

A Growing Movement

A Decade of Farm to School in California



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GLOSSARY

BUSD	Berkeley Unified School District
CAFF	Community Alliance with Family Farmers
CEL	Center for Ecoliteracy
CFAITC	California Foundation for Agriculture in the Classroom
CFJ	Center for Food and Justice
CFJC	California Food Justice Coalition
CFSC	Community Food Security Coalition
CSGN	California School Garden Network
CUSD	Compton Unified School District
DJUSD	Davis Joint Unified School District
GCGC	Gold Coast Growers' Collaborative
HOTM	Harvest of the Month
RUSD	Riverside Unified School District
SMMUSD	Santa Monica-Malibu Unified School District
UCLA	University of California at Los Angeles
UC SAREP	University of California Sustainable Agriculture Research and Education Program
UEPI	Urban and Environmental Policy Institute
USDA	United States Department of Agriculture
VUSD	Ventura Unified School District
WJUSD	Winters Joint Unified School District

INTRODUCTION

Serving food grown in California in the state's schools is clearly not a recent development, but systematically connecting California's food and farms with its schools is. Only in the past decade has farm to school emerged as a movement to change the way children understand food and to offer farmers new markets for what they produce. From a handful of local efforts about ten years ago, farm to school has grown to involve 85 California school districts—and the movement continues to grow through a combination of local and statewide coordinating efforts.

Farm to school is a program through which schools buy and feature locally produced, farm fresh foods such as fruits and vegetables, eggs, honey, meat, and beans on their menus. Schools also incorporate nutrition-based curriculum and provide students with experiential learning opportunities such as farm visits, gardening, and recycling programs. As a result of farm to school, students have access to fresh, local foods, and farmers have access to new markets through school sales. Farmers are also able to participate in programs designed to educate kids about local food and agriculture.

Farm to school provides a model for positively influencing children's eating habits through school cafeteria improvements, hands-on nutrition education, and community involvement and support. The last decade has witnessed a tremendous spike in nutrition and health-related diseases in the country, especially those affecting children. In response, there have been numerous initiatives undertaken to combat the growing rates of childhood obesity targeted at changes at the school, community and individual levels. Farm to school is one such initiative, and it also has the added benefits of supporting small farmers, local agriculture, and local economies.

This report tells the story of work undertaken by farm to school proponents in California to understand and address barriers to farm to school and of work within the system to promote and expand this exciting program statewide. The report also highlights tools and techniques employed to better understand and evaluate the model, as well as the most up-to-date information on farm to school programs in the state,

including distribution strategies, impact evaluation data, innovative educational programs, and policy opportunities. Additionally, the report provides lessons and ideas for expanding the program to many more schools in California and will serve as a benchmark for the status of the California Farm to School Program in 2007. We hope that this presentation of learning from a decade of farm to school in California will be a valuable resource for current and future farm to school practitioners who seek information on what has worked and what has not, thus enabling the establishment of many more successful, sustainable, and viable farm to school programs in California.



THREE GROUNDBREAKING FARM TO SCHOOL PROGRAMS

One of the first farm to school programs in the country was started in California. In the spring of 1997, Bob Gottlieb, a parent at the Santa Monica-Malibu Unified School District (SMMUSD) who was also involved with the Community Food Security Project at UCLA, heard his children complain about the quality of salads offered in their school cafeteria. Gottlieb approached Rodney Taylor, the SMMUSD food service director with a proposal to start a farmers' market salad bar. What transpired between Gottlieb and Taylor has helped lay the groundwork for an international farm to school movement.¹

Initially, Gottlieb's idea was received with much skepticism, but he was allowed to take on the logistical and organizing work to implement a pilot farm to school program at one school. The pilot program was supported by the SMMUSD staff, board, and administration, by the Santa Monica Farmers' Market, and by Gottlieb and the staff at the Community Food Security Project staff (now the Center for Food & Justice, a division of the Urban & Environmental Policy Institute at Occidental College). These partners helped implement the *Farmers' Market Salad Bar project at SMMUSD* which eventually became a financially viable program operational in all 15 schools in the district. More importantly, the district took ownership of the program and hired dedicated staff to oversee the salad bar and related nutrition education activities.

At the same time, other pioneering farm to school programs in California were taking shape. Berkeley Unified School District (BUSD) was the first school district in the country to pass a progressive food policy

that recognized the connections between healthy eating and effective learning.² BUSD strived to bring only high-quality foods into their schools and encouraged responsible consumption through health education, recycling, composting, and gardening. In 2004, the district hired chef and author Ann Cooper to oversee the food service operations. Since then, almost all meals served in the BUSD cafeterias are being made from scratch and include local, organic foods when possible. A Universal Breakfast program has been in place, as well as educational connections that include school gardens and cooking classes. The School Lunch Initiative, also launched in 2004, created a partnership of the Berkeley Unified School District, the Center for Ecoliteracy, and the Chez Panisse Foundation to support the farm to school program and other school food reforms at Berkeley.

"*The Edible Schoolyard*,"³ located on the campus of BUSD's Martin Luther King Junior Middle School and



Photo by Jeri Ohmart, Sustainable Agriculture Research and Education Program, University of California, Davis

1. To hear more of Gottlieb and Taylor's story, listen to "Farm to School: Linking K-12 Schools to the Local Food System," a workshop presentation at the 2002 W.K. Kellogg Foundation's Food and Society Conference. Recording available at <http://www.wkkf.org/default.aspx?tabid=102&CID=19&CatID=19&ItemID=190422&NID=200231&LanguageID=0>

Other resources on the Santa Monica program: Marion Kalb, Santa Monica-Malibu, an evaluation of SMMUSD's farmers' market salad bar. Available at http://www.farmtoschool.org/ca/smmusd_case_study.pdf

"Lunch Matters: A Step by Step Guide to Starting a Farmers' Market Salad Bar." June 2004. Available at <http://www.sfma.net/documents/FarmersMarketSaladBarProgramGuidebook.pdf>

Homepage of the Farmers' Market Salad Bar at Santa Monica Malibu Unified School District: http://www.smmusd.org/depts/food/farmers_market.html

2. <http://www.ecoliteracy.org/pdf/busdfood.pdf>

3. <http://www.edibleschoolyard.org/homepage.html>

supported by Chef Alice Waters and the Chez Panisse Foundation, is Berkeley's flagship program. Integrated into the middle school's daily life, garden classes teach the principles of ecology, the origins of food, and respect for all living systems. Students work together to shape and plant beds, amend soil, turn compost, and harvest flowers, fruits, and vegetables. In the kitchen classroom students prepare and eat delicious seasonal dishes from produce they have grown in the garden. The cycle of food production is completed in the kitchen as students eat fruits, vegetables, and grains grown in soil rich with the compost of last season's produce.

The *Ventura Unified School District's farm to school program*—"Healthy Schools Project"⁴—began as a collaboration between the Community Alliance with Family Farmers (CAFF), the Juanamaria Elementary PTA, and the Ventura Unified School District Child Nutrition Services Department, with support from numerous other community-based organizations and individuals. Key persons leading the way in Ventura were Jim Churchill, a farmer and CAFF representative; Pat McCart Malloy, an active parent who helped plan and implement the first school garden and salad bar program at Juanamaria Elementary School in Ventura; and Sandy Van Houten, child nutrition services director. The program operates in all 20+ schools in the district, and consists of sequential nutrition education, garden-enhanced nutrition education, and a school salad bar lunch program. Inclusion of the farm fresh salad bar has given each child the opportunity to practice decision-making and develop healthy habits for a lifetime. The project has provided for the creation and operation of school gardens at each school site as a collaborative effort between the district staff, parents, and community members, including UC Cooperative Extension Master Gardeners. The project has

incorporated regular classroom "taste testing" events and visits by local farmers, chefs, and other health professionals, exposing students to nutrition information and healthy lifestyles.

With these groundbreaking programs as models, farm to school has emerged as a program that can not only positively affect children's dietary habits and improve the quality of school meals, but also support local agriculture. At the same time that obesity has reached epidemic proportions, family farming is facing its own crisis. Less than 2% of the U.S. population is involved in farming. The U.S. Census Bureau has declared the number of farms "statistically insignificant" and no longer keeps farming statistics. The farmer share of the

food dollar has declined from 41 cents in 1950 to 20 cents in 1999. The bleak outlook for earning a good living by farming is discouraging to the younger generation, with nearly half of farmers over age 55 and only 8% of farmers under age 35. While the public has a strong reservoir of support for family farmers, many Americans do not grasp the complexities and shortcomings of modern agriculture or see the need for more sustainable, locally oriented food systems.⁵

By featuring locally grown food in schools, farm to school programs have provided an alternative direct marketing avenue, and an additional source of income for small family farmers. As public awareness has grown around the issues of childhood obesity, sustainable agriculture, and the importance of eating locally and seasonally, more and more schools and parents have explored farm to school as a solution. By connecting the next generation to good quality food and farming, farm to school has helped develop in them an appreciation of local agriculture that will help ensure a future for California agriculture.

"Farm to school has emerged as a program that can not only positively affect children's dietary habits and improve the quality of school meals, but also support local agriculture."

5. W.K. Kellogg Foundation, Perceptions of the U.S. Food System: What and How Americans Think about their Food. Available at http://www.leopold.iastate.edu/research/marketing_files/FoodReport.pdf

4. <http://ventura.k12.ca.us/childnutrition/id5.htm>

THE CALIFORNIA FARM TO SCHOOL PROGRAM

Almost five years after the first farm to school programs were initiated in the state, organizations working on farm to school felt the need to learn from their experiences and create a forum for exploring solutions to common barriers. What emerged was Healthy Farms and Healthy Kids: The California Farm to School Program,⁶ a partnership of key organizations involved in farm to school programs in California funded by the W.K. Kellogg Foundation. The overall goal of the project was to advance and institutionalize the farm to school model for schools throughout California, making farm to school a viable option for California farmers and schools. This four-year collaborative project achieved the following goals:

PROGRAM COORDINATION

The funding of a state-wide coordinator opened up the opportunity for projects across the state to network and share experiences to build a movement. The project coordinator served as the primary resource person providing information and assistance on how to initiate a program. Project partners were also able to



Photo by the Center for Food and Justice

leverage more than \$1.5 million over the project period in additional funds and in-kind support to expand their work in the farm to school arena, which has further benefited the overall movement in the state.⁷

PUBLIC OUTREACH AND PROMOTION

Project partners and other farm to school practitioners presented at key forums in the state and across the nation in order to highlight farm to school efforts in California. These included conferences bringing together farmers, community food security advocates, and professionals in the nutrition and public health sector.

