EARLY CARE AND EDUCATION AND SCHOOL PROCUREMENT

Robert Wood Johnson Foundation

W.K. Kellogg Foundation

FINAL REPORT
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Executive Summary

The Early Care and Education and School Procurement meeting was held in St. Louis, Missouri, on April 19-20, 2018. The Robert Wood Johnson Foundation and the W.K. Kellogg Foundation partnered with Keecha Harris and Associates Inc to support the development and implementation of the meeting. The gathering brought together 32 participants representing government, institutional food suppliers, early care and education (ECE), and K–12 stakeholders.

The purpose of the meeting was to understand how major advances in national school meal standards and improved nutrition can spur innovative solutions for procurement of healthy, local, and sustainably grown food in ECE and K–12 settings. The intended outcomes for the meeting were to identify transferrable strategies to address procurement policies, systems, and gaps in implementation across the spectrum of sectors; examine the nuances in ECE and K–12 procurement policies and practices relative to products, supply chain, and buying power to identify opportunities to improve the scale and ability of providers to serve healthier food to our youngest children; and identify whether and how federal, state, and local child nutrition, food, and agriculture policies help or hinder successes in changing procurement policies and practices.

All speakers and moderators were drawn from the meeting’s participants. Prior to attending, participants identified key milestones leading to major advances in healthy food procurement for children since 2000. This information helped populate a timeline of key milestones and facilitated discussion about the past and future of procurement policies and practices. Issues discussed included the regulatory framework at local, state, and federal levels; ECE and K–12 procurement; state and local strategies that are making a difference; infrastructure, capacity, and scale of local distribution in ECE and K–12 schools; impact of research and evaluation; and public and private financing. Participants also identified notable distinctions between ECE and K–12 schools, challenges common to both settings, points of synergy between the two settings, and opportunities to deepen local sourcing in both settings.

Participants concluded that preliminary changes in federal, state, and institutional policies, regulations, and/or practices are needed to increase the ability of ECE settings and K–12 schools to provide local and healthy foods to children. A number of institutional policies and practices provide such opportunities, and this has implications on the broader field. At the federal and state levels, farm-to-school/ECE could be incorporated into child nutrition programs (CNPs), and local and state policies can institutionalize local procurement within the supply chain. Moreover, farm-to-ECE and nutrition training could be incorporated into Quality Rating and Improvement Systems (QRIS). Similarly, ECE and K–12 institutions can strengthen their policies and practices through improved training and resources, contracts with suppliers, and partnerships with industry.
Ultimately, participants found that although changes in federal regulations are needed, current advances in local and healthy food procurement in ECE settings and K-12 schools are occurring at the state level through the development and testing of tailored models. Therefore, the meeting’s recommendations focus on improvements that can be made at the state and local levels. Those involved in the broader fields of ECE, K-12 schools, and local farming and procurement are encouraged to:

- **Engage in Development of State Child Care and Development Block Grant (CCDBG) Plans:** The development of state CCDBG plans provides an opportunity for the broader field to incorporate farm-to-ECE and other local procurement models and training into the new plan.

- **Build Equitable Partnerships:** To benefit all children, coalitions must have all perspectives represented, and an important partner to include is child care resource and referral, especially in low-income neighborhoods representing disenfranchised populations and from the inclusion of rural schools and communities, small farms, and marginalized producers and people of color.

- **Target State-based Scalable Models Addressing ECE Diversity:** Piloting collaborative models that intentionally identify intersections of ECE settings and K-12 schools is a means to define best practices to build infrastructure and capacity in providers, farmers, food hubs/cooperatives, and rural schools for local and healthy food procurement.

Funders in this sector are encouraged to:

- **Participate in the Development of State CCDBG Plans:** States’ current work to develop CCDBG plans presents an opportunity for the broader field and other funders to incorporate farm-to-ECE and other local procurement models and training into the new plan.

- **Convene Stakeholders:** Suggestions for three follow-up convenings include ECE settings, education and advocacy building, and supply chain and infrastructure. Through future convenings, stakeholders can take a deeper dive into ECE-specific barriers and solutions, identify technical assistance needs to build infrastructure and collaborations, and make the business case for the benefit of local and healthy procurement on jobs and local economies. Care must be taken to ensure a racially and geographically diverse group that includes vendors, providers, and small farmers.

- **Support National and State-level Capacity Building:** Supporting the broader field in the development of tools, training, capacity building, and local food systems infrastructure can provide a framework for institutionalizing local and healthy procurement in ECE settings.
• **Continued Engagement of Governmental Agencies:** The engagement of government agencies—in particular the USDA, Department of Education, and HHS—is key to systemic and institutional changes in food procurement.

• **Fund Research to Develop Consistency in Field Standards:** More research with a focus on ECE and agriculture-based businesses is needed to demonstrate the impact of local and healthy food procurement on health, learning, job creation, and local economies. The issue of what makes food healthy—i.e., is it healthy because it local?—remains highly debatable and unresolved by the broader field of advocates, practitioners, funders, and researchers. Collaboratively developing a definition of healthy food, based on values and research including defining metrics for the field, will bring alignment on data collection and standards that cross state lines.

• **Support the Creation of Scalable Models and Partnerships:** Funders have resources, networks, and access to decision-makers who are paramount to the success of field-based partnerships. By supporting state-based models that address scale—taking into account the different levels within ECE systems—an equitable and integrated system can be built and promoted.

• **Support Systems Infrastructure:** Supporting the field development of scalable and sustainable models for distribution and aggregation will greatly advance the ability of ECE settings and K-12 schools to procure healthy food that aligns with their values and benefits the local economy.
Meeting Learning Goals

The Robert Wood Johnson Foundation (RWJF) and W.K. Kellogg Foundation (WKKF) partnered to host a summit of stakeholders to identify successes, challenges, and solutions to overcoming barriers in providing healthy, locally and regionally sourced, affordable food in early care and education (ECE) settings and K-12 schools. Together, they hosted a two-day Early Care and Education and School Procurement (ECESP) meeting in St. Louis, Missouri, on April 19-20, 2018.

A child’s ability to properly develop and learn is dependent upon good nutrition. Children need access to good food—food that is healthy, sustainable, fair, and affordable.1,2 ECE centers, family ECE providers, and K-12 schools are at the forefront of providing healthy food choices and influencing eating behaviors. There have been major advances in national school meal standards and improved nutrition, yet financial constraints from limited budgets and the high cost of nutritious food continue to adversely impact K-12 schools’ ability to provide healthy meals. For early learning environments facing similar financial constraints, there is the additional challenge of a lack of specificity in nutrition guidelines and the variability and increased number of ECE types, adding a layer of complexity to the supply chain infrastructure. The successes and challenges of K-12 schools in these areas provide a rich learning resource from which to glean innovative practices, policies, and strategies that may be applied to ECE settings, while recognizing the inherent differences between structures.

RWJF’s mission is to improve the health and health care of all Americans. Through a framework to build a national Culture of Health, RWJF seeks to create healthier, more equitable communities that place well-being at the center of every aspect of life. RWJF has also set a goal that every child must have the opportunity to lead the healthiest, most successful life possible. In this, it is important to consider development of the whole child—physical, social, emotional, and cognitive—and healthy eating and physical health are components of the calculus. There must be a shared value for children’s health, fostered through leadership in businesses and schools, to support healthy food pathways. To facilitate all children’s healthy development, one area of exploration for RWJF is to examine procurement strategies that help foster whole child development in the environments and institutions where children spend the majority of their days.

By exploring procurement changes that improve access to healthy foods, and by seeking to improve conditions in the places where children are most likely to be, RWJF will ensure

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that vital support is holistically provided for children’s health and development. By pursuing strategies that unite multiple sectors for solutions, RWJF will elevate a shared value for the health of children and their families, achieving positive outcomes through the inclusion of many voices.

WKKF is committed to ensuring that children, families, and communities—regardless of race and income—have opportunities to reach their full potential. WKKF wants all children to live a full life with high-quality early childhood experiences, to grow up in homes with families that have stable, high-quality jobs, and to live in communities where they are nurtured. WKKF’s grantmaking supports thriving children, working families, and equitable communities. Embedded in its mission are commitments to racial equity, to developing leaders, and to engaging communities in solving their own problems. This is all part of the DNA of the W.K. Kellogg Foundation. In its efforts to create equitable food systems, WKKF has supported innovation to increase access to healthy food in ECE, school, and community settings; to establish new markets for small and mid-size farmers and emerging food entrepreneurs; and to create value-based supply chains that link with the emerging demand from families and communities for good food. WKKF supports efforts to scale these strategies through policy and systems change, including the promotion of institutional procurement as a driver for increased access, local and regional economic development, and community health.
Overview of Food Procurement for ECE and K–12 Schools

ECE has a diversity of settings, with very different regulations and infrastructure for food procurement than are present in K–12 schools. As a result, ECE must consider location and licensing issues. For example, some settings are unlicensed, and children may be cared for by family-based providers or in child care centers. Procurement regulations in these settings differ based on the source of funding and the governing legislation of the state and local municipalities. Settings include:

- **Family-based child care:** Care is provided in the caregiver’s private family home in a residential setting with a mixture of infants, toddlers, or preschool-aged or school-aged children together in one group. Such settings can vary in size, starting with less than 6 children or including up to 12 children.

- **Child care centers:** Child care and supervision are provided to infants, toddlers, or preschool-aged or school-aged children, usually in public or private buildings, including school or church facilities. Centers average 25 or more children and vary in program structure. They can be for-profit or nonprofit.

- **Head Start:** Care is provided to low-income children aged 3 to 5 years. Early Head Start serves children under 3 years. Head Start programs are federally funded and are administered by state or local grantees. This includes Migrant and Seasonal Head Start and American Indian and Alaskan Native Head Start.

- **K–12 district preschool or child care:** The program for age 4 children is administered by K–12 school districts and is provided to children located in the school district.

- **Private preschool or child care:** Settings are administered by for-profit chains and independently owned programs.

Public K–12 districts that participate in the National School Lunch Program (NSLP) are required to follow the federal nutrition guidelines upon entering into an agreement with the state agency charged with ensuring compliance with both federal guidelines and state requirements. ECE settings are different in that they often do not work with a state agency, unless the setting is participating in the Child and Adult Care Food Program (CACFP), which is administered by the state. The CACFP program utilizes a concept called “sponsors”, which typically involves an organization eligible to administer and monitor federal food...
programs. For ECE settings such as Head Start, participation in CACFP is mandatory. For other child care and family care settings, particularly part-day programs and programs operated by religious institutions, participation in CACFP is not tied to licensing, and CACFP participation is therefore optional.

**FEDERAL PROCUREMENT LAWS**

Administered by the USDA, child nutrition programs (CNPs) make it possible for children to have access to healthy food by reimbursing organizations such as schools, child care centers, and after-school programs. Several federal programs provide assistance for procurement to schools, school districts, and ECE providers:

- **National School Lunch Program** (NSLP)
- **School Breakfast Program** (SBP)
- **Summer Food Service Program** (SFSP)
- **Child and Adult Care Food Program** (CACFP)
- **USDA DoD Fresh Fruit and Vegetable Program**
- **Child Care and Development Fund** (CCDF)*

**STATE POLICIES**

Through bills and resolutions, 46 states and the District of Columbia have used a variety of approaches to establish policies and practices that make purchasing local food accessible and affordable for ECE care providers and K–12 districts. These policies can set geographical and nutritional standards, price, and purchase preferences for the food served in schools. Such practices are useful in promoting local, healthy, sustainably grown food sourcing that supports the viability of local agricultural businesses and economies.

Processes vary across states and districts for monitoring and regulating local food purchasing for ECE settings and public K–12 school districts. In different states, agencies overseeing compliance differ (e.g., Department of Education versus Department of Agriculture), contributing to inconsistencies in how purchasing is monitored.
Early Care and Education and School Procurement Meeting

The purpose of the Early Care and Education and School Procurement meeting was to understand how major advances in national school meal standards and improved nutrition can spur innovative solutions for procurement of healthy, local, and sustainably grown food in Early Care and Education and K-12 settings.

The intended outcomes for the meeting were to:

- Identify transferrable strategies to address procurement policies, systems, and gaps in implementation across the spectrum of sectors;
- Examine the nuances in ECE and K-12 procurement policies and practices relative to products, supply chain, and buying power to identify opportunities to improve the scale and ability of providers to serve healthier food to our youngest children; and
- Identify whether and how federal, state, and local child nutrition, food, and agriculture policies help or hinder successes in changing procurement policies and practices.

ECESP MEETING PROCESS

RWJF and WKKF partnered with Keecha Harris and Associates Inc (KHA Inc) to support the development and implementation of an Early Care and Education and School Procurement (ECESP) meeting. The meeting brought together 32 participants representing government, institutional food suppliers, ECE and K-12 stakeholders (e.g., educators, providers, parents, district food service leadership, ECE resource and referral leadership, advocacy organizations, and philanthropy. The goal was to foster reflective and transparent dialogue.

PRE-MEETING WEBINAR

Over 90 people—ECESP meeting participants and the broader field—attended the 90-minute pre-meeting webinar entitled “Rethinking Procurement: The Complexity of Advancing Local and Regional ECE and K-12 Procurement Systems.” The purpose of the webinar was to provide a baseline understanding of the complexity of ECE and K-12 procurement systems and nuances in their processes designed to obtain healthy, local, and sustainably grown food, and to understand their governing policies and procurement structures (see Appendix A).
ECESP MEETING

The two-day meeting was held in St. Louis, Missouri, on April 19-20, 2018. All speakers and moderators were drawn from the meeting’s participants (see Appendix B and C). Prior to attending, participants identified key milestones leading to major advances in healthy food procurement for children since 2000. This information helped populate a timeline of key milestones and facilitated discussion about the past and future of procurement policies and practices (see Appendix D).

**Day 1:** Framed to orient participants in expectancy, the first participant-led session opened with a retrospective look at the history and accomplishments of the movement and reflected on the timeline, drawing upon the knowledge base and experience of attendees. This set the stage for candid discussions on the challenges and opportunities within the regulatory and procurement framework for ECE settings and K–12 schools.

**Day 2:** The second day opened with reflections on the previous day’s discussion and the identification of points to be addressed throughout the day. Sessions were framed to start with strategies and policies at the state level and would become more pointed by examining underlying challenges and opportunities within infrastructure, capacity, research, and financing.
Key Learnings and Implications for Practice

TIMELINE OF KEY MILESTONES

Participants cited two major events as essential for spurring the nation’s advances in healthy food in ECE and K–12 schools since 2000—recognition of a national crisis with the obesity epidemic in 2000 and political changes resulting from the Obama administration’s leadership and galvanizing policy changes. These events helped set the stage for a series of policy changes in government agencies, states, and institutions that reflected a growing national awareness of the need to question the source, type, and composition of the food children eat. In 2006, this awareness began to lead to evident changes in school meal programs and nutrition standards. Several themes emerged from the discussion to contextualize the simultaneous emergence of cultural demand for local and healthy food and policy changes (see Table 1).

TABLE 1. KEY MILESTONES LEADING TO CHANGES IN POLICIES AND THE BROADER FIELD

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<tbody>
<tr>
<td>POLICY</td>
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<tr>
<td>School wellness policies emerged</td>
<td>Systems aligned around food and health: health care, education, government</td>
<td>School nutrition guidelines implemented</td>
<td>Increased focus on state and local policies promoting local and healthy food</td>
</tr>
<tr>
<td>State policies for local food emerged</td>
<td>Enabling policy environment promoted local food procurement in school settings</td>
<td>Polices begin to address food composition</td>
<td>Increased Federal resources for Farm to School efforts</td>
</tr>
<tr>
<td>CDC’s policies on childhood obesity emerged</td>
<td>Policies shifted from individual change to environmental and systems</td>
<td>Farm-to-school promoted by USDA funding</td>
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<tr>
<td>Policies focused on educating individuals about food</td>
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<tr>
<td>BROADER FIELD</td>
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<tr>
<td>Re- Emergence of farm-to-school programs</td>
<td>Field galvanized by the formation of networks, shared learning, peer support</td>
<td>School districts began to look beyond produce and address how food was being made</td>
<td>Leadership and innovation shifted to regional, state, and local changes</td>
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<tr>
<td>Heavy focus on produce for farm to school</td>
<td>Local food was elevated—“local is the new organic”</td>
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<tr>
<td>Food culture was promoted by reality TV</td>
<td>Economic decline led people to grow and prepare their own food</td>
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GENERAL LEARNINGS AND THEMES BY SESSION

Exploring the Regulatory Framework: Key Examples of Local, State, and Federal Leverage Points

Both NSLP and CACFP are federal reimbursement programs for meals and snacks, administered by state agencies. From specificity of nutrition standards to oversight, the regulatory framework for ECE settings and K–12 schools are very different. During the session, certain themes emerged, namely collective purchasing opportunities such as shared services models, Group Purchasing Organizations (GPOs) or other efforts, which combine the purchasing needs of a group of organizations in order to increase buying power. Core themes that surfaced included addressing the complexity of federal regulatory programs for broader participation and targeting state-level policies for change in the current environment. A call to action centered on the recent budgetary increase in Child Care and Development Block Grant (CCDBG) funding to $2.3 billion. These funds have not been allocated and present an opportunity to engage in state-level processes to develop a plan to include farm to ECE as an intentional strategy to improve nutritional outcomes and enhance the quality of the education and care setting. This approach would mean cross-walking the benefits of farm to ECE with national early childhood frameworks and state level early learning guidelines. Other points emerged on financing, collective purchasing, and oversight and management of procurement processes (see Table 2).

Important distinctions in ECE and K–12 include:

- CACFP participation is not mandatory, and as a result, is not as widely adopted by ECE settings as NSLP is by school districts.
- Food procurement for ECE providers is not restricted to specific stores or vendors.
- ECE providers can participate in a “shared services model” to leverage purchasing power, with family-based providers or centers collaborating with a single source to identify products and delivery mechanisms. Particularly relevant for groups of smaller ECEs, a shared services model may not require the district and USDA state and federal procurement guidelines necessary for K-12 schools.
- A drawback to GPOs for K-12 schools are that they exclude farmers and distributors—and in particular, local small/medium-sized farmers and smaller distributors—from the purchasing opportunity due to the GPO’s policy of only purchasing from its members.

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### TABLE 2. LEVERAGE POINTS AND CHALLENGES WITH FEDERAL AND STATE REGULATIONS

<table>
<thead>
<tr>
<th>POTENTIAL LEVERAGE POINTS</th>
<th>CHALLENGES AND BARRIERS</th>
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<tbody>
<tr>
<td>Promoting innovation through competitive grants</td>
<td>Complex CACFP paperwork (ECE), purchasing rules, nutrition standards, and related provider training and staff (ECE and K-12)</td>
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<tr>
<td>Promoting incorporation of new models and programs in state and district initiatives</td>
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Supporting farm-to-ECE programmatic strategy as part of Spectrum of Opportunity framework for ECE settings at CDC

A standardized written code of ethics procurement procedures and a procurement manual for vendor contracts

Shared service models for ECE settings

Reimbursement rates do not cover the full cost of meals meeting new nutrition guidelines

Difficulty obtaining child care licenses due to increased competition by state centers

Limited staffing in rural K-12 schools to manage local procurement process, paperwork, monitoring and managing contracts

K-12 purchasing threshold differences at federal and state levels and market basket criteria

Lack of guidance on group purchasing by USDA and states

Equity concerns for farmers and distributors when schools participate in GPO


This session highlighted the importance of values-driven processes and reiterated that each state is different and must be looked at individually. Care must also be taken to avoid generalizing what is accessible or affordable for all ECE settings and schools. A key point of emphasis was that ECE could not be mainstreamed to follow the same process as K-12 due to scale, complexity, and fragmentation of each setting’s operations. Shared service models such as having a centralized kitchen that can prepare healthy meals and snacks that meet CACFP guidelines were discussed as an option for ECE settings that addressed scale.

As K-12 school districts continue to drive market innovation and develop infrastructure for local food procurement, there are opportunities to define distinct intersections for ECE partnerships.

Core themes that emerged focused on establishing local partnerships to address gaps in infrastructure, advocacy, and education; emphasizing the central role of food hubs in distribution, aggregation, and transparency; and having standards for food composition/integrity that reflect values. Discussion ensued on the importance of education to dispel myths and misconceptions about the procurement process and the cost of local and healthy food. Additional leverage points, challenges, and barriers are presented in Table 3.

