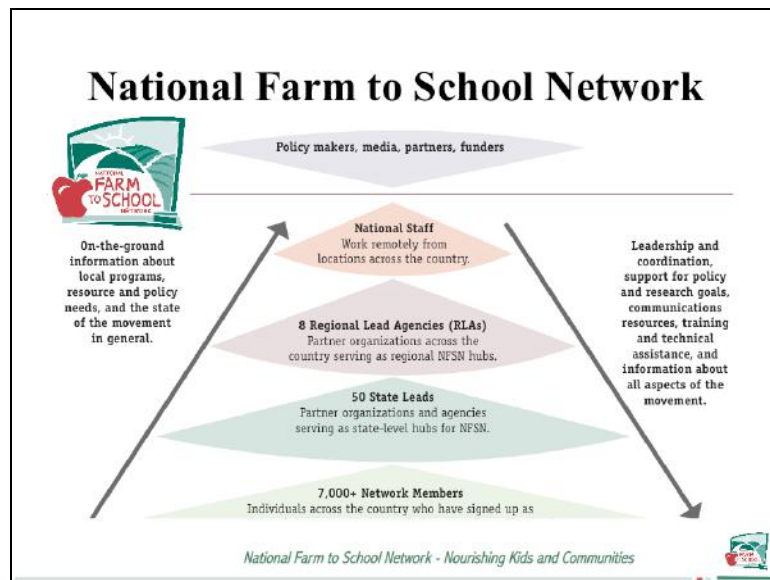


Notes to Presenter:

Introduce yourself

- Who are you?
- Where are you from?
- What is your background?

Who is the target audience of this training?- explain if the audience is not already aware



Note to Presenter: Please read the full description below while on this slide:

- This training is brought to you with support from the National Farm to School Network.
- Established in 2007, National Farm to School Network seeks to create strong and just local food systems that ensure the health of children, farms, the environment, the economy and communities. NFSN provides vision, leadership and support to connect and strengthen the Farm to School movement, which now includes more than 12,500 schools spanning all 50 states.
- National Farm to School Network (NFSN) provides vision, leadership and support to connect and strengthen the Farm to School movement across the country. NFSN sets national priorities and policy goals, generates a research agenda, creates and aggregates resources, provides technical assistance, convenes gatherings and promotes the movement. NFSN includes national staff, eight Regional Lead Agencies, 50 State Leads, a 16-member Advisory Board and thousands of on the ground Farm to School supporters.

Farm to School Peer Leadership Network

Goal: Strengthen farm to school training and technical assistance for stakeholders through peer learning.

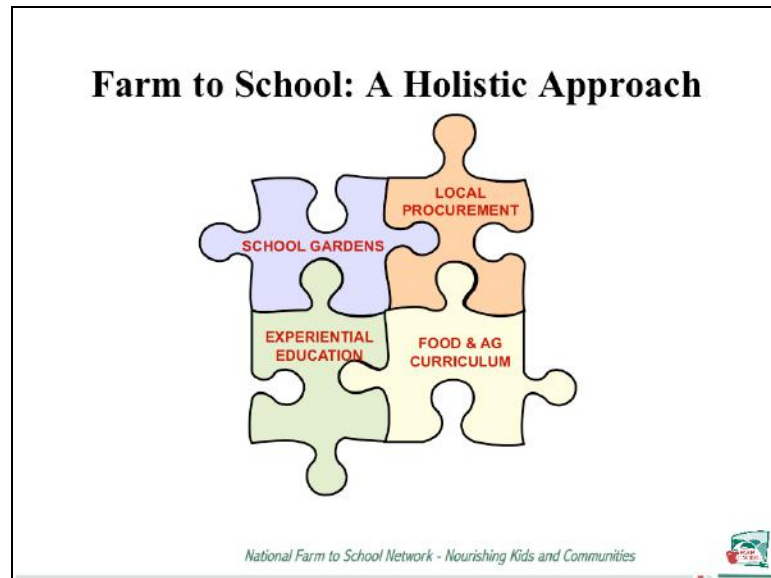
- 20 Peer Leaders selected in 4 stakeholder groups:
 - Farmers
 - Child Nutrition Directors
 - Educators / Teachers
 - Early Child Education Providers
- 12 peer trainings developed and shared nationally
- Peer leaders available to provide one-on-one assistance
- The Peer Leadership Network is a project of the National Farm to School Network
- The project is supported by Newman's Own Foundation

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Note to Presenter: Please read the full description below while on this slide:

- This training is part of the Peer Leadership Network supported by the National Farm to School Network



Broadly, farm to school initiatives connect schools, local farms, and communities as part of the movement to strengthen local food systems and reinvigorate local economies. A subset of initiatives called “farm to preschool” conduct similar activities in preschools, early care centers, head start programs.

