



## CITY OF SOUTH FULTON

PRESERVING THE PAST, GATHERING THE CURRENT  
COMMUNITY, AND TEACHING THE NEXT  
GENERATION OF DISTRICT FOUR

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## 1.0 INTRODUCTION

This paper will serve as a guide to outline a plan that supports land preservation, agricultural education and community activation through a farmers market to preserve the unique identity found within District four. The City of South Fulton is almost two years old and seeks to design a model program to create, cultivate, and preserve it's agricultural identity and address food security in this rural community. South Fulton is rich in agricultural resources and places a high value on an agricultural way of life. This study defines actionable strategies to increase food security through recommendations for preservation land use, guidance for a community farmers market and suggested outline for an agriculturally infused elementary school educational curriculum.



## 2.0 ISSUES OF CONCERN

The issues of concern in District Four revolves around the preservation of an agricultural heritage and creation of a resilient and sustainable future. The future land use of district four could act like as test case for managed growth and preservation of community character throughout all of South Fulton. This will be pursued along three action areas:



### 2.1 Preserve Agricultural Land Use

The City of South Fulton is rich in agricultural land use. District four is the most rural in the city and seeks to preserve this character by land preservation and smart growth strategies. The components outlined below will explore methods to execute the city's stated priorities of inclusive education and environmental preservation.



## 2.2 Gather The Community - Farmers Market

A Community Farmers Market provides multiple benefits for a community including opportunity to purchase fresh food, a means to activate an area, and a gathering place for the community. Additionally, the market would encourage residents and visitors to patronize nearby businesses. The intention is that farmers, vendors, residents and customers will benefit by an increased access to fresh food, activation of a commercial area, and community engagement.

## 2.3 Teach The Next Generation - Agricultural Infused Curriculum

Teaching the next generation to appreciate agriculture will establish a culture of cherishing agriculture and desire to preserve the undeveloped land areas. The introduction of an agricultural infused curriculum helps to promotes a culture centered around agriculture. According to AGAmerica, “Teaching the importance of agricultural education in schools helps students understand and appreciate the impact agriculture has on our lives.” Considering that district four is in a food desert, there is a greater need for sharing the importance of an agricultural education to the current generation of students who will be the next generation of leaders. The partnering school, Chattahoochee Hills Charter School will be the first school to implement the proposed curriculum. Implementing this curriculum will encourage the next generation to cherish agriculture and look into careers that will help the job market in South Fulton and sustain an appreciation for agriculture. Exposure to growing and learning about live



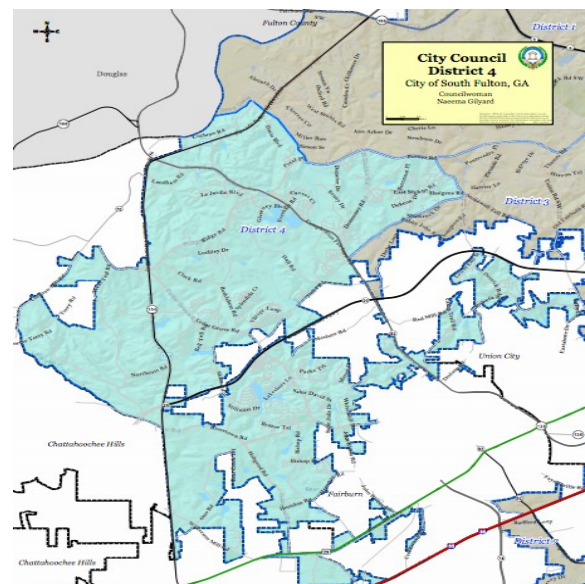
plants will enhance the overall classroom experience with a combination of indoor and outdoor learning.



## 3.0 DESCRIPTION OF THE STUDY AREA

The City of South Fulton was legally incorporated in May of 2017. The city is the third largest city in Fulton County at 85.64 square miles of land and serves a population of 98,000 and 1,776 businesses. The median age is 35 and the median income is \$70,000. The City of South Fulton describes itself as the south's "newest jewel" and places a high priority on inclusive education and preserving the environment.

The City of South Fulton aspires to develop land responsibly, build the economy, improve services and better serve South Fulton citizens. The area has had a growth rate of 10% from 2010 to 2014 adding 35,000 new residents. Based on current projections the population is set to increase to 130,625 by 3035.



Map 1. Showing City of South Fulton, Council District .

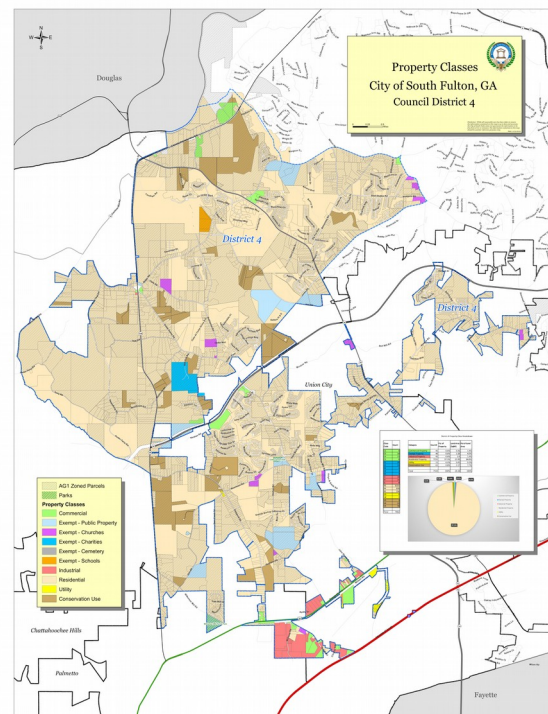
The City of South Fulton is divided into seven districts, each represented by a City Councilperson. District four, currently represented by Councilwoman Gilyard, is the most rural of the districts. District four is 29 square miles, which represents about 34 % of the City of South Fulton and has approximately 16,000 residents. According to the future land use map, which is the adopted plan, about 4.24 SQMI (or 14.19%) of





District four is designated as “Agricultural, Forestry, and Estate Residential,” a land use category that allows for farming (grazing and cultivation), timber production and harvesting, and estate residential (SF home on 1+ acre).

While 14% of District four is designated for agricultural and forestry uses, 98% of the property in the district is classified as residential [see map \_\_\_\_]. Therein lies a serious problem for this area. The majority of the property use is designated for residential uses, which promotes sprawl and does not incentivize preservation of land. While in theory, a person or entity could assemble parcels to create more farming space, or open space, this is unlikely because of the limited large land parcels left in district four. Furthermore, if the city expanded the amount of land that agricultural and forestry uses could apply, this would not decrease the residential uses. In the AG 1 zoning residential homes on one acre lots are allowed, the AG 1 zoning is the lowest density allowable in the code.



The current future land use plan does help to direct growth in certain smaller compact areas but does not offer any tools for land preservation. Without additional “development tools” to disincentive sprawl, untended character change will occur.



## 4.0 CLARIFYING THE ISSUES

Newly incorporated South Fulton District four seeks to create a guide to preserve their agricultural heritage, through maintaining and enhancing agricultural land use, creating opportunity for community activation through farmer's markets, and teaching the next generation to cherish agricultural as a core value. Using agricultural surroundings as a laboratory in which to educate children and help maintain a rural identity, this guide will serve district four to create a place rooted in this identity and take steps towards a resilient community.