Important distinctions between ECE and K-12 include:

- ECE providers spend about $20/purchase compared to thousands per purchase for K-12 schools.
- ECE providers purchase year-round, whereas K-12 is limited to the school year.
- ECE providers can use a shared service model to access local procurement.
TABLE 3. LEVERAGE POINTS AND CHALLENGES WITH ECE AND K-12 PROCUREMENT

<table>
<thead>
<tr>
<th>POTENTIAL LEVERAGE POINTS</th>
<th>CHALLENGES AND BARRIERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partnerships with industry, so values are reflected in processed food</td>
<td>ECE and K-12: Storage space, equipment, labor, staff buy-in and training</td>
</tr>
<tr>
<td>Non-traditional procurement: unused portions or under-purchased products</td>
<td>Farmers: profitability, communication, infrastructure, and capacity to fill small (ECE) and/or large (K-12) orders</td>
</tr>
<tr>
<td>Aggregation and distribution: centralized kitchens</td>
<td>Lack of focus on food integrity by USDA</td>
</tr>
<tr>
<td>Use of food hubs and cooperatives to address distribution issues</td>
<td>Diverse markets required for financial sustainability of food hubs</td>
</tr>
<tr>
<td>Use of Net Off Invoice (NOI) to divert food to processors</td>
<td>Environmental Health Regulations that impact procurement</td>
</tr>
<tr>
<td>Frame and leverage profitability to garner farmers’ buy-in</td>
<td>Using Center for Good Food Purchasing Program’s guidelines in ECE settings</td>
</tr>
</tbody>
</table>

State and Local: Strategies That Move the Needle

A key thread in this discussion was understanding that this is long-term work and that change is incremental. A central strategy that emerged was collecting and presenting data to local legislators and institutional decision-makers that demonstrate how this work supports their goals and state and district-wide initiatives. Significant discussion centered on use of the Center for Good Food Purchasing’s (CGFP) framework to assess institutional procurement processes. This framework assesses data based on five core values (i.e., local economies, environmental sustainability, valued workforce, animal welfare, and nutrition), thus providing values-aligned target areas to advocate for institutionalizing local and healthy procurement. While the framework is thorough, it was presumed to be too cumbersome for ECE settings, especially given the variety and complexity of early care and education in its current form.

Core themes that emerged focused on the importance of model case studies and consistent messaging to provide evidence of the benefits of local and healthy food procurement in order to garner local buy-in. Other themes touched on the role of partnerships in advocating for state policies that support the sustainability of farm-to-school/ECE through incentives and keeping equity as a central focus in developing new models and systems. Examples included the additional 10 cents per meal for local procurement by ECE settings in the DC Healthy Tots Act and taxpayers’ ability to donate to farm-to-school activities on their tax refund in New Jersey by selecting “Farm to School and School Garden.” Leverage points, challenges, and barriers to state and local strategies are listed in Table 4.
TABLE 4. LEVERAGE POINTS AND CHALLENGES WITH STATE AND LOCAL FOOD PROCUREMENT

<table>
<thead>
<tr>
<th>POTENTIAL LEVERAGE POINTS</th>
<th>CHALLENGES AND BARRIERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replicating strategies from other states and incentivize local food through enabling policies</td>
<td>Access to and collection of data</td>
</tr>
<tr>
<td>Using data-driven messaging on job creation and benefits to rural communities</td>
<td>Engaging ECE providers challenged by inadequate wages, health care, etc.</td>
</tr>
<tr>
<td>Forming partnerships with organizations to collect and analyze data (e.g., CGFP)</td>
<td>Contextualizing this as a multiple systems-level challenge</td>
</tr>
<tr>
<td>Integrating nutrition and farm-to-ECE training into CACFP and Quality Rating Improvement Systems (QRIS)</td>
<td>Training, resources, and technical assistance that are only provided to CACFP recipients</td>
</tr>
<tr>
<td>Developing the farm-to-ECE model system with an equity-centered approach</td>
<td>Building a collaborative process, partnership, and getting local government buy-in</td>
</tr>
<tr>
<td></td>
<td>Advocating for local and healthy food among competing priorities for parents and challenges with access to high quality affordable child care</td>
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</tbody>
</table>

Local Distribution: Infrastructure, Capacity, and Scale in ECE and K–12 Schools

For both ECE settings and K–12 schools, development of an equitable distribution system requires addressing questions about infrastructure, capacity, and scale. A core theme focused on working within the current system to build relationships and partnerships to support infrastructure and influence change. Another discussion emphasized processes to address the scale and readiness of farmers and ECE settings. To make a business case for the benefits of local and healthy food procurement, it was noted that the system must have transparency in pricing and distribution, something that it currently lacks by design (e.g., sealed bids) and choice. The external demand for local food, geographic preferencing, and engagement by large companies like Amazon is putting pressure on traditional food distributors and food service management companies (FSMCs) to have transparency in supply chain processes. Monitoring and enforcement are insufficient, however. Mitigating the powerful influence of FSMCs would require that understaffed and underfunded school districts or state agencies play an active role in monitoring and managing contracts. Other leverage points, challenges, and barriers are listed in Table 5.

Important distinctions between ECE settings and K–12 schools include:

- ECE requires a broader focus than procurement (e.g., how can procurement be built into the daily curriculum?).
### TABLE 5. LEVERAGE POINTS AND CHALLENGES WITH LOCAL DISTRIBUTION FOR ECE AND K–12

<table>
<thead>
<tr>
<th>POTENTIAL LEVERAGE POINTS</th>
<th>CHALLENGES AND BARRIERS</th>
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<tbody>
<tr>
<td>Partnerships with tech companies, FSMCs, and restaurants</td>
<td>Lack of transparency in the supply chain and insufficient oversight of contracts</td>
</tr>
<tr>
<td>Building farm-to-ECE into Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)</td>
<td>Inequitable practices make it more difficult for smaller and local farmers/distributors to access this market</td>
</tr>
<tr>
<td>Infrastructure (ECE): Distribution at Supplemental Nutrition Assistance Program Education (SNAP ED) and farm-to-school sites; centralized kitchens and vended meals for ECE; matching growers with markets based on capacity</td>
<td>Infrastructure (e.g., equipment) and scale (e.g., readiness and capacity) for ECE, rural and urban schools, and farmers</td>
</tr>
<tr>
<td>Advocacy based on case studies in K–12</td>
<td>District and/or institutional policies that favor large farms and GPOs that only benefit some suppliers</td>
</tr>
<tr>
<td></td>
<td>Creating opportunities for minority farmers</td>
</tr>
<tr>
<td></td>
<td>Rural ECE settings and K–12 schools do not currently benefit from innovation in nearby urban K–12 schools</td>
</tr>
</tbody>
</table>

### Research and Evaluation: How Do We Know What Works?

It was noted that while not much research is available on local and healthy food procurement in ECE settings, current research has shown that for K–12 schools, healthy food procurement policies are effective at increasing the availability and purchase of healthy food and decreasing purchases of unhealthy food. These policies have other components such as education, price reductions, and health interventions. Current research can be grouped into two categories: healthy food procurement processes (e.g., staff training, regulatory standards, and specifications) and health outcomes (e.g., impact of procurement policies on healthy vegetable intake, family health, etc.). Gaps in research identified a need for ancillary education about nutrition and the benefits of healthy eating for parents and children; these gaps suggest that providing a rationale for the policy may be critical for its success.

To further advance health and local food procurement, a list of questions was generated for ECE settings and K–12 schools. These questions were divided into those needing attention (see Table 6) and those questions already in progress (see Table 7). A reoccurring question was about the readiness and capacity of ECE providers and the health and economic impact of farm-to-school/ECE on states and communities. Feedback was grouped into the following categories: infrastructure and procurement processes; health impact and outcomes; policy, programs, and regulations; and financing and reimbursement.
### TABLE 6. RESEARCH AND EVALUATION QUESTIONS THAT NEED TO BE ADDRESSED*

| INFRASTRUCTURE AND PROCUREMENT PROCESSES | Kitchen equipment assessment for ECE and where providers shop by state; best practices of farm-to-ECE by location (e.g., rural vs. urban), race, income, setting type; feasibility of central-kitchen model in rural settings; indicators of readiness and capacity for providers; effect of big retailers like Amazon on small farmer viability; case studies of best practices for mid-sized farmer |
| HEALTH AND ECONOMIC IMPACT AND OUTCOMES | Use of NAP SACC to collect data on ECE settings; impact of farm-to-school on local businesses; quantifying the effect of farm-to-school on supply chain; effect of incentives on procurement practices; effect of local food on consumption |
| POLICY, PROGRAMS, AND REGULATIONS | Self-assessment of implementing new CACFP meal standards; limitations of state-level CACFP regulation; best practices of USDA assistance programs that influence access in rural ECE/K-12 |
| FINANCING AND REIMBURSEMENT | Case studies or costing examples proving that local food is affordable; pilot use of CGFP scoring model for sliding-scale reimbursements; model programs leveraging multiple funding sources; funding sources for school lunch programs; actual reimbursement rate for Head Start and K-12; incentives (and financial source) leading to positive changes in ECE |

*In the above table, research and evaluation questions were captured and compiled. This table shows only the core content, not the entire question that was captured.

### TABLE 7. RESEARCH AND EVALUATION TOPICS THAT ARE ALREADY BEING ADDRESSED**

| INFRASTRUCTURE AND PROCUREMENT PROCESSES | Feasibility of caterer model to increase access for ECE (North Carolina); barriers and opportunities for farmers of color; ways to identify readiness; best practices in staff training, marketing, taste tests, and wellness policies |
| HEALTH AND ECONOMIC IMPACT AND OUTCOMES | Longitudinal study on behavioral health, environmental, and economic impact of farm-to-ECE/K-12 on children, families, and teachers; impact of farm-to-ECE/K-12 on learning outcomes; impact of increased regulations on ECE settings; economic impact of farm-to-school on states; measurement of changes in equitable outcomes in supply chain from consumers and farmers; identification of scale that drives business change in ECE; data on number of minority women by region, state, county |
| POLICY, PROGRAMS, AND REGULATIONS | Needs assessment of procurement policies on tribal and territorial ECE/K-12 programs; landscape of farm-to-school/ECE state and local polices affecting procurement; strategies and campaigns for policy advocacy; alignment of CNP; alignment of Women, Infant, and Children’s (WIC) and CACFP marketing, outreach, and technical assistance |
| FINANCING AND REIMBURSEMENT | ECE/K-12 best practices that manage costs for high-quality food at reimbursable rate; financial viability of pop-up markets for farmers; types of support that lead to sustainability |

**In the above table, research and evaluation questions were captured and compiled. This table shows only the core content, not the entire question that was captured.
Leveraging Public and Private Financing

The keys to leveraging public and private financing are partnerships and consistent advocacy built on model successes. Two important aspects of this are 1) building capacity and a support system for ECE practitioners and schools and 2) messaging that ties the benefits of local and healthy food procurement to local economic development, children’s health and learning, and statewide initiatives. The goal of leveraging public and private financing is to engage institutional decision-makers and legislators in the adoption of policies that support and lead to sustainability of local and healthy food procurement. State policies such as DC Healthy Tots, which provides an additional 10 cents for local purchases and incentivizes local procurement, can be instrumental in leveraging resources.

Funders are positioned to support the process by:

- Using their platform(s) to advocate for change at the state and national level;
- Increasing the capacity of organizations to do their work and participate in networks and collaborative convenings; and
- Providing resources that can be leveraged for diversification of public and private financing. For example, public funding from USDA totaled $25 million, but requests totaled $125 million, signaling a demand larger than the government’s capacity to fill the need. Diversification and institutional funding at the state level are targets for sustainability. Potential leverage points, challenges, and barriers are listed in Table 8.

**TABLE 8. OPPORTUNITIES AND CHALLENGES WITH LEVERAGING FINANCING**

<table>
<thead>
<tr>
<th>POTENTIAL LEVERAGE POINTS</th>
<th>CHALLENGES AND BARRIERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospital endowments investing in local businesses</td>
<td>Capacity, infrastructure, and resources for rural communities to compete for USDA grants</td>
</tr>
<tr>
<td>Partnerships with technology donors</td>
<td>Federal funding match requirement is integrated in legislation and difficult for many schools and organizations to secure</td>
</tr>
<tr>
<td>Prioritizing opportunities in rural communities to support the business case for sustainability</td>
<td>Understanding how partnerships can leverage partnerships and make the business case for sustainability</td>
</tr>
<tr>
<td>Positioning Child Care Resource &amp; Referral’s (CCR&amp;R) to provide targeted outreach and training to non-CACFP ECE providers</td>
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**Vision 2022: What Would It Take to Set the Stage to Optimize ECE and School Procurement?**

Participants were asked to review the timeline of events from the first day and envision steps to optimize healthy food procurement in ECE settings and K-12 schools between now and 2022. Targets were identified for development in the following areas: 1) policy and 2) field development and partnerships (see Table 9). Tripwires—possible occurrences that could disrupt, boost, or cause a reassessment of strategy—were added for depth and perspective.
**TABLE 9. OPPORTUNITIES TO SET THE STAGE FROM PRESENT DAY TO 2022**

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
<th>2020-2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POLICY</strong></td>
<td>Land preservation for small/mid-size farmers</td>
<td>Increase reimbursements and Farm-to-ECE in CACFP</td>
<td>Increase reimbursements and Farm-to-ECE in CACFP</td>
<td>Nutrition in teacher and provider prep programs</td>
</tr>
<tr>
<td></td>
<td>State appropriations</td>
<td>State appropriations</td>
<td>School performance and reimbursement tied to healthy, local food</td>
<td>Amendment of K-12 industry-favored contracts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Incentives in CACFP and NSLP</td>
<td></td>
</tr>
<tr>
<td><strong>FIELD DEVELOPMENT</strong></td>
<td>Bridging technology divide</td>
<td>Bridging technology divide</td>
<td>Farm-to-ECE integrated into training systems and technical assistance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Partnerships with: state agencies, food policy councils, supply chain</td>
<td>Farm-to-ECE integrated into ECE training recommendations</td>
<td>Partnerships: American Farmland Trust, food banks, CCR&amp;R, health groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expanded middle market (transport, process, distribute)</td>
<td>Partnerships: urban and rural systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Partnerships: American Farmland Trust, food banks, CCR&amp;R, health groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TRIPWIRES</strong></td>
<td>Tariff and trade agreements cause instability</td>
<td>Tariff trade agreements cause instability</td>
<td>Drought</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Food &amp; Ag Policy (e.g., Farm Bill)</td>
<td>Increased farm labor and food costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health scare from local food</td>
<td>CACFP state-level implementation</td>
<td></td>
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</tbody>
</table>

**NOTABLE DISTINCTIONS, CHALLENGES, AND POINTS OF SYNERGY WITH LOCAL AND HEALTHY PROCUREMENT IN ECE AND K-12**

**Notable Distinctions between ECE and K-12**

Notable distinctions in local procurement for ECE settings and K-12 schools are in regulations and scale. Federal regulations have played a unifying role for K-12 schools. Schools are held to the same overall standards, and this provides a level platform for school districts to network and to engage collaboratively. The same federal regulations are not mandatory across all ECE settings, leading to fragmentation within this sector as well as a lack of potential collaborative engagement in local procurement. While K-12 schools have
readily identifiable and regulated procurement processes, only certain types of ECE settings have requirements in place (e.g., Head Start) allowing for less restricted and independent decisions regarding procurement, including where and how they purchase.

As mentioned previously, another notable distinction is scale: smaller ECE settings may spend only $20 per purchase, and school districts may spend thousands more. Identifying farmers and distributors able to meet disparate demands in supply can be challenging, economically and logistically. Shared service models such as the community kitchen, which prepares and distributes local and healthy food meeting federal guidelines, offer a solution for ECE settings. Utilization of the shared service model can also offer professional development for early care and education providers, address procurement logistics for multiple ECE sites, and ensure federal food program guidelines (e.g., CACFP standards) are met while also purchasing from local food sources.

Use of GPOs exists for larger, corporate ECE settings, enabling such businesses to leverage their purchasing power either in conjunction with or separate from their use of shared service models. For other ECE settings, however, a shared services model is a more viable option. While some K–12 districts have found ways to engage in GPOs or cooperative purchasing models, regulations in the bidding process introduce a level of complexity that has left this largely untouched.

**Common Challenges with Local Procurement for ECE and K–12**

ECE settings and K–12 schools face common challenges with federal regulations, funding, scale, and readiness that impact their ability to procure healthy and local food (see Table 10). The current reimbursement rates are not sufficient to cover the cost of meals that meet the new nutrition guidelines. The School Nutrition Association (SNA) states the cost of implementation is much higher than the federal incentive allotment and projects it will cost an additional 14 cents per meal to meet the new standards.

**TABLE 10. COMMON PROCUREMENT CHALLENGES FOR ECE SETTINGS AND K–12 SCHOOLS**

<table>
<thead>
<tr>
<th>FEDERAL REGULATIONS</th>
<th>SCALE AND READINESS</th>
<th>SUSTAINABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex and lengthy paperwork for CNPs</td>
<td>Infrastructure (e.g., lack of kitchen and farm equipment, transportation, storage capacity, etc.)</td>
<td>Evidence-based models to build a case for consistent funding from states, regional and national funders, and businesses</td>
</tr>
<tr>
<td>Complex purchasing regulations rules</td>
<td>Staff capacity (e.g., cooking and nutrition meal planning)</td>
<td>Proof that local and healthy procurement is a profitable business model for farmers, food hubs, and ECE businesses</td>
</tr>
<tr>
<td></td>
<td>Distribution and aggregation systems for farmers and food hubs—geographic distance for delivery and disparate quantities for ECE and K-12</td>
<td>Evidence of impact on local health and economy (e.g., children’s health, job creation, etc.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evidence of equitable distribution of health and economic benefits</td>
</tr>
</tbody>
</table>
Points of Synergy between ECE and K-12

Three target areas provide an opportunity to collectively develop systems and strategies to advance the field: public education and strategic advocacy; infrastructure and supply chain; and research and evaluation.

- **Public Education and Strategic Advocacy:** A central strategy that emerged was collecting and presenting data to local policymakers and institutional decision-makers that demonstrates how this work supports their goals and state and district-wide initiatives. Core themes focused on the importance of:
  
  - Model case studies and consistent messaging to provide evidence of the benefits of local and healthy food procurement to garner local buy-in;
  
  - The role of partnerships in advocating for state policies that support the sustainability of farm-to-school/ECE; and
  
  - Maintaining equity as a central focus in developing new models and systems.

- **Infrastructure and Supply Chain:** Development of an equitable local distribution system requires addressing questions about infrastructure, capacity, and scale. Core themes focused on include:
  
  - Working within the current system to build relationships and partnerships to support supply chain infrastructure and influence change;
  
  - Emphasizing processes that address the diverse scale and readiness of farmers and ECE settings; and
  
  - Establishing the local procurement business model on transparency in pricing and distribution, something that it currently lacks by design (e.g., sealed bids) and by choice.

- **Research and Evaluation:** Current research suggests that providing a rationale for local procurement policies that support nutrition education and healthy eating for children and parents may be critical for success and sustainability. This is dependent upon data being available, which has implications for the broader field’s consistency in evaluation methodology, including metrics, definitions of healthy food, and data collection.

Opportunities to Deepen Local Sourcing

- **ECE Settings:** The fragmentation of ECE settings requires that solutions be tailored and scaled to fit their unique structure. Opportunities can be grouped into three categories: access, capacity building, and partnerships.
  
  - Access to infrastructure, such as the community kitchen model, presents the best, most centralized source for access to locally sourced, prepared meals and
snacks. This would fill gaps in capacity, address the lack of infrastructure, and meet the cost threshold and regulatory requirements of CACFP.

- Capacity building training by CCR&R and other state authorities on nutrition, healthy food preparation, and integration of healthy food into the curriculum is needed.

- Partnerships with local Women, Infant, and Children (WIC) and SNAP-ED programs that have established aggregation points for local food provide access points for ECE providers to procure local food. Several states have worked with local farmers markets to add farm to ECE “coupons” or mobile farmers market purchasing programs at WIC and SNAP-ED distribution sites to increase access to local purchasing.