F2S has 4 distinct components – Local or regional procurement, School gardens, food and ag curriculum, and experiential education such as farm tours, cooking demonstrations, taste tests.

The farm to school approach – when taken in it’s entirety is the **HOLISTIC APPROACH WE NEEDED TO PROMOTE**. Not just one of these **STRATEGIES**, **BUT ALL OF THEM TOGETHER** to enable lasting change.

Presentation Objectives

- Why Incorporate Local Products
- A Discussion of Farm to School Barriers
- Local Foods Quiz: What is Local?
- Procurement: Formal vs. Informal
- Procurement: Geographic Preference
- Specifications for Fruits and Vegetables
- Purchasing Produce with a Forward Contract

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What can Participating in Farm to School Achieve?

If just **\$1** was spent on local food for each of the
839,426 public school students in Minnesota

per month

during the school year,

\$7,554,834

of school food dollars would go to **local**
producers, bolstering our **local economy**.

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Note to participants:

There are two slides that you can use here. Feel free to use either that makes the best case. This slide is a hypothetical slide that demonstrates how much local money *could be circulated in the local economy if more schools purchased local or regional food*. The next slide uses data from the 2011-2012 USDA Farm to School Census to report how much product was reported as purchased from local/regional farmers in the 2011-2012 school year. Please select one of the two slides to use, unless you find it valuable to use both slides.

This is the “shocking statistic” slide.

This can be used as a stock slide, or it can be used as a template for your own state or local economy.

To change the template to be specific to your state, replace the number of MN public school students with the correct number from your state. This number is likely available on your state’s Department of Education website. Then, multiply the number of students x 9 (or the number of months students are in school in your state/district) to get the grand total (bold, red number).

Note: This example can also be used with silver dollars, and being able to pay farmers with silver dollars. It wouldn’t be too long until everyone in the community was seeing those silver dollars at local businesses.

What can Participating in Farm to School Achieve?

According to the 2011-2012 USDA Farm to School Census, Minnesota schools invested

\$9,321,435

into our **local economy** through the purchase of local food items.

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Note to participants:

There are two slides that you can use here. Feel free to use either that makes the best case. This slide uses data from the 2011-2012 USDA Farm to School Census to report how much product was reported as purchased from local/regional farmers in the 2011-2012 school year. Please select one of the two slides to use, unless you find it valuable to use both slides. Please personalize this slide to reflect your community, state or region. USDA Farm to School Census information is available at this link: <http://www.fns.usda.gov/farmtoschool/census#/>

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This can be used as a stock slide, or it can be used as a template for your own state or local economy.

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Note: This example can also be used with silver dollars, and being able to pay farmers with silver dollars. It wouldn’t be too long until everyone in the community was seeing those silver dollars at local businesses.

Local Foods Quiz

The term "local food" means:

- A. Method of food production and distribution that is geographically localized
- B. Food that is grown (or raised) and harvested close to consumers' homes
- C. Food that is consumed close to where it was grown
- D. All of they above

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ANSWER: D

The term "local food system" (or "regional food system") is used to describe a method of food production and distribution that is geographically localized, rather than national and/or international. Food is grown (or raised) and harvested close to consumers' homes, then distributed over much shorter distances than is common in the conventional global industrial food system. In general, local/regional food systems are associated with sustainable agriculture, while the global industrial food system is reliant upon industrial agriculture

Local Foods Quiz

Why are local foods important?

