget.	There is adequate infrastructure for some program elements, but not all.	There is adequate infrastructure for FTS programming.	Ongoing evaluation of infrastructure is embedded in the school culture and systems.
Cafeteria	Possibilities for local purchasing, expanding meal program participation, and increasing meal program finances have been identified.	Small amounts of local foods are occasionally purchased, mostly for special events. The meal program is starting to change to increase participation and improve program finances.	Local food is occasionally purchased and highlighted on menus. Meal program expansion and menu changes continue.	Local food is regularly purchased following proper procurement practices and has improved the school meal program menu. Participation in the meal program is strong.	Local food is purchased consistently, and students and staff are regularly engaged in the school meal program.
Classroom	A few teachers are interested and integrating FTS into the classroom curriculum.	Some teachers are integrating FTS into curriculum and others are interested in doing so.	A growing number of teachers are integrating FTS into the classroom curriculum. Some FTS professional learning opportunities are available to faculty.	The majority of teachers are integrating FTS into the classroom curriculum. FTS professional learning occurs on a continual basis.	All classrooms are offered opportunities and support for FTS activities. FTS is embedded in the school culture and systems.
Community	The larger community is interested in FTS activities and events, but aren't currently involved.	The larger community is involved a few times per year in FTS activities.	The larger community is frequently involved in FTS activities and events.	Community partners have made FTS a part of their agenda.	Engaging, recruiting, and retaining community involvement in FTS is embedded in the community culture.

Adapted from the VT FEED Farm to School Rubric and the VT Farm to School Network Growth Chart