EXPLORING DISTRIBUTION MODELS

Led by the efforts of a project partner, the Community Alliance with Family Farmers (CAFF), various distribution models for farm to school were explored, including direct sales from farmers, purchasing from farmers' markets, a forager model in the Yolo County area, a growers' collaborative model in Ventura County, and an on-line ordering system linked to a growers' collaborative on the Central Coast.

POLICY ADVOCACY

In 2005, CAFF and the California Food and Justice Coalition (CFJC) co-sponsored AB 826 "Healthy Students, Healthy Farms - the California Farm to School Nutrition Improvement Act." The bill⁸ was eventually vetoed by the governor, but received strong support from legislators and the people of California. Project partners also participated in outreach efforts to support farm to cafeteria policy efforts at the school district and federal levels.

IMPACT EVALUATION

Comprehensive evaluation data from the two Yolo County farm to school sites—Davis Joint Unified School District (DJUSD) and Winters Joint Unified School District (WJUSD)—have revealed valuable data and contributed significantly to the overall knowledge base about the farm to school model. The learning from this evaluation

6. Healthy Farms, Healthy Kids: The California Farm to School Program (2002-2006) was led by the Center for Food & Justice. Project partners included Community Food Security Coalition (CFSC), Community Alliance with Family Farmers (CAFF), Center for Ecoliteracy (CEL), Davis Joint Unified School District (DJUSD), Winters Joint Unified School District (WJUSD), and the University of California Sustainable Agriculture Research and Education Program (UC SAREP) as evaluator.

7. Leveraging of Resources Worksheet, a report to the W.K. Kellogg Foundation, January 2006.

8. <http://www.foodsecurity.org/california/ab-826-info-sheet.pdf>

effort facilitated the establishment of two additional demonstration sites at the Compton and Riverside Unified School Districts, as well as the development of evaluation tools and innovative methodology such as digital photos of school lunch plates⁹ to further understand how farm to school impacts students' consumption of fruit and vegetables.

INFORMATION DISSEMINATION

Several publications such as “Linking Farms to Schools” and “Feeding Young Minds” from the Community Food Security Coalition (CFSC)¹⁰ and the “Rethinking School Lunch Guide” from the Center for Ecoliteracy (CEL)¹¹ were created as a part of this program. The Center for Food & Justice (CFJ) designed a Farm to School Resource Packet that is available free of charge to those interested in farm to school programs. More than 1,000 copies of this packet have been distributed in California over the past two years. A website—www.farmtoschool.org—with

a large section on California program information and resources was also launched in 2004.

When the Kellogg Foundation first funded the Healthy Farms and Healthy Kids project in 2002, there were only six known farm to school programs in California. In 2007, there are over 85 school districts operating farm to school programs. (See Appendix 1 for a map and list). The rapid expansion of the program is a significant measure of the success of the model and its supporters. The coordination model adopted by the California Farm to School Program helped establish a precedent for stronger coordination efforts at the national level. In 2006, the Kellogg Foundation supported a one-year planning process to explore options for more coordinated efforts within the national farm to school community. This process, coordinated by CFJ and CFSC, resulted in the formation of the National Farm to School Network, which has also supported networking and learning opportunities in California and at the regional level.



Photo by Lyra Harpin, Sustainable Agriculture Research and Education Program, University of California, Davis

9. Jeri Ohmart and Gail Feenstra, “Plate Tectonics’: Do Farm to School Programs Shift Students Diets?” UC SAREP Newsletter 16.3, Fall 2004. Available at <http://www.sarep.ucdavis.edu/newsltr/v16n3/sa-1.htm>

10. <http://www.foodsecurity.org/pubs.html#books>

11. <http://www.ecoliteracy.org/programs/rsl.html>

KEY IMPACTS OF FARM TO SCHOOL

The farm to school model has benefited schools, students, and farmers in measurable ways. Preliminary evaluations of farm to school programs have provided valuable data validating the model while also highlighting common barriers and obstacles. The key impacts of farm to school are highlighted in this section, more details on selected program evaluations are presented in Appendix 2.

INCREASE IN SCHOOL MEAL PARTICIPATION RATES

Farm to school meals tend to be popular both with students and adults. When farm to school salad bars are introduced at a school site, school meal participation rates increase dramatically. After the initial excitement about the new program wears off, meal participation rates generally level off at a rate still higher than pre-farm to school, provided the quality and price of the meal are not compromised. For example, even after

the initial excitement and novelty of the salad bar program had worn off, Jefferson Elementary in Riverside Unified reported a nearly 9% increase in overall school meal participation, including exponential growth in the number of teacher meals served. From 1999 to 2005, the number of meals served by that district grew at an average of about 2% per year. The year the salad bar was initiated (2004-2005), the number of meals served increased by 25%, though the district enrollment only grew by 1.2%. The school administration attributes this increase not just to the novelty of a new program, but also to changes in perception about the quality of the district's meal program.¹²

INCREASE IN STUDENTS' FRUIT AND VEGETABLE CONSUMPTION

Evaluations have demonstrated that students will eat more produce if the fruits and vegetables offered as part of salad bars are fresh, locally grown, and picked at the peak of their flavor. Children eating farm to school salad bar meals are offered up to twice as many servings of fruits and vegetables as students choosing the standard



Photo by Rodney Taylor, Riverside USD

12. Evaluation of the Farm to School Pilot Program at Jefferson Elementary School, Riverside Unified School District, Center for Food & Justice, Occidental College, Final Report to The California Endowment, 2006.

hot meal option. Photographic comparisons of trays and analysis of menu production records showed that students in the Compton Unified School District eating farm fresh salad bar lunches took between 90% and 144% of recommended daily servings of fruits and vegetables while students eating hot lunches took between 40% and 60% of recommended servings. Both groups of students took close to the recommended amounts of proteins and grains.¹³

IMPACTS ON SCHOOL FOOD SERVICE FINANCIAL VIABILITY

Initial analysis of the financial implications of farm to school programs reveals valuable information for structuring the program. Farm to school programs often require an initial investment in the range of \$3,400 to \$7,000¹⁴ per school site for salad bar equipment and additional labor. In addition to those costs, produce costs may be higher, and hence farm to school meals may be more expensive on a cost per meal basis. Data from Davis, Winters, and Compton Unified support the assumption that farm to school programs may not be financially viable without initial and sometimes sustained outside support, although districts such as Santa Monica have been able to operate fully institutionalized programs. Financial viability of the farm to school meal component is of primary concern to school districts, since food service operations generate their own funds and typically are not supported by general funds from the district. However, it is also important to note that the cafeteria meals are just one piece of the farm to school program. A true cost/benefit analysis of the program should also take into consideration the education and health benefits experienced by students and the community at large, and changes in perception of the school meal program, though these are more difficult to quantify and assess.

INCREASE IN LOCAL FOOD PROCUREMENT

Some school districts have demonstrated that schools can devote significant percentages of their budget to

the purchase of local produce. For example, DJUSD spent more than \$75,000 on locally grown, farm fresh produce from 2000-2006. This represents more than 50% of elementary school lunch produce, and more than one-third of all district produce. Overall expenditures for fresh, organic produce (almost \$30,000 over six years at DJUSD) represented 20% of elementary produce and 14% of all district produce.

INCREASE IN FARMER INCOME

Typically, direct sales from farm to school programs have represented up to 5% of farmers' income,¹⁵ but farmers claim that participation in the program has facilitated valuable connections with potential customers such as parents, teachers, and community members and opened doors for exploring future sales to other institutions such as colleges and hospitals.



Photo by Rodney Taylor, Riverside USD

13. Gail Feenstra and Jeri Ohmart, Compton Farm to School Demonstration Project - Final Evaluation Report, UC SAREP, July 1, 2004-June 30, 2005.

14. Heidi Christensen, Juanamaria Healthy Schools Project Final Evaluation Report, Superintendent of Schools Office, Ventura County, 2003. Available at http://www.farmtoschool.org/ca/ventura_evaluation.pdf

15. Gail Feenstra and Jeri Ohmart, Yolo County Farm to School Program Project Evaluation - Final Report, UC SAREP, June 2006.

HELPING THE CALIFORNIA FARM TO SCHOOL MOVEMENT GROW

As farm to school has expanded around the state and evaluations have proved the program's myriad beneficial outcomes, the California Farm to School Program focused on the broad areas of education and learning, produce distribution, farm to school supportive policies, and outreach and technical assistance. Work on these key areas has carried the farm to school movement forward.

EDUCATION AND LEARNING

Experiences from existing programs prove that innovative nutrition education, experiential education, and marketing programs for the salad bar are key to generating enthusiasm about the farm to school program and maintaining strong participation in the cafeteria meal program. Almost all farm to school programs in California conduct some form of in-class education, with a large majority identifying nutrition and health as the focus; other prominent themes include agricultural education, farmer in the classroom presentations, or cooking demonstrations.¹⁶

In order to implement the in-class nutrition education activities that schools report are central to their farm to school programs, educators have turned to other agencies

and organizations who have created and promoted classroom curriculum with strong ties to farm to school. The California Nutrition Network program has been the primary promoter of the 5 A Day message in schools. Many school districts that receive Nutrition Network funds have been successful in incorporating educational activities that promote locally grown products and other farm to school concepts in existing nutrition education programming. For example, Harvest of the Month (HOTM), a comprehensive nutrition education curriculum developed by the California Departments of Education and Health Services, promotes the use of California-grown products. The program highlights one seasonal fruit or vegetable item each month and provides schools and students with ideas on how to incorporate the item in the cafeteria, in the classroom, or at home. The program is popular among schools and students alike and is an excellent first step for farm to school.¹⁷ Through a HOTM Toolkit, schools now have a structured and accessible curriculum that helps inspire relationships with local farms for purchasing and hands-on nutrition education.

Similarly, the California Foundation for Agriculture in the Classroom (CFAITC) has made excellent resources available to schools interested in incorporating agriculture into the curriculum. By offering lesson plans, an agriculture resource book for teachers, and hands-on trainings and conferences for educators, CFAITC enables teachers to make connections to agriculture and add depth and context to their farm to school program.

School gardens have increased in prevalence in recent years across California, particularly after former State Superintendent of Public Instruction Delaine Eastin launched the Department of Education's campaign for "a garden in every school." Recently, the California School Garden Network (CSGN), a group of stakeholders interested in promoting and supporting school gardens, has come together to create and sustain school gardens. In fall 2006, CSGN released a school garden sourcebook and a website, www.csgn.org, which has become the primary source of information on school gardens in the state. In 2006, the governor signed the California Instructional School Garden Program, providing \$15



Photo by Melanie Moir, Ventura USD

16. National Farm to School Survey Results 2006. See Appendix 3 for more details.

17. More information on Harvest of the Month available at <http://www.harvestofthemonth.com>

million in non-competitive grants to school gardens around the state. This is an enormous achievement for the school garden movement, and for farm to school programs that integrate school gardens as a program component. By increasing the number of instructional school gardens and giving more students opportunities for garden-based learning, California is investing in the health of its students by working to make young people more aware of issues relating to food, agriculture, and nutrition—and of the importance of having access to healthy food.

