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Microfarm Project Curriculum

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In order for the curriculum timeline to work effectively, trainees need to be responsible for completing farm training and classroom training tasks outside of the designated training time. This includes watering and maintaining crops outside of class time. For weeks that have less on the schedule, allow the trainees to use the extra time for farm maintenance, record keeping, researching, questions, reviews, etc.

It is important that trainees attend every class, otherwise the group isn't synced and focused on the same topics/materials. If classes are missed, have a plan for how trainees will make up the work or be able to view the information taught in class.

The amount of time it takes crops to grow will depend on the specific varieties, growing zone, and time of year that you're growing in. Your selected crops may not follow the exact schedule that this curriculum follows. For year 1 spring semester, the goal is to introduce an easy to grow crop that provides a quick turnaround time. You may need to adjust the order of weekly events you're following to fit your specific crops and growing zone.

The weekly schedule can be adjusted to fit the types of crops you wish to grow. Create your own crop plan for the training program with the crops and seasons that you wish to grow them in. From there you will need to figure out the ideal planting and harvest times for each crop.

21-month training program
Two days a week, ~2 hours each

Refer to the 'Resources' list under each week for additional resources related to the weekly topics. You can locate the files to the resources in the attached folder.

Include other important details

Year 1

WINTER SEMESTER

January-February

Main Focus: Classroom teaching, discuss major concepts, overview of training process

Week 1:

- Training overview
 - Topics to be discussed
 - Give an overview of all major topics that will be discussed throughout the training program. Emphasize the importance of learning outside the classroom, attending classes, and the time commitment it will take.
 - Questions
 - The trainees will likely have many questions. Allow them to share their thoughts about the training topics and if they have any concerns with the timeline or time commitment.
 - Introduce instructors
 - Gather a group of individuals from extension, state agencies, local educators, professors, other farmers, etc. that will be your core instructor group through the training process. Allow them to introduce themselves to the group, share their background, and how they will be useful to the trainees throughout the program and post-program.
 - Group introductions
 - Allow the trainees to introduce themselves to the rest of the group so that everyone can get to know each other. Have them share any previous farming or business experience as well.

Week 2:

- Training overview
 - Expectations
 - Clearly address and discuss the expectations for the training program. Provide clear attendance and missing class procedures and consequences.
 - Schedule classes
 - Work with the group to collectively decide what days and times would be best for the classes. Most trainees will be working full time and

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have a family back home. Collectively deciding on a class time will help them have the opportunity to participate in the program.

- Needed tools
 - Depending what your program is able to provide for the trainees will depend on what they'll be responsible for investing in for the training process. A laptop or access to a computer will be necessary for them to keep up on homework, data tracking, researching etc. A binder for handouts, standard operating procedure forms, data tracking, etc. will also be necessary. Other supplies such as a flash drive, gloves, small notebook or phone to take notes in at the farm will also be useful.

Week 3:

- Site set up and high tunnel management
 - Introduce trainees to the site where the farm training will take place
 - Have them help with any necessary jobs that need done
 - Walk them through the process of how the farm was built/is being built
 - Guest- high tunnel professional
 - Have a high tunnel professional lead the class through high tunnel basics and management strategies.

Resources:

high tunnel tomato production for beginning growers

high tunnel site prep

general resource list – high tunnel and small farming

high tunnel production – Cornell handout

copy of Harding HS itemized budget high tunnel and greenhouse

Week 4:

- Crop planning overview
 - Go over and discuss how the group will go about crop planning throughout the training process and post-training. Having a template already put together would be ideal so that they can simply plug in their crops and numbers. The crop plan should include important information such as crop, variety, days to maturity, planting date, expected harvest date, expected yield, location, and square footage. An excel spreadsheet with formulas, drop-down lists, etc. would be useful. As training goes on, it would also be useful to implement a tool into their crop plan that allows them to track crop rotations, where the rotations can be planted, available planting space, etc.
 - Teach trainees how to use the tools and formulas
- Create a crop plan for the spring and summer semester crops
 - The first training crops should be simple and fast-growing. They will also progressively get larger and more difficult to grow as the year progresses.

