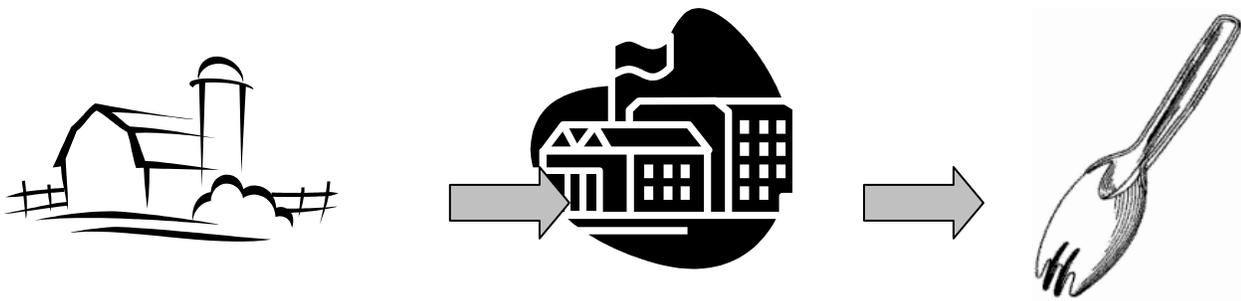


THE SPORK REPORT



INCREASING THE SUPPLY AND CONSUMPTION OF LOCAL FOODS IN PORTLAND PUBLIC SCHOOLS

A report prepared for the Portland Multnomah Food Policy Council

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EXECUTIVE SUMMARY

This report is the result of a research project conducted in support of the Portland Multnomah Food Policy Council (FPC) by a team of PSU students. The initial research goal was to look at the feasibility and strategies for Portland Public Schools (PPS) to increase the level of local food purchasing by the nutrition services program, and making recommendations to the Food Policy Council.

The desire to increase local purchasing in schools is built on 3 principles

- Economic stimulus – purchasing locally is a fundamental element of improving and maintaining the health of a regional food system. Public institutions play a vital role in communicating this principle and providing leadership.
- Increasing consumption – in order for the local food economy to be sustainable there has to be a strong local market for its products. It is also believed that a focus on local products improves the nutritional value of the foods both for the consumer and the environment.
- Teaching children – providing education combined with improved access to local and nutritionally dense fresh foods contributes to the formation of better life choices and habits for future generations.

The research conducted therefore examined both the logistics involved in increasing purchasing of locally produced foods, and an examination of existing program literature directed at increasing demand among students of locally produced and nutritionally dense foods.

METHODOLOGY

The methods used to answer the central questions relied upon a combination of literature review and comparison, direct interviews, site visits, and data analysis.

To address increases in local purchasing the research team –

- Conducted interviews with key PPS nutrition services staff,

- Examined current purchasing criteria and practices,
- Reviewed the most recent purchasing invoices and RFPs
- Conducted secondary interviews with staff
- Interviewed local distributors
- Compiled information on locally available foods
- Reviewed federal, state, and local regulations

To address the increase of consumption of local and fresh produce the research team conducted a comprehensive review of existing literature on –

- Local purchasing strategies
- Farm to school curriculum
- Evaluation methods and tools
- School food policy language
- Seasonally responsive menus

This research was then compiled and analyzed to determine relevance to PPS. This report details those findings and the recommendations for future strategies.

SUMMARY OF CONCLUSIONS

1) Policy – Expressing Community Values

Federal and state legislation will require the implementation of a district wellness policy by the beginning of the 2006-2007 school year. This is an opportunity for the FPC to play an integral role in the development of standards that not only increase local purchasing and the consumption of fresh nutritionally dense foods, but clearly communicate the values and guiding principles of a sustainable food system. It is essential that FPC provide the support and guidance necessary to ensure that this policy provides clear and meaningful guidance for decisions and actions that affect children and their understanding of their food and the impact of their choices.

2) *Increasing Supply – Putting Food on the Table*

The first step in increasing the amount of locally produced food that is consumed in our schools is to ensure that there is a consistent and available supply. Currently:

- There is not a reliable method in place for conclusively determining the food's origin.
- Because of the budgetary situation, the central kitchen is ceasing all scratch production.
- The purchasing policies do not include any expressed priority for local or sustainable foods.

However the administration at nutrition services is eager to work with FPC and the community toward a common goal.

- Abernathy school is implementing a pilot program will full integration from farm to cafeteria
- The language for the purchasing RFP is being examined for improving purchasing

In order for PPS to continue this progress, it will be necessary for nutrition services to

- Require distributors of produce to identify product origin and provide this information to PPS
- Develop benchmarks with reasonable and achievable increases in local purchasing to be met over several years.
- Craft new local and sustainable purchasing language for future purchasing RFPs.

The Food Policy Council can play a crucial role ensuring that the necessary community partnerships are identified and maintained. FPC can also provide ongoing guidance with the evolving district/city partnership and working with suppliers to identify and remove the barriers to local foods. Additionally, FPC should ensure that as part of the evaluation process proposed by commissioner Eric Sten's office, a financial analysis of the costs of expanding a decentralized production, based on the program developed for Abernathy school, is included, and that the City's role in planning for possible partnerships is consistent with the food policy created as part of the federally required wellness policy legislation.

3) *Increasing Demand – Preparation and Presentation*

In order to increase the consumption of locally grown foods by school children, the children have to *want* to eat it. You can bring a child to the table but you can't make them eat. If you teach them about the food and present it well, the decision will be theirs. Central to this strategy are 3 main points.

- **Marketing** – Develop an effective program to price, place, and promote local products to students and the broader community that focus on increasing awareness of the availability and value of these products. Make the desired choices the most attractive ones.
- **Curriculum** – Implementing an integrated food based curriculum that incorporates nutrition education and hands on experiences in a variety of subject areas increases student understanding of why healthy locally produced foods are an important part of their diet – both for their body and their community.
- **Providing Acceptable Choices** – This is achieved by removing unhealthy foods of minimal nutritional value, and replacing them with tasty and healthful alternatives. Combined with a good marketing program it is important the choices that children are offered are the ones that are consistent with a value on health and good nutrition. Providing prominent placement of low nutritional value foods, and using them for fundraising and rewards sends a confusing mixed message about their value.

Food Policy Council has the ability to coordinate the efforts of the district and other community organizations to make sure that a consistent and effective message is communicated to children about food and food choices, in and out of the schools. This again is a central facilitative role for the FPC, and can ensure that the efforts in the schools are supported and mirrored throughout the community.

4) *Evaluation –Knowing What Success Is*

There is very little in the way of models for effective evaluation of programs for increasing the supply and consumption of local and fresh foods in schools. Measuring supply is simple, but measuring consumption, and evaluating the impact on children's perception and attitudes is not. With the district's adoption of the Abernathy program, and the city's support of the 60th Ave farm

project, it is essential that an effective and comprehensive method of evaluation is in place, to capture the lessons learned and develop improvements for future programs or expansions on existing programs. This is an immediate and important role for the FPC. Working with the people implementing these programs, FPC can help –

- Identify and clarify program goals
- Identify key indicators
- Develop tools and methods for measuring and monitoring indicators
- Ensure consistent use of evaluation tools

Developing and particularly documenting an effective program evaluation will be valuable not only to PPS but to any district that is hoping to develop a successful program in the future.

POLICY – EXPRESSING COMMUNITY VALUES

INTRODUCTION

Fundamental to a successful school nutrition program directed at increasing local food purchasing as well as the quality of the food and children consume and the decisions they make is a comprehensive and clearly stated nutrition and food policy. The revision of the Federal children health and nutrition guidelines includes requirements for districts participating in federally funded school nutrition programs to develop written wellness policies. Likewise the latest revision of Oregon senate bill 860 includes similar requirements. Though wellness policies address physical activity as well as nutritional standards, the opportunity exists for the Portland/Multnomah Food Policy Council to help set a high standard for schools in the region by expressing clearly the value placed on the health of our children.

The relatively vague standards outlined in both the federal and state legislation for wellness policies has created concern among community members that the actual local policies generated will be weak and potentially ineffectual at accomplishing substantial change to the current system. The Portland/Multnomah Food Policy Council can play an essential role in ensuring that the policy established for Portland Public Schools is meaningful and achievable. The director of nutrition services for the district has expressed her interest in working with FPC to establish an effectual and substantial wellness policy.

In order to pursue an effective school food policy it is important to look at the purpose and attributes of a successful policy. The following information is derived from several organizations listed in the references. Additionally there are sample food policies included in the appendices.

PURPOSE

The primary purpose for establishing a school food policy is to ensure that a consistent and clear message is conveyed to students regarding healthy eating habits and the value of a healthy diet. Increasing purchasing of locally grown fresh foods, is of little consequence without a clear

strategy for increasing consumption. A school food/wellness policy acknowledges that a healthy school environment goes beyond school meals in the cafeteria. A healthy lifestyle and maintaining a healthy weight requires a combination of healthy food choices and an appropriate amount of physical activity. All foods made available on school campuses should offer children nutritious choices, and physical activity should be incorporated into the school day as often as possible. The healthy, physically active child is more likely to be academically successful.

A comprehensive policy also acknowledges that children do not develop healthy eating habits based solely on the food that is offered to them in the cafeteria. They develop an understanding of food and its role in their lives in the classroom and by the types of food that are offered throughout the day. Vending machines, fund raisers, nutrition breaks, classroom rewards, and after school activities all play a role in conveying the values of food to children.

ESSENTIAL ELEMENTS OF A SCHOOL FOOD POLICY

Based on a survey of established food policies and policy recommendations there are several central elements that a policy should address. These can be divided into 4 main categories of:

- **Mission** – Stating clearly both the values underlying the policy but also the broader goals of the policy, and the areas that are included in the desired impact. The mission should acknowledge the connection between the cafeteria and the classroom and the need for a consistent approach to nutrition and food education.

Sample Food Policy Mission

The educational mission is to improve the health of the entire community by teaching students and families ways to establish and maintain life-long healthy and environmentally sustainable eating habits. The mission shall be accomplished through food education

- **Goals** – The goals establish the measurable achievements and standards that the policy uses to achieve the stated mission. It is essential that the goals be stated in clear and tangible terms. A simple statement such as “improve student health”

does not convey an adequate specificity to make it possible to ascertain success.

Areas to address in the goals should include –

- Minimum standards for cafeteria nutrition to ensure compliance with USDA and state guidelines
 - Standards for the sale, distribution and promotion of foods of minimal nutritional value (FMNV).
 - Integration of food and nutrition into the curriculum
 - Standards for the eating environment including time allotted for meals.
 - Standards for the types of food purchased and provided by the district.
 - Educational goals for students, teachers, food service workers and families
- **Strategies** – The strategies define the explicit ways in which the district intends to achieve the goals outlined in the policy. This is the most important section to ensure that the policy is meaningful and has an impact. Specific elements to include in the strategies are:
- Implementation methods for various goals
 - Purchasing standards for all food served by the district, including RFP requirements.
 - Inter-curricular alignment of food and nutrition
 - Methods for monitoring and evaluating the implementation of this policy
 - Hands on learning methods of growing and production of food.
 - Funding and resources

FEDERAL AND STATE REQUIREMENTS

Federal Public Law (PL 108.265 Section 204) states that by the first day of the 2006 school year beginning after June 30, 2006 all schools must develop a local wellness policy that involves parents, students, a representative from the School Food Authority, school board, school administrators and the public. The Local Education Authority (LEA), in this case, the Portland

Public Schools Board of Education, will establish a plan for measuring implementation of the local wellness policy.

The language contained in Oregon SB860 is similar to that in the Federal Law, but additionally requires the creation of a “wellness policy council” that involves representatives from parents, teachers, students, the school board, school nutrition services, and “any other persons the school district board deems helpful in the development of the school district wellness policy.” This council is charged with conducting sufficient public meetings and community process to develop a district wellness policy no later than the first day of the 2006-2007 school year.

This legislation presents an opportunity for the Portland/Multnomah Food Policy Council to play a leadership role assisting the districts in the development of wellness policies in the region. The interpretation of the language included in the current legislation makes it possible to do little in the way of change or for the creation of a high standard for school nutrition and nutrition education. It is also an opportunity for the Food Policy Council to build on the current momentum around school food forum, the City Council’s interest in partnerships, and develop partnerships that can better ensure the long term sustainability of programs.

