

Farm to School

Case Studies and Resources for Success



***National Farm to School Program
2004***

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Table of Contents

<i>New Jersey Farm to School Project: Challenges and Opportunities</i>	5
<i>Dairy Council of California Mobile Dairy Classroom</i>	9
<i>Working Together: Cooking with Kids™ Food and Nutrition Education Program and Farms to Schools Project in the Santa Fe Public Schools</i>	11
<i>Cooking with Kids</i>	11
<i>Farms to Schools</i>	12
<i>Food for People</i>	14
<i>Central Iowa Farm to School Success Stories</i>	17
<i>Vermont FEED: Food Education Every Day</i>	19
<i>The Story of Orange Center School</i>	20
<i>Successes and Challenges</i>	22
<i>Yolo County Farm to School Project Evaluation*</i>	24
<i>Case Studies of Other Successful Farm to School Programs*</i>	30
<i>Florida</i>	30
<i>Iowa</i>	33
<i>Kentucky</i>	35
<i>Pennsylvania</i>	37
<i>California, Santa Monica-Malibu</i>	39
<i>California, Healdsburg</i>	41
<i>New York</i>	43
<i>Farm to School Resources</i>	46

New Jersey Farm to School Project: Challenges and Opportunities

In September 2000 the New Jersey Urban Ecology Program at Rutgers University, as well as several other public and private partners throughout the country, received \$2 million from the United States Department of Agriculture's Initiative for Future Agriculture and Food Systems (IFAFS) to participate in a project entitled "From Farm to School: Improving School Meals and Small Farm Viability ("the Farm to School Project")." The project recently entered its fourth and final year.

The primary goals of the Farm to School Project are to increase the use of fresh, locally grown fruits and vegetables in school lunch programs and to improve small farm viability through increased access to institutional markets. Projects of this kind may yield multiple benefits including the provision of the highest quality produce (that is, with the greatest freshness, taste, nutrition, and safety) to school children, support of New Jersey's agricultural landscapes and livelihoods, and a contribution to local economic development. In addition, such efforts can address, at least in part, the emerging epidemic of obesity and diet-related diseases among school-age children by introducing healthy foods and eating habits.

Farm to School projects assume many shapes including, but not limited to, the purchase of locally produced and processed fruits and vegetables for "Farmers' Market" salad bars, special events such as "Jersey Fresh" theme days, schoolyard gardens, farm tours, composting projects, and education to improve

agriculture and nutrition literacy. While the primary focus of the Project is on the K-12 educational environment, we are also engaged in this effort at institutions of higher education.

There are many people that we identify as stakeholders in this project, including students, parents (both as individuals and organized as PTOs/PTAs), teachers, administrators, food service personnel, agricultural professionals and local food producers, processors and vendors, nutritionists and others. Many of these individuals participate in the New Jersey Farm to School Project Advisory Council, which considers multiple strategies to overcome challenges and recognize opportunities encountered as we strive to achieve the Project's goals. Additions to this group are always welcome.

New Jersey elementary and secondary schools represent a substantial potential market for local food producers, processors, and vendors. There are currently 906 public and private school districts in the state, representing 2,932 public and private schools. Almost all of those schools participate in the National School Lunch Program, serving approximately 600,000 meals daily. Of those meals, more than half are served to students that receive them for free or at reduced prices due to the low-income status of their households. Clearly, there is a substantial demand for high-quality, locally grown produce in a critical population—children and particularly low-income children—that could be provided through school-based food service.

Both goals of this project—to increase the use of locally grown produce in school food service and to improve the viability of agricultural operations throughout the state—would be best achieved through the formation of direct market relationships between farmers and schools. However, we have discovered that there are significant challenges to creating such relationships. Perhaps chief among these is seasonality; the academic year and the productive season in our state coincide only two to four months of the year. Also challenging is the issue of distribution: with few districts proximate to the major productive areas in our state, delivery of food to one or more schools can be a costly and time-consuming proposition for many potential suppliers. Finally, an increasingly limited production and processing capacity in the state often means that there is not sufficient supply for institutional markets such as schools.

Nevertheless, there are ways to overcome these challenges. For instance, the use of minimally-processed and shelf-stable products can help us to address the issue of seasonality. Similarly, reliance on existing distribution channels such as those used by produce and grocery vendors may address the issues related to food distribution. Finally, grower cooperatives may generate sufficient supply for institutional markets that individual growers cannot.

We have identified several requirements for participation in direct market relationships that apply to both supply and demand sides. On the supply side, grower-suppliers must be able to generate sufficient product volume that consistently meets the specifications for quality and packaging both within and between lots. They must also be able to meet the requirements for competitive pricing,

distribution, liability coverage and accounts receivable. On the demand side, food service personnel must design menus to use locally produced and processed fruits and vegetables when they are seasonally available. They must also have facilities that permit fresh fruit and vegetable storage, processing and preparation, food service personnel equipped with the skills to process and prepare fresh fruits and vegetables, and adequate financial resources to manage their programs.

While we strive to create these direct market relationships, we also emphasize the opportunities for local grower-suppliers to utilize existing distribution strategies. Perhaps one of the most promising programs that facilitate the use of fresh, locally grown fruits and vegetables in school food service is the Commodity Supplemental Food Distribution Program (the “Commodity Distribution Program”). This program is essentially a price support program, whereby the United States Department of Agriculture (USDA) purchases surplus domestic commodities and supplies them, in turn, to federally-funded feeding programs throughout the country. Schools are eligible to receive these commodities—largely meat and dairy products—based on the number of students participating in the National School Lunch Program (NSLP) statewide. Foods secured through the Commodity Distribution Program typically account for about 20% of all those served in the NSLP. Historically, it has not been a meaningful source of fresh fruits and vegetables, offering only shelf-stable products such as apples and citrus fruit in an unpredictable and infrequent way. However, a pilot program with the Department of Defense (DOD) initiated in 1994 has dramatically increased the amount of fresh fruits and vegetables offered through the program in participating states. New Jersey was one of the

first states to participate in this unique partnership. Fresh produce is purchased through the Philadelphia Regional Produce Market, one of the major gateways for domestic and imported produce on the East Coast, and directly from New Jersey food producers and processors.

Preferential purchasing of New Jersey product through this program occurs primarily in the fall. In FY2003, the amount of locally grown produce distributed to NJ schools in September and October was approximately 400,000 pounds. In FY2004 over 600,000 pounds of locally grown produce were distributed to NJ schools from September through December. These products included some minimally-processed fruits and vegetables in appealing, single-serving packages, often increasing product stability and their appeal to both children and food service directors.

This successful partnership between the Commodity Distribution Program and the DOD is administered at the state level by the New Jersey Department of Agriculture's Division of Food and Nutrition, the same program that administers the National School Lunch Program in our state. This organizational and management structure is significant if not critical to the success of these programs because the goals of increasing access to fresh fruits and vegetables in the school lunch program and improving small farm viability through access to institutional markets are closely married and deeply held in the same working group. New Jersey was the first state to structure these departments in this way.

Another way in which food service directors can utilize existing distribution strategies to procure locally grown produce is to request it

from local produce vendors. These vendors often have preexisting relationships with local producers and can procure seasonal local produce at competitive prices. This strategy is appealing to food service directors because it maintains the relationship with their regular suppliers throughout the academic year; it also supports businesses such as food processors and distributors that are important to a healthy agricultural sector in the state.

This is a unique and opportune time for the Farm to School Project in New Jersey. Improving nutrition and physical activity in the school environment is the goal of an unprecedented partnership between the Departments of Agriculture, Health and Human Services, and Education called "Healthy Choices, Healthy Kids Campaign". Unveiled earlier this year, the Secretary of Agriculture recognized the use of locally grown fruits and vegetables by school food service as a vital component of this campaign. There are other important programs that are also targeting the school environment, including NJ Team Nutrition, which has created the "Fuel Up with Five Campaign" promoting consumption of all five components of the school lunch, and the NJ Five A Day Coalition, which is making use of colorful marketing materials to promote consumption of fruits and vegetables.

While there are many challenges to implementing successful Farm to School Projects in New Jersey and particularly to the formation of direct market relationships, there are abundant opportunities to realize the goals of the initiative as well. Please contact Farm to School Coordinator Claire Homitzky at (732) 932-1688 or homitzky@aesop.rutgers.edu for additional information.

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Dairy Council of California Mobile Dairy Classroom

For over 85 years, the Dairy Council of California has been an innovator in nutrition education and, through its programs for school-aged children, has touched the lives of millions of California students.

Since the 1930s, the Dairy Council of California has presented the Mobile Dairy Classroom to schoolchildren in kindergarten through sixth grade. The Mobile Dairy Classroom provides an interactive, first-hand look at dairy cows and describes the process of how milk is made and processed into a variety of dairy products sold in stores. Through the program students are positively exposed to the

dairy industry's role in agriculture and the value that dairy foods play in their daily diets.

At the school site, the Mobile Dairy Classroom instructor introduces a live cow and calf to students during two separate, age-appropriate assemblies. Four specially-designed trailers serve different state geographic areas concentrating on urban metropolitan communities where farms are not as common; therefore, the experience of seeing a live cow is a first for many.

The kindergarten through third grade assembly teaches about the life cycles of a cow, its anatomy and, in general terms, how milk gets



from the cow to grocery refrigerators. Students also learn new vocabulary words and have opportunities to interact with the instructor. Fourth through sixth grade students explore in more detail the cow's anatomy and functions including the ruminant digestive system and lactation cycle. Students also learn about milk processing and technology used on the farm.

Following the presentation, teachers receive materials to use in the classroom that teach additional skills in nutrition, math and science to reinforce the important role agriculture contributes to our food.

The Dairy Council of California's Mobile Dairy Classroom serves as a hallmark program that introduces dairy agriculture to over 200,000 children annually. Schools welcome the live, free assembly and students forever remember the day that a live cow came to their school.

*Dairy Council of California
(www.dairycouncilofca.org) develops nutrition education programs that are easy-to-use and meet the unique needs of students at different grade levels. Making healthy food choices from all food groups and including physical activity are the foundation for life-long health and wellness. Our programs are scientifically sound and tested to ensure behavior change. Healthy Eating Made Easier.*

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Working Together: Cooking with Kids™ Food and Nutrition Education Program and Farms to Schools Project in the Santa Fe Public Schools Santa Fe, New Mexico

Cooking with Kids

The efforts of many people led to the creation of *Cooking with Kids*, an innovative food and nutrition education program that engages public school students in hands-on learning about healthy and appealing foods from diverse cultures. Nutritionists, chefs, parents, and school nurses concerned about the quality and service of the Santa Fe Public Schools Child Nutrition Program have worked for more than ten years to improve school meals and provide healthy foods that children will eat. *Cooking with Kids* was inspired by Dr. Antonia Demas' food acceptance research in Trumansburg, New York.