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This curriculum utilizes a specific crop and its associated days to maturity.

The weekly schedule will change based on the crops and varieties your group chooses. The spring training crops will include:

- Lettuce mix 'Allstar Gourmet', DTM=28
- Peppers 'King Arthur', DTM=59
- Eggplants 'Calliope', DTM=64
- Carrots 'Napoli, DTM=70
 - Seeds/information are from Johnny's Seed
- Have trainees explore the tool outside of class time as well so that they are comfortable with the format and formulas.
- Have trainees finish their spring crop plan at home if it is not finished during class time.
- Crop plant families
 - Introduce the crops that the group will grow during spring, their plant families, basic growing information, etc.

Resources:

planting schedule – field

planting date scheduling tool – fall-spring HT

class 9 crop plan and data forms

Week 5:

- Cultivation principles
 - Crop planning
 - Check over trainees crop plan for spring and answer any remaining questions
 - Soil preparations
 - Discuss soil basics specifically as it relates to preparing beds and seeding
 - Direct seeding and sprouting
 - Discuss the process of direct seeding crops into soil. It may be useful to touch on seed science and the requirements needed for germination and successful growing. Emphasize the importance of consistent watering, researching specific seed species requirements and reading a seed packet. Review the various direct seeding tools and methods.
 - Seeding in trays
 - Discuss why starting seeds in trays is useful and discuss the crops that prefer or perform better when started in trays. Discuss the process of starting seeds and trays and the requirements needed for successful germination and growing. Review the various other tools used for starting transplants.
 - Weeding
 - Feeding

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- Pruning
- Pest identification and management
- Harvest and packing protocols

Resources:

SARE Building Soils Handbook

natural enemies poster

Week 6:

- Data and record keeping
 - Discuss the importance of tracking data and good record keeping habits
 - Show/discuss the data and records that trainees are expected to keep during the training program
 - This may include weekly notes/pictures of farm and crops, yield, crop information, buyer information, fertilizing records, compost records, pre and post-harvest forms, hours spent on tasks, etc.
 - SOP binder
 - Have trainees put together their own SOP (standard operating procedure) binder
 - Include important record keeping templates and procedures (harvest, post-harvest, planting, yield recording, etc.)

Resources:

HGAP manual

Class 9 crop plan and data forms

Farm records

Week 7:

- Business set up and management
 - Provide an overview of general farm business information
 - Include legal options, handling taxes, insurance, employees, etc
 - Discuss the process of creating a business plan and provide a template for trainees to make one
 - Allow the group to brainstorm their business ideas and incorporate them into their business plan

Resources:

Small farm business

Unit 2 business plan

Week 8:

- Cooperative and cooperative membership
 - Discuss what a cooperative is, what it looks like for farm businesses, what membership means and includes, etc.
 - Provide examples of other successful cooperatives in the community

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- Discuss the process of creating a cooperative and the pros/cons of establishing one

Resources:

Cooperative farming pt 1

Cooperative farming pt 2

SPRING SEMESTER

March-May – Site preparation, commercial horticulture training

Main Focus: Site set up, grow simple and fast-growing crops, learn proper crop and high tunnel management techniques, practice record-keeping, track individual progress

Week 1:

- Site prep
 - Build/prep beds
 - Discuss different bed options: raised, inground, mounded, etc
 - Irrigation set up: go over functions of the various parts/tools, draw a diagram of what set up will look like, put together irrigation, discuss how to fix leaks
 - Discuss weed management strategies: put down landscape fabric if needed, stone or thick mulch could also work
 - High tunnel features: show the various features in the high tunnel, show how to work the electronics, and fix any issues that may arise

Resources:

Drip irrigation set up options

Week 2:

- Soil testing
 - Discuss how a soil test is taken, how often trainees should test their soil, where it can be tested, how to improve and implement soil test results
- Soil components and chemistry
 - Discuss the importance of soil health, the basic processes taking place in the soil, the chemistry involved
- Prep beds for planting
 - Ensure that the beds are ready to be planted the following week

