

2018 Vermont Integrated Food, Farm, and Nutrition Programming Data Harvest

Results for the 2016-2017 School Year

October 2018



This report was produced by the Vermont Department of Health on behalf of the Vermont Farm to School Network.

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The Vermont Farm to School (FTS) Network would like to thank Heather Schwarz, Vermont Department of Health Intern who helped create, administer, and analyze the Vermont Integrated Food, Farm, and Nutrition Programming Data Harvest; the Vermont FTS Network Data Harvest Campaign Team.

Introduction

Farm to School (FTS) programming is bringing local food into school cafeterias to improve overall student health while strengthening the local economy. State statute (Act 63) defines Farm to School as an integrated food, farm, and nutrition education program that utilizes local resources to provide students with locally produced foods as well as farm and nutrition learning opportunities in schools to help them develop healthy eating habits and improve farmers' incomes and direct access to markets.¹ These programs benefit schools by providing all students equal access to nutritious, high-quality, local food, as well as curriculum with hands-on food, farming, and nutrition education experiences. FTS also strengthens local economies and contributes to vibrant communities.² These programs have not only been shown to promote healthy lifestyles but have also been shown to improve children's behavior and academic performance.³ Vermont is a strong participant in FTS and is working to expand and deepen FTS work throughout the state. The Vermont FTS Network has a goal that by **2025, 75% of Vermont schools** will lead the cultural shift to a values-based food system that **engages 75% of our students** in integrated food system education; community-based learning; nourishing universal meals; and the experience of self-efficacy, **purchasing at least 50% from a socially just and environmentally and financially sustainable regional food system.**^{1,4}

Methodology

A survey, the *Vermont Integrated, Food, Farm, & Nutrition Programming Data Harvest*, known also as the FTS Data Harvest, was designed to help evaluate FTS programming and activities occurring at all Vermont schools, help the Vermont FTS Network evaluate their progress toward the Network goal, identify challenges and barriers to integrating FTS, and ways the FTS Network might be able to help schools develop and sustain FTS programming. The survey was conducted in the 2017-2018 academic year and assessed FTS activities and programming that occurred during the 2016-2017 academic year. This was the first time that the Data Harvest was administered. The survey questions were designed by an interagency team of staff from the Vermont FTS Network Evaluation Team; Vermont Agency of Agriculture, Food, & Markets; and the Vermont Department of Health. It was conducted online through SurveyGizmo. Wherever possible, questions were taken from previously used FTS, nutrition services, or nutrition education questionnaires administered by federal or state entities. If a question on a desired topic could not be found, subject matter experts from the Data Harvest design team, or external sources, created a question to collect the desired information. The Data Harvest was pilot tested in February 2018 with five schools of varying grade level, enrollment, geographic distribution, and FTS integration to test the efficacy of the web-based tool and validity of certain questions designed specifically for the Data Harvest.

All Vermont primary and secondary, public, independent, interstate, and technical schools were invited to participate in the Vermont Integrated Food, Farm, and Nutrition Programming Data Harvest. Survey procedures protected the privacy of schools by allowing for voluntary responses and not allowing the public production of information that would identify a singular school. In January 2018, principals, regional FTS partners, and known FTS coordinators received a letter of support from the Vermont Agency of Agriculture, Food, and Markets; Vermont Agency of Education; and Vermont Department of Health supporting the Vermont FTS Network's efforts to collect data to understand the degree to which

¹ An Act (No. 63) Relating to the Roza McLaughlin Farm-to-School Program, 2017.

² About Farm to School. Farmtoschool.org. <http://www.farmtoschool.org/about/what-is-farm-to-school>. Accessed July 25, 2018.

³ National Farm to School Network. The Benefits of Farm to School Fact Sheet. April 2017.

⁴ Who We Are. Vermontfarmtoschool.org. <https://vermontfarmtoschool.org/>. Accessed August 9, 2018

schools are engaging in food, farm, and nutrition activities and how the Vermont FTS Network can better support schools in their efforts to start, grow, and sustain FTS programs. The letter also asked principals to identify the best person to complete the Data Harvest, if it was a person other than themselves. Starting in March 2018, known FTS Coordinators, or the person designated by the principal, or the principal (if no other contact was given), were invited via email to complete the Data Harvest. Each person received an individualized email with a link to access the web-based questionnaire. Participation was voluntary. Identifying information of the respondent and the individual at the school responsible for FTS programming, if any, was also voluntarily provided for internal use only by the Vermont FTS Network and will not be released. Follow-up emails and telephone calls were used to encourage participation. Data collection was completed by June of 2018.

Sample and Response Rate

Between March and June 2018, 171 of 336 eligible Vermont schools completed the 2018 Vermont Integrated Food, Farm, and Nutrition Programming Data Harvest; with a **response rate of 51%**.

Using the Data Harvest, the next few charts describe characteristics of respondent schools and their FTS status as of the 2016/2017 school year.

Almost half (48%) of responding schools were elementary schools (grade range of Pre-K - 6th grade, with multiple combinations, e.g., K-2, 3-5, 4-6) and about a quarter (22%) were Elementary/Middle Schools (grade range of Pre-K - 8th grade, with multiple combinations, e.g., 2-7, 4-8, 6-7, 7-8). Five percent of respondents were middle schools (grade range 5th- 9th grade), 9% were Junior/Senior High Schools (grade range of 6th-12th, with multiple combinations, e.g. 7-12) and 9% were high schools (grade range of 9th- 12th grade with multiple combinations, e.g., 10-12). Seven percent of respondents taught all grades K-12.

Over half (55%) of respondents had an enrollment between 15 and 230 students.

About one in five respondents (19%) had a paid coordinator designated to lead FTS activity at their school while 26% had a champion. Nearly half (46%) did not have a designated person leading FTS activity.

Two-thirds of respondents (66%) self-identified as a FTS school compared to 35% who didn't or weren't sure.

A third of respondents (33%) felt that at least 5% of their administrators/faculty/staff were considered leaders in FTS at their school and almost a quarter (23%) felt that at least 10% were. Nine percent of respondents felt that no administrators/faculty/staff at their school were considered leaders in FTS while 1% felt that all were.

School Characteristics:	
Grades Taught	Percent
Elementary	48%
Elementary/Middle	22%
Middle	5%
Junior/Senior High	9%
High	9%
All (K-12)	7%
Total Enrollment (2016/2017)	
15-230	55%
231-584	30%
585-1100	12%
1101-1800	2%
Designated FTS Leader	
Paid Coordinator	19%
Champion (e.g. teacher, food services director, etc.)	26%
Other Title/No Official Title	8%
None	46%
Self-Defined FTS Status	
Yes	66%
No	25%
Don't Know/Not Sure	10%
Proportion of Administrators/Faculty/Staff Believed to Be FTS Leaders	
0%-4%	9%
5%-9%	33%
10%-24%	23%
25%-49%	19%
50%-74%	9%
75%-99%	7%
100%	1%

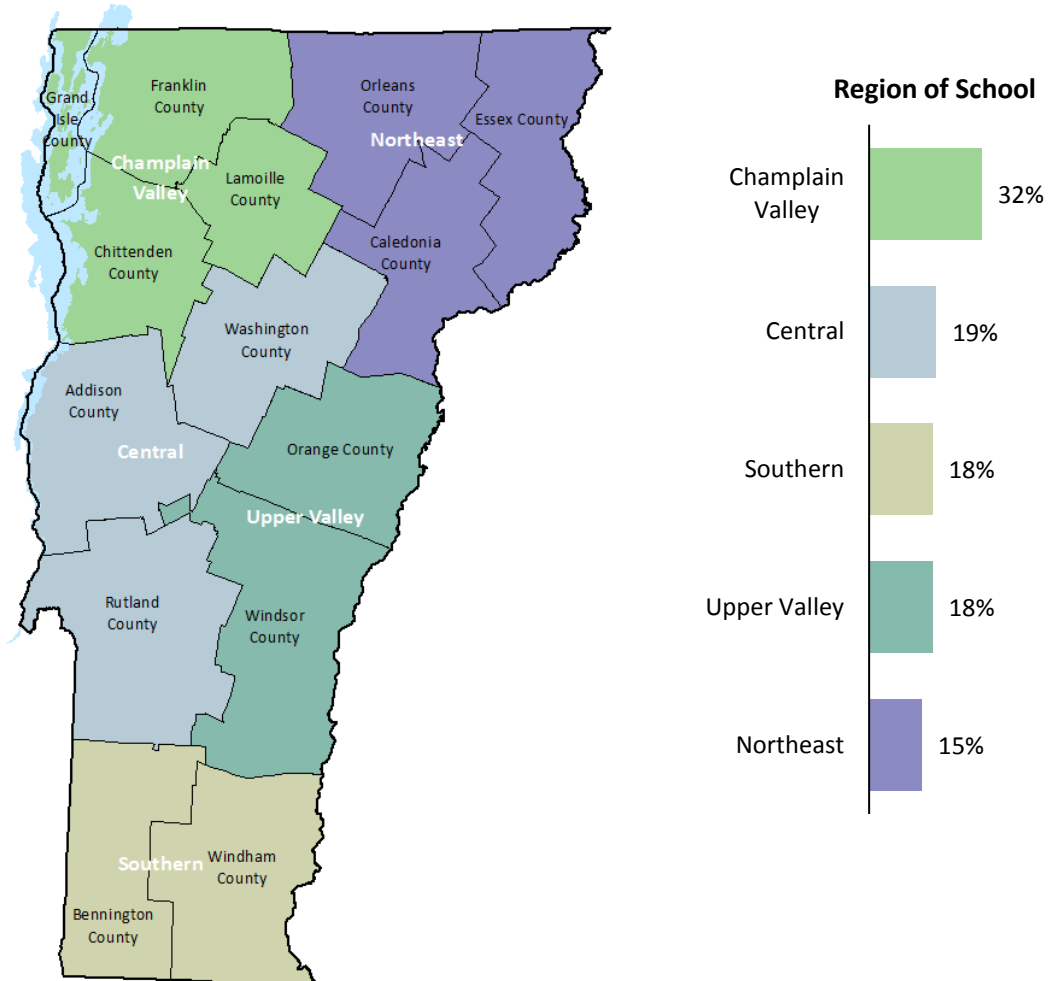
Regional representation of respondents was determined by grouping schools into one of five regional categories: Champlain Valley, Northeast, Central, Upper Valley and Southern (see figure below).

