

**HB**

**70**

<target><bill>HB 70</bill><subject>HB  
70</subject><comm>SFIN26</comm></target>

# *Alaska State Legislature*

**SESSION ADDRESS:**  
Alaska State Capitol  
Juneau, Alaska 99801  
Phone: (907) 465-3743  
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## **Representative Carl Gatto**

**Sponsor Statement**

**HB 70**

*Alaska Grown Agricultural Products*

The Farm-to-School Act is similar to programs proposed in several other states. Its intent is to strengthen links between state agriculture and state food procurement in schools, expand local markets, improve nutrition, and even benefit the environment. It improves upon current law that requires schools receiving state moneys to purchase agricultural products harvested if the state if, and only if, they are priced no more than seven percent higher than similar products imported to Alaska.

A Farm-to-School Program is created to facilitate increased procurement of Alaska grown foods by schools. The program will, in order of priority:

- Identify and develop policies and procedure, including proposed uniform procurement procedures, to implement and evaluate the program;
- Assist food producers, distributors, and brokers to market Alaska grown food to schools by informing them of opportunities and requirements;
- Assist schools in connecting with local producers by informing them of sources, availability and benefits of Alaska grown foods;
- Identify and recommend ways to increase predictability of sales and adequacy of supply;
- Make available publications allowing students to see benefits of preparing and consuming locally-grown food;
- Support efforts to advance other farm-to-school extensions such as school gardens or farms, and farm visits; and
- Seek additional funds to leverage state expenditures;

The Division of Agriculture must, cooperating with the Department of Education & Early Development, collect data on program activities and report biennially to the Legislature their progress beginning January 2011.

HB 70 also gives schools the authorization to create a school garden or even a farm. In doing so they must also allow students representing student organizations the opportunity to be involved in the garden or farm operation. Schools may teach both organic and traditional farming methods.

This bill sunsets on July 1, 2014.

# SENATE FINANCE COMMITTEE REPORT

DATE: 4/15/10

FURTHER:

DATE TURNED  
IN TO OFFICE: 4/17/10

Finance Committee considered CS FOR HOUSE BILL NO. 70(FIN)

## HB 70 ALASKA GROWN AGRICULTURAL PRODUCTS

"An Act establishing the farm-to-school program in the Department of Natural Resources, and relating to school gardens, greenhouses, and farms."

and recommends:

- be replaced with  SCS or  CS \_\_\_\_\_ (\_\_\_\_\_)
- adopt previous  SCS or  CS \_\_\_\_\_ (\_\_\_\_\_)
- attached amendment(s)
- adopt \_\_\_\_\_ Letter of Intent
- further referral to \_\_\_\_\_ Committee

**SENATE BILL:**  
 Same Title  
 New Title

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**HOUSE BILL:**  
 Same Title  
 Technical Title Change  
 New Title w/ SCR # \_\_\_\_\_

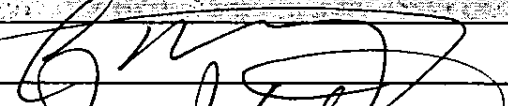
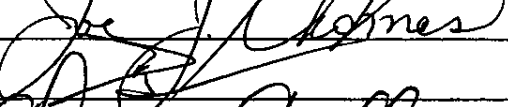




**NEW FISCAL NOTE(S):**

Department	Date	Fiscal	Indet.	Zero	FN#

**PREVIOUS FISCAL NOTE(S):**

Department	Date	Fiscal	Indet.	Zero	FN#
DNR	4/9	✓			4
EED	4/8			✓	3

APPROPRIATION - no fiscal note

SIGNATURES AND RECOMMENDATIONS	PRINTED LAST NAME	DO PASS	DO NOT PASS	NO REC	AMEND
	Hungarus	X			
	Thomas	✓			
	Egan	✓			
	O'Connell			✓	
CO-CHAIR: 		✓			
CO-CHAIR: 		✓			

# FISCAL NOTE

**STATE OF ALASKA**  
**2010 LEGISLATIVE SESSION**

Fiscal Note Number: 4  
 Bill Version: CSHB 70(FIN)  
 (H) Publish Date: 4/9/2010

Identifier (file name): HB70CS(RES)-DNR-AG-04-09-10 Dept. Affected: Natural Resources  
 Title: Alaska Grown Agricultural Products RDU: Resource Development  
 Component: Agriculture Development  
 Sponsor: Representative(s) Gatto, Ramras, Guttenberg, Gruenberg  
 Requester: House Resources Component Number: 455

**Expenditures/Revenues** (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information						
		FY 2011	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
<b>OPERATING EXPENDITURES</b>								
Personal Services	126.1		126.1	126.1				
Travel	30.0		30.0	30.0				
Contractual	25.0		25.0	25.0				
Supplies								
Equipment								
Land & Structures								
Grants & Claims								
Miscellaneous								
<b>TOTAL OPERATING</b>	<b>181.1</b>	<b>0.0</b>	<b>181.1</b>	<b>181.1</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

<b>CAPITAL EXPENDITURES</b>								
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<b>CHANGE IN REVENUES ( )</b>								
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**FUND SOURCE** (Thousands of Dollars)

1002 Federal Receipts								
1003 GF Match								
1004 GF	181.1		181.1	181.1				
1005 GF/Program Receipts								
1037 GF/Mental Health								
Other Interagency Receipts								
<b>TOTAL</b>	<b>181.1</b>	<b>0.0</b>	<b>181.1</b>	<b>181.1</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

Estimate of any current year (FY2010) cost: \_\_\_\_\_

**POSITIONS**

Full-time	1		1	1				
Part-time	1		1	1				
Temporary								

**ANALYSIS:** (Attach a separate page if necessary)

A Farm-to School program – as outlined in Sec. 2 of HB 70 – would be created in the Division of Agriculture to increase procurement and use of Alaska grown foods in the public schools and make available existing curricula, programs and publications that educate students on the benefits of preparing and consuming foods grown locally. A Development Specialist, Range 18, \$81.9, would implement Section 2, in conjunction with a seasonal Agriculture Inspector, Range 16, \$44.2 to implement section 4. Travel expenses will be used to cover travel to *selected* districts to educate students on the benefit of growing and consuming healthy local produce. Contractual will cover the cost of curriculum coordinated with the Department of Education to educate youth on the benefit of growing and consuming healthy local produce. Section 5 of the bill repeals the Farm to School Program July 1, 2013.

\*Alaska has 55 school districts with approximately 500 public schools.

Prepared by: Franci Havemeister Phone 907-761-3867  
 Division: Division of Agriculture Date/Time April 9, 2010  
 Approved by: Tom Irwin, Commissioner Date April 9, 2010  
Natural Resources

# FISCAL NOTE

**STATE OF ALASKA**  
**2010 LEGISLATIVE SESSION**

Fiscal Note Number: 3  
 Bill Version: CSHB 70(FIN)  
 (H) Publish Date: 4/9/10

Identifier (file name): CSHB070-EED-TLS-3-24-09 Dept. Affected: Education & Early Develo  
 Title "An Act establishing the farm-to-school program in the RDU Teaching & Learning Support  
Department of Natural Resources..." Component Child Nutrition Services  
 Sponsor Rep. Gatto  
 Requester House Finance Component Number 1955

**Expenditures/Revenues** (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information						
		FY 2011	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
<b>OPERATING EXPENDITURES</b>								
Personal Services								
Travel								
Contractual								
Supplies								
Equipment								
Land & Structures								
Grants & Claims								
Miscellaneous								
<b>TOTAL OPERATING</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

<b>CAPITAL EXPENDITURES</b>								
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<b>CHANGE IN REVENUES ( )</b>								
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**FUND SOURCE** (Thousands of Dollars)

1002 Federal Receipts								
1003 GF Match								
1004 GF								
1005 GF/Program Receipts								
1037 GF/Mental Health								
Other Interagency Receipts								
<b>TOTAL</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

Estimate of any current year (FY2010) cost: \_\_\_\_\_

**POSITIONS**

Full-time								
Part-time								
Temporary								

**ANALYSIS:** (Attach a separate page if necessary)

This CS of HB070 has no fiscal impact on DEED.

