Planting Seeds to Grow
Farm to School

Building Your Program Through Partnerships

Tuesday, July 11, 2017
Joanne Kinsey, Director School Nutrition Services, Chesapeake, VA
Rachel Spencer, Southwest F2S Lead, USDA
WHAT IS FARM TO SCHOOL

- Efforts that:
  - Bring locally or regionally produced foods into school cafeterias;
  - Hands-on learning activities,
  - And the integration of food-related education into school curriculum.
• Understand the key elements of success in building a farm to school program
• Understand how to use the Farm to Child Nutrition Programs Planning Guide as a resource to map out the goals and activities of your program
• Understand how farm to school works in the field and the “real world” through the perspective of a Farm to School Grantee
• Building a team is a critical first step in the planning process and essential to the long-term success of your program.

• It’s an opportunity to create allies, bring in knowledge and expertise beyond what exists within your core group, recruit some “boots on the ground” for planning and implementing your program, and establish a sustainable funding plan.
BUILDING YOUR TEAM: QUESTIONS TO ASK

• What are the names, titles, and roles of people who have already committed to being a part of your farm to school team? Do you have representation from across the farm to school supply chain?

• Outside of the team, what people or groups will you look to for guidance and advice?
BUILDING YOUR TEAM: QUESTIONS TO ASK

• What specific people or categories of people would you like to have on your farm to school team or advisory committee? What are your expectations of these people?

• What is your team structure? Do you have a lead coordinator? What is his or her role?

• How often will your team meet? What will be expected of team members at and between meetings?
Chesapeake Public Schools' Team

- Stakeholders Advisory Council
  - Grant partner agency – Five Points Community Farm Market
  - School Nutrition director and nutrition educator
  - Local farmers – also tied to farm market community
  - USDA extension agents from local office
  - PTA officers and parents
  - School nutrition cafeteria managers
  - School board member
  - Principals from targeted elementary schools
  - Students
  - School nurses
ESTABLISHING A VISION

- Think about your long-term hopes for your farm to school program; establish goals and objectives for the near-term; survey the federal, state, and local program and policy environment; and explore existing resources that will help set a thoughtful path towards realizing your long-term vision.
ESTABLISHING A VISION: QUESTIONS TO ASK

• What is behind your decision to establish a farm to school program? Why does your community value a community food systems approach?
• What benefits will a farm to school program bring to your students, school, district, or community?
• What is your long-term vision for a thriving program?
Long-Term

- Locally sourced foods offered in all schools within school division
- Utilize tract of school division land and convert into garden plots for student nutrition education and F2S produce
- School kitchens to be utilized during summer months for processing of seasonal local produce for use during the calendar school year

Short-Term

- Visit local farmers to identify contributions farms can make to the program, and connect and establish respectable and trustful relations
DEFINING LOCAL

Before you start purchasing local foods or determining which local foods you are already serving, you must define local, determine what foods are grown, harvested, raised, caught, and processed in the region and when those foods are available.

Understanding why local foods are important, as well as the availability of these foods, will help you create a definition that allows you to tap into the bounty of the local food economy without limiting competition.
DEFINING LOCAL: QUESTIONS TO ASK

• Why are local foods important to you?
• What foods are grown, harvested, raised, caught, and/or processed near you? When are these foods available?
• Based on your response, what is your program’s definition of local? Does your school already have a definition of local? Does it align with your values and vision? Does it allow you access to enough local food options to accomplish your goals?
THE IMPORTANCE OF LOCAL IN CHESAPEAKE

• Equipment and physical plant capabilities

• Menu
  – Day parts currently offered; grade levels served; menu cycle; type of meal service, (i.e. grab & go, bic)

• Geographical significance is key to local availability
  – Virginia; North Carolina; Eastern Shore including VA and MD
  – Radius of 150 miles
  – Farms willing to grow and/or sell to schools
BUYING LOCAL FOODS

• Once you have defined local and determined what local foods are available, it’s time to start purchasing them! When local foods are procured using federal funds, the purchases must be in accordance with regulations. There are many ways to purchase locally, and correctly!
  – How does your program currently procure foods, both local and non-local? Who decides how and what foods are purchased for the program?
  – What types of local food do you currently, or plan to, purchase? Do you track the amount of local product purchased?
WHAT COULD BE LOCAL?

