UPSTREAM
PUBLIC HEALTH

TO: HOUSE AGRICULTURE COMMITTEE

FROM: KASANDRA GRIFFIN
POLICY MANAGER FOR FOOD AND SCHOOL HEALTH
UPSTREAM PUBLIC HEALTH

DATE: FEBRUARY 21, 2013

RE: IN SUPPORT OF HB 2649

Chair Witt and Members of the Committee, my name is Kasandra Griffin. I work on food and school health at Upstream Public Health.

Several years ago, some of you and some of your predecessors created positions to work on Farm to School and School Gardens in the Oregon Department of Agriculture and Department of Education. Thank you. Those agencies have done a great job promoting farm to school and school garden programs to schools and to farmers, and have helped leverage public-private partnerships to get these programs going. Hundreds of Oregon schools are now buying at least some Oregon food products, and thousands of Oregon kids have gotten more educated and more excited about their food. But we are pushing the limits of what can be accomplished without additional resources, and there is much further to go.

I am here to ask you to expand the grant funding for Farm to School and School Gardens to $5,000,000 per biennium. Based on the Health Impact Assessment Upstream conducted in 2011, funding at this level would provide local purchasing support for 28.5 million individual meals, approximately 1/5 of the school lunches served annually in Oregon, would create 65 jobs, and would improve the health of students, farmers, and Oregon's rural economy. $5M would change this from a test pilot program – which is underway and going well – to something big enough to transform the purchasing patterns of school districts all around Oregon, benefit thousands of kids and dozens of farmers.

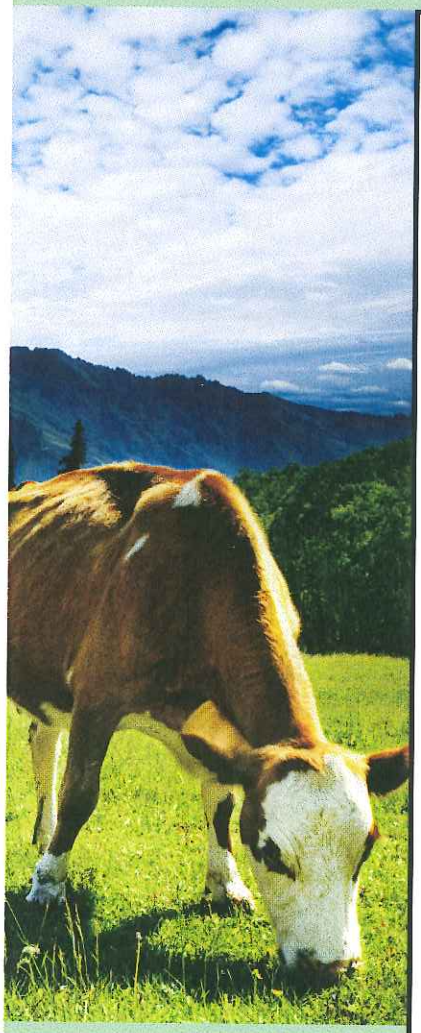
Regarding the issue of guidance vs. flexibility, we believe the original language of HB 2800 was too strict about requiring every single grantee to have the same percentage split between procurement and education. The current version of HB 2649, in contrast, provides complete flexibility to ODE so the grants can respond to local needs. We would be happy with some statutory guidance about the allocation of procurement vs. education, if you prefer, but hope to increase flexibility from the last round.

Now I have the pleasure of outlining who else you will hear today. First we will hear from the Farm to School staff at the two state agencies. Then we will hear from three people involved in the HB 2800 pilot grants: a farmer, a processor, and a school food service director. Then we will hear from an anti-hunger advocate and wrap up. I have handed Ms. Patrino two packets for each of you – one of materials from those of speaking today, and one of additional written testimony from other supporters.

Thank you for your interest and your past support.

HB 2649: FARM TO SCHOOL AND SCHOOL GARDENS

Healthy food for healthy learning ... and a healthy economy



Connecting Classroom, Crops and Cafeteria

- Farm to School and School Garden programs teach students where food comes from, help them develop healthy eating habits to last a lifetime, and increase their daily consumption of fruits and vegetables
- State support for Farm to School and School Garden programs provides funding to districts for purchasing local foods and providing garden-based education
- Promoting local products creates lifelong supporters of Oregon agriculture while developing new markets for farmers

Pilot Program Passed Unanimously in 2011

- Authorized $200,000 in grants to school districts
- Grants have been awarded to 11 districts for Spring 2013

Bend/La Pine	Gladstone	Ontario
Bethel	Lebanon	Roseburg
Centennial	Joseph	Sherman
Eugene 4-J	North Powder	

- Funds will be used to procure foods grown or processed in Oregon, including meats, grains, seafood, and fruits and vegetables, and also for food, agriculture, and garden-based education

Program Expansion in 2013

- HB 2649 proposes to expand Farm to School and School Garden grants to school districts to $5,000,000 per biennium
- Local funds provide leverage to keep federal meal funds in Oregon

For more information:

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This investment will directly benefit Oregon farmers and producers, stimulating rural economies, promoting healthy eating, and stemming long-term health care costs.

HB 2649: Farm to School
House Committee on Agriculture and Natural Resources
Rick Sherman
February 21, 2013

Good afternoon Chair Witt and members of the Agriculture Committee. For the record, I am Rick Sherman, Oregon Department of Education Farm to School / School Garden Coordinator. Also in the room is Joyce Dougherty, the ODE Child Nutrition Program Director. My position is designed to help school districts with Farm to School and School Garden efforts. I provide technical assistance, help school districts make connections with local vendors, and help share resources and ideas between districts.

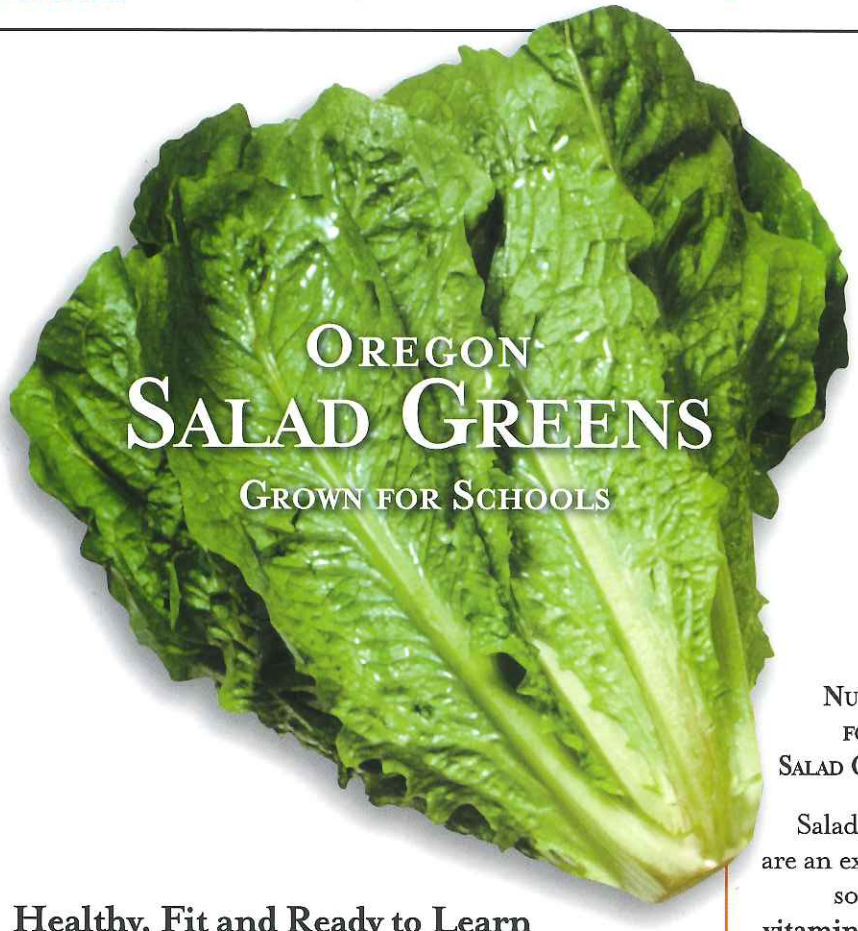
I will be sharing briefly about two initiatives.

1. ***Oregon Harvest for Schools***
   - The program was developed to promote and educate people about Oregon grown produce. It includes large posters, "classroom connections" educational materials, printed newsletters, and menu slicks. Please see examples of the displayed posters as well as other materials (such as the newsletters) in your packet.
   - These help students and also their families get familiar and get excited about some of the local products that are served in schools, and help food service directors develop menus.
   - In addition to the hard copies we distribute, Over 47,000 items have been downloaded from our website (www.ode.state.or.us/go/h4s) since 2011!

2. ***HB 2800 Grant*** This is the grant program many of you voted to create in 2011. The legislation provided $200,000 for ODE to make grants to school districts for them to purchase and serve products produced or processed in Oregon, and do food-based, agriculture-based and garden-based educational activities.
   - Twenty school districts applied for the grant.
   - During the application process, numerous school districts told me that they *would* have applied, if there were more funding available in the grant.
   - Eleven school districts were awarded. Please see attached, Highlighted List of Awarded Districts.
   - In accordance with the legislation, grants went to school districts that represent a variety of sizes and geographic locations.
   - There is also great diversity in the products they are purchasing.
   - Schools are purchasing Oregon beef and seafood, as well as grains, fresh and frozen produce, and local processed foods

Thank you for your attention and I would be happy to answer any questions, now or later.

FAMILY NEWSLETTER



Healthy, Fit and Ready to Learn

- Students who eat healthy foods and get regular physical activity often perform better in the classroom.
- Help your children eat healthy foods by including a green salad with your family dinner every night.
- Add in season dark leafy greens like romaine, green and red leaf lettuce, baby kale and chard leaves, or spinach to your salads for variety throughout the year.

Grown In Oregon

- Oregon's cool, wet springs and autumns are good for growing salad greens.
- Salad greens grow year round in Oregon's foggy, coastal valleys because the weather is cool and damp all year round.
- Salad greens also grow well in the mild winters of the Willamette Valley.

Nutrients found in Salad Greens:

Salad greens are an excellent source of **vitamin K** and **vitamin A.**

Vitamin K helps stop cuts and scrapes from bleeding too much.

Most dark leafy salad greens are also good sources of **vitamin C** and **folate.**

Recommended Daily Amounts of Fruits and Vegetables*

	Kids - ages 5-12	Teens & Adults - age 13+
Males	2 ½ – 5 cups per day	4 ½ – 6 ½ cups per day
Females	2 ½ – 5 cups per day	3 ½ – 5 cups per day

*If you are active, eat the higher number of cups per day. Visit www.choosemyplate.gov to learn more.

Your Oregon Kitchen

Quick and Easy!