**K-12 Schools:** K-12 schools have led innovation in the development of local and healthy procurement change. Three areas emerged as a target for deepening local sourcing:

- Forming values-aligned partnerships with industry, schools, and local farmers.

- Networking and sharing innovative best practices in bid language, product specifications, and resources, such as an ingredient guide that lists undesirable ingredients in food.

- Using K-12 infrastructure in distribution and aggregation to provide access points for local food procurement in rural schools and ECE settings.

**Broader Field:** Advances in local food procurement have been driven and sustained by coalitions and partnerships. Within each state, these partnerships have used advocacy campaigns and education to raise awareness and promote the benefits of local food and farm-to-school on children’s health and local economies. This has led to changes in state laws and to the development of pilot programs that incentivize and sustain local procurement while benefitting all stakeholders.

**IMPLICATIONS FOR PRACTICE**

Preliminary changes in federal, state, and institutional policies, regulations, and/or practices are needed to increase the ability of ECE settings and K-12 schools to provide local and healthy foods to children. A number of institutional policies and practices provide such opportunities, and this has implications on the broader field.

**Federal and State Policies**

- **Child Nutrition Programs (CNP):** Incorporating farm-to-school/ECE into CNPs and local and state policies can institutionalize local procurement within the supply chain. The recent CCDBG funding offers a target for advocacy groups to engage at the state level and to provide comments and plans on how this can be done.
• **Quality Rating and Improvement Systems (QRIS):** The QRIS is a systemic approach states may use to assess, improve, and communicate the level of quality in ECE programs. QRIS can be a powerful tool for policy change because of its framework for data collection and the financial incentives available for increased quality in some states. Incorporation of farm-to-ECE and nutrition training into QRIS has implications on integrating local procurement practices for ECE providers.

**Institutional Policies and Practices**

• **Contracts with Suppliers:** Management and enforcement of contracts can ensure equity and transparency in a supply chain by requiring distributors to source local and healthy food inclusive of small and disenfranchised farmers. A standardized process for vendor contracts, inclusive of a written code of ethics, can align the field and promote fairness in local procurement by districts.

• **Training and Resource Development:** CCR&Rs are uniquely positioned to reach ECE providers. They could potentially organize collective purchasing efforts, support infrastructure development for local procurement, and build provider capacity through targeted wrap-around programs. Farm-to-school/ECE procurement could be included in district and provider training.

• **Partnerships with Industry:** Partnerships with food hubs provide smaller, local farmers and producers with infrastructure to new markets, such as ECEs, but also may become vendors for FSMCs. K–12 schools can influence this through values-based procurement that includes geographic preferencing. Partnerships with vendors and K–12 schools can inform a process to reformulate processed food so that it reflects values for healthy, real food.

**Key Policies and Financing/Reimbursement Mechanisms That Need to Be Examined More Closely**

Collaborations within the broader field have implications on the sustainability of local food procurement through supportive public policy and leveraging of public and private financing. The increased federal reimbursement of six cents per meal (if school districts follow the new guidelines in the Healthy, Hunger-Free Kids Act) plays an important role in incentivizing healthy and local food procurement. State laws and pilot programs such as the DC Healthy Tots Act and the 10 Cents a Meal program in Michigan (providing an additional reimbursement of 10 cents a meal) offer examples of creative ways to merge policy and practice. Within this context, key policies and mechanisms should be examined, including:

• State-level tax incentives and appropriations;
• Business industries and funding groups (e.g., the Federal Reserve, hospital community benefit programs, and the Farm Foundation);
• CNP-incentivized reimbursement for local procurement; and
• CACFP and NSLP farm-to-school/ECE policies.

Food Procurement Policy Change Can Have Implications on Other Good Food Policies: What Are These Critical Levers?

Adjustments to federal procurement policies in CNPs will facilitate the alignment of supply chain infrastructure to support local and healthy food procurement. This framework sets the stage for states and groups such as policy councils to engage specific sectors (e.g., local businesses, government, and the health care industry) in developing values-centered food policies that can address social issues and build local economies.

More evidence is needed to understand the short and long-term implications for healthy, regionally, and non-regionally sourced ingredients, including key nutritional distinctions between those ingredients, and the budgetary and economic arguments for local and regional sourcing (versus non-regional) in the current political environment. Three considerations for non-regional sourcing are: 1) versatility; 2) quality; and 3) value.

Key questions to be addressed are:

• What options are available for schools and providers to obtain high-quality food that fits within reimbursement rates?
• What is the cost comparison of using DoD Fresh versus local sourcing options?
• What is the actual reimbursement rate for ECE settings and K–12 schools?
• What are the opportunities for 8(a) businesses to leverage CACFP?
  • What is needed to get these entrepreneurs into the system?
Recommendations

Although changes in federal regulations are needed, current advances in local and healthy food procurement in ECE settings and K-12 schools are occurring at the state level through the development and testing of tailored models.

BROADER FIELD

- **Engage in Development of State CCDBG Plans:** The recent appropriation of $2.3 billion in additional funds to the CCDBG means that states will have additional money to allocate to ECE settings. All states have a plan and are asking for input and comment. This presents an opportunity for the broader field to incorporate farm-to-ECE and other local procurement models and training into the new plan.

- **Build Equitable Partnerships:** To benefit all children, coalitions must have all perspectives represented, and an important partner to include is child care resource and referral. This partnership will benefit from intentional engagement of CCR&R centers to reach ECE providers in low-income neighborhoods representing disenfranchised populations and from the inclusion of rural schools and communities, small farms, and marginalized producers and people of color. Partnerships in the field should aim to:
  - Build capacity and a support system for ECE practitioners and rural schools.
  - Develop messaging targeting local schools, parents, policy and decision makers, and that ties local and healthy food procurement to local economic development, statewide wellness goals, and social issues.
  - Use education to raise awareness among parents, policymakers, and the broader field, and promote the benefits of local food and farm-to-school/ECE on children’s health, learning, and local economies.

- **Target State-based Scalable Models Addressing ECE Diversity:** Innovation in local and healthy food procurement is occurring at the state level, and more states are adopting measures to support local and healthy food procurement in communities and schools. Piloting collaborative models that intentionally identify intersections of ECE settings and K-12 schools is a means to define best practices to build infrastructure and capacity in providers, farmers, food hubs/cooperatives, and rural schools for local and healthy food procurement. By tracking impact and outcomes, state-based collaborations and partnerships can build targeted, evidence-based advocacy campaigns to leverage and drive sustainability through the legislature and public and private financing.
FUNDER RECOMMENDATIONS

• **Development of State CCDBG Plans:** As mentioned above, the recent appropriation of $2.3 billion in additional funds to the CCDBG means states will have additional money to allocate to ECE settings. All states have a plan and are asking for input and comment. This presents an opportunity for the broader field and other funders to incorporate farm-to-ECE and other local procurement models and training into the new plan.

• **Convene Stakeholders:** The current environment requires that the field assess progress and define a set of strategic goals for local procurement. Through a series of meetings, stakeholders can take a deeper dive into ECE-specific barriers and solutions, identify technical assistance needs to build infrastructure and collaborations, and make the business case for the benefit of local and healthy procurement on jobs and local economies. Stakeholders can identify best practices and models across every state and define what is needed by specific sectors—research, government, providers, supply chain, and districts. Care must be taken to ensure a racially and geographically diverse group that includes vendors, providers, and small farmers. Suggestions for three follow-up convenings include:
  
  o **ECE Settings**—Targeted meeting of ECE providers, advocates, CCR&Rs regarding challenges, opportunities, and best practices for federal funding, capacity building, infrastructure, and equitable access to local and healthy food.

  o **Education and Advocacy Building**—Broader meeting of stakeholders to assess federal and state policies and to collaboratively develop strategic goals and targets for national and state-level advocacy campaigns.

  o **Supply Chain and Infrastructure**—Focused meeting of K-12 school food service managers, ECE providers, advocates, farmers, distributors, and FSMC to identify challenges and successes in the supply chain to tease out scalable best practices for different geographies, including how to leverage partnerships, policies, and practices for equitable access.

• **Support National and State Level Capacity Building:** Policy change requires that data-driven solutions be articulated. By supporting organizations offering technical assistance, K-12 schools can develop and adapt existing bid language and specifications and collect and analyze data that supports alignment of their institutional processes and practices with values-based health food procurement. ECE settings, in their fragmentation, do not have well-developed infrastructure, capacity, or field cohesion needed to collect, analyze, and present data-driven models and policy solutions. Supporting the broader field in the development of tools, training, and local food systems infrastructure can provide a framework for institutionalizing local and healthy procurement in ECE settings. Targets include:
To Tool Development: Tools such as North Carolina’s Go NAP SACC that provide a self-assessment to help ECE providers compare their nutrition and physical activity practices to best practice standards can be adapted by state and used to collect data. Guidelines such as the CGFP can be adapted to ECE settings and used to assess each business’s local procurement practices according to core values.

Capacity Development: Partnerships with national organizations such as Child Care Aware of America and other national and state-level networks and organizations provide an avenue to organize and build capacity in ECE settings. Likewise, organizations such as the CGFP can provide a framework for institutional assessment and internal capacity to collect and analyze data in rural and small K-12 schools. Relevant to this approach is simultaneously building partnerships that address the scale and readiness of farmers and small- to mid-sized distributors.

Continued Engagement of Governmental Agencies: The engagement of government agencies—and in particular the USDA, Department of Education, and HHS—is key to systemic and institutional changes in food procurement. Building partnerships with these agencies provides opportunities to leverage public and private financing and to promote best practices as an equitable policy solution.

Fund Research to Develop Consistency in Field Standards: There is more research with a focus on ECE and agriculture-based businesses needed to demonstrate the impact of local and healthy food procurement on health, learning, job creation, and local economies. Particular attention should be given to longitudinal studies with an equitable lens to assess the distribution of benefits relative to local and healthy food procurement. Parallel to this is a need for consistency in field standards for local and healthy food procurement. The premise of what makes food healthy—i.e., is it healthy because it local?—has not been established. The issue remains highly debatable and unresolved by the broader field of advocates, practitioners, funders, and researchers. Collaboratively developing a definition of healthy food, based on values and research including defining metrics for the field, will bring alignment on data collection and standards that cross state lines. Conversely, the question remains—is there a strategic advantage to not defining the relationship between healthy and local?

Support the Creation of Scalable Models and Partnerships: Funders have resources, networks, and access to decision-makers who are paramount to the success of field-based partnerships. By supporting state-based models that address scale—taking into account the different levels within ECE systems—an equitable and integrated system can be built and promoted. Particular emphasis should be on scalable models that address the diversity of ECE settings. Included in this is supporting and engaging state and national networks that serve as resources for organizing, capacity building, and disseminating best practices to the broader field.
• **Support Systems Infrastructure:** Local food hubs and cooperatives play a key role in the procurement of healthy and local produce and processed food. Supporting the field development of scalable and sustainable models for distribution and aggregation will greatly advance the ability of ECE settings and K-12 Schools to procure healthy food that aligns with their values and benefits the local economy.
APPENDIX A: Webinar Agenda
EARLY CARE AND EDUCATION AND K-12 SCHOOL FOOD PROCUREMENT

Webinar 1

RETHINKING PROCUREMENT: The Complexity of Advancing Local and Regional ECE and K-12 Procurement Systems

The Robert Wood Johnson Foundation (RWJF) and the W. K. Kellogg Foundation (WKKF) envision fostering all children’s healthy development by creating healthier more equitable local economies through the advancement of procurement strategies that help foster a pipeline of healthy and local foods.

PURPOSE: To understand the complexity of ECE and K-12 procurement systems and nuances in their process to obtain healthy, local, and sustainably grown food.

TIME: 3 April | 11:00 AM - 12:30 PM EST / 8:00 AM - 9:30 AM PST

DURATION: 90 minutes

OBJECTIVES:

1) Understand the diversity of ECE settings and the complexity of their procurement process relative to K-12 schools, including the practitioners dilemma in connecting the budget and curriculum and access to local purchasing

2) Examine the nuances of federal regulations governing ECE settings and K-12 schools that align with values-based (i.e. healthful food, local food and economies) procurement practices

3) Explore the challenges in infrastructure and capacity that limit procurement of local and healthy food, specifically in rural schools and ECE settings

4) Understand the essential components of Farm to School and Farm to Preschool programs

OUTLINE

I. Opening Slide (2 minutes to allow all to join)

II. Housekeeping (1 minutes)

III. Welcome and Introductions (5 minutes)

IV. Topic 1: Understanding the diversity of ECE setting and the practitioner’s perspective (10 minutes, 2 speakers)
V. Topic 2: Nuances of regulatory policies for local procurement in ECE and K-12 schools (16 minutes, 2 speakers)

VI. Topic 3: Understanding School system and preschool supply chain: What are the challenges and opportunities and are they different for rural settings? (16 minutes)

VII. Topic 4: Aligning procurement with other elements of a healthy ECE and school food program—including gardening, in classroom education, family engagement, and community partners (8 minutes)

VIII. Question and Discussion (30 minutes)

IX. Close (2 minute)
APPENDIX B: Briefing Book
BUILDING PATHWAYS TO HEALTHY FOODS TO SUPPORT ALL CHILDREN’S HEALTH:

Procurement For K–12 Schools and ECE Settings
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Welcome Letter

Thursday, 19 April 2018

Dear Colleague,

We greatly appreciate your participation in the Early Care and Education and School Procurement Meeting (ECESP Meeting). We are gathering to understand how major advances in national school meal standards and improved nutrition can spur innovative solutions for procurement of healthy, local, and sustainably grown food in Early Childcare and Education (ECE) and K-12 settings. By identifying procurement strategies and forming innovative partnerships with the private sector, we can work together to increase access to local and healthy food in early learning and K-12 environments.

The meeting’s objectives are to: 1) explore the advances in district procurement policies and discover solutions that could lead to systemic changes in procurement of healthy, local, and sustainably grown food in child learning settings across the nation, including rural areas; 2) examine the nuances in ECE and K-12 procurement policies and practices relative to products, supply chain, and buying power to identify opportunities to improve the scale and ability of providers to serve healthier food to our youngest children; and 3) identify whether and how federal, state, and local child nutrition, food, and agriculture policies help or hinder successes in changing procurement policies and practices.

Good nutrition is fundamental to children’s ability to have optimal development and learning. Although there have been major advancements in national school meals standards and improvements in nutrition over the past decade, many K-12 schools still have to “make do,” providing meals and snacks with less than $2 per student per day. These financial constraints are also found in early learning environments, where basic nutrition guidelines are often absent from many quality rating systems. Together we will examine what is working and what can be improved with the goal of identifying solutions that will bridge the gap to more effective strategies for bringing healthy food to the meals and snacks.

In this space, we’ve brought together organizations, key leaders, and stakeholders who understand the importance of this moment for the field and the urgency to develop joint strategies that address local and healthy food procurement policies and practices for both early childcare and schools, particularly in smaller, rural areas. The learnings generated from today’s dialogue will help inform both RWJF and WKKF’s priorities around supporting the sourcing of healthy and local food for ECE and K-12 schools.
We are excited to create new relationships and deepen existing ones, and eager to hear and learn from your questions, ideas, and reflections. We anticipate identifying effective approaches to improving children's health through procurement and other mechanisms to bring healthy food to school settings.

Thank you for your investment of time and energy in this meeting.

Jasmine Hall Ratliff
Program Officer
Robert Wood Johnson Foundation

Linda Jo Doctor
Program Officer
W.K. Kellogg Foundation
Early Care and Education and School Procurement (ECESP) Meeting

The purpose of the ECESP Meeting is to understand how major advances in national school meal standards and improved nutrition can spur innovative solutions for procurement of healthy, local, and sustainably grown food in Early Childcare and Education (ECE) and K-12 settings. By examining ECE and K-12 models of success, we aim to identify transferable strategies to address procurement policies and systems, regulatory framework, and gaps in implementation across the learning spectrum.

**MEETING OBJECTIVES**

1) Explore the advances in district procurement policies and discover solutions that could lead to systemic changes in procurement of healthy, local, and sustainably grown food in child learning settings across the nation, including rural areas;

2) Examine the nuances in ECE and K-12 procurement policies and practices relative to products, supply chain, and buying power to identify opportunities to improve the scale and ability of providers to serve healthier food to our youngest children; and

3) Identify whether and how federal, state, and local child nutrition, food, and agriculture policies help or hinder successes in changing procurement policies and practices.

**AGENDA | THURSDAY, APRIL 19**

| 1:00-1:10 PM | **WELCOME AND CONTEXT SETTING – Robert Wood Johnson Foundation and W.K. Kellogg Foundation**  
**SPEAKERS:** JASMINE HALL RATLIFF, Program Officer, Healthy Children, Healthy Weight, Robert Wood Johnson Foundation  
LINDA JO DOCTOR, Program Officer, Food, Health and Well-Being, W.K. Kellogg Foundation |
| 1:10-1:40 PM | **INTRODUCTION AND INTENTION SETTING**  
**MODERATOR:** KEECHA HARRIS, KHA Inc |
HOW DID WE GET HERE: A Retrospective Viewpoint of the Development of the Healthy and Local Food Systems Revolution – Policy, Partnerships, and Programs

Prior to the ECESP, participants identified major/key milestones in the growth of healthy food in ECE and K-12 schools since 2000. The milestones submitted will be used to populate a timeline that participants can view and add to in real time. In multiyear chunks, the narrators will walk participants through the timeline by summarizing the points highlighted. Participants will be engaged in dialogue about the significance of the events, highlighting causal loops, unintended “cracks” in the foundation of the revolution, and catalytic milestones.

NARRATORS: GAIL IMIG, Michigan State University (2000-2005)
KEECHAHARRIS, KHA Inc (2006-2010)
HAILE JOHNSTON, The Common Market (2016 to present)

EXPLORING THE REGULATORY FRAMEWORK

Speakers will detail ECE and K-12 federal policy, how it is administered, how it is accessed, how eligibility is determined, and how it helps or hinders procurement of local and/or healthy food. The moderator will engage speakers and the group in a discussion on challenges with collective purchasing and opportunities to change legislation through coalition building to spur change.

MODERATOR: NATASHA FROST, Public Health Law Center
SPEAKERS: JEFF CAPIZZANO, Policy Equity Group
GERI HENCHY, Food Research & Action Center
KYMM MUTCH, Mutch Better Food, LLC

KEY QUESTIONS

- What policies help or hinder local procurement?
- What are the barriers to participating in CACFP? How can we increase participation for farm-to-ECE efforts?
- How can we address federal procurement regulations that prohibit collective purchasing?
- What are some strategies to organize ourselves to address challenges?
3:45-4:45 PM  OVERVIEW OF ECE AND K-12 PROCUREMENT: WHAT IS WORKING, AND WHAT IS NOT WORKING?

The moderator will set the stage with an overview, then pose questions to panelists and engage participants in a discussion on the current state of the field. The aim of the discussion is to contextualize the challenges unique in today's environment, including opportunities to drive the field forward.

**MODERATOR:** ANUPAMA JOSHI, National Farm to School Network

**SPEAKERS:** BERTRAND WEBER, Minneapolis School District
DARA BLOOM, Center for Environmental Farming Systems

**KEY QUESTIONS**
- Do organizations working in this space need some common goals – e.g., exploring the Good Food Purchasing Policy?
- What and/or who is missing from the conversation?
- What will it take to move the field forward?
- What is hindering success, and is it a new challenge?

4:45-5:00 PM  CLOSE AND PREPARATION FOR FRIDAY

6:00-8:00 PM  RECEPTION – Sidney Street Cafe

**AGENDA | FRIDAY, APRIL 20**

7:30-8:00 AM  BREAKFAST

8:00-8:35 AM  REFLECTIONS BY SECTOR

Participants from different sectors will share their thoughts on what has surfaced as new possibilities for food procurement based on the webinar and the previous day’s visioning session. They will briefly respond to the following questions:

- What are the most pressing questions that the field must grapple with in today’s environment for change to occur in ECE and school procurement?
- What opportunities do you see to expand access in the future?