The most Data Harvest respondents in a single region were from the Champlain Valley (32%).

Nineteen percent of respondents were from schools in the Central region. Eighteen percent of respondents were from schools in the Southern and Upper Valley regions. Fifteen percent of respondents were from schools in the Northeast region.

Regional responses were relatively representative of Vermont's distribution of schools overall.

Regional Representation of Data Harvest Respondents



Defining Integration and FTS Schools

FTS implementation is a spectrum of activities not necessarily requiring the existence of a formalized FTS program. Therefore, being considered a FTS school is broader than schools themselves may consider. The Vermont FTS Network views a school with engagement in activities or programming that is considered FTS (e.g. purchasing local food, farm field trips, utilizing a school garden, teaching lessons/units on FTS, etc.) as being a FTS school, regardless of whether they have a formalized program. This provides for a more expansive view on Vermont schools who are engaging in activities that are considered FTS. To assess this, a measure of FTS integration was created.

To measure integration of FTS, each school was asked a series of questions within the five content areas of FTS development (administrators, faculty, and staff engagement; kitchen infrastructure, cafeteria (local purchasing), classroom/curriculum, and community engagement) identified in the FTS Network's phases of FTS development rubric.⁵ The number of questions to determine integration within a content area differed (number of questions ranged from two to nine). Each question in a content area was given a score from 1 (strongly disagree) to 5 (strongly agree). The scores of the individual questions in a content area were summed to create a cumulative total score for that area. The level of FTS integration (*high*, *some*, and *no* integration) was determined for each content area based on pre-determined cumulative score thresholds. If the cumulative score in a given content area fell within those predetermined thresholds, they were categorized accordingly. For example, a possible cumulative score could range from 0 to 45 with a score of 32 or higher indicating a high level of integration, a score of 24 to 31 indicating some integration and a score of zero to 23 indicating no FTS integration.⁶

The Vermont FTS Network defined a FTS school as one that had at least some integration in any of the five content areas described above. This may differ from the self-identified FTS status provided by the school as the Network definition was based on responses to FTS programming and activities questions and did not take self-perceptions of FTS status of the school into account.

An overall level of integration, representative of integration across the five content areas, was determined based on the overall level in each content area, described above. If a school had no integration in any content area, they were counted as having a total level of integration of none. If they had some to high FTS integration in at least three of the five content areas their total FTS integration level was counted as having some integration. Schools who had high FTS integration in at least four of the five content areas were defined as having a total FTS integration of high.

⁵ Vermont FTS Network. 3 Step Guide To Starting & Strengthening Your Vermont Farm to School Program. 2017. <https://vermontfarmtoschool.org/sites/default/files/uploads/network-booklet-feb-2017.pdf>.

⁶ **Data Note:** Two schools who had some, but very limited, FTS activity occurring at the school did not meet the predetermined threshold established for integration and were initially categorized as no integration and non-FTS schools however, despite their respective scores, after review of the data they were reclassified as having some integration in the content areas where they demonstrated some activity/programming and recategorized as an FTS school.

Limitations

Data from the Vermont Integrated Food, Farm, and Nutrition Programming (aka FTS) Data Harvest were not raked or weighted. Raking and weighting are common methods used with survey data to account for the inevitable non-random sample of non-respondents and normalize the sample distribution to the population of interest. As the Data Harvest is a voluntary survey, selection bias may be present in some data. Additionally, not all schools provided responses to all questions. Results presented are based on schools that provided responses to the survey questions being analyzed to produce a specific data point presented in this report, e.g. determining the curriculum integration level was based on five questions, therefore only the schools that provided responses to all five questions were analyzed for that task.

The phrase *“food, farm, and nutrition integration”* was an attempt to universalize the language for FTS in the hopes that schools without a formalized FTS program would feel this survey applied to them as well. Though respondents felt the phrase was a more neutral presentation than saying “Farm to School,” for some, particularly those schools without a formalized FTS program, it still evoked a strong reference to FTS. As a result, fewer schools without a formalized FTS program initially responded than those identifying as FTS schools. Outreach was conducted during the response period to encourage survey participation among all schools. During this time, FTS schools without formalized programs were specifically encouraged to respond as their thoughts and activities were important in understanding the overall picture of FTS in Vermont and how the FTS Network might help expand and deepen FTS programs, as well as identify barriers and needs that could help schools begin a formalized FTS program and/or purchase local food. This outreach was critical in increasing the response rate overall but was particularly important in increasing the response of self-identified non-FTS schools.

To better understand the respondent sample, further outreach was conducted with staff from Vermont FEED and regional FTS Network partners as well as review of school websites to determine the FTS status of the schools who did not respond to the Data Harvest. Of schools who did not respond to the Data Harvest (165 schools), 73% were identified as having any kind of FTS programming/activities and were considered FTS schools; 4% had no FTS programming or activities and thus considered non-FTS schools; and the FTS status on 22% could not be determined. Combining these data with results from the Data Harvest show that **overall in Vermont, 80% of Vermont primary and secondary schools are FTS schools, 8% are non-FTS schools. The FTS status could not be confirmed at 11% of schools.** A statistical power analysis was performed to identify the ability of the response sample to be able to reliably predict the overall status of FTS in Vermont. The results of the power analysis showed high statistical power (0.88) for results representing both FTS schools and non-FTS schools. It is important to make note that though there is high statistical power, the data presented here are self-selected respondents who chose to participate, not a random sample. Statistical power of each set of data presented will vary slightly from this overall calculation but should not significantly deviate from the identified statistical power.

The results of the power analysis alongside the fact that the Data Harvest response sample is relatively similar in its breakdown of FTS schools to non-FTS schools as the schools who did not respond to the Data Harvest and the overall proportions of FTS and non-FTS schools identified across Vermont, **these data may be assumed to effectively represent activity/programming related to FTS at FTS schools and non-FTS schools statewide** with 95% confidence.

The focus of this report is to show the results of the Data Harvest. The FTS Network Evaluation Team will use these results to develop recommended actions for improving FTS activities and programming.

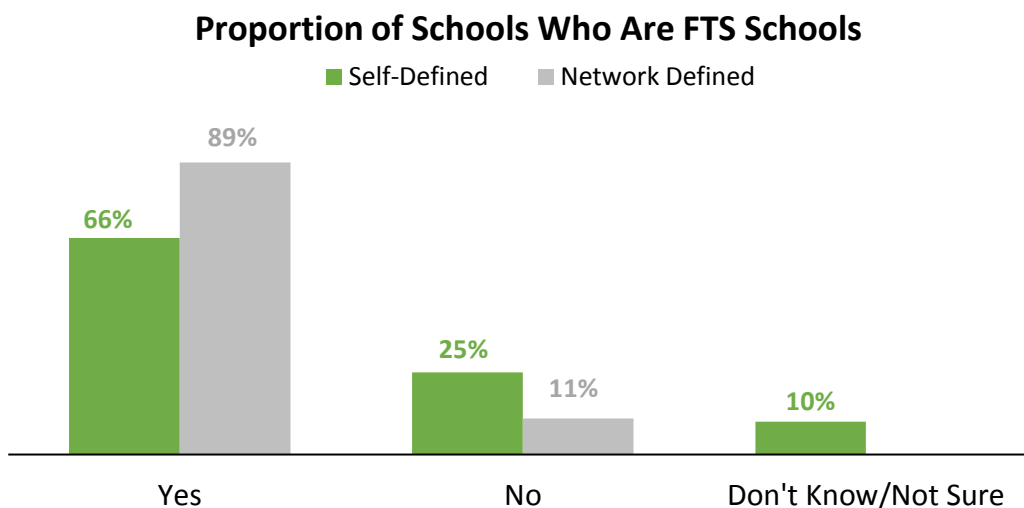
FTS Participation, Integration, and Progress Toward Network Goal

A primary objective of the data harvest was to help the Vermont FTS Network understand where Vermont schools overall are in relation to the Network/State goal outlined in Act 63 and described in the introduction.