Cooking with Kids began in two elementary schools in Santa Fe in 1996. During the 2003-04 school year, *Cooking with Kids* will reach 3680 Kindergarten through sixth grade students from 180 classrooms in nine Santa Fe public elementary schools. We have developed an experiential food and nutrition education curriculum that models interdisciplinary teaching and learning. Cooking and tasting classes include math, science, social studies, language arts, music and art. The curriculum is aligned with State Department of Education and National Health Education Standards. Student food journals are grade level appropriate and written in a bilingual Spanish/

English format. Each child participated in at least 15 hours of classroom cooking and tasting classes throughout the school year. Tasting classes include varieties of *Tomatoes, Apples, Citrus Fruits, and Salad*. Cooking classes include *Stovetop Pizza with Tri-color Salad, Vegetable Tamales with Red Chile Sauce, North African Tajine with Couscous and Anise Flatbread, Cuban Black Beans, Rice and Tortillas, and East Asian Noodles with Coconut Rice Balls*.



photo credit: Lynn Walters

vegetables, to improve the overall quality of school meals and to improve access to meaningful training for foodservice staff. *Cooking with Kids* classroom recipes are adapted for foodservice and offered about twice a month as school lunches. *Green & White Fettuccine with Tomato Basil Sauce* became so popular that it is now on the regular school lunch menu in all Santa Fe elementary schools.

Over the years, *Cooking with Kids* Coordinators have participated in team efforts with dietitians, school administrators, school board members, as well as other community members. These efforts resulted in a revised Foodservice Director's job description and a revised School Foodservices Policy. *Cooking with Kids* staff also works with the food service administrators to plan and provide hands-on training for Foodservice managers and staff. Complex school meals regulations, inadequate funding, and the proliferation and acceptance of processed foods in school cafeterias all contribute to the challenge of improving school lunches. Manufactured food is the norm in food service. Using fresh foods, in particular fresh, local, foods is extremely difficult. For instance, our schools receive produce deliveries only once a week. In other words, there is no cheap easy fix. We have learned that it takes a long time to establish trusting respectful relationships with those who, on the surface, may not seem to share the same values. Perseverance, patience and a healthy sense of humor are vital.

Farms to Schools

After working to pass a Memorial in the 2001 New Mexico Legislature to encourage public schools to use locally grown produce in school

meals, Santa Fe Public Schools, New Mexico Department of Agriculture, and *Cooking with Kids* collaborated to create the *Farms to Schools* program. The Community Food Security Coalition provided travel funds that enabled Santa Fe Public Schools food service staff members to visit the successful Santa Monica Farmers' Market Salad Bar. *Farms to Schools* uses locally grown salad greens, sunflower sprouts, sweet potatoes, apples, melons, and other fresh fruits in school meals. The *Farms to Schools* program began in three schools and currently is implemented in six elementary schools and one high school.

Initially, New Mexico Department of Agriculture and the state Farmers' Marketing Association located interested farmers. Approximately forty farmers sell to the school district, primarily through a farmers' coop. Most products are available only during the spring and fall, though salad greens grown under cover are now available throughout most of the winter. Crops include salad greens, sunflower sprouts, apples, watermelons, cantaloupes, tomatoes, potatoes, onions, carrots, broccoli, corn, cucumbers, peppers, squash, sweet potatoes, pears and radishes. Sunflower sprouts are a big hit with the kids and are used district-wide, as are locally grown watermelons and apples. Deliveries are made directly to the school sites or to the central warehouse.

Another big challenge has been reaching the schools in order to teach nutrition education classes. With only one person working on the *Farms to Schools* project, implementation is limited. The coordinator is only able to focus on one school at a time, but we have been expanding to more schools each year. Nutrition education is an important part of this program, so there is some frustration that more schools

cannot be involved in the program. We have learned that it is important to teach the “salad bar etiquette” class as close to the beginning of the year as possible. That way, students learn the rules and regulations right away and are more careful and courteous about using handling utensils and practicing good manners.

In New Mexico, the supply of locally grown produce has so far been somewhat limited. It has been difficult over the past two years to purchase fresh local produce all year, especially salad mix. This year, salad mix has been available as needed, which is a great improvement. There are also still some challenges with the delivery of locally produced foods. Local produce delivered to the warehouse is often sent out with regular deliveries, which occur only once a week. For some schools, their delivery may not be until the end of the week, with the result that the fresh produce is no longer as fresh as it could have been. Efforts are underway to work with the warehouse staff to improve this process.

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Cooking with Kids is a program of Santa Fe Partners in Education.

Cooking with Kids is the trademark and service mark of Lynn Walters and Jane Stacey.

Food for People

Farm to School Program

In October of 2002, Food for People received funding from the California Nutrition Network to begin a Farm to School Program in our region. The program was initiated to address the problem of poor nutrition in our schools. A county wide survey, targeting food service directors and principals at schools serving 50% or more low income children, revealed that little nutrition education is being done and that the majority of food programs are functioning with antiquated facilities, inadequate budgets, and staffing shortages. Increasing numbers of districts are also functioning with one centralized kitchen that serves all of the schools in the district. On a positive note however, most schools have gardens, have some funding for agricultural fieldtrips and have concerned, involved parents and teachers to support farm to school efforts.

The Farm to School program is supported by and works collaboratively with a group called the Food Policy Coalition consisting of: Public Health Employees, Humboldt State University Professors, U.C. Cooperative Extension, Humboldt County Office of Education, parents, community members and food bank staff. This group explores a plethora of opportunities and barriers facing our schools. Food for People, designated as the food bank for Humboldt County, is pleased to serve as the host for the coalition effort. It fits well with the food bank's anti-hunger mission and provides exciting opportunities to improve the health and well-being of our most vulnerable citizens – our children.

One monumental coalition undertaking was to plan and host our first, county wide conference to educate parents and school administration about farm to school efforts and empower them into action. The conference, held in May of 2003, proved to be a catalyst for a long line of successes within Humboldt County schools. The conference featured a speaker from the Center for EcoLiteracy, who provided information about the national farm to school movement, and a food services director from Healdsburg, who shared insights and practical advice based on her own successes. Following their presentations, members of the audience broke into regional groups to identify their own local strategies and next steps.

This year our Farm to School efforts are focused in five main areas:

- Form representative, working committees within individual schools to identify concerns and solutions for cultivating an active, concerned community.
- Work with farmers and supporting organizations to form partnerships that support local agriculture while creating farmer buy-in.
- Facilitate relationships between food service personnel and farmers to make local produce purchasing a reality.
- Reconnect children to their food system by infusing more nutrition education into the classroom and encouraging farm fieldtrips.
- Work with others to advertise our effort, message and successes widely.

Most of our Farm to School successes to date have been with our two pilot sites, Southern Humboldt School District and Klamath Trinity Joint Unified School District. However,

assistance has been provided and progress has been experienced in many other districts as well. By providing organizational support and regular technical assistance to newly formed committees, the school nutrition scene is beginning to change for the better. The following highlights some of our larger accomplishments:

- School food and nutrition policy development
- Weekly produce purchasing from local farms
- Increased agricultural fieldtrips and classroom demonstrations helping to reconnect children to their food
- Formation of several nutrition committees

Klamath Trinity Joint Unified School District has approximately 1100 students with a 100% free and reduced meal program. The district is located in a very rural area, eighty miles from the nearest city of 30,000 with six schools spread out over 25 precarious miles along the river. Our Farm to School Program has successfully facilitated the connection between several local farmers and the food service director resulting in weekly produce purchasing and ultimately an increase in the nutritional content of school meals for numerous students. As we've seen in other Farm to School efforts, their success is directly related to the willingness and extra work of the food service director, the support of administration, and the flexibility of the farmers.

In addition to local purchasing, a school garden was created and monthly nutrition articles targeting the parents are being included in school newsletters. We hope to see continued progress in these areas as we expand the Farm to School model through collaboration with the County Office of Education to promote L.A.

Unified's "Harvest of the Month" program, which highlights a different fruit or vegetable each month.

Southern Humboldt School District is our second pilot site. This district is an excellent example of a parent run movement. Because of budget cuts, antiquated facilities, staff cuts and a new open campus policy, their lunch program went from bad to worse. The district even served frozen, crust-less, peanut butter and jelly sandwiches with bags of Doritos at one point.

In one short year this amazing, newly formed, well-represented nutrition group won over the school board (well, most of them), wrote and adopted a new school food policy, and hired a new food service director who utilizes commodity foods to prepare more "home cooked" meals. They are presently working towards implementing a universal breakfast program. Led by one tireless parent, this group has systematically worked through the challenges to find solutions to the poor nutrition scene at their schools. Much of their success can be attributed to their extensive research into school meal programs, the inclusion of school board members on their committee, and the dedication of committed parents who attend every school board meeting to share progress and educate the public on farm to school issues.

Finally, Humboldt County school children are learning hands-on nutrition and agricultural literacy through farm fieldtrips. To supplement these fieldtrips, Farm to School has teamed up with the county's Nutrition Education Coordinator to promote Los Angeles Unified School District's Harvest of the Month program. This program highlights a different fruit or vegetable each month, giving students

the opportunity to sample and discover new foods- tasting and learning at the same time! These activities will help students better understand their food system overall and ultimately teach them to make better food choices in the future.

As a side note, while our farm to school effort can't take credit for the following story, I thought it definitely worth mentioning: The Mattole School District is another extremely rural, isolated community that has difficulty arranging food deliveries due to their remote location. Their answer to the ominous transportation dilemma has been to utilize their school bus. The bus heads out in the morning picking up students. En route, the bus stops by a farm twice a week to pick up a box of mixed produce that supplies the small school with fresh fruits and vegetables for their meal program. The system has been working in this little rural community for years- a simple answer to a complicated problem.

During the upcoming year, Humboldt County's Farm to School program will continue to provide outreach and technical assistance for Humboldt County schools. Trainings are being planned, more fieldtrips and classroom food demonstrations are in store, increased nutrition outreach is underway and continued collaborative work will definitely ensue.

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Central Iowa Farm to School Success Stories

A farmer's market in central Iowa asks the question, "*Do you know where your food comes from?*" Several schools in America's Heartland of central Iowa can now answer that question. These schools participated in a project intended to increase awareness of school foodservice directors, parents and students of available locally grown foods, and as a result, now recognize the benefits of serving fresh, locally grown produce to their students. The Hotel, Restaurant and Institution Management Program at Iowa State University and the Leopold Center for Sustainable Agriculture sponsored the project. School foodservice directors identified what they perceived to be benefits and obstacles to local food purchasing.

Benefits of helping local farmers, providing fresher foods, and potential educational benefit to children were all identified. Challenges such as a growing season that peaks during summer break, ensuring an adequate supply of product on specific days, clear communication on product size and form, and streamlining of order, delivery and payment procedures were presented.

Some of these challenges were successfully met. The short growing season is a particular concern for farm to school projects in cold weather climates. School foodservice directors identified producers with items that would be available for use in spring, late summer, and early fall, such as radishes, melons, and apples.

Communicating with producers or producer networks a week or so in advance allowed for unmet needs to be purchased through the regular food supplier. Communication to the producer of how the product would be used and the menu item helped avoid repeats of the situation where twice the number of small, 3-inch length cucumbers were sent rather than the 6 inch length specified. This substitution presented a problem in production as the small cucumbers could not be used in the mechanical equipment and required more foodservice labor to prepare.

As school foodservices typically have bills paid through the district's administrative office, an increase in number of vendors resulted in more paperwork (as well as more time for the foodservice director in placing and receiving orders). Use of producer networks helps streamline this process, but there may be a cost involved to the buyer.

Two of the school districts in the project continue to purchase seasonal fresh produce from local growers. These are the Nevada Community School District located in Nevada, Iowa and the South Hamilton School District in Jewell, Iowa. District enrollment is about 1,600 and 800, respectively. Both districts prepare and serve food in the same building, with some transportation of foods to elementary schools in the district.

Diana Weber, MS, RD, the foodservice director in Nevada is highly committed to ensuring nutritional quality of foods served and promoting the use of locally grown products.