FOODS OF MINIMAL NUTRITIONAL VALUE

A consistent element of a successful program for increasing consumption of healthier and locally produced foods is limiting access to FMNV. This includes the removal of vending machines from middle and high schools, setting strict guidelines that disallow the use of FMNV in the classroom or during school based activities, prohibiting the sale of FMNV during fundraising activities, and providing educational resources and guidelines for families regarding the food they send to school. PPS has already decided to eliminate vending machines from all middle schools. FMNV include:

- Candy
- High fat snack foods
- Flavored Ices
- Fruit flavored drinks with low fruit juice content
- Flavored sodas

ESTABLISHING PURCHASING STANDARDS

In order to increase the consumption of sustainable and locally produced foods, it is important to establish purchasing standards that are reflected in the Requests for Proposals (RFP) submitted by the school district. The reasons for increasing local purchasing include

- An effective use of public dollars to stimulate the local economy
- Increasing student access to fresh produce.
- Supporting a more sustainable food system
- Providing education for students on the value of local agriculture

As is outlined in chapter 3, there are issues, both internal and external, that need to be addressed when considering local purchasing. Based on these considerations, and the fact that local and sustainable purchasing criteria have not been included in prior RFPs, a phased approach may be more successful, in the long term, at engaging the market to meet the needs not only of the school district but large institutional purchasers in general. By providing an expression of the long term intent to potential distributors as upstream market partners, it will be possible to make the internal adjustments to menu planning and food handling to facilitate higher volumes of fresh and seasonally available produce.

A consistent barrier encountered as districts have engaged in similar programs is that the current distribution and supply chain are not adequately equipped to track point of origin information and therefore meet the demands of a large institutional purchaser to increase the amount of local produce and other products purchased. This is not to say that the supply does not exist, or that there is a lack of infrastructure. The opportunities for increasing local purchasing by an institution of this scale have not been adequately explored. The FPC can play a role in working with food industry suppliers and private institutions to develop capacity for meeting this increasing demand.

Working with PPS allows FPC to achieve not only the goal of increasing consumption of locally produced foods within the school district, but also to develop a standard infrastructure to identify and supply local products on a scale suitable for any large institution. This process would ideally result in the type of market transformation necessary to create a more sustainable regional food system.

RECOMMENDATIONS

- 1) It is recommended that FPC take a leadership role in developing food policy language for the Portland Public Schools wellness policy as required by federal and state legislative act. The FPC has a unique role in the community and is well situated to develop the partnerships necessary to ensure that the wellness policy accurately reflects the values and needs of the entire community. In this role FPC can –
 - Ensure that a complete and adequate public process is conducted.
 - Ensure the involvement of valuable community partners both public and private.
 - Ensure alignment with related food system efforts throughout the region.
 - Set a meaningful standard to be achieved.
 - Develop the support systems to ensure effective implementation and evaluation of standards

- 2) It is recommended that PPS nutrition services engage in a plan to increase purchasing of local products through implementation of a multi phased RFP strategy. FPC should provide the necessary support to ensure that the goals established by this strategy are consistent with the wellness policy and will result in actual increases over time. By working with private sector suppliers to FPC can identify the obstacles for local products and develop strategies for overcoming them.

With a phase in approach, the goals of the first year will be to accurately monitor and evaluate current availability and purchasing levels. Additionally this will allow purveyors the time to develop their own internal systems for tracking product origin and increasing local product sourcing.

Hypothetical Phase in Strategy

Year	Strategy	Desired Outcome
1	Set requirements for tracking product origin and sustainability certification. Establish a time line for achieving 100% product identification	Establish a system for evaluating purchasing practices and set benchmarks for future purchasing
2	Add minimum local and sustainable purchasing standards based on prior achievements. Create cost comparison standards, and mandatory local purchasing for cost neutral products.	Maintain minimum purchasing standard and create system for increasing purchasing. Purchase based on availability and cost.
3	Establish higher minimum standards based on achievements in prior years and reasonable percentage increases.	Generate market pressure to increase availability of local products as well as cost competitiveness.

For tracking purposes, particularly in the first year, it is recommended that purveyors and PPS use the following grading criteria (or similar method) for produce and non-produce tracking.

Non Produce	Produce
1 = locally owned, grown and produced	1 = local
2 = locally owned and produced	2 = non-local
3 =locally produced	3 = unknown
4 = Portland value added	
5 = locally value added	
0 = non local	

By tracking purchases through a values assigned matrix (particularly for non-produce items) it will be easier to establish benchmarks for future purchasing. As was determined by examining the current purchasing, the origin of 13% and 40% respectively of produce and non-produce items is currently unknown. The primary goal of the first phase of the RFP then is to reduce this number to 0% so that future benchmarks are meaningful.

Additionally it is recommended that FPC develop a comprehensive list of what products, both fresh produce and value added items, are available locally and seasonally.

REFERENCES

GRAB 5! - A PROJECT FOR PRIMARY SCHOOLS WANTING TO ENCOURAGE THEIR PUPILS TO EAT MORE FRUIT AND VEGETABLES.

A program of the British organization *Sustain*, Grab 5! is dedicated to increasing the consumption of fresh fruits and vegetables in Great Britain. Aside from a very comprehensive program for designing and implementing a School Food Policy, they have resources also for program evaluation and curriculum. Their web address is:

<http://www.sustainweb.org/g5fp/>

THE COMMUNITY FOOD SECURITY COALITION

CFSC is a non-profit 501(c)(3), North American organization dedicated to building strong, sustainable, local and regional food systems that ensure access to affordable, nutritious, and culturally appropriate food for all people at all times. Their site provides resources for food policy development, and a model food policy. Their web address is:

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

THE SCHOOL NUTRITION ASSOCIATION

Formerly known as the American School Food Service Association, SNA offers comprehensive information on developing effective wellness policies. They also host regular free webinars on the subject for SNA members. Included on the site are links to sample policies and free publications on policy development and implementation. Their web address is:

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

THE WASHINGTON STATE DEPARTMENT OF AGRICULTURE

The Washington State Department of Agriculture (WSDA) Small Farm and Direct Marketing Program Coordinator, Kelli Sanger, provided local farmer contact information to the Olympia School District. Personal invitations, which were delivered to farmers inviting them to expand their market and sell to the Olympia School District, were met with a positive response. In the 2003-2004 school year, the district had arrangements with five farmers with the possibility of purchasing from an additional two farmers.

For more information contact:

Kelli Sanger

WSDA Small Farm and Direct Marketing Program

PO Box 42560

Olympia, WA 98504-2560

Tel: (360) 902-2057

E-mail: Ksanger@agr.wa.gov, or go to <http://www.farmtoschool.org/wa/programs.htm>.

Information on language and policy changes implemented can be found by clicking on existing programs on the sidebar of this website and that link will take you to a subcommittee report detailing case studies in Oregon and many other states; as well as giving contact information.

INCREASING SUPPLY – PUTTING FOOD ON THE TABLE

INTRODUCTION

The Portland Public Schools have a centralized system for purchasing food. With one main kitchen that takes in all of the food for the entire district, it was necessary to look, not only at demonstrative or farm-to-school programs, but also at the methods of obtaining the food that PPS uses. In the current system, there would be no rational way for PPS to buy their food from individual growers and processors as this would require a virtually constant stream of trucks every day, all day at the central kitchen. With this circumstance in mind, we set about finding how PPS could increase their local purchasing while keeping an efficient and comprehensive central kitchen system in place. In order to do so, it will be necessary to create a system for tracking distributors and product points of origin, define criteria for evaluating how “local” the products are, establish local purchasing goals, and consider seasonally responsive menu development.

DEFINING CRITERIA AND GOALS

In order to increase local purchasing, it is necessary to first define local, and then use that definition to analyze the current purchasing practices. By determining a baseline for current practices, it will be possible to establish reasonable and achievable goals for increasing purchasing over time.

Considering the difficulty and relative arbitrary nature of defining local a hierarchy was developed to assign varying degrees of local and non-local products. The following scales were used to evaluate the current purchasing practices.

Non Produce	Produce
1 = locally owned, grown and produced	1 local
2 = locally owned and produced	2 non-local
3 =locally produced	3 unknown
4 = Portland value added	
5 = locally value added	
0 = non local	

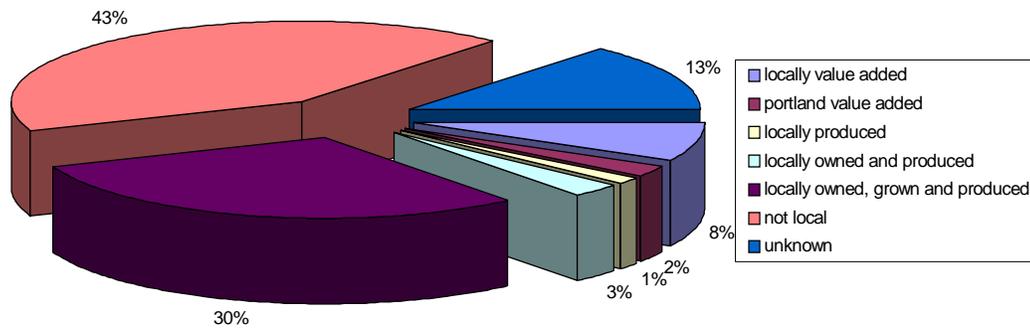
Using this method to examine sample invoices and awarded bids, it was possible to estimate the current percentage breakdown of purchasing. Separate methods were used to calculate the percentages for produce and non-produce items currently used at PPS.

NON – PRODUCE PURCHASES

For non-produce items each item was assigned a value according to the metric. The total projected expenditures for each category were then summed and divided by the total projected expenditures for the year. These percentages are shown to the left and represented in the chart below. Note that 30% of the non-produce items are currently locally grown, produced and purchased from locally owned companies.

Value	Percentage
1	30%
2	3%
3	1%
4	2%
5	8%
0	43%
?	13%

Portland Public Schools Annual Estimated Purchasing (excluding produce)

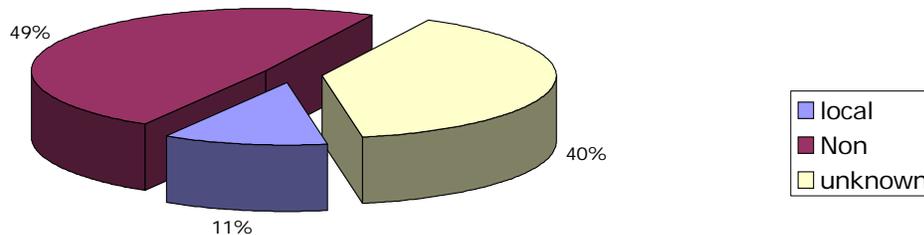


PRODUCE PURCHASES

For produce items, PPS provided invoices for all produce purchased from April 19th to May 9th. Because Duck Delivery does not currently provide point of origin information for their products, the PPS receiving clerk has been marking the invoices with point of origin information when it is available on shipping containers. Using this information, each item was assigned a value, (table at right) and then each category was summed and divided by the total for each invoice. That information was totaled as well to create a total percentage for the 3 weeks that invoices were available for, which is shown at the left. When considering the data for the produce, it is important to note that April and May are low production months for produce in the area; very few items are available locally. Though 49% of produce purchased was identified as non-local, only 27% of these items are seasonally available from a local source (see pg.).

Value	Percent
1 local	11%
2 non -local	49%
3 unknown	40%

Portland Public Schools Actual Produce Purchases 4/19-5/9



In developing reasonable and attainable goals for increasing purchasing of local foods, it is important to mention that there are other purchasing criteria that may further restrict local purchasing. Due to high and increasing labor costs, PPS purchases much of their food as “value-added” products. Produce items have cleaning, sizing and preparation specifications and many entrée items are pre-made. Unfortunately for many products, to what degree they are available locally is not known. Identifying local processors and their capacities will be a crucial step in increasing the availability of local foods at PPS. To increase local purchasing for many of these items, given the reduction in scratch production at the central kitchen, it will be necessary to work with distributors to identify what capacity exists in the region to meet these needs, and maintain accurate source identification records.

Until recently, PPS has been manufacturing many of their pastries, like cinnamon rolls at the central kitchen. However, as mentioned above, the increasing costs of labor and decreasing funding for schools nutrition has forced the district to shut the production down. PPS’s nutrition budget, which is a product of federal reimbursements for free and reduced lunches and the revenue brought in by paying students, allows for only \$2.32 per meal, of which \$1.17 is available for food costs. That is 43% of Nutrition services budget, with 53% going to wages and benefits and a 2% overhead. This budgetary constraint must be kept in mind when considering options for increasing local purchasing, if buying a local apple means spending one penny more per apple, PPS will be unable to do so, without major repercussions in other aspects of their budget. Food costs are a significant limiting factor for the district to increase purchasing of locally produced foods.