Participation in FTS

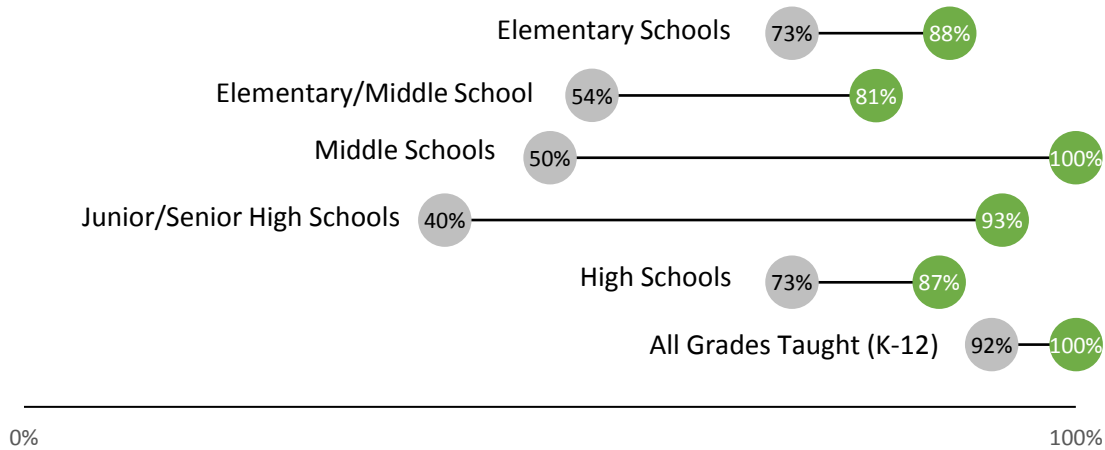
On the Data Harvest, respondents were asked if their school considered itself to be a participant in integrated food, farm, and nutrition (Farm to School) programming. This identifies how schools view themselves in relationship to FTS. However, as FTS implementation is a spectrum of activities not necessarily requiring the existence of an integrated or formalized FTS program, the Vermont FTS Network therefore defined a school as a FTS school based on a set of criteria which evaluated FTS programming and activities occurring at the school (see methods section, pg. 4 for a full description).

More schools were considered FTS than self-identified as such. As of the 2016/2017 school year, two-thirds (66%) of schools identified themselves as FTS schools while a quarter (25%) did not and 10% of schools did not know or were not sure whether they were a FTS school. When school's responses regarding integrated food, farm, and nutrition programming were reviewed, 23% of schools self-identified as not being a FTS school or did not know if they were a FTS school were considered one by the FTS Network (data not shown). Overall, 89% of respondent schools were considered FTS schools due to the fact that they all engaged in at least some FTS programming or local purchasing. Local food can be a subjective term. While all definitions are valid, for the purposes of the Data Harvest, local food was defined as food being grown or produced in Vermont or within 30 miles of its borders.



The proportion of schools considered FTS schools differed by school type. Of schools who taught all grade levels K-12, 92% considered themselves to be FTS schools. Nearly a quarter of elementary schools and high schools (73%) considered themselves FTS schools while about half of elementary/middle schools (54%) and middle schools (50%) felt the same. Forty percent of junior/senior high schools considered themselves to be FTS schools. Using the FTS Networks definition of FTS, regardless of school type, more schools are considered FTS schools than self-identified as such. All (100% of respondents) middle schools and schools teaching all grades were considered FTS schools and 93% of junior/senior high schools were considered FTS schools. Eighty-eight percent of elementary schools, 87% of high schools, and 81% of elementary/middle schools were considered FTS schools under Network definition.

Self-Defined and Network Defined FTS Schools by School Type

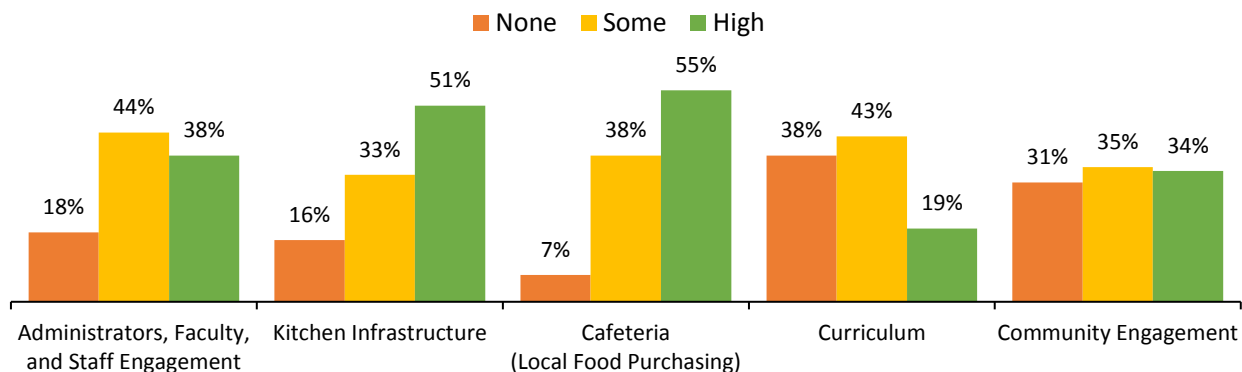


Level of FTS Integration

The objective of FTS is to integrate food systems learning into the curriculum in a way that connects with the local farmers/producers in the community. The goal is that students learn where their food comes from and the value of healthy eating through both didactic and hands on learning opportunities. FTS development and integration is a process that grows, deepens and gets embedded in school culture over time. In Vermont, we refer to this integration as connecting the three C's: Classroom, Cafeteria and Community.⁷ There are also critical partners in a strong farm to school program such as school faculty, staff and administrators, as well as key infrastructure elements including kitchen equipment, school gardens, and the ability to purchase local food.

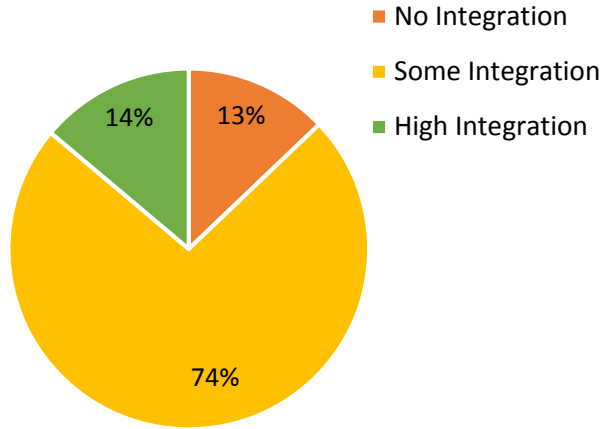
Across the five content areas of FTS development, curriculum was the most challenging area for integration with 38% of schools demonstrating no integration. Another content area demonstrating challenges to integration was community engagement which had a relatively even distribution of schools across all integration levels. Integration was most common in the cafeteria (local purchasing) content area followed by kitchen infrastructure with over half of schools demonstrating high integration in these content areas (55% and 51%, respectively) with another third of schools demonstrating some integration in these areas (38% and 33%, respectively).

Level of FTS Integration Across the Five Content Areas of FTS Development



⁷ What is Farm to School? The 3-C Approach. vtfeed.org. <https://vtfeed.org/what-farm-school>. Accessed August 6, 2018.

Total Level of Farm to School Integration in Vermont Schools



Nearly three in four (74%) Vermont schools have at least some FTS integration while 14% have high integration. One in eight (13%) schools have no FTS integration. Given the overall distribution of FTS to non-FTS schools (described in the limitations, pg. 5) this is likely an accurate representation of FTS integration in Vermont schools overall. For methods on defining overall integration, see the methods on pg. 4.

Progress Toward Goal

Measuring the Network’s goal according to the full details of Act 63 cannot effectively be accomplished in a school-based survey. For instance, identifying a local farmer/producer as socially just or a local food system being sustainable are not information schools may know or have at their disposal. However, proxy measures to gain a sense of progress were possible. Respondents were asked questions that will allow for the assessment of FTS programming integration into curricula and community collaboration as well as the total budget spent on purchasing local food.