- Use a variety of dark leafy greens in salads.
- Add salad greens like romaine, green leaf, and red leaf lettuce to sandwiches.
- Add color to salads with carrot strips, shredded purple cabbage, or fruit (e.g., strawberries, apples, raisins).

Spring Green Salad

Ingredients

3 ounces spinach (about 3-1/2 cups)

3/4 cup strawberries, washed and halved

1/2 cup walnut or filbert pieces (toasted if desired)

Dressing Ingredients

1/2 teaspoon sugar

1/8 teaspoon paprika

1 Tablespoon orange juice

1/2 Tablespoon lemon juice

3/4 teaspoon vinegar

1/2 teaspoon finely chopped onion

1 Tablespoon salad oil

Directions

1. Wash and dry spinach, tear into pieces, and chill.
2. To make dressing: Combine all ingredients in a jar and shake well or process in a blender.
3. Right before serving, toss strawberries, walnuts or filberts and spinach. Add dressing to coat salad. Serve immediately.
4. Refrigerate leftovers within 2-3 hours.

Source:
www.foodhero.org/recipes/healthy-recipes

OREGON HARVEST for SCHOOLS

Find Out More: Visit the Oregon Department of Education Child Nutrition Programs web page at **www.ode.state.or.us/services/nutrition.** Find the link to Oregon Farm To School and School Garden Program under Associated Topics.

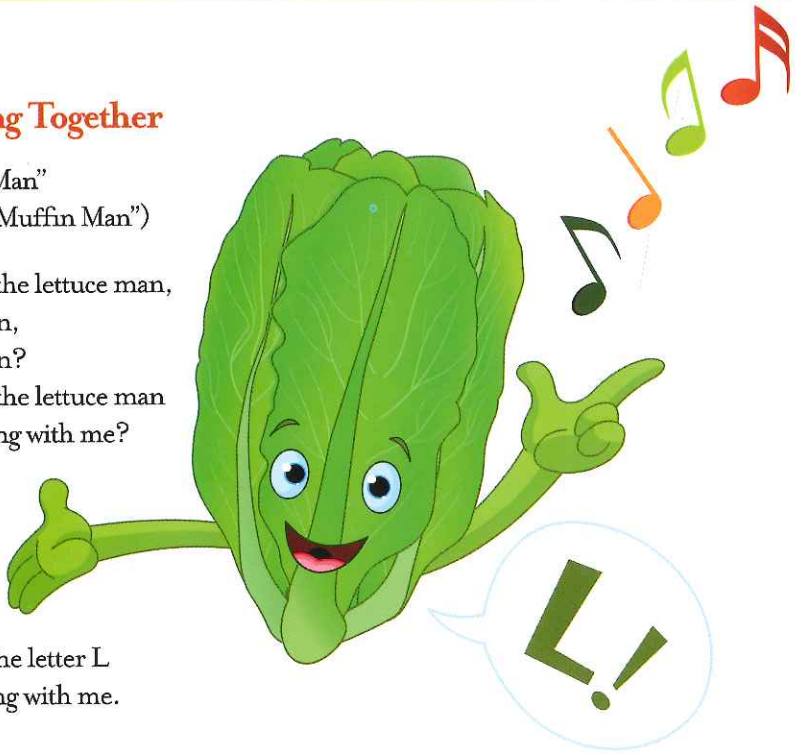
Just for Kids

Sing A Song Together

"The Lettuce Man"
(tune of "The Muffin Man")

Do you know the lettuce man,
the lettuce man,
the lettuce man?
Do you know the lettuce man
who likes to sing with me?

Oh, he loves
the letter L,
the letter L,
the letter L,
Oh, he loves the letter L
and likes to sing with me.



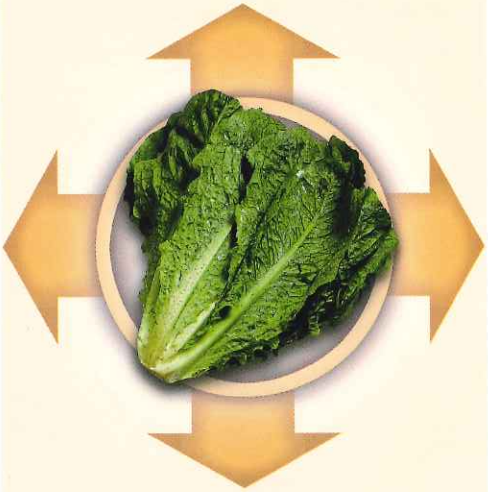
Kids in the Kitchen

Invite your kids to help you in the kitchen. Kids of all ages can help wash and tear lettuce leaves. Older children can measure the salad dressing ingredients into a jar and younger children can mix the ingredients by shaking the jar. Make sure the lid is tight. Find more ideas at the Oregon State University Food Hero website: **www.foodhero.org/tips/cook-kids**

Living and Eating Green

Look for Oregon-grown salad greens in your local market. Leafy salad greens are in season in Oregon from May to November. Visit Oregon's Healthy Harvest - tips for buying, storing and preparing Oregon-grown vegetables at **http://healthyrecipes.oregonstate.edu/oregon-healthy-harvest**

Produce Pointers



Salad Greens

- Look for dark green leaves that are fresh and crisp.
- Purchase only the amount of salad greens you will use within a few days. Most salad greens are delicate and don't keep long.
- Wrap salad greens in a slightly damp towel. Place in a plastic bag and store in the refrigerator.
- When ready to eat, rinse lettuce with cool water and pat leaves dry before using.

- Keep kids healthy by making time for play each day.
- An essential part of childhood development is awareness of weather and the rhythm of the seasons. Time outside every day makes this possible.

Visit the Let's Move Active Families page at **www.letsmove.gov** for more ideas.

Summary of Farm to School Local Procurement in Oregon during 2011, and School Garden count during 2013

Executive Summary:

In Oregon, 558 of 1,315 (58%) schools purchased Oregon fruits and/or vegetables at least once in 2011. Of the 36 Oregon counties, 28 counties have at least one school procuring Oregon fruits and vegetables for school lunch. In total, of the 554,205 students in Oregon public schools, approximately 259,653 (47%) were served Oregon fruits and/or vegetables at least once during 2011.

These numbers represent an opportunity as we do not currently track how much, and of what, Oregon products are being served and how often, on a statewide basis. We do know that Oregon fruits and vegetables are making their way into school lunches and snacks, but not how much and how often they are being served. We also know schools are purchasing grains, legumes, seafood, beef, and dairy. We do not, however, currently track these items and in what quantity.

Making connections between the cafeteria, classroom and community is an evidence-based, best practice to ensure students have enough exposure to Oregon agricultural products so that they will consume them. It is important that students eat the Oregon products so that schools will continue to buy them.

As of 2013, there are 394 school gardens statewide. Schools use agriculture, food and garden-based education as subjects themselves, or as a lens to teach other subjects such as math, science, geography and art. We currently do not track the exposure (in terms of length of time and types of activities) students have in agriculture, food, and garden-based education in Oregon.

Source:

These results are based on (1) an electronic survey from the Oregon Department of Education Child Nutrition Program to Sponsors of the National School Lunch Program conducted in 2011, and (2) a telephone survey from the Oregon Department of Education, Child Nutrition Programs to each school in Oregon conducted in 2013.

For more information contact:

* Rick Sherman, Farm to School/School Garden Coordinator at Oregon Department of Education (503) 947-5863; Rick.Sherman@state.or.us
* Michelle Markesteyn Ratcliffe, Farm to School Program Manager at Oregon Department of Agriculture: (503) 872-6600; mmarkesteyn@oda.state.or.us

Procurement and presence of school gardens by Oregon County

Baker

- **8 (73%)** schools in the county served Oregon fruits and vegetables in their school lunches to **2,016 (88%)** students.
- **0 (0%)** schools have food-producing gardens.

Benton

- **13 (57%)** schools in the county served Oregon fruits and vegetables in their school lunches to **6,364 (74%)** students.
- **12 (44%)** schools have food-producing gardens.

Clackamas

- **34 (29%)** schools in the county served Oregon fruits and vegetables in their school lunches to **7,249 (13%)** students.
- **40 (34%)** schools have food-producing gardens.

Clatsop

- **0 (0%)** schools in the county served Oregon fruits and vegetables in their school lunches to **0 (0%)** students.
- **6 (43%)** schools have food-producing gardens.

Columbia

- **14 (61%)** schools in the county served Oregon fruits and vegetables in their school lunches to **4,442 (55%)** students.
- **5 (28%)** schools have food-producing gardens.

Coos

- **16 (59%)** schools in the county served Oregon fruits and vegetables in their school lunches to **5,726 (62%)** students.
- **3 (15%)** schools have food-producing gardens.

Crook

- **0 (0%)** schools in the county served Oregon fruits and vegetables in their school lunches to **0 (0%)** students.
- **2 (25%)** schools have food-producing gardens.

Curry

- **0 (0%)** schools in the county served Oregon fruits and vegetables in their school lunches to **0 (0%)** students.
- **4 (57%)** schools have food-producing gardens.

Deschutes

- **3 (7%)** schools in the county served Oregon fruits and vegetables in their school lunches to **1,211 (5%)** students.
- **4 (10%)** schools have food-producing gardens.

Douglas

- **6 (12%)** schools in the county served Oregon fruits and vegetables in their school lunches to **1,449 (10%)** students.
- **17 (38%)** schools have food-producing gardens.

Gilliam

- **1 (33%)** schools in the county served Oregon fruits and vegetables in their school lunches to **131 (49%)** students.
- **0 (0%)** schools have food-producing gardens.

Grant

- **3 (38%)** schools in the county served Oregon fruits and vegetables in their school lunches to **141 (15%)** students.

- **0 (0%)** schools have food-producing gardens.

Harney

- **0 (0%)** schools in the county served Oregon fruits and vegetables in their school lunches to **0 (0%)** students.
- **1 (9%)** schools have food-producing gardens.

Hood River

- **9 (100%)** schools in the county served Oregon fruits and vegetables in their school lunches to **4,059 (100%)** students.
- **4 (50%)** schools have food-producing gardens.

Jackson

- **29 (47%)** schools in the county served Oregon fruits and vegetables in their school lunches to **15,349 (55%)** students.
- **16 (27%)** schools have food-producing gardens.

Jefferson

- **10 (83%)** schools in the county served Oregon fruits and vegetables in their school lunches to **3,043 (88%)** students.
- **1 (8%)** schools have food-producing gardens.

Josephine

- **10 (37%)** schools in the county served Oregon fruits and vegetables in their school lunches to **5,784 (54%)** students.
- **11 (44%)** schools have food-producing gardens.

Klamath

- **10 (31%)** schools in the county served Oregon fruits and vegetables in their school lunches to **3,215 (34%)** students.
- **4 (15%)** schools have food-producing gardens.

Lake

- **0 (0%)** schools in the county served Oregon fruits and vegetables in their school lunches to **0 (0%)** students.
- **0 (0%)** schools have food-producing gardens.