When all of these pieces are put together, it becomes clear, that for PPS to continue to increase the amount of local food they purchase, it is necessary to be working with a distributor with the systems in place to track origin, and provide current and accurate price comparison information

DISTRIBUTORS

An integral part of any strategies for increasing local purchasing is an effective method of tracking the origin of all products purchased. The current distributor that PPS purchases their produce from does not track their sources, and except the data above, PPS does not have an understanding of how much of the produce they are being supplied is local. While Duck Delivery Inc. (the produce distributor) does state that they source as much locally as possible, it is

impossible to definitively quantify that amount. Working with a distributor who is willing to track and supply this information will be instrumental in setting purchasing benchmarks in future years.

A concern that must be addressed when considering distributors is that, similarly to produce, dry goods, manufactured foods and frozen goods are purchased at such a volume by PPS that only larger producers are able to satisfy the districts volume needs. In an average day, PPS serves around 18,500 lunches, 18,500 breakfasts and 9,000 a la cart items. For example, of the locally owned bakeries, only Franz is equipped to handle the bread needs of PPS. As the district eliminates scratch production at the central kitchen it is even more critical that distributors take a more active, partner role in helping to identify the opportunities for purchasing locally produced and processed foods. Because the demand for local and sustainably produced foods has not been explicit in the RFP process, it is difficult to say with certainty what is and is not possible. Based on the experience of other commercial food purchasers, the market is able to respond when the demand is clear.

SEASONALLY RESPONSIVE MENU

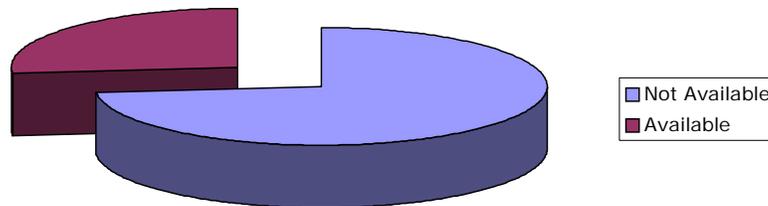
THE CURRENT MENU

The pre-packed “hot-lunch” available in the Portland Public School Cafeterias is available to all students and is also available at a free and reduced price to qualifying students. The PPS nutrition services produces these meals in the centralized kitchen and distributes the pre-packed meals to individual schools and reheated. This method of distribution is fairly standard in medium-to-large sized school districts. The menu-cycle in PPS supports this generalized, mass method of food attainment, production, and distribution. Current menus employ USDA Nutritional Standards and are catered to student consumption. Current menus reflect little-to-no evidence of seasonality.

Since PPS’s menu does not reflect seasonal availability, at many times of the year, it is very difficult to supply PPS with locally grown foods. With the current menu, during the spring and winter, a significant amount of produce must be purchased outside of the local area in order to prepared the planned foods. The chart below shows that from April 19th to May 9th, only 29% of the produce that was not purchased locally would have been available locally. In addition, there are several produce items that simply cannot be purchased locally, like bananas or pineapples. In order to increase PPS’s ability to purchase local produce, it is recommended that PPS re-create

their menu with seasonality and general local availability in mind. Two websites that provide information on seasonal availability are listed below the chart.

Produce Available



RECOMMENDATIONS

Successful programs to increase local purchasing include a conversion of the current menu to a menu, and a food system, that favors seasonality. (Refer to the Madison School District conversion for details.) Simple substitution of a locally purchased product with a traditionally purchased product may not be possible because of availability, finances resources, and facilities. The implementation of a food policy that increases local purchasing within PPS will most certainly require a significant modification of the current menu to reflect the produce available locally in each season. The production and transportation costs of the seasonal items, as well as conformity of the menu to District nutrition policy will play a role in the menu conversion. Professional assistance and advice, as well as numerous resources on successful menu-change are readily available.

Food Alliance is a national third party certifier of sustainability. Their website includes an availability calendar of locally grown items

www.foodalliance.org/downloads/pdf/resources/Seasonal%20Calendar.pdf

The Washington Department of Agriculture includes a listing of products grown in Washington and the months they are available

<http://agr.wa.gov/Marketing/SmallFarm/102-FarmToCafeteriaConnections-Web.pdf> on Pg. 55

KITCHEN SURVEY

Based on the districts promotion of the Abernathy pilot program, and its recent decision to discontinue all scratch production at the central kitchen, the prospect of decentralizing food production was examined. Based on information provided by the district regarding equipment currently installed at individual schools it is clear that any effort to decentralize production will require substantial equipment upgrades and possible replacement of older equipment. Though convection ovens and refrigeration have been updated more recently, most equipment has not been used or replaced since the production was centralized in 1979. For example:

- Abernathy has a 6 burner gas range, however it is non-functional and needs to be replaced. The district is moving a functional range from another school
- Jackson High School is very well-equipped however none of the equipment was purchased more recently than 1968.
- Small wares have been stored at Marshall High School however the exact quantities and types of items are not known.
- Many elementary schools have no equipment beyond sinks, heating ovens, and refrigeration.

Using the Abernathy school as a model as it is preparing for full scratch production

- The small wares needs for service of students based on 2003-2004 service numbers would be between \$5000 and \$7000.

- Additional desired equipment for scratch production would include a commercial food processor, table top mixer, and slicer, adding an additional \$3000-\$5000 in equipment expense.
- Fair market value for a new 6 burner commercial range and 30 qt. mixer (which are being brought from other locations) is roughly \$20,000.

Therefore a conservative estimate for equipment upgrades at this school at fair market value is roughly \$32,000. Considering the number of kitchens that would require further upgrades this is a significant factor when considering future expansion of this pilot program.

RECOMMENDATIONS

As the FPC and OSD provide support for the cities evaluation process of city/district partnerships and strategies for the central kitchen and increasing local purchasing by the school district, it should include a thorough financial pro-forma of the costs involved in expanding a decentralized program like the one being developed at Abernathy school. This data will be useful in evaluating the best method for improving the districts capacity for local purchasing, and the handling of fresh produce for consumption by students. Multnomah County Health Department is the agency responsible for inspection and certification of kitchens in PPS, and therefore will need to be involved in evaluating the logistics and costs in any decentralization plan.

INCREASING DEMAND – PREPARATION AND PRESENTATION

INTRODUCTION

The underlying goal of a program to increase the purchasing of locally produced foods is to increase the actual consumption of fresh produce and healthier food options by students. Strategies for increasing demand fall into two primary categories – marketing programs and curricular programs.

A marketing program which focuses on product, price, placement, and promotion will increase student and community awareness that the new products are available and increase the likelihood that students will try them.

An integrated food based curriculum that incorporates nutrition education and hands on experiences in a variety of subject areas increases student understanding of why healthy locally produced foods are an important of their diet – both for their body and their community.

Removing unhealthy competitive options also makes it easier for students to make a healthy choice when deciding on what to eat. Simply removing sodas and candy bars however is not sufficient; they must simultaneously be replaced with healthy options. The goal is not to affect a decline in overall purchasing and caloric consumption but rather a decline in student consumption of sugar and foods of minimal nutritional value (FMNV).

MARKETING

A marketing campaign is an essential element of any farm to school or local purchasing program. The main component of a farm to school program is to encourage children to eat more fresh produce and make healthier food choices overall. A marketing plan accomplishes this by increasing the desirability of healthy foods and improving awareness of what is available. Additionally, it is important that the entire community support the new farm to school program.

Marketing campaigns that focus on the 4 P's and getting to know the people that are being marketed to, can increase the success of a farm to school program.

- **Product-** In order to increase consumption of nutritious foods one needs a product that students will buy. To find out what these items are focus groups, taste testing, class surveys, or student panels can play a key role. Product design should be an ongoing feature with a feed back loop to help with product refinement.
- **Placement-** Placement of healthy choices in prominent, easily accessible locations can greatly influence the choice of individuals going through the cafeteria line or purchasing items from a vending machine.
 - Place apples before cinnamon rolls.
 - Move the soda machine into a side hallway instead of the main entryway.
- **Price-** The price of foods can be a major influencer of what students purchase. Many schools have used this to increase the sale of healthy foods by making them less expensive than the high fat/high sugar options. Coupons or discounts can increase the chances of students or adults trying the new products.
 - Pricing differences work well for vending machines, school stores and a' la carte items.
 - Coupons can be offered for students as rewards.
- **Promotion-** Promotion of the healthy school lunch choices is probably the most important aspect of increasing the demand for the new products. The new program must not be sold to the students alone but also to their parents, the school staff and faculty, the school board, and the larger community. Creating excitement among all these groups can greatly increase the number of students who try the new selections. Ongoing advertising can help to keep sales up and students excited about healthy foods. Many of the same marketing techniques used to sell sugary and high fat foods can be turned around to sell healthy nutritious local foods simply by changing the product.
 - Use large colorful posters and menus, announcements over the PA system, a "guess the vegetable game", nutrition cards posted with all foods, and in class activities.
 - Involve and update the local media, PTA, parents, staff and students.

The following resources on marketing have been given by the center for ecoliteracy:

Real-Time Marketing-A summary from a National Food Service Management Institute seminar on marketing.

www.nfsmi.org/Education/Satellite/ss26/partic.pdf

School Foods Tool Kit –A kit geared towards marketing to school boards and government.

www.cspinet.org/schoolfood/

The Spitfire Strategies Smart Chart-A fill-in chart identifying key decision points in a marketing campaign, including “reality check” questions.

www.spitfirestrategies.com/pdfs/stand_alone_chart.pdf

The USDA also offers its changing the scene kit with tips on marketing.

www.fns.usda.gov/tn/resources/changing.html

The 5 a day campaign can be a useful tool for marketing fruits and vegetables.

www.5aday.gov.

The School Nutrition Association offers information on marketing school food service and increasing student participation.

www.schoolnutrition.org/childnutrition/research

CASE STUDIES

West Lake Middle School, Thornton, Colorado

Thornton, Colorado

One school, 1153 students

[Http://www.cdc.gov/HealthyYouth/nutrition/Making-It-Happen/](http://www.cdc.gov/HealthyYouth/nutrition/Making-It-Happen/)

DESCRIPTION

The program at Westlake replaced unhealthy a' la carte items with healthy alternatives. A policy was also implemented that an entrée must be purchased before any snack or drink can be purchased. These changes were a result of observations about the unhealthy lunches students were buying from the a' la carte lines.

CHANGES MADE AND RESULTS

- Replaced Unhealthy a' la carte choices with healthy alternatives.
- Required children to purchase an entrée' before purchasing a snack or drink.
- Used student focus groups to decide what the healthy alternatives would be.
- Promotion of the USDA's Eat Smart campaign with posters, menus, and newsletter articles.
 - In the first year a' la carte sales increased by 13.7% and reimbursable meals increased by 8%.
 - In the second year a' la carte sales increased by 10.2%, and reimbursable meals increased by 13.9%.

KEYS TO SUCCESS/LESSONS LEARNED/FUTURE PLANS

Conducting focus groups and collecting information through staff observations greatly increased the success of the program by providing products the children would eat. A wide variety of people from the nutrition services director to students, parents, and the vending machine provider

helped to make the program a success. If the program continues to be successful, the policies will be implemented at other schools in the district.

DETAILED CONTACT INFORMATION

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Adams 12 5 Star School District

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Thornton, CO 80241

720-972-6061

Davis Unified School District

Davis California

8900 students, 8 elementary schools, 2 junior highs, one high school, one central kitchen

www.sarep.ucdavis.edu/cdpp/farmentoschool/crunchlunch32003.pdf

DESCRIPTION

The Davis California Crunch lunch program is a school lunch salad bar program that purchases directly from farmers. Prior to launching a new program in a school the program is marketed and promoted in a variety of ways. The opening of a new salad bar includes a pre-implementation packet for the school principle, a PTA presentation, a parent handout with the monthly menu, newsletter articles, staff meeting presentations and presentations to students. The Davis PTA has also purchased a salad bar lunch for each of the teachers in a school to increase adult consumption which increases revenue.

CHANGES MADE AND RESULTS

PTA presentation – Parents encourage their children to use the salad bar. PTA purchased lunch for the teachers to try, which increased long term adult lunch revenue.

Staff meeting presentations – Increased adult lunch revenue

Student Presentations – Created excitement among the students and familiarized them with the salad bar procedure

KEYS TO SUCCESS/ LESSONS LEARNED/FUTURE PLANS

The initial success of the salad bar program was due to high rates of participation. Getting the children and adults in the school and the community excited and knowledgeable about the new program played a large role in participation. One of the ongoing problems with the Davis Crunch lunch is a decrease in participation a few months after implementation. In order to counteract this problem they are trying to implement an ongoing marketing campaign through nutrition services.