To that end, 61% of schools have at least some FTS curriculum integration and 68% have at least some FTS community integration. Sixty-one percent of schools have FTS integrated into their curriculum **AND** have integrated community engagement while 26% have achieved integration with at least one of those categories and 13% have no FTS integration in either.



FTS programming integrated into curriculum.

61% had at least some

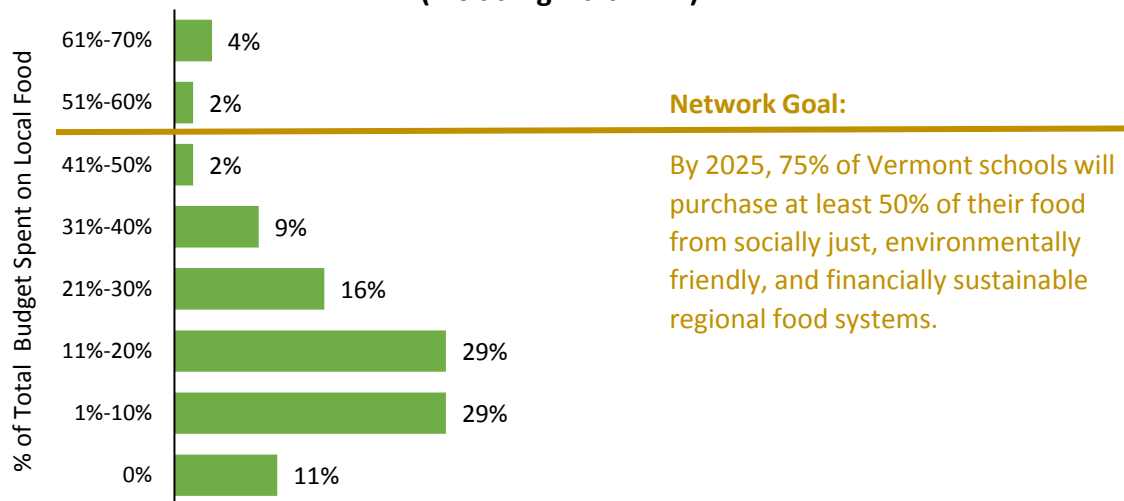


School FTS integration with community.

68% had at least some

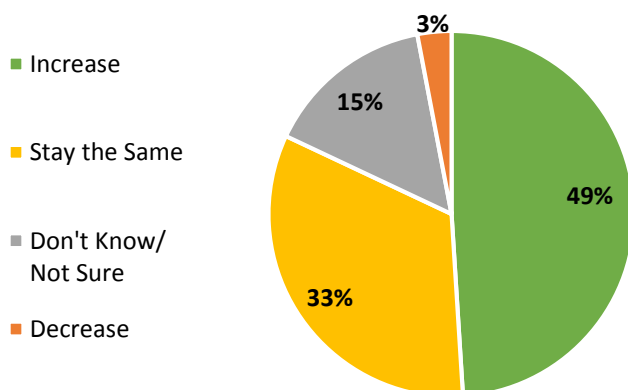
One third of schools purchased more than 20% of their food locally. Six percent of schools met the Vermont FTS Network goal of spending 50% of their food budgets on local food. The majority of Vermont schools spent 1% to 20% of their total budget on purchasing local food (58%). The Data Harvest did not collect whether purchases were from socially just, environmentally friendly, or financially sustainable regional food systems and therefore cannot not say with certainty that 6% of schools have met that target. It should be noted that the Vermont FTS Network goal is for purchasing food from *regional* food systems (e.g. New England or the northeast U.S.). The Data Harvest measured only food purchased from *local* food systems.

School Budget Spending on Local Food (Including Fluid Milk)

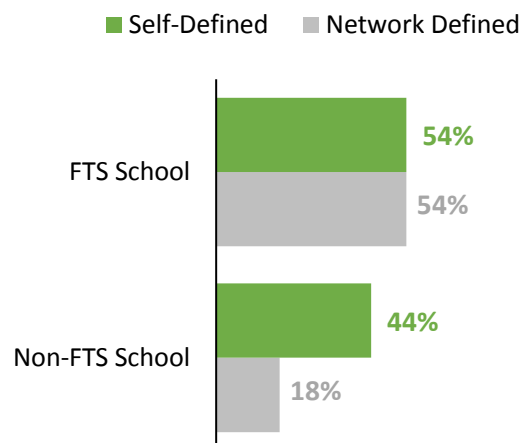


Nearly half (49%) of schools said that they expected to increase the amount of local food that they purchased for the 2018/2019 school year. A third (33%) planned to purchase the same amount that they did in the 2016/2017 school year, 15% didn't know or weren't sure and 3% of schools planned to decrease the amount of local food they purchased in the 2018/2019 school year. Over half (54%) of schools defined as FTS schools by the Network planned to increase their spending on local food and 18% of non-FTS schools said the same. Of self-defined FTS schools, 54% planned to increase their spending on local food and 44% of self-defined non-FTS schools planned to increase their spending on local food.

Plans to Purchase Local Food in the 2018/2019 School Year



Schools Planning to Increase Spending on Local Food by FTS Status

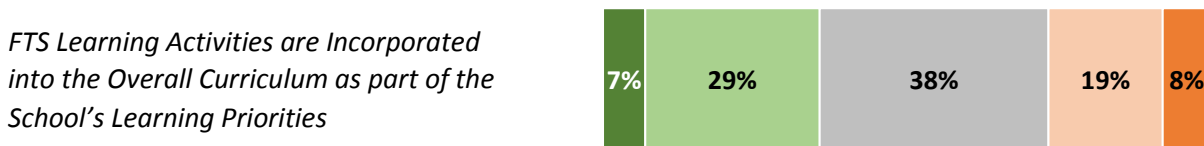
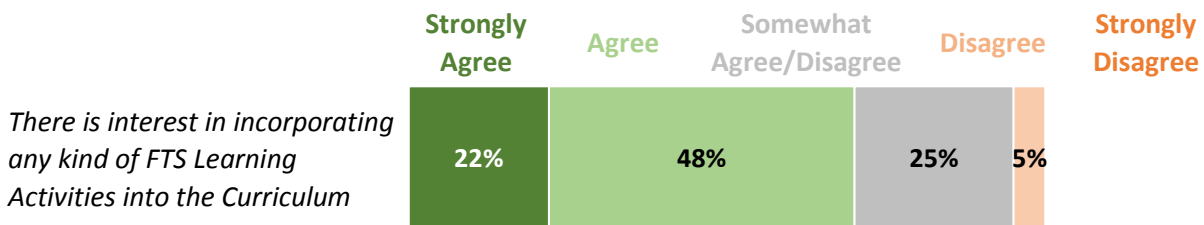


Barriers and Challenges to Integration

Although great progress has been made, there are still several barriers that have been identified as making it challenging to integrate FTS programming/activities. Barriers assessed included integration in the classroom (including opportunities for professional development), kitchen infrastructure around accommodating local food, and local food purchasing.

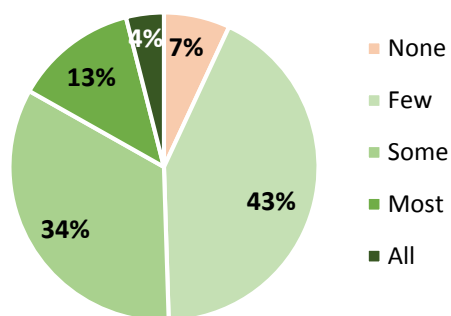
Classroom Integration Challenges

Often, simply getting FTS activities/programming into the curriculum or classroom can be a challenge for a variety of reasons. Due to this, data on classroom integration challenges focuses on this issue. Seven in ten (70%) schools agreed or strongly agreed that there was interest at the school in incorporating any kind of FTS learning activities into the curriculum. Only a little over a third (36%) of schools agreed/strongly agreed that FTS learning activities were incorporated into the overall curriculum as part of the school's learning priorities while 27% disagreed or strongly disagreed that this was the case.

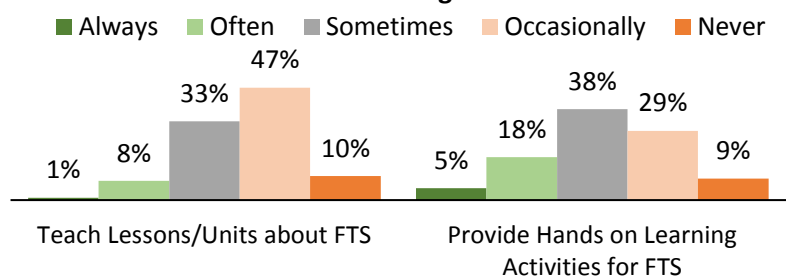


Half of schools (50%) reported that none or few teachers are incorporating FTS learning into lessons or units while 16% of schools reported most or all teachers do the same. A third of schools (34%) reported some teachers incorporated FTS learning. Nearly three in five schools (58%) reported that teachers never or occasionally taught lessons or units on FTS while 9% said that teachers often or always taught such lessons or units. Less than one in ten (9%) schools indicated that they never incorporated hands on learning activities for FTS while 24% said that they often or always incorporated such activities.