Farm tours, farmers' market tours, taste tests, and cooking demonstrations using locally grown foods have become commonplace. The Community Alliance with Family Farmers (CAFF) has created a farm tour guide for farmers and schools, thus facilitating the connection between farms and schools.¹⁸ Farmers' market organizations have reached out to schools and welcomed classes of young eaters. The 5 A Day program has also supported farmers' market outreach, helping to make markets into health-promoting public spaces. These educational opportunities that support school-based farm to school programs are vital for giving students the first hand experiences that make farm to school exciting. From monthly taste tests to farm field trips, agencies and organizations in California have helped pave the way for experiential farm to school learning opportunities.

LOCAL PROCUREMENT AND DISTRIBUTION MODELS

Local produce distribution has long been one of the great challenges of farm to school. Schools access locally grown produce through a variety of channels, often employing more than one method of local produce procurement. Many school districts have access to some growers, farmers' markets, or farm stands in their vicinity, and they make limited purchases from

these sources. As the number of school sites using local produce increases, the volume of product needed often requires a more systematic and sustainable procurement system. In recent years, several efforts have emerged to meet this need.

CAFF started the Gold Coast Growers' Collaborative (GCGC) in 2003 to serve schools in Ventura County. This collaborative supplied to Ventura Unified and other local area school districts and helped implement and sustain model farm to school programs. CAFF has recently expanded the Growers' Collaborative model and is now delivering locally grown product to markets across Southern California and the Central Coast.

Similarly, Marin Organic, a local organic food distributor based in Point Reyes Station has been working with the Novato Unified School District since 2003. The district spends up to \$2,000 a week on local organic produce from Marin Organic. Each of the 7,000 meals served every day are made with some organic or locally produced ingredients. In addition to direct sales, Marin Organic also makes gleaned produce available for free to

the school district. According to Marin Organic, as much as a fifth of a crop's yield can be left unpicked because it fails to meet the aesthetic requirements of traditional customers, even though it is perfectly edible. After each harvest, volunteers take to the fields and glean the leftover product and Novato USD is given first choice of the food. Because the produce is free it helps defray the cost of the organic product purchased by the district.¹⁹

In Northern California even conventional distributors, such as distribution giant Sysco, are finding ways to make deliveries of local foods to their institutional customers. In 2006, CAFF and Kaiser Permanente teamed up to implement a local purchasing pilot program. By working with minority farmers in the Central Valley and their distributor, Lee Ray Tarantino Company Inc. (a Sysco subsidiary), Kaiser Permanente has succeeded

"Farm tours, farmers' market tours, taste tests, and cooking demonstrations using locally grown foods have become commonplace."

18. "Making the Farm Connection," CAFF, January 2007. Available at <http://www.caff.org/publications/>

19. Adapted from Mike Buzalka, "How to Buy from the Little Guy," Food Management, October 2006. <http://www.food-management.com/article/14918>

in incorporating local product into patient meals at 19 Northern California hospital facilities. Following the success of the pilot, Kaiser Permanente is exploring ways to roll out local purchasing projects in Southern California, and hopefully system-wide. In markets with high demand for local and sustainably food—such as Portland, Oregon—Sysco and Sodexo are finding ways to offer local and sustainable grown foods to all of their institutional clients, which include schools. Farm to school demands in California are also beginning to lead to such market changes. Fueled by a quest for health and an appreciation of high quality foods, customers are demanding local produce, and initiatives around the state are helping to find ways to meet this demand. Described below are the major distribution models for farm to school currently operating or being developed in California.

Direct Sales from Individual Growers

By purchasing directly from farmers, schools are able to have the most direct relationship with farmers and be most closely connected to where their food comes from. This model is most feasible for schools located in close proximity to farms or rural areas. Some advantages of purchasing directly from local farmers are having easier opportunities to establish close relationships with food growers, and a greater possibility of finding farmers able to grow product specifically for school use. In Riverside, the school district has made relationships with two local growers who now grow and supply local produce for eight farm to school salad bars in the district. In addition to accessing high quality, locally grown produce, the district is also benefiting from its close relationship with the growers through partnership on activities such as farm tours and farmer in the classroom presentations.

Purchasing from Farmers' Markets

The farmers' market model has served one farm to school pioneer, the Santa Monica-Malibu Unified School District, for nearly ten years. In this model, the school district places produce orders directly with growers selling at the local farmers market or with the farmers' market manager. The farmers' market also serves as a pick-up point for the produce ordered, which is usually transported by the school district. The advantages to this model are many, including access to a variety of farmers and products, ability to inspect product on-site, competitive prices, easy pick-up location, streamlined

invoicing, and ability to handle fluctuations in supply. Farmers also benefit from this model since they can effectively use the time spent at the farmers' market to supply to their school accounts. However, this model is not feasible for schools without close proximity to a year-round farmers' market, or those who are unable to pick up and transport product from the farmers' market.

Non-Profit Broker/Forager Model

The Davis program is one example of a forager model for farm to school. The Davis Farm to School Connection helped create a forager position at the Davis Joint Unified School District. The

forager assisted in making the connections between the district and farmers at the local farmers' market for almost a year and a half. Subsequently, a CAFF staff member took on the forager responsibility, initially on a pro-bono basis and later supported through a grant. The CAFF staff member provided the district with lists of what products were available, volumes, sources of produce items, and price. The district would pay one invoice to CAFF for the product, who would then pay each individual grower. In essence, CAFF was serving the function of a broker, without charging the school district for the service, and hence keeping the costs low. In the second year of operation, the district established vendor



Photo by the Center for Food & Justice

accounts with nine farmers to allow direct payments to the farmers rather than using CAFF as a fiscal agent. This significantly streamlined and shortened the payment processing time. The forager model facilitated the district-wide expansion of the Davis program and significantly increased the variety and volumes of locally sourced products on the menu. In year 4, the district took over the forager functions from CAFF, further institutionalizing the farm to school program. However, as of 2006, the district has handed the forager function back to CAFF, which now also supports one other local district in a similar role.

The forager model is a viable option for programs that have the support of a farmer-interest organization to undertake the liaison functions. The model has the advantage of easing the school district into undertaking the foraging function on its own, which should be the ultimate goal. Two or more school districts could potentially pool resources to share the cost of hiring a forager.

Growers' Cooperative/Collaborative

With the growing interest in local foods among schools, institutions, and consumers, some farmers have become organized through grower cooperatives or collaboratives to gain a competitive edge in the market. One example is the GCGC initiated in Ventura County in 2003 by CAFF as a way of supporting the growing needs of the Ventura Unified Farm to School program. As the Ventura program expanded, the need for a systematic procurement and distribution system was felt, and with the commitment and support of the Ventura Unified School District, CAFF embarked on organizing growers in the Ventura country area into the GCGC. Since its inception, GCGC has grown from a small collaborative of farmers selling to local school districts, into a social enterprise business that is serving schools, hospitals, colleges, and corporate dining facilities. GCGC—now part of CAFF's statewide Growers' Collaborative initiative—currently supplies to schools and other institutions in Ventura, Los Angeles, and Riverside counties. Similar attempts are being made by CAFF to organize growers in the Central Coast, Sacramento Valley and Central Valley areas.

Other grower networks have also emerged as farm to school solutions. In Santa Rosa, North Coast Grown

has linked schools with a collaboration of small local farmers. In a region with a high concentration of small-scale specialty growers, North Coast Grown was able to secure 14 acres to be planted with food intended expressly for school purchasing. This model has the potential to expand to more institutions and buyers, as well as to include additional farmers.

Growers collaborative initiatives have also explored the possibility of online ordering. Though the online model has potential benefits, it still requires a hands-on distribution infrastructure to support the online ordering. Marin Farmers Market has begun making deliveries to institutions, facilitated by an online ordering system, coordinators are still needed to fill orders, make deliveries, and conduct product quality control. Online ordering for farm to school is still in its infancy, and it remains to be seen how effective a model it will be for school food service personnel and farmers, many of whom are new to incorporating technology into their operations. However, with successful national examples to learn from such as GROWNLocally.com in Iowa and the New North Florida Marketing Cooperative in Florida, farm to school practitioners in California may continue to pursue this model.

For-Profit Broker/Distributor

The growth of the farm to school movement has attracted attention from business ventures seeking to serve schools and support small family farmers by serving the niche school food service market. Independent distributors such as Ripple Riley Thomas in Northern California and Just Picked Produce in Southern California have created business models based on sales to schools and other institutions. These small-scale distributors give schools the variety, ease of ordering, and reliability in delivery that they have come to expect from conventional distributors, but offer produce sourced directly from local farms, often guaranteeing that produce was harvested no more than a few days prior to delivery. Ripple Riley Thomas offers seasonal and local fruits and vegetables to schools in the Northern California area. They have become well known for their attractive Harvest of the Month produce boxes delivered to teachers containing produce samples for students. As demand for fresh and local produce grows in the

school food market, more specialty and conventional distributors may become involved in the burgeoning farm to school program.

The approach to local produce procurement and distribution is unique for every program, although developing regional distribution systems that can serve multiple institutions and markets seems to have the ability to potentially support programs in a more reliable and sustainable way. By returning to a reliance on local agriculture, we are reintroducing seasonality, regional variations, and cultural food traditions back into our eating, and introducing students to the benefits and enjoyment of freshly grown foods.

POLICIES SUPPORTIVE OF FARM TO SCHOOL

Policies at the school, district, and state levels have played a role in encouraging and sustaining farm to school programs. The organizing of a farm to school program brings together various stakeholders to work on a holistic program that impacts broader environmental and policy changes at the school. Farm to school provides a platform for teachers, food service, parents, farmers, school nurses, gardeners, and school board members to come together on common issues. Some school districts, such as Berkeley, initiated their programs through a food policy endorsed by the school board. Others such as Santa Monica-Malibu incorporated aspects of the farm to school program into updates made to an existing policy. For examples of school district policies supportive of farm to school, see www.farmtoschool.org/policy.

At the state level, there have been efforts to support farm to school as well. AB 826 “Healthy Students, Healthy Farms - the California Farm to School Nutrition Improvement Act”²⁰ was introduced in 2005 and encouraged schools to implement farm to school programs. Unfortunately, the bill was considered at the same time as other high-profile legislation designed to help schools purchase fresh fruits and vegetables and was ultimately vetoed by the governor for political reasons. In September 2006, however, the governor signed AB 1535, which provides \$15 million in support for school gardens. As interest in farm to school grows,

legislative support for farm to school will become more necessary. Members of the California Farm to School Program continue to identify allies and opportunities for passing such policies.