**SPEAKERS:** BEA ZULUAGA, Centro Nia DC
MANEL KAPPAGODA, ChangeLab Solutions
CECILY UPTON, FoodCorps
ERIN CROOM, Georgia Organics
8:35-9:20 AM  |  STATE AND LOCAL: Strategies That Move the Needle

Speakers will discuss the innovative strategies used by states and local municipalities to support and promote local and healthy procurement. Successful models will be highlighted, emphasizing the role of advocacy, coalition building, and campaigns at the local level in lobbying for change.

**MODERATOR:** JEANETTE ELSTEIN, Robert Wood Johnson Foundation  
**SPEAKERS:** ALEXA DELWICHE, Center for Good Food Purchasing  
DEB BENTZEL, The Food Trust

**KEY QUESTIONS:**
- What is driving success at the state and local levels? Is this different for ECE and K-12 schools?
- What are the policies and practices that improve or hinder procurement of local and healthy food?
- Are there common barriers? How do we resolve them?

9:20-10:20 AM  |  LOCAL DISTRIBUTION: Infrastructure, Capacity, and Scale in ECE and K-12 Schools

Speakers will reflect on the intricacies of the supply chain process for ECE settings and K-12 schools and highlight components of successful models that have the potential to be reapplied. Discussion will address opportunities to consolidate purchasing and supply chain infrastructure and build capacity in ECE and K-12 school staff.

**MODERATOR:** JASMINE HALL RATLIFF, Robert Wood Johnson Foundation  
**SPEAKERS:** JILLIAN DY, The Common Market  
ELIZABETH VEGAS, Alliance for a Healthier Generation  
AMANDA OCEGUERA, Houston Independent School District  
JENNIFER ZUCKERMAN, World Food Policy Center, Duke University

**KEY QUESTIONS:**
- What are the challenges and opportunities for local sourcing by home-based and child care center providers in rural and Tribal settings?
- How does the food distribution system work to negatively impact schools’ and child care providers’ access to healthy and affordable food?
- What myths/issues with food safety are impacting procurement of local products? How do we start addressing these?
- What is the role of food service management companies in local sourcing?
- How do we build capacity within food service staff and ECE providers? What are the opportunities and access points?
- Which pieces of distribution and sourcing can we focus on as a group?

10:20-10:35 AM  |  BREAK
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| 10:35-11:35 am | RESEARCH AND EVALUATION: How Do We Know What Works?                           | The moderator will set the stage with a 5-minute summary of their take-aways on the state of ECE and K-12 food procurement per previous discussions and its relation to research and evaluation. Two speakers will summarize school food procurement research, one in ECE settings and one in K-12 schools. Participants will be invited to contemplate the questions:  
  - What is missing?  
  - What else do we need to know?  
  **MODERATOR:** DIANE HARRIS, Centers for Disease Control and Prevention  
  **SPEAKERS:** TRACY FOX, Healthy Eating Research  
  DIANNE STANTON WARD, University of North Carolina |
| 11:35 am - 12:25 pm | LEVERAGING PUBLIC AND PRIVATE FINANCING                                        | The discussion will highlight innovative partnerships that incorporate public and private financing or bonds.  
  **MODERATOR:** LINDA JO DOCTOR, W.K. Kellogg Foundation  
  **SPEAKERS:** JENNIFER LEBARRE, Oakland School District  
  JANELL WALKER, United States Department of Agriculture  
  MERRY DAVIS, Blue Cross and Blue Shield of North Carolina  
  **KEY QUESTIONS:**  
  - What are innovative solutions to financing ECE and K-12 schools?  
  - What role do coalitions play in sustainability?  
  - How do we build capacity for sustainability? What are the opportunities and access points? |
| 12:25-1:10 pm  | LUNCH                                                                           |                                                                                                                                                                                                      |
| 1:10-2:10 pm   | VISION 2022: What Would It Take to Set the Stage to Optimize School and ECE Procurement | How can we set the stage for progress in ECE and K-12 school food procurement within the context of current conditions and the political environment? The conversation will be explore how stage-setting was done for local and sustainable food systems in the early 2000s. Participants will reflect on the timeline from day one.  
  **MODERATOR:** KEECHA HARRIS, KHA Inc  
  **SPEAKERS:** GAIL IMIG, Michigan State University  
  HAILE JOHNSTON, The Common Market  
  **FACILITATORS:** EMILY DOBLAR, The Parenting Place  
  DALILA BOCLIN, Community Foodworks  
  **KEY QUESTIONS:**  
  - What did we learn?  
  - What can we apply now, and how can we apply those learnings? |
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<td>2:10-2:40 PM</td>
<td>GALLERY WALK - SETTING THE STAGE</td>
<td>Participants will take a gallery walk and make updates to Vision 2022.</td>
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| 2:40-3:00 PM | SYNTHESIS AND CLOSING            | **SPEAKERS:** JASMINE HALL RATLIFF, Robert Wood Johnson Foundation  
LINDA JO DOCTOR, W.K. Kellogg Foundation |
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Participant Bios

DEB BENTZEL serves as The Food Trust’s Associate Director for Community Food Systems, and leads the agency’s regional food systems initiatives, including farm to institution and farmers market programming. She provides training and technical assistance to schools and childcare centers, suppliers and farmers, and other groups interested in implementing local foods initiatives intended to address equitable access to nutritious foods and food education. Deb earned her Master of Public Health degree in 2003 from Boston University and prior to joining The Food Trust, managed research projects and community programs at Fair Food Philly, Harvard University, and the Veterans Administration.

DARA BLOOM is an assistant professor and Local Foods Extension Specialist at NC State University. Dara was inspired by her time doing community gardening on the US/Mexican border to learn about the structure and policies of the larger agri-food system, as well as how community-based projects can enhance local food security. Dara earned her degree in Rural Sociology at Penn State University, with a focus on the Sociology of Agriculture and Food Systems. Her previous research has revolved around the challenges and opportunities of “scaling up” local food systems, including the interactions between social, environmental, and economic values as alternative movements are incorporated into conventional systems. Her current work includes providing training to Cooperative Extension agents about developing community-based local food projects that integrate low-resource consumers. She is also involved with several research projects that explore how to strengthen immigrant/refugee communities’ capacity to participate in local food production and preparation; how to connect food pantries with local food sources; how to build relationships between local farmers and childcare centers; and how to understand farmer motivations for selling to low-resource consumers.

DALILA BOCLIN is the Food Access Director for Community Foodworks, where she oversees programs that make healthy, local food more accessible to underserved residents and institutions of DC and Northern Virginia. At Community Foodworks, she has designed and is implementing a new model for local food distribution coined the ‘Pop-Up Food Hub.’ The Pop Up Food Hub uses farmers markets in place of traditional warehousing infrastructure to facilitate wholesale distribution to community-based services and institutions, including ECEs. Dalila is a graduate of the University of Pennsylvania and a fruit and vegetable enthusiast.
JEFFREY CAPIZZANO is President and Founder of the Policy Equity Group and a nationally known advocate and researcher with both private and public-sector experience. Prior to founding his consultancy, he was a Senior Policy Advisor at the Administration for Children and Families within the U.S. Department of Health and Human Services (HHS). At HHS, he helped administer over $16 billion in early childhood programs by providing substantive policy guidance to the Office of Head Start and the Office of Child Care. He also acted as an inter-departmental liaison to the U.S. Department of Education, the U.S. Department of Housing and Urban Development, and the White House Neighborhood Revitalization Initiative. Prior to working at HHS, Mr. Capizzano was Vice President of Research and Public Policy at Teaching Strategies, the developer of the country’s most widely used early childhood curriculum and assessment. He also worked for seven years at the Urban Institute, a prominent Washington, D.C.-based think tank, where he conducted policy-related research in the areas of early childhood and K–12 education, as well as youth policy.

PAUL CHEH, Program Officer, joined the Robert Wood Johnson Foundation in 2014. Through his work he supports the Foundation’s efforts to strengthen vulnerable children and families and he praises “the real-world impact of the Foundation’s work in building a Culture of Health.”

Previously, Cheh was an Oak Ridge Institute for Science and Education (ORISE) Fellow at the Centers for Disease Control and Prevention (CDC) in Atlanta. In this role, he led a group of researchers in conducting a systematic review on the documented negative health outcomes associated with marijuana smoking. He also analyzed birth cohort trends in smoking among different ethnic youth and young adults.

Cheh also served as a graduate student researcher at the University of Michigan Tobacco Research Network in Ann Arbor, Mich., where he worked on the Tobacco-Free College Campus Initiative (TFCCI), a national initiative to promote 100 percent smoke- or tobacco-free college campus policies across the country. Prior to this position, he worked at Abt Associates Inc. in Bethesda, Md., as a consultant and researcher on a range of public health contracts with the Department of Health and Human Services (HHS), focusing on behavioral health work around substance abuse and mental health issues. He also interned as a research assistant at the American Public Health Association (APHA), and as a communications intern at the National Foundation for Celiac Awareness.

Cheh earned an MPH in Health Behavior and Health Education from the University of Michigan School of Public Health and graduated magna cum laude in Anthropology and Psychology from Washington University in St. Louis.

MICHAEL COLLINS, JR. is a Communications Associate with KHA Inc. He has over 10 years of experience in program development and community engagement in both the nonprofit
and for-profit sectors. He is guided by a deep commitment to social justice with an active analytical and impact-centered approach.

As a Project Consultant, Mr. Collins led activities for the Coalition for Nonprofit Housing and Economic Development’s (CNHED) Asset Building Policy Project, an advocacy and research-based initiative aimed at leveraging greater public support for improving the financial standing of low- and moderate-income residents in the nation’s capital in collaboration with the Capital Area Asset Builders (CAAB). Previously, he was a National Urban Fellow at the Urban Land Institute, where he supported programmatic efforts by developing member-focused projects, programs, and communications that support and advocate for the creation of health, thriving communities.

Mr. Collins earned a BA in African American Studies from Morehouse College and an MPA from Baruch College’s Marxe School of Public and International Affairs. He currently lives in St. Louis, MO.

**ERIN CROOM, MS**, serves as Georgia Organics’ Farm to Early Care and Education Coordinator. In 2008, Erin established Georgia’s farm to school program and the state’s Golden Radish Awards which has been adopted by 75 school districts. She chairs the Georgia Farm to Early Care Coalition, a collaboration of a dozen statewide partners in the sectors of early care, food, farming, and nutrition to coalesce resources and build statewide programming. Thanks to the generous support of the W.K. Kellogg Foundation, Erin and her Georgia Organics colleagues work proudly beside four Georgia partner organizations to implement the Georgia Farm to Early Care and Education Initiative: Voices for Georgia’s Children, Quality Care for Children, Little Ones Learning Center and The Common Market. She knows children will not only eat kale and radishes but love them for a lifetime when they have the chance to grow, cook, and try it! She lives in Atlanta with her husband, two young boys, and their perfect pup.

**MERRY DAVIS** is a Program Officer for the Healthy Living focus area at the BCBSNC Foundation, where she leads the Foundation’s efforts to improve the health and well-being of North Carolinians working in a variety of ways to ultimately ensure that all our communities have access to healthy, local food and safe places to be active.

Merry joined the BCBSNC Foundation in 2016. She is a seasoned strategist, program designer, project manager, evaluator and communicator. She has been working for more than 20 years to improve health and well-being throughout the country with leading foundations, universities and research organizations such as the Robert Wood Johnson Foundation, California HealthCare Foundation, Duke University, RTI International and as an independent consultant to foundations, nonprofit organizations and health systems. She
has focused on a variety of health issues including long-term care, palliative and end-of-life care, health care quality and consumer health care decision-making. Merry earned her undergraduate degree from the University of North Carolina at Chapel Hill.

ALEXA DELWICHE is the co-founder and executive director of the Center for Good Food Purchasing. Previously, she was the first staff person for the Los Angeles Food Policy Council, serving as Managing Director from 2013 – 2015 and Food Policy Coordinator from 2009 – 2013. At the Los Angeles Food Policy Council -- regarded as one of the largest and most influential food policy councils in the country -- Alexa spearheaded the development of the Good Food Purchasing Program and was the architect of the program design. Alexa has also worked for the United Farm Workers and the San Francisco Board of Supervisors. Alexa has a Master’s of Public Policy from UCLA.

EMILY DOBLAR is the Farm to Early Care and Education Project Coordinator at The Parenting Place in La Crosse, WI; funded by the W.K. Kellogg Foundation. She assists ten current demonstration sites in identifying areas of improvement, setting goals and overcoming barriers in Farm to ECE. Emily also collaborates with farmers, growers, gardening organizations, farmers markets, local health initiatives and other community resources to build a duplicable and sustainable system of Farm to ECE in Wisconsin.

Emily graduated in 2009 from South Dakota State University with a B.S. degree in Early Childhood Education and is also certified in Personal Fitness Training and Nutrition.

LINDA JO DOCTOR is a Program Officer at the W.K. Kellogg Foundation in Battle Creek, Michigan. In this role, she helps develop programming priorities; reviews and recommends proposals for funding; manages and monitors a portfolio of active grants; and designs and implements national grant initiatives, place-based work and multi-year projects.

As a member of the Food, Health & Well-Being team, her work focuses on the impact of environmental conditions on health equity. She co-leads the Food & Community program, an initiative designed to transform food systems and the physical environments in places where children live, learn and play. Doctor co-leads the foundation’s placed-based work in Detroit and beyond, promoting educated, healthy and income secure children statewide.

Previously, Doctor was deputy director for the Robert Wood Johnson Foundation Allies Against Asthma Program housed at the University of Michigan School of Public Health. She also directed the Division of Prevention at the Massachusetts Department of Public Health, where she provided leadership for statewide health promotion and prevention programs and
interagency initiatives. She has worked in substance abuse prevention including managing a national training and technical assistance system supported by the federal Center for Substance Abuse Prevention.

Doctor received her Master of Science in public health from Boston University School of Public Health. She received her Bachelor of Arts social work from the University of Cincinnati College of Community Services.

She has had leadership roles in several professional associations including the Prevention Network and the Association of State and Territorial Health Promotion Directors and is a member of the American Public Health Association and the Society of Public Health Education.

**JILLIAN DY** is the Deputy Director for The Common Market Mid-Atlantic. Jillian is a good food advocate working to build partnerships that improve public health and create vibrant communities. As Deputy Director of The Common Market Mid-Atlantic, Jillian leads the outreach team based in Philadelphia, Washington D.C. and New York City connecting institutions, retailers, restaurants and community organizations to local, sustainable farm products. She directs The Common Market’s producer marketing strategy and develops institutional partnerships that foster healthier food procurement in the region. In 2018, she was selected as an Eastern Regional Fellow for the Environmental Leadership Program. Prior to joining The Common Market, Jillian ran a vegetable farm in Buckingham, Virginia. She received a Bachelor’s in Fine Arts from Boston University.

Jillian Dy is the Deputy Director for The Common Market Mid-Atlantic. Jillian is a good food advocate working to build partnerships that improve public health and create vibrant communities. As Deputy Director of The Common Market Mid-Atlantic, Jillian leads the outreach team based in Philadelphia, Washington D.C. and New York City connecting institutions, retailers, restaurants and community organizations to local, sustainable farm products. She directs The Common Market’s producer marketing strategy and develops institutional partnerships that foster healthier food procurement in the region. In 2018, she was selected as an Eastern Regional Fellow for the Environmental Leadership Program. Prior to joining The Common Market, Jillian ran a vegetable farm in Buckingham, Virginia. She received a Bachelor’s in Fine Arts from Boston University.

**JEANETTE ELSTEIN**, Program Associate, joined the Robert Wood Johnson Foundation in 2017. She works toward the goal of ensuring that children and families attain optimal physical, social, and emotional development and well-being. In particular, she focuses on promoting healthy environments in schools to support children’s social and emotional development and learning.
With her background in positive psychology, which emphasizes the strengths that enable individuals and communities to thrive, Elstein was drawn to the Foundation’s work in addressing the major obstacles that might impede a family’s pursuit of better health and quality of life. She believes that “health isn’t just merely the absence of disease; rather, it’s a state of complete physical, mental, and social well-being. And that’s what the Foundation strives to achieve through a Culture of Health.”

DIANNA ENDICOTT is founder and director of Good Natured Family Farms Alliance and President of the Food Conservancy. She farms with her husband on a 400-acre organic farm in southeast Kansas. GNFF Alliance is a recipient of a Kellogg grant to bring locally grown and healthy food to vulnerable communities. Through building strong community partnerships, the organization is bringing locally grown healthy foods to Head Start students, has helped open a grocery market in an inner-city church, and grew its Workplace Wellness Community Shared Agriculture program to over 800 employees. Ms. Endicott is a recipient of the national Agriculture Hall of Fame’s Honor Acre and the Small Business Research Innovation Tibbett’s Award. She has been featured in publications such as Successful Farming, Small Farm Today, and The New American Farmer, and she has been published in Women and Sustainable Agriculture.

TRACY A. FOX, RD, MPH, is President of Food, Nutrition & Policy Consultants and has over 25 years of experience in child nutrition, early care and education, school health, nutrition education, food labeling, policy and advocacy. Tracy held positions with USDA and the Academy of Nutrition and Dietetics and was past president of the Society for Nutrition Education and Behavior. Tracy has served and serves on various boards including National Academy of Medicine school foods, labeling and sugary beverages; she serves as a Healthy Eating Research Expert Advisor where she provides expertise on funding of research proposals; she has led and participated in the development of recommendations for healthy beverages, food marketing, Better-For-You foods, stocking standards for stores, and feeding guidelines; she is an appointed member of the Marshall County Board of Health and serves on various boards including the United Way of Marshall County and the Culver Boys and Girls Club. Tracy and her husband moved to Culver, IN from DC in 2014. Tracy is a retired Commander, US Navy.

NATASHA FROST is a senior staff attorney at the Public Health Law Center at Mitchell Hamline School of Law. She provides legal technical assistance to stakeholders around the country in developing effective policies to promote healthy eating and active living. Natasha has done extensive research in the early care and education settings, including analyzing each state’s child care licensing structure and developing several state-specific resources. Natasha is an owner of a restaurant in southern Minnesota, which is currently catering
healthy, locally-sourced food for several child care centers, including three Head Start programs, and an assisted living facility. In this capacity, she helps coordinate a local child care task force working to improving access to quality child care, while supporting providers in operating their successful small businesses.

**Diane Harris**, Ph.D., M.P.H., C.H.E.S., is a Health Scientist in the Division of Nutrition, Physical Activity, and Obesity at the Centers for Disease Control and Prevention (CDC). She is Lead for the Healthy Food Environment (HFE) Team in the Obesity Prevention and Control Branch, which focuses on research and guidance on increasing access to healthy foods. Dr. Harris’ primary interest is creating healthy food environments in early care and education, schools, worksites, healthcare, and other institutional settings. The HFE Team provides technical assistance and programmatic support to federal agencies and state, local, territorial, and tribal public health organizations working on implementing food service guidelines in worksites and other venues, and on increasing access to and demand for healthy food in retail. She is the CDC lead for Salad Bars to Schools, a comprehensive public health effort to mobilize and engage stakeholders at the local, state, and national level to support salad bars in schools. Dr. Harris is also a member of the Advisory Board of the National Farm to School Network, supporting the growth of farm to school and early care and education nationwide. Before coming to CDC, Dr. Harris was Associate Researcher in the University of California, Los Angeles Center for Excellence in Pancreatic Diseases, where she directed a research program studying the activity of plant-derived anticancer compounds in pancreatic cancer in model systems. She holds a B.S. in Animal Science from the University of California, Davis; a Ph.D. in Animal Nutrition from Cornell University; and a M.P.H. in Prevention Science from Emory University. She also trained as a Postdoctoral Research Associate in Molecular Endocrinology at Washington University School of Medicine and the University of California, Los Angeles. Dr. Harris is also a Certified Health Education Specialist.

**Keecha Harris**, DrPH, RD, is President and CEO of KHA Inc, a national consulting company and 8(a) firm. She leads organizational development, project management, and evaluation projects for publicly and privately funded efforts across a broad range of topics. She has also led a learning community focused on community health enterprise and social investments for the Centers for Disease Control and Prevention’s Communities Putting Prevention to Work as well as for food systems advocacy for the Southern Sustainable Agriculture Working Group.