### 4.1 Preservation Of Agricultural Land Use

District four is 29 square miles of primarily residential and agricultural zoning. This area of South Fulton has a rich culture of farming and prioritizes open green space. Due to federally mandated landowner rights, development cannot be stopped, but it can be directed and limited. It is important to have a clear understanding of private property owner rights in order to balance those rights with a smart growth plan for the future. In a "Fifth Amendment" exposition by Washington State Supreme Court Justice Richard B. Sanders (12/10/97), he writes: Our state, and most other states, define property in an extremely broad sense. The substantial value of property lies in its use. If the right of the use is denied, the value of the property is destroyed, and ownership is merely a meaningless right. A plan for preservation and/or conservation will not be successful if



is comes at the expense of the land owners. A smart growth plan provides opportunities for all parties to benefit from participation.

The International City/County Management Association (ICMA) and the U.S. Environmental Protection Agency (EPA) describe smart growth as providing great communities with more choices and personal freedom, a good return on public investment, a thriving natural environment, and a legacy district four can be proud to leave to future generations.

Currently, district four has an adopted land use plan, a zoning code and three overlay districts that complement the land use plan. The 2035 Fulton County Land Use plan, provides one piece of a smart growth plan by developing specific land use areas or character areas, which include small compact areas for dense growth. Conversely, the land use plan does not provide a mechanism to preserve land. If no strategies are implemented for land preservation, the opportunity for urban sprawl presents itself. The Oxford dictionary defines urban sprawl as “the disorganized and unattractive expansion of an urban or industrial area into the adjoining countryside”. Sprawl development can be patchy and scattered with a tendency for discontinuity.

Planning for the future of district four requires balancing property rights with smart growth strategies. Smart growth land uses coupled with land preservation techniques, provide a path toward retaining and preserving the true character of district four while



planning for future growth of the City. This two-fold approach preserves the character for future generations and plans for the population growth of future generations. Smart growth offers a suite of strategies to preserve green space and promote responsible and environmentally sound development.

## 4.2 South Fulton As A Food Desert

Although South Fulton has much farm land, it is what the USDA would classify as a food desert. The USDA defines a food desert as “areas in the United States where people have limited access to a variety of healthy and affordable food. Commonly referred to as “food deserts,” these regions of the country often feature large proportions of households with low incomes, inadequate access to transportation, and a limited number of food retailers providing fresh produce and healthy groceries for affordable prices.” (ers.usda.gov, 2012)

There is some irony that district four which has a large agricultural setting with farmers who grow fresh food, is also a food desert. This could be due to the fact that those with the fresh fruit supply outsource their food to other areas instead of keeping the produce in the district for internal consumption.



### 4.3 Preservation Of Farming Knowledge

A form of preserving farming knowledge is through teaching the next generation.

Through curriculum development, there is an opportunity to reinforce the other efforts the district sets out to do in order to preserve an appreciation for agriculture. The character of a place is established by the people who reside in a certain land area. The importance of agriculture and the knowledge of how to engage the agricultural land can be passed down and nurtured in younger generations. The easiest way to have all students in the district learning about agriculture is having a supplemental curriculum for them to develop not only knowledge but also an appreciation for agriculture.

Other school systems, and organizations understand the magnitude of having garden classrooms. Future Farmers of America, Edible Schoolyard Project are taking advantage of having an agricultural curriculum to allow an appreciation of agriculture to thrive. In the state of Georgia there is an ongoing pilot program that teaches agriculture in elementary schools. 2018 Georgia Senate Bill 330 allows for an Elementary Agricultural Education pilot program in Georgia. The program provides state approved curriculum standards which are used in the development of the curriculum.

Chattahoochee Charter School is looking to model a program integrating the landscape into a curricular component. The creation of garden classrooms, alongside the supplemental agricultural curriculum will give students a rewarding educational



experience. This rewarding experience will start with Chattahoochee Charter School with the aim of extending the rest of the district an invitation to implement this in their school systems. Maintaining an appreciation for agriculture for future generations begins with teaching the current generation.

## 5.0 OVERVIEW OF METHOD

### METHODS



A comprehensive review was completed of the 2035 Fulton County Future Land Use plan, the current land use, restrictions and the current South Fulton zoning ordinance. The current land use areas and overlays within district four were analyzed for preservation methods and smart growth methods.

The information regarding operating the Community Farmers Market is in guidance with the Rules of Georgia Department of Agriculture State Farmers' Market Local Operating. The Georgia Farmers Market Guide provided by the Georgia Department of Agriculture was also used to develop steps to establish the farmers market.

The methods used in order to develop the agriculturally infused curriculum began with research on best practices of school systems and groups that have a successful model. The Edible Schoolyard Project out of Berkeley, California was the first case study to understand how the culture of appreciating agriculture can be implemented in the school. Second, an interview was conducted to understand the "ingredients" that are needed in a supplemental curriculum. Lastly, was an overview of GaDoe and taking inventory of the Georgia Frameworks standards along with obtaining resources from the Georgia Department of Agriculture Education.





## 5.1 Evaluation of the Current Zoning and Land Use Plan

Evaluation of the future land use plan, zoning, and overlays within district four, give an accurate picture of the development that could be anticipated in the future. These plans give direction and certain rights to landowners and developers as to what can and cannot be developed. When making recommendations for preservation, it is imperative to understand what would happen if no plan was adopted. The current zoning and land use describes what will be built if no method of preservation is adopted. Because 98% of district four is zoned for residential purposes, it will be very difficult to control sprawl in the future. Having a clear picture of what can be developed currently, helps to understand the benefit of land preservation.

## 5.2 Zoning In District Four

The current zoning for district four allows for mainly agricultural uses, low to medium density neighborhoods, and carves out small areas for mixed use and commercial development. The agricultural zoning (AG-1) is intended to encompass lands devoted to a wide range of uses including individual parcels devoted to residential use, single family subdivisions, agricultural and closely related uses. The AG-1 zoning allows for one house per acre or less, this is the current minimum lot size the Georgia Code will allow, which makes AG-1 the lowest density allowable. Having a AG-1 zoning does not preserve land or protect against sprawl. The current zoning code compliments the adopted land use plan, and the overlays found within the district.



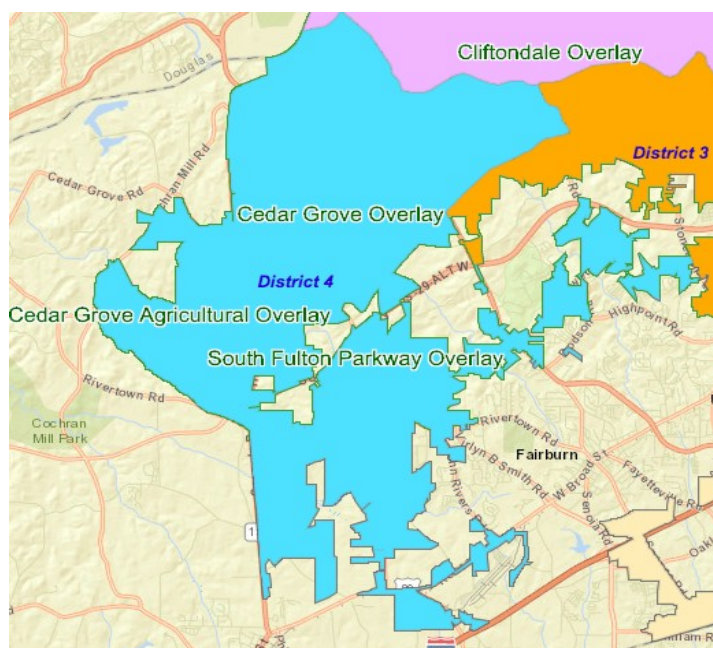
Without extensive development planning, such as a smart growth master plan, to develop a thorough long-range plan that balances and harmonizes all the elements of district four, unintended character change could occur.