Prepared by: Eddy Jeans, Director Phone 465-8679  
 Division School Finance Date/Time 4/8/10 12:00 AM  
 Approved by: Larry LeDoux Date 4/8/2010  
Commissioner

# SENATE FINANCE COMMITTEE REPORT

DATE: 4/15/10

FURTHER:

DATE TURNED  
IN TO OFFICE: \_\_\_\_\_

Finance Committee considered CS FOR HOUSE BILL NO. 70(FIN)

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- be replaced with  SCS or  CS \_\_\_\_\_ (\_\_\_\_\_)
- adopt previous  SCS or  CS \_\_\_\_\_ (\_\_\_\_\_)
- attached amendment(s)
- adopt \_\_\_\_\_ Letter of Intent
- further referral to \_\_\_\_\_ Committee

<b>SENATE BILL:</b>	
<input type="checkbox"/>	Same Title
<input type="checkbox"/>	New Title
<hr/>	
<b>HOUSE BILL:</b>	
<input type="checkbox"/>	Same Title
<input type="checkbox"/>	Technical Title Change
<input type="checkbox"/>	New Title w/ SCR # _____

**NEW FISCAL NOTE(S):**

Department	Date	Fiscal	Indet.	Zero	FN#

**PREVIOUS FISCAL NOTE(S):**

Department	Date	Fiscal	Indet.	Zero	FN#

APPROPRIATION - no fiscal note

SIGNATURES AND RECOMMENDATIONS:	PRINTED LAST NAME	DO PASS	DO NOT PASS	NO REC	AMEND
	Hugger	<input checked="" type="checkbox"/>			
	Thomas	<input checked="" type="checkbox"/>			
	Egan	<input checked="" type="checkbox"/>			
	Olson			<input checked="" type="checkbox"/>	
CO-CHAIR:		<input checked="" type="checkbox"/>			
CO-CHAIR:		<input checked="" type="checkbox"/>			

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600 E Railroad Avenue  
Wasilla, AK 99654  
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## Representative Carl Gatto

### Memorandum

**Date:** April 14, 2010

**To:** Senator Bert Stedman, Co-Chairman  
Senator Lyman Hoffman, Co-Chairman  
Senate Finance Committee

**From:** Representative Carl Gatto

**Re:** Explanation of Changes between HB 70 Original and CS HB 70(FIN), 26-LS0284P

Section 4 of the original bill created an Alaskan Grown Fresh Fruit and Vegetable Program to provide students with free locally grown produce as snacks throughout the school day. Snacks would have been accompanied by education on nutrition, agricultural stewardship, and environmental issues. It was removed from the Committee Substitute due to fiscal concerns.

Section 7 of the original bill was also removed due to fiscal concerns. This section would have created a pilot program in small and rural communities through which the state facilitated the use of locally grown products in area food banks.

Section 6 of the original bill was designed to increase the use of food stamps and WIC cards at local farmers' markets. The section was removed at the request of the Department of Health and Social Services since the department was already developing a similar program.

The House Resources Committee passed Conceptual Amendment 1 stating:

Page 6, line 10, following "gardens":

Insert ", greenhouses"

Page 6, line 11, following "school garden":

Insert ", greenhouse"

Page 6, line 11, following "The garden":

Insert ", greenhouse"

Page 6, line 14, following "garden":

Insert ", greenhouse"

Page 6, line 17, following "garden":

Insert ", greenhouse"

Page 6, line 20":

Insert a new subsection to read:

"(d) When a school garden, greenhouse, or farm is used the excess fruits or vegetables may be sold, if the revenues are used to support the program."

Conceptual Amendment 1 inserted an explicit mention of greenhouses into several portions of the bill to guard against any confusion as to their eligibility for the program. Subsection (d) helps ease any financial strain on other school organizations by allowing school gardens to sell excess products to help fund the program.

Version S of CS HB 70 deleted page 6, lines 23-24, to avoid constitutional problems concerning dedicated funds. The new language allows for excess produce to be sold without specifying the use of the funds.

Version P of CS HB 70 was offered by the House Finance Committee to update the dates in the bill. Farm-to-School is designed to sunset after four years, but reflected a three-year program life because the bill was originally introduced last year.

## LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES  
LEGISLATIVE AFFAIRS AGENCY  
STATE OF ALASKA

(907) 465-3867 or 465-2450  
FAX (907) 465-2029  
Mail Stop 3101


State Capitol  
Juneau, Alaska 99801-1182  
Deliveries to: 129 6th St., Rm. 329

### MEMORANDUM

March 6, 2009

**SUBJECT:** Sectional summary of CSHB 70( ) establishing the farm-to-school program in the Department of Natural Resources, and relating to school gardens and farms  
(Work Order No. 26-LS0284\R)

**TO:** Representative Carl Gatto  
Attn: Sandra Wilson

**FROM:**  Theresa Bannister  
Legislative Counsel

You have requested a sectional summary of the above-described bill. As a preliminary matter, note that a sectional summary of a bill should not be considered an authoritative interpretation of the bill and the bill itself is the best statement of its contents.

**Section 1.** Directs the commissioner of natural resources to implement the farm-to-school program established by AS 03.20.100.

**Section 2.** Sec. 03.20.100. Establishes the farm-to-school program.

Sec. 03.20.100(a). Establishes the farm-to-school program in the Department of Natural Resources to increase public school use of state-grown food.

Sec. 03.20.100(b). Directs the department to perform certain tasks, as prioritized in the subsection, in consultation with other listed state agencies. The tasks relate to uniform procurement policies and procedures, assisting the food industry to market food to public schools, assisting public schools to connect with local producers, mechanisms for increasing sales and supply predictability, educating students, advancing other farm-to-school activities, and program funding.

Sec. 03.20.100(c). Directs the department, in cooperation with the Department of Education and Early Development, to collect data on the activities under this section and to report biennially to the legislature.

Sec. 03.20.100(d). States that this section does not affect two statutes related to state agricultural and fisheries product preferences.

Sec. 03.20.100(e). Defines terms for the section.

Representative Carl Gatto  
March 6, 2009  
Page 2

**Section 3.** Directs the Department of Education and Early Development to assist the Department of Natural Resources to develop and implement the farm-to-school program under AS 03.20.100.

**Section 4.** Sec. 14.30.375. Adds a new section relating to school gardens and farms.

Sec. 14.30.375(a). Allows a school district to authorize or operate a school garden or farm for educational purposes and for growing fruits and vegetables for the students.

Sec. 14.30.375(b). Requires a district to give students representing student organizations the opportunity to be involved in the operation of the garden or farm.

Sec. 14.30.375(c). Requires that, when the garden is used for education about agricultural practices, students be given the opportunity to learn about both organic and conventional growing methods.

**Section 5.** Repeals the provisions in this bill on July 1, 2013.

If I may be of further assistance, please advise.

TLB:ljw  
09-141.ljw

## CASE STUDY

### Healdsburg, CA

#### **Movers and Shakers**

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

#### **Project Description**

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

#### **Other Components**

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

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

#### **Funding**

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

#### **Labor**

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

#### **Farmers/Crops**

The district buys from three local farmers who were located by Nancy May at the local farmers' market and through word-of-mouth. The crops they provided on a seasonal

basis include: tomatoes, cucumbers, apples, pears, herbs, peppers, onions, and lettuces. Ms. May buys organic produce whenever possible.

**Product Delivery**

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

**Price**

The farmers charge a fair price that is generally comparable to the wholesale price.

**School Food Service Support**

This program was organized by the school food service staff. However, staff is working to garner further administrative support to expand the existing program.

**Kitchen Facilities**

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

**Sustainability**

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

**Contact:** Nancy May  
School Food Service Supervisor  
Healdsburg School District  
Phone: 707-431-3434  
Fax: 707-431-3402  
Email: [nmay@husd.org](mailto:nmay@husd.org)

## CASE STUDY

### **Santa Monica-Malibu**

#### **Movers and Shakers**

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

#### **Project Description**

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

#### **Other Components**

Each of the schools in the district also has a school garden that is maintained by teachers or parent volunteers. A child nutritionist was hired on a temporary basis to teach nutrition education, including a class on salad bar etiquette and an introduction of the items found at the salad bar. A cooking cart is also used for classroom demonstrations.