- A. Local/regional food systems help support local, sustainably run farms
- B. They can help protect our health and the health of our communities
- C. Local foods on the school lunch line increase marketing potential and community connections
- D. All of the above

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ANSWER: D

Rural Farms

Among the hidden costs of industrial food production are its effects on small family farms and rural communities, which include the loss of nearly four million farms in the United States since the 1930s

Healthy Communities

Eating sustainably-grown unprocessed (or minimally processed) food, such as whole grains, legumes, and fresh fruits and vegetables, has a number of health benefits, including decreased total cholesterol levels, decreased risk of certain cancers, increased colon function, and increased intake of important nutrients and minerals

Rural Economies

Did you know that the rural workforce employed on US farms dropped by about 50 percent in the 1980s and 1990s? Growing corporate power in agriculture has led to steadily rising prices for staples like meat, milk and eggs, while the farmer's share of the consumer grocery dollar has fallen. Local & regional food systems offer consumers the opportunity to put their dollars directly into farmers' pockets, cutting out cooperative middlemen and strengthening a regional food system.

Determining What Local Means to Your Farm to School Operation



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What is Local to You?



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“Local” means many different things to different people. Most likely, a wide variety of items you use in your school food service are available locally to you. Fruits and vegetables are often the first products people look for, but there are a lot of others including grains, legumes, meats, proteins and dairy products. What does “local” mean? We’ll talk about this a bit more in the following slides.

What is Local?

- Fruits and vegetables
- Grains, meats, proteins, milk, cheese, yogurt, beans etc
- Locally produced or minimally processed products like bread from a local bakery or cut apples or carrots.



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Local is more than fruits and vegetables.

Local can be expanded to include a bagel shop for school breakfast or even a flower or card shop to partner with on a fund raiser. Partnering with local businesses is a great way to connect your program to your community and gain valuable marketing and financial support.

Opportunities for Local Protein



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Most states produce beef and or poultry or eggs, and protein items such as these have a much longer shelf life than fruits and veggies

Examples of Local Definitions

- Burlington School District
 - The state of Vermont plus 30 miles outside the state
 - This is their state definition, schools are welcome to use it
- San Diego Unified School District, California
 - San Diego County or within 25 miles of the county boarder (excluding Mexico)
 - Continues to a regional definition
- Haywood County Schools, North Carolina
 - 100 Mile radius
- Hopkins Public Schools, Minnesota
 - Within 200 miles

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Here are a few examples of definitions of ‘local’.

For a definition of local, one size doesn’t fit all, and sometimes one definition isn’t enough

It is acceptable to have a different definition of local for different food products. For example, you may define ‘local fruits and vegetables’ as those originating from your county. You may define ‘local milk’ as any product originating in your state. For grains, your definition of local may be your multi-state region. Don’t be afraid to consider a tiered approach.

Let's Work on Your Definition

- Your geographic location
- Climate and seasonality
- Size, quantity and growing practices of farms in your area
- What other definitions of 'local' are used by other organizations in your area or state?
- Does your state have a legislated or recommended definition?
- How many different farmers do you have in your area?
- Consider location of food products like bread and bagels that may be made locally too

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So, Now What?

- Where do you go from here?
- Procurement of local products
- Requires the same rules and regulations as other products



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Local Food Procurement Quiz

Contract methods that districts can use to procure local foods are:

(Choose all that apply)

- A. Competitive sealed bids
- B. Competitive proposals
- C. Informal bids for purchases under the small purchase threshold
- D. We don't need bids to buy local foods



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Answer: A, B & C

All school food purchased must allow for free and open competition (that excludes D).

Procurement Methods to purchase foods

a. Competitive Sealed Bids

Sealed bids are publicly solicited and a fixed-price contract is awarded to the bidder whose bid follows all terms and conditions and is lowest in price.

b. Competitive Proposals

Proposals are requested from many sources and the request for proposal is publicized. Negotiations are conducted with more than one of the offers, and a fixed-price or cost-reimbursable type contract is awarded. Competitive negotiation may be used if conditions are not appropriate for the use of competitive sealed bids.

c. Small Purchase

This simple and informal procurement method is appropriate for purchases less than \$150,000 or your state/local small purchase threshold. School Food Authorities (SFA) must check with their State agency and local officials to determine if the state/local small purchase threshold is less than the federal threshold and the state or local small purchase procedures that must be followed. In this scenario, an SFA must collect three bids based on a pre-established set of product specifications, and select the lowest cost bid from the vendor who matches the specifications.