For each of the past 15 years, the district foodservice has purchased about 25 bushels of apples from a local orchard. The name of the orchard, The Berry Patch, is posted at the point of service. The Berry Patch is a local farm familiar to many students as classes in several grades take field trips there to learn about growing fruits and vegetables and production of apple cider. The Berry Patch will deliver varieties of apples in season to the foodservice and match the price of the regular vendor. In recent years, in addition to the purchase of local apples, Diana has also bought 30 – 40 watermelons and 20 cantaloupes from another farmer in the district, who offers the product to the school at market price.

Candy Anderson has been director of the South Hamilton School District for about 5 years. She has background in commercial foodservice operations. As a result of her culinary skills and high energy, participation in the district's school lunch program averages above 90 percent. As part of the project in fall 2002, Candy began purchasing produce through a local apple orchard, and through a producer network operated by a farmer organization. The apple orchard delivered to the foodservice and found this market an opportunity to sell smaller apples (about 1 ½ to 2 inches diameter). A sign was placed at the point of service identifying Story Book Orchard in Story City (a nearby town) as the growing farm. Prices were competitive although purchases from the producer network did require a broker fee of \$10 for each purchase, and because of insurance issues, the network was unable to deliver to the foodservice operation. Because of this inability, the director drove to the network's office to collect the fresh produce, a cost of time and money. This extra effort was worth it as she was able to introduce new foods

to students, such as green onions, or familiar foods but in new forms, such as unpeeled whole carrots with tops that were simply washed prior to service.

The two schools profiled illustrate the importance of communication between the buyer and seller in a successful purchasing arrangement. These two schools show how challenges to purchasing locally can be overcome with an end result of increased awareness of students and staff of where food comes from.

For more information see:
www.extension.iastate.edu/connection/2001Winter/winwin.html

Vermont FEED: Food Education Every Day

Vermont Food Education Every Day (VT FEED) is a unique approach to food system change in a rural state through a partnership of three Vermont organizations. Vermont FEED is addressing the epidemic of childhood obesity, poor nutrition, and the disconnection between food and our local farms. This is accomplished through the 3 C's: the Classroom with standards-based curriculum development, the Cafeteria through purchasing local food and nutrition education, and the Community through reconnecting people to their food sources-the farms and farmers. Through the development of a farm, food, and nutrition-based curriculum, students learn the importance of a lifelong healthy lifestyle. This is a food movement, not the latest educational fad. The VT FEED partners are:

- FoodWorks, an educational organization specializing in community-based food/garden curriculum and integrating themes of hunger prevention and ecology into K-6 curriculum.
- The Northeast Organic Farming Association of Vermont, a nonprofit association of consumers, gardeners, and farmers who share a vision of local organic agriculture and work to strengthen agriculture in Vermont.
- Shelburne Farms, a nonprofit education center and working farm dedicated to cultivating a conservation ethic by teaching about stewardship of agricultural and natural resources and by practicing sustainable rural land use.

The Vermont FEED project is now in its fourth year and eighth school and is continually refining the system-wide model to reach out to a growing list of schools and communities

interested in FEED across the state. Students are excited to literally dig into food research, cooking, and growing. The FEED team recognizes that this is just the beginning and the need to make this a permanent strand of the school curriculum is essential if we are to make the necessary changes in food education, childhood diet and the integration of local foods into school cafeterias.

Our goal is not to create another add-on to an already overwhelming teaching day for teachers, but to find practical ways to integrate required content and skills by using the theme of food, farms, and nutrition as a context for learning. We have also found that school cafeterias introducing fresher and homemade foods are often met with resistance by the students who are not familiar with the new tastes and appearance of these foods. Yet when students are able to grow, cook, and experience food ingredients in their classroom and taste



them along the way, they typically enjoy these new foods and have a greater understanding of what it took to grow and produce that food.

The key aspect that makes the rural farm to school model successful in Vermont is the crucial link of the community. In rural towns, the school is often the hub of activity and communication. By bringing a spotlight onto the community and highlighting their community resources of farmers, food producers, gardeners, and related businesses, the students develop a sense of their place in their community. “You are what you eat” and in this case we strive to have the students eat and learn from right around their hometown.

The Story of Orange Center School

One of the many VT FEED success stories, has been the recent work at Orange Center School in central Vermont. The town of Orange is a rural community with a proud and diverse agricultural heritage with many working farms dotting the landscape. The school-wide effort in the FEED project is a powerful example of how serious the school is about childhood nutrition, prevention, and farm based community connections.

The FEED project started in Orange with a hands-on, five day summer institute for Orange teachers (a benefit of this work is that teachers can earn graduate credits for the curriculum work through a local college, if they choose). Not only did the teachers participate, but also the principal, the summer garden coordinator, the food service staff, and a school board member. During this time everyone experienced food, nutrition, and farm based

learning experiences at their school and on local farms with local farmers as food/farm educators. The teachers began to develop their ten week, standards based unit of study that they would implement with students in the fall. The Food Service team participating in the FEED institute developed stronger relationships with the teaching staff, started to develop their own confidence in teaching and sharing about food, and learned creative ways to use local foods and commodities in making simple homemade meals for children.

In the next step, the FEED team was at Orange Center School and the greater community once a week, for ten weeks throughout the fall working with teachers, food service, and farmers as they taught in the classroom, in the cafeteria, or on the farms. Some of these lessons included:

- The kindergartners ongoing hands-on investigation of bread ingredients and bread making in their homemade chef hats and aprons with making pretzels, pancakes, pizza, and peanut butter.
- The 1st & 2nd grade exploration of the varied life cycles in their town, like butterflies, cows, sheep, and bees by visiting 3 local farms, hatching butterflies, and harvesting honey. The 3rd grade unit that explored the agricultural and food history of their town by interviewing local elders in their classroom and sharing recipes.
- The 4th & 5th grade reading comprehension project of investigating food labels and calculating daily allowances of dietary needs in math.
- The 6th grade worm composting unit that lead to the building of a school worm farm. And, the 7th & 8th grade field studies linking how Vermont geology and landscape have shaped the soil available to farm through soil

and water pH testing at local farms, They also researched and identified the vitamin availability in foods and the health effects of vitamin deficiencies.

The school celebrated with a large community event to highlight the culmination of local food, farm, and nutrition education that had happened over the ten weeks. The parents and community members got to experience many of the same lessons as their children, only this time the students became the teachers for their parents.

The FEED project doesn't end there. The FEED staff continue to work with the food service staff of Orange as they creatively overcome the challenges of incorporating fresh, local produce into their kitchen and help develop new channels for distribution of food within a community. Though the intensive in-class unit is done for this school year, many teachers continue with the food, nutrition and farm theme throughout the year and FEED staff are available to teachers and administrators for consulting, brainstorming, and resources. Because it can take a long time to develop new mechanisms for school food purchasing, FEED has a 3 year commitment to work with each participating school to make the food education changes that they seek – this could be creating a school garden to meet some of their food needs, or developing purchasing contracts with the farmers in their community.

Words from Rich Jacobs, Principal of Orange Center School, about why they chose FEED and the impact in their school community:

“To me the main reason for joining FEED was to provide staff members with training in the preparation of standards based lessons and

assessment for the topics of food and nutrition. My belief is that if staff members are trained in this area of standards based lessons that they will be able to generalize the training into preparation of any standards based lessons and assessments.

“However, if you ask students, staff members, and community members why we participate in FEED you will get other answers. The food service personnel may talk about how we are bringing in locally grown produce for consumption by students. The coordinator of our garden club may talk about how use of the school/community gardens are now recognized by more people than has been customary in the past. Staff members may explain how it is now an expectation that foods bought or brought to school are of a nutritious nature. The Superintendent of Schools or School Board Chair may talk about the positive reviews from parents and community regarding FEED as it relates to our instructional programs. Students may speak about the visits to local farms, and how their community is involved in this program.

“Participation in FEED was a decision by a consensus of faculty/staff. They overwhelmingly decided to participate in this program even though there would be five summer days of training, as well as ten intensive weeks of development, and three years of continued support.

“Estimates are that over 200 students, families, staff, and community members participated in the culminating FEED event at Orange Center School. One excited staff member indicated that she believes this is more people than have attended any past event in recent memory. After the many diners ate their meals (a potluck dinner with contributions from all) and

went to classrooms for the educational component of this event there was still plenty of food remaining. Participants in the evening program were in our building for two and one half hours.

“The educational component of this evening consisted of parents listing the state standards which were evident from the food and nutrition based curriculum in the classrooms. This component of the evening lasted one hour, and not one person was noted to have left the premises until after the raffle of food items prepared by students as part of their standards based units. I look forward to continued involvement with FEED.”

Orange Center School has also started to recognize the need for a Food Council in their community that addresses not only the food in their school cafeteria and vending machines, but also food issues and access in their community. Steps are underway to organize interested community members and youth for the council.

Successes and Challenges

Besides the overwhelming success with the students in the past and present eight participating schools, we have found that much of the success lies with the teachers and parents. Teachers often comment on the learning that they have experienced during the summer institutes about making healthy food choices and supporting local farms and businesses. Parents at the culminating celebration also share their experiences of grocery shopping with their kids after FEED lessons. As a driving force of what makes it

into the grocery carts, students are asking for fresh produce and whole foods that they were exposed to at school.

One of the biggest challenges that the Vermont FEED partnership faces is on-going support for these teachers and parents as their learning continues. Many teachers view the food and nutrition work as just a unit and not part of school wide food system change. As one teacher stated: “We could lose state or federal funding if our students score low on the Reading or Math assessments, but not if we have overweight students.” At this point, we believe community involvement and education is crucial to the lasting success of FEED. In one of the new FEED schools, we are facilitating a community food assessment and the development of a Food Council to evaluate the value of community support in sustaining the FEED program.

Another challenge has been the lack of communication within a school. Food service professionals are not considered part of the teaching staff so they are not at staff meetings or notified of school policies. With many teachers and staff not eating in or even going into the cafeteria, there are invisible barriers between those working in the cafeteria and those working in the classroom. The FEED team has steadily worked on breaking through these communication barriers to help teachers and food service exchange ideas, work together in education, and develop professional camaraderie and respect for each other.

Another new challenge that the Vermont FEED partnership faces is keeping up with demand of schools that want to be involved in the project. Now that we have four years of experience working with this model, the word has spread about the success of the projects efforts both in

the short term and longer term. Given the in-depth training and curriculum development and establishing new food purchasing systems, it is difficult to spread the FEED model quickly. The FEED partners continue to evaluate the model, and will determine the best means to replicate the program.

The integration of local foods into the cafeteria is a very intensive aspect of the project. We work to address these challenges by acting as the liaison between the farmers and cafeteria to help establish new purchasing relationships. In some cases, we work with an outside wholesale distributor to purchase Vermont products. In other cases we successfully link a local farmer directly to the local cafeteria, often one crop at a time. For the food service staff, we have focused on professional training, and mentoring through one-on-one support. With teachers and food service, we have developed methods for classroom taste tests that offer students the opportunity to try new foods they will soon encounter in the lunch lines. We have launched statewide discussions on school food through marketing efforts and statewide conferences that bring together all the players involved in the farm-to-school initiative.

As part of the FEED team's continued response to unique community needs, we are also working on a more in-depth project with our largest urban area, the City of Burlington. In this case we are partnering with Burlington organizations to develop a districtwide FEED model over the next three years.