DETAILED CONTACT INFORMATION

Davis Educational foundation shredmama@aol.com -started the Davis Farmers Market Salad Bar project

Olympia School District's Organic Choices

Olympia, Washington

5 elementary school salad bar programs

<http://agr.wa.gov/Marketing/SmallFarm/SaladBarOrganicChoices.pdf>

DESCRIPTION

With the motivation of a concerned parent an initial salad bar pilot program at Lincoln elementary has led to the implementation of 4 more salad bars at district schools. Vanessa Ruddy the concerned parent began to get the community on board by holding meetings with parents, teachers, community members, and the school principal. A week before the salad bar started in the schools a presentation was made to the parent site council and the student body. Vanessa Ruddy also contacted media outlets such as NPR and the local paper to make the community more aware of the program.

CHANGES MADE AND RESULTS

Implemented organic salad bar lunch program-

- Marketed the program to the community and students-
 - Student participation in the school lunch program has increased 14% in two schools.
 - Vegetable consumption has increased 27%

KEYS TO SUCCESS/ LESSONS LEARNED/FUTURE PLANS

The Olympia school districts success involved having the support and participation of the community. The pilot school previously had a focus on environmental education and a school yard garden as an active part of the school curriculum making it a natural location for an organic salad bar program.

DETAILED CONTACT INFORMATION

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Cheryl Petra – Lincoln Elementary School Principal

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Vanessa Ruddy – OSD Teacher’s Aide, Lincoln Parent

Vanessaruddy27@hotmail.com

CURRICULUM

In order for children to get excited about the idea of fresh local foods they need to understand the importance of how food is grown and where it comes from. These concepts can be addressed through an integrated curriculum in the schools. An integrated curriculum can introduce the ideas of healthy nutritious local foods without adding to the workload of teachers.

Designing and implementing a new curriculum will not happen over night. From the initial curriculum design to rollout and training it can be expected to take about three years. Listed below are a few key points to keep in mind about changing existing curriculum and creating new curriculum.

- Design a curriculum that incorporates the healthy local food ideas into existing subject areas such as math, science, physical education, language arts, social studies, and environmental education.
- Involve the cafeteria staff in designing new curriculum, so the lunchroom becomes a classroom as well.
- Involve a few key teachers in figuring out what the goals of changing the curriculum are.
- In order for a curriculum change to be sustainable the changes need to be mandatory not voluntary.
- A whole school is not necessary for a pilot program. The pilot program can be implemented district wide for a single grade level.

http://www.ecoliteracy.org/programs/pdf/rethinking_marketing.pdf

A few of the key elements in the new curriculum might be.

- A school yard garden where children can learn about how plants grow and their life cycles. Children are also more likely to try the new vegetables they have helped to grow and are familiar with.
- Nutrition education in the classroom. This can be part of health education as well as science and math as the children learn about energy and calories. Nutrition cards posted with items in the lunchroom can help them to apply and use this knowledge outside of the classroom.

- Cooking classes where children use math and art skills while learning to prepare healthy nutritious meals.
- Food source education. Such as research projects on where and how food is grown and how far it travels to reach us and what is seasonal.

If a fully integrated curriculum around food and nutrition is not feasible many of these elements can be brought into the classroom by themselves, or other methods which are not as long term can be used. Such as-

- Bringing a farmer to the school to talk to the children about growing food, farmland conservation and the different varieties of food on their farm.
- Partnering with a CSA to bring fresh produce into the classroom for children to prepare and taste.
- Planning field trips to a local farm or the local farmers market.

Many school districts across the country are trying to incorporate the idea of eating healthy nutritious locally grown foods into the classroom in a variety of ways.

CASE STUDIES

Los Angeles United School District

Los Angeles, California

2002-2003 school year 990 classrooms, 41 schools

<http://departments.oxy.edu/uepi/cfj/ReportFINAL.pdf>

DESCRIPTION

A program in the Los Angeles United School district brings farm fresh produce directly into the classroom. The program has partnered with a CSA who provides a box of produce to each class with enough produce for 20 students to sample, and an informative handout about the box contents and the farm. The scholastic goals of the project are to increase children's consumption of fruits and vegetables, nutritional knowledge and their awareness of where food

comes from. Other goals of the project include increasing the viability of farms on the urban edge, and improving access to fresh local foods.

Instructors can use the material in any manner they desire and many report a wide variety of subject areas from journaling about the experience to using the oranges to help children understand fractions. The most important aspect though is that children get to sample new vegetables and learn how to prepare them increasing the odds that they will try the vegetables again outside of the classroom

CHANGES MADE AND RESULTS

- Classrooms received a box of fresh produce to use as part of a classroom lesson.
 - Teachers responded positively that it was useful in nutrition education.
 - They reported using it to teach about a wide variety of subjects.
 - They also indicated that most students were willing to try the fresh produce they helped to prepare.
 - Increased the revenue of a local CSA.

KEYS TO SUCCESS/ LESSONS LEARNED/FUTURE PLANS

The success for this program lies primarily in outside funding and the willingness of teachers to participate in the program. One of the challenges facing instructors is a lack of curricular training in using the produce. This problem is currently being addressed by the LAUSD nutrition network which is sending out a newsletter with curricular ideas.

Detailed Contact information

cfj@oxy.edu.

Vermont FEED Food Education Every Day

Vermont

Fourth year of operation, 8 Schools

<http://www.foodroutes.org/doclib/243/FarmtoSchoolSuccess.pdf>

<http://www.nofavt.org/programs/vtfeed.php>

DESCRIPTION

In Vermont the FEED program works to connect classrooms, community, farms, school gardens and the cafeteria. The program begins with a five day intensive where teachers come together and design a ten week “curriculum of place” that works with existing standards. At the end of the ten week curriculum a community event takes place celebrating what the children have learned about nutrition. The FEED team continues to work with teachers to provide and design more hands on learning experience. The FEED team also works with the food service staff to increase local purchasing and incorporating fresh foods into the menu.

CHANGES MADE AND RESULTS

- Ten week food based education program
- Community event to celebrate the culmination of the 10 week program

KEYS TO SUCCESS/ LESSONS LEARNED/FUTURE PLANS

The 5 day summer institute provides a chance for the teachers to become submersed in their subject matter and begin to build bonds with the FEED staff and the community partners. The kitchen staff, principal a school board member and the summer garden coordinator all participate as well building a sense of a common purpose among all the people necessary to implement the program.

One issue that does arise is teachers who see the curriculum as a single 10 week course instead of an ongoing learning tool.

Future Plans for the FEED team are working with more schools and creating a district wide program.

DETAILED CONTACT INFORMATION

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ADDITIONAL FARM TO SCHOOL CURRICULAR RESOURCES

The Farm to school resource guide provides resources for educators to bring into or out of the classroom.

<http://www.sffoodsystems.org/pdf/Farm-to-SchoolResourceGuide.pdf>

Linking Food and the Environment: an inquiry-based science and nutrition program studying science through food.

<http://www.ecoliteracy.org/programs/pdf/LIFEyr1IntroLessons.pdf>

The center for ecoliteracy has a wealth of resources for people interested in curriculum

http://www.ecoliteracy.org/programs/pdf/rethinking_curriculum.pdf

EVALUATION – KNOWING WHAT SUCCESS IS

Among the various school districts throughout the country that have implemented farm-to-school programs, very few have done extensive evaluations of their pilot programs. Beginning in the fall of 2005, Portland Public Schools will begin its first pilot farm-to-school program at the Abernathy Middle School. In light of the general lack of evaluations for these programs, an extensive evaluation methodology for the Abernathy program could play an important role in expanding this project to the district. By identifying key variables to track both before and during the program, the Abernathy farm-to-school project could site specific areas that worked and did not work, and then apply those points of success to other schools. Three of these crucial variables to track in evaluating the Abernathy farm-to-school program include the amount of increase in local purchasing, how much of the local foods the students choose to eat, how the students perceive healthier foods such as fruits and vegetables, and the long-term fiscal sustainability of this program.

PORTLAND PILOT PROGRAM EVALUATION:

Nutrition Services at Portland Public Schools has given Linda Colwell, a parent volunteer, the permission to spearhead a pilot farm-to-school program at Abernathy Middle School. Before implementing the Abernathy program, Linda is creating a one-week sample farm-to-school program at Edwards Elementary. Linda calls this week in July of 2005 a “Chefs in Residence” program, in which a different chef comes Monday through Friday to teach a cooking class with local foods that they then offer in the cafeteria for lunch. This week- long sample program follows several years of garden-to-classroom curriculum that Linda has organized at Edwards.

The Abernathy pilot program will begin in the 2005 school year with local foods served in the cafeteria. Nutrition Services has granted Linda Colwell funding and the authority to purchase locally grown foods and prepare those foods from scratch in the Abernathy kitchen. Many questions remain as to how the local foods will be sourced and what additional costs the Abernathy program will require.

The design of these two programs, at Abernathy and Edwards, has neglected to include an evaluation methodology. Linda Colwell has however, outlined her goals:

1. To change the students' perceptions about healthier food such as fruits and vegetables.
2. To increase local food purchasing.
3. To track the costs with the goal of staying within the district's budget.

Identifying the goals of the program is an important first step to a useful evaluation. An evaluation methodology would then track aspects of the farm-to-school program to determine if these goals have been met. Evaluating the success of the Abernathy program based on these goals would involve measuring how much of the local fruits and vegetables kids are eating and their reactions to the healthier foods through surveys as outlined below. Evaluation would also involve tracking the amount of local purchasing and the total purchasing costs before and after the program implementation to measure the amount of change in these variables. After using these points of evaluation to determine if the goals were met, one can apply the lessons from the successful aspects to expanding the pilot program to all the schools in the district.

KEY POINTS TO TRACK:

In reviewing farm-to-school programs from around the country, several aspects of the programs shine through as key components in measuring success. These components include:

1. The quantity of increase in local purchasing.
2. The change in how many servings of fruits and vegetables the kids are eating at each meal and in their perceptions about those foods.
3. The fiscal longevity of the program.

In addition to these three points for evaluation, various farm-to-school programs have considered other components as well. Additional aspects of the program to consider for evaluation include:

1. The percent change in the number of students choosing to eat at school.
2. Measuring the percentage of the school district's food budget that gets spent on local produce.
3. The fiscal benefits received by the farmers.
4. The parent, school staff, and community perceptions of the program

For all of these points, beginning the evaluation and tracking before the program starts is crucial. In order to measure success in terms of increasing local purchasing, increasing the student consumption of local fruits and vegetables, changing students' perspectives about what foods are desirable to eat, and creating a fiscally sustainable program, it is necessary to make before and after comparisons. Determining success also requires outlining specific goals that program aims to achieve before the implementation begins.

METHODS OF EVALUATION:

Most of the farm-to-school programs that have done any evaluation have used surveys and direct interviews as their primary tools. To use these tools most effectively, it's important to conduct the interviews and surveys both before and after implementing the program. Surveys and interviews provide an opportunity to measure both the students perceptions about fruits and vegetables before and after the program and how many servings of the local foods they choose before the program and afterwards. For example, student surveys done by the Davis School District revealed that the students averaged less than one fruit/ vegetable serving at lunch before the salad bar program and 3 to 3.5 fruit/ vegetable servings after the program. Conducting surveys and interviews with the parents and school staff can also be useful. According to a Community Food Project Toolkit created by the Community Food Security Coalition student surveys are useful to "collect opinions, behaviors, knowledge levels and socio-demographic information." Parent and school staff surveys are useful for understanding the larger impacts of the program on the students beyond the cafeteria setting as well as to understand the community's reaction to the project.

Below are some sample questions from a student survey:

<i>Because of {this project} ...</i>	<u>Yes</u>	<u>Kind of</u>	<u>Not Really</u>
a. I eat the school breakfast more often			
b. I eat the school lunch more often.....			
c. I like the choices for school breakfast better			
d. I like the choices for school lunch better			
e. I eat healthier foods at the school cafeteria.....			
f. The food tastes better at the school cafeteria			

<i>This project} has helped me to eat ...</i>	<u>Yes</u>	<u>Kind of</u>	<u>Not Really</u>
a. More fruits and vegetables			
b. More foods that are grown around here			
c. Less fast food (like McDonald's)			
d. New kinds of food			
e. Healthy snacks more often			
f. Food that is good for me at home more often			
g. Food that is good for me at school more often			

<i>Because of {this project}...</i>	<u>Yes</u>	<u>Kind of</u>	<u>Not Really</u>
a. I know more about where the food I eat comes from....			
b. I know more about foods that are grown around here ...			
c. I know more about the kinds of foods that grow in different seasons			
d. I know more about which foods are healthy and which foods are not healthy			
e. I make healthier food choices			

To see further surveys and examples of questions for students, parents and school staff created by the Community Food Security Coalition, go to

http://www.foodsecurity.org/evaluation/toolkit_f2s.pdf. **Or to APPENDIX**

Another means to measure the change in consumption would involve comparing the weights of the amount of food served, the amount of food left over after serving the meal and the weight of the compost (the food waste). From this information you could calculate how much of the local foods the children take onto their plate, and then how much they actually eat. In Portland, the Edwards Elementary School already weighs their compost every Wednesday after lunch. This process could be expanded by having the students do the food weight before lunch is served and have them do the calculations about how much of the food they actually eat.