Proportion of Teachers Incorporating FTS Learning

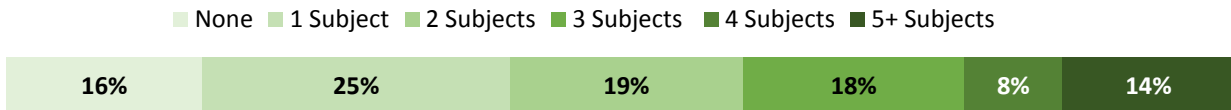


Frequency of FTS Lessons/Units and Hands-On Learning

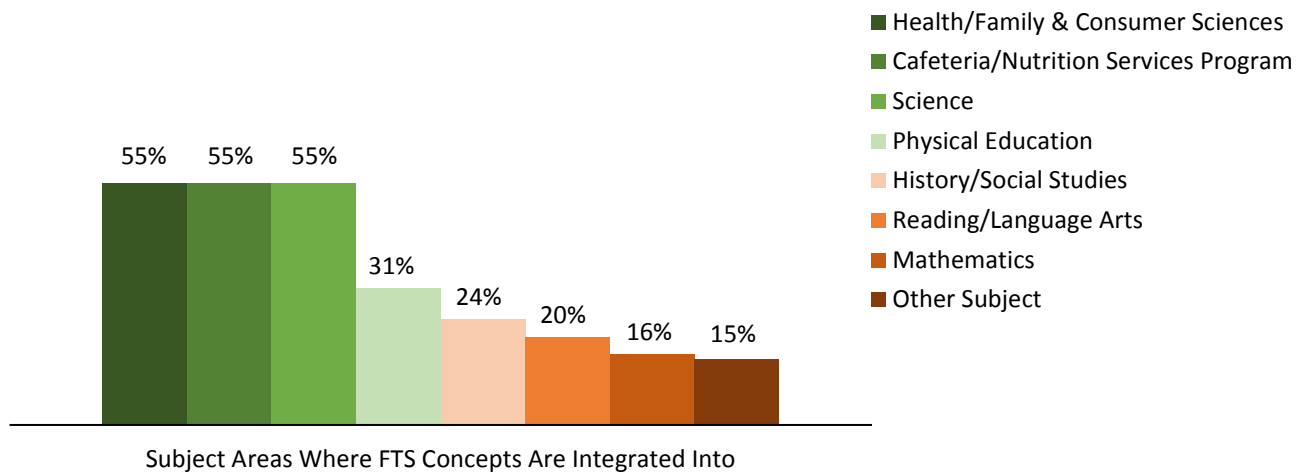


The majority of schools have incorporated FTS concepts into at least one subject area (84%). A quarter of schools had integrated FTS concepts into only one subject, 19% into two subjects, 18% three subjects, 8% four subjects and 14% had FTS concepts integrated into five or more subjects. FTS concepts were most often integrated into health/family and consumer sciences (55%), cafeteria/nutrition services programs (55%), science (55%) and physical education (31%). FTS concepts were least likely to be incorporated into lessons on mathematics (16%) and other subject areas (15%).

Number of Subjects FTS Concepts Have Been Integrated With, 2016/2017 School Year



Subject Areas Where FTS Concepts Have Been Integrated Into Lessons

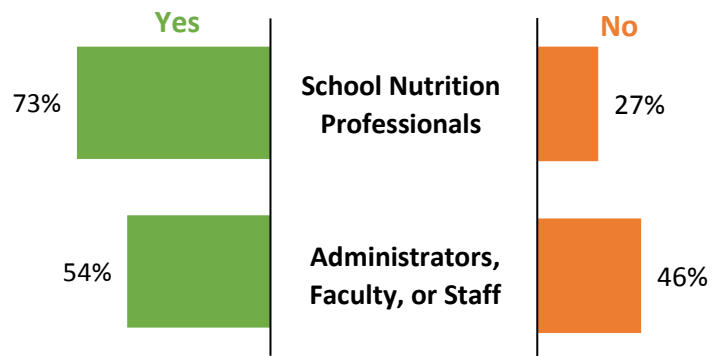


Professional development is an important strategy schools can use to ensure that administrators, faculty, staff, and FTS coordinators continue to strengthen their practice to develop the knowledge and skills they need to address farm to school programming/activities.

Professional development opportunities in FTS were commonly made available to school nutrition professionals. Almost three quarters

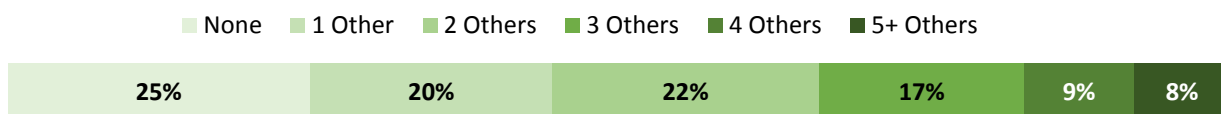
(73%) of schools indicated that professional development opportunities for FTS, including the use of local food, have been made available to school nutrition professionals in the last two years. A little over half (54%) of schools reported that professional development opportunities were made available in the last two years for administrators, faculty, or staff.

Opportunities for Professional Development in FTS, Including the Use of Local Food, in the Last Two Years

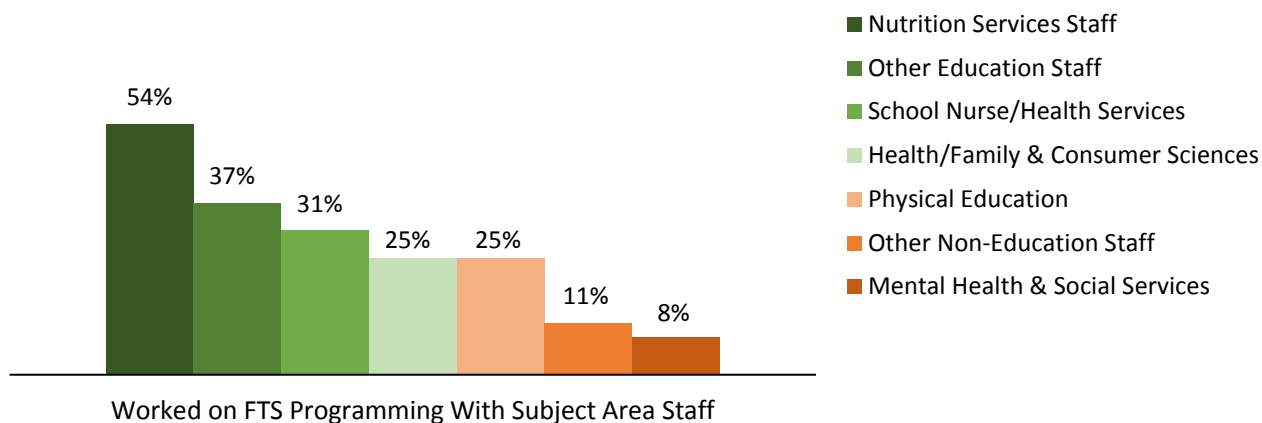


Three-quarters (75%) of schools had staff who collaborated with faculty/staff in at least one other subject area. Over half (56%) reported collaborating with faculty/staff in two or more subject areas. Staff most frequently worked with nutrition services staff (54%) followed by other education staff (37%) and school nurse/health services staff (31%). They were least likely to work with mental health and social services staff (8%) and other non-education staff (11%).

Number of Additional Subject(s) FTS Instruction Collaborated With, 2016/2017 School Year



Collaboration on FTS Programming With Other School Faculty/Staff



To facilitate FTS learning, school staff who teach FTS were most often provided with strategies that are age-appropriate, relevant, and actively engage students in learning (51%) followed by goals, objectives, and expected outcomes (38%). They were least likely to be provided with a chart describing the annual scope and sequence of instruction for FTS learning (16%).

Instructional materials provided to those who teach FTS that were designed using resources from USDA, National/Vermont FTS Grant Program, VT FEED, or similar professional organization.

Instructional Material*	
Strategies that are age-appropriate, relevant, and actively engage students in learning	51%
Goals, objectives, and expected outcomes for FTS learning	38%
Methods to assess student knowledge and skills related to FTS learning	29%
A written curriculum that includes objectives and content addressing FTS learning	26%
A chart describing the annual scope and sequence of instruction for FTS learning	16%

*Respondents were instructed to only consider instructional materials designed using resources from USDA, National/Vermont FTS Grant Program, VT FEED, or similar professional organization.