### 5.3 District Four Current Overlays

“Overlay zoning districts are superimposed on top of one or more underlying general use-based zoning districts that allow application of additional standards addressing a special purpose.” (cite forthcoming from APA). District four has three overlays within its boundaries: The Cedar Grove Overlay (not mandatory), the Cedar Grove Agricultural Overlay and the South Fulton Parkway Overlay (not mandatory).

### 5.4 Cedar Grove Agricultural Overlay

The Cedar Grove Agricultural Overlay purpose to protect the natural areas and ensure responsibly planned economic and social growth. Within the Cedar Grove Agricultural Overlay District, the Mixed-Use District (MIX-CGA) and the Community Unit Plan District (CUP-CGA) allow for



developments with a mix of uses for residents to live, work and relax. To further protect the rural land and natural resources of the area, standards have been established to provide for green space and open space throughout the district. Agriculturally zoned properties and rural services will remain prevalent throughout the area. The Cedar Grove Agricultural District will ensure that mixed-use future growth occurs and that many types of housing for all incomes and ages will be provided. This overlay covers gives a path towards smarter development but does not preserve the agricultural identity of district four.

## 5.5 Cedar Grove Overlay

The purpose of these design guidelines is to help preserve the rural nature of the Cedar Grove Community, the night sky, green space, vistas, the "country" feel, and open space. These guidelines are encouraged but are not standards. Therefore, noncompliance does not necessitate variances.

## 5.6 South Fulton Parkway Overlay District

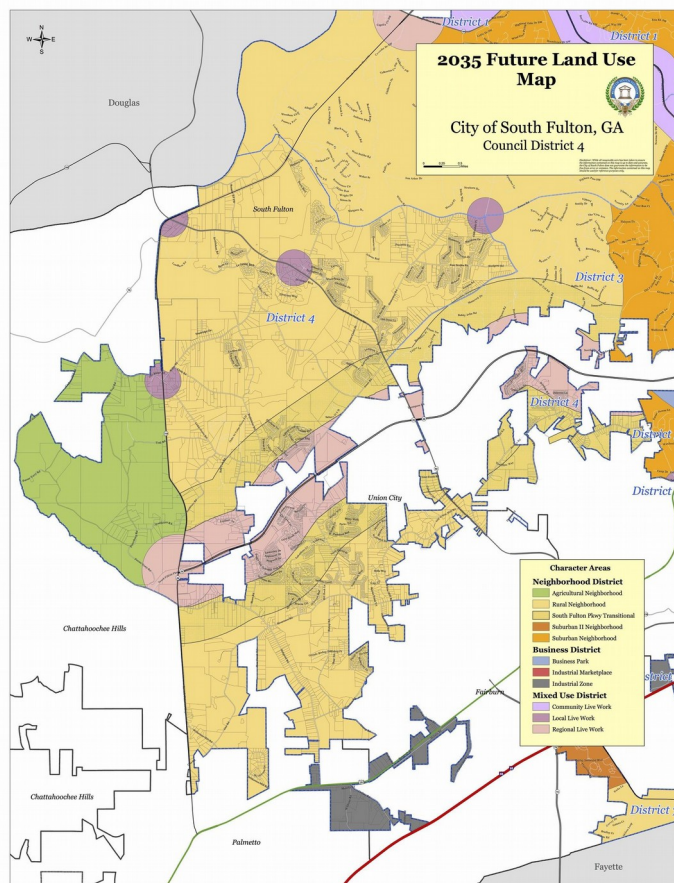
The purpose of these design guidelines is to help preserve the buffers along the South Fulton Parkway, the night sky, green space, vistas, the "Parkway" feel, and open space. These guidelines are encouraged but are not standards. Therefore, noncompliance does not necessitate variances.



## 5.7 District Four Current Land Uses

According to the 2035 Fulton County Land Use Plan district four consists of four land use areas:

1. The Agricultural Neighborhood land use area [shown in green] which seeks to preserve its natural features and bucolic qualities by limiting land disturbances and utilizing conservation development.
2. The Rural Neighborhood land use area [shown in tan] which seeks to preserve the primarily rural residential character and represents a transition between the Agricultural and
3. Suburban Neighborhood Character Areas. The Local Live Work land use area [shown in dark pink] provides a balanced mix of commercial, office, and residential uses at intersections along corridors.



4. The Regional Live Work land use area [shown in light pink], which is a balanced mix of commercial, office, and residential uses at intersections and along corridors within the district at a higher density than the Local Live Work.

## 5.8 Agricultural Neighborhood Land Use:



The intent of the Agricultural Neighborhood land use is to preserve its natural features and bucolic qualities by limiting land disturbances and utilizing conservation development. The Agricultural Neighborhood represents the rural land that is defined by agricultural uses and very low-density residential. This area of District four the furthest from the urbanized area, with property ownership characterized by large acreages. Commercial uses in this character area consist of large open land intensive farming practices that are consistent with its character. This character area is further defined by the Cedar Grove Agricultural Overlay District (City Of South Fulton Ga.gov, 2019). The agricultural land use only prevents commercial development, it not present residential large lot development, or civic development.



## 5.9 Rural Neighborhood Land Use:



The intent of the Rural Neighborhood land use area is to preserve the primarily rural residential character. This area represents a transition between the Agricultural and Suburban neighborhood character areas. The area is further delineated by the portion of land surrounding the Live Work corridor along South Fulton Parkway, which allows for more intensive uses and creates a transition from the Parkway into the rural neighborhoods. Rural neighborhoods are characterized by low to medium density residential houses, with established single-family homes on large lots and newer traditional style subdivisions. It is the intent of this Character Area to protect the existing natural features by conservation subdivision development. Low to medium residential development that maintains the rural character in scale and design is appropriate. Commercial development is small scale and rural in character (City Of South Fulton Ga.gov, 2019).





## 5.91 Regional Live Work Land Use



The intent of the Regional Live Work land use area is to provide a balanced mix of commercial, office, and residential uses at intersections and along corridors. The Regional Live Work area contains the highest density allowed in the City of South Fulton. These areas are designated at the most prominent intersections or along major corridors and provide for a balanced mix of uses to create a live work environment. Within the Regional Live Work areas, vertical and horizontal mixing of uses is appropriate, which includes high density residential housing such as condominiums, townhomes, and apartments. Commercial services such as big box retail, office and multi-tenant shopping centers are also appropriate types of development. Structures within the Regional Live Work node can also be repurposed as office, commercial or multi-family housing (City Of South Fulton Ga.gov, 2019).