OUTREACH AND TECHNICAL ASSISTANCE

Outreach efforts in California over the past ten years have helped farm to school gain recognition as an exciting and viable program. Through the California Farm to School Program, technical assistance to emerging programs was provided, assisting in the development of many more programs. New programs were provided with informational resources, as well as some initial hand-holding to help address issues related to identifying farmers and working with school administration. For more advanced districts who already have a program in place, it is essential to provide new information about emerging models, and provide other technical assistance such as helping create a financially viable operation, sourcing larger volumes of products, ensuring that programs meet food safety standards, helping farmers establish distribution systems, providing opportunities for program outreach and promotion, and supporting policy initiatives.

It is estimated that more than fifty farm to school presentations have been given to more than 2,000 people since 2002. Additionally, seven regional farm to school workshops have been organized around the state since 2004, offering localized information and farm to school resources to more than 300 participants. With the launch of the Farm to School website (www.farmtoschool.org) in 2004, online requests for information and technical assistance have accelerated. The website offers program profiles, state-specific policies, resources, funding opportunities, and farm to school media resources. Since farm to school is spreading so rapidly in California and around the country, there is a need for constantly updated information. The site will soon have the capacity to accept user generated information and therefore remain as up to date as its users.

20. <http://www.foodsecurity.org/california/ab-826-info-sheet.pdf>

NEXT STEPS FOR FARM TO SCHOOL

Interest in farm to school is on the rise around the state. As farm to school becomes more widely recognized as a vehicle for behavioral and environmental change, the promotion of the program will be continued by a diverse group of stakeholders such as CFJ, CAFF, the California Farm to School Taskforce, and the California School Garden Network. By forming partnerships and promoting the myriad benefits of farm to school, the California Farm to School Program has created a framework for connecting schools to local food, linking family farmers with area schools, conducting innovative educational programs, and providing hands-on experiences with agriculture.

In 2005, CFJ staff began facilitating the California Farm to School Taskforce. The group brought together farm to school stakeholders from around the state including representatives of the state Departments of Health, Education, and Food and Agriculture, members of the California Food and Justice Coalition, the Western Growers' Association, CAFF, the California Farm Bureau, school food service directors, school garden promoters, and other organizations working on aspects of farm to school. In 2006, the Taskforce received funding from the California Department of Health for convening quarterly meetings. The members of the Taskforce have identified capacity building, information dissemination, and farm to school champion training as key strategies for increasing the number of farm to school programs in the state. Drawing on the Taskforce's diverse membership and its potential to influence support for farm to school at the highest levels of the state, the group will work statewide to provide information and training for a broad base of potential farm to school practitioners.

The last few years have seen a change in the environment for farm to school in California. Due to extensive outreach and promotion efforts, farm to school is now a well-known model. Farm to school programs have received tremendous interest from the media and academic institutions, and farm to school organizers have undertaken program evaluations and feasibility studies to document the potential and realized impacts of farm to school on children, farmers, schools, and communities. Distribution solutions have emerged

to make farm to school more attainable for all school districts. This attention has led to more awareness of farm to school and a wide range of program supporters, from family farmers to educators to state politicians.

Farm to school in California is viewed not only as a model for improving the food in school cafeterias, but also as a vehicle for nutrition education; school gardening; recycling; agricultural literacy programs that link the cafeteria, classroom, and community; and support for small and medium-sized family farms. However, despite a decade of farm to school program experience in California, the program will continue to grow

only by consolidating efforts and undertaking strategic collaborations with untapped sectors of agricultural and education communities. For example, for a large-scale development of farm to school in the state of California, it is critical that we find regional distribution models that include existing food service companies and distributors and plan for serving other institutional markets such as colleges, hospitals, prisons, and child care centers.

Farm to school policies could also considerably strengthen the impact of the program. In recent years the state Departments of Education and Health Services have introduced a State Nutrition Action Plan (SNAP) outlining key collaborations between state departments

“Farm to School programs have received tremendous interest from the media and academic institutions, and farm to school organizers have undertaken program evaluations and feasibility studies to document the potential and realized impacts of farm to school on children, farmers, schools, and communities.”

and the California Farm to School Program partners. Such partnerships are critical in steering state policy makers to think about related issues such as school food quality, availability of junk food and sodas in schools, low meal reimbursements, inadequate time for lunch, and school breakfast programs. These partners need to work together to look for ways to hold each other accountable for promoting the farm to school message within their specific areas of influence. Broad-based support from the state Departments of Education, Health Services, and Food and Agriculture is critical to the continued success of farm to school efforts in California, as is more specific support such as housing a position to coordinate the statewide farm to school program.

Farm to school programs in California have led the evaluation efforts in the country. However, more concrete data is required to provide a more comprehensive evaluation of farm to school from the nutrition and health perspectives, as well as its impacts on farm income and overall financial viability. Encouraging projects to allocate adequate funds for evaluation and developing

the capacity of organizers to undertake and plan for program evaluation are steps in the right direction.

Establishing connections with existing programs such as Harvest of the Month, Agriculture in the Classroom, Action for Healthy Kids, and the Alliance for a Healthier Generation will provide opportunities that we have thus far tapped only minimally. By training organizers from other fields such as Cooperative Extension and Farm Bureau agents, regional Nutrition Network coordinators, and school wellness specialists to talk about farm to school, we will be able to spread the farm to school message further among California schools and growers.

A great amount of good has been achieved in the last decade of farm to school in California. We have a deeper understanding of the needs for broadening the scope of this innovative program, as well as evidence of the benefits we can expect to see as the program grows. With its far-reaching effects on students and farmers alike, farm to school is a positive and delicious approach to the complicated needs of our time.



Photo by the Center for Food & Justice

APPENDIX 1: CALIFORNIA FARM TO SCHOOL MAP

FARM TO SCHOOL PROGRAMS IN CALIFORNIA

Alameda County

Berkley Unified School District
Hayward Unified School District
Fremont Unified District Warehouse
San Leandro High School
Wood Middle School

Contra Costa County

West Contra Costa Unified School District

Del Norte County

Crescent Elk School

Fresno County

Fresno Metro Ministry
Selma Unified School District

Humboldt County

Humboldt County

Lake County

Pomo Warehouse
Lakeport Unified School District
Upper Lake Elementary

Los Angeles County

Compton Unified School District
Los Angeles Unified School District
Santa Monica Malibu Unified School District

Madera County

Madera Unified School District

Marin County

Novato Unified School District
Redwood-Tamalpais High School
San Rafael Elementary
San Rafael High School
Sir Francis Drake High School
Tamalpais Union High School District
Terra Linda High School

Mendocino County

Potter Valley School District
Trinity School
Ukiah Unified School District
Willits Unified School District

Merced County

Delhi High School

Monterey County

Alisal Union School District
Carmel High School
Castroville Elementary
Echo Valley School
Elkhorn Elementary
Monterey County
North Monterey County High School
Prunedale School

Placer County

Granite Bay High School

Riverside County

Riverside Unified School District

Sacramento County

San Juan Unified School District

San Joaquin County

Hawkins Elementary
John R. Williams Elementary

San Luis Obispo County

Atascadero Junior High School
Atascadero High School
Laguna Middle School
Lucia Mar Unified School District
San Benito Elementary School
San Gabriel Elementary School

San Mateo County

El Camino High School
San Bruno Park School District
Sequoia Union High School District

Santa Barbara County

Goleta Union School District
Central Kitchen
Santa Maria-Bonita Souza Center

Santa Clara County

Berryessa Unified School District
Milpitas Unified School District
Santa Cruz County
Parajo Valley Unified School District
San Lorenzo Valley School

Solano County

Dixon Unified School District
Vallejo City Unified

Sonoma County

Geyserville High School
Healdsburg Unified School District
Santa Rosa City Schools
Windsor High School

Stanislaus County

Hickman Charter District

Trinity County

Burnt Ranch School

Tulare County

Farmersville High School
Tulare County Office of Education
Nutrition Network

Ventura County

Conejo Valley Unified School District
Ojai Unified School District
Ventura Unified School District

Yolo County

Alyce Norman Elementary School
Bridgeway Island Elementary
Bryte Elementary School
Davis Unified School District
Elkhorn Village Elementary
Evergreen Elementary
Golden State Middle School
River City High School
Southport Elementary School
Westfield Elementary School
Westmore Oaks Elementary School
Winters Joint Unified School District

APPENDIX 2: FARM TO SCHOOL PROGRAM EVALUATIONS

IMPACTS OF THE COMPTON FARM TO SCHOOL PROGRAM (2004-2005)²¹

The Compton Unified School District (CUSD) began their farm fresh salad bar program by opening five salad bars in elementary schools in the spring of 2004. In 2004-2005, Tracie Thomas, the CUSD assistant food service director, opened salad bars in the remaining 19 elementary schools, for a total of all 24 elementary schools. Schools offered the salad bars every day as an alternative to the hot lunch. The CUSD program was evaluated in 2005 by the UC Sustainable Agriculture and Research Education Program.

This analysis shows that salad bar schools were clearly offering more (and spending more) on fresh produce than schools without salad bars. The salad bar schools were also offering local, farm fresh produce, whereas the non-salad bar schools were offering much less or no local produce. According to the analysis, during the four months when the salad bars were in operation, CUSD purchased about 13% of its produce from local growers. Overall school lunch participation is quite high in the Compton School District because it is a Provision II district, meaning that all students can eat breakfast and lunch free of charge. At two of the salad bar schools that were analyzed as part of the evaluation, students were given a choice between a salad bar lunch and a hot lunch. At Caldwell Elementary, students showed a slight preference for the salad bar over hot lunch—51.6% vs. 50.3%. At Willard Elementary, the hot lunch was clearly the more popular choice for lunch—54.6% vs. 21.9%.

It is not entirely clear why the salad bar was chosen less frequently at Willard Elementary than at Caldwell. However, observations at both salad bars suggest that the more attractive display and more variety of fruits and vegetables at Caldwell may have accounted for some of this difference.

Consumption patterns clearly show that the salad bar schools show higher consumption of fruits and vegetables compared to the hot lunch schools. Using food production records, students at Willard Elementary averaged 182%

when they ate at the salad bar, as compared to 71% with the hot lunch at the same school. This is further validated by data obtained through an analysis of photographs of meal trays at Caldwell, where the salad bar meals provided 79% of the USDA requirement for fruits and vegetables while hot lunches provided only 40%.

For the schools in this study, it has been a challenge to keep costs at or below income. It appears that although farm fresh produce contributes a small amount to deficits, the additional labor cost is the greatest extra expenditure. We note here that one of the non-salad bar schools also realized a budget deficit and it appears that higher labor costs were the primary reason. Therefore, we cannot conclude with certainty that the salad bars alone are the reason for the budget deficits.