Lane

- **99 (85%)** schools in the county served Oregon fruits and vegetables in their school lunches to **40,804 (91%)** students.
- **62 (56%)** schools have food-producing gardens.

Lincoln

- **17 (100%)** schools in the county served Oregon fruits and vegetables in their school lunches to **5,052 (100%)** students.
- **7 (54%)** schools have food-producing gardens.

Linn

- **30 (59%)** schools in the county served Oregon fruits and vegetables in their school lunches to **12,169 (57%)** students.
- **14 (30%)** schools have food-producing gardens.

Malheur

- **7 (30%)** schools in the county served Oregon fruits and vegetables in their school lunches to **2,586 (53%)** students.
- **2 (10%)** schools have food-producing gardens.

Marion

- **93 (62%)** schools in the county served Oregon fruits and vegetables in their school lunches to **2,586 (53%)** students.
- **16 (14%)** schools have food-producing gardens.

Morrow

- **0 (0%)** schools in the county served Oregon fruits and vegetables in their school lunches to **0 (0%)** students.
- **1 (11%)** schools have food-producing gardens.

Multnomah

- **49 (27%)** schools in the county served Oregon fruits and vegetables in their school lunches to **30,037 (33%)** students.
- **73 (41%)** schools have food-producing gardens.

Polk

- **8 (53%)** schools in the county served Oregon fruits and vegetables in their school lunches to **3,094 (48%)** students.
- **1 (6%)** schools have food-producing gardens.

Sherman

- **0 (0%)** schools in the county served Oregon fruits and vegetables in their school lunches to **0 (0%)** students.
- **2 (100%)** schools have food-producing gardens.

Tillamook

- **0 (0%)** schools in the county served Oregon fruits and vegetables in their school lunches to **0 (0%)** students.
- **5 (45%)** schools have food-producing gardens.

Umatilla

- **6 (15%)** schools in the county served Oregon fruits and vegetables in their school lunches to **1,893 (14%)** students.
- **3 (9%)** schools have food-producing gardens.

Union

- **10 (71%)** schools in the county served Oregon fruits and vegetables in their school lunches to **2,862 (76%)** students.
- **4 (31%)** schools have food-producing gardens.

Wallowa

- **4 (57%)** schools in the county served Oregon fruits and vegetables in their school lunches to **631 (72%)** students.
- **2 (40%)** schools have food-producing gardens.

Wasco

- **1 (10%)** schools in the county served Oregon fruits and vegetables in their school lunches to **274 (8%)** students.
- **9 (75%)** schools have food-producing gardens.

Washington

- **62 (46%)** schools in the county served Oregon fruits and vegetables in their school lunches to **37,583 (44%)** students.
- **25 (20%)** schools have food-producing gardens.

Wheeler

- **1 (33%)** schools in the county served Oregon fruits and vegetables in their school lunches to **155 (57%)** students.
- **2 (67%)** schools have food-producing gardens.

Yamhill

- **18 (50%)** schools in the county served Oregon fruits and vegetables in their school lunches to **11,571 (70%)** students.
- **5 (17%)** schools have food-producing gardens

Highlights of Awarded Schools, House Bill 2800 Grant:

- **Bend-La Pine School District** *Awarded: $27,327 (16,326 students)* This semester, Bend-La Pine's "boat to school" program will set sail to procure fish from Oregon aquaculture for school lunch, strengthening the district's relationship with Oregon's coastal economy.

- **Bethel School District (Eugene)** *Awarded: $26,420 (5,654 students)* Oregon-grown items will take center stage at the center of the plate (highlighting grass-fed beef) , and comprehensive Farm to School education and supplemental food and resources to families will encourage rousing student approval.

- **Centennial School District** *Awarded: $29,033 (6,159 students)* Scratching the pre-packaged foods, this district will create locally sourced lunches, served every Wednesday, and enhance innovative promotional efforts that encourage students to dig into healthy local foods.

- **Lane County School District No. 4J (Eugene)** *Awarded: $29,033 (16,030 students)* The district has plans to buy tofu from Surata Soy Foods and tortillas and corn chips from Northwest Mexican Foods (Carmen's), adding even more local flavor to a lunch that includes fresh produce from the school garden.

- **Gladstone School District** *Awarded: $11,223 (2,120 students)* For the first time, the district will purchase food directly from a local vegetable farmer (who will also sell to a school for the first time!), laying the groundwork for an intentional, long-term relationship.

- **Joseph School District** *Awarded: $2,334 (248 students)* The school garden will become a better-utilized outdoor learning environment, and grass-fed beef from nearby ranchers will appear in school lunch to fuel the active garden learners.

- **Lebanon School District** *Awarded: $23,742 (4,200 students)* Agricultural education will go into hyper drive as FFA students build a business module for processing the beef and pork they raise and a sales and marketing program for selling to the food services department.

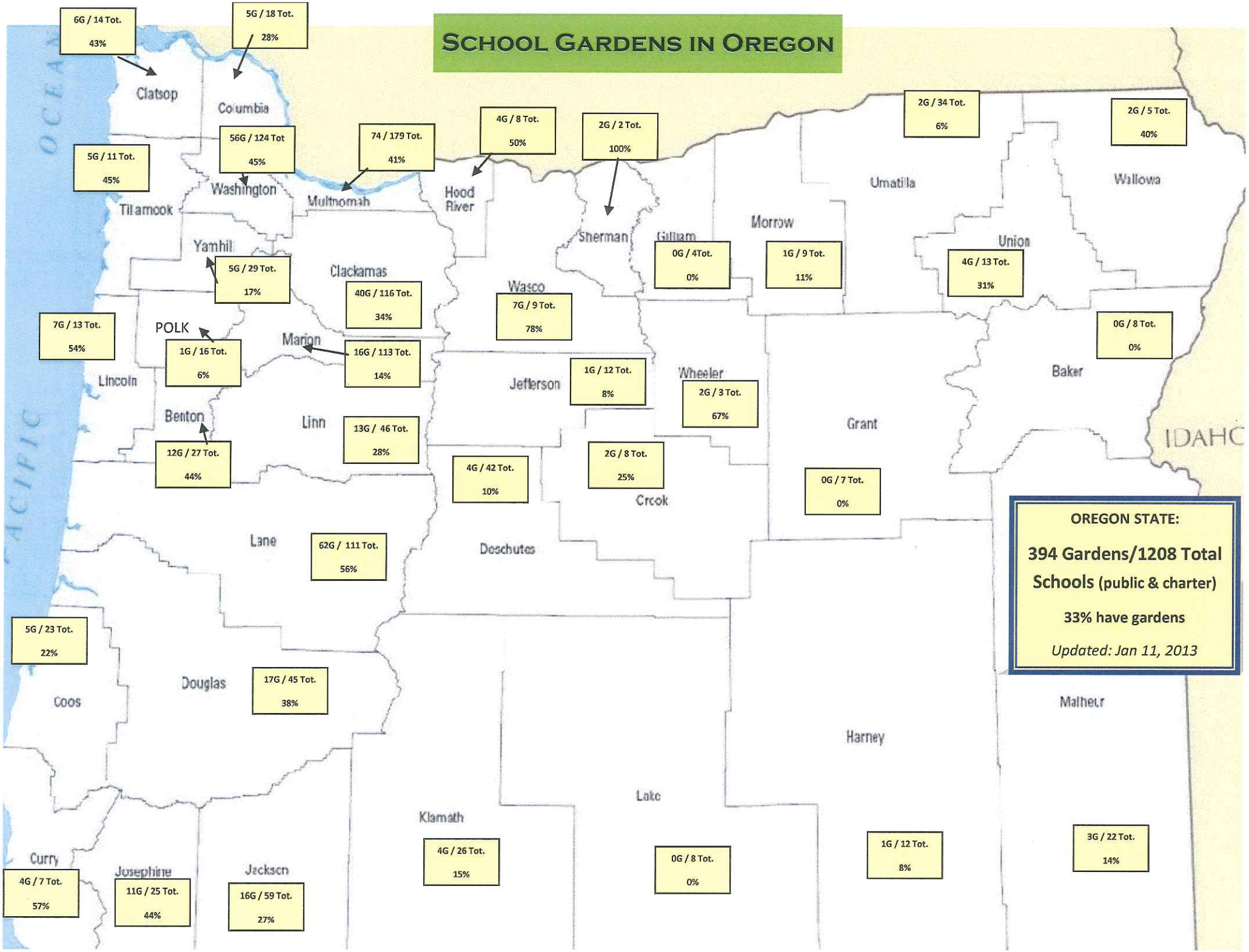
- **North Powder Charter School** *Awarded: $2,764 (283 students)* A host of activities, from maintaining the school garden to attending farm field trips, inviting chefs to classrooms to hosting community dinners, will expand the horizons of students' food and farming knowledge.

- **Ontario School District** *Awarded: $7,143 (2,417 students)* Ontario farmer Rene Corn will teach students about grain and how to mill it, and work with a local bakery to mill her harvests and make whole grain breads, rolls, pizza dough, and buns for the district.

- **Douglas County School District 4 (Roseburg)** *Awarded: $29,033 (6,344 student)* The construction of a new learning garden will give teachers a supplemental classroom, engage students in activity out of doors, and give meaning and context to the new local items on the school menu.

- **Sherman County School District*** *Awarded: $1,087 (241 students)* A school district green house will become the home of a hydroponics system providing vegetables for school meals.*Sherman was the only recipient to receive funding exclusively for garden-based programs rather than procurement, due to the district's extremely remote location and lack of distribution options.

School Gardens in Oregon



OREGON STATE:

394 Gardens/1208 Total Schools (public & charter)

33% have gardens

Updated: Jan 11, 2013

House Committee on Agriculture and Natural Resources
HB 2649: Farm to School
Michelle Markesteyn Ratcliffe, PhD
February 21, 2013

Chair Witt and members of the Committee on Agriculture and Natural Resources thank you for the opportunity to present today. I am Michelle Markesteyn Ratcliffe, the Farm to School Program Manager at the Oregon Department of Agriculture.

Five years ago when we asked school food buyers what they needed to purchase more Oregon agricultural products, we heard that they were starting to buy Oregon foods, but that students did not know it. What schools really needed were tools to be able to promote what was being served to kids and their families, and to connect what was happening in the cafeteria with the classroom. The Oregon Harvest for Schools toolkit was developed to meet those needs. We have been working with Commodity Commissions and others to expand the toolkit to include whole plate such as seafood, beef and dairy.

Then three years ago when we asked school food buyers what they needed to purchase more Oregon agricultural products they said that they were buying more, and promoting it, but that that did not mean the kids were eating it. It was identified that students needed to have multiple positive experiences with food in order to consume it. If kids eat it, then school will buy it.