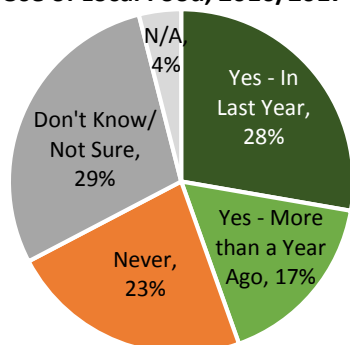
About 55 respondents indicated that these materials were not applicable and were excluded from the above calculations.

Kitchen/Cafeteria Infrastructure and Programming

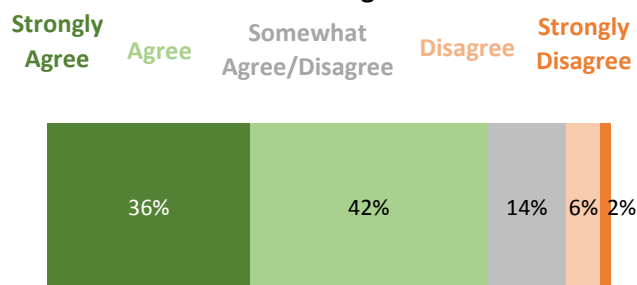
Whether a school's kitchen and cafeteria can accommodate the use of local foods directly speaks to their ability to use local food as well as provide for FTS programming opportunities in the cafeteria (e.g. taste tests). In the Data Harvest, accommodating local food refers to the processing, storing, preparing, and/or serving of local food.

More than two in five schools (45%) have evaluated their kitchen's ability to accommodate the use of local food. Twenty-eight percent did so in the last year. A third of schools (33%) did not know if the kitchen had ever been evaluated for its ability to accommodate the use of local food or said that this did not apply to their school. Almost a quarter of schools (23%) indicate that the kitchen had never been evaluated for the ability to accommodate local food. The majority of schools (78%) agreed or strongly agreed that their kitchen is adequate for use in accommodating local food, compared to 8% who disagreed or strongly disagreed. When looking only among schools who have evaluated their kitchen, thought about the kitchen's adequacy did not substantially differ from that of all schools. Forty-six percent of schools agreed or strongly agreed that the kitchen's equipment and capacity to accommodate the use of more local food are periodically evaluated compared to 29% who disagreed or strongly disagreed (data not shown).

Schools Who Have Evaluated the Kitchen's Ability to Accommodate the Use of Local Food, 2016/2017

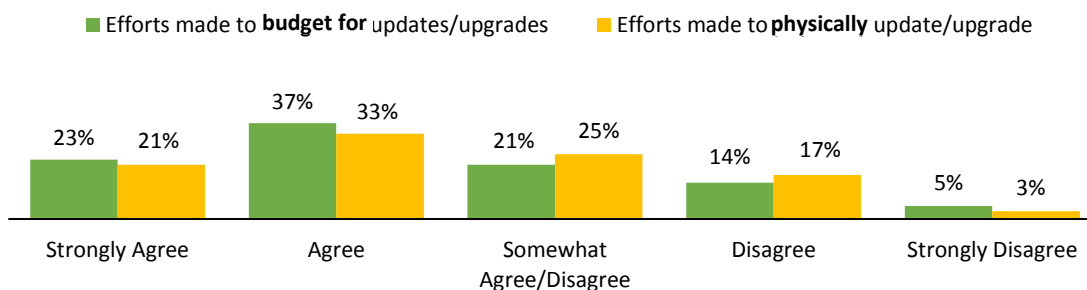


School's Kitchen is Adequate for Use in Accommodating Local Food



Most schools felt that efforts to update/upgrade their kitchen to accommodate local food were made. Three in five schools (60%) agreed or strongly agreed that their school has made efforts to budget for updates/upgrades to the cafeteria to accommodate more local food. Fifty-four percent of schools have made efforts to physically update/upgrade the cafeteria to accommodate the use of more local food. Among schools who agreed or strongly agreed that they have ever made efforts to budget for updates/upgrades to the kitchen to accommodate more local food, 91% agreed or strongly agreed that they have made efforts to physically update/upgrade the kitchen to do so (data not shown).

Efforts Made for Cafeteria to Accommodate More Local Food



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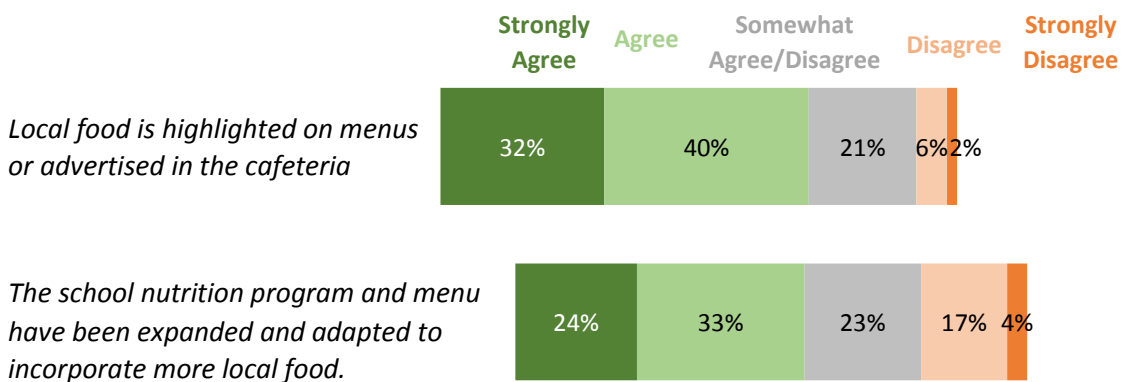
Among the 78% of schools who have ever tried to modify the school nutrition program to incorporate more local food, two-thirds (67%) agreed or strongly agreed that their nutrition program is understood to be an integral part of nutrition awareness and education at the school.



School nutrition program understood to be integral in nutrition awareness and education.

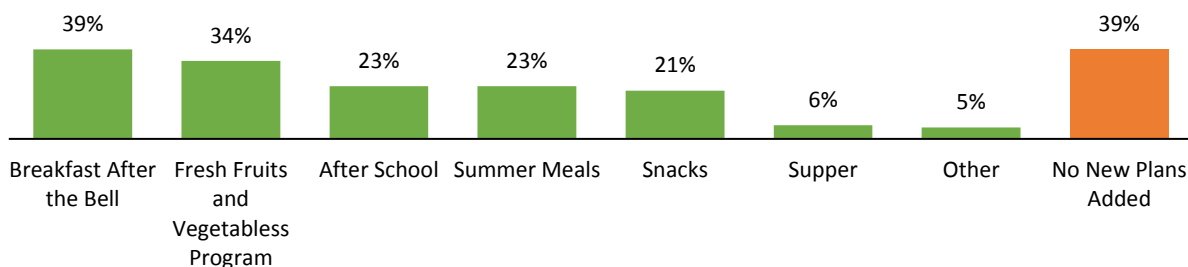
29% Strongly Agree
39% Agree

Almost three-quarters of schools agreed or strongly agreed that their school highlights local food on menus or advertises it in the cafeteria while only 8% disagreed or strongly disagreed. Over half (57%) of schools agreed or strongly agreed that their nutrition program and menu have been expanded or adapted to incorporate more local food.