## 5.92 Local Live Work Land Use



The intent of the Local Live Work land use area is to provide a balanced mix of commercial, office, and residential uses at intersections and along corridors. Within the Local Live Work areas, vertical and horizontal mixing of uses is appropriate, including medium density residential housing, small scale commercial services such as banks, drug stores, and small multi-tenant shopping centers. Structures within the local designation can also be repurposed as office, commercial spaces or single and multi-family housing. The Local Live Workland use designation is based on the size and scale of South Fulton's historic communities (City Of South Fulton Ga.gov, 2019).

## 5.93 Environmentally Sensitive Areas

According to the 2035 comprehensive land use plan, district four comprises of environmentally sensitive areas such as quality topsoil, scenic byways, and conversation areas. Other environmentally sensitive areas include portions of small supply drinking watersheds, fresh water ponds, lakes, freshwater forested/shrub wetland, and freshwater emergent wetlands. Preserving sensitive areas often provides





an additional benefit of protecting citizens and property against natural hazards (<https://planningforhazards.com/protecting-sensitive-areas>).

## 5.94 Area Assessment

District four consists of primarily, low density residential, areas of farmland and environmentally sensitive areas. A plan for district four should include methods of development that preserve land, protect the environment and plan for controlled growth. The current zoning ordinance, 2035 land use plan and overlays should be used alongside best practices for managing development





## 6.0 BEST PRACTICES FOR MANAGING DEVELOPMENT

In Georgia, there are three main mechanisms for conservation Transfer of Development Rights, Conservation Easements, and Public Land Trusts. Each conservation tool can be applied uniquely to best suit the needs of

### 6.1 TRANSFER OF DEVELOPMENT RIGHTS

The TDR program allows landowners the ability to waive the right to develop their land and to transfer those development rights to a different parcel of land. In this method, land is preserved and developed areas with infrastructure may accept development. A TDR program gives municipalities the ability to protect valuable farmland, habitat, and environmentally sensitive land while encouraging growth in an area better suited for denser development. This method of smart growth is often used in historical areas and land conservation areas. Georgia Code O.C.G.A. § 36-66A-2 allows municipalities or counties by ordinance, in order to conserve and promote the public health, safety, and general welfare, to establish transfer of development rights within its jurisdiction.

There are about 260 TDR programs throughout the US, those programs have been applied to:



- Protect environmental values on natural resource lands
- Protect historic properties and settings
- Preserve water quality
- Protect aquifer recharge areas
- Provide recreational opportunities
- Conserve farmland
- Retain hillside viewsheds
- Encourage urban redevelopment
- Preserve wetlands

In Georgia there are four active TDR programs, including Atlanta, Chattahoochee Hills, Milton and Madison.

## 6.2 How do TDR Programs Work?

TDR Citizens Guidebook explains TDRs by conceptualizing property rights as a “bundle of sticks”. This “bundle of sticks” metaphor has been used to explain property rights as a “collection of rights”(Digitalcommons.law.uga.edu, 2019). The right to develop a piece of property is a stick in the bundle, and underlying premise of TDR programs is the this particular stick of “development rights” can be separated from the rest of the bundle and sold.

1. **Sending Areas** are properties whose preservation is important to the community for agricultural, environmental, historic value, or for any other reason. Properties



in the sending area are subject to a dual zoning which gives property owners a choice.

2. **Receiving Areas-** There are two different scenarios for TDR's. In the first procedure, the landowner will donate the property to the City, which will, in turn, use the land for conservation purposes. In the second scenario, the property owner retains the title but agrees to a permanent conservation easement, that limits the future development of the land (City of Milton).



The City of South Fulton would be responsible for the calculations of development rights and would assign a number of rights based on gross acreage. For each eligible gross acre of the sending area, one development right (TDR) will be issued. Once the Development Rights have been sold for a parcel of land, the TDR may go into a created development rights “bank” to encourage the exchange of development rights in the private market and to encourage the preservation of land. The bank will facilitate the transaction by purchasing and selling development rights (Uwsp.edu, 2019).



## 6.3 Georgia Cities Where TDR Is Used

1. The City of Milton, GA - 39 square miles with a population of approximately 40,000. The vision statement includes a high quality of life, creating a strong sense of community and space, respect our rural heritage while guiding our future and be the best place to call home. The City of Milton successfully used TDR's to conserve space for equestrian use.
2. The City of Madison, GA - 9 square miles with a population of approximately 4100. Madison has had recent success in the use of TDR with a conservation easement of 25 acres for passive recreation. Smaller TDR's have also been used to expand a cemetery, and plan for needed parks and trails.

## 6.4 THE PROS AND CONS OF TDR'S

| PROS                                                                                                                                                                                                                                                                                                                     | CONS                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● Protects and preserves open space, agricultural land, historic sites, and other valuable natural resources.</li> <li>● Focuses development into a few specific locations/centers, which minimizes sprawl, reduces the cost of providing infrastructure and services.</li> </ul> | <ul style="list-style-type: none"> <li>● Voluntary program which only works when there is a willing number of property owners to sell and buy development rights.</li> <li>● Works best where there are large-tract properties to be preserved.</li> <li>● Can be complex and administratively challenging; they require strong comprehensive</li> </ul> |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● The sale of development rights generates revenue for individual landowners who may otherwise find it unattractive to sell their land in fee (e.g., a farmer who wishes to continue farming the land.)</li> <li>● Increases development and economic activity in town centers where existing zoning may limit development potential.</li> <li>● Uses free market mechanisms to create the necessary funding to preserve natural resources, thereby reducing government expenditures.</li> </ul> | <p>planning and a local administrative apparatus capable of monitoring market conditions.</p> <ul style="list-style-type: none"> <li>● It has generally been found that there needs to be more receiver sites than donor sites.</li> <li>● Requires a good public education program for both citizens and potential developers</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 6.5 Conservation Easements

Conservation easements are a tool used for conserving land in the public interest. This method allows private landowners to maintain ownership and does not rely on government regulations. According to the National Conservation Easement Database (NCED) 168,435 conservation easements have been used to preserve 28,526,850 acres in the United States (National Conservation Easement Database | NCED, 2019). Georgia has issued 66 conservation easements preserving 786,618 acres. The rise in the number of conservation easements has made it the most used land preservation mechanisms in the U.S.



## 6.51 How Conservation Easements Work

Every conservation is different, due to the varying reasons for conservation. In a typical “simple” conservation easement transaction, a landowner transfers a property to a qualified conservation easement “holder” for a period of time, for a specified purpose. The “holder” will be qualified under state and federal tax law; examples of “holders” are private land trusts, public land trusts, and governments. The landowner voluntarily restricts certain uses of the property to protect its natural aesthetics and conservation values.

The Southern Land Exchange sites the following example: a landowner donating a conservation easement could choose to limit the right to develop a property, but keep the rights to build a house, raise cattle and grow crops. The landowner may continue his or her current use of the property, provided the resources the conservation easement is intended to protect are sustained.

## 6.52 What are the Benefits of a Conservation Easement?

The Conservation Tax Credit Act of 2006 allows for land donations or conservation easements to qualify donors for a state income tax credit up to \$250,000 for individuals or \$500,000 for corporations and partnerships. Georgia law also provides a credit for state income tax up to 25% of the value donated for qualifying lands (Georgia-Alabama Land Trust, 2019).