Point to Track	Method for Evaluation
1. The quantity of increase in local purchasing.	This point can be measured by having the school district track local purchases before and after program implementation
2. The change in how many servings of fruits and vegetables the kids are eating at each meal and in their perceptions about those foods.	This point can be measured by: <ol style="list-style-type: none"> 1. Before and after surveys/ interviews with the students as shown above. 2. Subtracting the weight after the meal was served from the before serving weight to find out how much the students took onto their plate. Then add in the weight of the compost to find out much of the food that the students picked they actually ate.
3. The fiscal longevity of the program.	This point can be measured by tracking how many months/ years the program can stay within the allotted budget without generating deficits.
4. The parent, school staff, and community perceptions of the program	This point can be measured through before and after surveys/ interviews.

CASE-STUDIES

Farm-to-school programs that have done some degree of program evaluation include the Davis Joint Unified School District, the Winters Joint Unified School District (both in California), and the Olympia School District (in Washington). The Davis program, for example, implemented a program that put salad bars with locally purchased foods in the elementary schools. They measured the success of the program based on the change in how many fruits and veggies the students ate, the fiscal sustainability of the program, and the general longevity of the salad bars. To see a more lengthy description of the Davis program, see www.sarep.ucdavis.edu/cdpp/farmentoschool/crunchlunch32003.pdf.

The Yolo County Farm-To School Project conducted an evaluation that compared the success of the Davis School District with the Winters Joint Unified School District, which also implemented a salad bar program. Their evaluation focused on the percent change in the district's purchasing of local produce, the percent of students participating in the program, and the percentage of the total produce that comes from local sources. For detailed information about this evaluation comparison, see <http://foodroutes.org/doclib/243/FarmtoSchoolSuccess.pdf>.

The program in Olympia that put organic, local salad bars in the public schools similarly focused on the increase in fruits and vegetable servings each student chooses and the increase the number of students eating from the salad bar as points for determining the success of their program. To learn more about Olympia's program, see <http://agr.wa.gov/Marketing/SmallFarm/SaladBarOrganicChoices.pdf>

Although these three programs outline points for measuring success, none of them developed thorough evaluation methodologies. Using the Community Food Project Evaluation Toolkit, the Abernathy Middle School pilot program could break this trend with a complete evaluation methodology. Such an evaluation would give Portland Public Schools a specific understanding of what works and what does not in implementing farm-to-school programs in this district. This information can then be applied to expand the program to other district schools.

NEXT STEPS TO TAKE FOR INCREASING LOCAL PURCHASING

To put this document to use, there are several future steps to take. The following are actions to take this work forward. With each task, there are potential community members and organizations that could be involved in taking these next steps.

1) Establish district policy for purchasing local foods

With federal and state mandates for localities to develop wellness policies, one important next step for increasing Portland Public School's local food purchasing involves creating comprehensive food policy for the school district. A school food policy encouraging gardening education and local food purchasing practices will facilitate students in forming life-long healthy eating habits.

The logical person to head this project is Nancy Becker, the Chair of School Nutrition Subcommittee for the FPC, with assistance from FPC staff

2) Provide guidance for changing the RFP language

In order for nutrition services to increase their purchasing of local foods, food suppliers need to make local foods an option. One important next step involves guiding Portland Public Schools in forming RFP language that demands their suppliers provide local options. Considering the various obstacles both schools and food suppliers face in providing local foods, this next step should happen in three phases allowing time for increasing the demand and enabling the suppliers to provide local options.

3) *Encourage food curriculum integration in the classrooms*

As a key component for increasing local purchasing in Portland Public Schools, the students must feel compelled to eat those locally grown foods. Introducing curriculum about how food grows helps increase the students' demand for local foods.

There are several community organizations in the Portland area that may be able to work with the FPC on curricular integration:

FEED stands for Food-based Ecological Education Design. FEED empowers youth through food and gardening to achieve a good life. Towards this end they have a long-term vision where schools and communities, keeping children at the center, evolve a food and garden-based pedagogy. A complete contact list can be found at <http://web.pdx.edu/~feed/People/index.htm>

Another possible person who may be able to assist is Dilafruz Williams from Portland International Initiative for Leadership in Ecology, Culture, and Learning. She can be contacted at Williamsdi@pdx.edu or 503-725-4676.

4) *Community outreach and education*

The increase in local purchasing also requires a marketing strategy that builds community support for the program. One next step to take from this document would be to educate the community about the importance of purchasing local foods in the public schools and encourage their involvement in the process.

The FPC will need to decide how to execute a marketing campaign, as well as who should head this project.

5) *Develop an evaluation methodology for the pilot program*

As Portland Public Schools already plans to implement a pilot farm-to-school program at Abernathy Middle School in the fall of 2005, the next step remains to develop an evaluation methodology for that program. An evaluation of this program, with an outline of specific goals, will illustrate what aspects of the project can apply to other schools, expanding farm-to-school programs and local foods to the entire district.

Linda Colwell (saverett@att.net), as the lead figure in creating this program at Abernathy, is a key person to contact for creating an evaluation methodology. Shannon Stember with Nutrition Services at PPS is another possible person to take on this task. She can be contacted at shannons@pps.k12.or.us or 503-916-3365.

6) *Website*

To make this document more accessible to the general public, post the information provided in this report on the FPC website.

Mike Moran could take on this role as Food Policy Council Intern.

APPENDICES

APPENDIX A – GLOSSARY OF TERMS

Community Supported Agriculture: A marketing system where customers buy "shares" in a farm's harvest. Customers pay a sum at the beginning of the season, providing the farm with up-front capital. In return, each customer receives a weekly allotment of produce. The produce is either delivered to the customer's door or a drop-off site, or it can be picked up at the farm.

Direct Marketing: Marketing strategies in which the farmer or producer sells their products directly. Farmers are engaged in personally selling their products and avoiding the use of a broker or a wholesaler.

Farm-to-School: A program to serve locally produced foods from area farmers in institutional cafeterias and educate children, students, adults and communities about local food and farming.

Foods of Minimal Nutritional Value (FMNV):

Limited-resource farm: Any small farm with gross sales less than \$100,000, total farm assets less than \$150,000, and total operator household income less than \$20,000. Limited-resource farmers may report farming, a non-farm occupation, or retirement as their major occupation.

Request for Proposal (RFP):

Policy: plan or course of action, as of a government, political party, or business, intended to influence and determine decisions, actions, and other matters.

Small Farm: USDA defines a small farm as a farm with less than \$250,000 gross annual sales, on which the day-to-day labor and management are provided by the farmer and/or the farm family that owns, or leases the productive assets of the farm

Value-added: Any handling or processing of raw ingredients that causes the final product to have a higher market value than the original raw ingredients.

Vendor: Any business that sells products to institutional food services. Often times, food service vendors supply large varieties and quantities of foods, supplying everything from fresh and canned tomatoes to frozen meats etc. Some vendors specialize in specific types of foods, such as fresh produce. Farms are considered a food service vendor if they market and sell their products directly to institutional food services.

APPENDIX B – PORTLAND PUBLIC SCHOOLS SERVING METHODS:

An important aspect of increasing local purchasing involves understanding the current conditions for providing school meals. Currently, all meals are prepared at the central kitchen located at the Blanchard Education Service Center. The central kitchen trucks breakfast to 87 schools and lunch to 93 schools in the district.

CURRENTLY SERVED:

- Lunch:

- One entrée

- fruit

- vegetables, grain and milk

- entrees include: pizza, hamburger, baked potato, spaghetti, chicken nuggets, turkey sandwich, bean & cheese burritos, mac & cheese, teriyaki beef with rice, turkey corn dogs, grilled cheese.

To see a copy of a lunch menu go to [HYPERLINK](#)

"<http://www.pps.k12.or.us/depts/nutrition/lunchcal.php>"

<http://www.pps.k12.or.us/depts/nutrition/lunchcal.php> .

- Breakfast:

- milk

- choice of juice or a fruit

- meat wrap or sandwich or

- sweet bread (French toast, pumpkin bread, Pancakes) or

- sweet cereal or

- eggs with a meat, cheese, and a carb (with hash browns or english muffin, etc).

To see a copy of a breakfast menu go to
<http://www.pps.k12.or.us/depts/nutrition/breakcal.php>.

METHODS OF SERVING:

a) Pyramid CHOICE

-A variety bar with fruits, veggies, grains, breads in addition to a choice of one entrée from 2-3 options, and a choice of non-fat milk or chocolate milk.

- Pyramid CHOICE is available in 48 elementary schools, 2 k-12 schools, and 9 middle schools.

b) Cafeteria style

- Students choose one entrée from 2-3 options, one fruit, one vegetable, one grain and non-fat milk or chocolate milk from cafeteria line.

c) Food court Style

- In high schools students have a larger variety of purchasing options.

d) Vending Machines

- Selling snacks and beverages.

Sodas are only sold in high school vending machines, and not in the cafeteria.

APPENDIX C – SAMPLE FOOD POLICIES:

Sample School Food Policy: Lagunitas Elementary School District Food Policy

Responsibilities

The School Board of Trustees recognizes the important connection between a healthy diet and a student's ability to learn effectively and achieve high standards in school. The Board also recognizes the school's role, as part of the larger community, to promote family health, sustainable agriculture and environmental restoration. The School Board of Trustees recognizes that the sharing of food is a fundamental experience for all peoples; a primary way to nurture and celebrate our cultural diversity; and an excellent bridge for building friendships, and inter-generational bonds.

Mission

The educational mission is to improve the health of the entire community by teaching students and families ways to establish and maintain life-long healthy eating habits. The mission shall be accomplished through nutrition and healthy eating education, garden experiences, the food served in schools, and core academic content in the classroom.

Goals

- Ensure that no student in the Lagunitas Elementary School District is hungry.
- Ensure that a healthy and nutritious snack and lunch is available to every student at each school so that the students are prepared to learn to their fullest potential.
- Eliminate the reduced-price category for school lunch, breakfast and snacks, so that all low-income children have healthy food available at no cost.
- Ensure that all qualified children become eligible for free meals.
- Ensure maximum participation in the school meal program by developing a coordinated, comprehensive outreach and promotion plan for the school meal programs.
- Shift from food-based menu planning to nutrient-based planning (as set forth under USDA guidelines) to allow for more flexible food selection.
- Ensure that the nutritional value of the food served significantly improves upon USDA Dietary Guidelines by providing nutritious, fresh, tasty, locally grown food that reflects San Geronimo Valley's cultural diversity.
- Ensure that the food served shall be organic to the maximum extent possible, as defined by the California Certified Organic Farmers.
- Eliminate potential harmful food additives and processes, such as bovine growth hormones, irradiation, and genetically modified foods.
- Serve meals in a pleasant environment with sufficient time for eating, while fostering good manners and respect for fellow students.
- Maximize the reduction of waste by recycling, reusing, composting and purchasing recycled products. Each school site shall have a recycling program.
- Ensure that food served will be of the highest quality district-wide.

Strategies Integration into the Curriculum

- Integrate eating experiences, gardens, and nutrition and healthy eating education into the curriculum for math, science, social studies and language arts at all grade levels.
- With a school garden established in the school, give students the opportunity to plant, harvest, prepare, cook and eat food they have grown.
- Encourage farmers and farm workers to come to the school classroom and arrange for students to visit farms.

EECoM's Marin Food System's Project

Contact: Leah Smith Phone: 415-663-1338 Email: lsmith@malt.org

Student Participation

- Solicit student preferences in planning menus and snacks through annual focus groups, surveys, and taste tests of new foods and recipes.
- Ensure that 5 students are represented on the Nutrition Advisory Council. Waste Reduction
- Ensure that cafeterias are part of the environmental education of students and staff through reducing waste, composting, recycling and purchasing recycled material.

Sustainable Agriculture

- Purchase food from school gardens and local farmers as a first priority, based on availability and acceptability. Cafeteria Staff will coordinate its menus with school garden production and provide to garden coordinators a list of the produce it wishes to purchase.
- Work with other Marin County school districts to increase the amount of products purchased from local farms and organic food suppliers. Nutrition Education and Professional Development * Provide regular professional development to enable the Cafeteria Staff to become full partners in providing excellent food for our students.
- Provide regular training, at least annually, to teachers and the Cafeteria Staff on basic nutrition, nutrition education, and benefits of organic and sustainable agriculture.
- Provide Cafeteria Staff with USDA approved computer software, training and support to implement nutrient-based menu planning.