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

#### **Funding**

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

**Labor**

In the first year, labor was provided primarily by UCLA/Occidental College staff and parent volunteers. However, the school labor unions do not allow parent volunteer labor, and eventually, a part-time person was hired at each school to help with the salad bar preparation, serving and clean-up. There is also a Salad Bar Coordinator who oversees the entire program.

**Farmers/Crops**

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

**Product Delivery**

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

**Price**

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

**School Food Service Support**

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

**Kitchen Facilities**

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

**Sustainability**

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

**Contact**

Tracie Thomas

Santa Monica-Malibu Unified School District

1651 Sixteenth Street

Santa Monica, CA 90404

Phone 310-450-8338, ext. 342

Fax: 310-399-2993

[thomas@mail.smmusd.org](mailto:thomas@mail.smmusd.org)

## CASE STUDY

### **Kentucky**

#### **How it Started**

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

#### **Farm to School Project and Components**

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

Farm-to-school coordinator plans to develop additional components (ag education, nutrition education) in the future.

#### **Funding**

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

#### **Farmers/Crops**

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

School food service commented that farmers have not approached schools independently. If they did, they might be well received. Additional product is needed for summer feeding program and school food service might be willing to purchase direct if farmers made the effort.

DOD provides purchasing expertise some contact with growers. DOD helps set prices, work with growers and seek out small-scale growers

### **Delivery**

School Districts place their orders in May each year. Contracted produce distributors ship their produce to larger distribution sites 5 located in Kentucky, one in Ohio and one in Tennessee. Product is shipped from these sites to schools. Department of Ag. inspects and approves distributors prior to their involvement with farm-to-school

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

### **Price**

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

### **School Food Service Support**

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

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

### **Kitchen Facilities**

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

### **Sustainability**

This project has a great deal of State support. Nearly all aspects of the program are incorporated into the jobs of those involved. Elementary and middle schools do not allow students to leave campus during school hours. Ala carte items, which are part of school menu, are sold during lunch but no competitive foods are sold on campus. Although high schools have soft drink contracts, the machines cannot be turned on until ½ hour after last lunch period. Under these conditions the program is sustainable.

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## CASE STUDY

### Florida

#### Movers and Shakers

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

#### Description

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

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

#### Other Project Components

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

#### Funding

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

#### Labor

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

### **Farmers and Crops**

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

### **Product Delivery**

Deliveries are made 2 ½ to 3 days per week depending on school menus. While much of the produce is delivered by the Cooperative, they do work with other produce vendors as well. The produce that is delivered is packaged and has a label with a logo and a nutritional analysis. The Florida A & M University provided some technical assistance to develop the label.

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

### **Price**

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

### **School Food Service**

The Cooperative members gained the respect of the school food purchasers by initially *donating a sample of their product – 3,000 pounds of greens*. The greens and fruits have been met with an enthusiastic reaction from children, which has been a big factor in administrative acceptance of the product. All members of the Cooperative go out of their way to be helpful and courteous when delivering the product, and they unload the boxes and stack them neatly in cold storage facilities. After each delivery, the cafeteria manager is notified that the order was delivered. The Cooperative demonstrates courtesy, provides convenience, and protects the high quality of its products by taking this extra step.

### **Kitchen Facilities**

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

**Sustainability**

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

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## CASE STUDY

### Iowa

#### Movers and Shakers

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

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

#### Project Description

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

#### Other Components

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

#### Funding

The program has not received special funding to buy directly from the GROWN Locally cooperative. With additional funding, we would be able to purchase a greater amount of local products.

#### Labor

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

#### Farmers/Crops

There are 11 members in the GROWN Locally cooperative, and they coordinate both the production of the crops as well as the distribution to schools and other institutions. One invoice is presented from the cooperative to the school, so that there is no need for the school to pay each individual farmer. Individual farm payments are then distributed by GROWN Locally. The crops that have been the most popular with the students are apples, cucumbers, lettuces, carrots, broccoli and cauliflower.

**Product Delivery**

Deliveries are made to the school by the cooperative once per week. With the exception of the apples, this is the first year that GROWN Locally has sold to the school district. It is expected that the program will expand with additional products in the coming year.

**Price**

The members of the cooperative check wholesale prices for their products, and set their prices competitively with these standards. At this time, 20% of the money received from the sales goes back into running the cooperative.

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

**School Food Service Support**

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

**Kitchen Facilities**

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

**Sustainability**

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

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## CASE STUDY

### New Mexico

#### Movers and Shakers

The primary organizer behind the Farm to School project in Santa Fe is Lynn Walters. Lynn is a chef and previous restaurant owner as well as a concerned mother of two school-aged children. She is Program Coordinator of Cooking with Kids, a multicultural food education program. Lynn arranged a visit to the Santa Monica Farmers' Market Salad Bar for several school food service staff members and New Mexico Department of Agriculture Marketing Specialist Craig Mapel. The Director of Student Nutrition Services, Judi Jaquez, fondly calls Lynn "the thorn in her side" that moved her to support and develop a farm to school program in Santa Fe, New Mexico. Judi is a self-described "convert" who touts the flavor and quality of locally grown fresh fruits and vegetables.

#### Farm to School Project and Components

Three Santa Fe public schools are participating in this project, two elementary and one high school. One of the elementary schools has a salad bar every day. The meal at this site includes a meat entree three times a week and a vegetarian item twice a week. The other elementary school offers a side salad of mixed greens, sunflower sprouts, and other seasonal items with lunch. The high school has a separate salad bar; students have the choice of the salad bar or a hot lunch.

Nutrition education in the classroom has had a big impact on the salad bar line. The first session conducted by Farms to Schools Coordinator Betsy Cull discussed proper salad bar etiquette as well as what is required for a reimbursable meal. Betsy followed the hands-on model of the Santa Monica Farmers' Market Salad Bar Program and brought the salad bar into the classroom for a lesson about food groups and portion sizes. The students were then able to prepare a tray to eat, practicing what they just learned.

#### Student Comments

"I've never tasted this stuff before; it's good"

"I love fruits and vegetables."

"I didn't use to like this kind of lettuce much, but I'm starting to like it more now that I've tasted it"

#### Funding

Three grants have provided start-up funds for this project: a USDA Community Food Projects grant will be providing \$30,750 over three years and the New Mexico Department of Agriculture (NMDA) is contributing \$30,000 to this project this year. In addition, USDA's Federal State Marketing and Improvement Program awarded NMDA \$27,000 to further develop the program into next year.

#### Labor

Collaboration got this program going. A group of folks, including Lynn Walters, Craig Mapel, and Judi Jaquez, worked with the support of members of the Student Nutrition Advisory Council, including Registered Dietician and former NET Coordinator Blanche Harrison, to organize this project. Betsy Cull was hired as the Farms to Schools Coordinator, a newly created school district position. School food service staff prepare the fruits and vegetables for the salad bars.

### **Farmers/Crops**

Organizers worked with the NM Department of Agriculture and the state Farmers' Marketing Association to locate farmers. Approximately forty farmers sell to the school district, primarily through a farmers' coop, during the fall and spring months. Farmers see a tremendous potential to sell more crops if they can extend their season, and they are working to develop hothouse techniques to do just that. The crops that the children see seasonally include salad greens, sunflower sprouts, apples, pears, watermelons, tomatoes, corn, cucumbers, peppers, squash, potatoes, onions, carrots, broccoli, and radishes.

### **Product Delivery**

The school district is working with the New Mexico Farmers' Market Association to coordinate deliveries through a cooperative distribution system. Deliveries are made either directly to the school sites or to the central warehouse.

### **Price**

There are price barriers that are not easily overcome in New Mexico and are quite likely the greatest hurdle facing the pilot project. New Mexico procurement law requires most state agencies (including school districts) to go out to bid on virtually any item, including produce, that will be over \$10,000. In addition, to insure that the public dollar is being wisely spent, the agency requesting the bid must accept the lowest bid submitted. No real weight is assigned to what in reality is a higher quality, fresher, locally grown product.

This problem is further complicated by the size of the average farm (particularly those in north central New Mexico), which tends to be around 10 to 15 acres. It is difficult to compete with larger, out of state producers, submitting bids on the same type of produce.

The pilot program with the three Santa Fe schools selected by the coordinators has been able to circumvent these problems to a great extent. The coordinators designed bid requests to specify the freshness of the product, i.e. picked and delivered within 2 days, and by using monies from grants to ensure that no state monies were involved in the project to purchase food.