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Yolo County Farm to School Project Evaluation*

Introduction

This report provides an analysis of information collected from the Yolo County Farm to School Project during its third year of implementation (school year 2002/2003). The Yolo County Farm to School Project is a multifaceted effort with demonstration sites in two communities—Davis and Winters. In Davis, the project is administered through a partnership of the Davis Joint Unified School District (DJUSD) and the non-profit Davis Educational Foundation (DEF). In Winters, the project is administered through the Winters Joint Unified School District (WJUSD). Other partners include: the California Department of Education, UC SAREP, the Community Alliance with Family Farmers (CAFF) and parent volunteers.

The primary focus for the last three years, has been to establish farmers market salad bars in the elementary schools in these districts and link them with school gardens, farm field trips, lunch waste recycling/composting and food/nutrition curricula. The farmers market salad bar features fresh, often organic fruits and vegetables purchased directly from regional growers, many of whom market through the Davis Certified Farmers Market. This year, the model changed in Davis from students choosing either the salad bar or the hot lunch to one in which students are offered the salad bar integrated with the hot lunch entrée, five days a week. The salad bar provides three

fruits and three vegetables, several protein options (cheese, beans) and assorted breads. This year, the Winters School District began its salad bar program at one elementary school (Shirley Rominger Elementary), offering a full-service salad bar (no hot entrée on that day) once a week from January through June.

Key Challenges and Lessons Learned

Many lessons were learned as Davis completed its third year of operation with a new salad bar model this year, and Winters began its first year. Comparisons between the two sites were also instructive. The following observations summarize comments from interviews with food service staff, administrators, farmers and farm-to-school volunteers (parents, children).

Objective 1: School District Produce Purchases

Davis met the goal of spending 10% of the food procurement budget for the district on the farm-to-school program. Winters spending was only about 2%; however, this represents one school for one day per week, so it seems a reasonable proportion of the entire district food budget. The question, however, is not how much you can spend, but whether the expenditures for farm fresh foods can be kept within an acceptable food service budget. In both Davis and Winters, the food service

* *First Year (2002/2003) Annual Report to Kellogg Foundation*. Submitted by Gail Feenstra and Jeri Ohmart UC Sustainable Agriculture Research and Education Program.

directors felt the food/food supply expenditures were too high and were not sustainable. Therefore, changes will need to be made in the coming year to reduce costs and/or increase income while simultaneously providing a quality salad bar program. This is the challenge.

Specific feedback and suggestions from food service staff about how to improve the salad bar program are below.

Davis Food Service Interviews

One-on-one interviews were conducted with the Director of Student Nutrition Services, with the district Kitchen Manager and with the Lunchroom Supervisor of one elementary school, César Chavez. Each interviewee pointed out different strengths of the program and identified different kinds of challenges.

Benefits—DJUSD

There was considerable agreement among food service staff about the value and benefits of farm to school salad bar program:

1. The children are happy with the salad bar and the choices it offers. They no longer have to choose between a hot lunch and a salad bar, but can have both.
2. It's a positive program for the schools.
3. It affords more healthy choices to more children. All children have access to the fresh fruits and vegetables.
4. It is more equitable. Previously, children receiving the free or reduced lunch tended to choose the hot lunch because they thought they were supposed to. Now everyone goes through the same line.

5. There is a much better working relationship among the kitchen staff with the new, integrated model. The staff are working together as a team, because they are all working on the school lunch. There is not an atmosphere of “us” vs. “them” as there was last year.
6. The relationships that have developed with the forager and with local farmers have been positive.
7. The logistics of delivery and service are running smoothly compared to previous years, with the exception, perhaps, of the need for additional preparation space in the kitchen.

Challenges and suggestions for improvement—DJUSD

Several staff agreed on certain challenges. The following are the common areas of concern and suggestions for improvement:

1. Establish a training program. Food service staff agreed that there needs to be a training program for staff geared specifically to salad bar protocols and procedures. Some specifics that need to be addressed are
 - how to weigh out food pre-and post-salad bar;
 - how to keep records of amounts served;
 - how to determine portions and make sure children are getting full portions;
 - how to manage the children as they proceed through the line;
 - how to process some kinds of fresh items.
2. If volunteers are used on the line next year, establish a structured training program specifically for them.
3. Work on creating more systematic and

thorough hiring procedures for the salad bar position.

4. Increase participation to ensure viability. To accomplish this, increase marketing efforts directly to students, and indirectly to parents and the community. (In this regard, plans are in process to expand the salad bar and overall farm to school marketing program.)
5. Re-institute the tasting program as a way to market directly to students and incorporate nutrition education.
6. Institute a volunteer program to cover the second person on the line at the salad bar. This will ensure the financial viability of the program.
7. Certain logistical issues, such as kitchen space, need to be addressed. With the new central kitchen planned for 2004, these problems should be resolved.

Winters Food Service Interviews

In Winters, interviews were conducted with the Food Services Director, the Salad Bar Coordinator, the Principal of Wolfskill Continuation School, whose school garden provides some vegetables for the salad bar, and the Wolfskill Garden Coordinator.

Benefits—Winters

Overall, the salad bar has been very successful in Winters. It generated the following positive comments:

1. The children love the salad bar. They are very enthusiastic about it and tell visitors that it is their favorite lunch—next to pizza, of course.

2. It provides the children with more than the USDA minimum daily requirement of fruits and vegetables.
3. The logistics have run smoothly, with easy cooperation among food service staff and a regular, weekly volunteer to help on the line.
4. It has created links to the local continuation high school (Wolfskill), and has paved the way for mentor relationships between the high school students and the elementary school students.
5. The Wolfskill garden, tended by continuation high school students, has provided free produce to the salad bar.
6. It has benefited by the tremendous dedication, energy and creativity provided by the salad bar coordinator.

Areas of concern and suggestions for improvement

Costs are the main area of concern for Christine Dutton, the Food Services Director. She and the salad bar coordinator, Karen Benson-Neil offered the following suggestions for ways to reduce costs for next year:

1. Plan the salad bar menu months in advance as a means of predicting and reducing costs.
2. Negotiate with local farmers for lower prices on their produce.
3. Institute the Nutrikids software to improve record keeping.

4. Think up more creative ways to combine local produce with commodities.

Objective 2: Student Participation, Fruit/Vegetable Consumption, and Gardening Activities

The goal of 4,000 children participating in the farm-to-school program (83% of the enrollment of participating schools in Davis and Winters) was set unrealistically high, particularly when Davis only has about 13% of students that use the free and reduced NSLP and Winters only has about 50% of students. A more useful figure is to look at changes in the percentage of enrolled students that participate in the school lunch program at salad bar schools. Using these figures, both Davis and Winters have made respectable gains or maintained high participation with the salad bar program.

It has been useful this year to compare aspects of the Davis and Winters models. Davis changed to an integrated salad bar + hot meal, five days/week. Winters used a salad bar only model, once/week. Both programs took advantage of USDA commodities to keep costs down. Both programs purchased farm fresh produce, although the percentage of farmers' produce in the Winters salad bar was about 2.25 times higher than in Davis.

Our observations and interviews with parents and teachers (plus data on adult participation) suggested that the quality of the food on the salad bar was more appealing in Winters. It looked like the salad bar Davis had in the first year. It may be this will change as more salad bars are added; however, for the first year, this

seemed to make a difference in how many fruits and vegetables children were consuming. Our consumption data showed that kids in Winters were eating almost three times more fruits and vegetables than in Davis. Some of this may be due to the quality of the presentation on the salad bar, but we also suspect that the model itself may have something to do with it.

In the Davis model, children have a hot entrée and the salad bar provides their fruits and vegetables on the side. It is hard to fit everything on their plates. When the salad bar is the only offering, the fruits and vegetables become the centerpiece of the lunch meal and the proteins and breads are added to it. This makes a difference in how much children put on their plates and what they eat.

It appears from our observations, that the stand alone salad bar, a few days per week perhaps, may be a better model for encouraging children to eat more fruits and vegetables. In addition, at least from preliminary data, it looks like it costs less per meal as well.

We also learned in Davis, that *ongoing marketing and education about the salad bar is essential* to keep the salad bar visible and to encourage participation. A variety of strategies is important from newsletters/letters to parents, presentations to teachers, school administrators and food service staff and tastings and nutrition education activities for children. In the next school year (2003/04), we have planned an even more robust marketing plan. Any increases in participation that result from some children buying lunch more often would help to offset the higher food costs that seem to go along with salad bars.

Part of increasing the visibility of the salad bars is learning how to effectively integrate the lunch program, school gardening, recycling and nutrition/food education in the classroom. These activities are still somewhat separate in school personnel's minds. We see that some activities (nutrition education and sometimes gardening) fall within the instructional education "side of the house" while school meals and recycling fall within the operations "side of the house." Our goal is to help teachers, administrators and staff see how these activities can reinforce one another if we consider the whole school as a learning environment. For teachers, part of the problem is that the reward structure is based on making sure they teach to particular mandated standards. Although there is room for creatively integrating food, gardening, recycling and nutrition, it takes a lot of energy to do so. Not all teachers are willing to make these connections with their students. However, we plan to keep working on this aspect of farm-to-school in the coming year.

Another way to build support for the farm-to-school program is to engage community members in tangible ways. So far, we have done more to educate people about the program vs. engage them. As we move into this next school year, we have begun initiating new ways for engaging: (1) parents through a new on-site volunteer program, (2) more Sac State and UC nutrition students through internships, and (3) teachers through our farm tours. What we also need is an infusion of new community members in leadership through our DEF Farm-to-School Connection committee. Although our DEF committee has remained strong for the last four years, there are times when we are stretched thin. We will need to bring in new members in order to stay

sustainable over the long run.

Building relationships of trust has been critical to strengthening the farm-to-school network in Yolo county. This has taken more time and energy than we had expected. After four years, we feel we have made significant gains in building good will among food service staff and school administrators. However, there is still room to grow.

Objective 3: Farmer Participation and Economic Impact

The goal here was set unrealistically high. Davis and Winters combined could not achieve \$100,000 sales to local producers. In fact, the entire produce budget for both districts together (all sources) only totals \$60,580. A better measure is to look at the percentage of district and salad bar produce that comes from local farmers and watch how that changes over time. On that measure, both districts did well, especially considering that neither purchased anything from local growers only three years ago. Today, more than 25% of all Davis district produce comes from local farmers and about 15% of Winters produce comes from local growers.

The economic impact for individual growers is tiny and will probably continue to be small in the near future. However, growers are not troubled by this, and in fact, see this as a positive contribution to their overall businesses. Given that the program is not excessively costly for them, it provides a mechanism for them to support the community and its school children and build alliances with many food system stakeholders.

Involvement in the farm-to-school program also opens doors to becoming involved with other farmers to talk about cooperative distribution and possibly processing. Farmers realize that to build institutional buyers into their portfolios, they may well need to consider some cooperative infrastructures. We are in the early stages of discussing these issues.

Case Studies of Other Successful Farm to School Programs*

Florida

Movers and Shakers

In 1995, a group of farmers formed the New North Florida Marketing Cooperative. The goal of the cooperative was to provide marketing services to the participating farmers, and provide training and education in marketing options such as farmers' markets, roadside stands, and selling to local school districts. The goal is to increase the amount of product being sold, thereby increasing the farmers' incomes.

Description

The New North Florida Cooperative began by selling farm fresh produce to 13 schools in Gadsden county, Florida. In six years, the marketing efforts have increased so that the Cooperative now sells to 15 school districts in Florida, Georgia and Alabama. Through these districts, they are serving 300,000 students!