Public Information

- The Nutrition Advisory Council shall regularly make progress reports on the Food Systems Project to the Lagunitas School community and to the San Geronimo Valley community.

Public Policy

- Advocate for label disclosure: —Request State and Federal representatives support legislation that will clearly label food products that have been irradiated, genetically modified or have been exposed to bovine growth hormones. —Send a School Board of Trustees resolution requesting support for labeling legislation to: 1) Every School Board in the State of California. 2) The State School Boards Association. 3) The Nation School Boards Association. Establishment of a Nutrition Advisory Council
- Nutrition Advisory Council shall be established to discuss food-related topics of concern to the school community and help make policy recommendations to the School Board of Trustees.
- The 20 Member Nutrition Advisory Council shall be as follows: 1) 6 Community/Parent representatives appointed by the San Geronimo Valley Healthy Community Collaborative. 2) School Administrator. 3) The School Nurse. 4) Up to 3 Classified employees appointed by their employee organization. 5) Up to 3 Teachers (one from each program) appointed by their employee organization. 6) 5 Students (3 middle school and 2 elementary school) appointed by the student council.
- The Advisory Committee shall meet at least six times a year at hours convenient for public participation

Maintenance and Repair of Equipment

- The School Board of Trustees instructs the Maintenance Committee to include kitchen facilities, food preparation and storage of equipment as high priority in its comprehensive maintenance policy.
- Modernize computer equipment and programs, and institute an automated accounting system. Community Use of School District Property
- District facilities, including school kitchens may be available to community based groups for their use and enjoyment under terms established by the School Board of Trustees.

A Garden in Every School

The garden classroom is an ideal setting in which students begin to understand the complexities of natural systems and the need to conserve resources. The Project calls for the creation of a garden classroom in the Lagunitas Elementary School District, and the integration of a curriculum which promotes awareness of the relationship between the way food is grown, the environment, and health. An integrated curriculum utilizes the garden as a context for teaching subject matter in the state frameworks. Math, history, science, literature, writing, art and music-all can be associated with activities in the garden and these subjects can be enriched and anchored by the energy and excitement found in the garden classroom. Through studying the entire food system, from seed to plate, students come to understand how food reaches the table and the relationship of agriculture and environment. The garden classroom is used to illustrate cycles and systems, such as soil fertility, waste cycles, and watersheds. As students come to understand their relationship to natural systems and cycle, they can begin to form a context for more sustainable and equitable patterns of living. Key to this understanding is the little garden at the school and lessons it has to teach. The partners in this effort share a common vision of sustainability and concern for our children and their future. They recognize a need to understand our place in nature, and to know more about food and ecosystems and the cycles of life in order to create sustainable communities. Approved July 24, 2001

GRAB 5! SAMPLE POLICY

1. Responsibilities

The Board of Governors recognizes the important connection between a healthy diet and a student's ability to learn effectively and achieve high standards in school. The Board also recognizes the role a school can play, as part of the larger community, to promote family health, and sustainable food and farming practices.

The Board of Governors recognizes that sharing food is a fundamental experience for all people; a primary way to nurture and celebrate our cultural diversity; and an excellent bridge for building friendships, and inter-generational bonds.

2. Mission

The educational mission is to improve the health of the entire community by teaching students and families ways to establish and maintain life-long healthy and environmentally sustainable eating habits. The mission shall be accomplished through food education and skills (such as cooking and growing food), the food served in schools, and core academic content in the classroom.

3. Aims

3.1 To improve the health of pupils, staff and their families by helping to influence their eating habits through increasing their knowledge and awareness of food issues, including what constitutes a healthy and environmentally sustainable diet, and hygienic food preparation and storage methods.

3.2 To increase pupils' knowledge of food production, manufacturing, distribution and marketing practices, and their impact on both health and the environment.

3.3 To ensure pupils are well nourished at school, and that every pupil has access to safe, tasty, and nutritious food, and a safe, easily available water supply during the school day.

3.4 To ensure that food provision in the school reflects the ethical and medical requirements of staff and pupils e.g. religious, ethnic, vegetarian, medical, and allergenic needs.

3.5 To make the provision and consumption of food an enjoyable and safe experience.

3.6 To introduce and promote practices within the school to reinforce these aims, and to remove or discourage practices that negate them.

4. Objectives

4.1 To work towards ensuring that this policy is both accepted and embraced by

- Governors
- School management
- Teachers and support staff
- Pupils
- Parents
- Food providers
- The school's wider community

4.2 To integrate these aims into all aspects of school life, in particular

- Food provision within the school
- The curriculum

- Pastoral and social activities

5. Methods

5.1 Establish an effective structure to oversee the development, implementation, and monitoring of this policy, and to encourage a participatory approach to meeting the objectives. Refer to appendix A for ideas.

5.2 Develop an understanding and ethos within the school of safe, tasty, nutritious, environmentally sustainable food, through both education and example. Refer to appendix B for ideas.

5.3 Create an environment, both physical and social, conducive to the enjoyment of safe, tasty, nutritious, environmentally sustainable food. Refer to appendix C and E for ideas.

5.4 Help to promote and raise awareness of environmentally sustainable food production methods and socially responsible food marketing practices. Refer to appendix D for ideas.

Signed Chair of Governors

Date

Berkeley Unified School District's Food Policy

Aug99

Responsibilities

The Board of Education recognizes the important connection between a healthy diet and a student's ability to learn effectively and achieve high standards in school. The Board also recognizes the school's role, as part of the larger community, to promote family health, sustainable agriculture and environmental restoration.

The Board of Education recognizes that the sharing of food is a fundamental experience for all peoples; a primary way to nurture and celebrate our cultural diversity; and an excellent bridge for building friendships, and inter-generational bonds.

Mission

The educational mission is to improve the health of the entire community by teaching students and families ways to establish and maintain life-long healthy eating habits. The mission shall be accomplished through nutrition education, garden experiences, the food served in schools, and core academic content in the classroom.

Goals

1. Ensure that no student in Berkeley is hungry.

2. Ensure that a healthy and nutritious breakfast, lunch and after school snack is available to every student at every school so that students are prepared to learn to their fullest potential.
3. Eliminate the reduced-price category for school lunch, breakfast and snacks, so that all low-income children have healthy food available at no cost.
4. Ensure that all qualified children become eligible for free meals by frequently checking with Alameda County Social Services.
5. Ensure maximum participation in the school meal program by developing a coordinated, comprehensive outreach and promotion plan for the school meal programs.
6. Shift from food-based menu planning to nutrient-based planning (as set forth under USDA guidelines) to allow for more flexible food selection.
7. Ensure that the nutritional value of the food served significantly improves upon USDA Dietary Guidelines by providing nutritious, fresh, tasty, locally grown food that reflects Berkeley's cultural diversity.
8. Ensure that the food served shall be organic to the maximum extent possible, as defined by the California Certified Organic Farmers.
9. Eliminate potential harmful food additives and processes, such as bovine growth hormones, irradiation, and genetically modified foods.
10. Serve meals in a pleasant environment with sufficient time for eating, while fostering good manners and respect for fellow students.
11. Maximize the reduction of waste by recycling, reusing, composting and purchasing recycled products. Each school site shall have a recycling program.
12. Ensure that a full service kitchen will be installed at school sites where public bond money is expended to repair or remodel a school.

Strategies

A. Integration into the Curriculum

1. Integrate eating experiences, gardens, and nutrition education into the curriculum for math, science, social studies and language arts at all grade levels.
2. Establish a school garden in every school. Give students the opportunity to plant, harvest, prepare, cook and eat food they have grown.
3. Establish relationships with local farms. Encourage farmers and farm workers to come to the school classroom and arrange for students to visit farms.

B. Student Participation

1. Solicit student preferences in planning menus and snacks through annual focus groups, surveys, and taste tests of new foods and recipes.
2. Ensure that 5 students are represented on the Child Nutrition Advisory Committee.

C. Waste Reduction

1. Ensure that cafeterias are part of the environmental education of students and staff through reducing waste, composting, recycling and purchasing recycled material.

D. Sustainable Agriculture

1. Purchase food from school gardens and local farmers as a first priority, based on availability and acceptability. Child Nutrition Services will coordinate its menus with school garden production and provide to garden coordinators a list of the produce it wishes to purchase.
2. Work with the Alameda County Cooperative Bid (13 school districts) to increase the amount of products purchased from local farms and organic food suppliers.

E. Nutrition Education and Professional Development

1. Provide regular professional development to enable the Food Services Staff to become full partners in providing excellent food for our students.
2. Provide regular training, at least annually, to teachers and the Food Service Staff on basic nutrition, nutrition education, and benefits of organic and sustainable agriculture.
3. Provide Child Nutrition Services with USDA approved computer software, training and support to implement nutrient-based menu planning.

F. Business Plan

1. The Board of Education shall do a comprehensive cost/benefit analysis and business plan. The plan shall include an examination of different development models of increased fresh food preparation at the central and satellite kitchens.

G. Public Information

1. Each year in March, Child Nutrition Services shall prepare The Director's Annual Report for the Board of Education, which will include: a) Description of the level of service for each site and level of participation; b) Profit and Loss Statement for the past fiscal year; c) Outreach and Promotion Marketing Plan (with assistance from Advisory Committee) d) Budget for the future year; e) Report on the progress in meeting the food policy goals ; f) Nutritional quality of the food being served; g) Inventory of equipment; h) Budget for maintenance and replacement equipment; i) Accounting of Child Nutrition Services' financial reserve and a budget allocating the reserve.
2. The Berkeley Unified School District's Food Policy, Director's Annual Report, Monthly Menus and food policy information shall be available at District Office and on the Board of Education's Web site.
3. A summary of the Director's Annual Report shall be distributed as part of the April and May menus.

H. Public Policy

1. Advocate for label disclosure: a) Request State and Federal representatives support legislation that will clearly label food products that have been irradiated, genetically modified or have been exposed to bovine growth hormones. b) Send a Board of Education resolution requesting support for labeling legislation to: 1. Every School Board in the State of California. 2. The State School Boards Association. 3. The Nation School Boards Association.

I. Establishment of a Child Nutrition Advisory Committee

1. Child Nutrition Advisory Committee shall be established to discuss food-related topics of concern to the school community and help make policy recommendations to the Board of Education.
2. The 24 Member Child Nutrition Advisory Committee shall be as follows:
 - a) 10 Community/Parent representatives appointed by the Board of Education
 - b) The Superintendent. c) The Director of Child Nutrition Services.

- d) 3 Classified employees appointed by their employee organization.
 - e) 3 Teachers (elementary, middle and high school) appointed by their employee organization.
 - f) 1 Principal appointed by their employee organization.
 - g) 5 Students (3 middle school and 2 high school) appointed by student government
3. The Advisory Committee shall meet at least six times a year at hours convenient for public participation.
 4. The Duties and Responsibilities shall be as follows: a) Present to the Board of Education an Annual Report in April of each year on the status of meeting the food policy goals. The report shall contain: 1. Review and comment on the Director's Annual Report, Profit and Loss Statement, Marketing Plan and Business Plan. 2. Recommendations for improving the delivery and cost effectiveness of food services. b) Assist the Director of Child Nutrition Service in the development and implementation of the Outreach and Promotion Marketing plan. c) Review and report by February 1 to the Board of Education on recommendations to eliminate potentially harmful food additives and processes. d) Make periodic reports, as the Advisory Committee deems necessary. e) Establish rules for decision-making.

J. Maintenance and Repair of Equipment

1. The Board of Education instructs the Maintenance Committee to include kitchen facilities, food preparation and storage of equipment as high priority in its comprehensive maintenance policy.
2. Modernize computer equipment and programs, and institute an automated accounting system.

K. Community Use of School District Property

1. District facilities, including school kitchens shall be available to community based groups for their use and enjoyment under terms established by the Board of Education.

APPENDIX D – INTERVIEW WITH LINDA COLWELL

Linda Colwell will create a “Chefs in Residence” program at Edwards Elementary School for one week in which a different chef comes Monday through Friday to teach a cooking class with local foods that will then be served in the lunch line. Abernathy will begin next year as a

farm-to-school program with local foods served in the cafeteria. Lots of unknowns still remain as to how the local foods will be sourced and what additional costs the Abernathy program will require.

QUESTIONS:

1. What aspects of the Edwards Elementary School / Abernathy Middle School pilot programs could be looked at as measurements of success? What before/ after comparisons could be made?
 - a.) Measurement of how much the kids are eating. They already weigh the compost on Wednesday, they just need to weigh the food before its served.
 - b.) Measure the kids relationship to local produce through surveys that ask them about their reactions and food preferences.

2. How could this Abernathy Middle School program be applied to the district?
 - a) Abernathy has a “from scratch kitchen” meaning it has the equipment to prepare foods from scratch... many Portland Public Schools do not have this infrastructure.