### **School Food Service Support**

School food service personnel have been overwhelmingly supportive, as has been the District Administration. They were brought into this program fairly early in its conception, and were active in helping to design the program.

### **Kitchen Facilities**

The three schools participating in the program had the equipment and facilities necessary to prepare and store the product. The high school kitchen had just gone through a renovation and was well-equipped for a salad bar.

### **Sustainability**

When this program started, all of the collaborators knew it would be difficult to sustain in its present form. The organizers have been working at a state and national level to pass legislation that would allow schools to give preference to local growers and to make it easier for area farmers to participate in the program. There is consensus among the collaborators that by working closely with District purchasing personnel to create very specific purchasing requests, that local farmers will have a greater opportunity to participate in the program.



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3-30-10

**LEOPOLD CENTER STUDIES POTENTIAL FOR INCREASED FRUIT/VEGETABLE  
PRODUCTION IN THE MIDWEST**

★ AMES, Iowa -- Expanding the fruit and vegetable industry in the upper Midwest could have a huge economic impact in the region.

A new analysis from the Leopold Center for Sustainable Agriculture at Iowa State University in collaboration with regional partners estimated potential state and regional economic values associated with increased production of fresh fruit and vegetables in a six-state area. The study included two scenarios and was conducted by Iowa State economics researcher David Swenson and included data from Iowa, Illinois, Indiana, Michigan, Minnesota and Wisconsin.

One of the key assumptions in the study was that farmers in the region grow enough of 28 kinds of fruit and vegetables to meet demand, based on population, during a typical growing season (about four months of the year) and longer for crops that could be stored, such as onions or garlic. The study did not include potatoes, sweet corn, pumpkins, apples, grapes, cranberries and cherries because ample supplies of those crops already are being grown in the region.

**Scenario 1**

In the first scenario, increased production of 28 fruits and vegetable crops in those six states could mean about \$882 million in sales at the farm level, more than 9,300 jobs and about \$395 million in labor income. An estimated 270,025 acres would be needed to produce those crops, roughly equivalent to the average amount of cropland in one of Iowa's 99 counties.

Although relatively few acres would be required to significantly increase fruit and vegetable production in the region, the study found that the job also gains could be significant, compared to the number of jobs currently generated by the same amount of land under conventional agricultural production.

Another key assumption was that half of the increased production would be sold in producer-owned stores, resulting in additional impacts on regional economies. The six-state region would need about 1,405 establishments staffed by 9,652 people earning \$287.64 million in labor incomes.

In Iowa, increased fruit and vegetable production could mean farm-level sales of about \$61.4 million, with a potential retail value of \$230.1 million and a total of 657 farm-level jobs, compared to the 131 jobs currently generated from this acreage under corn and soybean production. If 50 percent of this production were directly marketed in-state, it would require 98 fruit and vegetable establishments that would require 672 jobs.

"This the first multi-state study in the Midwest to examine potential economic benefits from increased regional fruit and vegetable production and marketing," said Leopold Center Associate Director Rich Pirog, who has worked with Swenson on a number of related projects in Iowa and coordinated the regional partners for this study. "Since the same assumptions were made across

all of the states in the study, we can examine both state-level and regional potential impacts.”

### **Scenario 2**

A second scenario in the study looked at 28 metropolitan areas with populations that exceed 250,000 in and near the six-state region. Swenson's previous modeling work has shown that potential demand from metro areas for locally grown food could nearly triple fruit and vegetable production in surrounding rural communities, and those regions often cross state lines. Cities such as Omaha, St. Louis and Cincinnati were included in this scenario because a portion of their markets was within 150 miles of the six-state region, the distance that farmers could travel to sell their crops and remain competitive.

Swenson estimates that increased fruit and vegetable production for the 28 metro markets would result in \$637.44 million in farm-level sales and 6,694 farm-level jobs, compared to 1,892 jobs under corn and soybean production. The farmer-retail direct economic impact portion of this activity would generate 6,021 jobs.

Increased fruit and vegetable production in Iowa to meet demand for regional metro areas would mean \$34 million in Iowa farm sales and 364 jobs, compared to the 72 jobs currently generated from this acreage under corn and soybean production. The farmer-retail direct economic impact portion of this activity would generate an additional 263 jobs.

Swenson warned that economic values from the two scenarios should not be added together. He explained, “The first scenario provided state-only estimates with economic values compiled from each state's farmers and each state's consumption. The second analysis evaluated individual counties within the six-state region and their capacity and potential to produce fresh fruits or vegetables, and was indifferent to state boundaries.”

This analysis estimates the total value of fruit and vegetable production in each scenario, and does not account for existing production. To determine a net increase in jobs or labor incomes, additional research would be needed. Swenson noted that the region has the capacity to grow enough fruits and vegetables to reach targets outlined in the study.

The research was funded primarily by a grant from the Leopold Center for Sustainable Agriculture at Iowa State University. Other organizations provided funds to purchase state-level data sets used in the analysis. Among them were the Fresh Taste Initiative in Illinois, the Institute for Agriculture and Trade Policy, the Minnesota Institute for Sustainable Agriculture at the University of Minnesota, Land Stewardship Project, Center for Integrated Agricultural Systems – University of Wisconsin, the Michael Fields Agricultural Institute, Indiana Cooperative Development Services, Michigan Food and Farming Systems and the C.S. Mott Group for Sustainable Food Systems at Michigan State University.

The full report, “Selected Measures of the Economic Values of Increased Fruit and Vegetable Production and Consumption in the Upper Midwest,” is on the Leopold Center web site at: [www.leopold.iastate.edu/research/marketing\\_files/midwest.html](http://www.leopold.iastate.edu/research/marketing_files/midwest.html)

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## NEWS RELEASE

12-14-09

### **LEOPOLD CENTER STUDY COMPARES LOCAL, NON-LOCAL FOOD PRICES**



AMES, Iowa -- If you think local foods are more expensive than their conventional counterparts, think again. Research conducted last summer by the Leopold Center for Sustainable Agriculture shows few differences in price for Iowa-grown vegetables, eggs and meat when compared to similar non-local products.

"We wanted to look at prices for some of the fresh foods that might be found in a typical Iowan's shopping cart," said Rich Pirog, Leopold Center associate director who collaborated on the study with Iowa State University graduate student Nick McCann. "We found that during peak season, produce items at farmers' markets were very competitive and in several cases lower than prices for the same non-local items found at supermarkets."

The study surveyed prices for eight different vegetables sold at Iowa farmers' markets in Des Moines, Cedar Rapids, Ames and Iowa City. On the same day, prices were documented for similar produce from national or international sources being sold at supermarket chains in those cities. Prices were checked on five days during July and August.

The results showed no statistical differences for local and non-local vegetables during Iowa's peak growing season: an average price of \$1.25 per pound for locally grown zucchini, summer squash, cucumbers, string beans, cabbage, onions, tomatoes and sweet corn from a farmers' market, compared to \$1.39 per pound for non-local items from a supermarket.

The lower prices for the local items can be attributed in part to competitive pricing of zucchini and summer squash at farmers' markets. A two-week supply of those eight vegetables for a family of four, based on per capita consumption, would cost \$15.03 at a farmers market, compared to \$16.91 at a supermarket.

A second part of the study looked at prices for lean ground beef, pork chops and brown eggs sold at supermarkets, natural food stores and butcher shops in those four Iowa cities in June, July and August. Pirog said it was difficult to find products with similar attributes available at all venues to make meaningful comparisons. However, they did find that locally raised lean ground beef and bone-in pork chops from butcher shops are similar in price to their non-local counterparts from supermarkets.

Pirog said the study did not look at relative freshness, taste or overall quality of local and non-local products. The study also did not examine produce or food items sold under organic certification.

"Keep in mind that this study was conducted during the height of the Iowa growing season when produce was in plentiful supply from multiple vendors at farmers' markets, and their prices were lower than at other times during the farmers' market season," Pirog said.

He added that the study also points to an obvious opportunity for growers who extend their production season by using greenhouses or high tunnels and market their harvest at competitive prices. "Given the increase in construction of high tunnels in the past two or three years, Iowa growers may be able to increase the supply of locally grown vegetables and sell to a wider array of market venues," he said.