The Department of Agriculture responded by Hosting FoodCorps, a national AmeriCorps service program where service members volunteer for one year in an Oregon community focused on Farm to School and School garden activities. In its first year, four service members served 8,290 students, and generated 302 volunteers who logged 2,400 volunteer hours. Now in its second year, FoodCorps service members currently serve in 5 counties. This year we also have the first FoodCorps Fellow at the Oregon Department of Agriculture who has been working to launch a special Boat to School initiative to connect Oregon's coast with the rest of the state and ensure students get to taste Oregon seafood and know more about the seafood industry.

Last year we again asked school food buyers what they needed to purchase more Oregon agricultural products. Schools noted that they were buying it, promoting it and that students were starting to have more positive experiences with the food, but that kids were not coming to school ready to eat. The healthy local items schools are serving are not necessarily ones kids experience in their homes and community. Schools asked us if we could help change social norms and culture around eating and food.

We responded by piloting a multi-platform promotion that includes television, print and webpages. During the 2012 pilot season we reached 88% of Portland area homes approximately 5 times generating over 10 million media impressions. Here is the Farm to School Month segment and in it you will see the components of Farm to School come to life – namely it is about procurement, promotion and education in the cafeteria, classroom and community.

Thank you again for the opportunity to present. I am happy to answer any questions you may have.

CHILDHOOD OBESITY
August 2012 | Volume 8, Number 4

DOI: 10.1089/chi.2012.0048

PERSPECTIVE

A Sample Theory-Based Logic Model To Improve Program Development, Implementation, and Sustainability of Farm to School Programs

Michelle M. Ratcliffe, Ph.D.

Abstract

Farm to School programs hold promise to address childhood obesity. These programs may increase students' access to healthier foods, increase students' knowledge of and desire to eat these foods, and increase their consumption of them. Implementing Farm to School programs requires the involvement of multiple people, including nutrition services, educators, and food producers. Because these groups have not traditionally worked together and each has different goals, it is important to demonstrate how Farm to School programs that are designed to decrease childhood obesity may also address others' objectives, such as academic achievement and economic development. A logic model is an effective tool to help articulate a shared vision for how Farm to School programs may work to accomplish multiple goals. Furthermore, there is evidence that programs based on theory are more likely to be effective at changing individuals' behaviors. Logic models based on theory may help to explain how a program works, aid in efficient and sustained implementation, and support the development of a coherent evaluation plan. This article presents a sample theory-based logic model for Farm to School programs. The presented logic model is informed by the Polytheoretical Model for Food and Garden-based Education in School Settings (PMFGBE). The logic model has been applied to multiple settings, including Farm to School program development and evaluation in urban and rural school districts. This article also includes a brief discussion on the development of the PMFGBE, a detailed explanation of how Farm to School programs may enhance the curricular, physical, and social learning environments of schools, and suggestions for the applicability of the logic model for practitioners, researchers, and policy makers.

Introduction

Farm to School programs are emerging, practice-based interventions that, based on their underlying theory and strategies, hold promise to address childhood obesity.[1] This article presents a theory-based logic model for Farm to School programs used in Oregon, and discusses its applicability for practitioners, researchers, and policy makers.

Although Farm to School programs vary according to place and the people who run them, they typically include one or more of the following program components. They connect local farmers, fishers, ranchers, and food processors with school cafeterias in preschools, grades K through 12, and colleges. They serve and promote locally produced agricultural products on the lunch line, and they connect youth to food production and preparation through activities such as school gardens, field trips to farms, and chefs in the classroom. Increasingly, Farm to School programs also include cross-promotion of schools' featured local foods in retail outlets, healthcare facilities, and other institutions.

These program components have shown promise in increasing children's access to healthier foods, particularly fresh fruits and vegetables and minimally processed foods, as well as increasing their knowledge of and desire to eat such foods and their consumption of healthier foods.[2,3] These outcomes are effective in reducing childhood obesity if the increased consumption of produce and minimally processed foods displaces consumption of other higher-calorie foods and reduces overall caloric intake.[4]

The more program components that a specific Farm to School program incorporates, and the more integrated the program components are, the more likely a Farm to School program is to be effective at accomplishing these

Farm to School Program Manager, Oregon Department of Agriculture, Portland, OR; Advisory Board Member and Co-Facilitator, National Farm to School Network's Research Workgroup, Chicago, IL; Host Site Manager, FoodCorps (in Oregon), New York, NY; Leadership Council, School Food FOCUS, New York, NY.

outcomes.[5] Furthermore, there is evidence that programs based on theory are more likely to be effective at changing individuals' behaviors.[6] The use of theory also helps explain how a program may work and allows for efficient implementation. In this article, school gardens are considered a program component of Farm to School programs.

The development and integration of Farm to School program components requires the involvement of multiple actors within schools and the larger community, including nutrition services, educators, and food producers. These groups have not traditionally worked together, and each has different goals and objectives. Each group has an important role to play in addressing childhood obesity, but it is not necessarily their primary focus or charge. The current focus on educational attainment, regulatory compliance, and economic pressures, along with the uncertainties of the new school food market for local producers, makes a school-based multicomponent intervention challenging unless it is clear how the strategies will fulfill each actor's other goals and objectives.

A logic model is an effective tool for quickly articulating a shared vision for how Farm to School programs that are designed to decrease childhood obesity also address the relevant actors' other goals and objectives. A logic model helps to connect and clarify complex, seemingly disparate program components and outcomes. This, in turn, may increase the relevant actors' participation in the development and integration of program components, encourage investment from a wide variety of sources, encourage systemic policy approaches to obesity, and increase the likelihood of achieving the desired outcomes. A logic model may also support the development of a coherent evaluation plan.

Development of the Sample Logic Model

The presented logic model was originally developed in 2010 for a pilot Farm to School program in Oregon, which was funded in large part by a United States Department of Agriculture's Specialty Crop Block Grant. Specialty Crop Block Grants are provided for the purpose of enhancing the market competitiveness of specialty crops including fruits, vegetables, tree nuts, dried fruits, and nursery crops.

As a Farm to School Program Manager in a state department of agriculture, the author interviewed a food service director from a large urban school and one from a small rural school in Oregon and asked what support they needed to purchase, promote, and serve more Oregon specialty crops to students. Both school food service directors indicated that they were already starting to serve more local produce in the cafeteria, but felt that students needed to learn more about the foods and have multiple positive experiences with them in order to eat more of these types of foods. If kids eat more of them, then schools will buy more of them. Providing students with complimentary food and garden-based education that integrated changes in the cafeteria with experiences in the classroom and community was identified as a need for those school districts. Given existing time constraints of the school food service staff and teachers, the need for school gardeners was identified as the critical requirement for those school districts to purchase, promote, and serve more specialty crops.

Typically state departments of agriculture do not fund or develop programs to support "gardeners," because hobby gardening does not directly relate to their statutory mandate. Nor is it directly clear how having school gardeners may enhance the market competitiveness of specialty crops. Furthermore, any amount of class time taken for gardening needs to connect clearly with the educational goals of the school. The author developed the presented sample logic model for these reasons. While this particular logic model was developed in locations where the garden coordinator role was an important addition, it is generalizable and provides an example of how a logic model may be used to articulate a shared vision with which various actors can identify.

The presented logic model is informed by the Polytheoretical Model for Food and Garden-based Education in School Settings (PMFGBE) (Fig. 1).[7] The PMFGBE is the only ecologically informed framework to date that describes how Farm to School programs work and suggests the mechanisms by which program components achieve a variety of outcomes at several levels of society.[7] The PMFGBE posits that a food and garden–based education program directly affects a school's learning environments in ways that may directly and indirectly affect students' personal characteristics and improve their academic achievement and health-promoting and environmentally responsible behaviors. It may also affect broader community-level factors, such as public health, social capital, economic development, and environmental quality. These relationships between schools' learning environments, individuals' personal characteristics and behaviors, and community level factors are predicted by the PMFGBE to form positive feedback loops.

The PMFGBE was developed through a multistep process that included an extensive literature review to identify potential Farm to School program components and outcomes and a review of existing theories of behavioral change in nutrition and education to see if they could explain and describe the phenomenon between cited program components and outcomes.[7] Two existing theories, the Social Cognitive Theory and Resilience Model, when taken together, accounted for all the observed program components and outcomes.[7]

The Social Cognitive Theory posits that behavioral (*i.e.*, food consumption), personal (*i.e.*, self-efficacy), and environmental influences interact continuously in a reciprocal manner.[8] The Social Cognitive Theory has been widely used to develop interventions that positively

influence health behaviors in children and predicts many, but not all, of the outcomes found in the Farm to School literature. For example, the self-efficacy concept in the Social Cognitive Theory does not fully address the 20+ youth development assets attributed to food- and garden-enhanced learning experiences. The Social Cognitive Theory's behavioral construct does not predict students' academic achievement or adequately explain the community level outcomes in the Farm to School literature. The Resiliency Model addresses these gaps.