Resources:

SARE Building Soils Handbook

Cover crop seeding table

Week 3:

- Plant 1st succession of seeds (lettuce)
 - Discuss what succession planting is and why it's important and useful
 - Discuss/show different seeding methods and tools

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- Discuss bed labeling and traceability
- Review seed starting requirements
- Review reading seed packets/crop information
- Review record keeping requirements
- Estimate harvest date

Week 4:

- Farm maintenance
 - Discuss/show different types of tools and their uses
 - Discuss regular farm maintenance (watering, weeding, record keeping notes, checking irrigation, pests, etc)
 - Catch up on any necessary farm maintenance
- Transplants
 - Discuss different seed-starting mixes
 - Show different seed starting methods (trays, soil blocks, purchase)

Week 5:

- Plant 2nd succession of seeds (lettuce)
- Check in on trainees record keeping
 - Records of what was planted, how much, expected harvest date, general farm comments, etc.
- Observe 1st succession germination rates
 - Discuss ways to improve and decrease germination rates
 - Discuss ways to encourage germination and protect plants during cold months

Week 6:

- Start (pepper, eggplant) seeds for transplants in trays
 - Discuss transplant fertilizing
 - Discuss germination rates and what can impact them in trays
- Visit transplant grower
 - Discuss pros/cons of purchasing from someone else

Week 7:

- Harvest protocol
 - Washing/packing standards: discuss the process of harvesting, washing, and packaging your crops
 - Labeling: discuss the information needs for labeling the harvest bags/boxes
 - Food safety requirements
 - GAP/FSMA training: have trainees attend trainings
 - Harvest materials: discuss/show what materials the group will be using for their harvests (crates, tubs, scissors, etc.)

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- Boxes/packaging: discuss/show what kinds of boxes/packaging the group will use for their harvests, share where they can be purchased from
- Harvest record keeping: review the necessary records that need to be taken during harvest (what was harvested, yields, location where harvested, who harvested, how many boxes/bags were used, etc)

Resources:

Harvest checklist

Week 8:

- Harvest first succession of seeds (lettuce)
 - Walk through wash/packing with trainees as they harvest
 - Walk through harvest record keeping with trainees as they harvest
 - Walk through submitting harvest form after harvest is complete
- Harvest review
 - Discuss what went well with the first harvest and what could've gone better
 - Answer any questions the trainees may have on the topic
- Discuss crops that can have multiple harvests

Week 9:

- GAP/FSMA training
 - If training wasn't able to be completed during week 7
 - This will give the trainees more clarity and confidence with food safety as they begin harvesting more consistently

Week 10:

- Harvest second succession of seeds (lettuce)
 - check in on trainees processing and record keeping skills
- Prepare beds
 - The group can either clean out the lettuce from the beds, or continue to harvest from it as the group moves into focusing on other crops
 - Have the beds cleaned, leveled, and ready to plant the transplants next week

Week 11:

- Plant transplants (pepper, eggplant) into beds
 - Fertilize when planting: ensure trainees are tracking the fertilizer application
 - Discuss spacing recommendations
 - Discuss outcomes of spacing plants closer or farther apart
 - Ensure that trainees are recording their spacing used for each crop: this will help them evaluate how it contributed to the crop's performance at the end of the season and know what route to take next time they're grown.