Procurement: Formal or Informal... That is the Question

- A competitive bid process is required for school food purchases regardless of dollar amount
- Federal and state law identify two methods
 - Formal
 - Informal
- Selection of method depends on the dollar amount of each purchase

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Because school districts use federal and state funds to purchase foods, a competitive process must be used no matter how small the amount!

Competition is essential to ensure low cost and good quality of goods and services. Federal regulations require all procurements are *competitive (even if other entities do not)*. Some things that limit competition include:

- Place unreasonable requirements on firms;
- Require unnecessary experience and excessive bonding;
- Give noncompetitive awards to consultants;
- Have organizational conflicts of interest;
- Specify only brand name products; or,
- Make arbitrary decisions in the procurement process.

Be sure to take good notes, keep good records through the process

Procurement: Small Purchase Threshold

Federal Small Purchase Threshold - \$150,000

State Small Purchase Threshold – May vary

Local or District Small Purchase Threshold – May vary

- If a purchase is less than the small purchase threshold, an informal method may be used
- If a purchase is over the small purchase threshold, a formal procurement process is required
- You must comply with the *lowest* small purchase threshold, either the federal, state or local

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- Federal small purchase threshold: \$150,000
- Your state may have a smaller threshold
 - -Eg. Washington - \$75,000
- Also check with your districts, your small purchase threshold may be less than federal or state levels
- If purchases are less than the “small purchase threshold” an informal method may be used
 - You must comply with the *lowest* small purchase threshold, either the federal, state or local
- If purchases are over the small purchase threshold, a formal procurement process is required

Informal Procurement

- Still requires competitive bid process
- Needs a written procurement request that outlines product specifications
- Can be as complex as formal procurement methods or as simple as "three bids and a buy"!



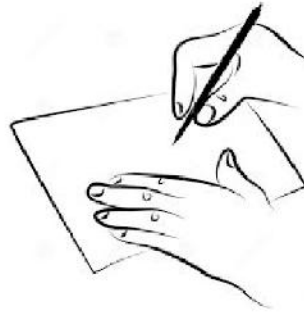
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Suggestion to Include SDuSD Informal Procurement Doc Here. This is a multipage document, what is the best way to include it?

The intent of the process is to show that you tried in good faith to establish competition and seek out multiple vendors. The process must be documented. For example if you called three farmers asking for the same food product and only two were about to give you a price quotes write that information down in a word doc and file it away. Three quotes is a suggested best practice it is not required by the USDA.

Informal Procurement



- Work from a written request so that all vendors receive the same information and the same opportunity to quote
- Document all informal procurement activities in order to be able to respond to an auditor or agency in the event of an award protest

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Procurement: Is Your Purchase Over the Small Purchase Threshold?

- If yes, you must employ the formal procurement process with a sealed bid or request of proposal
- Work with your district's procurement office to determine which formal method you will use



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Formal Procurement: Sealed Bid

- Use this method if you can provide a complete description of the products you desire and specific contract award based on price
- This method requires you to award the contract to the lowest responsible bidder whose bid conformed to all terms and conditions of the invitation to bid



Formal Procurement: Competitive Proposal

- Use this method when you can provide a description of what you need but are also interested in soliciting input from bidders on what they can offer
- Under this method, the district would consider price and other factors that benefit them to determine who to award the contract to.
- Evaluation factors must be specified in the request for proposal

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So, Now What?

- How to find local foods
- Now that we know the basics of procurement, let's look at a couple of ways to purchase local products using these methods.



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Where to Find Local Foods

- Your local or regular distributors
- Food Service Management Companies
- Local food processors
- DoD Fresh Program
- Directly from local farmers
- Producer co-ops or food hubs
- School gardens

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Applying Geographic Preference



- Apply an advantage to local, unprocessed products
- Evaluate your bids and give preference for local
- There are many ways to apply this preference option and still ensure fair and open competition
- Can be used with any procurement method

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More information about Geographic Preference is available online and in the handout

Applying Geographic Preference

- There are many different systems districts use to apply geographic preference
- Check with your district's procurement department
 - Will help you assess what the best approach is for applying geographic preference



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The “One Point = One Penny” Method

- A set of points can be applied for providing products within the area your district as defined as “local”
- The points equate to pennies for applying the price preference
- The monetary amount is deducted from the bid or quote amount for comparison purposes
 - No dollar amount is actually deducted
 - The deduction only applies for evaluation purposes and ***does not affect the price paid.***

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Does this need more explanation in notes for presenters?