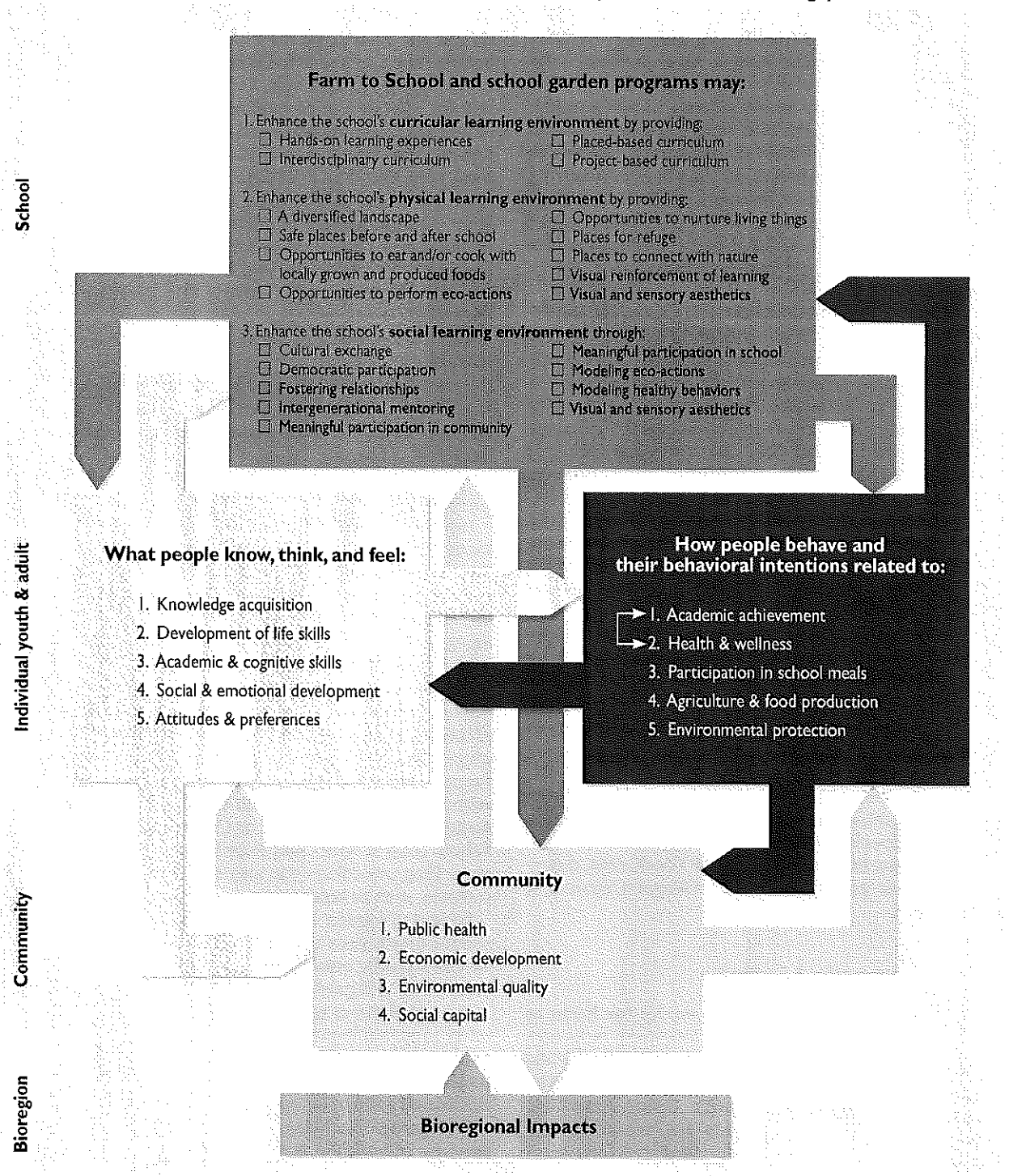


Figure 1. Polytheoretical Model for food- and garden-based education in school settings. (Modified from Fig. 1, Chapter 6).[7]

Broadly speaking, the Resiliency Model states that external developmental supports (*i.e.*, caring relationships, high expectations, and opportunities to participate meaningfully in the school and the community) may lead to improved behavioral outcomes directly (including academic achievement, improved health, and success in life) or indirectly through developing personal resiliency traits (organized by social competence, problem solving, autonomy, and sense of purpose).[9] The fusion of the Social Cognitive Theory and Resiliency Model provides theoretical support for the outcomes cited in the literature that are likely attributable to the effects of Farm to School program components on the schools' learning environments. The main constructs of the Social Cognitive Theory and Resiliency Model and hypothesized relationships between constructs were used to organize PMFGBE model constructs and describe variables within constructs.[7]

To determine that the PMFGBE variables within the model constructs were applicable and relevant, original qualitative data were gathered and applied.[7] The PMFGBE was then focus group–tested with leaders in the fields of research on youth development, education, and ecoliteracy alongside practitioners to ensure that the language used to describe the PMFGBE constructs and variables would be well understood by practitioners and researchers from several different fields of study.[7] Since being developed 5 years ago, the PMFGBE has been successfully used by the author in multiple settings, and only a minor modification of two additional variables has been needed as the implementation of Farm to School programs has matured.

The presented logic model applies the PMFGBE to specific instances of Farm to School programs by describing how specific activities and inputs may result in a range of desired outcomes. To date, the logic model has been successfully used in multiple applications to develop Farm to School programs in large urban and small rural districts in Oregon. The author has also used it to inform the development and implementation of HB2800, a statewide Farm to School and school garden bill, to train over 200 people on program development and evaluation, and to institutionalize Host Site management of FoodCorps, a new national service program within the Oregon Department of Agriculture.

A Sample Logic Model

Figure 2 depicts a sample logic model for Farm to School programs designed to affect long-term outcomes of students' academic achievement and obesity levels, while increasing market competitiveness for farmers. The logic model contains four categories: Inputs, Activities, Outputs, and Outcomes (Outcomes are broken out into short-term Outcomes and intermediate and long-term Outcomes). Inputs are the actors and resources most often needed to carry out the Activities. Activities are the program components of a Farm to School program. Outputs are the results of the Activities. Outcomes are the short, medium, and long-term effects predicted by theoretical, empirical, and anecdotal evidence to result from the Activities and Outputs.

Some of the Inputs and Activities listed in the logic model are posited by the PMFGBE to be necessary to achieve some of the listed Outputs and Outcomes. However, the Inputs, Activities, Outputs, and Outcomes listed are not intended to be exhaustive. For this reason, the author considers the presented logic model to be a sample logic model that can be adapted to the individual needs of local programs. The PMFGBE works in conjunction with the logic model by providing a theoretically based menu from which to choose additional logic model Activities, Outputs, and Outcomes according to the needs of local programs. The Activities and Outcomes presented in the logic model are shaded similarly to coordinate with the PMFGBE (Figs. 1 and 2).

The logic model also shows the relationships between the Inputs, Activities, Outputs, and Outcomes. These relationships are represented by directional arrows in the logic model. The Inputs, Activities, Outputs, and Outcomes presented in the logic model are described in detail below.

Inputs

Inputs are products or labor necessary to implement Activities. Input needs vary by site, but generally they include garden supplies, a food or garden educator, procurement of local foods, promotional materials, communications and evaluation support, and program management.

More specifically, garden supplies refers to all the tools, materials, supplies, and equipment needs for implementing agriculture and food-based education related to the planting, tending, harvesting, preparing, and consuming of garden-grown produce. Those supplies that are not funded through grants, Parent Teacher Associations, or schools themselves are often donated from community members, local businesses, or Commodity Commissions. School food services and Supplemental Nutrition Assistance Program dollars can also be used to purchase some supplies, such as seeds.

Food and garden educators include paid or volunteer school employees (including teachers or school food services staff), community members, or service members. Food and garden educators typically have a range of responsibilities related to coordinating or facilitating other program Inputs and Activities. Food and garden educators may or may not serve in the role of overall project manager. For this reason, program management is considered a separate Input.

Procurement includes the identification, sourcing, and purchase of healthful, locally produced foods for students' consumption. Community partners or service members may be involved in this process, but it is the responsibility

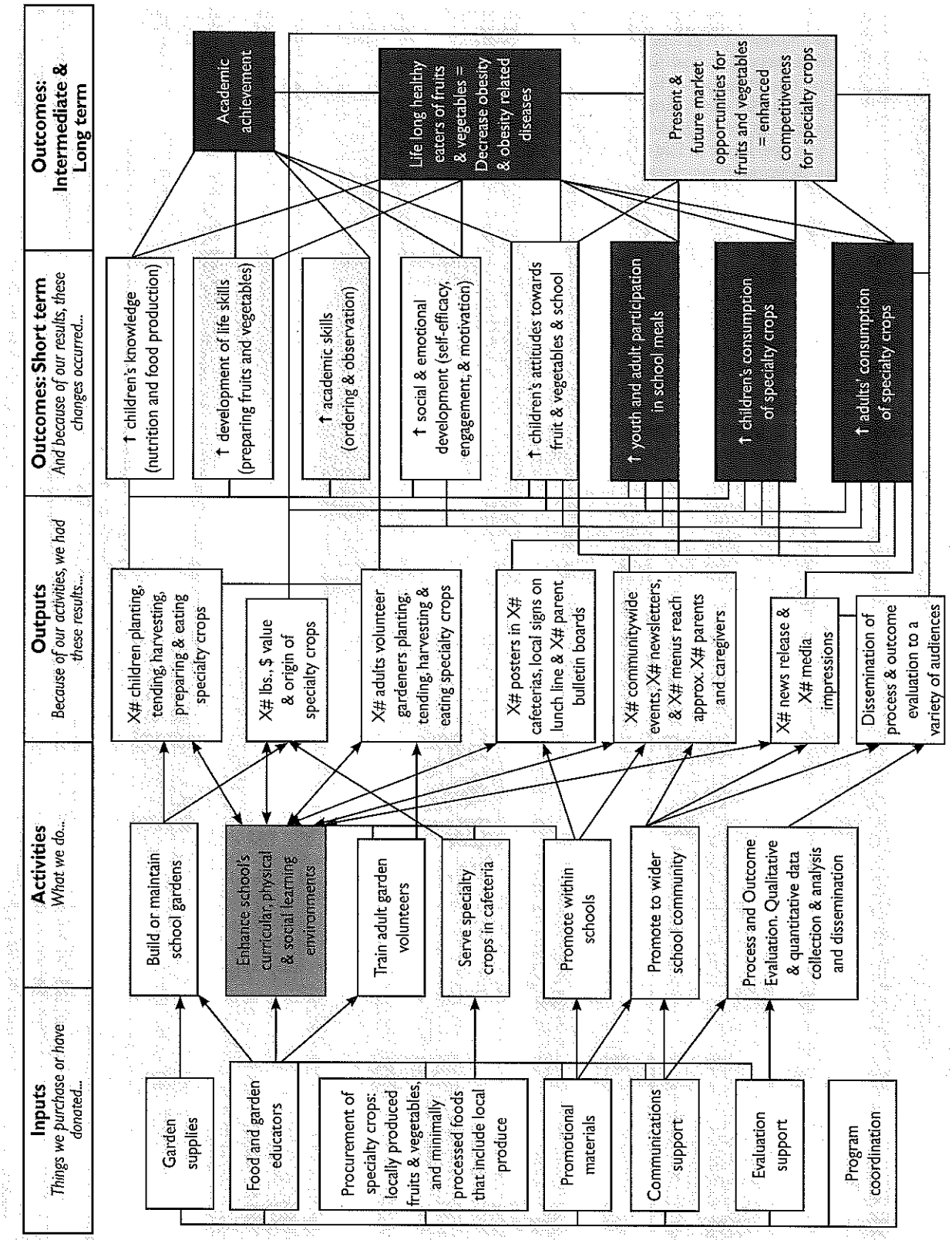


Figure 2. Sample theory-based logic model for Farm to School programs.

of the school food purchaser to follow applicable local, state, and federal procurement regulations and to ensure the safety of the foods served. Local foods may be purchase or donated and may or may not be included as part of a reimbursable meal under the National School Lunch or Breakfast Programs. In many instances community partners source or procure foods to feature outside of the school meals program through tasting tables or cooking demonstrations. Locally produced foods included in Farm to School programs typically include fresh and minimally processed fruits and vegetables. Farm to School programs are maturing to include procurement of multiingredient products, including USDA Foods ingredients, to be served as center of the plate entrées that are lower in sodium and fat and have cleaner labels.

Promotional materials are necessary to inform students and their families of the local procurement efforts and program components. Promotional materials are often developed for reoccurring campaigns such as "Harvest of the Month" or "Local Lunches" that periodically feature locally produced produce items or main entrees. These types of campaigns tend to include signage for the lunch line and cafeteria, table tents, menus, and family newsletters. Additional promotional materials may be developed for one-time community events such as garden work parties or National Farm to School Month celebrations. Any number of individuals may be involved in developing and or implementing promotional activities including youth, school food nutrition services, volunteers, public agency employees, and/or educators.