The farmers focus on three to four main items on a seasonal basis and sell to schools year-round. The items are incorporated into menu planning, generally as a side dish or with fresh fruit for dessert. The Cooperative has developed a good reputation by providing high-quality produce, prompt deliveries, fair prices and courteous professionalism. They refer to this as "relationship marketing." The positive word-of-mouth has been very effective in opening the door in other school districts.

* Excerpted from *Farm to School: An Introduction for Food Service Professionals, Food Educators, Parents, and Community Leaders*, National Farm to School Program 2003.

Other Project Components

As part of its marketing and promotion, the Cooperative has developed posters showing the life cycle of a crop – from planting to harvesting. These posters are displayed in school cafeterias.

Funding

Approximately 90% of the funding for the Cooperative's marketing efforts come from the sales of their members and participants. These sales come from a variety of direct marketing alternatives, including farmers' markets, roadside stands, and through their sales to schools. When the initial farm to school program was ready to launch, the Cooperative did receive a \$4,000 grant from the USDA Agriculture Marketing Service. They also received a \$3,000 loan from the West Florida Resource Conservation and Development Council (WFRCDC). Most of the grant money received by the Cooperative has been used for infrastructure and equipment purchase, such as refrigerated trucks and cool and cold storage facilities.

Labor

Most of the labor for preparing the products as well as growing them comes from the Cooperative members and participants. During particularly busy times, day labor is also utilized. Since the farmers have the ability to wash, chop and bag the produce, there is no additional labor on the part of the school food service.

Farmers and Crops

The Cooperative provides marketing services and opportunities for over 100 members and participants in Florida, Georgia and Alabama. Their primary crops are collards, field peas, muscadine grapes and a few turnip greens.

Product Delivery

Deliveries are made 2 to 3 days per week depending on school menus. While much of the produce is delivered by the Cooperative, they do work with produce vendors as well. The produce that is delivered is packaged and has a label with a logo and a nutritional analysis. The Florida A & M University provided some technical assistance to develop the label.

A delivery trailer was purchased by the Cooperative, and a cooling system from a recreational camper was installed to keep the produce at a relatively low temperature while in transit. Styrofoam insulation was also installed to protect the produce from the outside heat. The logo is printed on the side of the trailer along with the name of the Cooperative and the phrase, “The Pinnacle of Quality.”

Price

The Cooperative has developed a niche market as there is little competition in providing fresh, washed, chopped, bagged, and delivered greens. Consequently, the Cooperative is able to negotiate a price that is both fair to the school district and profitable for the growers.

School Food Service

The Cooperative members gained the respect of the school food purchasers by initially donating a sample of their product – 3,000

pounds of greens. The greens and fruits have been met with an enthusiastic reaction from children, which has been a big factor in administrative acceptance of the product. All members of the Cooperative go out of their way to be helpful and courteous when delivering the product, and they unload the boxes and stack them neatly in cold storage facilities. After each delivery, the cafeteria manager is notified that the order was delivered. The Cooperative demonstrates courtesy, provides convenience, and protects the high quality of its products by taking this extra step.

Kitchen Facilities

Since schools are not processing the product, facilities become more of an issue for the Cooperative members, who must have storage, refrigeration, and a covered area for washing, cutting, and bagging equipment. Originally, all of the washing was done in large steel tubs, and chopping was done by hand. There was no refrigeration system and therefore no storage capacity. As a result, harvesting and processing had to be done in one day – one very long day. To continue in business, the Cooperative purchased a packing/processing shed, a cutting/chopping machine, wash sinks, and a refrigeration and storage system. Funds for purchasing equipment came from grant funding and bank loans.

Sustainability

The New North Florida Cooperative has been sustainable since it began, as 90% of its funding comes from direct marketing sales. The few loans and grants they have received have helped it to build infrastructure with equipment purchases.

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Iowa

Movers and Shakers

The three major organizers of the Iowa Farm to School project are Merl Steines and Michael Nash, farmers with the GROWN Locally cooperative, and Joan Lubke, the Food Service Director at the Decorah Community School District in Northeast Iowa. She is also a Dietary Manager. Ms. Lubke and her husband are farmers, producing organic soybeans, corn, oats, and just starting to raise organic cattle.

Ms. Lubke, Mr. Steines and Mr. Nash have known each other for several years, but became better acquainted at a Farm to School forum in Ames, sponsored by USDA and organized by the Practical Farmers of Iowa.

Project Description

Ms. Lubke uses locally grown products for a salad bar and as a la carte items. She works with four schools; two elementary, one middle school and one high school, and the farm-fresh items are particularly popular with students in the middle school and high school.

Other Components

Horticulture classes are offered through the local Future Farmers of America (FFA), and information about agriculture, farming and nutrition are provided as well in classes focusing on the environment and culinary arts. GROWN Locally is also preparing printed materials and will organize farm tours in the spring.

Funding

Ms. Lubke has not received special funding to buy directly from the GROWN Locally

cooperative. With additional funding, she would be able to purchase a greater amount of local products.

Labor

The cooperative provides much of the produce already washed to help reduce labor costs. However, some food preparation is needed to cut and chop the produce. The price of labor is the prohibiting factor in expanding this program. GROWN Locally is planning to purchase processing equipment to help reduce these costs for the school district.

Farmers/Crops

There are 11 members in the GROWN Locally cooperative, and they coordinate both the production of the crops as well as the distribution to schools and other institutions. One invoice is presented from the cooperative to the school, so that Ms. Lubke avoids paying each individual farmer – that is done by GROWN Locally. The crops that are the most popular with the students are apples, cucumbers, lettuces, carrots, broccoli and cauliflower.

Product Delivery

Deliveries are made to the school by the cooperative one day per week. With the exception of the apples, this is the first year that GROWN Locally has sold to the school district. Products were purchased in the fall, and it is hoped by both the cooperative and the school district that products will be purchased again in the spring.

Price

The members of the cooperative check wholesale prices for their products, and set their prices competitively with these standards.

At this time, 20% of the money received from the sales goes back into running the cooperative.

Even with prices competitive with major distributors, the cost is still somewhat high for the school district. These prices are to a degree offset by the use of commodity items. Ms. Lubke acknowledges that price is an issue, but she is willing to pay for a quality product in order to provide great tasting meals for the children.

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School Food Service Support

As the school food service staff was instrumental in organizing farm sales to schools, they are very supportive of the project. The farmers in GROWN Locally have done some marketing around their direct sales, and it has generated good public relations for the school. There is also good support from school board members.

Kitchen Facilities

The kitchen facilities are up-to-date with an adequate amount of space for food preparation and storage. GROWN locally is planning to build a small processing center to provide their products in forms more accessible to school food service personnel and to extend the times products are available.

Sustainability

Since this project did not require additional funding, it is sustainable. However, labor costs limit any possible expansion. With additional funding for the labor involved in food preparation, the farm to school project would be able to grow beyond its present operation.

Kentucky

How it Started

Official introduction occurred in May 2000 through cooperative efforts of the USDA, the Kentucky Department of Ag., University of Kentucky Extension and the Kentucky Department of Education. Some school districts in Kentucky had noted the North Carolina model and had been purchasing produce through the DOD fresh program and from local cooperatives. In the first year the program was piloted in regions 4 and 8. Schools were encouraged to request product grown in Kentucky, if prices were comparable. The program went statewide this year. Farm to School in Kentucky now has a full time coordinator who handles communications with farmers and schools funded by the State Department of Agriculture.

Farm to School Project and Components
Clark County is Kentucky's model program for integrating Farm to School with nutrition and health education. There they are developing and piloting the Clover CAT (Cooking, Activity, and Time to be well) curriculum. This curriculum includes nutrition, time management, exercise and self-esteem. The curriculum is being piloted in the 5th, 7th, and 9th grades with introductory, intermediate and advanced levels. In some areas the YMCA offers a three-month scholarship to obese children who attend these classes. If the children exercise at the YMCA 30 times in three months they are offered another three-month membership free of charge. Intergenerational gardens are being piloted but not always in conjunction with the farm to school program.

The farm to school coordinator plans to develop additional components (ag education, & nutrition education) in the future.

Funding

The farm to school program is incorporated into the jobs of nearly all those involved. The program is broadly supported by the State of Kentucky. No additional funding has been required.

Farmers/Crops

The Kentucky Department of Agriculture facilitates communication between farmers and schools. They promote products grown in Kentucky such as seedless watermelons, sweet potatoes, broccoli and seasonal decorative products. Local and Kentucky grown cannot always provide quantities needed by school districts. In these cases commodities and out-of-state foods are used. Farm cooperatives comprise the majority of farms involved in the program. Few independent farms participate. There is some question as to how beneficial this program is to new, small-scale, or nontraditional farms.

School food service commented that farmers have not approached schools independently. If they did, they might be well received. Additional product is needed for summer feeding program and school food service might be willing to purchase direct if farmers made the effort. DOD provides purchasing expertise and some contact with growers. DOD helps set prices, works with growers and seeks out small-scale growers.

Delivery

School Districts place their orders in May each year. Contracted produce distributors ship their produce to larger distribution sites, five

located in Kentucky, one in Ohio and one in Tennessee. Product is shipped from these sites to schools. Kentucky Department of Ag. inspects and approves distributors prior to their involvement with farm to school

In districts served by a central kitchen cafeteria managers at individual schools can order from their local distributor to supplement what is provided by the central kitchen. The central kitchen places a request once a month for bid. Bids are published and individual schools may order from that list. Schools are encouraged to choose lowest bid first, Kentucky grown second. Produce is delivered once a week.

Price

Farm-gate price is negotiated by Kentucky Dept. of Ag and DOD. A 5.6% surcharge is added to farm gate price and this price is offered to schools. Price for Kentucky grown has not been an issue with product purchased through State farm to school program but price for locally grown can be an issue when purchasing from local distributors. Commodities and low prices take precedence over locally grown.

School Food Service Support

School food service was supportive from the beginning. At a conference in May 2000 they shared the barriers they had confronted and overcome as well as barriers that persist. For the last year and a half Jefferson County has prepared food in the central kitchen and delivered to schools in refrigerated trucks owned and operated by Food Service. Menus are developed for periods of 6 months. Seasonality impacts price but is not necessarily a consideration in menu development.

A USDA representative provides regular training to food service in handling fresh product and some nutrition education.

Kitchen Facilities

Jefferson County has a model central kitchen that can process huge quantities of food with little additional staffing. Food for school lunches is prepared at this site and shipped to individual schools. Other schools have some processing capability but prefer pre-cut, prepackaged product. No additional labor has been necessary.

Sustainability

This project has a great deal of State support. Nearly all aspects of the program are incorporated into the jobs of those involved. Elementary and middle schools do not allow students to leave campus during school hours. A la Carte items, which are part of school menu, are sold during lunch, but no competitive foods are sold on campus. Although high schools have soft drink contracts, the machines cannot be turned on until an hour after last lunch period. Under these conditions the program is sustainable.

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Pennsylvania

Movers and Shakers

The initiative for the Farm to School project of the Nutritional Development Services of the Archdiocese of Philadelphia/Catholic Social Services came from its director, Patrick Temple-West. He was a board member of the Farmers' Market Trust (now called the Food Trust), an organization interested in creating new linkages for farmers in the city. A representative from Red Tomato, a Massachusetts based nonprofit brokerage operation that helps family farmers find markets, approached Nutritional Development Services to see if there were opportunities for farmers in the Archdiocese's many school feeding programs. Joan Reitz, the Purchasing Manager at Nutritional Development Services, agreed to try this new approach. She admits that she was skeptical at first that the farmer would be able to provide consistent quality, consistent sizes and meet competitive price requirements. She has been pleasantly surprised by the outcome of the partnership, however, and plans to continue as long as her standards for quality and price are met.