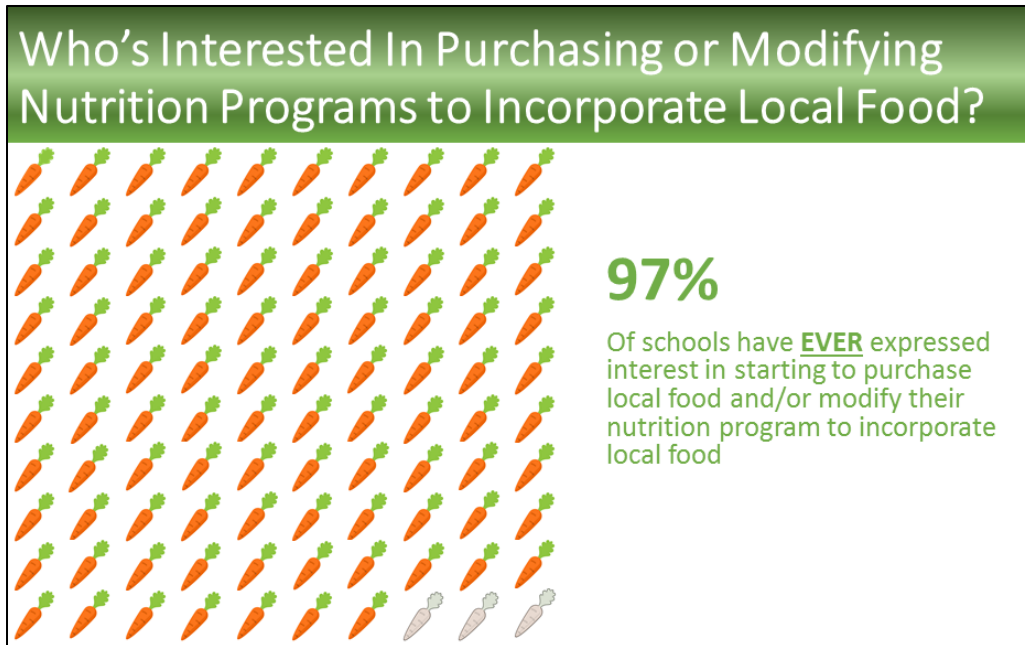


In the last two years, two in five schools (39%) added the breakfast after the bell program while a third (34%) added the fresh fruits and vegetables program. Nearly a quarter (23%) added after school meals or summer meals while 21% added snacks. Less than half as many added supper or other programs. Thirty-nine percent of schools did not add any nutrition programs in the last two-years. Over half of schools (51%) agreed or strongly agreed that student participation in the school’s nutrition program is increasing compared to the 20% who disagreed or strongly disagreed (data not shown).

Proportion of Schools Who Have Added New Meal Plans in the Last Two-Years



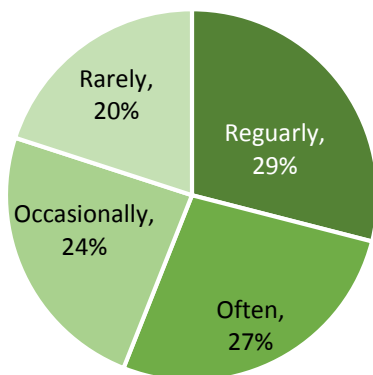
Among all schools, 97% of respondents reported that interest in starting to purchase local food and/or modifying their school nutrition program to incorporate local food has ever expressed at their school.



Local Purchasing

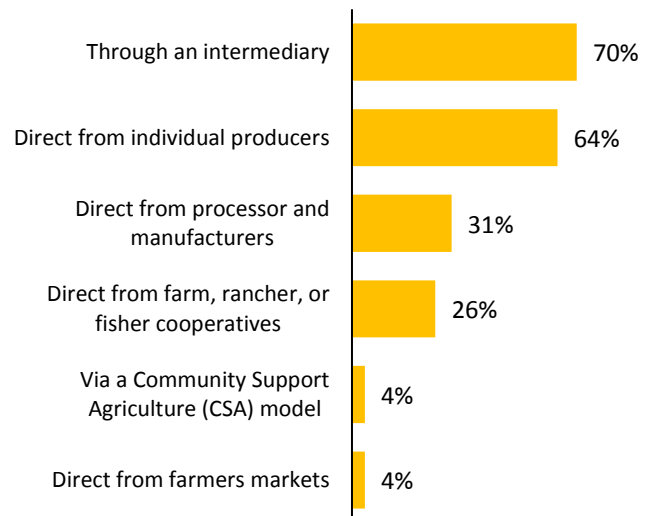
Almost nine in ten (87%) of schools reported that they purchased food from a local producer during the 2016/2017 school year. Of schools who purchased food during the 2016/2017 school year, 29% did so regularly, 27% did so often, 24% occasionally and 20% did so only rarely. Schools who purchased local food during the 2016/2017 school year most commonly (70%) purchased food through an intermediary (i.e. distributor, food hub, food management company) or direct from individual producers (i.e. farmers, fishers, ranchers) (64%) and least via a community supported agriculture model or direct from Farmers Markets (both 4%).

Frequency of Purchasing Local Food

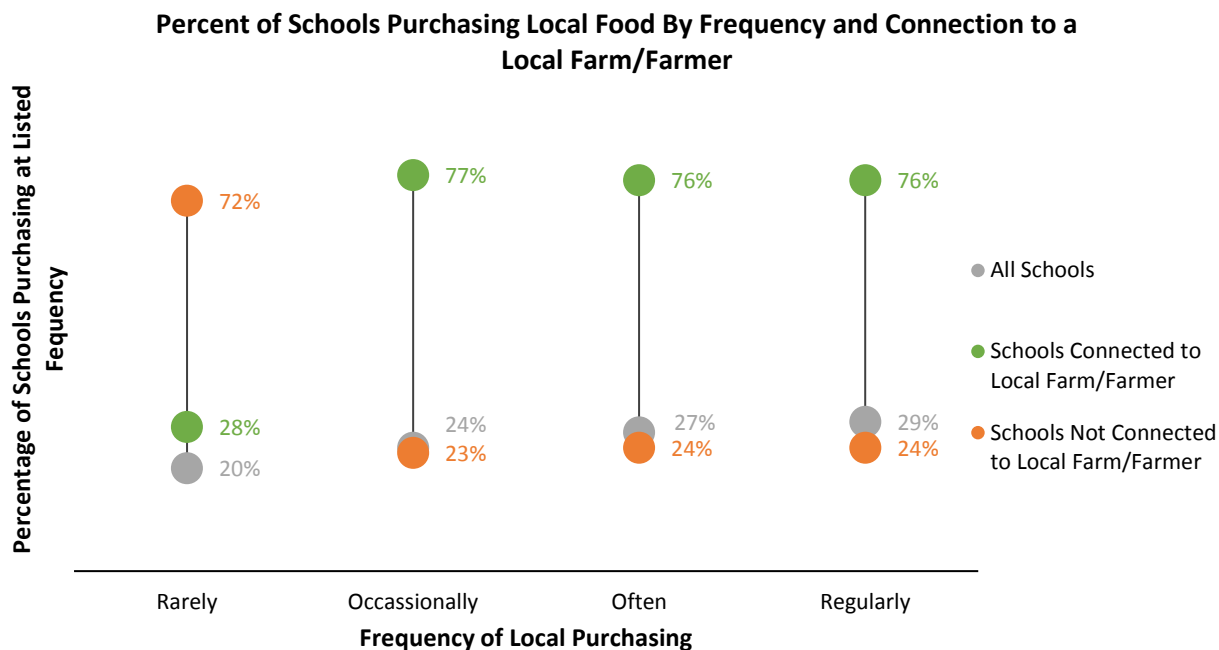


Among schools who purchased local food in the 2016/2017 school year.

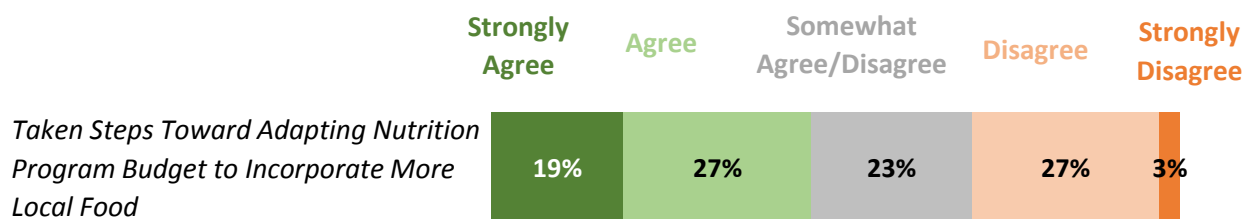
Distribution Sources Where Schools Purchased Local Food



The frequency of purchasing local food differed by whether a school had a connection to a local farm/farmer. Schools without a connection to a local farm/farmer were more than two and a half times as likely to purchase local food rarely compared to schools connected to a local farm/farmer (72% vs. 28%). Schools connected to a local farm/farmer were more than three times as likely than those not connected to a local farm/farmer to purchase food occasionally (77% vs. 23%), often (76% vs. 27%), or regularly (76% vs. 24%).