For more details, including comparative charts and tables, see the new report, "Is Local Food More Expensive? A Consumer Price Perspective on Local and Non-Local Foods Purchased in Iowa," on the Leopold Center Web site at: [www.leopold.iastate.edu/pubs/staff/prices.html](http://www.leopold.iastate.edu/pubs/staff/prices.html)

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- [Read the paper](#)
- **NOTE:** A print-ready [illustration](#) is available to use with this story.

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## Farm to School Legislation: A State by State Listing

Eighteen states have passed legislation regarding farm to school programs. Below are summaries and links to the text of this legislation. This information should reflect legislation that has passed as of June 10, 2008.

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### California

To search for California state legislation text: <http://www.assembly.ca.gov/acs/acsframeset2text.htm>

#### **SB 281 (2005 California Statute, Chapter #236)**

Introduced in 2005, SB 281 established the California Fresh Start Program that provides an additional 10 cents per a meal for fruits and vegetables. SB 281 also encourages schools to buy California products when commercially available. As a part of nutrition education, sampling of produce is required, and may include purchase of local products for this purpose.

According to SB 281 the State Department of Education will have \$400,000 to provide grants, on a competitive basis, to a county office of education or community college. Of this \$400,000, no more than \$100,000 can be used to cultivate an online professional development seminar for school-site staff on serving, safe-handling guidelines, marketing, and promoting nutritious fruits and vegetables. Also no more than \$300,000 is to be used to conduct a comprehensive evaluation of educational materials and marketing of California Fresh Start Pilot Program.

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### Colorado

To search for Colorado state legislation text:

[http://www.state.co.us/gov\\_dir/leg\\_dir/olls/session\\_laws\\_of\\_colorado.htm](http://www.state.co.us/gov_dir/leg_dir/olls/session_laws_of_colorado.htm)

#### **SB 127 (2006 Colorado Session Laws, Chapter #242)**

[http://www.state.co.us/gov\\_dir/leg\\_dir/olls/sl2006a/sl\\_242.htm](http://www.state.co.us/gov_dir/leg_dir/olls/sl2006a/sl_242.htm)

SB 127 established the Fresh Fruits and Vegetables pilot program for the 2006-2007 and 2007-2008 school years, to provide students in participating public schools with free fruits and vegetables. Interested school districts must apply for the program through the Department of Education. Eligible schools are selected based on a variety of criteria, one of which is to ensure that a certain percentage of students enrolled in a particular school district are eligible for reduced or free lunch under the federal "National School Lunch Act." This bill also requires that participating schools use Colorado fruits and vegetables to the maximum extent possible.

\$500,000 was appropriated. \$350,000 was used to convert reduced price meals to free meals. \$150,000 went to the Fresh Fruits and Vegetables Pilot Program.

#### **HB 1307 (2005 Colorado Session Laws, Chapter #317)**

[http://www.leg.state.co.us/CLICS2005A/csl.nsf/fsbillcont3/7D29AAABBE3A21EA87256FA3007CC90B?Open&file=1307\\_enr.pdf](http://www.leg.state.co.us/CLICS2005A/csl.nsf/fsbillcont3/7D29AAABBE3A21EA87256FA3007CC90B?Open&file=1307_enr.pdf)

Under HB 1307 governmental bodies purchasing agricultural products are allowed to preference Colorado products over out of state products as long as the quality is equal, the Colorado producer is able to meet requested quantity, and price is either lower than the lowest out of state bid, or "reasonably exceeds" the lowest bid. "Reasonably exceeds" is defined as a bid that may exceed the lowest bid and can be paid for by the existing fiscal budget.

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### Connecticut

To search for Connecticut state legislation text: <http://www.cga.ct.gov/>

#### **HB 5847 (2006 Connecticut Acts, P.A. 06-135)**

<http://www.cga.ct.gov/2006/ACT/PA/2006PA-00135-R00HB-05847-PA.htm>

HB 5847 is "an act implementing the provisions of the budget concerning education" and therefore pertains to a variety of education related programs including farm to school. The farm to school program is established within the Department of Agriculture, which will collaborate with the Department of Education to promote the sale of Connecticut-grown farm products to school districts, individual schools and educational institutions that are under the jurisdiction of the Department of Education.

The Department of Agriculture's (DOA) role is to encourage, solicit, and guide Connecticut farmers through the process to sell their products to school districts, individual schools and educational institutions, while also working with the Department of Education to support schools through the local procurement process. The DOA is also required to develop and maintain a database of farmers interested in farm to school, and to outreach to these farmers.

According to this bill the Department of Education (DOE) will promote events such as Connecticut Grown for Connecticut Kids week to bring school kids together with Connecticut agriculture inside and outside of the classroom. The DOE should "encourage and solicit school districts, individual schools and other educational institutions under its jurisdiction to purchase Connecticut-grown farm products, and provide outreach, guidance and training to districts, parent and teacher organizations, schools and school food service directors concerning the value of and procedure for purchasing and incorporating into their regular menus Connecticut-grown farm products."

**PA 05-228 (2005 Substitute Senate Bill #410)**

[http://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Public+Act&bill\\_num=228&which\\_year=2005&SUBMIT1.x=7&SUBMIT1.y=12&SUBMIT1=Normal](http://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Public+Act&bill_num=228&which_year=2005&SUBMIT1.x=7&SUBMIT1.y=12&SUBMIT1=Normal)

Allocates \$100,000 annually to encourage the sale of Connecticut-grown food to schools, restaurants, retailers, and other institutions and businesses in the state.

**SB 589 (2004 Connecticut Acts, P.A. 04-222)**

<http://www.cga.ct.gov/2004/act/Pa/2004PA-00222-R00SB-00589-PA.htm>

SB 589 is "an act concerning the preservation of the family farm and Long Island Sound" and therefore pertains to various agriculture-related programs including the Connecticut Farm Fresh Schools program. Administered by the Commissioner of Agriculture, Connecticut Farm Fresh Schools is to promote Connecticut schools that are serving Connecticut farm products. Schools, including public, non-public, and higher education institutions, in which 20% or more of the food served by the school consists of Connecticut grown/produced foods are eligible to be certified as a "Connecticut Farm Fresh School" and are able to use "Connecticut Farm Fresh School" in promotional materials and activities.

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**Delaware**

To search for Delaware state legislation: <http://legis.delaware.gov/>

**HR 74 (2004)**

<http://legis.delaware.gov/LIS/LIS142.NSF/vwLegislation/HR+74?Opendocument>

House Resolution 74 urges Congress to pass the Farm to Cafeteria Projects Act (Child Nutrition Reauthorization), and any other legislation promoting farm to school partnerships. The goals of this bill are to assist schools in purchasing locally grown food, provide more healthy fresh food for school children, educate children and their families about foods grown in their communities, and to expand market opportunities for local farms.

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**Iowa**

To search for Iowa state legislation: <http://www.legis.state.ia.us/>

**SF 601 (2007)**

<http://coolice.legis.state.ia.us/Cool-ICE/default.asp?Category=billinfo&Service=Billbook&menu=false&ga=82&hbill=SF601>

Iowa's farm to school program was originally part of SF 209 and SF 452, and is currently written into SF 601. This bill establishes a statewide Iowa farm to school program that is administered by the Department of Agriculture and Land Stewardship and a Farm to School Council. The purpose of this program is to improve child nutrition in schools and strengthen local and regional farm economies. This program encourages the relationships between Iowa farms and Iowa schools (elementary and secondary) to purchase locally and regionally produced or processed foods to provide Iowa's children with fresh minimally processed food for inclusion in school lunches.

**SF 551 (2007)**

[http://coolice.legis.state.ia.us/Cool-](http://coolice.legis.state.ia.us/Cool-ICE/default.asp?Category=billinfo&Service=Billbook&menu=false&hbill=SF551)

[ICE/default.asp?Category=billinfo&Service=Billbook&menu=false&hbill=SF551](http://coolice.legis.state.ia.us/Cool-ICE/default.asp?Category=billinfo&Service=Billbook&menu=false&hbill=SF551)

\$80,000 was appropriated for farm to school in FY08 and another \$80,000 was appropriated for FY09. Money will go toward salaries, support, maintenance, and other miscellaneous needs.