Week 12:

- Disease identification and management

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- Have a local plant pathology expert join the class and bring plant samples if able
- Discuss the common diseases in your area that infect the plants the group is growing
- Discuss how the diseases should be managed or treated
- Have trainees practice identifying diseases after reviewing pictures and samples
- Check in on spring semester record keeping
 - Ensure that all trainees are up to date on the records
 - Offer advice on how they can be improved next semester
 - If trainees are behind on records, have them finish by next week's evaluations

Week 13:

- Pest identification and management
 - Have a local entomologist expert join the class and bring samples if able
 - Discuss the common pests in your area and what plants that tend to attack
 - Discuss pests that are vectors for diseases
- Check in on spring semester record keeping
- Plant summer crop (carrot)

SUMMER SEMESTER

June-August

Week 1:

- Continue disease and pest identification and management
 - Have trainees review diseases and pests while individual evaluations are taking place
- Individual evaluations
 - Meet with individuals to discuss their progress, record keeping, harvest yields, attendance, general knowledge
 - Offer advice and answer any questions

Week 2:

- Fertilize fruiting crops
 - Discuss types of fertilizer
 - Components of fertilizers
 - Show how to read fertilizer ratios and descriptions
 - Walk through the process of deciding on correct type of fertilizer to use
 - Discuss distributors or visit local manufactures

Week 3:

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- Farm maintenance
 - Complete any necessary farm maintenance
- Have trainees estimate weekly time spent on various activities (weeding, watering, computer work, etc)
 - Discuss where efficiency/time spent can be improved
 - Discuss how it would impact future farm and business

Week 4:

- Invite guest farmers to speak to the group on their experience, challenges, advice, etc

Resources: Class 2 - advice from farmers

Week 5:

- Invite local extension agents, agency reps, distributors, etc. to speak to the group on how they can assist, what they offer, etc

Week 6:

- Fertilize fruiting crops
- Review washing/packing standards for upcoming harvests
- Discuss different harvest methods/tools available
- Discuss harvest efficiency
 - Show different techniques and habits that will make harvest go more quickly and smoothly

Week 7:

- Begin harvesting summer crops (peppers, eggplants)

Week 8:

- Harvest peppers and eggplants
- Check on carrot progress

Week 9:

- Harvest carrots, peppers, and eggplants

Week 10:

- Harvest peppers and eggplants
- Fertilize fruiting crops

Week 11:

- Create a crop plan for fall semester crops (turnips, spinach)
 - Review crop plant families, basic growing information, etc.
- Harvest (peppers, eggplant)

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Week 12:

- Check in on summer semester record keeping
- Individual evaluations
- Harvest (peppers, eggplant)

FALL SEMESTER

September-December

Week 1:

- Plant spinach
- Harvest peppers and eggplants

Week 2:

- Plant turnips
- Harvest peppers and eggplants
- Fertilize fruiting crops

Week 3:

- Harvest peppers and eggplants

Week 4:

- Harvest peppers and eggplants

Week 5:

- Harvest spinach, peppers, and eggplants

Week 6:

- Harvest peppers and eggplants
- Fertilize fruiting crops
- Begin discussing year 2 crops
 - Share what crops will be grown and start reviewing the background information for each crop

Week 7:

- Harvest spinach, peppers, and eggplants
- Continue discussion on year 2 crops

Week 8:

- Harvest peppers and eggplants
- Finish discussing year 2 crops
- Discuss other specialty crops that won't be grown during training

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- This includes other crops that the trainees are interested in growing or are typically grown by small-scale farmers

Week 9:

- Harvest turnips, peppers, and eggplants

Week 10:

- Final harvest for peppers, eggplants, and spinach
- Have trainees work on gathering records of yields, poundage, square footage, pictures, notes/suggestions for year 1
- Plant garlic
 - This can be done in the weeks prior as well
 - Plant garlic either in the high tunnel or outdoor beds. Planting it outdoors may be easier to ensure that it gets the moisture it needs to grow. This will be harvested around next July. If the group is interested in growing garlic in the years to come, keep what is harvested and distribute the cloves to the group in year 2.

Week 11:

- Clean plant matter from beds
- Take apart irrigation
- Take soil sample to see what kind of amendments need to be added for year 2

Week 12:

- Create full year 2 crop plan
 - Provide the trainees with the list of crops, square footage for each crop, and the harvest date for each year 2 crop
 - Allow the trainees to fill in all other necessary information (planting date, number of seeds/transplants needed, expected yield, bed location, spacing, crop information, etc.)