Photo by the Center for Food & Justice

21. Adapted from Feenstra and Ohmart, Final Evaluation Report, Compton Farm to School Demonstration Project, July 1, 2004 - June 30, 2005

IMPACTS OF DAVIS JOINT UNIFIED SCHOOL DISTRICT'S (DJUSD) CRUNCH LUNCH PROGRAM²²

DJUSD's farm to school program is one the few in the country that has been studied extensively and on a longitudinal basis from 2000 to 2006. Unfortunately, the cafeteria model for serving local product has changed significantly over the six years for which data is available, and hence clear trends cannot be established without taking into account all the variations. Before the salad bar program was initiated, the average lunch participation in the Davis schools was around 26% of enrollment. Participation rose to 37% in the first two years (2000-2002) when the salad bars were still a novelty. At the end of 2003, and again in 2004-2005, the lunch price was increased to offset additional labor and produce costs, and meal participation began to dip. Despite increases in meal prices and changes to the salad bar model, the overall participation in the salad bar lunches over five years (2000-2005) averaged 32.4% of enrollment, compared to 26% before salad bars were introduced. In comparison, the overall participation in the hot lunches has averaged 27% of enrollment in the same time period.

Overall, the salad bar at DJUSD offered a wider variety of fruits and vegetables than the hot lunch option - on average 87% of the USDA recommended daily requirements of fruits and vegetables for children in 2004-2005. Digital photographs of lunch trays further corroborated that students take up to 120% of the USDA requirements for fruits and vegetables through the salad bar versus 77% through the hot lunch. Plate waste study results showed that on average 49% of fruits and vegetables served at the salad bar were consumed, in

comparison to 66% of fruit and vegetable served through the hot lunch, though fruit juice was the major portion of the fruit and vegetable serving on the hot lunch tray. However, it is important to note that only 35% students took the fruit and vegetable in the hot lunch option, versus 85% in the salad bar option. Not surprisingly, it was found that the fruits and vegetables taken by students from the salad bar were 80-90% fresh, whereas the fruits and vegetables taken from the hot lunch were 80-90% packaged, with students clearly showing a preference for the fresh produce.

The overall costs per meal for the salad bar meals were \$2.71/meal vs. \$2.27/meal for the non-salad bar meals (2004-2005). DJUSD's spending on produce has seen some phenomenal changes over the six years. Overall, more than \$75,000 has been spent for locally grown, farm fresh produce from 2000-2006. This represents more than 50% of salad bar or elementary school lunch produce on average and more than one-third of all district produce. Over the years the district has purchased from a maximum of nine local growers and from a Northern California distributor who buys from a group of 18

local producers. For most growers, the school account represented less than 5% of total income.

The Davis Farm to School Connection (a project of the Davis Educational Foundation) has played an important role in shaping and supporting the program activities at DJUSD. The district has also moved ahead with the creation of a comprehensive Wellness Policy that will help support the goals of farm to school.



Photo by Lyra Harpin, Sustainable Agriculture Research and Education Program, University of California, Davis

22. Adapted from Feenstra and Ohmart, Yolo County Farm to School Evaluation Report, June 2006

IMPACTS OF THE WINTERS JOINT UNIFIED SCHOOL DISTRICT'S (WJUSD) FARM TO SCHOOL PROGRAM²³

Winters' Farm to School Program was a pilot demonstration site supported through the W.K. Kellogg Foundation-funded California Farm to School Program. At WJUSD impact data was collected from 2002 to 2005. A once-a-week, farm fresh salad bar was initiated at Rominger Elementary in 2002 and at Waggoner Elementary in 2003.

School meal participation rates at the two schools in the years 2002-2004 ranged from 64% to 67% on salad bar days, and slightly higher on hot lunch days (66% to 69%). Adult participation in the salad bar lunch program has been consistently higher (figured on a per day basis) than the hot lunch participation. Fruit and vegetable offering per child per salad bar meal at Waggoner Elementary was an average of 107% of the USDA minimum daily requirement, which equates to approximately 0.80 cups. At Rominger, the fruit and vegetable offering was an average of 111% of USDA minimum, which equates to approximately 0.83 cups.

Over the same period, the school district purchased a total of \$3,769 worth of produce from local farmers, which accounts for an average of 13.9% of total produce purchases by the district in the same period. In the first year, as much as 87% of the salad bar produce was locally purchased, although this ratio decreased to 33% and 27% in the subsequent years due to cost considerations.

Overall, the WJUSD food service program was profitable in the 2004-05 year, even without grant support. However, the grant money did allow the salad bar component to remain economically viable, without

which the program would have lost money. The grant supported startup costs related to additional labor and equipment needs. Total meal costs at Winters were \$4.12/meal for the salad bar meals and \$1.83 for the non-salad bar meals.

Winters purchased from three local growers, one of whom also supplied to Davis. The district purchased \$1,204 worth of produce from local farmers in 2003-04 and \$839 worth in 2004-05. The accounts were very small, accounting for less than 1% of each farm's

income. Winters continued to use produce grown at the Wolfskill Continuation School. This has been a fruitful arrangement within the district. Nearly all produce purchased from local farmers and from Wolfskill was organic.

In 2006, WJUSD appointed a new food service director, who continued the weekly salad bar program but is not buying product from the local farmers. The reasons for discontinuing relate to the cost of the product and associated labor. Due to previous connections made with local farms, some farmers sometimes offer excess product to the school

district which has been served to students. Unfortunately, the Wolfskill Middle School also moved from its location, thereby discontinuing the school garden project. Cathy Olsen, the current food service director is aware of the history of the successful farm to school program at WJUSD, and may be amenable to giving it another try when finances permit.



Photo by the Center for Food & Justice

23. Adapted from Feenstra and Ohmart, Yolo County Farm to School Evaluation Report, 2003-04

IMPACTS OF THE RIVERSIDE UNIFIED FARM TO SCHOOL PROGRAM (2005-2006)²⁴

In March 2005 the Riverside Unified School District (RUSD) launched its Farm to School Salad Bar Program in Jefferson Elementary School with support from the California Endowment and in partnership with the Center for Food & Justice. Since the implementation of the salad bar, the program has expanded to six schools, with plans for salad bar implementation in most of the district's elementary schools by June 2008. The farm to school salad bar has continued to be a popular meal option for students and staff at Jefferson and has served as a catalyst for other nutrition-focused programs in the district. An evaluation of the program's effect on school meal participation, fruit and vegetable consumption among students, and farmer revenue was conducted by CFJ.

Participation: In March 2005, when the salad bar opened, a record 65% of students chose salad bar lunch over hot lunch. After the initial excitement about the new program wore off, Jefferson saw strong but decreasing numbers of students choosing salad bar. By July 2005, an average of 35% of students were choosing salad bar lunch over hot lunch each day, and in September 2005 the percentage of students choosing salad bar leveled

off to 26%, where it has remained since then.

Consumption: The fruit and vegetable consumption data calculated using production records from the Jefferson Elementary Farm to School Program is very encouraging. On average, students who choose the hot lunch meal are served 1.49 servings of fruits and vegetables per meal, whereas students who choose salad bar lunch take an average of 2.42 servings of fruits and vegetables per meal. Thus, students who eat salad bar receive, on average, 62% more servings of fruits and vegetables than students who eat the hot lunch meal.

Farmer Revenue: As of May 2006, the two farmers from whom RUSD purchases are averaging more than \$1,700 per month in produce sales to the district. This revenue source represents the farmers' access to a previously untapped market and, most important, it represents an opportunity for growth and security, which are hard to come by in Southern California's increasingly challenging environment for small farmers. Furthermore, both farmers have become very involved with the district, hosting field trips for students to visit their farms, speaking at farmer in the classroom' presentations, and participating in the Riverside Farm to School Workshop. This farm to school program is extending the farmers' relationships to the school well beyond the cafeteria and into the classroom.

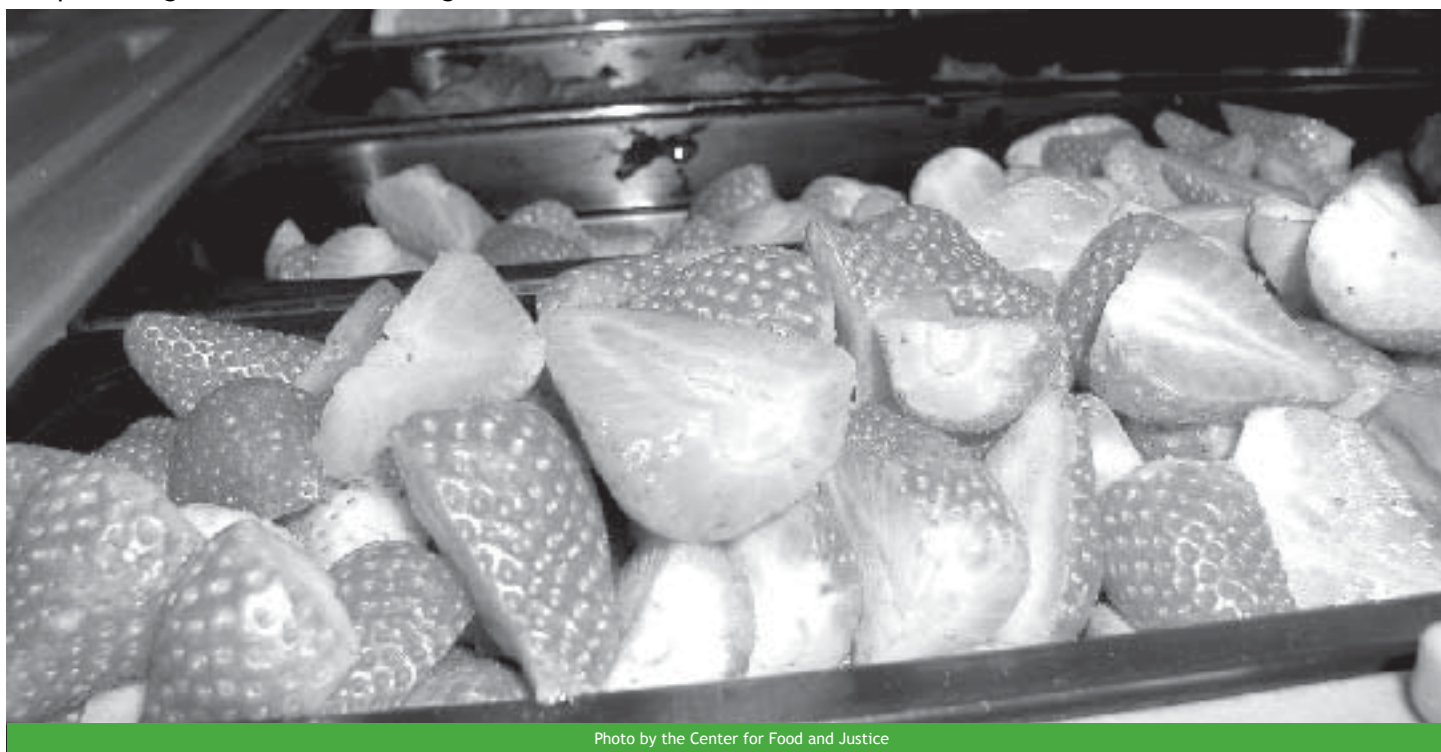


Photo by the Center for Food and Justice

24. Adapted from Evaluation of the Farm to School Pilot Program at Jefferson Elementary School, Riverside Unified School District, Center for Food & Justice, Occidental College report to The California Endowment, December 2006