Farm to School Project and Components

The Archdiocese serves about 18,000 meals per day, including breakfast and lunch, at 150 Catholic and charter schools in the Philadelphia area. During the summer, that number grows to 36,000 meals as Nutritional Development Services also administers many summer feeding programs at schools, churches, and community centers.

In the Farm to School project, NDS has agreed to purchase seasonal fruits – primarily apples, but also pears, peaches, and nectarines – from a large local grower, Beekman Orchards. The

farm is located in Boyertown, Pennsylvania, about 45 minutes from Philadelphia.

Funding

The cost of the produce was the single biggest issue in setting up the project. Fortunately, Beekman Farms has been able to provide fruit at a competitive market rate without outside funding for the program.

Labor

The partnership with Beekman Orchards has fit into the conventional purchasing and provision system and has not required additional labor.

Farmers/Crops

At this point, only one farmer sells directly to the Archdiocese. Nutritional Development Services is able to design its menus to meet the farmer's seasonal availability. So NDS offers peaches and nectarines in late summer with apples becoming available later in the fall.

Product Delivery

The farmer, Calvin Beekman, delivers the fruit directly to the warehouse, just like any other supplier.

School Food Service Support

This project originated with the Director of Nutritional Development Services. The ongoing concern of NDS has been ensuring that the quality and price of the farm products meet their overall goals.

Kitchen Facilities

This project required no investment in infrastructure.

Sustainability

“The fruits from Beekman Orchards are an excellent product,” says Joan Reitz, the Purchasing Manager, “and as long as the prices are competitive, this program will continue.”

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California, Santa Monica-Malibu

Movers and Shakers

The initial impetus for this project came from Bob Gottlieb, a parent at one of the schools in the Santa Monica-Malibu Unified School District (SMMUSD). He approached Rodney Taylor, the School Food Service Director, about implementing a salad bar, and initially received a lukewarm reception. However, Mr. Taylor was open to trying a pilot project as long as Mr. Gottlieb was willing to do most of the organizational work. As a university professor, Mr. Gottlieb was able to incorporate students into the project, as well as write grant proposals to hire full-time staff.

Project Description

The Farm to School Project encompasses all of the 15 schools in the SMMUSD district, including elementary, junior high and high schools. Each school has a Farmers' Market Salad Bar which features produce that consists entirely of farm products that are purchased at local farmers' markets. The salad bar also contains protein, grain, and dairy products. Because of the year-round growing season, and year-round farmers' markets, the project is able to always include regionally grown produce. While the project began in one school, within a four year period the Farmers' Market Salad Bar was instituted on a district wide basis. The children have the daily choice of the salad bar or the hot meal.

Other Components

Each of the schools in the district also has a school garden that is maintained by teachers or parent volunteers. A child nutritionist was

hired on a temporary basis to teach nutrition education, including a class on salad bar etiquette and an introduction of the items found at the salad bar. A cooking cart is also used for classroom demonstrations.

Another component of the project is field trips to both farms and the farmers' markets. Teachers sign up their classes for farm field trips and the Salad Bar Coordinator arranges tours of the farmers' markets. The latter includes a talk by the Market Manager about the different products at the market accompanied by hands-on experience with the products, and of course, an opportunity to sample them.

Funding

During the first year, funding was provided by the California Endowment to UCLA/Occidental College through a grant directed by Mr. Gottlieb. In the next year, the district took on the staffing of the project and obtained funding from a Department of Health Services Nutrition Network grant. However, only six schools in the district qualified for this grant, due to the requirement that a specific number of children be eligible for free or reduced meal pricing. At the other schools, the PTA donated \$5,000 - for each school - to get the program up and going. The Santa Monica Farmers' Market also donates \$10,000 per year to the Farm to School project. Funds from ala carte sales also help to support the Farmers' Market Salad Bar.

Labor

In the first year, labor was provided primarily by UCLA/Occidental College staff and parent volunteers. However, the school labor unions do not allow parent volunteer labor, and eventually, a part-time person was hired at

each school to help with the salad bar preparation, serving and clean-up. There is also a Salad Bar Coordinator who oversees the entire program.

Farmers/Crops

There are two tremendously successful year-round farmers' markets within a mile of the SMMUSD central office. Twice a week, on Wednesdays and Saturdays, the Salad Bar Coordinator visits the markets to purchase the produce. Some of the products purchased seasonally include: strawberries, apples, melons, cherries, lettuce, carrots, celery, tomatoes, citrus, raisins, peppers, broccoli, cauliflower, potatoes, and peaches. Over the school year, about 20 farmers will provide crops for the salad bar, and the district will spend a total of approximately \$100,000 on produce from the farmers' market.

Product Delivery

The SMMUSD has its own truck to transport the produce. The district purchased the truck prior to the implementation of the Farmers' Market Salad Bar. The produce is brought directly from the farmers' market to the central kitchen where one driver delivers produce to the Santa Monica schools and another driver transports the produce to the schools in Malibu. This is done twice weekly.

Price

As the farmers are already making the trip to the farmers' market, and do not have additional delivery costs to the schools, they are able to sell at wholesale instead of retail prices. In the beginning of the project, some farmers sold below wholesale because they believed in the idea of kids eating great produce. With the Farmers' Market Salad Bar now in all 15 schools, the prices are generally comparable to wholesale.

School Food Service Support

Initially, support from school food service folks was slow in coming. The real change occurred when the staff saw children choosing the salad bar for lunch, and eating what was on their plate! There is now overwhelming support for the project, and Rodney Taylor has on his business card, "Home of the Farmers' Market Salad Bar."

Kitchen Facilities

Each of the schools has their own facilities for food preparation. The actual salad bars were purchased before the farmers' market component was added.

Sustainability

After four years in operation, the Farmers' Market Salad Bar is able to operate without grant funding. However, some of the other project components, such as the nutrition education, can only be done if additional funding is obtained. The SMMUSD has found that costs spread out over 15 schools make it a much more viable program than when it operated in only 2 or 3 locations.

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California, Healdsburg

Movers and Shakers

Nancy May, the School Food Service Supervisor, is the main organizer behind this Farm to School project. She came to Healdsburg Junior High School at a time when the cafeteria was being renovated, and decided to change the emphasis from ordering a la carte items from windows to eating a healthy, appealing meal using a cafeteria line,

Project Description

Ms. May has instituted an eye-catching salad bar, using farm products wherever possible. This salad bar operates two days a week at one middle school and the high school. She has opened three old school kitchens – including one at an elementary school - and is serving up virtually home-cooked lunches every day. The a la carte items, such as burritos and tamales, are nutritious and freshly made, and have helped boost a la carte sales.

Other Components

School gardens have been organized at each school, with the help of community donations. One garden fence, including the labor, was donated by a local gardening group. Materials for raised beds were donated by a local home and garden business. Ms. May aggressively markets the farm to school project, by actions such as serving school lunches at school board meetings. She has also hosted the state Superintendent of Schools to visit the school garden.

Students and parents also help with the menu planning and Ms. May holds occasional product tastings to help determine students' preferences.

Funding

Ms. May has received \$30,000 from a Shaping Health as Partners in Education grant (SHAPE) that has been used to help develop nutrition education, teacher training, and to purchase equipment such as the salad bars and a portable cooking cart for classrooms. She received a second SHAPE grant for \$50,000 that was used for developing the school garden, for links between the garden and farm to school project, and for an agriculture curriculum.

Labor

The bulk of the organizing work has been done by Ms. May. She has incorporated student workers in the cafeteria to help with food preparation and food serving. Students over 13 years old can work up to 6 hours per week.

Farmers/Crops

The district buys from three local farmers who were located by Nancy May at the local farmers' market and through word-of-mouth. The crops they provide, on a seasonal basis, include: tomatoes, cucumbers, apples, pears, herbs, peppers, onions, and lettuces. Ms. May buys organic produce whenever possible.

Product Delivery

The farmers deliver directly to the district on Monday mornings for the salad bar that operates twice weekly at both the junior high and high school.

Price

The farmers charge a fair price that is generally the same as the wholesale price.

School Food Service Support

This program was organized by the school food service staff. However, staff is working to

garner further administrative support to expand the existing program.

Kitchen Facilities

When Ms. May came to the district three years ago, she began reopening three old kitchens so that meals could be freshly prepared instead of reheating prepackaged frozen meals. Both of the kitchens at the elementary schools have been slowly renovated within the last three years. The high school kitchen is also being renovated. Despite these improvements, more space is needed for food preparation and storage.

Sustainability

While this program is sustainable, additional funding would help to expand and improve what currently exists. Funding would be used for storage and refrigeration facilities, to pay for more labor-intensive meal preparation, for a garden/farm to school coordinator, or additional serving tables and utensils.

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New York

Movers and Shakers

Progress in making farm-school connections in New York has come through both university and community efforts. The New York State School Food Service Association-NY Farms! Farm to School Task Force, a state-wide coalition of school food service directors, farmers, health professionals and others interested in increasing use of local foods in schools, has been instrumental in gaining support and involvement among food service directors. This group surveyed directors about using local produce, forged links between farms and schools, and was key in developing state farm to school policy. These activities were critical as Jennifer Wilkins developed the New York portion of a successful USDA IFAFS grant application and established the Cornell Farm to School Program. Through this program a network of stakeholders identified strategies to better connect farms and schools and implemented two pilot projects, with Tracy Farrell as project manager.

Description

In 2001, food service directors Debbie Richardson in Hannibal, NY and Ray Denniston in Johnson City, NY applied and were selected to have their school districts serve as farm to school pilot sites. Richardson and Denniston both expressed strong interest in using more locally grown food in school meals.

Project pilot site agreements called for directors to purchase more NY products as available, try new recipes using NY products, and track key indicators for evaluation. The directors continued to order from their established suppliers, specifying NY grown food as available. In Johnson City, Denniston

also purchased some fruits and vegetables directly from a local farmer. Directors agreed to serve NY-grown apples, onions, cabbage, and potatoes at least once per month year-round, and broccoli, lettuce, green peppers, tomatoes, pears, and melon as available in the fall. Cornell provided new recipes for some of these foods. Directors also agreed to serve carrots and kidney or black beans from NY or elsewhere at least once per month. During the second year, directors agreed to feature a “NY Food of the Month” on menus and to share Cornell-produced fliers with families and teachers.

The value of local purchases from September, 2001 through March, 2003 was \$2735.50 for Johnson City and \$7027.95 for Hannibal. In both districts, local produce purchases for September 2003 were more than double those for September 2002.

The days per month that locally grown products were offered varied by item, school and month. NY cabbage, onions, and apples were served between 2 and 16 times each month. NY potatoes were included at least one day each month for most months. Carrots, although served frequently, were not from NY. During the fall, many local foods beyond those specified in project agreements were also served. Recipes were tested and adopted for bean chili, coleslaw, and potatoes.

Other Project Components

- Web resources (www.cce.cornell.edu/farmtoschool) were developed to foster communication among schools, farms, and community groups.
- One school in Johnson City began a school garden project.