One Point = One Penny: An Example

- Your district decides to apply 10 preference points to vendors who provide locally grown foods
- For this method, one point = one penny, therefore ten points = 10 cents
- When evaluating bids, the price of the local product will be lowered by 10 cents
- The vendor with the lowest priced item will receive the award
 - Note that the vendors will still be paid their original bid price

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Does this need more explanation in notes for presenters?

One Point = One Penny: An Example

- The district receives at least three vendor responses and verifies that the geographic preference was applied correctly

	Vendor 1	Vendor 2	Vendor 3
Price	\$1.99	\$2.15	\$2.05
Meets Geo Pref.	No	Yes	No
Price with Pref. Points Applied	\$1.99	\$2.05	\$2.05


- Which Vendor was awarded the bid?

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In this example, despite the fact that vendor 1 was not able to provide the local product, they are awarded the contract. Even when applying geographic preference, vendor 2 was not able to compete

Procurement Documents		
Farmer 1	Farmer 2	Farmer 3
Contact Information:	Contact Information:	Contact Information:
Product(s) Solicited:	Product(s) Solicited:	Product(s) Solicited:
Total Quote	Total Quote	Total Quote



San Diego Unified
SCHOOL DISTRICT

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There are many templates available for informal and formal bids. This is an example of an informal bid tracking tool

Writing Specifications to Get the Local Product You Want



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Why Write Specifications?

- Specifications are required for all levels of bids
- Clear specifications help assure:
 - You get exactly what you want and receive the quality you expect
 - The produce meets your needs and is in good condition
 - Each potential vendor is receiving the same information for fair and open competition

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Specifications are the “specific standards” you use to define the exact type and quality of product you would like to purchase, including information about how it is handled, packed and delivered to you. Writing clear specifications will help you get the exact product you want. Writing clear specs can also help you find the right *local* foods at the right price.

Example: Specifications for Apples

- Apples, Red, 40lb per case



Is this what you want?

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Note to Presenter: Please enter the name of your state (or your local preference) in the place of the red text above.

Example: Specifications for Apples

- Apples, fresh, Gala variety; 138 count,
 - Clean- no signs of dirt or other foreign matter
 - Firm, crisp, juicy, flavorful, not bruised
 - 500cs/year

Is this what you had in mind?



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Note to Presenter:

Please change the text in red to denote your 'local' area.

Elements of Specifications

- When drafting specifications for local foods, include any of the following details
 - Size, quantity, quality
 - Specific variety
 - Maturity or ripeness
 - Cleanliness
 - Packaging
 - Food safety
 - Delivery or time from harvest
 - Variety
- Do not unreasonably limit competition so that only one supplier can provide a product

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Be as specific as possible if you are looking for a specific product.

As to “not unreasonably limit competition” clause... You may find a situation when you are looking for a very specific product, like a purple carrot. In this case, it is OK to write specs that include “purple carrots”, even if it limits you to only one farmer/vendor. You just need to be sure to show documentation that you contacted three bidders, and that two responded saying they didn’t have the product you are looking for. This is OK, just be sure to record the specs that you used, all the vendors/farmers you reached out to and their responses.

Elements of Specifications

- Quality
 - Color, appearance, uniformity, size, absence of defects and decay
- Maturity or Ripeness
 - Depends on produce
 - Should be firm, crisp, typical color, plump, etc.
- Variety
 - List one, or a few, specific varieties you would like to use
 - Ex: Apples- Fuji, Cortland, Pink Lady
- Include expected number of days from harvest to delivery

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You can target local products by including specifications for

-varieties that you know are grown locally

-a short period of time between harvest and delivery of the product

Elements of Specifications

- Cleanliness
 - Free of dirt, insects, and other foreign matter
- Packaging
 - Proper materials used in packaging produce
 - Safe for food
 - Sturdy enough to protect food during transport
 - Gas permeable



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Elements of Specifications

- Food Safety
 - Ideal temperatures during the farm to table cycle
 - Code dating and rotation of products
 - Safe and sanitary handling procedures
 - Farm checklist
 - Food safety practices followed
 - Proof of farm liability insurance
- Delivery
 - Establish delivery day(s), time and location(s)
 - Establish delivery method

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Elements of Specifications: Product Size



- Different items have different standards – be sure to be specific for each item
 - List to the diameter of the item
 - Specify pounds per case
- Use quantity or packing units familiar to farmers
 - Examples: crates, flats, cases, pounds, single layer, pints, etc.