IMPACTS OF THE VENTURA UNIFIED SCHOOL DISTRICT'S HEALTHY SCHOOLS PROGRAM²⁵

Selected components of the Healthy Schools Project at Ventura Unified School District (VUSD) were introduced in 2000-2001, with full implementation at Juanamaria Elementary School in the 2001-2002 school year. The evaluation of the Ventura program was led by Heidi Christensen in 2001-2002 and focused on the program at Juanamaria Elementary School. The Healthy Schools Project consists of sequential nutrition education, garden-enhanced nutrition education, and a school salad bar lunch program at all schools in VUSD. Key evaluation results from the 2001-2002 study are presented below:

Meal Participation and Preference for Salad Bar: Students chose the farm-fresh salad bar over the regular school hot lunch at a ratio of nearly two to one, regardless of the type of entrée alternative available. On average, on a salad bar day, fourteen staff members would choose the salad bar, while only one would choose the hot lunch. An Eating Habits Survey completed by 5th graders at Juanamaria showed a high degree of satisfaction with the salad bar program (94% students recognized that the salad bar provides food that is good for health; 81% reported that the salad bar provides food they like).

Students' Ability to Choose a Healthy Lunch: The results of observations of student plates to determine if



Photo by Melanie Moir, Ventura USD

students had developed the skills to choose a nutritionally balanced meal or not revealed that approximately 75% of Juanamaria students were able to choose a healthy salad bar lunch without adult intervention, compared to only 46% at the control school.

Plate Waste: Plate waste studies (before and after eating) revealed that food waste was lower from the salad bar (74% of food taken was consumed) than from the regular school hot lunch (49% of food taken was consumed).

Fruit and Vegetable Consumption at Home: There was a statistically significant increase in the percentage of Juanamaria students reporting eating fruits and vegetables at home as compared to students in the control school.

Financial Viability of the Salad Bar: Preliminary data showed that the total cost of the salad bar lunch per student, excluding protein-rich foods, was \$1.19; the average cost of the district's standard hot meal lunch was \$1.20 per student, excluding labor costs. These calculations do not include start-up costs, the comparable worth of volunteers, and salaries of additional staff hired for the salad bar program.



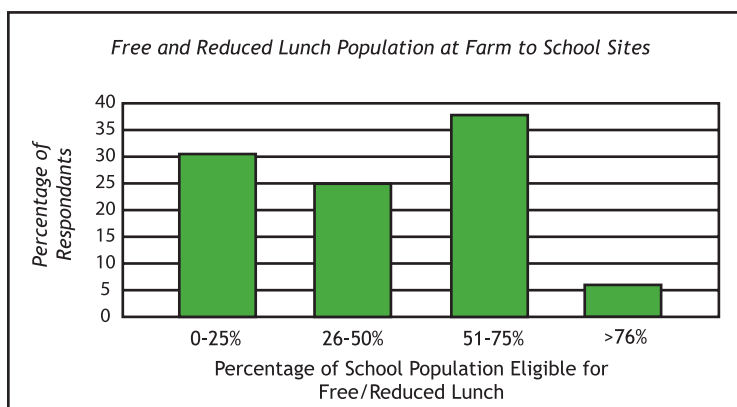
Photo by Melanie Moir, Ventura USD

25. Adapted from Christensen H, Juanamaria Healthy Schools Project Final Evaluation Report, Superintendent of Schools Office, Ventura County, 2003

APPENDIX 3: CALIFORNIA FARM TO SCHOOL PROFILE

Background: The Center for Food & Justice and the Community Food Security Coalition were funded by the W.K. Kellogg Foundation to explore opportunities for national coordination of farm to school programs. The first step in this process was to understand and document the scope of farm to school activities nationwide through the 2006 National Farm to School Survey. The on-line survey was intended for food service directors, but in some cases was also filled out by a farm to school program organizers. The survey responses provided useful information about program characteristics, components, local purchasing and serving models, products purchased and major barriers faced. The survey activities were supported by Farm to School Regional Lead Agencies, who helped with the survey design, dissemination and follow up. UC SAREP was selected as the Western Regional Lead Agency, covering nine states (California, Oregon, Washington, Alaska, Hawaii, Idaho, Montana, Wyoming and Nevada). Results from the California food service survey are reported here. Though the sample size of the survey respondents from California was limited (n=17), the results of the survey provide a deeper understanding of the scope of farm to school in California, and are relevant for future farm to school programming in the state.

Program Characteristics in California: The wide range of student enrollment in schools implementing farm to school indicates that farm to school programs are functioning in all sizes of schools and school districts in California. The same can be said about the income level of families with students in farm to school, as is clear from free and reduced meal eligibility data from farm to school sites presented in the graph below.



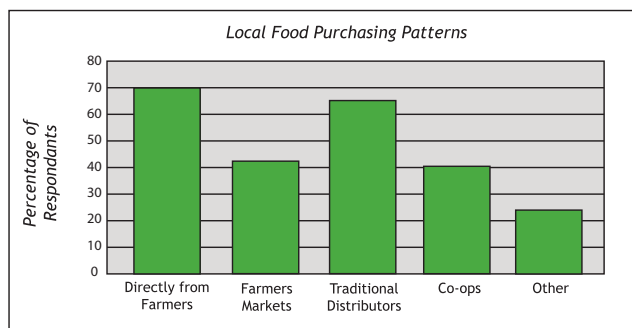
Program Components: The table below highlights the number of respondents participating in different program components that comprise the farm to school model. All farm to school programs conducted nutrition education. Of the programs conducting nutrition education, a majority include in-class nutrition and health education (80%), and cooking demonstrations (73%). Some include agricultural education (60%) and farmer in the classroom presentations (40%). A few conduct chefs in classroom sessions (7%), and other activities (13%) such as Harvest of the Month, taste testing in classrooms, farm field trips, and worm bins.

California Farm to School Program Overview	
Estimated number of farm to school programs	83
Start of farm to school programs in California	1996
Student enrollment at farm to school program sites	98-43,000

Interestingly, the survey highlighted differences in the kind of programs operational at elementary, middle and high schools. For example, although local purchasing from farmers is most commonly practiced at the district level for district-wide programs (73%), all other components of farm to school are more prevalent at the elementary school level. For example, the elementary school level was the most common site for implementation of school gardens (80% of gardens), incorporation of school garden product in cafeterias or classes (67% of programs), operation of composting programs (53% of programs), conducting in-class education (67% of programs), and out of class education (73% of programs).

Activities Conducted in Schools with Farm to School Programs	Percentage of Schools Participating
In-class nutrition education	100%
Local purchasing	94.1%
Out of classroom learning	88.2%
School gardens	88.2%
Incorporating school garden product in class or cafeterias	64.7%
Composting/waste management programs	64.7%
In-class snacks with local products	35.3%
Other	29.4%

Local Purchasing Patterns: Farm to School programs in the state use a wide range to methods to purchase products from local farmers, the two major avenues being directly from farmers and distributors. The graph to the right outlines the various purchasing avenues utilized by programs.



Number of Farmers Selling to Schools: The average number of farmers selling to schools and school districts through farm to school programs varies with the kind of product purchasing avenue used. The highest number of farmers involved in a particular purchasing model is listed in the table below. All the program respondents that purchased from local farmers bought fresh produce items (fruits and vegetables) as opposed to other items such as meats or dairy.

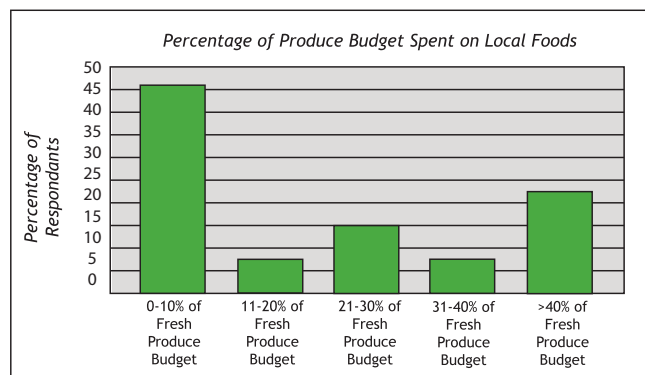
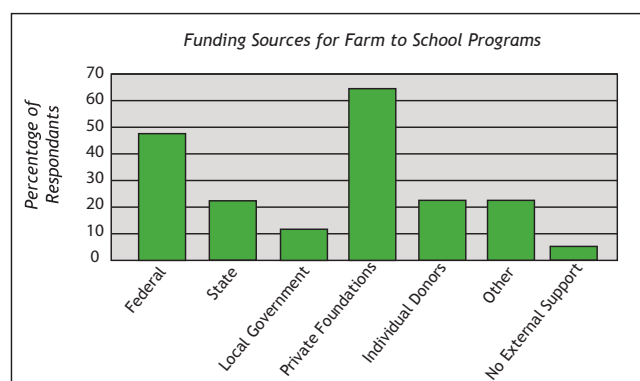
How Schools Access Local Produce	Number of farmers involved
Directly from farmers	1-5 farmers
From Farmers' Markets	1-5 farmers
From Distributors	6-10 farmers
From Grower Cooperatives	21-30 farmers

The total annual food budgets of programs operating farm to school programs range from \$2,500 to \$10,00,000. A limited number of programs provided data on what percentage of their total food budgets were spent on local purchasing (2 respondents claimed spending 0-10% of the total budget on local foods, and one respondent claimed spending more than 40%). The table to the right represents responses related to how much of the fresh produce budget was being spent on local purchasing through farm to school programs.

Partnerships and Collaborations: Farm to school programs are based on multi-level collaborations with community organizations, and are in fact strengthened by such linkages. This belief was corroborated with responses received from the survey. Most commonly cited partnerships were with organizations with a health and nutrition focus (47%), parent groups (41%) and agriculture-focused organizations (41%).

Other common partnerships were with Cooperative Extension Services (29%) and educational institutes such as colleges and universities (17%). None of the respondents in the current survey collaborated with faith-based organizations.

Funding Support for Farm to School Programs: A majority of farm to school programs in California are supported through private foundation and federal funds. See table below.



Information calculated from the 2006 National Farm to School Survey, and information available from the Center for Food & Justice at Occidental College.