For individual landowners, if the donation of a conservation easement meets the IRS requirements, it is deductible for federal income tax purposes. Donors may deduct between 30 percent and 50 percent of their adjusted gross income (AGI) (or 100 percent for qualifying ranchers and farmers) over six to 16 years, or until the amount of the donation is used up. Donating conservation land or a conservation easement may reduce the value of an estate, and thereby reduce or eliminate estate taxes.

## 6.53 What are the Restrictions of a Conservation Easement?

This all depends on which rights the landowner chooses to relinquish in the conservation easement. Think of it as the landowner holding a bundle of property rights; these rights may include the right to develop, subdivide, construct buildings, irrigate, harvest timber, or restrict access. A landowner may sell or donate the whole bundle of rights or just one or two of those rights. The rights the landowner chooses to sell or donate become the restrictions on the property. The restrictions placed on the property, according to the conservation easement, are perpetual and binding on all future owners of the property. This means, if the property is ever passed on to an heir or sold, the new owner will be subject to the conservation easement. While conservation easements usually reduce the value of a property, they commonly raise the property values of land surrounding the protected area.

[\(https://www.southernlandexchange.com/what-is-a-conservation-easement/\)](https://www.southernlandexchange.com/what-is-a-conservation-easement/)





## 6.54 Georgia Examples of Conservation Easements

1. Bond Swamp National Wildlife Refuge – A refuge for migratory ducks and other waterfowl, as well as bald eagles, black bears, and alligators. This area will be linked to Macon’s Ocmulgee Heritage Greenway.
2. Chattahoochee River Greenway – more than 18,000 acres of land and 80 miles of riverfront, that stretches from Helen from Columbus for public use.
3. Kennesaw Mountain National Battlefield Park – Inside this 2,888-acre park sat a 34-acre parcel. In 2008, the land was preserved and added to the National Park.

## 6.55 The Pro’s And Con’s Of Conservation Easements

| PROS                                                                                                                                                                                                                                                                                                        | CONS                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● You can customize a conservation easement to meet your needs.</li> <li>● You do not create public access with a conservation easement</li> <li>● You are not giving the government the easement in most cases.</li> <li>● You can still farm your land.</li> </ul> | <ul style="list-style-type: none"> <li>● Your land may not qualify for an easement.</li> <li>● The use of the property could change in a negative way for the landowner.</li> <li>● Banks sometimes view conservation easements as a hurdle and it might make selling the land difficult.</li> <li>● It may not stop all form of development</li> </ul> |



## 6.6 Acquisition By The City Of South Fulton

Another option to preserve the farmland in district four is for the City of South Fulton to acquire the land. This would be achieved through the utilization of local tax dollars, and possible federal funding sources and state funding sources. There are many resources made available to local governments to promote the acquisition and preservation of farmland. Organizations such as The Public Land Trust exists to collaborate with cities such as South Fulton to help create a plan for preservation. This plan will also provide a path to available funding, matching grant programs and low cost conversation loans.

The State of Georgia promotes preservation and conservation of land. The Georgia Department of Natural Resources (GADNR) now offers the newly created Georgia Outdoor Stewardship Program (GOSP). This program consists of grants, known as Conserve Georgia Grants, and loans made available to local governments, certain nongovernmental organizations, and state government agencies. Local governments apply for tax-funded grants up to \$3,000,000 and are required to match funding at 25%.

Acquisition by the City of South Fulton does require a large investment made by local taxpayers. Matching funding could be possible through state and federal programs. Organizations such as The Public Land Trust would be able to provide needed staff resources. Acquisition and preservation by South Fulton gives the city the ability to



control this land for future public use. Which also means South Fulton would also be responsible for any ongoing cost of maintenance for the land.

## 6.61 Pro's And Con's Of Land Acquisition By The City Of South Fulton

| PROS                                                                                                                                                                                                                                                                                    | CONS                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>● Protects and preserves open space, agricultural land, historic sites, and other valuable natural resources.</li><li>● City controlled property</li><li>● Minimizes sprawl, reduces the cost of providing infrastructure and services.</li></ul> | <ul style="list-style-type: none"><li>● Funded by local tax dollars</li><li>● Increased cost of operations</li></ul> |





## 7.0 COMMUNITY FARMERS MARKET



The city of South Fulton is rich in agricultural resources. District four is an agricultural, rural, suburban and commercial district. Though there is industrial development in other surrounding cities, citizens of District four do not want residential and industrial development to co-exist. One of the four areas that are included in the city's Comprehensive Plan is an agricultural approach. The area of District four is very low density, with large open spaces. There are small and large farms. Presently, farmers supply their produce and goods to farmers markets outside of the city, or sell directly from their farms. There are a few U-Pick farms in South Fulton that offer produce such as muscadines, blueberries, peaches, carrots, cucumbers, herbs, peppers, squash,

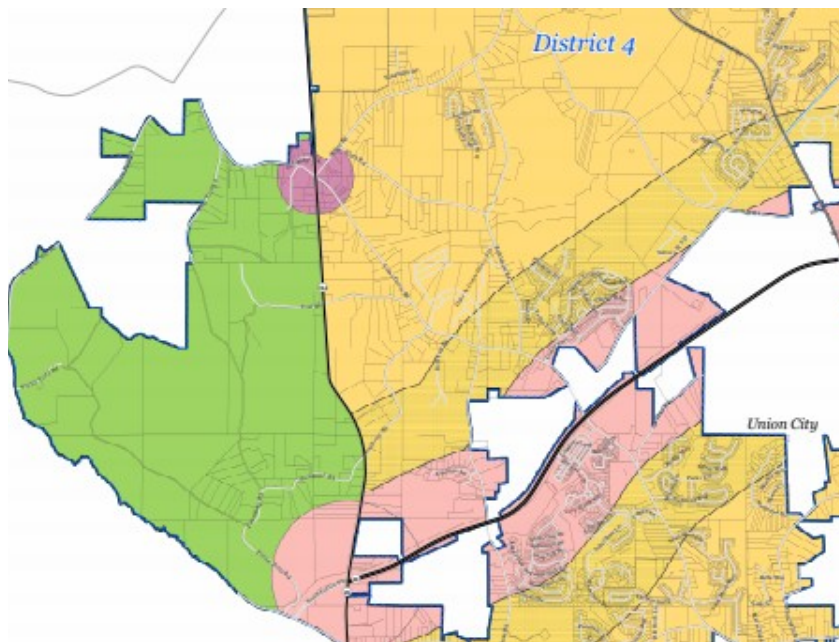


etc. The Georgia Roots Urban Farm provides farm-fresh produce to residents in South Fulton through the farm's community supported agriculture (CSA) program. It is a subscription-based harvest box that is available for pick up twice a month.

Due to there not being an infrastructure where farmers can sell their products, the opportunity for internal profit and engagement is not growing in the district. A farmers market in District four would facilitate connections and bonds of mutual benefits between farmers, customers, and the community.

## 7.1 Location

The best recommendation for the location of the market would be in the area of District Four that is designated for future land use for an agricultural neighborhood. The



location must be visible, attractive, and identifiable. By being in a visible public space, it will educate and encourage citizens to buy locally grown food. There must be access to convenient and user-

friendly parking. The atmosphere of the farmers market will impact the attraction and traffic.



Area for future land use for an agricultural neighborhood.

## 7.2 Operation

The market will operate on Saturdays, during the months of April to October. The best operating time would be 9:00am to 2:00pm.