Among recent projects, her company has supported the Rudd Center, the David and Lucile Packard Foundation, the Robert Wood Johnson Foundation, the William and Flora Hewlett Foundation, The Schmidt Family Foundation, School Food FOCUS, Annie E. Casey Foundation, The Common Market, InDEEP (Inclusion, Diversity, and Equity in Environmental
Philanthropy), and the Division of Community Health of the Centers for Disease Control and Prevention. Dr. Harris has a diverse skill set, which includes supporting philanthropic leaders in organizational assessment and development, utilizing cooperative change models, developing business plans for social enterprises, and working with quantitative and qualitative data analyses.

**GERALDINE HENCHY, MPH, RD** is the Director of Nutrition Policy and Early Childhood Nutrition at the Food Research and Action Center (FRAC). FRAC is a research, policy, public education, and advocacy center working for more effective public and private policies to eradicate domestic hunger and improve the nutrition and health of low-income individuals and families.

Ms. Henchy was a member of the Institute of Medicine’s Committee to Review the Child and Adult Care Food Program Meal Requirements which issued a report with recommendations for revised nutrition standards to bring the meals served into compliance with the Dietary Guidelines. Ms. Henchy is the current chair of the policy committee of the American Public Health Association’s Food and Nutrition Section and is a member of USDA’s CACFP Paperwork Reduction Work Group.

She has been honored to receive recognition for her work on the Child and Adult Care Food Program from the National Professionals Association, National Sponsors Forum, Sponsors Association, California Roundtable and the National Association of Family Child Care. Most recently, the American Public Health Association’s Food and Nutrition Section honored Ms. Henchy with the Sarah Samuels award recognizing outstanding contributions in public health nutrition.

**GAIL IMIG** served as program director at the W.K. Kellogg Foundation in Battle Creek, Michigan for 10 years until 2010. In that capacity, Gail developed and reviewed programming priorities and initiatives related to Food Systems Professions Education and Leadership Development for Institutional Change in Higher Education. In addition, she reviewed, evaluated and recommended funding proposals and monitored and evaluated the work of grantees. Dr. Imig also provided leadership for initiatives such as Food and Society. Among her responsibilities was for liaison with the Kellogg Presidents Commission for the Future of Land Grant Universities.

Prior to joining the Foundation, Gail was Associate Vice Provost at Michigan State University in East Lansing. Earlier, she was Director of Michigan State University Extension. In these roles, she chaired the National Extension Committee on Organization and Policy (ECOP), served on the National Association of State Universities and the Land-Grant College Commission on Outreach and Technology Transfer, and contributed to a Michigan State University Interdisciplinary Rural Family Poverty Research Team and Social Capital
Interest Group. Prior to that she held the position of Associate Vice President and Director of Extension at the University of Missouri.

Dr. Imig earned her doctorate degree from Michigan State University with a major in family ecology and a minor in higher education and administration. From the same university, she earned a master’s degree in family studies and sociology and a bachelor’s degree in home economics and biology education.

**HAILE JOHNSTON** is a Philadelphia-based father who works to improve the vitality of rural and urban communities through food systems reform. Along with his wife Tatiana, he is the Co-Director and a founder of The Common Market, a nonprofit distribution enterprise that connects communities to good food from sustainable family farms. Founded in the Mid-Atlantic, the model has recently replicated to serve communities and farmers in Georgia, Alabama and soon in Texas. Haile is a graduate of University of Pennsylvania's Wharton School of Business where he concentrated in entrepreneurial management and is proud to have served as a Food and Community Fellow with the Institute for Agriculture and Trade Policy. Haile currently serves as a Draper Richards Kaplan Foundation Entrepreneur, Trustee of the Jessie Smith Noyes Foundation and as an Advisory Board Member of the National Farm to School Network.

**ANUPUMA JOSHI** is the Executive Director & Co-Founder of the National Farm to School Network. Ms. Joshi co-founded the organization in 2007, to serve as an information, advocacy, and networking hub for communities working to bring local food sourcing and food and agriculture education into school systems and early care and education sites.

Ms. Joshi is a recognized leader in the field of farm to school, food justice and local and regional food systems. She is co-author of *Food Justice* (MIT Press, 2010) and led the development of “Evaluation for Transformation” – a pioneering cross-sectoral framework for farm to school research and evaluation. Ms. Joshi has been engaged with nutrition, agriculture and food systems issues in various countries around the world. She has worked with the Food and Agriculture Organization (FAO) of the United Nations, the Pesticide Action Network; and consulted with various non-profit organizations in Asia. She is a Steering Committee member of the North Carolina Farm to School Coalition, an Advisor for the Blue Sky Funders Forum, USDA’s Farm to School Census and Comprehensive Review Group, and is a Mentor for the Food Systems Leadership Network. She has previously served on the board of directors for FoodCorps and the Community Alliance with Family Farmers. She loves to travel, and cook, especially with her son.
MANEL KAPPAGODA is a program director and senior staff attorney at ChangeLab Solutions, where she works on legal and policy interventions that address chronic disease rates and promote healthy, sustainable communities. She has co-authored many publications on public health policy, obesity prevention policy, and the intersection of law and public health. Before joining ChangeLab Solutions, she worked at the East Bay Community Law Center in Berkeley, California, as an attorney in the health law practice. In that role, she was instrumental in developing EBCLC’s medical-legal partnership with Children’s Hospital and Research Center Oakland. In addition, she has worked with the UC Office of the President and the San Francisco Department of Public Health. Manel’s entire career has focused on using law and policy tools to improve health access and outcomes in low-income communities. She currently sits on the Advisory Committee for the California Department of Public Health’s Office of Health Equity. Manel graduated from UC Hastings College of the Law and received her MPH from UC Berkeley.

JENNIFER LeBARRE joined the Oakland Unified School District in July 1998 after working in university dining for a private company. Jennifer supervises the day to day operations of the district’s school meal program including TK-12 breakfast, lunch, supper and snack, breakfast, lunch, and snack for Child Development Centers, and a network of after school produce markets. The Vision of Nutrition Services is to create an equitable food system for the Oakland community. Jennifer also works at the State and National level to improve school meals, increase access to the meal program, and increase locally sourced food. She believes providing healthy & delicious meals to students is critical to ensure success for the students, their families, & community.

TONI LICQUORI provided the guiding vision for the School Food Focus team from its early assessment days up until its current integration into FoodCorps. This procurement change work was a logical steppingstone built from understandings gained in earlier graduate-level teaching at Teachers College Columbia University alongside the development of the CookShop Program in NYC public schools connecting Cooking (with children in the Classroom) to the Community (with parents) to the Cafeteria (school meals) – in the 1990s, some years before such ideas were popular.

TJ MOEN is a Program Officer on the US Health team at the Michael & Susan Dell Foundation, where he is primarily focused on MSDF’s national food systems work. Prior to joining MSDF, TJ attended Harvard Business School, during which time he worked as an intern for the Draper Richards Kaplan Foundation and participated in a number of social enterprise initiatives. Before business school, TJ worked on the investment team at the Henry J. Kaiser Family Foundation, where he managed direct and fund investments in several asset classes. TJ is an industrial & systems engineering graduate of The University of Oklahoma.
KYMM MUTC\text{H} is Vice President of Products and Services for PRO-Team Foodservice Advisors. She focuses on support and services for school LEAs and co-ops serving schools. Kymm brings school district management (Milwaukee Public Schools – School Nutrition Services Administrator) and urban school district management experience to the work of the firm. Kymm has worked extensively with school food procurement, commodity management, and “clean label” supply chain management. Kymm provides consultant supervision, training and technical assistance for all aspects of program operations.

MANDIE OCEGUERA, MS, RD, LD, is the Manager of Nutrition Services at Houston Independent School District located in Houston Texas. Mandie received her bachelor’s degree in Food & Nutritional Sciences with an emphasis in Dietetics & Food Administration at California State University, Fresno. After graduation, she completed a post-bachelorette dietetic internship at Prairie View A&M and a master’s degree in Nutrition at Central Michigan University.

After becoming a registered dietitian, Mandie worked for Baylor College of Medicine where she acted as the dietitian for a nationwide, landmark pediatric type 2 diabetes research study conducted in 42 middle schools across the nation. Mandie developed a strong passion for child nutrition and improving the quality of foods served to students at school through her experience as a research dietitian. Mandie has been with Houston ISD for 9 years.

SARA PADILLA, MPH, is a Senior Associate with KHA Inc. She brings over 18 years of experience in project management, research, planning, and evaluation to her work as Senior Associate for KHA Inc. Ms. Padilla manages project timelines, handles logistics and materials development across multiple projects, organizes and contributes to the design of engaging processes for meetings, listening sessions, and other in-person convenings, and coordinates processes with clients and project team members for streamlined project implementation, ensuring that timely and high-quality deliverables are complete.

As Program Director for the national nonprofit Farmers Market Coalition (FMC), Ms. Padilla led activities under a sub-award agreement to implement the Farmers Market Metrics research project: Indicators for Impact – Farmers Markets as Leaders in Collaborative Data Collection and Analysis, a USDA-funded initiative and multi-year research study to refine a selection of metrics and pilot data collection strategies in three regions across the nation. Prior to her work at FMC, Ms. Padilla served as Program Manager at the Community Food Security Coalition, where she oversaw the delivery of technical assistance for a national initiative to prevent obesity and reduce risk of chronic disease funded by the Centers for Disease Control and Prevention. Ms. Padilla lives in Portland, OR with her family, and is writing a memoir in her free time. She holds a Bachelor of Arts degree in Anthropology from the College of William and Mary and received her MPH from Tulane University School of Public Health and Tropical Medicine.
**JILL PARSONS** is a program manager on the Food, Health & Well-Being team at the W.K. Kellogg Foundation in Battle Creek, Michigan.

In this role, she supports the team by coordinating grantmaking activities, processing and tracking programming proposals and grants, analyzing reports, collecting data and collaborating across the organization to facilitate grants management activities. She serves as an internal and external liaison/coordinator with ongoing programming efforts and provides technical support to grantees and colleagues. She maintains access to relevant knowledge for planning and management; drafts, edits, formats, and finalizes administrative and funding documents; and gathers, sorts and organizes data for reports and graphic displays.

Previously as part of the Education & Learning and Family Economic Security teams, she provided grantmaking and operational support, facilitating workflow for team members. As part of this work, she was part of our family engagement cohort team. Prior to joining the foundation in 2011, Parsons was a project and sales manager for Schuler’s Restaurant in Marshall, Michigan. Earlier positions and experiences include office management, work in the financial services industry and serving as the information technology trainer at nonprofit Starr Commonwealth in Albion, Michigan, where she worked with more than 300 employees at several locations.

She holds a Bachelor of Arts in management and organizational development from Spring Arbor University in Spring Arbor, Michigan.

**JASMINE HALL RATLIFF,** Program Officer, joined the Robert Wood Johnson Foundation in 2008, and brings her programmatic and grant management expertise to the Foundation’s efforts to support healthy places and policies that will result in every child living the healthiest, most successful life possible. Her programs include initiatives to support healthy children’s development, with a particular focus on supporting advocacy for federal and state policy changes that create equitable conditions for children and their families to access healthy affordable food. Previously, Ratliff worked with the Missouri Foundation for Health where she directed the Women’s Health grant program and the development of the Smiles Across Greater Missouri Oral Health program. She was also a member of the Foundation’s Healthy and Active Communities initiative team and contributed to its 2008–2010 strategic plan.

Ratliff earned a master of health administration from the Saint Louis University School of Public Health and a BA from the University of Virginia.

**KRISTA SCOTT** is the Senior Director for Child Care Health Policy at Child Care Aware® of America. In her current role, she is charged with supporting policy initiatives that make child care settings healthier communities for children and providers. Ms. Scott started her
career in public service during college, where she worked for several nonprofits that served youth in after school activities. She has experience working in Head Start/child care settings, providing disabilities services, mental health consultation and family services. She also has many years working in state special education and disabilities programs, working towards creating inclusive environments and ensuring that services are delivered in accordance with federal law. Ms. Scott has her bachelor's degree in political science and her M.S.S.W. with a focus on management and policy.

**MEAGAN SHEDD,** PhD, is an Assistant Professor for Early Care and K-12 Education with the Center for Regional Food Systems at Michigan State University, with degrees in Dietetics (BS), Community Services (MS), and Educational Psychology (PhD). Her role at the Center is to increase children’s access to locally produced, healthy, and affordable food by connecting early care and education settings and K-12 schools with local farmers and food systems and providing training and technical assistance. She has 20 years of experience in early childhood education, working in public health, Extension, and higher education.

**MIKHIELA SHERROD,** PhD, is a Senior Associate with KHA Inc. In this role, she has participated in planning, evaluation, and technical assistance projects on topics including environmental justice, Native American child health, the social determinants of health, regional food systems development, and school food procurement. Dr. Sherrod oversees development of evaluation tools, including surveys and interview protocols, and leads data analysis of related work.

Dr. Sherrod has seven years of work experience as lead coordinator/community organizer and director at the nonprofit Southwest Georgia Project for Community Education, Inc. At that organization, she oversaw a social justice and economic development initiative targeting southern, rural, African American women, farmers, and food entrepreneurs and led the development of a five-year strategic plan, which revitalized the organization into a valuable service hub for a locally owned regional food system that addressed disparities in access to healthy affordable food and economic opportunities. Dr. Sherrod’s recent work in West Africa has been through the nonprofit ecumenical organization Agricultural Missions, Inc. As Executive Director, she led development and restoration work in Liberia and Sierra Leone.

**CECILY UPTON,** Co-Founder and VP of Innovation and Strategic Partnerships, FoodCorps, cut her teeth in school food work as the co-creator of a marginally successful garden experiment at her high school in Maine. A decade later, after stints in arts management and farming in Italy and India, she returned to school food, first managing Youth Programs with Slow Food USA and then by co-founding FoodCorps. Cecily received her B.A. from Bowdoin College, her M.A. from NYU. At FoodCorps, a national non-profit that connects kids to healthy food in schools so that
they are well nourished and ready to learn, Cecily works closely with the Board, the Executive Team, and ad hoc staff and stakeholder work groups to develop external partnerships critical to supporting and expanding FoodCorps’ impact; pilots innovations that help us improve, adapt, and evolve our program model; and leads cross-departmental research, development and relationship-building initiatives that maximize efficacy, drive revenue generation, and position FoodCorps to capitalize on opportunities for achieving next-level scale, impact and systems change. Cecily also leads all government relations and policy work for FoodCorps. Cecily currently lives in Maine with her young daughter, who is probably getting sick of her annual exclamation, “I think our vegetable garden should be bigger next year!”

**ELIZABETH VEGAS** is the Director of Business Sector Strategies at the Alliance for a Healthier Generation. Elizabeth is part of Healthier Generation’s strategic partnership initiative dedicated to supporting the development and sustainability of innovative public-private strategies with the food and beverage industry that bring bold change for improving the health of children and their families. Experienced in developing and executing shared values initiatives and public-private partnerships to create sustainable social impact, she believes that the private sector’s role is imperative in improving and advancing health outcomes of families and communities. In the ten years with Healthier Generation, she has built partnerships of purpose with companies like Amazon Business and has negotiated and executed voluntary commitments with over 100 food and beverage companies.

Prior to joining the Alliance, Elizabeth spent a decade as co-founder of a publishing and distribution company where she was responsible for the organization’s acquisitions and growth strategies. Elizabeth lives in Chicago with her husband and two children.

**JANELL WALKER** is a registered dietitian and native of the Washington, DC area. She received her bachelor’s degree in Dietetics from the University of Maryland, College Park and her Masters of Public Health degree from the University of Massachusetts, Amherst. Janell works as a Program Analyst for the USDA Office of Community Food Systems (OCFS) where she assists with the Farm to School Grant Program, manages external communications for OCFS and, helps to integrate farm to school concepts into the CACFP.

**DIANNE WARD,** EdD, FACSM, FTOS, is Professor of Nutrition in the Gillings School of Global Public Health at the University of North Carolina at Chapel Hill and directs the Children’s Healthy Weight Research Group. Her research focuses on preventing childhood obesity through home, school, and community interventions that promote healthy eating and regular physical activity in children and families. Dr. Ward’s team developed NAP SACC, the highly regarded policy and environmental intervention for child care which has been recognized as a
model program and adopted by many states and communities. A second generation of NAP SACC, called GoNAPSACC, is an online, interactive version of the original program. Over the past 25 years, Dr. Ward has been PI or Co-investigator for multiple grants funded by NIH, CDC, Robert Wood Johnson, Kellogg Foundation, and the NC Blue Cross Blue Shield Foundation. She has published more than 200 papers and a book on physical activity intervention for children.

Swiss-born BERTRAND WEBER’s career spans over more than 40 years of combined management experience in the hospitality industry and school food service. Trained in hotel management in Switzerland, Bertrand has managed some of the finest hotels and resorts on the east coast. His compassion for the well-being and future of our children and our environment led Bertrand to the Hopkins School District, Minnesota in 2003.

Bertrand’s progressive thinking at Hopkins received national recognition. His efforts were the focus of several University of Minnesota research papers, including Analyzing Health Innovations in a School Lunch Program and The Power of Three: A Whole Grain Intervention. In 2004 he initiated one of Minnesota first Farm to School Program which led to another research paper in 2005 “Making the Farm to School Connection”.

From 2006 until 2011, Bertrand worked for Taher, Inc. as Director of Wellness, Nutrition and Culinary Standards and was responsible for the implementation of the Food for Life initiative.

Now, as Director for Minneapolis Public School Culinary and Wellness Services since January 2012, Bertrand wasted no time rethinking MPS School Lunch. Market Cart Salad Bars have been introduced in 60 schools, all 7 high schools, 5 Junior High Schools and 21 elementary schools have returned to scratch cooking with 4 more scheduled for the 2018-2019 school year. MPS is on the leading edge of the Farm to School movement contracting forward with over 14 local farms and he introduced MN Thursday in 2014 which features lunch sourced 100% from Minnesota.

JEN ZUCKERMAN is the Director of Strategic Initiatives at the newly launched World Food Policy Center, part of the Sanford School of Public Policy at Duke University. Her work focuses on rooting the work of a global center in North Carolina, working specifically to develop model food system communities. Jen comes to the World Food Policy Center after eleven years at the Blue Cross and Blue Shield of North Carolina Foundation, where she served as the Senior Program Officer for Healthy Living, focusing on increasing access to safe active environments and on providing sources for healthy, locally sourced food, with a commitment to early childhood development and food systems. Prior to the Foundation, Jen administered federal and state grants at NC State University’s Recreation Resources Service where she worked with parks and recreation agencies across the state to help develop partnerships for the benefit of community health.
She currently serves as the Chair of the Center for Environmental Farming Systems Advisory Board, Vice-Chair of the National Academies of Medicine Early Childhood Innovation Collaborative, Chair of the Steering Committee of the Sustainable Agriculture and Food System Funders Network and on the Board of Directors of the Triangle Land Conservancy and the Blue Ridge Parkway Foundation. She earned her undergraduate and masters degrees from NC State University in Parks, Recreation and Tourism Management.

**BEA ZULUAGA** is an experienced not-for-profit food entrepreneur, educator and community organizer dedicated to improving access to high quality, locally sourced food for low-income children and their families. Under her leadership as CentroNia’s Food & Wellness Director, the department’s food program garnered local and national recognition, with First Lady Michelle Obama notably selecting CentroNia as a model site for the Let’s Move Childcare campaign launch in 2011.

Ms. Zuluaga brought her experience in managing large budgets in educational establishments and her knowledge of USDA food regulation compliance to bear by launching NiaCentral Catering, a for-profit catering company dedicated to providing fresh meals for children in Early Childhood Centers and Elementary Schools, while sourcing at least 30% of their food from local producers. To date, the expanding program produces meals for 1100 children in the District of Columbia.