**MAY**

**Meatless MONDAY**
1. Hummus & Cheese Plate OR Ozaak Lasagna (L) Roasted Sweet Potato (L) BOTH Lines Brownie Bike

**Taco TUESDAY**
2. Chicken Soft Tacos OR Corn Dog Roasted Sweet Potato (L) BOTH Lines BBQ Beans

**Homestyle WEDNESDAY**
3. Corn Chip Chili Pie OR Catfish ‘N Carrot Fry Basket/ Breadstick BOTH Lines Jazzy Green Beans

**Global THURSDAY**
4. Chicken Teriyaki (L) Fortune Cookie OR Cheese Pizza BOTH Lines Jazzy Green Beans

**Fast FRIDAY**
5. Chicken & Waffles OR Herb Baked Chicken Macaroni Salad Herb Crust Baskets BOTH Lines Seasoned Peas

**Taco TUESDAY**
6. Super Nachos (L) OR Brisket Sandwich BOTH Lines Rainbow Edamame Salad (L)

**Homestyle WEDNESDAY**
7. Spaghetti & Meatballs OR Buffalo Chicken Italian Pasta Seasoned Breadstick BOTH Lines Jazzy Green Beans

**Global THURSDAY**
8. Chef Salad (L) Hashbrowns OR Sweet & Sour Chicken Asian Bok Choy Salad BOTH Lines Jazzy Green Beans

**Fast FRIDAY**

**Taco TUESDAY**
10. Soft Pretzel OR Cheese Fries Seasoned Breadstick BOTH Lines Cheese & Marinara Sauce Tuscan Kale Salad (L)

**Homestyle WEDNESDAY**
11. Beef Tacos (L) OR Wow Butter & Jelly Sandwich BOTH Lines Southern Sea Salad

**Global THURSDAY**
12. Ham & Cheese Baked Potato OR Chicken Nuggets & Homestyle Fries BOTH Lines Lamon Ragoon Broccoli Homemade Roll

**Fast FRIDAY**
13. Chicken Curry (L) Seasoned Flatbread OR Beef Quesadilla BOTH Lines Jazzy Green Beans

**Taco TUESDAY**
14. Spaghetti Pasta Stuffed Breadstick OR Breaded Mozzarella Sticks BOTH Lines Both Lines Jazzy Green Beans

**Homestyle WEDNESDAY**
15. Super Nachos (L) Refined Beans Roasted Sweet Potatoes (L) OR Beef ‘N Bean Chili BOTH Lines Strawberry Peach Crisp (L)

**Global THURSDAY**
16. Meatball Calzone OR Chili Mac BOTH Lines Jazzy Green Beans

**Fast FRIDAY**
17. Chicken Fried Rice (L) Egg Roll OR Corn Dog BOTH Lines Glazed Carrots

**Taco TUESDAY**
18. Breaded Chicken Sandwich OR Homestyle Fries BOTH Lines Roast Sweet Potatoes (L) Cuban Black Beans

**Homestyle WEDNESDAY**
19. Cheese Pizza OR Chicken & Waffles BOTH Lines Jazzy Green Beans

**Global THURSDAY**
20. Fish & Chips Italian Picnic Pasta OR Buffalo Chicken Seasoned Breadstick BOTH Lines Jazzy Green Beans

**Fast FRIDAY**
21. No School

K-8th grade LUNCH

FAYETTEVILLE PUBLIC SCHOOLS

**HARVEST of the MONTH**

BERRIES

- Strawberry Peach Crisp will be served during lunch dates

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2016-2017 Meal Prices
- Elementary Paid Student - $2.65
- Secondary Paid Student - $2.90
- Reduced Student - $0.40
- Free Student - No Charge
- Adult/Vistor - 2nd Student Meal - $3.50