- During the project year both directors worked with others in their areas on farm to school efforts. Johnson City was involved with a newly established Broome-Tioga Farm to School (B/T-FTS) Workgroup comprised of ten foodservice directors, four Cornell Cooperative Extension educators and five farmers from Broome and Tioga Counties. This group coordinated plans to celebrate NY Harvest for NY Kids Week, Sept. 28-October 6. During this special week, designated by the state Farm to School law, children, schools and families are encouraged to purchase, consume and learn about local foods and agriculture. In Broome and Tioga Counties, 11 school districts served the same meal featuring NY foods on Oct. 2.
- The Johnson City School district also held a school assembly where State and local officials, farmers and Cornell University representatives were featured guests. During this event the NYS Commissioner of Agriculture publicized the new NYS Assembly Farm to School initiative that was signed into law in early 2002.
- Members of the B/T-FTS Workgroup are working with local beef farmers and testing beef in schools to determine whether it is acceptable.
- Farrell developed Farm to School News, a newsletter produced quarterly for members of the B/T-FTS Workgroup to share with families at their schools.
- The B/T-FTS Workgroup also conducted a survey to find out what programs and activities schools offer and what they might be interested in offering to help children learn about food and agriculture. The survey, mailed to 76 school principals in Broome and Tioga Counties, and returned by 23 of them, indicated that many principals would like to sponsor farm to school activities, especially during NY Harvest Week.
- In Hannibal, the food service director helped form a Hannibal Farm to School (H-FTS) Workgroup with representatives from the Oswego County Farm Bureau, Cornell Cooperative Extension of Oswego County, and NY Farms! The group celebrated NY Harvest for NY Kids Week, with an exciting, interactive farm to school Harvest Fair at Kenney Elementary School on October 2. During the four hour event in the school gym, over 570 3-6 graders and their teachers participated in activities that showcased the wide variety of food produced in Oswego County. Children voted on a favorite variety of apple, “milked” Clover, a simulated cow, tasted and explored several kinds of squash, shucked corn, and more!
- Members of the H-FTS Workgroup and others are working with a New York potato farmer and processor to test fresh processed potato products in schools.

Funding

The IFAFS grant has funded a part-time Cornell Farm to School Project Manager, Tracy Farrell.

Labor

Most ordering of local food has fit within the conventional purchasing and provision system and has not required outside labor. However, when whole foods, especially broccoli and cauliflower, from local sources required additional labor to wash and chop, food service employees reported that the extra effort was worth it for the superior quality of the local vegetables.

The Cornell Project Manager has provided communications (through brochures, newsletters, and website) and facilitated meetings among food service directors and farmers.

Many other individuals and agencies have contributed to the success of the projects. Cornell Cooperative Extension of Oswego, Broome, and Tioga Counties and the Oswego County Farm Bureau have provided personnel, supplies, and food for farm to school workgroups and for the NY Harvest Week events. The NYS Departments of Agriculture and Markets, Education, and Health have been involved in various aspects of the projects.

Farmers and Crops

One farmer, Frank Wiles, has sold apples, pears, broccoli, cauliflower, tomatoes, green peppers, and cucumbers directly to the Johnson City School District. Otherwise, districts have ordered New York grown produce through regular suppliers. In several cases, C's Farms, the supplier for Hannibal School District, has made special purchases of local products, including carrots, plums, and potatoes, at the request of the food service director. Directors in both districts have adjusted their menus to take advantage of seasonal produce, including pears and melons.

Product Delivery

Frank Wiles delivered produce directly to Johnson City's central kitchen every week during the fall. Wiles also delivers produce to several other school districts in the area. Regular suppliers also made weekly deliveries to the districts.

Price

In season, the price of most produce from NYS

has been comparable to that of other produce.

School Food Service Support

School food service directors have been key players in these pilot projects. Through their leadership, other food service directors have also been involved in ordering local food, celebrating NY Harvest for NY Kids Week, and testing the feasibility of using local beef and processed potato products.

Sustainability

Because the food service directors have taken leadership for ordering more local foods within their regular budgets, these projects should be sustainable without additional funds.

Contacts

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Cornell Farm to School Program
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web: www.cce.cornell.edu/farmtoschool

Farm to School Resources

Farm to School Guides, Information & Curricula:

Cornell University Farm to School Program
Located at: <http://www.cce.cornell.edu/farmtoschool/>

The Crunch Lunch Manual: A case study of the Davis Joint Unified School District Farmers Market Salad Bar Pilot Program and A fiscal analysis model. Brillinger, Ohmart and Feenstra. 2003. Davis, California: UC Sustainable Agriculture Research and Education Program.

Direct Marketing to Schools; A New Opportunity for Family Farmers, Jeri L. Ohmart. July 2002. Available at <http://www.sarep.ucdavis.edu/CDPP/directmarketingtoschool.htm>

Farm Fresh Start: A Guide to Increasing the Consumption of Local Produce in the School Lunch Program. The Hartford Food System, 509 Wethersfield Avenue, Hartford, CT 06114. Located at: <http://www.hartfordfood.org>

Farm to School: An Introduction for Food Service Professionals, Food Educators, Parents, and Community Leaders, Harmon et al, The National Farm to School Program, 2003. Now available on-line at www.farmtoschool.org.

Gottlieb, B. and Mascarenhas, M. The Farmers' Market Salad Bar: Assessing the First Three Years of the Santa Monica-Malibu Unified School District Program. Occidental College Community Food Security Project, October 2000.

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Healthy Farms, Healthy Kids: Evaluating the Barriers and Opportunities for Farm-to-School Programs, Andrea M. Azuma and Andy Fisher. Community Food Security Coalition, January 2001. Executive summary on-line at <http://www.foodsecurity.org>. Order by e-mailing asfisher@aol.com, or by calling (310) 822-5410, or faxing (310) 822-1440.

How Local Farmers and School Food Service Buyers are Building Alliances: Lessons Learned from the USDA Small Farm/School Meals Workshop, Debra Tropp and Dr. Suarajudeen Olowolayemo. 2000. Transportation and Marketing Programs, USDA, Agricultural Marketing Service. Located at: <http://www.ams.usda.gov/tmd/mta/publicatons.htm>.

Innovative Marketing Opportunities for Small Farmers: Local Schools as Customers. USDA Agricultural Marketing Service. Located at: <http://www.ams.usda.gov/tmd/smlfarm.pdf>.

Kid's Cook Farm Fresh Food: Seasonal Recipes, Activities & Farm Profiles that Teach Ecological Responsibility. California Department of Education, Sacramento, 2002. Order on-line at <http://www.cde.ca.gov/cdepress/> or call 1-800-995-4099.

The Michigan Team Nutrition Farm to Table Booklist for children grades PreK-3 located at <http://www.tn.fcs.msue.msu.edu>

Oxfam America's Change Initiative Toolkit for students interested in developing farm to college projects:

<http://www.oxfamamerica.org/youth/art1767.html>.

Project Food Land and People. Promotes approaches to learning to help people better understand the interrelationships among agriculture, the environment and people of the world. <http://www.foodlandpeople.org/>

Small Farmer Success Story. Marketing Fresh Produce to Local Schools: The North Florida Cooperative Experience. USDA Agricultural Marketing Service. Located at: <http://www.ams.usda.gov/tmd/sfss-1.pdf>

Small Farmer Success Story. Acquiring Capital and Establishing a Credit History: The North Florida Cooperative Experience. USDA Agricultural Marketing Service. Located at: <http://www.ams.usda.gov/tmd/sfss-3.pdf>

Small Farmer Success Story. Cultivating Schools as Customers in a Local Market: The New North Florida Cooperative. USDA Agricultural Marketing Service. Located at: <http://www.ams.usda.gov/tmd/sfss-2.pdf>

Small Farmer Success Story. Success of the New North Florida Cooperative: A Progress Report on Producer Direct Sales to School Districts. USDA Agricultural Marketing Service. Located at: <http://www.ams.usda.gov/tmd/sfss-4.pdf>

Small Farms/ School Meals Initiative Town Hall Meetings A Step-by Step Guide on How to Bring Small Farms and Local Schools Together. United States Dept. of Agriculture Food and Nutrition Service. Located at: <http://www.fns.usda.gov/cnd/lunch/SmallFarms/small.pdf>

You Learn What You Eat: Cognition Meets Nutrition in Berkeley Schools, David Sobel. Orion Afield, Summer 2001. Located at: http://www.oriononline.org/pages/oa/01-3oa/01-3oa_learn.html

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USDA Agricultural Marketing Service, Direct Marketing site, Located at: <http://www.ams.usda.gov/directmarketing/>

Valen, Gary L. Local Food Project. A How-to-Manual. The Humane Society of the United States. Phone: (202)452-1100. <http://www.hsus.org>

Government Food, Nutrition, & Agriculture Websites:

United States Department of Agriculture
<http://www.usda.gov>

USDA's Summer Food Service Program Map Machine.

<http://www.ers.usda.gov/data/sfsp/>

Evaluation of the USDA Fruit and Vegetable Pilot Program: Report to Congress
<http://www.ers.usda.gov/publications/efan03006/>

Center for Nutrition Policy and Promotion
<http://www.usda.gov/cnpp>

Food, Nutrition and Consumer Services
<http://www.fns.usda.gov>

Child Nutrition Home Page
<http://www.fns.usda.gov/cnd/Default.htm>

National School Lunch Program
<http://www.fns.usda.gov/cnd/Lunch/default.htm>

Healthy School Meals Resource System
<http://schoolmeals.nal.usda.gov/>

NSLP Recipes and Menus
<http://schoolmeals.nal.usda.gov/Recipes/index.html>

NSLP Menu Planning
<http://www.fns.usda.gov/cnd/MenuPlanning/menu.planning.NSLP.htm>

NSLP Food Buying Guide
<http://schoolmeals.nal.usda.gov/FBG/buyingguide.html>

Food for Thought: Children's Diets in the 1990s
<http://www.mathematica-mpr.com/PDFs/childdiet.pdf>

Healthy Eating Environments
<http://www.fns1.usda.gov:80/cnd/HealthyEating/default.htm>

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<http://www.fns.usda.gov/cnd/Lunch/CompetitiveFoods/competitive.foods.report.to.congress.htm>

Nutrition and Your Health: Dietary Guidelines for Americans
<http://www.health.gov/dietaryguidelines>

Small Farms @ USDA
<http://www.usda.gov/oce/smallfarm/index.htm>

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Organizations:

American Dietetic Association
<http://www.eatright.org>
ADA Hunger and Environmental Nutrition Practice Group
<http://www.HENdpg.org>

American Farmland Trust
<http://www.farmland.org/>

American Obesity Association
<http://www.obesity.org>

American School Food Service Association
<http://www.asfsa.org>

Appropriate Technology Transfer for Rural Areas (ATTRA)
<http://www.attra.ncat.org>
Publication: Bringing Local Food to Local People: A Resource Guide for Farm-to-School

and Farm-to-Institution Programs

The Center for Commercial-Free Public Education
<http://www.commercialfree.org/commercialism.html>

Center for Ecoliteracy
<http://www.ecoliteracy.org>

The Center for Food and Justice:
<http://departments.oxy.edu/uepi/cfj>
http://departments.oxy.edu/uepi/cfj/cfj_LA_sodaban.htm
http://departments.oxy.edu/uepi/cfj/cfj_LA_healthyschoolfood.htm
www.farmtoschool.org

Center for Integrated Agricultural Systems (CIAS)
<http://www.wisc.edu/cias>

Chef's Collaborative
www.chefscollaborative.org

Community Alliance with Family Farmers (CAFF)
<http://www.caff.org>

Community Food Security Coalition
<http://www.foodsecurity.org>.