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**Kentucky**

To search for Kentucky state legislation: [http://www.lrc.ky.gov/record\\_search.htm](http://www.lrc.ky.gov/record_search.htm)

**HB 484 (2008 Kentucky Acts, Chap. # 37)**

[http://www.ncsl.org/programs/envirom/healthyCommunity/healthyCommunity\\_search.cfm](http://www.ncsl.org/programs/envirom/healthyCommunity/healthyCommunity_search.cfm)

This bill would extend the provisions of KRS 45A.645 to encourage governing boards of public post secondary institutions to purchase Kentucky-grown agricultural products if the vendor can meet quality and pricing requirements; and if the institutions purchase agricultural products. See HB 669 from 2006 for further details. (Last Update: 6/3/2008)

**HB 626 (2008 Kentucky Laws, Chap. #154)**

[http://www.ncsl.org/programs/envirom/healthyCommunity/healthyCommunity\\_search.cfm](http://www.ncsl.org/programs/envirom/healthyCommunity/healthyCommunity_search.cfm)

This bill amends current law concerning the Kentucky Proud program. It creates a Kentucky Proud Advisory Council and creates a Kentucky Proud promotion fund, with a grant program using available funds. Before a state agency may purchase Kentucky-grown agricultural products, the vendor shall be required to participate in the Kentucky Proud program, if the vendor can meet quality and pricing requirements. See HB 669 from 2006 for further details.

**KRS 45A.645 (2006)**

<http://www.lrc.ky.gov/KRS/045A00/645.PDF>

This bill addresses the direct marketing of Kentucky-grown products to state agencies. Under KRS 45A.645 State agencies shall purchase Kentucky-grown agricultural products if quality and pricing requirements can be met. All vendors selling to state agencies must participate in the Kentucky-Grown Labeling Program. All Kentucky-grown products that are purchased by state agencies must also be reported to the legislature. Also non-U.S. grown agricultural products must be labeled with a country of origin label if they are purchased by a state agency.

**HB 669 (2006 Kentucky Acts, Chapter 244)**

<http://www.lrc.ky.gov/record/06RS/HB669/bill.doc>

This bill amends KRS 45A.645, requiring state agencies to purchase Kentucky-grown agriculture products if vendors can meet quality and pricing requirements. Also, prospective vendors may also apply for marketing assistance from the state, as long as the vendor is participating in the Kentucky grown labeling and logo program.

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**Maryland**

To search Maryland state legislation text: <http://mlis.state.md.us/#pryr>

**HB 883 (2006 Maryland Laws, Chapter 360)**

<http://mlis.state.md.us/2006rs/bills/hb/hb0883t.pdf>

HB 883 requires the Board of Works to adopt regulations allowing a 5% price preference above the lowest bid for MD grown products. Schools and state facilities are to review procurement regulations and

use the 5% price preference for purchasing local products. This section does not apply if it is inconsistent with federal law.

**SB 158 (2008 Maryland Laws, Chapter #371)**

[http://www.ncsl.org/programs/environ/healthyCommunity/healthyCommunity\\_search.cfm](http://www.ncsl.org/programs/environ/healthyCommunity/healthyCommunity_search.cfm)

This bill establishes the "Jane Lawton Farm to School Program" in the Department of Agriculture to promote the sale of farm products grown in the state to schools. This includes developing a database of farmers interested in selling their farm products to schools, creating a promotional event entitled "Maryland Homegrown School Lunch Week," and providing experiential learning for students, such as trips to local farms. The companion to this bill is HB 696.

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**Massachusetts**

To search for Massachusetts state legislation text: <http://www.mass.gov/legis/laws/seslaws.htm>

**HB 4429 (Chapter 123 of Acts of 2006)**

<http://www.mass.gov/legis/laws/seslaw06/sl060123.htm>

Earlier versions of this bill include HB 4324, HB 4381, HB 4404. Language was originally made part of the Economic Stimulus Package 2006, and is now a law as Section 4 of Chapter 123 of Acts 2006. HB 4429 allows state agencies to pay up to 10% above the lowest bid to purchase in-state agriculture products as long as there is no conflict with other state or federal laws. State procurement officers may award contracts up to \$25,000 without seeking other bids, as required by standard procurement procedures. A governmental body may establish a preference for purchasing local products by majority vote.

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**Montana**

To search for original text o Montana state legislation text: <http://leg.mt.gov/css/bills/default.asp>

**SB 328 (2007 Montana Laws, Chapter #146)**

<http://data.opi.mt.gov/bills/2007/billpdf/SB0328.pdf>

SB 328 allows public agencies to preference Montana agricultural products when price "reasonably" exceeds the lowest price quoted for a similar out of state product. "Reasonably" exceeding the lowest price quoted means that the public agency can remain within its budget without supplemental or additional appropriation to pay for the potentially higher cost of local procurement. This provides an optional exemption from the Montana Procurement Act for public institutions.

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**New Mexico**

To search for New Mexico state legislation text: <http://legis.state.nm.us/lcs/BillFinder.asp>

**SM 54 (2008)**

This resolution commits the Senate to having additional fresh fruits and vegetables served in school meals to every New Mexico student and to strengthening New Mexico's farming communities and increasing farmers' incomes by purchasing fruits and vegetables, when available, from New Mexico farmers.

The Senate requests that the school districts and their respective boards of education and superintendents place great emphasis on, and make a high priority as a matter of educational policy for, the purchase of locally grown foods in their school food programs for the benefit of their students.

The Senate should encourage the food service directors of New Mexico school districts to search out in their various locales, with the assistance of the New Mexico department of agriculture and farm to table, local farmers who want to supply locally grown foods for school food programs.

**SB 90 and HB 264 (2007)**

[http://www.ncsl.org/programs/environ/healthyCommunity/healthyCommunity\\_search.cfm](http://www.ncsl.org/programs/environ/healthyCommunity/healthyCommunity_search.cfm)

This bill appropriates \$85,000 from the general fund to provide New Mexico grown fresh fruits and vegetables when available to the Valley High School cluster in the Albuquerque public school district.

**HJM 34 (2001)**

<http://legis.state.nm.us/lcs/session.asp?chamber=H&type=JM&number=34&Submit=Search&year=01>  
This bill encourages the Department of Agriculture and the Department of Education to collaborate on increasing the use of New Mexico agricultural products in public school meals. One of the goals in New Mexico is to expand marketing and selling opportunities for the state's farmers and ranchers.

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**New York**

To search for New York state legislation text:

<http://public.leginfo.state.ny.us/frmload.cgi?MENU-09735958>

Also available, National Conference of State Legislatures' report on the history of F2S in NY:

<http://www.ncsl.org/programs/health/publichealth/foodaccess/f2sny.htm>

**2002 New York Laws, Article 2, Section 16, subdivision 5-b under Agriculture and Markets**

<http://public.leginfo.state.ny.us/menugetf.cgi?COMMONQUERY=LAWS> (Click "AGM Agriculture and Markets", "Article 2", "16")

**AND****2002 New York Laws Article 7, Section 305, subdivision 31 under Education**

<http://public.leginfo.state.ny.us/menugetf.cgi?COMMONQUERY=LAWS> (Click "EDN Education", "Article 7", "305")

Under the jurisdiction of the Education Department with cooperation from the Commissioner of Education and Commissioner of Agriculture and Markets this law establishes a farm to school program to facilitate and promote the purchase of New York farm products by educational institutions in New York. The department will also work on making relevant information available to farmers, farm organizations, and institutions interested in establishing farm to school programs. The department shall also coordinate promotional events such as New York Harvest for New York Kids Week in early October each year.

**S 6024 (2004 New York Laws, Chapter #269)**

<http://public.leginfo.state.ny.us/menugetf.cgi?COMMONQUERY=LAWS> (Click "GMU General Municipal", "Article 5-A", "103")

Allows school districts to apply for permission to purchase directly from associations of more than 10 farmers when no other farmers or smaller associations are available. Raises the dollar cap on direct purchases \$0.15 to \$0.20 per meal per student.