Previously, she served as project manager for the Positive Psychology Center in Philadelphia, where she oversaw three grant-funded research initiatives: the World-Well Being Project, the Prospective Psychology Project, and the Positive Soldier Health Project. In addition, she collaborated on several research studies about post traumatic growth, and the link between creativity and well-being. She also served as a program evaluation intern with Get Healthy Philly, a community-based Philadelphia Department of Public Health public health initiative that helps Philadelphians enjoy lives free from disease, disability, and premature death.
Good Food Timeline
RETHINKING PROCUREMENT:
The Complexity of Advancing Local and Regional ECE and K-12 Procurement Systems
3 April 2018

PURPOSE

This webinar will explore the complexity of ECE and K-12 procurement systems and nuances in the process of obtaining healthy, local, and sustainably grown food.
RWJF: HEALTHY FOOD PROCUREMENT

Healthy Children, Healthy Weight: Provide all children the building blocks for lifelong health

- Work further upstream to improve nutrition content of food served & sold in schools by shaping food purchasing policies
- Promote high-quality early childhood environments
- Create schools where learning and health are linked
  
  *Whole School, Whole Child, Whole Community model (CDC)*

W.K. KELLOGG FOUNDATION

- Committed to thriving kids, working families and equitable communities
- Increase access to healthy good food in Early Child Care and Education and school settings
- Enhance quality of learning environments for children 0-8
- Create new markets for small and mid size farmers and emerging food entrepreneurs
- Promote institutional procurement as a driver for economic development and community health
RETHINKING PROCUREMENT:
The Complexity of Advancing Local and Regional ECE and K-12 Procurement Systems

SPEAKERS

SOUMYA BHAT
Policy Equity Group

GERI HENCHY
Food Research and Action Center (FRAC)

KYMM MUTCH
Match Better Food

KRISTA SCOTT
Childcare Aware America

MEAGAN SHEDD
Michigan State University Center for Regional Food Systems

LACY STEPHENS
National Farm to School Network (NFSN)

UNDERSTANDING THE DIVERSITY OF ECE SETTING AND THE PRACTITIONER’S PERSPECTIVE

KRISTA SCOTT
Childcare Aware America

SOUMYA BHAT
Policy Equity Group
ECE AND ITS PRACTITIONERS

KRISTA SCOTT, LICSW
Senior Director Child Care Health Policy

UNDERSTANDING THE DIVERSITY OF ECE SETTING AND THE PRACTITIONER’S PERSPECTIVE

- Hours worked
- Amount of staff/peer support
- Locus of control for decision making
- Center teachers, center directors, center owners, family child care providers
- Physical space
- Food access
- Intersections of region, culture, race, class and personal experience in approach to nutrition
- See our Video Series, profiling Child Care Providers in Baltimore: http://usa.childcareaware.org/healthy-habits-advocates-policy-makers/
BEFORE ENTERING SCHOOL, CHILDREN ARE IN A VARIETY OF ECE SETTINGS THAT VARY BY FUNDING STREAM, REGULATIONS, AND SETTING TYPE

- **HEAD START**
  - Largest federal early childhood program for children, birth to five, governed by program standards that define a high level of quality.
  - Funding: School-based, center-based, family child care homes.

- **CHILD CARE AND DEVELOPMENT BLOCK GRANT**
  - Federal child care subsidy program for low-income working families, used to offset the cost of child care for children up to age 12, governed by licensing standards focused primarily on health and safety.
  - Funding: School-based, center-based, family child care homes.

- **STATE PRE-KINDERGARTEN**
  - State-funded early childhood program, typically serving 3 and 4-year-olds in school-based and center-based programs, governed by program standards that are primarily academically focused.
  - Funding: School-based, center-based.

- **PARENT-REID EARLY CARE AND EDUCATION**
  - A large majority of families do not receive enough support paying for child care, making it one of the largest household expenditures for working families with children. Most are regulated by licensing standards focused primarily on health and safety.
  - Funding: Family child care homes, family friends & relatives care, in-home care (e.g., nanny).

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NUANCES OF REGULATORY POLICIES FOR LOCAL PROCUREMENT IN ECE AND K-12 SCHOOLS

- **Geri Henchy**
  - Food Research and Action Center (FRAC)

- **Kyumm Mutch**
  - Mutch Better Food
EARLY CARE & EDUCATION FOOD PROCUREMENT & HEALTHY LOCAL & REGIONAL FOODS

Regulatory Policy

State ECE Regulatory Authority:
- Child Care Licensing
- Child Care Subsidy
- Child & Adult Care Food Program

Early Care & Education Settings

Child Care Centers:
- National Organizations (e.g., YMCA & Bright Start)
- Head Start programs
- Faith-based child care centers
- Independent child care centers

Family Child Care Homes

Food Procurement Settings

Vendors:
- Food Service Distributors (e.g., U.S. Foods & Sysco)
- Food Service Management Companies (e.g., Sodexo)
- Local vending meals

Retail:
- Big Box Stores (e.g., Walmart & Target)
- Warehouse Clubs (e.g., Costco)
- Supermarkets (e.g., Safeway)
- Independent Grocery Stores
- Amazon

Local & Regional Food

Food Hubs

Farmers/Producers

Farmers Market

STATE AGENCY REGULATORY AUTHORITY: LOCAL PROCUREMENT IN EARLY CARE & EDUCATION SETTINGS

Child Care Licensing

Child Care Subsidy

CACFP: Food Program

Early Care & Education Settings

Food Research & Action Center 2018
**State Agency Regulatory Authority: Local Procurement in Early Care & Education Settings**

**State Child Care Licensing Regulations:**
- Meal Pattern/Nutrition Rules:
  - Nearly half of the states have CACFP related standards for child care centers or family child care homes
  - Not all states have nutrition requirements
- Food Service Establishment Permit Requirements (often issued by Local Health Departments)

**Procurement Related Regulations:**
- New Healthier Meal Pattern – Nutrition Standards Rules
- Local Food Sourcing Best Practice Recommendation
- Food Purchasing Rules
STATE AGENCY REGULATORY AUTHORITY: LOCAL PROCUREMENT IN EARLY CARE & EDUCATION SETTINGS

State Child Care Subsidy Regulations:
- Relies on Child Care Licensing Requirements
- New health & safety requirement opportunities
- QRIS can include nutrition standards & local sourcing recommendations
- To receive subsidy payments, approved child care centers & homes must demonstrate that they had the participating children in care (they do not need to follow purchasing procurement rules)

CONCEPTS OF PROCUREMENT FOR A SCHOOL FOOD SERVICE OPERATION

- USDA Foods drive the menu with about 20% of food budget
- Menu drives procurement
- Planning and timing provide the framework for Procurement
- Calendar for procurement is 9-12 months in advance of next school year
- Daily operation in an annualized budget world
UNDERSTANDING THE CHALLENGES AND OPPORTUNITIES OF ECE AND SCHOOL SYSTEM SUPPLY CHAINS IN RURAL AND URBAN SETTINGS

MEAGEN SHEDD
Michigan State University
Center for Regional Food Systems

KYMM MUTCHE
Mutch Better Food

UNDERSTANDING ECE AND SCHOOL SYSTEM SUPPLY CHAINS

Challenges
- Multiple types of ECE settings
  Licensed, Head Start/Early Head Start, Preschool,
  Relative care, Child care ministry
- Awareness and networking
- Connecting farmers and schools

Addressing rural settings
- Geography
- Technology

Opportunities
RURAL K12 PROCUREMENT CHALLENGES

- Smaller buying power
- May have fewer vendors to supply food
- May have restrictions imposed by vendors – minimum drops, limited delivery days, fewer foods to select from
- Greater influence of administration/board to procure for benefit of specific community members
- Time – small district directors do all aspects of program and have limited time to focus on details
- Expertise – limited support through business officials
- Moving toward Co-op procurement to save time and money

ALIGNING PROCUREMENT WITH OTHER ELEMENTS OF A HEALTHY ECE AND SCHOOL FOOD PROGRAM

LACY STEPHENS
National Farm to School Network (NFSN)
FARM TO SCHOOL AND FARM TO ECE

- Family and Community Engagement
- Enhanced Educational Experience
- Health and Wellness
- Programmatic and Early Learning Standards

RETHINKING PROCUREMENT WEBINAR SPEAKER ORIENTATION

QUESTIONS?
Thank You for Your Participation
EXECUTIVE SUMMARY

There are a number of promising opportunities to advance children’s access to healthy, local, and sustainably grown food in school meals. The ground has been laid by the K–12 movement—and grassroots-level innovation, state-level networks, and connections within early care and education (ECE) settings and the food community are only starting. Through careful research and assessment of best practices, there are unique opportunities to capitalize on the successes in K–12 schools and ECE settings to determine what can be scaled and replicated.

There are areas in which both K–12 schools and ECE settings are challenged that require similar advocacy, research, and messaging to address. Despite the policy gains made in the K–12 setting, guidelines around procurement continue to be confusing, and professional development is needed for food service staff and ECE providers. Connections need to be made between K–12 schools’ and ECE settings’ community and food systems (i.e., distribution and aggregation), but care must be taken to acknowledge that implementation may be different in K–12 schools and ECE settings.

RWJF AND WKKF LEARNING GOALS

The Robert Wood Johnson Foundation (RWJF) and W.K. Kellogg Foundation (WKKF) have partnered to host a summit of stakeholders to identify successes, challenges, and solutions to overcoming barriers in providing healthy, locally and regionally sourced, affordable food in K–12 schools and ECE settings.

A child’s ability to properly develop and learn is dependent upon good nutrition. Children need access to good food—food that is healthy, sustainable, fair, and affordable.¹ ² K–12 schools, ECE centers, and family ECE providers are at the forefront of providing healthy food choices and influencing eating behaviors. There have been major advances in national school meal standards and improved nutrition, yet financial constraints from limited budgets and the high cost of food continue to adversely impact K–12 schools’ ability to provide

healthy food. For early learning environments facing similar financial constraints, there is the additional challenge of limited nutrition guidelines and supply chain infrastructure. The success of K-12 schools in these areas provides a rich learning resource from which to glean innovative practices, policies, and strategies that can be applied to ECE settings.

RWJF has a mission to improve the health and health care of all Americans. Through a framework to build a national Culture of Health, RWJF seeks to create healthier, more equitable communities that place well-being at the center of every aspect of life. RWJF has also set a goal that every child must be able to lead the healthiest, most successful life possible. For that to happen, there must be a shared value for children’s health fostered through leadership in businesses and schools to support healthy food pathways. To facilitate all children’s healthy development, one of the key strategies for RWJF is to advance procurement strategies that help foster a pipeline of healthy foods in the environments and institutions where children spend the majority of their days.

By prioritizing procurement, pursuing changes that improve access to healthy foods, and seeking to improve conditions in the places where children are most likely to be, RWJF will ensure that vital support is provided for children’s health and development holistically. By pursuing strategies that unite multiple sectors together for solutions, RWJF will elevate a shared value for the health of children and their families, achieving outcomes through many voices being brought together around the table.

The W.K. Kellogg Foundation (WKKF) is committed to ensuring all children, families, and communities – regardless of race and income – have opportunities to reach their full potential. WKKF wants all children to live a full life with high-quality early childhood experiences to grow up in a home with families that have stable, high quality jobs, and to live in a community where they are nurtured. The grantmaking supports thriving children, working families, and equitable communities. Embedded in WKKF is the commitment to racial equity, to developing leaders, and to engaging communities in solving their own problems. This is all part of the DNA of the Kellogg Foundation.

In its efforts to create equitable food systems, WKKF has supported innovation to increase access to healthy food in ECE, school and community settings; to establish new markets for small and mid-size farmers and emerging food entrepreneurs, and to create value based supply chains that link with the emerging demand for good food from families and communities. WKKF is supporting efforts to scale these strategies through policy and system change, including the promotion of institutional procurement as a driver for increased access, local and regional economic development, and community health.

**BENEFITS OF LOCAL AND HEALTHY FOOD PROCUREMENT**

When local municipalities and state government adopt a local food procurement policy, they institutionalize local purchasing and set a framework for the type of food that can be
purchased, provided by, or made available to K–12 schools and ECE settings. This is a key component of sustainability.

Many studies have demonstrated the importance of nutrition on educational attainment. When children are healthy, they are better learners. It is also widely recognized that introducing children to healthy food at an early age through school meals and taste testing is key to establishing healthy eating habits. In addition, for many children from food-insecure and marginally food-secure households, school meals are a main source of food and nutrient intake. The growing national awareness of and demand for local or regional, sustainably grown food is coupled with an equal demand for healthy and local food in K–12 schools and ECE settings by passionate practitioners, food service managers, school districts, community organizations, and local leaders who are determined to provide all kids with access to healthy food. The USDA’s Farm to School Census of 2015 reported that, in addition to NSLP and other school meal programs, more than 42,000 schools nationwide have farm-to-school programs, and 1,516 districts (32%) are bringing local foods into preschool programs.

The movement to source healthy and local food for K–12 schools has been growing since the 1990s, and advances have resulted from national, state, and local coalitions focused on policy, advocacy, infrastructure, and messaging. Backed by federal and state-based farm-to-school programs and other state and local healthy food initiatives, many K–12 school districts and partners have worked to identify producers and to establish regional food system infrastructure necessary to procure local and healthy food throughout the school year. The farm-to-preschool movement is more recent, beginning in 2010. Through these efforts, ECE practitioners have benefited from being able to achieve learning goals while simultaneously meeting procurement guidelines.

There are similar benefits to local and healthy food procurement for K–12 schools and ECE settings:

• Children have access to healthier food and can establish healthy eating habits.
• Educational activities (e.g., farm tours, school gardens) teach children about the source of food and help educators meet learning goals.
• Local economies are supported (e.g., small and midsize family farmers, food entrepreneurs, local distributors, and processors, many of whom have historically been unable to access institutional markets).
• Support from parents and the community has increased.

PLACE MATTERS: UNDERSTANDING ECE SETTINGS

ECE has a diversity of settings, resulting in very different regulations and infrastructure for food procurement than that of K-12 schools. ECE can be separated into two categories—family-based providers or child-care centers—based on the setting in which the care is provided. Procurement regulations in these settings differ based on the source of funding and the governing legislation of the state and local municipality. Table 5 lists the variety of places where ECE is offered.

TABLE 5. DIVERSITY OF SETTINGS FOR ECE SITES

<table>
<thead>
<tr>
<th>SETTING</th>
<th>DESCRIPTION</th>
<th>FUNDING SOURCES*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family-based child care</strong></td>
<td>Care provided in the caregiver’s private family home in a residential setting</td>
<td>Private: tuition or fees paid by parents</td>
</tr>
<tr>
<td></td>
<td>Can provide care for a mixture of infants, toddlers, preschool-age or school-age children together in one group</td>
<td></td>
</tr>
<tr>
<td><strong>Child-care centers</strong></td>
<td>Child care and supervision to infants, toddlers, preschool-age or school-age children and are usually in public or private buildings, school or church facilities</td>
<td>Public or private</td>
</tr>
<tr>
<td></td>
<td>Center can vary in size (e.g., small with &lt;6 children or large with 6 to 12 children) and structure of program</td>
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<tr>
<td></td>
<td>For-profit or nonprofit</td>
<td></td>
</tr>
<tr>
<td><strong>Head Start</strong></td>
<td>Provided to low-Income children aged 3-5 years and early Head Start serves children under 3 years</td>
<td>Public: CACFP</td>
</tr>
<tr>
<td></td>
<td>Administered by state or local grantees</td>
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<tr>
<td></td>
<td>Includes Migrant and Seasonal Head Start and American Indian and Alaskan Native Head Start</td>
<td></td>
</tr>
<tr>
<td><strong>K-12 district preschool or child care</strong></td>
<td>Administered by K-12 school districts</td>
<td>Public:</td>
</tr>
<tr>
<td></td>
<td>Provided to children located in the school district</td>
<td>Local district</td>
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<tr>
<td></td>
<td></td>
<td>Federal or state Department of Education</td>
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<tr>
<td></td>
<td></td>
<td>Title 1 funds</td>
</tr>
<tr>
<td><strong>Private preschool or child care</strong></td>
<td>For-profit chains and independently owned programs</td>
<td>Private: tuition paid by parents</td>
</tr>
<tr>
<td><strong>State preschool programs</strong></td>
<td>Provide a part-day program with expanded day programs offered in some locations</td>
<td>Public through state funds/allocation</td>
</tr>
<tr>
<td></td>
<td>May be administered through Head Start or K-12 districts and operates in 42 states and Washington, D.C.</td>
<td></td>
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<tr>
<td></td>
<td>States establish the number of children and income guidelines</td>
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</tr>
</tbody>
</table>

*Private refers to payments made by parents and public refers to federal, state, or local resources.
Typically, child-care centers are licensed by the state, although some kinds of child-care centers are exempt from licensing. Exempt child-care centers can be special education programs, after-school or recreational programs, adult education child care programs, child care provided by a relative, friend, or neighbor. States provide guidance on licensing regulations pertaining to the number of children enrolled for the type of child-care program a provider will offer and the policies the provider must observe. Apart from the state’s licensing regulations, which can differ across states, each program sets its own admission criteria, program standards, operating hours, fees for service, policies, and procedures.

Local child-care resource and referral agencies help parents and ECE providers. They provide parents with referrals to local child-care providers, information on state licensing requirements, and information on where to get help paying for child care. Many agencies help providers by: assisting with the start-up process for new child-care providers; helping providers meet licensing requirements; offering training in health, safety, child development, and sound business practices for free or at low cost; working to leverage resources for building and maintaining the supply of high-quality child care by collaborating with local and state governments and the private sector; providing ongoing professional development to child-care providers and staff; supporting accreditation programs; working to create financial incentives for education; and advocating for better pay.

**OVERVIEW OF FOOD PROCUREMENT FOR K–12 SCHOOLS AND ECE SETTINGS**

**Federal Laws and Programs**

*Regulatory Framework—Key Procurement Policies and Programs*

Since 1946, Congress has recognized and responded to the need for legislation to permanently establish school lunch programs and authorize appropriation that supports proper nutrition in schools. Section 2 of the first piece of such legislation, the National School Lunch Act of 1946, stated that its purpose was “to safeguard the health and well-being of the Nation’s children and to encourage the domestic consumption of nutritious agricultural commodities and other food, by assisting the States, through grants-in-aid and other means, in providing an adequate supply of food and other facilities for the establishment, maintenance, operation and expansion of nonprofit school lunch programs.”

In 1966, following years of success of the National School Lunch Program, the Child Nutrition Act was enacted to “encourage the domestic consumption of agricultural and other foods, by assisting States, through grants-in-aid and other means, to meet more effectively the nutritional needs of our children.” These acts established guidelines by which funds were appropriated among the states whereby participating schools could subsequently serve free or reduced-cost lunches that met the minimum nutritional...
requirements to eligible students. In the years since, the following legislation impacting procurement and provision of nutritious school food has been amended or enacted:

- **Richard B. Russell National School Lunch Act, amended in 2004:** Provides basic legislation to aid states’ operation of school lunch programs. Responsibilities of the school district and the school food service operation are differentiated whereby district responsibilities belong to the local education agency (LEA) while food service responsibilities are handled by the school food authority (SFA). The act also emphasizes the need for procurement education and dedicated federal funds for that purpose.

- **Healthy, Hunger-Free Kids Act (HHFKA) of 2010:** Imposes strict, new nutrition standards for food served by public schools. The act allowed the U.S. Department of Agriculture (USDA) to make significant changes to child nutrition programs to address nutrition and access to healthy food for low-income children.

- **Child Care and Development Block Grant Act of 2014:** Significantly changed the Child Care and Development Fund (CCDF) program to help ensure a safer, more family-friendly child-care program and provide additional training and supports to child-care providers.

- **Social Security Act, Section 418 of 2017:** Mandatory funding for child-care subsidies.

Administered by the USDA, child nutrition programs (CNPs) make it possible for children to have access to healthy food by reimbursing organizations such as schools, child-care centers, and after-school programs. Table 1 lists several federal programs that provide assistance for procurement to schools, school districts, and ECE providers.