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Elements of Specifications: Quality

- Use Federal Grade Standards established by the USDA
 - You do not have to purchase products that are graded
 - Standards will help you express what you are looking for
 - Consider requesting a lower grade product for fruits and vegetables that will not be served whole and for which appearance is not important



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Activity: Check the Spec!

- Scenario: You are a school district in the northeast and want to procure watermelons for October lunch menus
- Specs you issue in your solicitation
 - Watermelon, mature but not overripe
 - Medium size
 - Firm
 - Symmetrical
 - Jubilee variety
 - Seedless
 - Bulk
 - Delivered within 48 hrs. of harvest
- What is wrong with the specification?
- What can be done to fix this solicitation?



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As the presenter, after reading this slide, ask the group to “check the specs” and point out any specs that may be of concern, and ask the group how to improve them.

Possible challenges: Most watermelons are harvested in summer and late summer and are not grown in great quantities in the northeast. The location of this school and the time period that the school wants the products makes the spec of delivering the product within 48 hours of harvest unreasonable.

Purchasing Produce with a Forward Contract



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What is a Forward Contract?

- Agreement between school food service and a farmer for future food items that farmer will produce and the school will buy
- Details are usually established before the growing season
 - Include specs in place before seeds are even planted



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“Forward contracting” allows a farmer to plant a crop knowing that a school will purchase that crop in the future. As a farmer, it’s important to only plant a crop if you know you can sell it. A forward contract allows farmers to grow products that have a pre-established market.

Benefits of Forward Contracts

- Allows districts to plan menus with confidence
- Provides growers guaranteed market for their product
- Can also allow growers to adjust their planting time so a product is available when students are in school



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- Helps schools guarantee future supply of specific food item
- Guarantees the farmer a market for their product
- Ensures product is grown and packed to schools specifications
- Payment not made to farmer until product is delivered
- Burden of shortage placed on the vendor

One example of these relationships is watermelon. Traditionally, watermelon season is over in August in North Carolina, but the department of agriculture's marketing team worked with NC watermelon growers to plant a little later. By planting just a few weeks later, the growers now have a stable market for watermelons in September in NC schools.

Another idea is to work with your distributor to develop forward contracts with local growers. In both Oregon and Oklahoma, the state farm to school coordinators work directly with producers and produce distributors to develop forward contracts for product that will go to schools. In these cases, the districts have already competitively procured the produce distributor and the farm to school coordinators help the distributors find local producers for the contracted items and set up forward contracts.

Forward Contracts

- What if the crop fails?
 - It is important to have a contingency plan in place
 - If the producer is unable to fulfill the contract, you need to reserve the right to procure the same product from a different grower or distributor



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In any of these examples, the distributor, the state or the schools should have a contingency plan if the producer is unable to fulfill the contract. Often it's written into the contract that awards will be made to multiple producers and/or reserving the right to procure the same product from a distributor if the crop fails. Soliciting for product far in advance is nothing new and is often preferred in the produce world. The solicitation process and documents will be the same for a forward contract as they would for any other agreement, just with delivery dates set several months in the future.

Potential Challenges & Barriers



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First, Realize That...

Most barriers are perceived and can be worked around-
which means that there are virtually no barriers to getting
some local food into our cafeterias



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Read the screen – twice!

Perceived, or Real, Barriers to Local Food Include:

- Logistics
- Personal beliefs
- Facility limitations
- Budgets
- Administrative challenges
- Availability



What are some of your examples of barriers?

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Note to presenter-

Please open open a discussion on “What are some of your example barriers” with the training group. Encourage people to talk through barriers and the solutions they used.

So let’s talk about barriers, perceived or real, barriers are logistics, personal beliefs, etc. But as we stated earlier, there are virtually no barriers to getting some local foods into our cafeterias. So with that being said, lets first talk about the ripple effects of how overcoming these barriers can be productive to your student meal programs overall.