All menus:
- Buttermilk Salad bar: fruit and milk choices served daily
- 5/8” Pizza served daily
- Served with whole grain pancakes and muffins
- Are provided for those served daily
- Subject to change due to deliveries
- (L) = Locally Grown Item
- School garden produce is used when available
- USDA is an equal opportunity provider and employer
BUYING LOCAL FOODS

• Through which child nutrition programs do you plan to serve local foods?
• What sources of local foods might work for your program?
• Would you bring in local foods through existing channels, or will new methods need to be established?
• Ask manufacturers the origin of product ingredients - partner with brokers and distributors by sharing your F2S vision

• Evaluate current menu items that are grown within the defined geographic area

• Develop procurement documents defining product specifications

• Connect with local farmer network through established farm markets or Foodbanks
School gardens are a great way to engage students and they provide interactive enrichment activities that promote the use of local foods. When students participate in garden education, they are more likely to try fresh fruits and vegetables in the lunchroom!
SCHOOL GARDENS: QUESTIONS TO ASK

• What steps have you taken to plan, create, or expand a garden program at your school or district?

• **What are your goals for your school gardening program?**

• **How will the gardens be used and by whom?**

• How invested are administrators, parents, food and nutrition services, maintenance staff, teachers, and students in the idea of a new or expanded garden program? How will you get their buy-in and the practical support you need from them?

• Who will take care of the various aspects of the garden, such as coordinating volunteers, summer garden maintenance, curriculum integration, weeding, and garden education?
Creating Gardens on School Property

- Identify PTA members, teachers, parents, community partners with an interest in school gardens.
- Evaluate school grounds for garden. Mark land and cultivate with volunteers, including students.
- Lowes, Home Depot and local businesses will donate supplies to build raised beds or lattice for trailing growth.
- Involve Master Gardeners through USDA Extension offices
- Select plants that produce during the school year
- Allow students the opportunity to plant and care for garden
• Local food systems, agriculture, and nutrition education can be woven into subjects like math, science, English, and history. Doing so can reinforce farm to school programming in the school garden and cafeteria.
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  – How will you integrate food, agriculture, and nutrition education to students in the classroom? Whose support or approval would you need to integrate farm to school principles into the curriculum, and what does that process look like?
EXPANDING NUTRITION EDUCATION OPPORTUNITIES THROUGH F2S PROGRAMS

- Involve students in cultivating produce from gardens
- Provide classroom teachers curriculum information tied to Standards of Learning, this allows for academic experiences for nutrition education
- Include cafeteria staff in preparing and serving bounty from garden
- Culinary students create recipes, produce and sell products from garden produce
- Recruit community farmers to donate time and equipment to cultivate plots from school land
• Offer plots to schools for planting, picking and selling for school fundraisers
• Create a sense of community by providing garden space on common ground
• Provide opportunities to integrate F2S experiences within the educational environment
Clearly communicating your goals, achievements, and needs is key to getting buy-in and financial and in-kind support for your farm to school program. Plus, marketing your program can be a creative and fun way to engage partners!

- How does your school currently communicate to students, teachers, administrators, food producers, parents, the media, and the community?
- What are the primary messages you want to send to each constituent group?
• Include stakeholders in the development of materials that promote your Farm to School efforts
• Reach out to local media for coverage of F2S events in the schools and community
• Create media pieces that tell your story
• Use website and social media to highlight events
EVALUATING YOUR EFFORTS

• Laying the framework to evaluate your efforts is an important part of planning. Evaluation findings can help you learn what works; identify ways to improve your program; and demonstrate your success to funders, parents, administrators, and others.
  – What data is already available to you?
  – How will you obtain the data you do not have?
• How will you measure how effective and efficient your activities and processes are?

• What outcomes are you trying to measure? Will you assess the impacts of your program on students, teachers, parents, and/or food services?

• How do you plan to use or share the results of your evaluation?