 - b) Linda Colwell is working with Gitta, the Southeast coordinator from nutrition services to stay within USDA guidelines and keep costs down.

Linda’s goals:

1. To change the kids perceptions about food/ produce.
2. To track data such as the USDA regulations that must be followed as well as the costs.
3. To increase Portland Public School local food purchasing

APPENDIX E – NUTRITION SERVICES INITIAL INTERVIEW QUESTIONS

SHANNON STEMBER ASSISTANT DIRECTOR, SCHOOL OPERATIONS:

1. What different types of kitchen infrastructures characterize the schools?
2. Do schools provide different foods as a result of different preparation capacities?
3. Is there a breakdown of consumption numbers by school and type of school?
4. Who are the primary people we need to call about these questions?
5. Can you contact those people and inform them what we are doing?
6. Can we tour the central kitchen?

JEAN BAECHER-BROWN, ASSISTANT DIRECTOR, CENTRAL KITCHEN OPERATIONS:

1. Who determines the menu?
2. How much say do the individual schools have in the menu they offer, or is it all decided at the central kitchen?
3. What kinds of foods are prepared at the central kitchen? What kinds of foods are prepared at the individual schools?
4. Does the kitchen infrastructure of each school determine how much and/ or what foods are produced there?
5. How much variation is there between what foods each school offers?
6. What requirements does the Central Kitchen have for the produce it uses?
7. Does measurement exist of what kinds of foods are wasted most and how much of each food are thrown away?
8. Do you know in general about how much food waste each school produces?
9. How many pounds of each type of food go through the central kitchen?
10. What items are brought in pre-made?
11. How far in advance does the central kitchen buy food?
12. How frequently do trucks deliver food from the central kitchen to the individual schools?
Does frequency of delivery vary by the type of food?
13. How often does each distributor deliver to the central kitchen?

YONGKIE HURD, FINANCIAL ANALYST:

1. Can we see the budget?
2. How is the budget generated? What is the process?

3. What is allotted for purchasing?
 - a) how is money allotted
 - lunch vs. breakfast
 - high schools vs. elementary
 - by schools or by student?
4. How are RFPs structured?
5. Where is an RFP / contract? With the distributor?
6. What state and federal policies effect spending? What rules and regulations must they follow?
7. What is the break down per distributor? Per food group?

APPENDIX F – SUMMARY OF APRIL 20TH INTERVIEW

**KRISTY OBBINK, DIRECTOR OF NUTRITION SERVICES AND SHANNON
STEMBER, ASSISTANT DIRECTOR OF NUTRITION SERVICES,**

1. What is the budgeting process, particularly as regards allocations for different food types and the ability to select value-added alternatives?

The district is required to offer support to the nutrition program, currently in the form of covering utilities and maintenance services, however the district is interested in shifting this back to the Nutrition Services as a way of addressing their budget shortfall.

The bottom Line for the district budgeting is whether the funding goes to core services – education and students achieving benchmarks. The Nutrition program does not directly fall into this category.

Money comes from the Free and Reduced program from the feds based on the level of documented need, The students that purchase their meals, and the “other foods” category at middle and high school level, and including faculty meals.

About 70% revenue is federal

About 30% is cash from student purchased meals

Revenue is about \$2.15 per meal served averaged.

About 53% goes to wages and benefits

About 43% goes to food and supplies

About 2.6% for services

Follow up: As far the 43% how is that allocated?

It is dictated by the menu, nutritional requirements, and cost/availability.

2. What is the process for menu creation? What role does product availability play in menu planning?

The menu is driven heavily by student preference, nutritional needs and then cost.

When planning meals the USDA regulations and the total money available dictate the allocation.

We try to offer a variety of items to make sure that kids are getting what they need in regards to nutrition.

Example of USDA oversight and allocation: When State comes to evaluate, someone will go and watch the preparation and then come back and look at eligibility in paperwork. A certain amount of administration overhead is to track eligibility for fed funds for school nutrition.

The school board determines the maximum cost per meal. The current board believes that we should not increase more than a nickel at a time. This greatly limits the choices for the meals.

The dieticians do taste testing with students and limited survey (costly) and look at sales, what are kids choosing? They use this to determine the items to put on the menu.

3. Do you track what gets eaten and what gets wasted?

Kristy – The law requires that we record what was offered, what was left, and what was done with leftovers. Some things can be re-served but many things can not. The goal is to minimize waste. We work with Fork It Over and other organizations to use whatever can for human consumption.

It would be wonderful if a local organization could deal with a small number of schools and that is what Fork It Over is trying to achieve.

Nancy Bond in environmental services works on the waste stream stuff. Organic recycling etc...

4. Within the different meal programs what is the level and degree of variation in what is served and how much the individual school is able to purchase and prepare?

The Central kitchen designs the menu and what is offered on any given day. There is a computer ordering system through which the individual schools decide which options to select and serve.

5. What is the purchasing procedure for the central kitchen – i.e. lead times, quality determination, receiving protocols, etc...?
6. How is the most recent RFP structured and what elements are inflexible?

In the RFP. We are buying more value added products because of the added internal cleaning and preparation costs associated. This is particularly true for produce. The financial pressure is to continue to outsource more

Really depends on the product. Produce is very labor intense when it comes in uncleaned.

Food Safety is the primary determinant next to nutrition.

(The recent RFPS are copied)

Darren in their office is in charge of purchasing protocol.

How to do an RFP that can go to local farmers to supply?

How do they track farmers, cost, etc.. Needs to be a farmers coop of some sort.

HAACCP is a big issue in the requirements for the RFP.

7. How frequently do trucks deliver food from the central kitchen to the individual schools?
Does frequency of delivery vary by the type of food and/or school?

This is an issue. They go everyday but the fuel costs often don't justify the delivery. The question is how to deliver less frequently.

8. What role do you see the Food Policy Council playing to best support the efforts of you and your staff to increase the availability of local and fresh produce?
9. How do you see the research that we are doing benefiting nutrition services?

Establishing the

The district needs the people that want change they need to be allies.

Find the middle ground between local purchasing and the most nutritious food for the least price.

Linda Caldwell – this is the desired pilot program at Abernathy

The thing we could do is look at if the demonstration can be replicated.

Kristy – The small neighborhood individual schools that we support does not support sufficient staff to decentralize. Example \$.01 per apple increase is \$100Ks in increased cost.

To get produce direct from farms adds potential expense in the cleaning?

QUESTIONS AND OTHER ISSUES THAT CAME UP-

What is local? What exactly is the FPC looking for in regards to local? This is a primary question that needs to be answered by the FPC. There is no agreed upon definition.

Vena defined that it is an economic development issue as well as a farming issue and this is what resonated with the staff. Privatizing the kitchen would actually decrease the local dollars captured by the district.

Kristy pointed out that the central kitchen is doing a lot of the food processing and so that it is in part what they are trying to accomplish. By doing it in house they increase the per unit cost but they also can better control nutritional content and quality.

The plan to move the central kitchen is cost prohibitive however this is why Eric Sten's office is looking into the option of a city PPS joint effort.

Only about 17% high school students eat in the school.

It is not the food itself but the entire eating environment that needs to be examined. What value are we expressing about good nutrition in the way that we organize the lunch service?

Decentralizing the kitchen raises several issues and increases overhead dramatically, decreasing dollars available for purchasing.

The local farmers have to be able to compete in a bidding process. How?

How much is spent per meal in transportation of the food to the school?

Sharon Harrington manages the cold foods and the distribution.

Get information from Kristy

Student Population

Storage per student needed in fridge/freezer.

Equipment List

Storage capacity

NEXT STEPS AND ACTION ITEMS

CASE STUDY GROUP

- Get a lot of detail of the Berkley farm to school demonstration program. Budget and funding information particularly and how much is externally financed
- For any programs that have changed the purchasing practices, find any RFP language that has been used.
- Should we be looking at some point at case studies of a contracted school program that is managed by a private company? How does the quality and nutrition compare?
- Distinguish between demonstration projects and district wide projects. Is the impact primarily educational or has it changed the day to day offerings in the cafeteria.

PPS GROUP

- Contact Amy Joslin, Darren? at PPS and the woman from Portland about the RFP language and point system that they are using for RFPs and draft RFP recommendations for PPS.
- Schedule with Jean to observe the packing shift at central kitchen.
- Analyze space storage requirements at the different schools.
- Get equipment information available

- Talk with Linda Colwell about her program.
- Identify Sites to visit
- Follow up with Shannon on some of the details
- Talk to Greg Lynch about regulatory issues.

SUGGESTED DELIVERABLES

- FAQ sheet on the School Nutrition Program for their Website.
- An evaluation tool for the Abernathy demonstration project to gauge success and ability to replicate it across the district.
- RFP language recommendations
- Analysis of transportation and storage needs.

APPENDIX G – FUNDING

In review of the case studies and literature on local purchasing, numerous sources have indicated that a myriad of components are involved in the transition. It should not be overlooked that sample school districts and pilot programs reviewed consistently indicated a need for funding that exceeds individual school and district budgets. This additional funding amends the budget after changing the patterns of production, consumption, and distribution. The additional funding helps support policy transitions and provide access to the resources necessary for creating sustainable, lasting policy change that is not only feasible within the school or district but also well received by the community at large. The list of resources below is only a small selection of resources to aid in obtaining additional funds and includes available sources for funding opportunities as well as recommended assistance with applications and acquisition. More resources are available in Resource table available on CD and on the FPC website. Grant options not included in the following resources can also be obtained. It is recommended that consultation with specialists in funding acquisition precede policy change.

FUNDING SOURCES FOR POLICY CHANGE AND FARM TO SCHOOL COMMUNITY FOOD PROJECTS

www.communitynutrition.org/

2005 Community Food and Nutrition Program. This site 2005 offers information and funding guidance as well as a direct contact with Anupama Joshi, National Farm to School Program Manager (323)341.5095.

www.foodsecurity.org/cfp_help.html

CFSC Community Food Security Coalition offers information on free assistance for developing a successful proposal. Contact Hugh Joseph. The site also offers a Community Food Project Planning Guide and Other Materials.

www.wkkf.org/

W.K. Kellogg Foundation offers various grant opportunities for community oriented research, programs and projects.

www.dfsp.dla.mil/subs/produce.mil

Department of Defense Fresh Produce Project offers options through the DoD Produce Buying Office or the Defense Subsistence Office.

www.csrees.usda.gov

Site includes Community Supported Agriculture, Fund for Rural America, Community Food Projects, Community Food Projects Competitive Grant Program, and an adequate variety of other funding programs.

www.oed.usda.gov

Notices of Funding Availability. Research funding options by Department, grant deadline, and key words.

www.fns.usda.gov

Lists grants offered for state agencies, including the Team Nutrition and Federal State Marketing Improvement Program (FSMIP).

www.communityfoundationlocator.com

Excellent resource for local community foundations, listing the foundations by state with an easy-to-use U.S. map graphic.

www.granted.org

Corporate and community foundation database. Listed by state, the grant categories include environmental and agricultural farming resources. Site includes links on "How to Write a Grant Proposal."

www.rurdev.usda.gov

Rural Business Enterprise Grants, Rural Business Opportunity Grants, this site offers funding from the farming and production aspect of Food Policy.