But as we stated on our second screen...there are virtually no barriers to getting some local foods in our cafeterias. So with that being said, lets first talk about the ripple affects of how overcoming these barriers can be productive to your student meal programs overall.

Some Perceived Barriers

- Fear of meeting bid requirements
- How to find a farmer
- Lack of kitchen staff support
- Lack of community support
- Lack of school district administration support
- Lack of student and school support

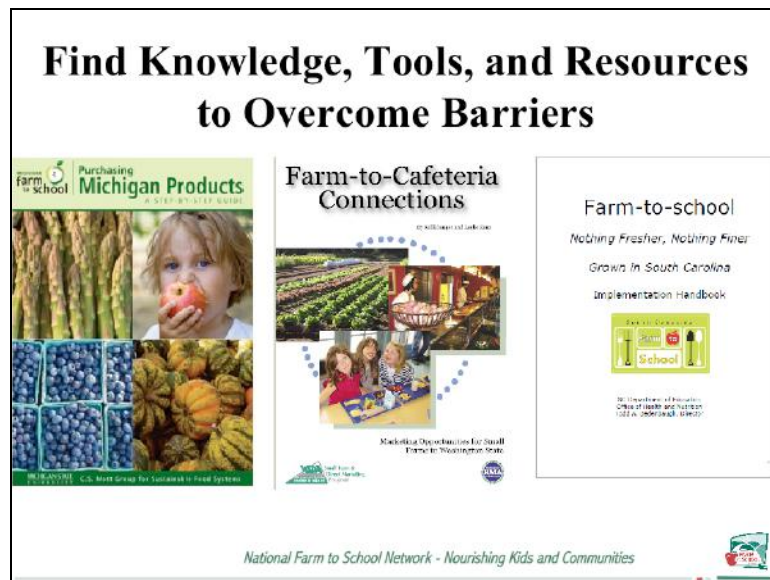
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So now, just to review some of those skills. What are some of the “perceived” barriers that we all face that prevent us from either starting or expanding our F2S programs? Let’s talk about them and really identify the cause of the barrier. And then let’s start with the process of the “5 whys”. This is a simple problem solving technique that helps users to get to the root of the problem quickly. Made popular in the 1970s by the Toyota production system, the 5 whys strategy involves looking at any problem and asking: “Why?” What caused this problem? Very often the answer to the first why will prompt another why and the answer to the second “why” will prompt another and so, on. Hence, the name the 5 whys strategy. Benefits of the 5 Whys include:

- helps to quickly determine the root cause of a problem
- it is easy to learn and apply

Review the handout and then ask the group what some of their perceived barriers are. Go through this list provided if needed to get the group started



First, do your research.

In the process of identifying barriers and problem solving, it will be good for you to have a base of knowledge and examples of how other states and schools have found success in their Farm to School programs. Many of these resources also explain what some of the problems or mistakes were, which helps you avoid some of the same pitfalls.

(HANDOUT)

The Benefits of Problem Solving

- Problem solving promotes development of skills
 - Determining desired outcomes
 - Identifying problems
 - Selecting possible solutions / choosing strategies
 - Testing solutions
 - Evaluating outcomes
 - Predicting new problems

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Identifying barriers for Farm to School involvement and overcoming them in our programs, helps our teams develop problem solving skills. These skills will penetrate into virtually all aspects of your program as these skills become a natural part of their work process. These skills will help to re-engage your staff into not only what foods you are purchasing for your student meal programs, but also how they are cooked, presented and served to the students.

(Then review the screen)

Questions to Ask

- What is getting in the way of our ability to purchase local foods for our student meal programs?
- How do you think we can overcome these obstacles?
- What can I do to help remove these barriers?
- What ideas can we expand upon that would help us more effectively address...
- What could help us do our work better today?