Publications of Interest:

1. Community Food Security Resource Kit: How to Find Money, Technical Assistance, and Other Help to Fight Hunger and Strengthen Local Food Systems, Free, \$4 shipping
 2. Healthy Farms, Healthy Kids: Evaluating the Barriers and Opportunities for Farm to School Programs, \$12 plus \$4 shipping
 3. Getting Food on the Table: An Action Guide to Local Food Policy, \$10 plus \$4 shipping
- For a full posting of CFSC's National Farm to

College Research Report:
www.foodsecurity.org/farm_to_college.html

Community Involved in Sustaining Agriculture
(CISA) cisa@buylocalfood.com
<http://www.buylocal.com>

Cornell Food Project
http://www.nysaes.cornell.edu/cifs/ift_international/FoodProject2.html

Food Circles Networking Project
<http://www.foodcircles.missouri.edu>

Food Systems Project
<http://www.foodsystems.org>

Food Routes Network (Resources and farmer
locator)
<http://www.foodroutes.org/index.jsp>
<http://www.foodroutes.org/farmtoschool.jsp>
<http://www.foodroutes.org/farmtocollege.jsp>
<http://www.foodroutes.org/f2cmaterials.jsp>
(log in required)

Hartford Food System
<http://www.hartfodfood.org>

Just Food
<http://www.justfood.org>

Leopold Center for Sustainable Agriculture
<http://www.leopold.iastate.edu>

National Farm to School Program
<http://www.farmtoschool.org>

North American Farm Direct Marketing
Association
<http://www.nafdma.com>

Northeast Sustainable Agriculture Working
Group

<http://www.smallfarm.org/nesawg/nesawg.html>

Practical Farmers of Iowa
<http://www.pfi.iastate.edu>
http://www.pfi.iastate.edu/Local_Food_Syst/local_food_systems.htm
<http://www.ialocalfood.org>
(Local Food Connections: From Farms to
Schools, Located at: <http://www.exnet.iastate.edu/Publications/PM1853A.pdf>)

Local Harvest (Farmer locator)
<http://www.localharvest.org/>

Ram's Horn
<http://www.ramshorn.bc.ca>

Slow Food
<http://www.slowfood.com/>

The Society for Nutrition Education
<http://www.sne.org>
(See Sustainable Food Systems Division)

Regional Resources for Farm to School

Northeast:

Northeast Regional Food Guide
<http://www.nutrition.cornell.edu/FoodGuide/>

Southwest:

Southwest Marketing Network
<http://www.swmarketing.ncat.org>

By State:

California:

California Food Policy Advocates

<http://www.cfpa.net>

California Farm-to-School Program
[ments.oxy.edu/uepi/cfj/
cfj_californiafarm2school.htm](http://www.oxy.edu/uepi/cfj/cfj_californiafarm2school.htm) [http://
departments.oxy.edu/uepi/cfj/
cfj_californiafarm2school.htm](http://www.oxy.edu/uepi/cfj/cfj_californiafarm2school.htm)

Community Alliance for Family Farmers
<http://www.caff.org>
Publication:
The Crunch Lunch Program and Local
Farmers: Establishing a Working Relationship.
by Paul Buseck, Cralan Deustch, Kim Hunter,
Tree Kilpatrick, Jen Mayer, Michiko Sugawara
and Culley Thomas, Spring 2002

Environmental Education Council of Marin
School Food Project
www.eecom.net/projects_school.htm [http://
www.eecom.net/projects_school.htm](http://www.eecom.net/projects_school.htm)

Center for Ecoliteracy
<http://www.ecoliteracy.org>
New Resource: “Rethinking School Lunch”
under “What’s New” on their web site.

Ecology Center Farm Fresh Program
[html http://www.ecologycenter.org/ffc/ffc.html](http://www.ecologycenter.org/ffc/ffc.html)

UC SAREP
[http://www.sarep.ucdavis.edu/news/
0104apr.htm](http://www.sarep.ucdavis.edu/news/0104apr.htm)

District of Columbia:
Washington DC Home Grown Food
<http://www.dcfood.org>

Iowa:
Grown Locally: Goods Raised only with
Nature

<http://www.grownlocally.com>

The Iowa State University Hotel, Restaurant,
and Institution Management
<http://www.extension.iastate.edu/hrim/>
Publications:
Local Food Connections: Foodservice
Considerations at web site
[http://www.extension.iastate.edu/Publications/
PM1853C.pdf](http://www.extension.iastate.edu/Publications/PM1853C.pdf)
Local Food Connections: From Farms to
Schools
[http://www.extension.iastate.edu/Publications/
PM1853A.pdf](http://www.extension.iastate.edu/Publications/PM1853A.pdf)

Iowa Food Policy Council
<http://www.iowafoodpolicy.org/index.htm>.

Community Food Systems Project of Practical
Farmers of Iowa.
[http://www.pfi.iastate.edu/Local_Food_Syst/
Field_to_family.htm](http://www.pfi.iastate.edu/Local_Food_Syst/Field_to_family.htm)

University of Northern Iowa’s Center for
Energy and Environmental Education’s Local
Food Project:
<http://www.uni.edu/ceee/foodproject>

Pennsylvania:

AgMap: Pennsylvania’s Online Agricultural
Directory
<http://agmap.psu.edu>

Pennsylvania Simply Delicious (Find a
Grower)
[http://sites.state.pa.us/PA_Exec/Agriculture/
simply/index.htm](http://sites.state.pa.us/PA_Exec/Agriculture/simply/index.htm)

Pennsylvania Agricultural Statistics Service
<http://www.nass.usda.gov/pa/>

Pennsylvania Agriculture in the Classroom

<http://www.cas.psu.edu/docs/CASPROF/agclassroom/agclassroom.html>

Pennsylvania Association for Sustainable Agriculture
<http://www.pasafarming.org/>

Pennsylvania Department of Agriculture
<http://www.pda.state.pa.us/>
http://sites.state.pa.us/PA_Exec/Agriculture/

Pennsylvania Department of Education
http://www.pde.state.pa.us/pde_internet/site/default.asp

Pennsylvania Department of Education Food and Nutrition Programs
http://www.pde.state.pa.us/food_nutrition/site/default.asp

Pennsylvania Department of Environmental Protection
<http://www.dep.state.pa.us/>

Pennsylvania School Food Service Association
<http://www.psfsa.org/>

Project PA: Best Practices Manual
http://nutrition.psu.edu/projectpa/html/BP_Manual_link.html

Sustaining Pennsylvania Agriculture
<http://susag.cas.psu.edu/>

Pennsylvania Retail Farm Market Association
<http://www.PaFarm.com>

Rodale Institute: The New Farm
<http://www.newfarm.org>

Minnesota:

Minnesota Department of Agriculture Direct

Marketing Information

Sale of meat and poultry products to grocery stores and restaurants
<http://www.mda.state.mn.us/dairyfood/saleofmeatpoultry.htm>

Sale of Shell Eggs to Grocery Stores
<http://www.mda.state.mn.us/dairyfood/factsheets/eggsafety.htm>

Providing Safe Locally-Grown Produce to Commercial Food Establishments
<http://www.mda.state.mn.us/dairyfood/safelocalproduce.htm>

Nebraska:

Nebraska Institute of Agriculture and Natural Resources: Food Marketing and Processing FoodMap
www.foodmap.unl.edu/index.asp

New Hampshire:

University of New Hampshire Office of Sustainability Programs
<http://www.sustainableunh.unh.edu>

New Jersey:

New Jersey Urban Ecology Program
Department of Nutritional Sciences
Rutgers, the State University of New Jersey
96 Lipman Drive
New Brunswick, New Jersey 08901-8525
Contact: Claire Homitzky, Community Food Projects Director
Phone: (732) 932-1688
Fax: (732) 932-6837
Email: homitzky@aesop.rutgers.edu

New Mexico:

Farm to Table
3900 Paseo del Sol
Santa Fe, NM 87507
505-473-1004
505-424-1144 fax

Cooking with Kids™
Curriculum Guides and Video

Contact:

Lynn Walters, Program Coordinator -
walters@osogrande.com

Jane Stacey, Program Coordinator –
janes@cybermesa.com

Cooking with Kids™
3508 Camino Jalisco
Santa Fe, New Mexico 87507

New York:

Cornell Farm to School Program
<http://www.cce.cornell.edu/farmtoschool/>

New York State Fruit and Vegetable Harvest
Calendar
[http://www.agmkt.state.ny.us/
HarvestCalendar.html](http://www.agmkt.state.ny.us/HarvestCalendar.html)
Cornell's Small Ruminant Marketing Program
[http://www.sheepgoatmarketing.org/sgm/
index.html](http://www.sheepgoatmarketing.org/sgm/index.html)

Regional Farm and Food Project, Albany NY
<http://www.capital.net/~farmfood/>

Agriculture Economic Development Program
Washington & Saratoga Counties
<http://www.aedpws.org>

Earth Pledge
<http://www.earthpledge.org>
<http://www.farmtotable.org>

Cornell University Farm-to-School Initiative

81 [http://www.cals.cornell.edu/
agfoodcommunity/afs_temp2.cfm?topicID=81](http://www.cals.cornell.edu/agfoodcommunity/afs_temp2.cfm?topicID=81)

New York Harvest, New York Kids Week
Block Institute Farm to School Program
376 Bay 44th Street
Brooklyn, NY 11214-7103
(718) 906-5417

Contact: Todd Adelman, Director of
Nutritional Services

North Carolina:

Appalachian Sustainable Agriculture Project
<http://www.BuyAppalachian.org>

Ohio:

Oberlin College Local Foods
<http://www.oberlin.edu/cdsrecyc/localfoods>

Oklahoma:

Oklahoma Food
<http://www.oklahomafood.org>

Oklahoma Food Policy Council, c/o Kerr
Center for Sustainable Agriculture
<http://www.kerrcenter.com>

Made in Oklahoma, Oklahoma Department of
Agriculture Market Development Services
<http://www.madeinoklahoma.net>

Oregon:

Ecotrust
<http://www.ecotrust.org/>

Food For Thought Café
<http://www.fftcafe.org>

The Food Alliance
<http://www.thefoodalliance.org/index.html>

Washington:

Farm to Cafeteria Connections: Handbook tells how to get locally grown foods into institutional cafeterias.

To obtain a copy contact:

Kelli Sanger

Program Coordinator

Small Farm and Direct Marketing Program

Washington State Department of Agriculture

PO Box 42560

Olympia, WA 98504-2560

Phone: (360) 902-2057

Fax: (306) 902-2089

E-mail: lksanger@agr.wa.gov

<http://agr.wa.gov/Marketing/SmallFarm/default.htm>>

Seasonal Harvest Guide

<http://www.whatcom.wsu.edu/family/facts/harvestchart.htm>

Tilth Producers

<http://www.tilthproducers.org>

Sound Foodshed, Thurston County

<http://www.soundfoodshed.org>

Wisconsin:

Wisconsin Homegrown Lunch

<http://www.reapfoodgroup.org/farmtoschool/who.shtml>

Center for Integrated Agricultural Systems

(CIAS) Farm Fresh Atlas

<http://www.wisc.edu/cias>

Vermont:

NOFA Vermont

<http://www.nofavt.org/sht14.cfm>

Vermont FEED (web site coming soon)

**This is just a sampling of the resources available to help with your farm to school program. Many of these state specific resources will be helpful to you even if you live in another state or a state that is not listed.