Communications support is necessary to inform the wider community of school-based efforts. Positive press increases the legitimacy of the program among a variety of actors and increases community-wide support for and participation in programs. Communications support may also include extension of school-based promotions to the wider community and aid dissemination of evaluation findings.

Evaluation support is necessary to effectively and efficiently track program implementation, progress, and impact on desired outcomes.

Program management is conceptualized as a separate function because it is crucial to effective, sustainable Farm to School and school garden programs. At their best, Farm to School programs have a coordinator, a master plan with goals and objectives, and integration between the cafeteria, classroom, and community. Depending on the size of the program, skill sets of those involved, and available resources, one or more people may be responsible for carrying out education, procurement, promotion, communication, evaluation, and/or program management activities.

Activities

Activities are the program components of a Farm to School program. The PMFGBE predicts that Activities that enhance the school's curricular, physical, and social learning environments are essential to successful and sustainable Farm to School programs. The most common Activities that do this are building and/or maintaining gardens, training adults, serving locally produced foods, and promoting program Activities within and outside of the school. Evaluation Activities measure progress toward Outputs and Outcomes and allows for continued program improvement.

More specifically, Farm to School Activities may enhance the school's curricular learning environment if they provide educational experiences that are hands-on, place-based, and/or project-based, and connect in-class experiences to the broader community. As such, these programs reinforce concepts and abstract ideas through experiential learning opportunities while engaging students' multiple intelligences. Often schools use food and gardens as subjects themselves, but also as a lens to integrate curricula across disciplines and grades. This is important because students tend to have limited nutrition education requirements in school. Food- and garden-based education may act as a vehicle for providing nutrition curriculum across multiple grades and for linking nutrition to several school subjects. Activities, such as ranchers in the classroom and field trips to food-processing facilities, increase the relevancy of class experiences for students. Furthermore, the progressive activities of planning a school garden, and then planting, tending, and harvesting produce collectively engage youth and adults in an authentic, ongoing process. In these ways, food- and garden-based education provides a real-world context for learning that is distinguishable from typical hands-on learning activities, which tend to be simulations of real-world experiences.

Farm to School Activities may improve schools' physical learning environment because gardens and naturalized school grounds visually reinforce learning. The physical nature of programs increases the availability of fruits and vegetables and provides opportunities to practice desired behavioral changes, such as cooking and eating produce in a variety of school settings. Because school gardens and naturalized school grounds may increase the diversity of vegetation on school grounds, they provide more habitats for wildlife and increase the number of different types of developmentally appropriate learning and play opportunities.

Farm to School Activities may also influence schools' social learning environment in ways that may fundamentally alter the school's culture and identity and may influence social norms around eating. For example, starting and maintaining a garden necessitates collaboration between youth and adults and among peers, both within the school and in the broader community. As a result, programs may increase the involvement of parents in school, foster family relationships, and provide opportunities for multicultural exchange and intergenerational mentoring. This increases children's exposure to modeling of desired behaviors with both peer and parental involvement from

diverse role models. Furthermore, enhancing the real, or perceived, quality of school food through increasing the availability of locally produced fruits and vegetables may foster respect between school food services and students.

Outputs

The sample logic model displays a number of potential Outputs that would result from program Activities. Program funders and supporters are often interested in tracking the types of Outputs displayed in the sample logic model. In many instances, Farm to School programs report on Outputs because they lack additional evaluation support to measure the effects of program Activities on Outcomes directly.

Outcomes

Outcomes are the short, intermediate, and long-term effects anticipated as a result of the Activities and Outputs based on theoretical, empirical, and anecdotal evidence. The Outcomes identified in the sample logic model are not intended to be exhaustive. The PMFGBE includes a broader spectrum of potential Outcomes for a variety of levels of analysis from individual, to school and community.

Short-term Outcomes identified in the sample logic model include students' increased knowledge, life skills, academic and cognitive skills, social and emotional development, attitudes and preferences, participation in school meals, and consumption of fruits and vegetables. Adults' participation in school meals and consumption of fruits and vegetables is also identified as a short-term outcome resulting from Farm to School Activities.

The knowledge Outcome generally refers to knowledge of specific content areas, including nutrition, math, science, language arts, and food systems issues. The knowledge outcome depends on a combination of Farm to School program components and specific content area education. The life skills Outcomes includes skills that are needed to perform the desired behavior change such as food preparation skills. The academic and cognitive skills Outcome refers to students' processing and inquiry skills, such as the ability to observe, order, infer, and communicate.

The social and emotional development Outcome includes developmental assets such as self-efficacy, motivation, responsibility, social competence, engagement, autonomy, problem solving, sense of purpose, and teamwork. The attitudes and preferences Outcome includes the effects of participation on students' attitudes toward food, school, learning, the community, and the environment.

Outcomes related to increased consumption of fruits and vegetables are anticipated for both youth and adults who participate in Farm to School Activities and include consumption in school, the home, and the community. Increased participation in school meals is an anticipated Outcome of Farm to School Activities that may have an added influence on consumption and ultimately health, as kids who eat Farm to School lunches may eat more fruits and vegetables than kids who bring a sack lunch to school. Increased participation of adults in the school meal programs may also increase adult modeling of desired food consumption behaviors.

Intermediate and long-term Outcomes displayed in the sample logic model include improvements in students' academic achievement, youth and adults' health behaviors associated with decreasing obesity and obesity-related diseases, and market opportunities for farmers. More specifically, Outcomes related to academic achievement include improvements in test scores and grade point averages, as well as decreases in discipline problems and absenteeism rates. Outcomes related to lifelong healthy eating include youth and adults' consumption of fruits and vegetables, willingness to try fruits and vegetables, healthy snacking behaviors, and physical activity patterns.

Present and future market opportunity Outcomes refers to the influence of program Activities and other Outcomes on the competitiveness of locally grown fruits and vegetables and minimally processed foods in the school food market. This may lead farmers to alter their planting schedule and crop varieties to better serve schools. Similarly, food processors and manufacturers may develop food products that incorporate regionally produced ingredients, including more fruits or vegetables.

Limitations of the Logic Model

The sample logic model presents a relatively linear progression between Inputs, Activities, Outputs, and Outcomes. Yet the PMFGBE predicts a dynamic relationship between the effects of Activities on the school's learning environment and Outcomes related to youth and adults' personal characteristics and behavior. Changes in one area may set in motion positive feedback loops among and between Activities and Outcomes. For example, changes in the school environment may increase students' social competence (one of the Outcomes in the logic model). Students with increased social competence may in turn influence the school's social learning environment and the community as the student engages more meaningfully with peers and adults. Improved social competence may also affect the student's academic achievement and lead to increased positive health related behaviors. This dynamic interaction with and between logic model components is difficult to portray in a logic model and is better represented by the PMFGBE.

Conclusion

A theory-based logic model may aid school-based practitioners in developing and implementing Farm to School programs that could help to address childhood

obesity while garnering support and resources from the various actors needed to initiate, maintain, and sustain Farm to School programs. Practitioners can use the PMFGBE and the sample logic model to craft specific logic models particular to their Inputs, Activities, Outputs, and Outcomes.

Farm to School is a relatively new field of study, and a growing body of literature is confirming the theorized linkages between program Activities and Outcomes. Researchers could support the development of more effective and sustainable Farm to School programs and policies by helping to identify the most significant Activities as well as causal linkages between program Activities and Outcomes.[10] The PMFGBE and the sample theory-based logic model may be tailored to existing program evaluations and provide practitioners and researchers with tools to consistently articulate program components and outcomes. This may help build the practice and research-based literature. The PMFGBE provides an array of potential variables on multiple levels of analysis from which to organize a more coherent body of Farm to School research.

Last, theory-based logic models may assist policy makers in making smart public investments that address multiple societal goals. For example, preventing childhood obesity is a critical issue that requires public investment. Yet, the current economic recession demands that public dollars contribute to economic development to the greatest extent possible. The sample logic model demonstrates how state or federal investments in food and garden educators could result in increased local economic development for farmers, while increasing children's access to and consumption of healthier foods. Additional economic benefits may be derived from decreased health care costs of a population that consumes an adequate amount of fruits and vegetables.

Acknowledgments

The author would like to acknowledge Jeanne Goldberg, Beatrice Rogers, and Kathleen Merrigan, who are co-authors of the original manuscript detailing the development of the Polytheoretical Model for Garden-based Education. The author would also like to thank Caitlin Blethen of Growing Garden's Teacher Certificate Training Program, and the Farm to School & School Garden Research Consortium's annual short course events for the opportunity to test and further develop the presented logic model. I also wish to thank Tia Henderson and Jesse Ratcliffe for their editorial assistance.

Author Disclosure Statement

No competing financial interests exist.

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February 21, 2013

Farmer Tom Hunton
Hunton's Farm, Junction City and Camas Country Mill, Eugene

- **Schools make a difference to me as a producer (and processor):** Expanding outreach and sales from our farm and mill to Oregon school districts has been a rewarding business and an enjoyable experience for us, and we would like to see those relationships expand both for us and for other farmers. Selling Oregon-grown products to Oregon schools not only offers us a new market as farmers and processors, but it increases the strength of our regional food system, integrates rural and urban communities, provides kids with good nutrition that they may not get otherwise, and connects kids and their parents to where their food comes from.

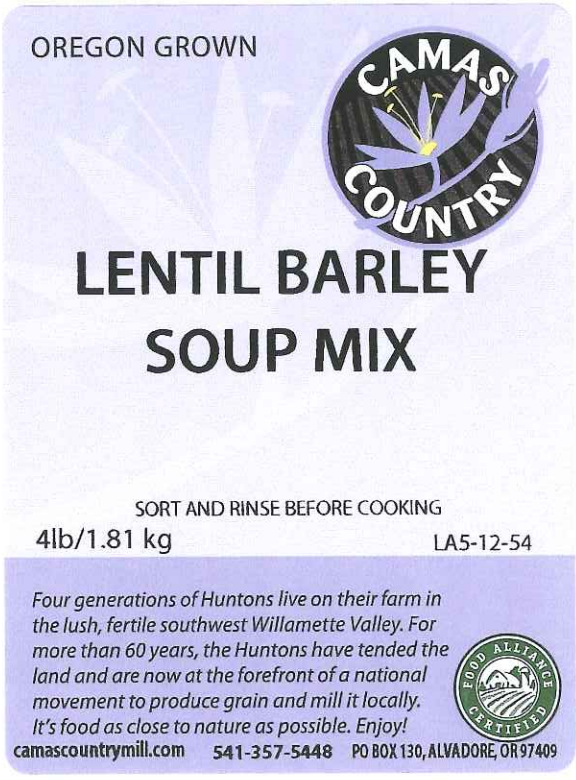
- **I support this bill and hope you will expand the funding, so that more Oregon farmers can work with more Oregon schools.** Our experience with the Bethel school district in Eugene and the Bend La Pine school district has shown that there is enormous potential for farm to school programs beyond the jump-off points of milk and the salad bar. There is an incredible diversity of farms in this state, and with adequate funding and support, more farmers could get their quality products into Oregon schools, and good food could reach more Oregon kids. Both farmers and schools need to know that there is funding out there to forge productive and long-term relationships with each other, and expanding this program would be a step in the right direction.