Requires the NYS Education Department to develop regulations with input from the Department of Agriculture and Markets that should:

1. accommodate the provisions of the State Farm-to-School Law;
2. allow schools to pay farmers prices comparable to what they would otherwise pay for locally grown foods through their conventional channels as opposed to comparing to national wholesale prices;
3. allow school districts interested in purchasing local farm products to notify interested farmers statewide in accordance with provisions of the Farm-to-School Law by using publications, websites and other mechanisms;
4. ensure that schools provide a fair opportunity to all farmers interested in selling to them and that schools select the seller or sellers based on the usual traditional purchasing criteria (i.e. low price, quality, reliability, delivery, etc.) without having to divide up purchases proportionally among competing bidders;
5. provide guidelines for dept of education approval of purchases by schools from associations of 10 or more farmers;

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**Oklahoma**

To search for Oklahoma state legislation text: <http://www.lsb.state.ok.us/>

**HB 2655 (2006 Oklahoma Session Laws, Chapter #257)**

[http://webserver1.lsb.state.ok.us/2005-06bills/HB/HB2655\\_ENR.RTF](http://webserver1.lsb.state.ok.us/2005-06bills/HB/HB2655_ENR.RTF)

In HB 2655, the director of the Oklahoma Farm to School Program is established under the Department of Agriculture, Food and Forestry. The Director will establish public and non-profit partnerships to develop farm to school programs; provide state leadership to encourage school districts to buy from local farmers; and provide workshops and training for food service, farmers, processors, and others involved in farm to school work. Staff shall be made available from the departments of Health, Education and Human Services to assist in implementation of the program, seek grant funding and private donations for the program, and develop a web site to assist farmers in coordinating fresh food procurement.

\$100,000 was permanently allocated to the Department of Agriculture for the program but not written in the specific language of the bill. The money has been appropriated in total for the past two years

#### **HB 2833 (56 O.S. Supplemental 2007, Section 245)**

This bill continues the "Oklahoma Food Security Act" until December of 2012. The Food Security Committee will continue to meet and work on issues such as supporting community food security initiatives and encouraging food production on the local level, supporting efforts to provide farmers' markets with the technology for accepting food stamps, encouraging the use of home and community gardens for food production, and supporting creative transportation methods for connecting at-risk populations with nutritious foods.

This year, HB 2833 included the schools as part of the overall goals of the Oklahoma Food Security Task Force: "Involve schools in identifying and improving students' access to sufficient and nutritious foods." The Governor signed HB 2833 on Friday, June 6th, 2008.

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### **Oregon**

#### **HB 3601 (2008 Oregon Laws, Chapter #21)**

[http://www.ncsl.org/programs/enviro/healthyCommunity/healthyCommunity\\_search.cfm](http://www.ncsl.org/programs/enviro/healthyCommunity/healthyCommunity_search.cfm)

This bill requires the Department of Education to establish the Oregon Farm to School and School Garden Program. These programs help schools utilize Oregon food products and produce from school gardens, promote food and garden-based educational activities, and work with the state Department of Agriculture to develop farm to school related programs. For the purpose of paying the costs of the Department of Education of administering the Oregon Farm to School and School Garden Program, the department may accept contributions of moneys and assistance from any source, public or private.

On or before February 1, 2009, the Department of Education shall report, in the manner provided in ORS 192.245, to the Seventy-fifth Legislative Assembly on the activities related to the Oregon Farm to School and School Garden Program established under section 1 of this 2008 Act.

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### **Pennsylvania**

To search for Pennsylvania state legislation text: <http://www.legis.state.pa.us/>

#### **SB 1209 (2006 Pennsylvania Laws, Act #184)**

<http://www.legis.state.pa.us/CFDOCS/Legis/PN/Public/btCheck.cfm?txtType=HTM&sessYr=2005&sessIn=d=0&billBody=S&billTyp=B&billNbr=1209&pn=2047>

SB 1209 is known as the Healthy Farms and Healthy Schools bill. This law creates a statewide program modeled after the Kindergarten Initiative. Recognizing the benefits of integrated programs that combine nutrition education, parent involvement, and a connection to local agriculture for students and farmers in Pennsylvania, this program trains teachers and other educational staff on nutrition and agriculture education. Also, a list of Pennsylvania farmers who have agreed to supply foods to Pennsylvania schools was established, and grants have been awarded to schools for procurement of local produce and implementation of educational programs. Grant amounts are limited to 75% of the amount necessary to develop the program and are not to exceed \$15,000 annually, per school. Applicants may use in-kind support to match the amount granted.

Money for the Healthy Farms and Healthy Schools is provided by the Governor's budget (<http://www.state.pa.us/papower/cwp/view.asp?A=11&Q=471208>). \$500,000 has been appropriated for 2007 and 2008 with a similar budget for the same amount through 2012.

**HR 821 (2004)**

<http://www.legis.state.pa.us/cfdocs/billinfo/billinfo.cfm?year=2003&ind=0&body=H&type=R&BN=0821>

Almost word for word the same as Delaware resolution [HR74], urging Congress to support the Farm to School Projects Act of 2003 and any other legislation that assists schools in purchasing local foods, provides more healthy and fresh food for school children, educates children and their families about foods grown in their communities, and expands market opportunities for local farms.

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**Tennessee**

**SB 3341 (2008 Tenn. Public Acts, Chapter # 963)**

[http://www.ncsl.org/programs/enviro/healthyCommunity/healthyCommunity\\_search.cfm](http://www.ncsl.org/programs/enviro/healthyCommunity/healthyCommunity_search.cfm)

This bill specifies that each local school board's plan for compliance with nutritional breakfast and lunch programs include specific provisions to encourage purchasing local agricultural products. This would include setting preferences for the use of agriculture products from each local school board's county or geographical region, as well as allowing flexible bidding processes to assist farmers to bid competitively on portions of a given nutrition plan, rather than an entire nutrition plan. The legislation requires each local school board to submit to the commissioner a plan for compliance with this part sixty (60) days prior to the beginning of the school year. For each subsequent school year, it requires each local school board to submit modifications to the plan sixty (60) days prior to the beginning of the school year.

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**Vermont**

To search for Vermont state legislation text: <http://www.leg.state.vt.us/docs/docs2.cfm>

**SJR 59 (2004)**

<http://www.leg.state.vt.us/docs/legdoc.cfm?URL=/docs/2004/acts/ACTR386.HTM>

This resolution urges Congress to enact the proposed "Farm to Cafeteria Projects Act."

**HB 456 (Act 145 of 2006)**

<http://www.leg.state.vt.us/docs/legdoc.cfm?URL=/docs/2006/acts/ACT145.HTM>

HB 456 encourages farm to school initiatives through improvements to local infrastructure and education. The Commissioner of Education is to award small grants from the education fund to schools that use Vermont products in their school meals and provide nutrition education for students. It also establishes a mini-grant program, with maximum awards being \$15,000, to assist with purchasing equipment, resources and materials that increase local purchasing and education regarding nutrition and agriculture. Grants may also be used for professional development for teachers to learn more about farm to school connections. The Department of Agriculture is to make one-time awards to local processors who are processing local produce for Vermont schools or institutions, while the food service personnel and Commissioner of Education are to provide training in local purchasing and processing for food service providers. This bill also requires that a report be submitted to appropriate legislative committees on how to increase local purchasing by state entities.

**HB 522 (Act # 38 of 2007)**

<http://www.leg.state.vt.us/docs/legdoc.cfm?URL=/docs/2008/acts/ACT038SUM.HTM>

HB 522 sets goals for Vermont to support in-state agriculture. This includes Vermont's own "buy local" campaign that promotes the purchasing of locally produced foods and dairy products. This bill also establishes systems to connect local producers and processors with state purchasing entities to facilitate marketing local foods. Strategic and technical assistance will also be made available to local producers and processors to create or enlarge facilities necessary to expand sales to the state and other markets. [Although this is a broad direct marketing bill, it does encourage farm to school initiatives, as schools are considered "other markets."]

**HB 91 (Act # 24 of 2007)**

<http://www.leg.state.vt.us/docs/legdoc.cfm?URL=/docs/2008/bills/passed/H-091.HTM>

HB 91 makes the mini-grant farm to school program created by Act #145 of 2006, also referred to as HB 456, permanent. Each grant awarded is not to exceed \$15,000.

\$110,000 was designated for this Act in the 2008 session. \$85,000 will go to farm to school mini grants, and another \$25,000 will go to training and technical assistance for schools to develop their farm to school programs.