### 7.21 Market Manager

The Market Manager is a part time position with primary responsibility being the day-to-day operation of the farmers market. This will include an on-site presence at the market during market hours, as well as off-site work during non-market hours. The duties for the market manager include:

- Recruitment and enrollment of vendors
- Collection of fees
- Answer questions and resolve disputes
- Maintain market safety and upkeep of the grounds
- Communicate and enforce market policies and rules to farmers and vendors
- Provide community relationship
- Develop fundraising and advertising program
- Plan for market growth and development
- Prepare for next season

### 7.22 Operating Rules



Each person shall operate only those stalls assigned to him by the Market Manager or his representative and either that person or his employee or agent shall be present during normal operating hours of the Market. The Department and the Market assume no responsibility for any property belonging to that person, employee or agent.

## 7.23 Licensing

Any person using the Market for the purpose of selling or offering for sale any items on the premises must be licensed by the Commissioner of Agriculture. Employees and agents of farmers and dealers selling produce in the open shed areas must be licensed by the Commissioner of Agriculture.

## 7.24 Fees

- All farmers, producers, merchants, laborers and others using any Markets must contact the Market Manager of such Market, or his representative, before making deliveries, engaging in business or occupying space on the Market.
- The Market Manager of a Market, or his representative, will assign space and collect fees according to a published schedule. Each Market Manager shall have the authority to issue a "Schedule of Fees" to be charged subject to approval of the Commissioner of Agriculture, and to alter, amend or suspend any part of all such fees, subject to approval of the Commissioner of Agriculture. The published "Schedule of Fees" will cover all vehicles entering the Market to sell or deliver their contents.
- No person shall use any space upon the Market except as assigned and authorized by the Market Manager. The use of stalls or spaces by anyone other than the person assigned or authorized by the Market Manager is prohibited. The use of space not assigned and authorized by the Market Manager as required under the Act or these Rules will constitute proper grounds for revocation or suspension of a license and the right to conduct any type of business at the Markets in the future.



## 7.3 Funding

The following resources are available options that can provide seed funding to establish the farmers market.

- Healthy Food Financing Initiative (HFFI), established by the Agricultural Act of 2014 (Farm Bill), is a public-private partnership administered by the Reinvestment Fund on behalf of USDA Rural Development that seeks to improve access to healthy foods in underserved areas (food deserts). HFFI expands access to nutritious food in these areas through efforts such as developing and equipping grocery stores, small retailers, corner stores and farmers markets selling healthy food.
- Health and Human Services (HHS) awards competitive grants to Community Development Corporations to support projects that finance grocery stores, farmers markets, and other sources of fresh nutritious food.
- USDA supports public and private investments in the form of loans, grants, promotion, and other programs designed to create healthy food options in food deserts across the country.
- Through the U.S. Department of Treasury, the Community Development Financial Institutions (CDFI) Fund provides flexible financial assistance and specialized training and technical assistance to CDFIs that invest in businesses that provide healthy food options.





## 7.4 Attraction

A successful marketing strategy will attract both vendors and customers to the farmers market. Potential marketing approaches include media, social media, sponsors, and advertisements. An announcement can be made on the local news outlet and within the local newspaper. A business page for the market on social media can be shared and promoted by the employees and vendors. Information can be shared to the community using an email database. Local municipalities, churches, non-profit organizations, local foundations and Future Farmers of America (FFA) chapters can sponsor and promote the farmers market.

## 7.5 Place Activation

Place activation creates a sense of place, encourages social connections, improves safety and brings life to the streets. It can be expressed in diverse ways through art, food, play, performance and renewal activities. Activation projects bring energy to the streets, create new community connections and build the story of a place. A community farmers market in District Four would not only provide an infrastructure for residents to buy locally grown food and goods, but also a place to make connections between the people and their community. The long-term vision for this establishment would be to provide a venue for community events, meetings, festivals, and so much more.



## 7.51 Models

### **Serenbe Community**

Just miles outside of the city of South Fulton, is a neighborhood within the city limits of Chattahoochee Hills, GA, called Serenbe. The vision for the community of Serenbe was born in an effort to protect the beautiful rural land just outside of Atlanta known as Chattahoochee Hill Country. The values of this neighborhood are nature, passion, creativity, and community. Each of Serenbe's four hamlets have complementary commercial centers focused on the elements of a well-lived life: arts for inspiration, agriculture for nourishment, health for wellbeing and education for awareness. Fresh food is another of Serenbe's natural assets, with a 25-acre organic farm, seasonal Saturday Farmer's Market, thriving CSA program and edible landscaping. The neighborhood hosts year-round cultural events that include outdoor theater shows, culinary workshops, festivals, music events, boutique shopping, art galleries, trail riding, and many more programs. The idea for District Four would be to model a community such as Serenbe, to create a place where people can live, work, and enjoy nature's beauty.

### **Agritopia Farm**

Much further West in Gilbert, Arizona, the Agritopia Farm is a neighborhood that takes pride in preserving urban agriculture and gathering the community.





## 8.0 CURRICULUM

The curriculum component of this project will help to sustain the culture of agriculture in District Four. School systems serve as ecosystems that establish a way of life and norms for students. The goal is for all schools in District four to adopt this supplemental agriculturally infused curriculum for all grade levels.



## 8.1 Background

To create an effective curriculum, it is important to know what population the lesson plans would serve, what grade levels, and what the school culture is already like. The first plan of action was to take inventory of the school by interviewing the principal of the charter school and gather demographic data online to have a better idea of who the curriculum will serve. According to [greatschools.org](http://greatschools.org), Chattahoochee Charter school serves 73% African Americans, 22% Whites, and 5% are other. This K-8 Charter School has 51% of students that are low income. ([chatthillscharter.org](http://chatthillscharter.org), 2019)

According to the school website, the vision of Chattahoochee Hills Charter School is “for students to live meaningful, healthy, flourishing lives through an immersion in the arts, agriculture, and the environment.” The focus of the school is as follows, “Our Focus is on a hands-on thematic instructional approach that uses the school’s unique rural surroundings as a framework. It positions agricultural, environmental, and artistic themes as lenses through which the Georgia state performance standards will be achieved and exceeded.” The focus derives from the mission to “inspire all children to the highest levels of academic achievement through a rigorous curriculum that integrates the wonders of the natural world.” ([chatthillscharter.org](http://chatthillscharter.org), 2019)



## 8.2 Understanding The Benefits Of An Agriculturally Infused

### Curriculum

What are the benefits of having an agricultural infused curriculum and why should teachers, principals, and other school staff care? Lead author, Neil A. Knobloch explained the benefits in his article entitled, “The Benefits of Teaching and Learning about Agriculture in Elementary and Junior High Schools”. This article used a survey in order to gather data to know what the benefits are of an agricultural curriculum in public schools. “The sample consisted of 452 teachers from public schools in Illinois. Teachers responded to three, open-ended questions regarding their beliefs of the most beneficial aspects and needs of teaching and learning about agriculture. Teachers believed that agriculture provided situatedness, connectedness, and authenticity to teach their content areas to their students.” Another study done in Iowa unpacks the impact of the secondary agricultural education program on Latino students. This study showed that, “participating in the agricultural education program helps the students obtain agricultural experiences. The majority (47%) of the sampled population confirmed to have "good" agricultural experiences and 33% described theirs as "satisfactory" ones.”