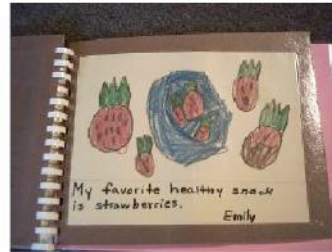
National Farm to School Network - Nourishing Kids and Communities



So now that we have talked and listed some of our perceived barriers...Let's break into groups and talk about what is getting in the way of our ability to purchase local food for our student meal programs

Making Farm to School a Reality

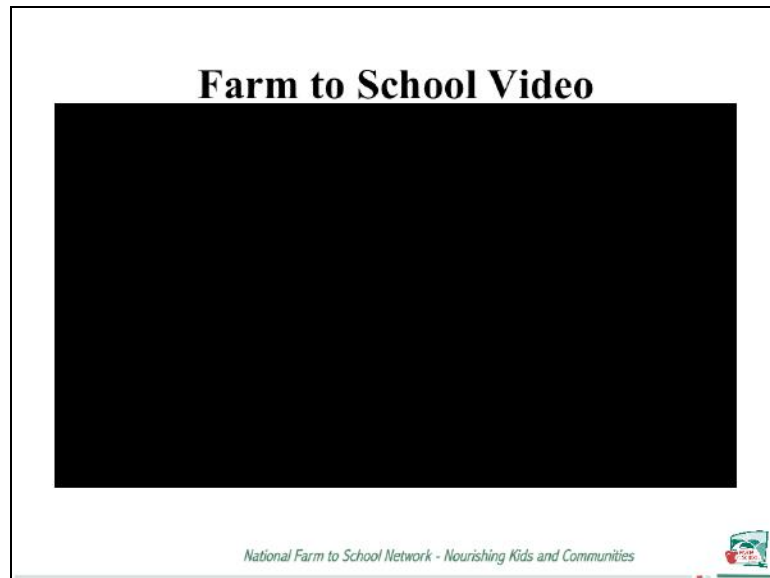
- How can you take what you have learned today and apply it to your district?



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Note to Presenter: Time permitting, please open a discussion with training attendees about how they will move forward with farm to school after today's training. If you will not have a discussion, please delete this slide.



Note to Presenter: Time permitting, share this video about the farm to school program in Wenatchee Washington. If you have a local or favorite farm to school video, feel free to insert it here instead. If your audience needs a greater introduction to farm to school, and you have sufficient time in the training, you can show this video in the opening of the training. The video will start to play automatically when in slideshow view. You will need Quicktime in order to view this video. If you do not have Quicktime, you can access the video through this link: <http://www.youtube.com/watch?v=zJDgINrCakw> or by clicking on the link in the following slide. Please delete the video slide that you will not use.

Farm to School Video

- <http://www.youtube.com/watch?v=zJDgINrCakw>

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Farm to School Resources

Training handout includes additional resources to compliment this training. Other resources include:

- National Farm to School Network
 - www.farmtoschool.org
- USDA Regional Farm to School Staff
 - www.fns.usda.gov/farmtoschool/usda-farm-school-staff
- National Food Service Management Institute
 - www.nfsmi.org

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Visit the National Farm to School Network website at www.farmtoschool.org for more information and resources about farm to school.

National Farm to Cafeteria Conference



- 7TH NATIONAL -
**FARM TO CAFETERIA
CONFERENCE**

April 15-18, 2014 in Austin, Texas
www.farmtocafeteriaconference.org

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Note to Presenter: Please read the full description below while on this slide:

Premier conference for all things farm to school/ farm to preschool and beyond. Great opportunity to connect and network with the movers and shakers, and to learn about best practices, tools, and resources.



Note to presenter: National Farm to School month occurs each October. If you are hosting a training in August, September or October (or if Farm to School Month is relevant to your audience) please include this slide. Otherwise, please delete this slide if it is untimely.

Note to Presenter: Please read the full description below while on this slide:

And we are celebrating farm to school month in October. This is a great opportunity to start your farm to school activity or highlight an existing one!

Evaluation and Future Assistance

- Complete the training evaluation form
- Future one-on-one training

National Farm to School Network - Nourishing Kids and Communities



Notes to Presenter: Read below text to audience

“This training is part of the Farm to School Peer Leadership Network”

Please complete this evaluation form so we can improve the quality and effectiveness of these trainings in the future. Also, by completing the evaluation form and including your contact information, future farm to school support may be available to you.

Thank You!



Name
Title
Organization
Phone
E-mail
Website

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Note to Presenter(s):

Please customize this slide with your contact information and the logo of your organization (if applicable)