APPENDIX 4: FARM TO SCHOOL RESOURCES

ORGANIZATIONS

The organizations listed below have resources available for farm to school program implementation as well as links to other organizations on their websites.

Center for Food & Justice (CFJ)

The Center for Food and Justice is a division of the Urban & Environmental Policy Institute at Occidental College (UEPI). CFJ engages in collaborative action strategies, community capacity-building, and research and education. They serve as the lead organization for farm to school efforts in California and host the Farm to School website. Moira Beery, (323) 341 5095, beery@oxy.edu, Center for Food & Justice, UEPI, Occidental College, 1600 Campus Road, Los Angeles, CA 90041.

<http://www.farmtoschool.org>

Community Alliance with Family Farmers (CAFF)

CAFF seeks to build a movement of rural and urban people to foster family-scale agriculture that cares for the land, sustains local economies, and promotes social justice. They support farm to school programs in various regions—Ventura, Yolo, Santa Cruz, Fresno, Sonoma and the North Coast. farmtoschool@caff.org, CAFF, P.O. Box 363, Davis, CA 95617, (530) 756-8518, <http://www.caff.org>

Center for Ecoliteracy

The Center for Ecoliteracy is a public foundation that supports a grant making program for educational organizations and school communities in the Bay Area. Its grant programs have supported and helped shape farm to school programs in Berkeley, Sonoma, Yolo, Mendocino. Janet Brown, (510) 845-4595 x 107, janet@ecoliteracy.org. Center for Ecoliteracy, 2528 San Pablo Avenue, Berkeley, CA 94702.

<http://www.ecoliteracy.org>

California Farm to School Taskforce

The mission of the Taskforce is to provide leadership and coordination for the promotion and expansion of farm to school activities in California. Through collaborative efforts, the Taskforce hopes to promote the farm to school model in California and work to make the program widespread and sustainable. Moira Beery, (323) 341 5095, beery@oxy.edu
Center for Food & Justice, UEPI, Occidental College, 1600 Campus Road, Los Angeles, CA 90041.

California Department of Education (CDE), Nutrition Services Division

Representatives from the CDE are part of the California Farm to School Taskforce and generally support schools' involvement in farm to school.

<http://www.cde.ca.gov/ls/nu/he/farmtoschool.asp>

Sustainable Agriculture Research and Education Program (SAREP), University of California, Davis

SAREP has been involved in community food systems and farm to school for several years. SAREP is also the leader in conducting comprehensive evaluations of farm to school programs across California - Davis, Winters, Berkeley and Compton. Gail Feenstra, (530) 752-8408, gwfeenstra@ucdavis.edu, One Shields Ave., University of California, Davis, CA 95616. <http://www.sarep.ucdavis.edu/>

California Food Policy Advocates

California Food Policy Advocates is a statewide public policy and advocacy organization dedicated to improving the health and well being of low-income Californians by increasing their access to nutritious and affordable food.

<http://www.cfpa.net/>

California Food and Justice Coalition (CFJC)

The CFJC, which represents dozens of statewide policy groups, has been one of the most vocal advocates of community food security. They are dedicated to building strong, sustainable, local and regional food systems that ensure access to affordable, nutritious, and culturally appropriate food for all people at all times. The coalition is staffed by the Community Food Security Coalition, which offers support to Farm to School programs nationwide.

<http://www.foodsecurity.org/california/index.html>

California Department of Health Services - Nutrition Network (CDHS)

Representatives from the CDHS are part of the California Farm to School Taskforce and promote links to farm to school through the Nutrition Network and programs such as Harvest of the Month.

<http://www.dhs.ca.gov/ps/cdic/cpns/>

Growers' Collaborative

Growers' Collaborative is a project of the Community Alliance with Family Farmers. Comprised of family-owned and operated farms practicing sustainable agriculture, Growers Collaborative is a direct marketing model serving institutions in Ventura, Los Angeles, and the Central Coast.

<http://www.growerscollaborative.org/>

Chez Panisse Foundation

Under the leadership of chef Alice Waters, the foundation has worked for over ten years to establish pioneering farm to school models in the Berkeley Unified School District: the Edible Schoolyard and the School Lunch Initiative.

<http://www.chezpanissefoundation.org/about.html>

California Foundation for Agriculture in the Classroom

Mission is to increase awareness and understanding of agriculture among California's educators and students. Their website offers useful resources and links for students and teachers.

<http://www.cfaitc.org>

Dairy Council of California

Offers free nutrition education programs and resource materials to educators and health professionals in California. Printed materials are available for purchase in states other than California.

<http://www.dairycouncilofca.org>

Marin Food Systems Project, Environmental Education Council of Marin

Works with over 45 schools and educational programs to promote healthy local food, nutrition education, local farm education and experiential environmental education. Educational resources and information available from the website.

<http://www.eecom.net/mfsp/resources.html>

DISPLAYS AND PROMOTIONAL MATERIALS

Farm to School Resource Packet

National Farm to School Program, Center for Food & Justice, 2006, English. Farm to school folder with useful resources and information. Available free up to 2 per person, additional copies at \$2.

<http://www.farmtoschool.org/rp.htm>

2005 Dietary Guidelines Poster and Packet, Smart Picks, Inc., 2006

Grades PreK-adult. 10" x 30" Dietary Guidelines poster pack of 30, \$14.95 plus shipping. Order from smartpicks@gmail.com, (216) 226-6173,

<http://www.smartpicks.com>

2005 Updated Food Pyramid Bingo, Smart Picks, Inc.

Game; Grades 2-adult, \$26.95 plus shipping, order online from smartpicks@gmail.com, (216) 226-6173, <http://www.smartpicks.com>

Dole 5 A Day Program

Dole Food Company, Inc.

Grades K-6 for Teachers/Principals. Free online.

<http://www.dole5aday.com>

Exercise Your Options

Dairy Council of California

Grades 6-8 materials for Middle/Junior Teachers/Principals, Free for California teachers only.

<http://www.dairycouncilofca.org>

Fresh Fruit and Vegetable Cards

California Dept. of Education, 2006 reprint
A set of 142 full-color fresh fruit and vegetable photographs suitable for framing. Each color photograph has nutrition information in English and Spanish on the reverse.

Available from CDE press for \$45 at 1-800-995-4099 or online.

www.cde.ca.gov/re/pn

Produce for Better Health Foundation

Free resources and materials online.

www.5aday.org

CURRICULA, EDUCATIONAL AND TRAINING MATERIALS

California Children's 5 A Day - PowerPlay! Campaign

California Department of Health Services, Curricula & Training Guides for Elementary Teachers/Principals (Grades 4-5), Free to teachers with 50% or greater student participation in free and reduced price meal program.

www.dhs.ca.gov/ps/cdic/cpns

A Child's Garden of Standards: Linking School Gardens to CA Education Standards

CA Dept. of Education (CDE), 2004. A guide to garden-based education using existing curricula in grades 2-6. Links activities selected from several published educational materials to specific academic content standards at each grade level in science, history/social sciences, mathematics, and English language arts, \$17.50 plus handling.

www.cde.ca.gov/re/pn

Food for Thought

California Olive Industry

A standards-based, ready-to-use program designed for use with students in grades 3-5 as a supplement to health, social studies and mathematics curricula. Available for free online.

www.calolive.org

Farm to Table: A Curriculum Connecting Agriculture to Our Everyday Lives!

Heritage Breeds Conservancy, Inc., Grades K-8, \$17.50 plus handling.

<http://www.nehbc.org/education.html>

Deal Me In...Food and Fitness

Dairy Council of California

Student workbooks and parent newsletter available in English or Spanish for Grades K-6, Free for California school site after school programs only.

<http://www.dairycouncilofca.org>

Building A Healthy Me

Dairy Council of California

Parent booklets available in English or Spanish for elementary students, Free for California teachers only.

<http://www.dairycouncilofca.org>

Eat Smart - Farm Fresh! A Guide to Buying and Serving Locally-Grown Produce in School Meals

USDA Food & Nutrition Service, Working Draft, 2005

Written for school food service personnel.

Rather than cover all areas of farm-to-school issues, this handbook focuses on those areas that USDA believes are of most interest to schools: procurement, types and examples of farm-to-school distribution models, how to find locally grown food and farmers, menu planning considerations, and strategies for success.

The handbook also contains a comprehensive, annotated bibliography of additional farm to school resources that may be accessed online or by contacting the organization. (Note: The working draft provides guidance until the final document is available.) Free online.

http://www.fns.usda.gov/cnd/Guidance/Farm-to-School-Guidance_12-19-2005.pdf

BreakFAST & Jump To It!

Dairy Council of California, 2006

Resources for elementary students (Grades K-6).

Free online.

<http://www.dairycouncilofca.org>

Fruits & Vegetables Galore

United States Dept. of Agriculture - Food and Nutrition Service, 2004. Available online.

http://www.fns.usda.gov/tn/Resources/fv_galore.html

Gardens for Learning: Creating and Sustaining Your School Garden

California School Garden Network, 2006, One stop shop for teachers who want to create or sustain a school garden.

<http://www.csgn.org>

Get in the Game for Good Health

California Olive Industry

A free health education program designed to help students in grades 4-6 develop healthy lifestyles.

Available free online at their web site.

<http://www.calolive.org>

Harvest of the Month

Ripple Riley Thomas, 2006

A unique program for nutrition education in the classroom. "Harvest of the Month" offers a different selection of fruits and vegetables each month from September - August, allowing children to sample and to learn. \$13 per box plus shipping and handling. <http://www.ripplelileythomas.com>

Harvest of the Month Toolkit

California Nutrition Network, 2005

The Harvest of the Month program is comprised of four key elements: Educator Newsletters, Family Newsletters, Menu Slicks and Press Release Templates. In addition, a Harvest of the Month Featured Produce poster may be ordered.

<http://www.harvestofthemonth.com/index.asp>

How to Teach Nutrition to Kids

24 Carrot Press

\$19.95 plus shipping and handling, leader activity guide \$11.95 plus s/h.

<http://www.nutritionforkids.com>

Kids Cook Farm-Fresh Food

CA Dept. of Education (CDE), 2005

An activity guide that links academic content standards to the real world through gardens, nutrition, cooking, recycling, and the environment. Activities engage teachers and students in grades 2-7 in exploring fresh, seasonal, locally grown produce through direct experience. Using tested recipes and farm profiles, the book links agriculture and the culinary arts to reading, mathematics, social sciences, and geography. \$15.00

Available from CDE press at 1-800-995-4099 or online.

<http://www.cde.ca.gov/re/pn>

Little D's Nutrition Expedition

National Dairy Council, 2006

Available free online.

<http://www.NutritionExplorations.org>

Stay fit. Eat right. Looking good, California!

Sponsored by the California School Nutrition Association. Free online food, nutrition and health resources and information for children.