### 8.3 Interviews

Interviewing Mr. Laron, the CEO of Mantis Solutions who is creating a similar curriculum provided a better understanding of where to start and what goals should be



met. He provided insight into what the agricultural infused curriculum could possibly look like. Mr. Laron supplied several resources that would benefit the development of an agricultural infused curriculum including a recent project he completed for a school system in Florida. He prescribed looking into the Georgia Standards and Framework to use a standard in building the curriculum. The Georgia Framework is a set of guidelines for teachers to abide by in their execution of lesson plans. Following this framework will ensure that students are learning the identified needed skills that will equip them to not only pass statewide testing but to be an all-around scholar in various subjects and disciplines.

## 8.4 Georgia Frameworks

All public schools (including public charter schools) in the state of Georgia have to abide by the Georgia Department of Education Standards in exchange for proper funding. “The Georgia Department of Education, Office of Standards, Instruction, and Assessment has provided an example of the Curriculum Map for each grade level and examples of Frameworks aligned with the GPS to illustrate what can be implemented within the grade level. School systems and teachers are free to use these models as is; modify them to better serve classroom needs; or create their own curriculum maps, units, and tasks.” (georgiastandards.org, 2019)



## 8.5 Creation Of Curriculum

The partnering charter school, Chattahoochee Hills serves grades K-8th grade. With a wide range of grade levels, there is a need to have grade level appropriate curriculum. There will be three separate curriculum sets, K-2, 3-5, and 6-8. Each grade level groups will focus on a different aspect of agriculture. The goal is for students to learn about everything from basic nutrition, plant science, and agriscience once they graduate from this charter school. The Georgia Agricultural Education Department has created what they call “agriculture awareness” lesson which include Georgia standards that will truly supplement every student’s education.

## 8.6 Purpose And Vision

The purpose of this additional lesson plan is to provide Chattahoochee Hills Charter School the ability to integrate with the incoming farmer’s market project in South Fulton County. Students can grow and learn about different foods, which will be collectively sold at the local farmer’s market to raise funds that will flow back into the school’s projects and initiatives.

The vision is for students to live meaningful, healthy, flourishing lives through an immersion in the arts, agriculture, and the environment. This will benefit the students as it provides them the opportunity to grow their own herbs and vegetables which promotes healthy living while using the environment. Integrating this “Grow” lesson



plan will support the mission to inspire all children to the highest levels of academic achievement through a rigorous curriculum that integrates the wonders of the natural world. Through the integration of this lesson plan, students will be given the opportunity to explore the areas of science, nutrition, agriculture, and finance.

## **8.7 Implementation And Class Calendar**

At the beginning of every month (or another set designated time of the month), the school can have a “GROW” week, whereby the select teachers who teach in the following areas: science, nutrition, agriculture, and finance or similar will integrate the “GROW” lesson plan during class time. For lesson plans that include live plants, subsequent weeks will be observation weeks for students to check on the plants whether check for their height or water them.

The class calendar is August 7, 2020- May 22, 2021.

With 16 weeks of instructional time (subtracting the first and last week of each semester), this lesson plan is designed to occur once a month during the class period.

There are four lesson plans per subject that will last one semester. Each integrated lesson plan varies anywhere between 30 minutes to 50 minutes.





## 9.0 SUMMARY OF FINDINGS

### 9.1 Land Use

The three conservation tools discussed in this guide are Transfer of Development Rights, Conservation Easements, and Public Land Trusts. Each conservation tool has its pros and cons and each method requires an investment from the City to be executed successfully. A TDR program coupled with the 2035 Future Land Use Plan for district four, allows for private landowners to obtain the full value of their property while, conserving land and creating a custom growth-management scenarios for the City of South Fulton. This option requires the City to activate a TDR which would cost staff time and extensive planning.

#### Matrix of Results for Land Use

| Goals                                                                                 | Impact Categories                                         | Current   | TDR       | Conservation Easement | City Acquisition |
|---------------------------------------------------------------------------------------|-----------------------------------------------------------|-----------|-----------|-----------------------|------------------|
| Protect & Preserve open space, agricultural land and other valuable natural resources | Difficulty of Implementation                              | None      | Very High | Very High             | Low              |
|                                                                                       | Upfront Cost                                              | None      | Moderate  | Moderate              | Very High        |
|                                                                                       | Public Participation                                      | Neutral   | Voluntary | Voluntary             | Voluntary        |
| Minimize sprawl                                                                       | Reduces the cost of providing infrastructure and services | Decrease  | High      | High                  | Very High        |
|                                                                                       | Plans for future smart growth                             | Moderate  | Very High | Moderate              | Moderate         |
|                                                                                       | Unintended character change                               | High      | Moderate  | Moderate              | Low              |
| Maintains                                                                             | Land owner maintaining land                               | Very High | Very High | Moderate              | High             |



|                   |                                          |      |     |     |          |
|-------------------|------------------------------------------|------|-----|-----|----------|
|                   | value                                    |      |     |     |          |
| character of area | Allows for future change in public usage | High | Low | Low | Moderate |

The Conversation easement option gives landowners wishing to conserve land, to transfer development rights for a tax credit. Landowners retain ownership, and are still able to use land for farming. This option conserves land, but owners may not get the full value of the land.

City acquisition by the city of South Fulton for the benefit of public use. This method conserves land, but is difficult to execute due to limited funds and rising land values.

## 9.2 Farmers Market

Again, the farmers in District Four currently sell their produce and goods directly from their farms. Their current distribution options are U-Pick farms, farm stands, and most recently a community supported agriculture (CSA). U-Pick farms allow customers to travel directly to a farm and pick their own produce. Farm stands are temporary or permanent structures on the farm or off-site, where farmers sell their produce to customers. CSA is a marketing strategy where farmers sell shares in next season's produce, while during the season, shareholders receive a weekly box of fresh farm produce. This strategy is unique to the farmer and the community. The matrix below identifies some of the significant variables that would impact the decision of which marketing option to choose for a community.

### Matrix Of Results By Alternatives: Community Market



| Market Option Alternatives |                                                                        |                |                                       |             |            |
|----------------------------|------------------------------------------------------------------------|----------------|---------------------------------------|-------------|------------|
| Goals                      | Impact Categories                                                      | Farmers Market | Community Supported Agriculture (CSA) | U-pick Farm | Farm Stand |
| Production                 | Can sell of wide range of goods                                        | Very High      | High                                  | Moderate    | Moderate   |
|                            | Reduced labor for harvest                                              | High           | High                                  | Very High   | Low        |
|                            | Grading/ packing standards                                             | Moderate       | Very High                             | Very Low    | Very Low   |
| Distribution               | Gives preference to local farmers                                      | Very High      | Moderate                              | Very High   | Very High  |
|                            | Customers pick up at farm- no travel                                   | Very Low       | Very Low                              | Very High   | Very High  |
|                            | No transport fees                                                      | Low            | None                                  | Very High   | Very High  |
| Marketing                  | Talk/ sell directly to customers                                       | Very High      | Very Low                              | Low         | Very High  |
|                            | Creates opportunities for other activities such as workshops           | Very High      | Very Low                              | Low         | Low        |
|                            | Builds relationship between farmer and customer                        | Very High      | Very Low                              | Moderate    | Very High  |
|                            | Flexibility: allows farmers to conduct business easily and efficiently | High           | High                                  | Very High   | High       |

A Community Farmers Market will enhance the agricultural character of District Four. It will establish an outlet for farmers to sell directly to their community, and build relationships with their customers. It will strengthen the community by providing activities and encouraging social connections.