### TABLE 1. FEDERAL PROGRAMS FOR AND PARTICIPATION IN FOOD PROCUREMENT FOR K–12 SCHOOLS AND ECE SETTINGS

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>DESCRIPTION</th>
<th>SETTING</th>
<th>ADMINISTRATION</th>
<th>PARTICIPATION*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>National School Lunch Program</strong> (NSLP)</td>
<td>Daily, nutritious, low-cost or free lunches for children</td>
<td>K–12</td>
<td>USDA</td>
<td>~100,000 schools</td>
</tr>
<tr>
<td></td>
<td>Public, nonprofit, and private schools and residential child-care institutions</td>
<td></td>
<td>Food and Nutrition (FNS)</td>
<td>20.1 million free lunches</td>
</tr>
<tr>
<td><strong>Federal procurement requirements: 7 CFR 210.21</strong></td>
<td></td>
<td></td>
<td>Community Food Service (CFS)</td>
<td>2.0 million reduced-price lunches (student pays $0.40)</td>
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<td></td>
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<td></td>
<td></td>
<td>8.2 million full-price lunches</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>5 billion lunches served annually</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cost: $13.6 billion</td>
</tr>
<tr>
<td>PROGRAM</td>
<td>DESCRIPTION</td>
<td>SETTING</td>
<td>ADMINISTRATION</td>
<td>PARTICIPATION*</td>
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</tr>
<tr>
<td><strong>School Breakfast Program</strong> (SBP)</td>
<td>Breakfast programs Schools and residential child-care institutions</td>
<td>K-12</td>
<td>USDA Food and Nutrition Service (FNS) Community Food Service (CFS)</td>
<td>&gt;90,000 schools/institutions 11.5 million free breakfasts 0.9 million reduced-price breakfasts (student pays $0.30) 2.2 million full-price breakfasts 2.4 billion breakfasts served annually Cost: $4.2 billion</td>
</tr>
<tr>
<td><strong>Summer Food Service Program</strong> (SFSP)</td>
<td>Daily, nutritious meals for children in the summer Schools and residential child-care institutions</td>
<td>K-12</td>
<td>USDA Food and Nutrition Service (FNS) Community Food Service (CFS)</td>
<td>2.8+ million</td>
</tr>
<tr>
<td><strong>Child and Adult Care Food Program</strong> (CACFP)</td>
<td>Daily, nutritious meals and snacks Child- and adult-care institutions and family or group day-care homes</td>
<td>ECE</td>
<td>USDA Food and Nutrition Service (FNS)</td>
<td>4,523 homes and centers 3.3 million children 485 million meals served in homes 1,484 million meals served in centers Cost: $3,529.3 million</td>
</tr>
<tr>
<td><strong>USDA DoD Fresh Fruit and Vegetable Program</strong></td>
<td>One option that schools can use to spend their entitlement Leverages DoD’s procurement system to provide a variety of nutritious U.S.-grown fresh fruits and vegetables to schools</td>
<td>K-12</td>
<td>USDA Department of Defense (DoD) Food and Nutrition Service (FNS)</td>
<td>22,000+ schools</td>
</tr>
<tr>
<td>PROGRAM</td>
<td>DESCRIPTION</td>
<td>SETTING</td>
<td>ADMINISTRATION</td>
<td>PARTICIPATION*</td>
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<td>---------------------------------------</td>
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</tr>
<tr>
<td>Child Care and Development Fund (CCDF)</td>
<td>Improves the quality of child care; Provides professional development for the teacher workforce; Supports child-care programs to achieve higher standards and provides consumer education</td>
<td>ECE</td>
<td>U.S. Department of Health and Human Services (HHS); Administration for Children and Families (ACF)</td>
<td>Not available</td>
</tr>
</tbody>
</table>

*Participation data retrieved as follows:


- CCDF: Participation levels relative to use of funds for procurement were unavailable.

Farm-to-School Programs

Through the USDA, the federal government awards up to $5 million in competitive grants to support procurement of locally or regionally sourced fresh food. The Farm to School Grant Program provides funds for training, supporting operations, planning, purchasing equipment, developing school gardens, developing partnerships, and implementing farm-to-school programs. These grants are awarded to schools, school districts, nonprofit organizations partnering with schools and school districts, state and local agencies, Indian tribal organizations, and small- and medium-sized agricultural producers or groups of small- and medium-sized agricultural producers. ECE providers are also encouraged to participate in farm-to-preschool procurement of locally or regionally sourced food through CACFP.

Cost and Reimbursement

One option for reimbursement for schools and districts in low-income areas is The Community Eligibility Provision (CEP). The CEP is a non-pricing meal service option that allows schools and districts in high poverty communities to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. Reimbursement to
schools is based on the percentage of students categorically eligible for free meals based on their participation in programs such as the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF) Schools.

Based on a survey of 1,000 school districts nationwide, the School Nutrition Association reported that the cost of a school meal ranged from $2.30 to $2.60 for lunch and $1.39 to $1.51 for breakfast for elementary to high school, respectively.\(^8\) According to findings in the 2008 USDA's School Lunch and Breakfast Cost Study-II, the full cost to produce a reimbursable meal was greater than the free lunch subsidy.\(^9\) The new nutrition standards present an additional financial challenge to schools as these standards (according to USDA reports) add 10 cents to the cost of preparing every school lunch and 27 cents to every breakfast. Congress has acted to support schools by providing another six cents for every lunch, but no provision has been made for breakfast. Schools have offset financial losses by reducing staffing, limiting meal choices, deferring or cancelling equipment investments, and diminishing the meal program’s reserve fund.\(^10\)

NSLP reimbursement for 2017/2018 school year is as follows:\(^11\)
- Free: $3.23
- Reduced price: $2.83
- Paid: $0.31
- Schools certified as meeting the new nutrition standards receive an additional $.06 per lunch.
- An additional $.02 per lunch is provided to schools in which 60 percent or more of the second preceding school year lunches were served free or at reduced price.

SBP reimbursement for 2017/2018 school year is as follows:\(^12\)
- Free: $1.75
- Reduced price: $1.45
- Paid: $0.30
- An additional $0.34 is provided for each free or reduced-price breakfast served in “severe need” schools, where at least 40 percent of the lunches served during the second preceding school year were served free or at reduced price.

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CACFP reimbursement for 2017/2018 school year for adult day and child care centers (see Table 2) or home care (see Table 3) are as follows:

### TABLE 2. CACFP REIMBURSEMENT RATES FOR ADULT DAY AND CHILD CARE CENTERS

<table>
<thead>
<tr>
<th></th>
<th>BREAKFAST</th>
<th>LUNCH/SUPPER</th>
<th>SNACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREE</td>
<td>$1.75</td>
<td>$3.23</td>
<td>$0.88</td>
</tr>
<tr>
<td>REDUCED PRICE</td>
<td>$1.45</td>
<td>$2.83</td>
<td>$0.44</td>
</tr>
<tr>
<td>PAID</td>
<td>$0.30</td>
<td>$0.31</td>
<td>$0.08</td>
</tr>
</tbody>
</table>

### TABLE 3. CACFP REIMBURSEMENT RATES FOR HOME CARE

<table>
<thead>
<tr>
<th></th>
<th>BREAKFAST</th>
<th>LUNCH/SUPPER</th>
<th>SNACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIER 1</td>
<td>$1.31</td>
<td>$2.46</td>
<td>$0.73</td>
</tr>
<tr>
<td>TIER 2</td>
<td>$0.48</td>
<td>$1.48</td>
<td>$0.20</td>
</tr>
</tbody>
</table>

**Notable State Policies and Practices**

Through bills and resolutions, 46 states have used a variety of approaches to establish policies and practices that make purchasing local food accessible and affordable for K-12 districts and ECE care providers. These policies can set geographical and nutritional standards, price, and purchase preferences for the food served in schools; these policies are useful in promoting local, healthy, sustainably grown food sourcing that supports the viability of local agricultural businesses and economies.

Processes vary across states and districts for monitoring and regulating local food purchasing for public K-12 school districts and ECE settings. Public K-12 districts that participate in the NSLP are required to follow the federal nutrition guidelines upon entering into an agreement with the state agency charged with ensuring compliance with both federal guidelines and state requirements. Agencies overseeing compliance differs across states (i.e., Department of Education versus Department of Agriculture), contributing to inconsistencies in how purchasing is monitored. ECE settings are different in that they often do not work with a state agency, but instead work with a sponsoring organization that administers CACFP; this is especially the case with small child-care centers and family

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child-care homes. For ECE settings such as Head Start, participation in CACFP is mandatory. For other child-care and family-care settings, particularly part-day programs and programs operated by religious institutions, a number of states allow licensing exemptions, and CACFP participation is optional.

Procurement Policies That Improve Access to Healthy Food

Municipalities and state governments have used several approaches to spur or establish procurement of local and/or regional healthy food within their communities and schools. A comprehensive list detailing state legislation can be found in the National Farm to School Network’s State Farm to School Legislation Survey, 2002-2017. Approaches include:

- **Preference for local purchasing:** Establish requirements for local healthy food procurement by public agencies and institutions, including the percentage of food to be purchased from local farms within a certain distance, and potential funding to support this.

- **Programs:** Establish a farm-to-school/-preschool or education program in a state agency, a statewide coordinator, or a school garden program.

- **Food policy councils, task forces, and working groups:** Create a cross-sector group to recommend, assess, or implement policies and programs that support farm-to-school activities.

- **Funding:** Provide grant funds to support farm-to-school programs, appropriations for local purchasing, or reimbursement for meals.

- **Statewide policy:** Incorporate farm-to-school activities in a state’s broader economic development, food security, and health policies.

- **Supply chain infrastructure:** Implement a pilot program or project that focuses on developing a farm-to-school program or food hub by identifying local or regional food producers and the food procurement needs of public agencies and institutions. This may include building the infrastructure and capacity of both producers and agencies/institutions to sell and purchase local food, respectively.

- **Combined approaches:** Adopt a statewide policy that establishes requirements for purchasing and then provides programmatic support and/or appropriations aimed at building infrastructure and capacity for the policy’s success.
LOCAL AND HEALTHY FOOD PROCUREMENT IN PERSPECTIVE: OPPORTUNITIES AND CHALLENGES

Local and healthy food procurement is a good way to get healthy food into child-centered settings, yet still some challenges remain.

Challenges to Local and Healthy Food Procurement

Both K–12 schools and ECE settings face challenges in infrastructure and financing—and there are challenges unique to ECE settings, as well.

Infrastructure Challenges

Both K–12 schools and ECE settings are challenged with the process of obtaining local produce and dealing with the infrastructure of the supply chain. The shifting and limited availability of products due to seasonality and supply-side infrastructure is less understood and often unaddressed. Developing the capacity of growers to produce, aggregate, process, and distribute fresh, local, and healthy food requires the involvement of outside partners. Internally, there is a need for the professional development of K–12 staff and ECE practitioners who often lack knowledge on how to write bids for local procurement and lack the skills and/or ability to develop and prepare meals using fresh food. For ECE providers, CACFP is underutilized for procurement of local food due to confusing regulations and cumbersome paperwork requirements that are prohibitive and discouraging.

Financial Challenges

K–12 schools and ECE settings are challenged by limited budgets, and healthy, locally sourced, and sustainably grown food often costs more. Some school districts have begun to work directly with suppliers to develop products with healthier ingredients. The cost of research and development often makes these products unaffordable for individual school districts. A potential solution could be collective purchasing, but a combination of federal, state, and/or local regulations prevents school districts from leveraging their resources. Similarly, ECE providers’ fragmented system of diverse settings also leaves them challenged with leveraging collective purchasing power. Both K–12 schools and ECE settings are challenged with identifying nonfederal sources to subsidize food purchases that are sustainable beyond the cycle of grant-funded projects.

Challenges Unique to ECE Settings

ECE settings face a unique set of challenges due to differences in scope and size of sites (e.g., home-based care, day-care centers, etc.). Guidelines, processes, and procedures for local sourcing need to accommodate this diversity. Unlike K–12 schools, where food
procurement is separate from teaching and is often managed by a food service director, the ECE practitioner may be responsible for managing both food procurement and attaining educational goals. Many ECE settings do not participate in CACFP, which reimburses for local sourcing, and are not held to the same nutrition guidelines or procurement processes regulating NSLP-participating K–12 schools.

**Opportunities to Deepen Local Sourcing**

Purchasing sources differ for K–12 schools and ECE settings. Most K–12 school districts purchase their foods from distributors or utilize food service management companies (FSMCs). ECE sites are more likely to purchase in smaller volumes and choose from a wider variety of sources, including local grocery stores, wholesale clubs (such as Costco or Sam's Club), farmers' markets, food hubs, community-supported agriculture (CSA), distributors, or direct from farmers themselves. A new possibility for ECE settings is the use of online retailers, such as Amazon, that promote local food and integration of food hubs into the process of local sourcing.

There is an opportunity to deepen local sourcing through integration of coalition-building efforts between and among K–12 school networks and ECE advocates. K–12 schools have knowledge of and a lead on building out infrastructure. ECE advocates need support building coalitions of local stakeholders, in particular, child-care resource centers, that are able to reach rural and home-based ECE providers and local funders. Support from coalitions advocating local and healthy food for K–12 can streamline this process, but there is a need for education and evidence-based advocacy on what ECE is and what farm-to-preschool is.

Targeted messaging can build political will and support for legislative changes and appropriations for local sourcing. Messaging should paint a picture of the importance of healthy and local options in the current environment and should create a sense of urgency and the need to take action for change. Coalitions must use clear and consistent language to unify the way school districts, parents, organizations, and children talk and think about local and healthy food, which then feeds into messaging about public policy change to support local efforts to make healthier and local food available for all children.

**Supply Chain and Suppliers**

To get food from the farm to the school is a challenging process for both the farmer and the school district. Local food distribution systems include CSAs, pick-your-own farms, farmers’ markets, and sales from farms to retail outlets. Direct sales require that farmers handle the marketing of their own products, oversee logistics for moving their products, provide customer service, and then actually transport their own products. It requires institutions to find out who is selling what, when, and for how much, to set up logistics for bringing in products, and to deal with multiple vendors and multiple deliveries. To facilitate this, there is a need for infrastructure and a role for traditional suppliers such as FSMCs, regional and local distributors, and nontraditional suppliers like food hubs.
School districts have been asking for better quality products, local products, and taste testing—and there is movement. The industry is listening and responding. FSMCs like Chartwells have prioritized local products, taken on gardens, and incorporated outreach to the community. Likewise, Sodexo is doing more in response to customers’ demands. Federal nutrition guidelines and requests from schools and advocates have also resulted in industry vendors reformulating products to provide healthier options.

The growing presence of food hubs is another way schools and preschools can access local food. Food hubs are valuable community networks that can also enhance a larger network through collaboration. Food hubs can typically have a number of roles that fill gaps in the local supply chain. Such roles include facilitator, educator, support system, technical assistance provider for producers, and outreach coordinator for markets and/or networks. These hubs provide an avenue to accessing infrastructural resources through their ability to identify existing infrastructure within the regions that can fill gaps in the supply chain, such as aggregation.

**Successes in local healthy food procurement**

Many organizations have presented successful model of K—12 and ECE based procurement of local food (see Table 4).

**TABLE 4. EXAMPLES FROM THE FIELD**

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPALACHIAN SUSTAINABLE AGRICULTURE PROJECT (ASAP), NORTH CAROLINA</td>
<td>In 2002, ASAP started the Growing Minds Farm to School program. It began as a school garden program and in 2004 grew into a farm-to-school program and developed lesson plans, promotional materials, and trainings, and initiated the Growing Minds @ University project, which integrated local food and farm-to-school into preservice training of teachers and health professionals. In 2007, ASAP started a Farm to Preschool program with four target areas—serving of fresh local produce, farm field trips, local food cooking classes, and garden sites at the child-care facilities. The pilot consisted of a single Head Start location in Hendersonville, NC, and involved working with food service staff to integrate local food into meals. They promote positive experiences with local food and farms among staff, children, and families. To increase the amount of locally grown food incorporated in school meals and snacks, they contracted with a registered dietitian (RD) to work directly with Head Start food service staff. ASAP also works directly with local community colleges and universities to integrate local food and farm-based instruction into preservice early childhood and elementary education programs. They have established a model site and a learning lab at a Head Start and at an elementary school. The model site provides Head Start teachers with resources and training, in addition to training parents to be effective advocates for their children.</td>
</tr>
<tr>
<td>CENTER FOR REGIONAL FOOD SYSTEMS MICHIGAN FARM TO SCHOOL, MICHIGAN</td>
<td>This program brings local food to both schools and early child care and education food programs and incorporates a variety of initiatives, including school garden programs, fundraisers using local agricultural products, farmer visits to school classrooms and cafeterias, and field trips to nearby farms. The program makes use of the DoD’s Fresh Fruit and Vegetable Program’s expertise to procure high-quality produce.</td>
</tr>
</tbody>
</table>
PROJECT DESCRIPTION

NEW NORTH FLORIDA COOPERATIVE (NNFC)

The NNFC Cooperative has worked in Florida, Georgia, Alabama, Mississippi, and Arkansas since 1995 to provide fresh produce for school meals to over one million students in 72 school districts. The cooperative grows, processes, and delivers fresh, ready-to-cook produce.

THE PRESCHOOL INITIATIVE, THE FOOD TRUST PENNSYLVANIA

Based on the Food Trust’s Kindergarten Initiative, this program was piloted in five preschool centers in low-income communities in Philadelphia. The farm-to-preschool program brings together educators, parents and community members in its efforts to encourage children to make healthier food choices and educate them on the source of food. The Preschool Initiative includes a range of activities such as weekly classroom lessons, farm trips, cooking in the classroom, gardening activities, and weekly local snacks. Families are engaged through newsletters and workshops and are included in field trips and cooking lessons. Mini “farm stores” deliver affordable produce to preschool centers to increase families’ access to fresh, local food.

UTAH COMMUNITY ACTION CENTRAL KITCHEN

The Central Kitchen prepares nutritious meals from scratch and serves them to children enrolled in Head Start and select after-school and child-care programs including YMCA, Boys and Girls Clubs, University of Utah children’s programs, and more. They serve over 3,000 healthy meals during the school year and over 1,400 during the summer.

LOCAL POLICIES AND PROGRAMS FOR FOOD PROCUREMENT IN K-12 SCHOOLS AND ECE SETTINGS

There are differences in K-12 schools and ECE settings that factor into sourcing local food. At K-12 schools, purchasing can be performed by a separate department in the school district or managed by the school nutrition staff. Purchasing in ECE settings may be performed by the practitioner, and sourcing depends on the site.

Local Procurement in K-12 Schools

School districts interested in local sourcing must often adhere to a strict process. They have several options to specify their preference for local food, but are prohibited from using the word “local” as a product specification in their formal solicitation for bids. For schools making small purchases that don’t meet the state or federal threshold, there are no requirements for a bid, but they are restricted to purchasing only local products from vendors or incorporating technical requirements, product specifications, or geographic preferences for local products in their solicitation. Larger purchases require a formal procurement process that issues an invitation for bids (IFB) or a request for proposals (RFP) whereby districts can incorporate technical requirements, product specifications, or geographic preferences. RFPs can also add evaluation criteria to specify a preference for local.
When specifying technical requirements or product specifications to target local products, vendors must meet all requirements set by the district to be considered. According to USDA FNS, specifications can include: freshness (e.g., “delivered within 48 hours of harvest”); harvest techniques; production practices; state of origin labeling; and/or ability to provide farm visits or visits to classrooms.15

K–12 SCHOOLS AND ECE SETTINGS: PARTNERS, PLAYERS, AND FUNDERS

There are several notable national, regional, and local agencies, organizations, networks, and affiliations engaged in advancing the ability of K–12 schools and ECE settings to procure local and healthy food.

Federal Public Agencies

Centers for Disease Control and Prevention (CDC): The CDC provides a framework for health and obesity prevention for K–12 schools and ECE settings through the Spectrum of Opportunities and Whole School, Whole Community, Whole Child (WSCC) models, respectively. The Healthy School K–12 model promotes a student-centered approach that emphasizes the role of the whole school and community to address health in schools. The ECE model details 11 areas in which states and communities can work with ECE settings to change the environment and achieve recommended standards and best practices for obesity prevention and improved health. The CDC collaborates with foundations and organizations like RWJF to accomplish its goals.

United States Department of Agriculture (USDA): This federal agency promotes local food procurement through programs administered by the FNS and CFS. The USDA guide Procuring Local Foods for Child Nutrition Programs provides instructions on how child nutrition program operators can incorporate local foods into their day-to-day operations (see Table 1, above).

National and Regional Funders

Blue Cross and Blue Shield of North Carolina: This insurance company works to create healthier communities in North Carolina by providing funding and resources and by partnering with and supporting local initiatives and organizations to grow and provide food to food-insecure residents.

Chef Ann Foundation: This foundation provides school communities with the tools, training, resources, and funding to redefine lunchroom environments and helps schools take action so that every child has daily access to fresh, healthy food.