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## Virginia

To search for Virginia state legislation text: <http://leg1.state.va.us/>

### SB 797 (Chapter #352 of 2007 Virginia Laws)

<http://leg1.state.va.us/cgi-bin/legp504.exe?071+ful+SB797ER>

SB 797 authorizes the Commissioner of Agriculture and Consumer Services to create a website that promotes Virginia agricultural products to educational institutions. The website should include information such as farmers' contact information, amount and types of produce available.

The website is available at: <http://www.vdacs.virginia.gov/vagrown-july/index.shtml>.

### SJ 347 (2007)

<http://leg1.state.va.us/cgi-bin/legp504.exe?071+ful+SJ347ER>

SJ 347 authorizes the Secretary of Agriculture and Forestry and the Secretary of Education to establish a Farm to School Task Force that will develop a plan for implementing a farm to school program in Virginia. The task force will study methods for providing information to the Virginia Department of Education, interested schools divisions and institutions of higher education regarding the availability of Virginia products. The task force has been formed.

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## Washington

To search for Washington state legislation text:

<http://apps.leg.wa.gov/billinfo/search.aspx?term=farm%20to%20school>

### HB 2657 (2002 Washington Laws, Chapter #166)

According to HB 2657, the Department of General Administration, through the state purchasing director, shall encourage state agencies and local agencies doing business with the state to purchase Washington agricultural products when available. The Department of General Administration shall work with the Department of Agriculture to identify strategies to increase the purchase of Washington products. This was declared emergency legislation to improve the health of rural economies and the agricultural economy.

HB 2657 is still on the books; however, SB 6483 goes far beyond 2657.

### SB 6483 (2008)

This is a comprehensive piece of legislation, requiring the following:

1. The State Department of Agriculture will facilitate the purchase of Washington grown food by schools, by linking school districts and local producers, as well as integrating curricula and programs that demonstrate the benefits of local food.
2. The creation of the Washington Grown Fresh Fruit and Vegetable Grant Program in the Office of the Superintendent of Public Instruction, to facilitate consumption of Washington grown-nutritious snacks to improve student health and expand the market for locally grown fresh produce.
3. Revision of food procurement and food contract procedures to facilitate the purchase of Washington grown food by state agencies and institutions to the maximum extent practicable. A school district may develop and implement policies and procedures to facilitate and maximize purchases of Washington grown food.
4. School districts may operate school gardens or farms as appropriate for the purpose of growing fruits and vegetables to be used for educational purposes.

5. The creation of the Washington State Farmers Market Technology Improvement Pilot Program to lend technological hardware to farmers markets to assist farmers markets and Washington farmers develop the capability to accept electronic payment cards, including electronic benefits transfers.

6. The creation of the Farmers to Food Banks Pilot Program. The Office of Financial Management shall work to develop measures for reporting on changes and trends in the purchasing of Washington-grown food by state agencies, institutions of higher education, and schools. The companion to this bill is HB 2798.

If specific funding for the purposes of this act, referencing this act by bill or chapter number, is not provided by June 30, 2008, in the omnibus appropriations act, this act is null and void.

\$1.49 million in funding was appropriated to implement 6483. \$600,000 will be used to provide grant funds to elementary schools with high numbers of low-income students to make available a locally-grown fruit and vegetable snack program.

*Many thanks to Doug Shinkle who has actively updated state farm to school legislation for the National Conference of State Legislators*

[http://www.ncsl.org/programs/enviro/healthyCommunity/healthycommunity\\_bills.cfm](http://www.ncsl.org/programs/enviro/healthyCommunity/healthycommunity_bills.cfm)

*The Community Food Security Coalition extends grateful thanks to Kim Szeto and Greg Fogel, CFSC interns, for their tenacity in researching this information, and Ilana Blankman, for her editing expertise.*

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*Last updated: 7/2/08  
Greg Fogel, CFSC*

# FARM TO SCHOOL program changes kids' views on food

By LISA RATHKE  
Associated Press Writer

SHARON, Vt. (AP) - The third and fourth graders at Sharon Elementary know where the veggies in their soup come from because they've visited the farms.

They know the nutritional value of the carrots, onions, and cabbage because they've studied them in

## REBATE, from page 8

at least 30 days prior to purchase in order to be eligible for the \$500 rebate. The participating dealer will apply the discount towards the vehicle purchase price. The cash allowance will then be paid to the selling dealer by Dodge.

The 2010 models eligible for this membership benefit are: Journey, Grand Caravan, Ram Pickup 1500/2500/3500, Ram 3500/4500/5500 Chassis Cab, Dakota, Durango, Nitro, Charger, Avenger, and Caliber.

Please call the Alaska Farm Bureau Office if you have questions about the Dodge rebate, this change, or if your dealer has questions. The telephone number is (907) 895-4752. The discount applies to purchases made at participating dealers in Alaska as well as those in other states.

## QUOTA, from page 8

cent of its 135-member quota; the Copper River Valley Chapter is at 60 percent of its quota of 10 members, and the Kenai Peninsula Chapter has met 50 percent of its 48-member quota.

The membership year ends on October 31 of each year. Chapters that have met quota will be recognized, and the president of that chapter will receive a Farm Bureau memento at the annual meeting each year. The next annual meeting will be held at the Alpine Lodge in Fairbanks on November 13, 2010.

class, and they know how they're grown because they've nurtured them in raised beds out back.

The 105-student school is part of the National Farm to School Network, aimed at getting healthier meals into school cafeterias, teaching kids about agriculture and nutrition, and supporting local farmers.

About 40 states have farm-to-school programs, but Vermont is a leader in incorporating all three missions into its programs.

"Vermont has really taken it on in quite the most holistic way and not just in a couple of school districts but statewide," said Anupama Joshi, director of the Farm to School program, based at the Center for Food and Justice at Occidental College in Los Angeles.

Vermont may be a step ahead of other states because a nonprofit partnership called Vermont FEED had already been working to get local foods into schools.

The state also has backed the farm-to-school effort with funding to help schools buy equipment to chop or process the local food and buy meat from a local farmer.

What started as a handful of pilot programs has grown into 45 Vermont schools getting grants and about 60 with farm-to-school activities.

The funding is expected to dry up next year with budget cuts.

Sharon used its \$13,500 grant to buy a potato chopper and a food processor. Food service director Lin-Ann Perry now uses the food processor machine to slice squash and tomatoes picked from the school's gardens and area farms in the summer and fall, later to be frozen. The school also bought a salad bar, which has been a huge hit.

When Perry used to prepare salads for the kids, there was a lot of waste. But when kids could choose what they wanted in their bowls or

on their plates, more were eating fruits and vegetables, she said.

The number of students buying hot lunch has jumped by 50 percent since the school added the salad bar, Perry said. The salad bar is also used for tacos and stir-fries.

The students take part in lunch room taste tests to see what they like. Harvest soup, also known as cabbage soup, with and without beef, got rave reviews.

"This is great, guys," said sixth grader Daniel Lazar.

The third and fourth graders who chopped up vegetables for the soup also tried to sell other kids on the meal. They hung up posters in the cafeteria that advertised the nutritional value and cancer-fighting properties of the ingredients, which they learned about that morning.

"Super onions say no to cancer," one read.

See FARM/SCHOOL, page 11

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### The BACK PAGE

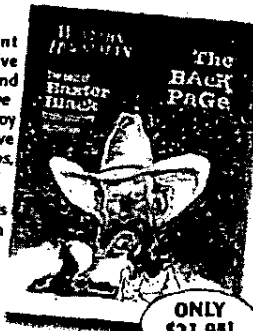


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## FARM/SCHOOL, from page 9

The students are learning to eat healthier, and the focus on agriculture, local food, and nutrition is paying off in the classroom, said principal Barrett Williams.

Kids are interested, and teachers are given more diversity in the curriculum - they can work the food angle in science, reading, and health classes, he said.

But activities like the farm field trips are what Williams really likes.

Working with local farmers helps build community, he said, al-

though that food may be more expensive than the commodity food that some schools use.

The grant helped to buy at least 200 pounds of ground beef from Back Beyond Farm in Chelsea, which cost about a dollar more per pound than hamburger from an area distributor, Perry said. But Vermont apples are cheaper than apples from other states, she said.

The school has raised money for the program by hosting a winter farmers market.