### 9.3 Curriculum

According to Neil A. Knobloch, lead author of “The Benefits of Teaching and Learning about Agriculture in Elementary and Junior High Schools” who surveyed 330 teachers

“that assessed the beliefs of elementary and junior high school teachers from eight

counties in Illinois to determine how agricultural literacy programs should be changed

to meet the needs mentioned by teachers.” According to the table below,

“conservation and the environment, food production, the importance of agriculture to

students’ lives, plants and seed development, agricultural careers, insects, animals, the

cycles of life and nature, and food and nutrition were listed as the most beneficial thing

about teaching agriculture”

**Table 1**  
*Teachers’ Perceived Benefits of Teaching Agriculture (N = 330)*

| Benefits                                                                                                                                         | <i>f</i> | %  |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------|----|
| Conservation and the Environment                                                                                                                 | 105      | 32 |
| Food Production                                                                                                                                  | 55       | 17 |
| Importance of Agriculture to Students’ Lives (e.g., historical, social, and economic impacts on American society; role in culture and community) | 36       | 11 |
| Plants and Seed Development                                                                                                                      | 34       | 10 |
| Careers                                                                                                                                          | 21       | 6  |
| Insects (e.g., butterflies, bees)                                                                                                                | 15       | 5  |
| Animals (e.g., chickens, pigs)                                                                                                                   | 13       | 4  |
| Cycles of Life and Nature (e.g., growth cycles of plants and animals; weather cycles and seasons; water cycle)                                   | 11       | 3  |
| Food and Nutrition                                                                                                                               | 5        | 2  |

*Note.* Percentages were based on 330 participants and were rounded to nearest whole number



The mentioned article also states that “Four percent of the teachers (N = 14) stated that they did not integrate agriculture in their classrooms. Similarly, these teachers also situated themselves within the content area and grade level in sharing their rationale for not integrating agriculture in their instruction. The following quote illustrates this finding. “In Language Arts, as an 8th Grade teacher, I have to prepare my students for the state tests. I haven’t found time to teach anything about Agriculture.” Based on this research it is clear what topic areas will be beneficial for the curriculum. The proposed curriculum will be Georgia Framework approved that have the following topics: conservation and the environment, food production, insects, animals, the cycles of life and nature, and food and nutrition through different grade levels.

In order to implement this curriculum that will encourage teachers who may share the same sentiments, there will be “Grow Week:”. The proposed “Grow Week” is a week at the beginning of the month dedicated toward specific classrooms having supplemental an agricultural instruction. Implementing an agricultural infused curriculum specifically in math, science, biology, and other core classes once a month will enable teachers to focus on state testing and original lesson plans. This implementation will also provide more accountability as administrators can have more ability to oversee classrooms just in a span of a week compared to over the course of a quarter. The truth is when teachers are given too much autonomy just like in this study, they are more likely to not provide the supplemental curriculum.



## Matrix Of Results By Alternatives: Curriculum

| Implementation of Supplemental Curriculum Alternatives                          |                                                |                       |                               |
|---------------------------------------------------------------------------------|------------------------------------------------|-----------------------|-------------------------------|
| Goals                                                                           | Impact Categories                              | School Wide Grow Week | Any Week Depending on Teacher |
| Accountability for teachers                                                     | School Resources                               | Low                   | High                          |
|                                                                                 | Ensuring all students and teachers participate | High                  | Low                           |
|                                                                                 | Learning Outcomes                              | High                  | Medium                        |
| Autonomy for teachers to tailor supplemental curriculum to fit the student need | Risk of teachers not following curriculum      | Low                   | High                          |
|                                                                                 | Learning Outcomes                              | High                  | Medium                        |
|                                                                                 | Attracting teachers to accept curriculum       | Low                   | High                          |
| Embracing an agricultural culture in the School                                 | Cost                                           | High                  | High                          |
|                                                                                 | Community involvement                          | High                  | High                          |
|                                                                                 | Student Embracing Culture                      | High                  | Low                           |



## 10.0 CONCLUSION AND REMARKS

### 10.1 Ideal Option for Land Use

One ideal approach to manage growth in district four would be for the City of South Fulton to Acquire large parcels of this area . In this outcome, South Fulton would partner with a land trust organization to purchase the land from the private owners, paying the full market value. The land would be held in perpetuity for conservation and public use.

This option is not the most cost-effective for the City of South Fulton. In this scenario, the land is conserved at a cost to the City of South Fulton. However, this option fully preserves the land and guarantees South Fulton remains in control of the land for future public use.



## 10.2 Ideal Option for Curriculum

The Ideal option would be having a school-wide “Grow Week” which will give a centralized approach and effort to ensuring students are receiving supplemental agricultural. What makes this option ideal is the centralized component. Resources can easily be distributed, monitoring can be seamless for administrators, teachers can adapt the lesson plans for the other weeks to leave appropriate room for what will be taught during class in “Grow Week”. When the entire school is aware that the entire school is participating in “Grow Week” it encouraged conversation about agriculture and there is a dedicated time to put agriculture at the forefront for students.

### **Realistic Options: Land Use**

A realistic option for district four would be for the City of South Fulton to create a master plan for the entire area of the district. A master plan is a long-term document that provides conceptual layouts to guide future growth and development for an area (<https://urban-regeneration.worldbank.org/node/51>). The plan for district four should include options for Transfer Development of Rights, and make recommendations for sending areas and receiving areas within the City. This plan is based on public opinion and takes into consideration population growth, transportation and physical characteristics of an area.

This scenario requires a considerable amount of time and money from the City of South Fulton. This option also will take much longer to execute. The master plan will





need to be developed and the Transfer Development of Rights program will need to be activated. The TDR, coupled with the district four master plan will be a powerful tool to determine the future of district four.

### **Realistic Options: Curriculum**

The realistic option is similar to the article which gives teachers more flexibility and discretion to choose when their class will have agricultural-related lessons. The downside to this option is that like the 4% of teachers who did not participate at all because too much freedom was given to them and there was a lack of accountability. What will make this option feasible is an accountability system to ensure teachers are using the supplemental curriculum in their classrooms.

## **10.3 Key Takeaways for the Community Farmers Market**

The purpose of the Community Farmers Market is to:

- Enhance the agricultural character of District Four by preserving its rural identity, while growing and utilizing its rich agricultural resources.
- Establish an outlet for farmers to create a local distribution method within the district, so that citizens can benefit from locally grown produce.
- Strengthen the community by encouraging fellowship and providing a place for citizens to fraternize with those who provide the produce in their community.
- Provide an infrastructure for place activation in the community that will eventually become a venue for community events.

### **Closing Remarks**



The issues of concern in District Four revolves around the preservation of an agricultural heritage and creation of a resilient and sustainable future. This paper has outlined a plan that supports a thriving natural environment, teaching the next generation to cherish agricultural as a core value, and creating opportunity for community activation through a farmers markets.

Through the use of a Transfer Development Rights program, age appropriate agricultural curriculum and community activation through a farmers market, District Four can preserve their unique character and create a legacy residents can be proud to leave to future generations.



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