Week 13:

- Create full year 2 crop full
 - Check each trainees crop plans for completion and answer any necessary questions

Week 14:

- Check in on fall semester record keeping
- Individual evaluations
- Start year 1 review
 - Give an overview of everything covered in year 1

Week 15:

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- Year 1 review
 - Give an overview of everything covered in year 1
 - Allow trainees to ask questions and share what they learned
 - Revisit topics that need further clarification

Week 16:

- Finish year 1 review

Year 2

WINTER SEMESTER

January-February

Week 1:

- Provide an overview of what the training program will look like in year 2
- Reevaluate the schedule if necessary

Week 2:

- Have trainees revisit their business plan and finish a draft
- Invite a local ag lender to talk to the group about the process of borrowing money for a farm business and their advice for the group

Resources:

Balance sheet

Cash flow – 2022 & 2023 Example

Commercial loan application

Farmer Mac – 10 questions to ask the loan applicant

Farmer Mac – Narrative Complete

Week 3:

- Invite local professionals to assist in reviewing the groups business plans
 - Have trainees present their business plans to the guests
 - Ask guests to provide notes/advice on the business plans
- While they're individually having their business plans reviewed, the rest of the trainees can begin working on their balance and cash flow sheets as well as any other financial activities that may be useful for the position they're in.

Week 4:

- Business plan revisions
 - Assist the group in revising their business plans based on the advice and feedback from last week
- Financials
 - Assist the group in continuing work on their financial sheets
 - If this is not your area of expertise, it will be beneficial to have a local professional assist with the class

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Week 5:

- Business plan revisions
 - Assist the group in finishing revisions on their business plans
 - Encourage the group to have a final copy done this week. The group will periodically revisit the plan throughout the year and do a final revision before the end of the year
- Financials
 - Assist the group in finishing work on their financial sheets

Week 6:

- Review year 2 crop plan
 - Look back at the year 2 crop plan that was completed a few months ago
 - Ensure that all trainees have the plan properly put together and know how to interpret the information
 - Below are the crops and their days to maturity that will be used for the curriculum timeline.
 - Tomato 'Early Girl', DTM=60
 - Tomato 'Sungold', DTM=57
 - Pepper 'Arriba', DTM=63
 - Chive 'Dolores', DTM=85
 - Cucumber 'Diva', DTM=58
 - Radish 'Rover', DTM=21
 - Beet 'Red Ace', DTM=50
 - Carrot 'Napoli', DTM=70
 - Parsley 'Giant of Italy', DTM=75
 - Spinach 'Auroch', DTM=24
- Record keeping
 - Review incites from year 1 record keeping
 - Ensure that all trainees have their forms organized and ready for year 2
 - Provide resources for all management strategies or templates that could help them improve

Week 7:

- Farm preparations
 - Complete the necessary tasks for the production beds to be up and running in the next few weeks. This can include weeding, putting irrigation together, adding compost or amendments, leveling or reforming beds, replacing landscape fabric, etc.
 - Ensure that all any necessary seeding equipment is clean, accounted for, and working properly for future use. This can include seeders, transplant trays, transplant media, seeds, etc.

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Week 8:

- Farm preparations
 - Complete the necessary tasks for the production beds to be up and running in the next few weeks. This can include weeding, putting irrigation together, adding compost or amendments, leveling or reforming beds, replacing landscape fabric, etc.
 - Ensure that all any necessary seeding equipment is clean, accounted for, and working properly for future use. This can include seeders, transplant trays, transplant media, seeds, etc.

SPRING SEMESTER

March-May

Week 1:

- Direct seed spinach

Week 2:

- Start tomatoes, peppers, and chives in trays
 - If a greenhouse for starting transplants during the winter months is not available, either provide the trainees with an indoor space that is suitable for the transplants or have them grow them from home.