• Are there community partners that could be an asset to your program in terms of evaluation?
• Expanded partnerships – leverage the addition of partnerships gained through F2S for additional funding opportunities; letters of support for grants; matching funds for program expansion

• Procurement opportunities – evaluate the bottom line; what purchasing opportunities did you gain as a result of local procurement; study food cost data; increased vendors for new menu items

• Menu enhancement using data – evaluate production records for menu acceptability; use students surveys to obtain feedback on new items served; use meal participation data for long term menu planning
• Education
  – Students – evaluate the number of classroom experiences provided as a result of the F2S initiative. This could involve academic curriculum activities as well as food preparation and garden experiences. Evaluate results of tasting parties in classroom
  – School administrators, faculty, parents, community partners – document the number of events held at schools throughout the year that were a result of the F2S initiative.
ACTIVITY: FARM TO SCHOOL PLANNING GUIDE

Planting seeds for YOUR program to grow!
### Lead(s):
- Que Zene, District FNS Director
- Tom Hydro, High School Science Teacher
- Susan Soil, Parent /Wellness Committee Member

### Roles & Responsibilities:
- Menu Development & Food Purchasing
- Curriculum Development; Administrative Liaison
- Garden Coordinator & Community Outreach

### Members:

### Advisors:
# BUILDING YOUR TEAM

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<td>→ Menu Audit; Food Promotion; Cafeteria Connection</td>
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<td>• Jackson Strong, Health Teacher</td>
<td>→ Curriculum Development; Teacher Outreach</td>
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<td>• Brooke N. Volved, Parent/Wellness Committee Member</td>
<td>→ Garden Volunteer Coordinator &amp; Fundraising</td>
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<td>• Tren Dee, High School Senior Class President</td>
<td>→ Student Engagement</td>
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- Menu Audit; Food Promotion; Cafeteria Connection
- Curriculum Development; Teacher Outreach
- Garden Volunteer Coordinator & Fundraising
- Student Engagement

**Advisors:**
- N. Spect Dor, County Health Department Food & Safety Specialist
- Lilly Bloom, Cooperative Extension Master Gardener
- Sonny Daze, Local Farmer
Establishing a Vision

Suburban High School aims to be the pillar of Mid-Sized Town, where students and families engage in health and wellness initiatives, and the entire community actively supports one another’s health, wealth, and success.

Defining Local

Suburban High School is starting their Farm to School Program. Our initial focus is local produce. Our intent is to source products from the school garden. A secondary definition includes produce grown within the state.
### GOALS

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<td>• Work with Principal &amp; Advisors to identify garden location, size, intent, $ food safety protocols</td>
<td>• Research available high school garden curriculum &amp; determine alignment with State curriculum standards</td>
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<td>• Work with FNS Department to determine potential foods grown &amp; food safety protocols</td>
<td>• Assess interest from 10th grade science teachers</td>
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<td>• Get soil tested</td>
<td>• Secure buy-in from administrators</td>
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Current promotion efforts will focus on raising funds to support the garden project. Susan & Brooke will draft a parent/community fundraising plan. Tren, Tom, & Jackson ask art classes to create fundraising posters & engage the technology classes to develop a social media strategy. FNS will taste-test potential garden products with students.
EVALUATING YOUR EFFORTS

• Buying Local - # of farmers willing to sell to school; # of meals that can include local, garden-grown & state-grown, $ spent on local food purchases; lbs. of local food purchased; % of total food budget diverted locally

• Gardening – % of garden budget achieved through fundraising efforts; $ raised; equipment donated; lbs. of food produced

• Education - # of teachers trained on selected curriculum; # of teachers implementing curriculum; # of students reached
THANKS FOR LISTENING!

CONTACT:

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Rachel.Spencer@fns.usda.gov
AFFILIATION OR FINANCIAL DISCLOSURE

Joanne Kinsey

Rachel Spencer

• No disclosures to report
PROFESSIONAL STANDARDS CODE

• This session provides one (1) CEU
  – Key Area: 1 Nutrition
  – Key Topic: Professional Standards Code 1130