LOCAL FOUNDATIONS AS REFERRED BY COMMUNITY FOUNDATION LOCATOR

Cottage Grove Community Foundation

PO Box 1326

Cottage Grove, OR 97424

United States of America

Frank Simpson, Director

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APPENDIX H – PURCHASING EVALUATION

Total Purchasing by percent of sales and locality matrix			
matrix key: ? = unknown, 0 = not local, 1 = locally grown, owned, and produced, 2 = locally grown and produced, 3 = locally produced, 4 = Portland value added, 5 = regionally value added			
Manufacturer	Food Type	% of total	Matrix Value
Acme	Pineapple, Tidbits, Canned, CS	0.45%	5
Acme	Oranges, Mandarins	0.03%	5
ADM	Flour , Bread, Bag	0.30%	?
ADM	Flour, Whole Wheat, Bag	0.43%	?
ADM	Flour, All Purpose, Bag	0.09%	?
ALPENROSE	Yogurt, Non-Fat, Sunshine Dairy, Pail	0.99%	1
Armour	Bacon, Sliced, CS	0.19%	0
Basic American	Black Beans, Dried, CS	0.25%	0
Basic American	Potato, Instant Mix, CS	0.25%	0
BBQ Speedy	Frozen Chicken or Turkey, in Barbeque Sauce, CS	1.12%	0
Benchmark	Baking Powder, CS	0.51%	?
Bonneau	Sauce, Worcestershire, CS	0.01%	0
Bonneau	Coloring, Food, Red, CS	0.01%	0
Bonneau	Coloring, Food, Yellow, CS	0.04%	0
Boyd	Coffee, CS	0.15%	2
Brach	Fruit Gummy Pieces, CS	0.82%	?
Cal Fruit & tomato	Tomato, Paste, Canned, CS	0.04%	0
Cal Fruit & Tomato	Catsup, Canned, CS	0.39%	0
California Fruit	Peaches, Sliced, Canned, CS	0.36%	0
California Fruit and Tomato	Tomato, Diced, Canned, CS	0.29%	0
Chef Boy R De	Ravioli, In Brine, Canned, CS	0.14%	0
Clabber Girl	Baking Soda, CS	0.03%	0
Classic	Sauce, Chili Sweet Hot, CS	0.03%	?
Columbia Bean	Rice, Med Grain , Calrose, Bag	0.08%	2
Custom	Base, Beef, CS	0.08%	?
Custom	Base, Chicken, CS	0.09%	?
Custom	Base, Vegetarian, Pail	0.03%	?
DAIRYGOLD	Butter, Salted, 55LB Cube, CS	0.96%	1
darigold	Milk, Nonfat Dry, Bag	0.05%	1
Delyse	Pretzel, Pkg	1.52%	0
DeWaf'IBker	Pancakes, mini, individual wrapped portion	1.76%	0
Diamond Crystal	Sugar, Individual Packets, CS	0.04%	0
Fernando	Burrito, Bean and Cheese (4 oz bulk), Frozen, CS	2.51%	0
Fernando	Burrito, Bean and Cheese (5.75 oz wrapped), Frozen, CS	3.05%	0
Flav-R-Pac	Carrots, Diced, Frozen, CS	0.04%	1
Fortune	Noodles, Yakisoba, Steamed, Frozen, CS	0.48%	0

Foster Farms	Turkey Wieners, Skinless 6", Frozen, CS	2.29%	?
Foster Farms	Turkey, Combo Pack, Sliced, Frozen, CS	0.48%	?
Foster Farms	Maple Syrup Pancake Sausage Wrap, Frozen, CS	0.31%	?
Franz	Bread, White, Pullman	0.12%	5
Franz	Bread, Wheat, Pullman	0.05%	5
Franz	Bread, Dark Rye	0.01%	5
Franz	Bread, Whole Wheat Deli Loaf	0.02%	5
Franz	Bread, French Brown & Serve	0.01%	5
Franz	Bun, Hamburger, 4"	2.98%	5
Franz	Bun, 7-Grain, 4"	0.25%	5
Franz	Bun, 7-Grain, 4"	0.79%	5
Franz	Bun, 6" Coney	0.05%	5
Franz	Bun, French Dip, 5"	0.30%	5
Franz	Sourdough - Style Hoagie	0.01%	5
Fritolay	Chips, Corn	0.31%	0
Galileo	Salami, Sliced, Frozen, CS	0.17%	?
Gatorade	Gatorade, Fruit Punch, CS	0.64%	0
Gatorade	Gatorade, Blue Raspberry, CS	0.72%	0
Gatorade	Gatorade, Fierce Grape, CS	0.34%	0
Gatorade	Gatorade, Strawberry Kiwi, CS	0.67%	0
Gen Mills	Cereal, Puffed Corn	0.18%	0
Gen Mills	Cereal, Oat Rounds	0.18%	0
Gen Mills	Snack, Chex Mix, CS	0.58%	0
General Mills	Cereal, Frosted Flakes, Bowl, CS	0.18%	0
Ghirardelli	Cocoa Chips, CS	0.13%	0
Glory Bee	Molasses, Light, CS	0.04%	
Grain Millers	Oats, Rolled, Bag	0.04%	1
Gulf Pacific	Rice, White, Parboiled, Bag	0.24%	0
Heinz	Catsup, Individual Packets, CS	1.02%	0
Hershey	Chocolate Chips, CS	0.72%	0
Hot Pockets	Pocket sandwich, vegetarian, Italian flavor, frozen, CS	1.15%	0
Hot Pockets	Pocket sandwich, vegetarian, Taco flavor frozen, CS	1.15%	0
Independent	Applesauce, Canned, CS	0.02%	0
Independent	Apple, Sliced, Canned, CS	0.02%	0
Inn Foods	Corn, Frozen, CS	0.06%	0
Inn Foods	Peas, Frozen, CS	0.07%	0
J&J Snack	Crackers, Graham Snacks, CS	0.20%	0
Kellogg	Cereal, Woven Square-Shaped	0.23%	0
Kettle Valley	Fruit Leather, Strawberry, CS	0.12%	0
Kettle Valley	Fruit Leather, Sour Apple, CS	0.12%	0
Kettle Valley	Fruit Leather, Tropical, CS	0.12%	0
KFK Seasonings	Cloves, Ground, PKG	0.01%	1
KFK Seasonings	Garlic Powder, Box	0.08%	1
KFK Seasonings	Ginger, Ground, PKG	0.02%	1
KFK Seasonings	Onions, Dehydrated Minced, Box	0.19%	1
KFK Seasonings	Pepper, White, PKG	0.01%	1
KFK Seasonings	Onion Powder, Drum	0.04%	1

KFK Seasonings	Pepper, Black, Ground, Container	0.01%	1
Kitchen Bouquet	Browning Sauce, CS	0.08%	?
Knudsen	Spritzers, Lemon	0.82%	0
Knudsen	Spritzers, Black Cherry	0.82%	0
Knudsen	Spritzers, Strawberry	0.82%	0
KRAFT	Cream Cheese, plain, individual packets	2.04%	0
KRAFT	Cream Cheese, Bulk, CS	0.08%	0
KRAFT	Cream Cheese, Bulk, CS	0.08%	0
Lamb Western	Tater Rounds, CS	0.17%	?
Lawry's	Italian Salad Dressing Mix, Pail	0.11%	0
Lawry's	Caesar Salad Dressing Mix, CS	0.07%	0
Lee kum Kee	Sauce, Soy, Lite, CS	2.45%	0
Longmont	Turkey, Rolls, Frozen, CS	0.44%	0
Lyons Magnus	Pineapple Concentrate, CS	0.04%	0
M&M/Mars	Chocolate Bits, M&M's Mini , CS	0.09%	0
Madallion	Pasta, Dry, Rotini, Box	0.00%	0
Maruchan	Soup, Instant Beef Noodle, CS	0.19%	0
Maruchan	Soup, Instant Chicken Noodle, CS	0.67%	0
Mcllhenny	Sauce, Tabasco, CS	0.25%	0
Mission	Chips, Tortilla, CS	0.12%	0
MJM	Cookie, Chocolate Bears, CS	0.74%	?
MJM	Crackers, Graham, CS	0.04%	?
Nabisco	Crackers, Saltine, CS	0.01%	0
NATIONAL	Egg, Fresh, CS	0.10%	?
National Col.	Modified Starch, Colfol, Bag	0.24%	?
Nielsen	Juice, Lemon, CS	0.02%	?
Nor-Pac	Beans, Green, Canned	0.07%	0
Nor-Pac	Pumpkin, Canned, CS	0.05%	0
NW Pack	Pears, Slices, Canned, CS	0.35%	?
Oberti	Olive, Ripe, Pitted, CS	0.03%	0
Olympic	Juice, Orange, 100% Juice, 4 oz, Frozen, CS	5.97%	1
Olympic	Juice, Orange, 100% Juice, 6 oz, Frozen, CS	3.17%	1
Olympic	Juice, Tropical Punch, 100% Juice, 4 oz, Frozen, CS	3.27%	1
Olympic	Juice, Apple, 100% Juice, 4 oz, Frozen, CS	2.69%	1
Olympic	Juice, Apple, 100% Juice, 6 oz, Frozen, CS	2.01%	1
Oroweat	sub bread	0.99%	0
Oroweat	hamburger buns	0.03%	0
Pacific Foods	Extract, Almond, CS	0.10%	?
Pacific Foods	Coloring, Food, Green, CS	0.05%	?
Pacific Foods-Melovan	Vanilla, 4-Fold, CS	0.11%	?
Parway	Classic Cake Pan Coating, CS	0.19%	1
Pendleton Mills	Flour, Cake, Bag	0.08%	1
Peppender Farm	Crackers, Goldfish, CS	0.21%	?
Peppers Unlimited	Chilies, Green, Diced, Canned, CS	0.10%	0
Pilgrims Pride	Turkey Ham, Frozen, 9# Roll	4.42%	0
Portland French	various bread sticks	1.08%	1
Portland Specialty	bagels	6.58%	1

PPI	1000 Island Dressing, Individual Packets, CS	0.01%	?
PPI	Mayonnaise, Individual Packets, CS	0.65%	?
PPI	Mustard, Individual Packets, CS	0.31%	?
PPI	Peanut Butter Portion PK, CS	0.24%	?
Prisma	Soymilk, Chocolate, CS	0.03%	?
Purato	Starch, KDEX 4484, Dextrin	0.09%	?
Purato	Rolled Oats, Whole Old Fashion Style	0.02%	?
Puratos	Icing, Meringue Powder, Pail	0.19%	?
Puratos	Chocolate Chips, White Gourmet, CS	0.08%	?
Purato's	Dough Conditioner, Bag	0.38%	?
Quaker	Cereal, Instant Oatmeal Pkt	0.02%	0
Ralston	Crackers, Animal, CS	0.54%	5
RESERS	Tortilla, Flour, 10", CS	0.02%	2
RESERS	Tortilla, WW Flour, 8", CS	0.46%	2
Riceland	Rice, White, X-Long Grain, Bag	0.01%	0
Rose Packing	Turkey, Sausage Patty, Frozen, CS	1.89%	0
SAF Yeast	Yeast, Instant, CS	0.45%	0
San Benito	Tomato, Puree, Canned, CS	0.43%	5
SCHNEIBER	Cheese, String, CS	0.18%	0
SCHRIEBER	Cheese, String, CS	0.19%	0
SCHRIEBER	Cheese, Provolone, Sliced, CS	0.08%	0
SCHRIEBER	Cream Cheese, plain, reduced fat, 3# packages; 30 # per case	0.43%	0
SCHRIEBER	Cheese, Provolone, Sliced, CS	0.08%	0
SCHRIEBER	Cream Cheese, plain, reduced fat, 3# packages; 30 # per case	0.43%	0
Seneca	Beans, Small Red, Canned, CS	0.30%	5
Seneca	Beans, Garbanzo, Canned, CS	0.02%	5
Seneca Foods	Beans, Pinto, Canned, CS	0.29%	5
SHREIBER	Cream Cheese, plain, individual packets	1.57%	0
Signature	Mixed Fruit, Canned, CS	0.28%	0
Simplot	Potato, Savory Wedge, Frozen, CS	0.86%	5
Simplot-Mariner	Potato, Fries, Frozen, CS	0.37%	5
State Fair	Chicken or Turkey Corn Dog, Frozen, CS	1.98%	
Steinfeld	Pickle, Dill Chips, CS	0.14%	?
Steinfeld	Pickle, Relish, Pail	0.04%	?
Steinfeld	Pickle, Relish, Sweet, CS	0.03%	?
Sugar FDS	Croutons, CS	0.06%	0
Sugar FDS	Sugar, Substitute, Individual Packets, CS	0.02%	0
Summa	Vinegar, White Distilled, CS	0.28%	?
Sunshine Dairy Foods	Yogurt, Non-Fat, Sunshine Dairy, Pail	0.94%	1
Sysco / Tyson	Chicken Patty, Breaded, Tyson (2379), Frozen, CS	1.20%	
Tetley	Tea, CS	0.03%	0
Trail Blazer Food	Syrup, Maple, CS	0.04%	?
Trident	Fish, Pieces, Frozen, CS	2.13%	2
Uncle Bens	Rice, Brown, Long Grain, Bag	0.26%	0
United Salt	Salt, Iodized, Bag	0.05%	0
Ventura	Mayonnaise, Reduced Calorie, CS	0.27%	3

Ventura	Syrup, Corn Lite, CS	0.02%	3
Ventura	Shortening, CS	0.14%	3
VENTURA	Margarine, Table, CS	0.12%	3
VENTURA	Margarine, Table, EA	0.03%	3
VENTURA	Margarine, Table, CS	0.10%	3
VENTURA	Margarine, Table, EA	0.03%	3
Ventura-C.H.P. brand	Oil, Canola, Jug	0.73%	3
Western Sugar-GW Brand	Sugar, Powdered, Bag	0.31%	0
White Satin	Sugar, Granulated, Bag	0.94%	0
White Satin	Sugar, Brown, Bag	0.49%	0
Willemette Egg Farms	Egg, Fresh, CS	0.10%	1
Willemette Egg Farms	eggs?	1.42%	1