Week 3:

- Day to day operations for a farm business
 - Have the group brainstorm what day to day operations need to take place for a farm business
- Seasonal operations on a farm
 - Have the group brainstorm what tasks and operations are only seasonal
- Plan for future farm business
 - Have the group begin to brainstorm what supplies, tools, equipment, etc. that they might want or need for their future farm business
 - It might be useful to provide catalogs or websites for them to look through so that they can get a better idea on prices and what is available
 - Have the group begin to create a list of supplies that are necessary for them to start their farm business and a list of supplies that they would want as they become more established.

Resources:

Harding HS itemized budget high tunnel and greenhouse

Week 4:

- Harvest spinach
 - The harvest week may need to be adjusted. The spinach DTM is only 24 but will likely take more time in March if light levels and temperatures are low.

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You can grow under low tunnels in the high tunnel in order to speed up the process or start the greens in the fall and overwinter them for an early spring harvest.

Week 6:

- Plant first succession of radishes and beets
- Discuss groups vision for a cooperative (if applicable)
 - Encourage the group to share their ideas and potential willingness to form a cooperative together
 - Encourage individuals to express their concerns or reservations – it will be difficult to move forward with planning if the group is divided

Week 7:

- Plant carrots
- Discuss groups vision for a cooperative continued (if applicable)

Week 8:

- Plant tomatoes, peppers, and chives in beds
 - Discuss/show the proper planting methods for the crops
 - Discuss spacing recommendations and how it'll impact plant productivity
 - Discuss companion crops, trap crops, and interplanting. Discuss how it may be useful in their production spaces, provide crop examples, and allow the trainees the option to plant other crops amongst the tomatoes, peppers, and chives if they're interested in exploring these planting methods.
- Set up the tomato trellis system. This can also be used for the peppers if necessary.
 - Discuss/show the options for trellising tomatoes and other large vine crops
 - Have the trainees assist in building or setting up the trellis system

Resources:

Optimal spacing for high tunnel tomatoes

High tunnel tomato production for beginning growers

Week 9:

- Trellis tomatoes
 - Discuss/show how to properly attach and train the tomatoes to grow up the trellis
 - Allow the trainees to attach their plants to the trellis system
- Pruning tomatoes
 - Discuss/show the process of pruning tomatoes
 - Discuss the difference between indeterminate and determinate tomatoes and their management differences
 - Discuss the importance of a regular pruning schedule for indeterminate tomatoes

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- Allow the trainees to time to practice pruning their plants
- From now until the last harvest for tomatoes, pruning will need to be integrated into classes or the trainees individual responsibilities weekly
- Grafting
 - Invite a local extension agent or grower to lead a grafting workshop with the group
 - Have them explain what grafting is and where it might fit into their operation.
 - Allow the trainees to practice on samples
 - These can either be planted at the training site once the grafts are ready, or the plants can be sent home with the trainees.

Week 10:

- Farm maintenance
 - Complete any necessary farm maintenance
- Harvest first succession of radishes
- Plant second succession of radishes and beets

Week 11:

- Plant cucumbers
 - Direct seed cucumbers into bed
 - Set up trellis system for cucumbers
- Record keeping
 - Review trainees spring semester record keeping data
 - Ensure they are updating their crop plan with the correct planting and harvest dates as well as yields
- Individual evaluations
 - Individually meet with the class to go over their progress in year 2 along with your observations and suggestions

SUMMER SEMESTER

June-August

Week 1:

- Plant parsley
- Revisit cooperative discussion (if applicable)
 - Have the group start brainstorming more specific ideas for the structure, leaders, branding, and visions for the cooperative

Week 2:

- Harvest first succession of beets
- Harvest second succession of radishes

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Week 3:

- Cooperative business plan
 - Have the group collectively work on creating a business plan for the cooperative

Week 4:

- First tomato, pepper, and chives harvest

Week 5:

- Harvest tomatoes and peppers
- Revisit the cooperative business plan and continue work and revisions

Week 6:

- Harvest garlic
 - This may need to be done in the weeks prior if the garlic is ready.
- Harvest second succession of beets
- Harvest tomatoes

Week 7:

- Harvest tomatoes, peppers, and carrots

Week 8:

