

PLACE Timeline

- 1. Scoping Process to Identify PLACE Communities (fall/winter)** – A “Request for Proposals” (RFP) process was developed to insure that communities are well suited for PLACE and can maximize benefit from the program. This RFP process also helps communities clarify their goals and identify available resources to meet their needs.
- 2. Place-based Landscape Analysis Course with UVM Graduate Students (spring)** – Once a community is identified, University of Vermont students enrolled in Walter Poleman’s PLACE course conduct a preliminary landscape analysis of the town. The course work unfolds during the spring semester with substantive input from town government officials, local educators, and residents, and culminates in a presentation by students at the end of the semester in May.
- 3. Formal Agreement between PLACE and Community Partners (May/June)** – At this point in the process, PLACE partners enter into an agreement with a sponsoring community organization (often the local conservation commission) to proceed with the next phase of community-based education that includes workshops for residents and educators; field research; public presentations and field trips; and a culminating multi-day community visioning forum.
- 4. Place-Based Professional Development for Teachers (summer)** – Educators teaching in PLACE communities are recruited to enroll in *Principles and Promising Practices of Place-based Learning*, an educator workshop offered by Shelburne Farms. This professional development program provides them with a practical framework for using the local community and environment as an integrating context for teaching. It provides useful training in curriculum development and supports teachers in integrating elements of the PLACE model into their classroom teaching.
- 5. Landscape Inventory and Community Mapping by UVM Graduate Students (summer)** – Field Naturalist graduate students are matched with communities and collaborate extensively with local partners throughout the summer to conduct detailed research and cultural/landscape analysis of the specific Vermont community or region. This research provides the content for subsequent PLACE activities; collaboration with local residents effectively embeds this knowledge within the local community.
- 6. Public Presentation and Field Trip Series (fall)** – Students and community partners work together to design and conduct a series of public education presentations for the community. Topics include geologic history, cultural geography, and landscape ecology. These community events create momentum and a “buzz” around town for learning about and exploring PLACE.
- 7. Community Vision to Action Forum (winter)** – Community members come together at this culminating event to talk about that they have learned and decide upon action steps to improve their communities. Building upon the educational series that featured the past and present patterns on the landscape, this facilitated visioning session supports community members to imagine the future of their town and identify concrete projects to work together to conserve a sense of place and foster appropriate community growth/development.
- 8. On-going Community Support and Place-based Education (spring/summer)** – The Vision to Action forum is a wonderful springboard for communities to launch into projects that foster a local sense of place and capture residents’ desires for their town. We seek to provide continued support to communities through an array of resources available on the PLACE web site and on-going place-based education professional development offered through Shelburne Farms.