- **If anything, I would like to see the language changed so that only Oregon grown and Oregon processed products would qualify.** If we are going to support the health of Oregon kids, we need to also support the health of Oregon agriculture, and make this a program focused on getting food grown in this state in to our schools. We can meet the nutritional needs of school districts with products not only packaged here, but grown here. When we engage in education from our farm and mill to Oregon school kids, we connect them to the land in their own area, and help show them that agriculture is still a thriving and crucial part of the Oregon landscape.

- **Please support and expand this program, we have a unique opportunity to help kids nutrition and learning and also be an economic driver that furthers this connection to our land, producers and school children. This is truly a multi faceted and scalable program.**

This is the product label of the Hard White Whole Wheat flour we grow, mill and deliver for Bethel & Bend/LaPine Schools. With this flour they prepare muffins, sandwich bread, pizza dough and savory rolls. These schools consume 2,000 # per week of this flour.

This label marks the Oregon grown lentil and hulless barley soup mix base that is grown by our and 6 other farms. In 2012, these farms provided 200,000 # through intentional growing, for the Oregon Food Bank and Food for Lane County. This mix provides a balance of high protein lentils and a high soluble fiber barley, which is the lowest glycemic index grain. We hope to make this product the next Camas Country Mill item available to the children of Oregon schools.



Provided as additional testimony in favor of HB2649 by Tom and Sue Hunton from Camas Country Mill and Hunton Farm.

FOODS THAT MAKE A DIFFERENCE
1105 Front Street NE · PO Box 309 · Salem, OR 97308
503-362-3674 · www.truittbros.com · Fax 503-588-2868

February 21, 2013

Chair Witt and Members of the Committee, it's nice to see you. My name is Peter Truitt, of Truitt Brothers. We are a Salem-based food processing company that processes and packs foods like beans, soups and chili. Many of our products leave in cans, but we are increasingly using alternative packaging, like pouches and cups. We employ about 600 people here in Oregon and source many of the ingredients in our products from OR producers.

We have been doing business in Oregon K-12 schools for several years, including Portland Public, Gervais, Eugene, Salem-Keizer, Albany, Medford, Woodburn and Ashland. As the state has forged innovative ways to improve the K-12 menus in OR, our company has become more attentive to new districts that have support from the state.

The interest from Oregon schools has helped us change the way we think about the K-12 business. Now we are actually selling products we developed for the Oregon market to school districts in other places. That means the investment in Farm to School here is helping us expand our business, which is good for us, our employees, and good for our growers.

One exciting thing we are working on right now is a "Farm to School / School Garden" starter product. We have been selling this to Kindercare and are now expanding it for K-12 schools. It is a soup base that encourages schools to add products from their garden or their local vendors. It can stay a soup or it can become a sauce for beef or chicken or part of a casserole. We are excited about how it can bridge the divide between "scratch" cooking and prepared foods.

We make sure to exceed nutrition standards on our school products. The sodium on this is 40% below the National Sodium Reduction Initiative guidelines established for 2014, so we are proud to be helping schools meet their sodium goals while also creating sustainable local jobs and providing delicious food.

I brought along a sample of the Starter Kit product, (so I'm going to hand this to Beth to pass around to you).

Thank you for your attention, and I urge you to pass the expanded Farm to School program, for the sake of the eaters, the growers, and the processors, who all benefit from this investment in Oregon agriculture and Oregon kids.

Peter W Truitt

Lebanon Community Schools
Nutrition Department
485 S. 5th St
Lebanon, OR 97355
541-259-8902 –www.lebanon.k12.or.us

130 YEARS
OF EDUCATION

CHAIR WITT, MEMBERS OF THE COMMITTEE:

I am Pam Lessley, Director of Nutrition for Lebanon Community Schools, and a recipient of HB2800 farm to school grant.

First of all, I would like to say "Thank You" for this grant.

It has given Lebanon Schools the opportunity to purchase frozen blueberries from Spring Bank farms in Lebanon, Frozen Marion berries and Strawberries from Willamette Valley Fruit here in Salem. It's been fun to watch the younger students eat the Marion Berries and show their friends their purple tongues. We have purchased Jicama sticks (processed in Oregon!) from Duck Produce in Portland and served it on the salad bars after we did tasting trays in the classrooms.

We have been able to purchase soil from Central Bark in Lebanon and seeds from our local Wilco farm store for our greenhouses. We have already, with the help of students, planted for harvesting lettuce, peas, spinach, and radishes in April and May.

Another exciting benefit that the grant is allowing us to do is partner with our own Future Farmers of America. Nutrition Services will purchase meat that has been raised at their 10 acre land lab. FFA will prepare a marketing plan, find a USDA inspected processing plant, and sell to nutrition services the finished cut and wrapped product.

This grant is making a difference for students, farmers, and aspiring farmers in the Lebanon area. An expanded program could give those same opportunities all over the state.

Oregon Hunger Task Force

Creating Policies for a Hunger-Free Oregon

Patti Whitney-Wise
Executive Director
712 SE Hawthorne, #202
Portland, OR 97214
Tel: (503) 595-5501x302
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patti@oregonhunger.org
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To: Members of the House Committee on Agriculture and Natural Resources

From: Robyn Johnson, Public Policy Manager

Re: HB 2649 – Farm to School and School Gardens

Date: February 21, 2013 **Position: Support**

The Oregon Hunger Task Force supports HB 2649 to increase funds for Farm to School and School Garden programs across the state. This bill will bring more Oregon grown and processed foods to children, as well as support Oregon farmers, ranchers and fishermen.

Hunger continues to be a serious problem among children in our state. This year more than 306,000 school children qualify for free or reduced price meals, representing over half of K-12 students in Oregon. This number represents a record number of children relying on meals served in school cafeterias. Farm to School and School Garden programs provide additional nutritious foods for the lunch programs good that help children prepare to learn, be active, and succeed in school.

Additionally, Farm to School programs help children form healthy eating habits through nutrition education and promotion. Garden-based curriculum gets children outside, cultivating and eating more fresh fruits and vegetables.

HB 2649 strongly supports goal two of our state's five year plan to end hunger, Ending Hunger Before It Begins: *Oregon's Call to Action*, which calls for us to cultivating a strong regional food system in Oregon that will improve access to healthy foods among food-insecure households.

This is an opportune time to invest in the health of school children while increasing the market share for Oregon agriculture. HB 2649 is an investment in future generations and our state's economy, and will help address childhood hunger.

Contact: Robyn Johnson, 503-595-5501, Ext. 303 robyn@oregonhunger.org

PEARMINE FARMS, INC.

12223 RIVER ROAD NE
GERVAIS, OREGON 97026
503-393-4634

To: House Agriculture Committee
From: Molly McCargar, Corporate Secretary, Pearmine Farms, Inc.
Date: February 18, 2013
RE: In support of HB 2649

Please accept this written testimony is support of HB 2649.

My name is Molly McCarger. I am a 4th generation family farmer at Pearmine Farms in Gervais, Oregon. We currently farm approximately 1200 acres of vegetable row crops, grass seed, wheat and sweet cherries. I am also a mother of four girls, a Gervais School Board Director, a member of the Agribusiness Council of Oregon Executive Board, and serving as a Marion County FSA Committee member. We grow about 600 acres of contracted vegetables for NORPAC, a cooperative owned by 240 Willamette Valley family farmers, who process vegetables right here in Oregon. All of the 600 million pounds of vegetables NORPAC farmers grow annually are harvested, processed, frozen and bagged within 4 hours of leaving the farm so it maintains its high quality and nutritional value.

As a parent, a school board member, a farmer, and as a member of the largest grower owned cooperative in the Northwest, I am asking you to support an expansion of the Farm to School program. Farm to School is an important investment in our kids, our farmers, our processors, and our rural communities. It would be worth the cost if it benefitted just one of those groups, but with all four, it just makes sense.

I received a BS in Health Education and Sports Leadership from Western Oregon University. Prior to returning to the farm in 2005 I was running after school programs, teaching and coaching middle school and high school ages. I have taken advantage of that background and have involved our farm in programs like Adopt a Farmer through Agri-Business Council of Oregon, connecting and educating urban middle school students with farms and where there food and fiber come from.

The teacher I partnered with says her urban kids have a perception that food just comes from the Winco Fairies. When you grow up on a farm you really never stop to think about where your food comes from because you're right in the middle of it. To a farmer, it's common sense. But to kids in urban areas, their common sense isn't the same. The impact I saw in 5 visits with my group was unbelievable. Their last trip to our farm in June was amazing. The questions they asked were based on all of the information they gathered from me during each of my

visits. They got to see the bean fields we talked about. They made observations about the straight rows and referenced it back to our conversations about GPS. Students learned about the economics, risks and the investment it takes to farm. They had an opportunity to practice moving irrigation pipe, checking out all of the equipment, identify weeds actually growing in a field (not that we have any) and the list goes on. But what they now know is that food doesn't come from the Winco Fairies, it comes from Farmer Molly's fields. And hopefully now they'll now make conscious decisions when picking the food they put on their trays in school or in their parent's grocery carts.

NORPAC is a Community Partner within the USDA Nutrition Communicators Network. Schools who are interested in purchasing from NORPAC are provided a menu of which products meet the USDA Nutrition guidelines. They are prepared to provide local, fresh, high quality and nutritional frozen vegetables year round.

Help keep local funds and local food in Oregon by supporting HB 2649. Our children and our farmers are Oregon's future.

Thank you for your time.

Nutrition Services

BEND LAPINE Schools

NUTRITION SERVICES
520 NW WALL ST • BEND OR 97701
(541) 355-1150 • FAX (541) 355-1159
TERRY CASHMAN, SUPERVISOR
WWW.BEND.K12.OR.US/NUTRI

February 19, 2013

Dear Honorable Legislators;

Bend La Pine schools is one of the fortunate schools to receive funding from HB2800 that has allowed us the opportunity to source Oregon caught shrimp, Dover Sole and Rockfish in our Boat to School program.

"Boat to School" is a pilot project to procure fish from Oregon aquaculture for meal service at Bend - La Pine Schools. Boat to School is being implemented district-wide consisting of 27 schools. Fish is being offered twice a week as a lunch entrée. Nutrition Services serves approximately 16,000 meals daily which includes breakfast, lunch, snack and supper. Lunch is our most popular meal and we serve approximately 8,000 lunches per day. Boat to School is in alignment with the USDA's new guidelines that suggest that fish be served twice a week, and the need to serve more gluten-free products.