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Michael and Susan Dell Foundation: This foundation funds projects that directly serve or impact children living in urban poverty. Its Health and Wellness program seeks to improve the health and wellness of all children by increasing access to healthy food. Current projects target local food procurement in schools and the broader school food system and work on building up local supply-side infrastructure.

Networks and Affiliations

Alliance for a Healthier Generation: The Alliance launched the Healthy Schools Program, an extensive effort to prevent childhood obesity in schools in 2006, in 231 schools representing 13 states, and is now building healthier school environments for more than 18 million students in more than 31,000 schools in every state and the District of Columbia and Puerto Rico. The Alliance is a leader in changing K-12 procurement policies through revising contracts with vendors to include healthier items and working with the supply companies themselves to reformulate products.

National Farm to School Network (NFSN): The Network is a resource for information, networking, and advocacy for communities and organizations working to bring local food sourcing and food and agriculture education into school systems and ECE environments. NFSN educates, trains, and convenes K-12 and ECE stakeholders in applying farm-to-school methods to farm-to-preschool settings.

Nemours: This organization launched the CDC-funded National Early Care and Education Learning Collaborative (ECELC) in 2012. Nemours works on ECE systems and programs in 10 states, providing training to ECE providers through a combination of structured workshops, ongoing technical assistance, and access to tools, materials, resources, and curricula.

Pew Charitable Trust: Pew is a global research and public policy organization that partners with funders to make strategic investments that address challenges and achieve measurable results on common goals. Through the Kids’ Safe and Healthful Food Project, Pew partnered with RWJF and provided nonpartisan analysis and evidence-based recommendations on policies that affect the safety and healthfulness of school foods.

Policy Equity Group: This consultancy helps individuals and organizations build evidence for policies, practices, curricula, and other social interventions. An expert in ECE policy, the Policy Equity Group helps organizations advocate for local procurement policy priorities and programs.

World Food Policy Center: This organization uses research to create evidence-based strategies to improve practices and policies that affect the food system. They convene stakeholders and collaborate with policy-makers and institutions that maintain a focus on low-income, marginalized communities.
GAPS IN RESEARCH

The advances in federal nutrition guidelines and programs incorporating local sourcing were a result of evidence-based data supporting the benefits of local and healthy food on educational attainment. Most research on procurement of local and healthy food has come from K-12 schools while research on ECE settings lags. There is a need for an analysis of the impact of farm-to-preschool programs: are they having the intended impact, and what are the best practices? For both farm-to-school and farm-to-preschool, it is important for researchers to demonstrate the benefits of local sourcing and its economic impact. This has specific implications when schools and providers are considering limited budgets.

The connection between K-12 districts and ECE settings and the local food system requires more research. Details and data are needed on distribution and aggregation of local food—what works, how schools and preschools can tap into these networks, and how successes in big cities and schools can be transferred to smaller, rural settings. In the long term, there is a need to investigate the legal framework for local procurement and the underlying theoretical framework to promote evidence-based policies and practices.

The challenge for researchers is establishing metrics and uniform language that can be used to assess and account for differences in local procurement for K-12 schools and ECE settings. There is a need to identify and track long-term outcomes related to both procurement and behavioral change, including identifying confounding variables. With the movement toward healthy and local food, it is important to establish what makes local food healthy food. In 2014, the National Farm to School Network proposed an evaluation framework that defines the outcomes and offers a common language, guidelines, and metrics to understand the outcomes based on four key sectors: public health, community economic development, education, and environmental quality.16

In the advent of social media, it is important for researchers to get the word out faster through nontraditional but trustworthy methods. This raises the question: are there credible sources other than academic journals so that data and lessons can be shared more rapidly? Tracking and sharing innovation is the key.

CONCLUSION

As awareness of the importance of healthy eating and educational attainment in children becomes more mainstream, a unique opportunity is provided for K—12 schools and ECE providers to support sourcing of local procurement. Institutionalization of healthier standards and promotion of pilot and model programs has made local and healthy food more accessible for schools and preschools. While the farm-to-school and farm-to-preschool movement has many challenges to work through with infrastructure, capacity,

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and financing in order to become sustainable, the commitment and momentum at the state local level have left no doubt that this is more than a trend and is here to stay. With the advances thus far, K—12 school districts and ECE providers stand poised to make significant progress by joining together to address common challenges, identify common goals, and jointly develop their local supply chain.
APPENDIX C: ECESP Meeting Deck
"Vendor solicitations may be written with characteristics of products from local sources in mind. For instance, specifying a particular variety of apples that is native to your region, or that a product be delivered within 24 or 48 hours of harvest. Products from local sources may be expressed as a preference, but may not be required as a product specification.

Geographic preference may be used by institutions to procure locally grown or raised unprocessed foods. The institution making the purchase has the discretion to determine the local area to which the geographic preference option will be applied (7 CFR 215.32(d)(3))

USDA Local Foods Memo

DC Healthy Tots Act
State law providing incentives for local sourcing through enhanced CACFP meal reimbursements:
- Add 10 – 15 cents per meal for healthy standards
- Add 5 cents per meal for local foods
- Full Day – Reimburse a fourth meal service

Administered by the State CACFP Agency

USDA New Procurement Tool
• Implemented in 2016-17 school year for review in 2017-18 (but can go back to 2015-16)
• Includes procurement processes and contract management for all purchases using Federal funds
• Administrative Review will look at awarded contract and associated invoices

Procurement Requirements
1. Written Code of Ethics
2. Written Procurement Procedures - Procurement Manual
3. Identification of Procurement Authority
4. Plan for procurement documentation for every transaction using CN Funds

*Market Basket Criteria for Formal Procurement

<table>
<thead>
<tr>
<th>Policy</th>
<th>Purchase Threshold</th>
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<tbody>
<tr>
<td>Federal</td>
<td>$150,000</td>
</tr>
<tr>
<td>State</td>
<td>varies</td>
</tr>
<tr>
<td>Municipality</td>
<td>varies</td>
</tr>
<tr>
<td>District – small purchase</td>
<td>varies</td>
</tr>
<tr>
<td>USDA Micro-purchase</td>
<td>$3,500</td>
</tr>
</tbody>
</table>
Decisions for Type of Procurement

- Dollar Value Thresholds
- Number of Items
- Processes
- Preparation Time - including research for specifications
- Length of time from bid to award
- Documentation required
- Contract Management
- Type of Contract to be awarded

Procurement Considerations for a School Food Service Operation

- USDA Foods drive the menu with about 20% of food budget
- Menu drives procurement
- Planning and timing provide the framework for Procurement
- Calendar for procurement is 9-12 months in advance of next school year
- Daily operation in an annualized budget world


MPS Culinary & Wellness Services

- 94,531 students
- 42,000 meals served daily
- 45 different meals
- Menu features healthy recipes
- Greens, sprouts, and seasonal vegetables
- Student-led garden
- Reduced waste

MPS Annual Food Budget

- Total Food Purchases: 9.8 M
- Total Commodity Entitlement: 1.35 M
  - USDA Foods: 500 K
  - NRD: 750 K
  - EDD: 100 K
- Total Produce: 2.5 M
- Farm to School: 325 K
- Local Meat: 275 K
- MN Milk: 820 K
Common Challenges

Producers:
- Volume
- Distribution
- Profitability

Childcare Centers:
- Equipment
- Labor/comp time
- Staff buy-in
- Environmental health regulations

Potential Models: Aggregation and Distribution
- Increased local options through supermarkets/distributors
- Socially-oriented food hubs
- Local processors
- Pop-Up Markets
- Centralized Kitchens

Early Care and Education and School Procurement Meeting

State and Local Levels: Strategies That Move the Needle

Common Goals, Common Barriers

Local Level Initiatives
State Level Initiatives

- New Jersey FFVP and Supportive F2S Legislation
- Michigan 10 Cents a Meal
- Ready, Set, Grow!

Healthy Food Procurement Policies and Their Impact

Findings:
- Effective at increasing availability and purchases of healthy food and decreasing purchases of unhealthy food
- Most had other components such as education, price reductions, and health interventions
- Research gap identified
- Take away: ancillary education about healthy eating and explaining the rationale for the policy, may be critical success factors

Food for Thought: Flexible F2S Procurement Policies Can Increase Access to Fresh, Healthy School Meals

- Tribal communities offer hope: ND Circle of Nations (Bison); NC Cherokee (gardens/homesteads offering of traditional plants); MI Chippewa (procure from local cultivators)
- Legislating for procurement flexibility key: local/state lawmakers/Gov’t agencies can:
  - Pass laws to make F2S suppliers more competitive in formal bidding
  - Facilitate informal bidding by increasing threshold
  - Support micro-purchasing carve out for schools participating in F2S

LOCAL DISTRIBUTION: Infrastructure, Capacity, and Scale in ECE and K-12 Schools

RESEARCH AND EVALUATION: How Do We Know What Works?

Study of School Food Authority Procurement Practices

- This study will:
  - Describe and assess the practices of SFAs related to local procurement for school meal programs
  - Better understand how SFAs make decisions on procurement positions
  - Provide useful information for schools that want to improve their procurement practices

Procurement K-12 Research

- Food for Thought: Flexible Farm to School Procurement Policies Can Increase Access to Fresh, Healthy School Meals (School of Law, Case Western Res. 2017)
- Healthy food procurement and nutrition standards in public facilities: evidence synthesis and consensus policy recommendations (Health Promotion and Chronic Disease Prevention, Canada, Jan. 2014)

ECE Sourcing: What do we know?

Dianne Ward, EdD, IFDS, FACSM
April 10, 2018
What do we know about...

Meal prep
- 98% School prepared
- 2% 'Home-prepped' (cooking, cooling)

Meal quality
- Average scores are high in centiles.
- 76% meet or exceed standards.
- 76% meet or exceed standards.

Wild reliance upon in-kind support.

What do we know about...

Procurement Sources
- Sheri’s Club: 8%
- Walmart: 4%
- Performance Food Service: 7%
- US Foods: 10%
- Food Lion: 4%
- Others: 46%
- All Others: 33%

Fresh Produce Sources
- Green Valley: 65%
- Big Box: 28%
- Private Market: 2%
- Farmer’s Market: 5%
- Miscellaneous: 0%
- Distributor: 5%

Areas for exploration

Assessment
- Concluded Kitchens
- Setup Purchasing Organizations
- Food Halls
- Community purchasing with schools, hospitals, etc.

Leverage Power of Data
- Progress toward Go NAPAC accreditation
- CACFP data to engage retailers and distributors

Leverage 3.5 Billion

How do we leverage the power of the CACFP spend (plus non-reimbursed ECE food spend) to engage these companies in making the healthy choice the easy choice for ECE?

$3.5 Billion

WHAT IS MISSING, AND WHAT ELSE DO WE NEED TO KNOW?

Please take a moment to populate butcher paper with research questions that are of key interest to you, using the provided sticky notes as follows:

* "Questions in Progress" should be written on pink sticky notes
* "Questions Needing Attention" should be written on yellow sticky notes
On note cards, write out your response to:

- What was most interesting about the CCDF Meeting?
- What did you find most meaningful from the CCDF Meeting?
- In addition to providing funding support, what can funders do to move local and healthy food procurement in ECC settings and K-12 schools forward?

Thank You for Your Participation
APPENDIX D: Timeline of Milestones
## Timeline of Key Milestones

### 2000-PRESENT

**PURPOSE OF THE TIMELINE**

The purpose of the ECESP meeting is to understand how major advances in national school meal standards and improved nutrition can spur innovative solutions for procurement of healthy, local, and sustainably grown food in Early Childcare and Education (ECE) and K-12 settings.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>PARTNERSHIPS</th>
<th>POLICIES</th>
<th>FIELD DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>• First CDC grants to states around childhood obesity.</td>
<td>• Obesity as national health crisis.</td>
<td>WKKF Food and Society Policy Fellowship.</td>
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<tr>
<td></td>
<td>• Surgeon General’s Call to Action</td>
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<tr>
<td>2001</td>
<td>USDA funds National Farm to School Project.</td>
<td>First Farm to School Conference.</td>
<td>Fresh Fruit and Vegetable Program (FFVP) pilot .</td>
</tr>
<tr>
<td>2002</td>
<td></td>
<td></td>
<td>Nutrition and Physical Activity Self-Assessment for Child Care NAPSACC developed.</td>
</tr>
<tr>
<td>2003</td>
<td></td>
<td></td>
<td>22 states implementing farm to school, 400 sites.</td>
</tr>
<tr>
<td>2004</td>
<td>• Child Nutrition and WIC Reauthorization Act of 2004.</td>
<td>• School Wellness Policies requirement for school districts.</td>
<td>38 states implementing farm to school, 1,000 sites.</td>
</tr>
<tr>
<td></td>
<td>• State policies begin to emerge with positions in state agencies.</td>
<td>• USDA funds National Farm to School Project.</td>
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<tr>
<td>2005</td>
<td>Alliance for a Healthier Generation Healthy Schools Program Framework (nutrition standards for snacks, beverages, and school meals).</td>
<td></td>
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<tr>
<td>2006</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>YEAR</td>
<td>PARTNERSHIPS</td>
<td>POLICIES</td>
<td>FIELD DEVELOPMENT</td>
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<tr>
<td>2007</td>
<td>National Farm to School Network (NFSN) established.</td>
<td>Head Start reauthorized.</td>
<td></td>
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<tr>
<td>2008</td>
<td></td>
<td>• Farm Bill: Food, Conservation, and Energy Act of 2008 establishes geographic preference for procurement of locally grown food. • Farm Bill begins to study areas with limited access to affordable and nutritious food. • Good Agriculture Practices (GAP) implemented for small and mid-sized farms</td>
<td>• RWJF commits to reversing childhood obesity.</td>
</tr>
<tr>
<td>2009</td>
<td>National Collaborative on Childhood Obesity Research (NCCOR).</td>
<td></td>
<td>• 43 states implementing farm to school, 2,000 sites. • CDC Division of Nutrition, Physical Activity, Overweight and Obesity (DNPAO) releases Spectrum of Opportunities for Obesity Prevention in Early Care and Education; Farm to ECE included in “Access to Healthy Environments.” • Michelle Obama in White House: –Kids Health. –School Food Matters.</td>
</tr>
<tr>
<td>2010</td>
<td>Let’s Move Salad Bars to Schools launched</td>
<td>• Child Nutrition Reauthorization: Healthy-Hunger Free Kids Act of 2010-2015 sets new policies for USDA’s core nutrition programs in schools. • In 2010, D.C. Council passed the Healthy Schools Act, which held D.C. area schools accountable for local wellness policies and prioritized the inclusion of a farm-to-school component. • $5 million in farm-to-school grants approved through Child Nutrition Reauthorization 2010.</td>
<td>• USDA Farm to School Program established. • Communities Putting Prevention to Work (CPPW). • Caring for Our Children: National Health and Safety Performance Standards and Guidelines for ECE programs.</td>
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<td>PARTNERSHIPS</td>
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<td><strong>2011</strong></td>
<td>• National Farm to School Network expands scope to early care and education (Farm to ECE). • Let’s Move Child Care launched.</td>
<td>• First State Farm to School Legislative Survey released. • Healthy and Sustainability Guidelines for Federal Concessions &amp; Vending Operations introduced by US General Services Administration &amp; HHS. • Geographic Preference Rule issued 3 years after 2008 Farm Bill; defines “unprocessed locally grown or locally raised agricultural products” that retain their inherent character.</td>
<td>• First Healthy Kids, Healthy Future Summit sponsored by CDC and Nemours. • First People’s Garden established at USDA headquarters in D.C.</td>
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<td>Kansas University Medical Center, Kansas City-area YMCA Head Start, Good Natured Family Farms.</td>
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<td><strong>2012</strong></td>
<td>• 2008 Farm Bill expired. • The Good Food Purchasing Program first adopted by the City of Los Angeles and Los Angeles Unified School District, committing the public institutions to supply chain transparency and shifting a percentage of food purchases toward the five core values of local economies, environmental sustainability, valued workforce, animal welfare and nutrition.</td>
<td>• First National Farm to ECE survey conducted; Farm to ECE activity confirmed in 39 states. • Farm to school Evaluation of Urban Core Head Start PreSchool Program-Healthy Eating Index (HEI) higher in FTS (63) compared to Standard Meals (53). Seven YMCA Head Start serves 470,745 Bureau of Labor -Statistics Good Food Meals per year. Program continues strong in 2018 without additional funding. • Go NAPSACC (online) developed: –Birth to five years. –Centers and home care.</td>
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<td><strong>2013</strong></td>
<td>First state-level farm-to-preschool summit held in Georgia.</td>
<td>USDA Farm to School Census shows 38,000 schools with 21 million students participating</td>
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<td>2014</td>
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| “Pre-K and Early Learning: Expanding Farm to School to Early Childhood Settings” national convening held in Washington, D.C. | • Farm Bill: Agricultural Act of 2014:  
- Includes geographic preference for locally grown foods.  
- Includes an eight-state pilot program for school procurement of unprocessed fruits and vegetables | • Programs to Reduce Obesity in High Obesity Areas to Boost Prevention funds land-grant colleges and universities (West Virginia chooses farm-to-ECE strategy).  
| | • In 2014, the D.C. Council proposed and eventually passed the Healthy Tots Act to raise nutritional standards for infants, toddlers, and preschoolers at licensed community-based child development facilities in Washington, D.C. |  |  |
| | • Brazilian Ministry of Health publishes dietary guidelines, which introduce a food classification system based on food and meals, with focus on food processing. |  |  |
| 2015 | • USDA announces new CACFP rule promotes more fruits, vegetables, and whole grains in the diets of CACFP participants and reduces fat, sugar, and salt in program meals.  
• CCDBG Reauthorized Nutrition listed as optional areas for standards and professional development requirements.  
• Dietary Guidelines Advisory Committee makes controversial recommendation to incorporate food system sustainability into federal dietary advice; recommendations are rejected. | • USDA Farm to School Census shows 41,000 schools with 23 million students participating.  
• Second National Farm to ECE Survey conducted; Farm to ECE activity confirmed in 48 states and D.C. |  |
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<th>PARTNERSHIPS</th>
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<td><strong>2016</strong></td>
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<td>• WKKF funds five states for farm-to-ECE state/community partnership.</td>
<td>• New Head Start Program Performance Standards take effect with new emphasis on health and obesity prevention.</td>
<td>• Definition of Farm to ECE and results of first Farm to ECE survey published in <em>Journal of Hunger and Environmental Nutrition</em>.</td>
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<td>• Good Food Purchasing Program institutional food procurement model developed by L.A. Food Policy Council.</td>
<td>• Oakland and San Francisco Unified School Districts adopt the Good Food Purchasing Program.</td>
<td>• Second Healthy Kids, Healthy Future Summit.</td>
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<td>• Georgia releases <em>Farm to ECE strategic plan.</em></td>
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<td><strong>2017</strong></td>
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<td>• National Farm to School expands to all 50 states, D.C., and US territories with 200+ core and supporting partners representing nonprofits, state agencies, and universities.</td>
<td>• 46 states and D.C. report proposing farm-to-school supportive policies; 40 states and D.C. have passed such policies (see several state wins from 2002-2017 in <em>NFSN’s State Farm to School Legislative Survey</em>).</td>
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<td>• NFSN prioritizes support for 13 states and US Virgin Islands as Level 2 Partners.</td>
<td>• Farm to School Act of 2017 (marker bill) introduced.</td>
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<td>• Georgia’s <em>Golden Radish Award</em> is presented to 40% of school districts, 97 million meals featuring local food.</td>
<td>• Every Student Succeeds Act (ESSA)</td>
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<td>U.S. Department of Education</td>
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<td>City of Chicago and Chicago Public Schools adopt the Good Food Purchasing Program. Efforts underway to expand program to school districts and other public institutions in 13 US cities, in partnership with local multi-sector coalitions and/or food policy councils.</td>
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<td>Vermont passes legislation to include ECE in state farm-to-school program</td>
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<td><strong>2018</strong></td>
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<td>• CCDBG funding doubled to $2.8 billion.</td>
<td>• Third National Farm to ECE Survey launched.</td>
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<td>• $5 million in discretionary funds for farm-to-school grants.</td>
<td>• CDC releases revised Spectrum of Opportunities for Obesity Prevention in Childcare Setting with emphasis on Farm to ECE as an important “State-wide Access Initiative.”</td>
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