<http://www.stayfiteatright.org>

Los Angeles Unified School District Nutrition Network

Program available to LAUSD teachers, website has resources and materials.

<http://www.lausdnutritionnetwork.org>

Nutrition Pathfinders

Dairy Council of California

Student workbooks in English or Spanish (Grades 3-5). Free for California teachers only at

<http://www.dairycouncilofca.org>

Nutrition to Grow On

California Department of Education

\$17.50 plus tax and \$5.95 s/h.

<http://www.cde.ca.gov/re/pn/rc>

Project Seasons

Shelburne Farms

An education activities guide that contains a collection of hands-on activities for discovering the wonders of the world. Classroom educators, pre-school & after-school teachers, summer camp instructors and parents will find Project Seasons an invaluable in cultivating an awareness and appreciation of agriculture and natural resources. Available for \$24.95 online.

<http://www.shelburnefarms.org/prodinfo>

REPORTS AND PUBLICATIONS

Expanding Local Food Systems by Marketing to Iowa Institutions

Practical Farmers of Iowa, 2002. Free online.

<http://www.practicalfarmers.org>

Ecological Literacy: Educating Our Children for a Sustainable World

Club Books, edited by Michael K. Stone and Zenobia Barlow, 2005.

Ecological Literacy is the third volume in the Bioneers Book Series. Ecological Literacy summarizes a decade's work at the Center for Ecoliteracy and offers a mix of ancient wisdom, contemporary discoveries about ecology and education, and inspiring ecological education success stories, from habitat restoration to urban environmental justice. \$16.95.

Bringing Local Food to Local People: A Resource Guide for Farm-to-School and Farm-to-Institutions Programs

by Barbara C. Bellows, Rex Dufour, and Janet Bachmann, ATTRA, 2003. Free online.

Buy Local Food and Farm Guidebook

Oxfam America, 2002

Free online.

<http://www.oxfamamerica.org>

Farm to School: An Introduction for Food Service Professionals, Food Educators, Parents and Community Leaders

Alison Harmon, National Farm to School Program, 2003. Free online.

<http://www.farmtoschool.org>

California Agricultural Directory

CA Department of Food and Agriculture, 2005

A resource guide of California agricultural highlights and statistics for 2005. Free if used for educational purposes.

<http://www.cdfa.ca.gov>

California Farm Bureau Agricultural Directory

California Farm Bureau Federation, 2006. Contact information for agricultural organizations, production services, government agencies, agriculture education institutions, county fairs, county Farm Bureaus and farmers' markets. Also includes California agricultural statistics. Available for \$30.00 online.

<http://www.cfbf.com>

Farm-to-School Distribution Strategies

by Karrie Stevens Thomas and Gail Feenstra, Community Alliance with Family Farmers, 2004.

Distribution manual that evaluates different models of distribution from local farms to school food service. Available free online.

<http://www.caff.org>

Feeding Young Minds: Hands-on Farm to School Education Programs

by Marion Kalb, Kristen Markley, and Loren Gustafson, Community Food Security Coalition, 2005. General resource for those interested in farm to school programs and their effectiveness, \$10 + shipping, call CFSC 310-822-5410 for copies, or order online.

<http://www.foodsecurity.org>

French Fries and the Food System

The Food Project. \$24.95 plus shipping and handling. Order online.

<http://www.thefoodproject.org>

From the Soil to the Salad Bar: Making the Farm Connection

by Temra Costa, CAFF, 2005. Farm Visit guide lets teachers and farmers know what to expect from a farm visit and gives them the tools to make a farm visit an effective educational experience. Available free online.

<http://www.caff.org>

Getting Started: A Guide for Creating School Gardens as Outdoor Classrooms

Center for Ecoliteracy, 1997 and reprinted 2006. Offers sound advice with everything from outdoor classroom design and site selection, to strategies for gardening with students, to creating community support that will sustain your school garden program. Free online.

<http://www.ecoliteracy.org>

Healthy Farms, Healthy Kids: Evaluating the Barriers and Opportunities for Farm to School Programs

by Andrea Misako Azuma and Andrew Fisher, Community Food Security Coalition, 2001. This report documents the barriers and opportunities for school food services to purchase food directly from local farmers. Case studies and policy recommendations are included. \$12.00 plus shipping and handling.

<http://www.foodsecurity.org>

How Local Farmers and School Food Service Buyers Are Building Alliances

USDA, 2000. Contact Debra Tropp at 202-720-8317 or Debra.Tropp@usda.gov.

How to Develop a Salad Bar for School Lunch Menu Programs

by Wendy Slusser, School of Public Health, University of California, Los Angeles, 1997.

Available online.

<http://www.farmtoschool.org>

Going Local: Paths to Success for Farm to School Programs

by Anupama Joshi, Marion Kalb, and Moira Beery, National Farm to School Program, 2006. Case studies from eight successful farm to school programs, free online.

<http://www.farmtoschool.org>

Linking Farms with Schools: A Guide to Understanding Farm-to-School Programs for Schools, Farmers and Organizers

by Marion Kalb, Kristen Markley, and Sara Tedeschi, Community Food Security Coalition, 2004. Details the benefits, challenges, and strategies for success for building successful farm to school projects and includes case studies of innovative projects and an extensive resource list. Available for \$10 + shipping online.

<http://www.foodsecurity.org>

Tools for Promoting Local Purchasing & Farm to School Activities: Sample Wellness Policy Language for Schools

California Food & Justice Coalition
Free online.

<http://www.foodsecurity.org/california>

The Green Book

by Leslie Zenz, Kelli Sanger, and David Wides, Washington State Department of Agriculture, 2006. For audiences interested in farm to school programs and farm sustainability. Free online.

<http://www.agr.wa.gov>

Local Food Connections: Food Service Considerations

Leopold Center for Sustainable Agriculture. Iowa State University Extension, 2002. Free online.

<http://www.leopold.iastate.edu>

San Francisco Food Systems Farm to School Resource Guide

San Francisco Department of Public Health, OEHS; 2004. A guide for teachers and administrators.

Free online.

<http://www.sffoodsystems.org>

School Breakfast: From Farm to Classroom

Fresno Metro Ministry, 2005

Free online.

http://www.fresnometroministry.org/fmm/pdfs/HNF54_Summary_4-13-05.pdf

School Foodservice Guide: Promotions, Activities, and Resources to Increase Fruit and Vegetable Consumption

5 A Day, \$12.95 plus s/h online.

http://www.shop5aday.com/acatalog/School_Food_Service_Guide.html

School Foodservice Guide: Successful Implementation Models for Increased Fruit and Vegetable Consumption

Produce for Better Health Foundation, 5 A Day
\$29.95 plus s/h.

http://www.shop5aday.com/acatalog/School_Food_Service_Guide.html

Schools Come to the Farm: A Farm Guide for Giving Tours

NY Agriculture in the Classroom Program and Cornell Educational Resources Program, 2003. \$7 + s/h from (607) 255-1837 or cerp@cornell.edu

Selling to Institutions

by Robert Luedeman and Neil D. Hamilton, Drake University Agricultural Law Center, 2003. Free online.

<http://www.drake.edu>

Small Farms/School Meals Initiative

United States Department of Agriculture, 2000

A step-by-step guide on how to bring small farms and local schools together.

Free online at

<http://www.fns.usda.gov/cnd/Lunch/Downloadable/small.pdf>

Strategies for Urban Health, Combating Sprawl, and Establishing a Community Food Systems Approach

by Mark Vallianatos, Robert Gottlieb, and Margaret Ann Haase, Association of Collegiate Schools of Planning, 2004.

<http://jpe.sagepub.com/cgi/content/abstract/23/4/414>

WEB RESOURCES

Zip4tweens

Website designed to help kids and their families find a balanced approach to a healthier lifestyle. A key part of this approach is the new “My Pyramid” guidelines. The idea behind the guidelines is that they can fit each person’s lifestyle. Just like every family member has different needs, our ideal diets may be different as well. Free games, recipes and resources for kids and parents.
<http://www.zip4tweens.com>

Discovering the Food System

by Jennifer Wilkins and Marcia Eames-Sheavly, Cornell Cooperative Extension. Free online learning program.
<http://www.foodsys.cce.cornell.edu>

Healthy School Meals Resource

<http://www.nal.usda.gov/fnic/schoolmeals/Resource/farmtoschool.htm>

Feeding Minds, Fighting Hunger

An international resource for exploring the problems of hunger, malnutrition and food insecurity. Designed to help equip and encourage teachers, students and young people all over the world to actively participate in creating a world free from hunger. Includes lesson modules for teachers, resources and activities for young people and an interactive forum for exchanging information and experiences around the world. Free online.
<http://www.feedingminds.org>

Food-Stats.com, 2006

Website hosts information about carbohydrates, fats, trans-fats, sugars, proteins, and other nutritional information about many foods.
<http://www.food-stats.com>

Thinking Outside the Lunch Box

Center for Ecoliteracy
 An ongoing series of online essays from leading writers and thinkers that probe the links between diet, culture, health and the environment. The series is updated on a regular basis with new essays published monthly. Free online.
<http://www.ecoliteracy.org/publications>

Model Wellness Policy Guide

Center for Ecoliteracy, Slow Food USA, Chez Panisse Foundation, 2005. Provides language and instructions for drafting a school district wellness policy that places health at the center of the academic curriculum. Free online.
<http://www.ecoliteracy.org>

MyPyramid.gov

USDA, 2006
 Free online information at
<http://www.mypyramid.gov>

National Farm to School Program

Center for Food and Justice, Occidental College
<http://www.farmtoschool.org>

NEAT Solutions Inc. for Healthy Children

Nutrition and health education resources for children.
<http://www.neatsolutions.com>

Rethinking School Lunch

Center for Ecoliteracy, 2005
 Online guide and planning framework that applies a systems approach to connect classroom studies with hands-on experiences in school gardens, kitchen classrooms, and cafeterias, making child nutrition part of the educational system. Rethinking School Lunch addresses 10 critical dimensions of change in its comprehensive approach to integrating curriculum and food service innovation. Free online.
<http://www.ecoliteracy.org>

Rethinking School Lunch Visual Guide to Linking Food, Culture, Health and the Environment

Center for Ecoliteracy, 2006
 This guide demonstrates how an integrated curriculum and enriched school environments link student learning and well-being and enhance student understanding about the natural world. Free online.
<http://www.ecoliteracy.org>

FUNDING RESOURCES

Community Foods Projects Competitive Grants Program

USDA - Cooperative State Research Education, and Extension Service.

Sustainable Agriculture and Education Program

USDA Cooperative State Research, Education, and Extension Service USDA-CSREES,

<http://www.sare.org>

The California Endowment

<http://www.calendow.org>

The W.K. Kellogg Foundation

<http://www.wkkf.org>

Developed by the
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