The purpose of this project is to create a model that instills in students the understanding that fish is a healthy source of protein and Omega 3 and part of a healthy habit for a lifetime of a healthy diet. Additional goals are to establish and/or strengthen relationships with seafood vendors, share lessons learned with other school districts and ultimately lessen the learning curve for other districts.

Bend - La Pine School District has a nationally recognized Farm-to-School program by the National Farm to School Network, Center for Disease Control, ODE and USDA. The grant funds received from HB 2800 allowed us the opportunity to outreach to the students, staff, parents and agricultural community by implementing a Boat to School program, putting more local dollars into Oregon food production.

Thank you for your continuing support of Farm to School efforts in Oregon and you all are invited to lunch to see our program and how it is making a difference to the students, staff and parents of the Bend La Pine Schools community.

Sincerely,

Katrina Wiest
Wellness Specialist
Bend-La Pine Schools Nutrition Service
Katrina.wiest@bend.k12.or.us
541-355-1352

North Powder Charter School
333 G Street, PO Box 10
North Powder, OR 97867
Phone 541-898-2244 Fax 541-898-2046

Photo by Don Turner

February 20, 2013

Dear Agricultural and Natural Resource Committee,

North Powder Charter School received funding from the HB2800 fund to buy local products.

Our goal is to help our local economy and this funding assists in buying products in the way of potatoes, beef, onions, apples, and pears from area residents.

Educating other area schools on what products are available will also influence and increase our purchasing power. Rural Oregon is waking up and taking a stand for a healthy and nutritious lifestyle. Farm to School Progams make that a possibility.

Sincerely,

Vicky Brown

Vicky Brown
NPCS Food Service and Farm to School Program Manager

School Kitchen Garden

TO: House Agriculture Committee

From: Sarah Sullivan, Program Coordinator
Abernethy Elementary School-Kitchen-Garden

Date: February 16, 2013

RE: In Support of HB 2649

I am writing in support of HB 2649 to increase funding for *Farm to School and School Garden* programming. All students in Oregon would benefit from programs like Abernethy Elementary's model, providing food-based education, gardening space, freshly cooked meals made from scratch on site, and a school-wide focus on health to improve student learning.

The benefits of our school garden program are myriad:

- Students are more likely to try new foods and make healthier choices
- Participation in our healthy lunch program has skyrocketed in the past seven years as we have integrated garden classes and the availability of fresh lunches made from scratch
- Students bring what they learn home; families are inspired to eat healthier food
- We believe that student academics are enhanced through our rigorous garden-based curriculum targeted to meet state standards and benchmarks through all subjects

The garden brings the children's learning to life in addition to encouraging healthy eating choices and environmental stewardship.

Lack of funding and support:
Each year we have to cobble together funds provided entirely from the community from small donations with an incredible amount of organizing, fundraising, and support from neighbors, local businesses, and the extensive effort from volunteers. This is an unsustainable model as school communities (parents volunteering, staff and students) are transient, and **many schools do not have the resources to raise funds needed to support garden and lunch programs.**

We have an enormous number of Abernethy alumni who return to the school to complain about the food and lack of garden class in middle- and high school. The students say it best themselves:

"It is important that we have a garden at school because it helps us learn about nature, life and the food we eat. " Abernethy 4th grader, May 2010

"The garden is an incredible place to learn. It is my favorite part of school!" Abernethy 5th grader, May 2010.

Every child in Oregon deserves exposure to fresh fruits and vegetables, education about healthy eating and agriculture, and better food in the cafeterias.

We ask that you **support HB 2649** to provide *Farm to School and School Garden* funding for Oregon.

KAISER PERMANENTE®

February 21, 2013

Testimony in support of HB 2700, Farm to School and School Gardens
Senate Health Care, Human Services, and Rural Health Policy Committee

Molly Haynes, MPH, RD; Kaiser Permanente
503-813-3652; molly.j.haynes@kp.org

Kaiser Permanente has a 65-year history and mission of improving the health of not only our members, but the communities we serve. As a total health organization we advocate for improved access to healthy food and opportunities for physical activity for all Oregonians. Expanding the Farm to School and School Garden Program is a wise investment in the health of our children, our farmers, and our communities.

Kaiser Permanente has been supporting Farm to School Programs and legislation since 2007. We are proud to have funded the 2008-2009 Ecotrust pilot through the Kaiser Permanente Community Fund at the Northwest Health Foundation. We have since supported Ecotrust in providing technical assistance to low-income schools to implement farm to school programs because research suggests that children who participate in comprehensive farm to school programs consume more fruits and vegetables throughout the day. It is no secret that fruits and vegetables are critical to preventing chronic diseases such as heart disease, diabetes and many forms of cancer.

Not only do Farm to School programs pay for themselves through chronic disease prevention, they support local economies all across the state. Because there is a clear link between poverty and health, thriving local economies are also important to the total health of our residents and our communities.

In these challenging economic times we must continue to create the community in which we want to live. That means implementing proven programs that promote health and well-being. Kaiser Permanente supports HB 2700 to expand farm to school and school garden programs.

ecotrust

To:	House Agriculture and Natural Resources Committee
From:	Stacey Sobell Farm to School Manager Ecotrust
Date:	February 21, 2013
Re:	In Support of HB 2649

Please accept this written testimony in support of HB 2649.

Ecotrust has served as the Western Regional Lead Agency for the National Farm to School Network since 2007, supporting and strengthening Farm to School programs in eight Western states, while maintaining strong relationships with programs across the country. Last year alone, we worked directly with over 40 local farmers and food producers, as well as 31 Oregon school districts, representing over 120,000 students. We are proud to say that the State of Oregon is a national leader in Farm to School, paving the way for innovative partnerships between school districts and farmers to feed children healthy foods grown right within their home state.

The reality for Oregon school districts, however, is that extremely tight school food budgets prevent many schools from doing business with Oregon farmers and food processors. Both districts and farmers seek each other out in hopes of doing business in-state, but school districts often cannot afford the extra few cents per meal needed to purchase Oregon food and ensure that farmers earn a living wage. As a result, school districts have no choice but to purchase products grown or produced out of state from unknown producers.

HB 2649 provides an opportunity for the State of Oregon to make an additional small but crucial investment in our children and agricultural community. As more and more families have come to rely on school meals as a critical source of food security, it has become more important than ever that the food we serve to our children is as healthy and nutrient dense as possible. Giving schools the chance to serve more high-quality Oregon foods not only shows the state's commitment to food justice for our youngest citizens, but also demonstrates a commitment to supporting our region's great food producers, many of whom also struggle to stay afloat without viable markets for their goods.

Interest in and enthusiasm for Oregon's Farm to School programs is surging. School districts small and large, urban and rural, are ready and eager to create programs of their own. The passage of this bill will spread Farm to School funding more equitably around the state, strengthening our agricultural economy and improving our children's health.

Please show your support for Oregon farmers and Oregon schools by passing HB 2649.

721 NW NINTH AVE, SUITE 200 PORTLAND, OR 97209 PH: 503.227.6225 FX: 503.222.1517 ECOTRUST.ORG

FRIENDS OF FAMILY FARMERS

OFFICE
P.O. Box 1286
Molalla, OR 97038

PHONE
503.759.FARM (3276)

WEB
www.FriendsofFamilyFarmers.org

Testimony in support of HB 2649

House Committee on Agriculture and Natural Resources
February 21, 2013
Ivan Maluski, Policy Director, Friends of Family Farmers

Chair Witt and members of the committee:

Friends of Family Farmers submits this testimony in support of HB 2649, and encourages your passage of this bill to expand and fund Oregon's successful Farm to School and School Garden programs.

While helping ensure access to healthy food in schools, Farm to School and School Garden programs are also good for Oregon agriculture and family farms. Whether it is Oregon grown berries, fresh vegetables, protein or other Oregon farm products, these programs help teach kids where food comes from, while creating market opportunities in communities across the state for Oregon's family-scale farmers and ranchers.

Already, Farm to School grants have been awarded to school districts in nearly every corner of Oregon, which will be used to procure Oregon produced fruits and vegetables, grains, meats, seafood and more.

Increased, reliable funding for Oregon's Farm to School program will help expand the ability for school districts around the state to source Oregon grown products, and provide a significant new income stream for a wide range of farm operations who are able to provide their products to local school districts.

Oregon agriculture is uniquely diverse in its product mix, and we are lucky to have many family-scale agricultural operations in all parts of the state that would be eligible to participate in this program.

HB 2649 is an important addition to the policy framework necessary to promote and protect family-scale agriculture in Oregon now and in the future and we urge its speedy passage.

Serving Oregon and
Clark County, WA

Mission:
To eliminate hunger and its root causes. . . because no one should be hungry.

P.O. Box 55370
Portland, Oregon
97238-5370
ph 971.645.2601
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A member of FEEDING AMERICA

Testimony in support of House Bill 2649
House Agriculture and Natural Resources Committee
Submitted by Phillip Kennedy-Wong, Policy Advocate
February 21, 2013

Oregon Food Bank supports House Bill 2649. Oregon's Farm to School Program is important to fighting hunger, promoting healthy eating and supporting Oregon agriculture. Schools are an incredible vehicle for feeding hungry children, in particular at schools with a high population of students eligible for the federal free and reduced lunch program. Today there are over 306,000 Oregon school children eligible, that's approximately 53% of all Oregon students.

Oregon Food Bank recognizes this fact acutely. Over one-third of households that rely on emergency food services have children under the age of 17 years according to a recent survey conducted by Oregon Food Bank. Roughly speaking, this translates into one-third of the 1,117,000 emergency food boxes distributed last year by the Oregon Food Bank Network were delivered to households with children.

Oregon Food Bank is a founding member of the Childhood Hunger Coalition and has partnered with Oregon Health Science University to develop food security screening tools for health care providers. Hunger needs to be caught early among children. Healthy brain development is critical for young children. The toxic stress of hunger can alter a child's brain architecture in unhealthy ways.

Oregon Food Bank is expanding its school based food pantry concept statewide thanks to the recent generous donation of the Zidell Companies. Parents can drop off their child at school and pick up an emergency food box with 3 to 5 days' worth of food for their family.

Oregon Food Bank understands the need for more nutritious food in Americans' diets and this is even truer for hungry people. Nutrition education is an essential component of the work of the Oregon Food Bank Network. Oregon Food Bank incorporates classes in gardening, cooking, and consumer education.

Lastly having worked closely with the food industry in shared efforts to fight hunger, Oregon Food Bank recognizes the importance of Oregon agriculture to the economy. Farm to School is a wonderful example of providing a nutritious diet for Oregon's school children while supporting Oregon agriculture.

Farm to School connects schools with farmers and teaches kids how food is grown. As a result school children will develop healthy eating habits that will last a lifetime, acquire a childhood bond with Oregon farmers, and be more willing to support Oregon agriculture as consumers later as adults. Expanding Farm to School will go a long ways in creating a future where is hunger is no longer impacting negatively education and health outcomes for Oregon school children.

Thank you for your consideration.