- Harvest tomatoes, peppers, and chives
- Cooperative work
 - Revisit the cooperative business plan and continue work and revisions

Week 9:

- Harvest tomatoes and peppers
- First cucumber harvest
- Cooperative work
 - Wrap up work on business plan

Week 10:

- Harvest tomatoes, peppers, and cucumbers
- Cooperative work

Week 11:

- Harvest tomatoes, peppers, and cucumbers
- Cooperative work

FALL SEMESTER

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September-December

Week 1:

- Harvest tomatoes, peppers, cucumbers, and chives

Week 2:

- Harvest tomatoes, peppers, cucumbers, and parsley

Week 3:

- Harvest tomatoes, peppers, and cucumbers
- Cooperative work

Week 4:

- Harvest tomatoes, peppers, and cucumbers
- Cooperative work

Week 5:

- Harvest tomatoes, peppers, cucumbers, and chives

Week 6:

- Final harvest
 - Harvest any remaining crops on the farm
 - Allow trainees time to wrap up any necessary record keeping for the season
- Clean up strategy
 - Allow the trainees to individually make lists of what tasks need to be completed to finish cleaning up the farm and preparing it for winter
 - Allow the trainees to share their lists
 - Collectively come up with a master list of tasks that need done
- Farm training wrap up
 - Clean out all crops and weeds that are left in the beds.
 - Complete any other necessary tasks such as taking irrigation apart, cleaning equipment, putting away tools, taking inventory of supplies, etc.

Week 7:

- Farm training wrap up continued
 - Clean out all crops and weeds that are left in the beds.
 - Complete any other necessary tasks such as taking irrigation apart, cleaning equipment, putting away tools, taking inventory of supplies, etc.

Week 8:

- Record keeping
 - Have trainees walk you through their record keeping process and data for the last time

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- Ensure that they have been tracking all necessary information
- Provide your last observations and suggestions
- Individual evaluations
 - Individually meet with the class to go over their progress in year 2 along with your observations and suggestions
 - Help them formulate goals to accomplish the remainder of the year and year 3
- Business plans
 - Have the group revisit their business plans and financial sheets
 - Have them update any necessary information
 - Encourage them to present their plan to others before the next class to ensure that it is clear and they are ready to take the next step in forming their business.

Week 9:

- Legal work
 - Register your business
 - If trainees are not comfortable doing this yet, at least show the process of how they can register their business
 - Get record keeping books prepped for next year
 - Offer the trainees resources that will make it easier for them to keep records of their finances, farm work, inventory, purchases, etc.
 - Put together order list for supplies
 - Help the group brainstorm what supplies they will need to invest in for their business. It may be useful to mention this topic earlier in the year as well so that they can keep an eye out for sales or have more time to financially prepare.
- If the group has decided on forming a cooperative

Resources:

Harding HS itemized budget high tunnel and greenhouse

Week 10:

- Year 1 and 2 review
 - Give an overview of everything covered in year 2 (integrate year 1 when necessary)
 - Allow trainees to ask questions and share what they learned
 - Revisit topics that need further clarification
 - If you are using an online program to share files with the group, or have been emailing them through the course of the training, encourage the trainees to organize them all onto a flash drive if they haven't already
 - It may be useful to record the review sessions so that the participants have access to them in the future

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Week 11:

- Year 1 and 2 review continued
 - Give an overview of everything covered in year 2 (integrate year 1 when necessary)
 - Allow trainees to ask questions and share what they learned
 - Revisit topics that need further clarification

Week 12:

- Year 1 and 2 review continued
 - Give an overview of everything covered in year 2 (integrate year 1 when necessary)
 - Allow trainees to ask questions and share what they learned
 - Revisit topics that need further clarification

Week 13:

- Year 1 and 2 review continued
 - Give an overview of everything covered in year 2 (integrate year 1 when necessary)
 - Allow trainees to ask questions and share what they learned
 - Revisit topics that need further clarification

Year 3

Move into farm businesses
Join cooperative (if applicable)