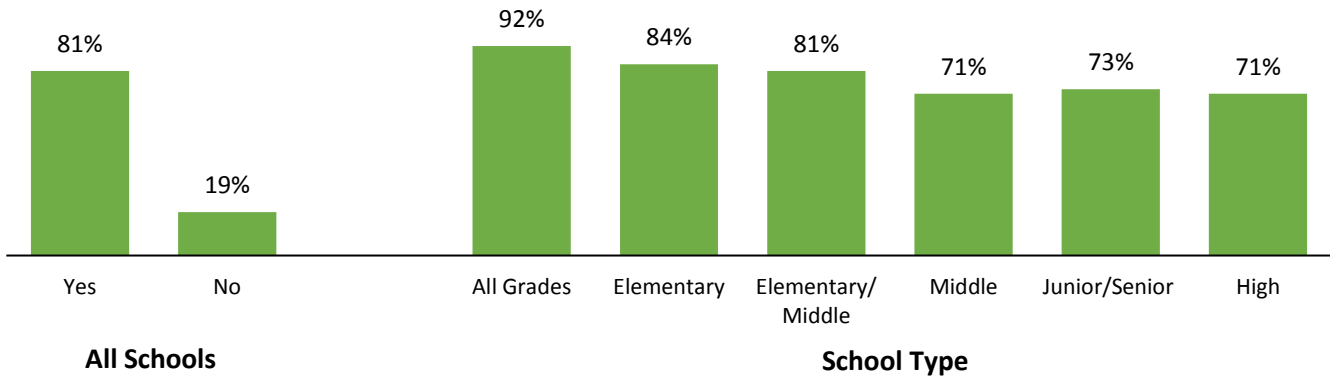
Almost half of schools (46%) agreed or strongly agreed that their school has taken steps towards adapting the school nutrition program budget (i.e. raising money, investing general funds, etc.) to incorporate more local food. Three in ten schools strongly disagreed or disagreed that their school has done the same.



The majority of schools (81%) indicated that they have a school garden. The percentage of schools having a school garden decreased as elementary grades taught decreased. A higher proportion of schools with elementary grade levels have school gardens than schools with only middle/high school grade levels. Among schools who have a school garden, 39% purchased food from it to use in the cafeteria (data not shown).



Schools Who Have a School Garden, by Grade Level Taught



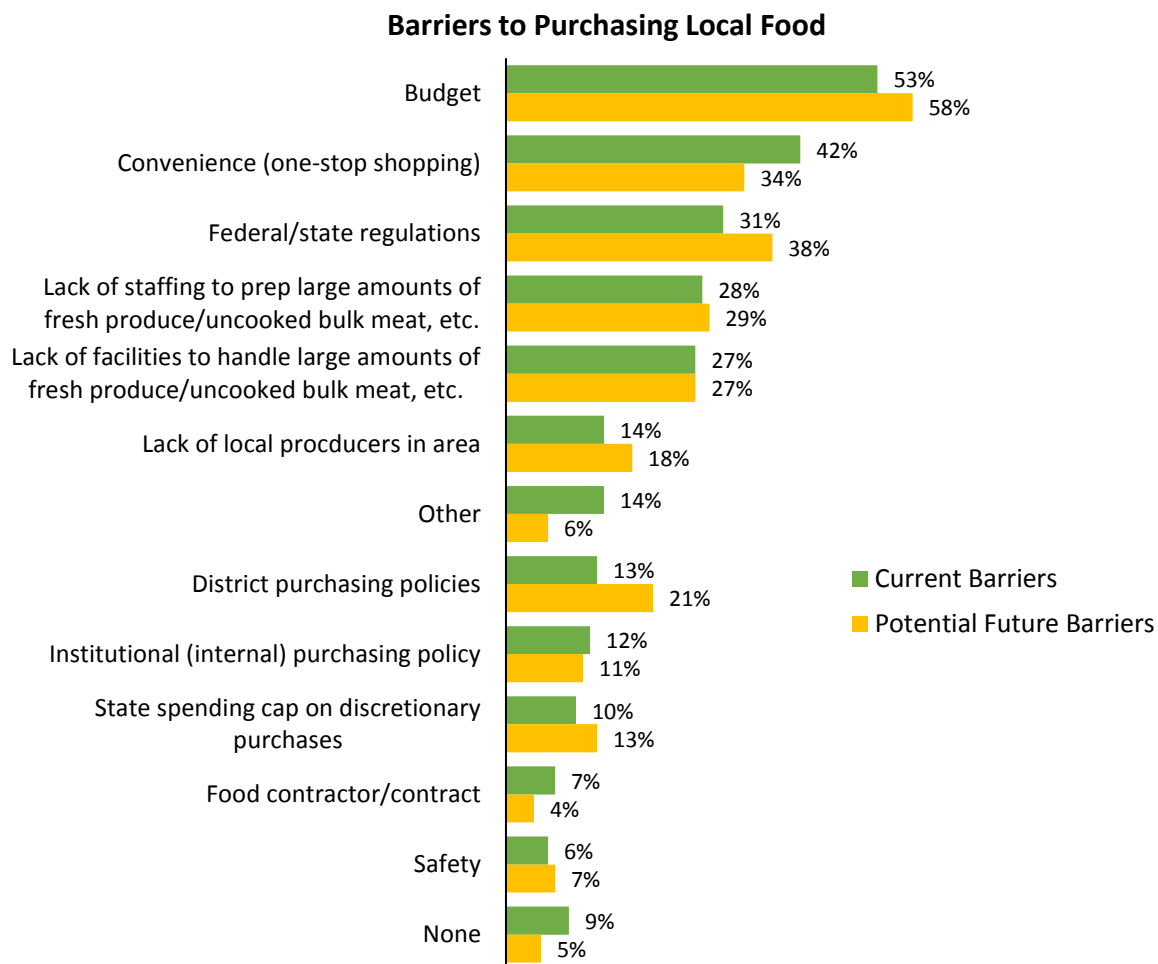
The most common top 3 local products purchased by Vermont schools during the 2016/2017 school year were vegetables, fruit, and maple with 66% of schools purchasing vegetables, 49% purchasing fruit, and 41% purchasing maple products. The top 3 local products purchased did not differ based on whether a school self-identified as a FTS school or was defined as a FTS school by the Network based on reported activities, though differences in the proportions did exist between the groups. For example, a higher proportion of Network defined FTS schools purchased bakery products (12%) than self-defined schools (8%) and self-defined FTS schools were more likely to purchase vegetables (74%) than network defined FTS schools (70%).

Frequency schools purchased local products overall and by FTS Status

Local Product	Network Defined FTS School	Self-Defined FTS School	All Schools	All Schools Ranking
Vegetables	70%	74%	66%	
Fruit	52%	50%	49%	
Maple	42%	48%	41%	
Meat/Poultry	23%	25%	20%	
Other Dairy (Excluding Milk)	21%	23%	18%	
Cheese	17%	19%	17%	
Bakery Product	12%	8%	12%	
None	7%	6%	12%	
Eggs	12%	10%	11%	
Flour or Other Grains	2%	1%	2%	
Herbs	2%	2%	2%	
Plant-Based Protein Items	1%	0%	1%	

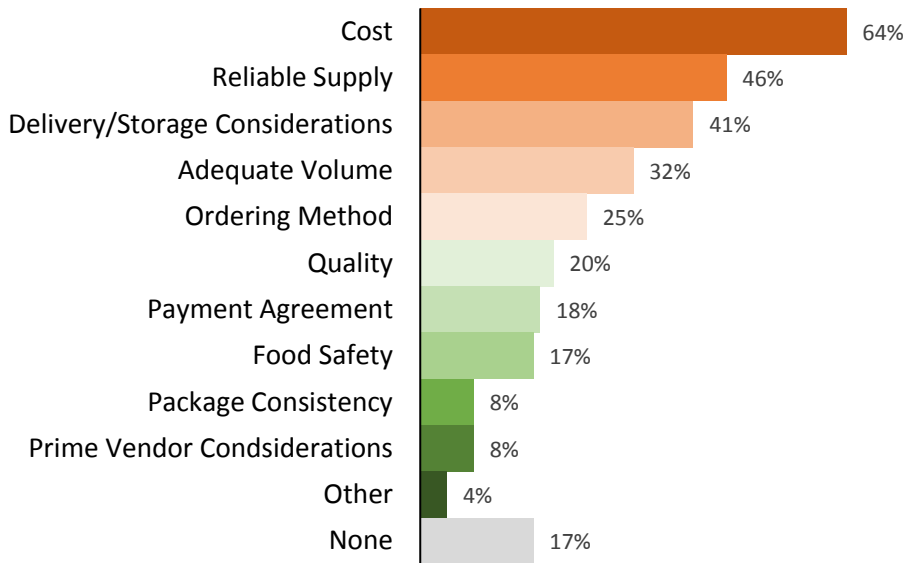
Vegetables, fruit, and other dairy products were the top 3 local products for those who purchased local food regularly while vegetables, maple, and fruit were the top 3 for those who occasionally purchased locally, and vegetables was the top local product purchased for schools who rarely purchased local food (data not shown).

Critical to helping schools in their efforts to purchase local food is understanding the obstacles they face. As of the 2016/2017 school year, the top three most common current barriers to purchasing local food for schools were budget, convenience (one-stop shopping), and Federal/State regulations. Over half of schools (53%) reported their budgets to be a current barrier while 42% indicated convenience as a barrier and 31% indicated Federal or State regulations were a barrier. Similarly, budget (58%), Federal or State regulation (38%) and convenience (34%) were the top three barriers to local purchasing that could prevent schools from purchasing locally in the future. Of note, 13% of schools indicated that district purchasing policies were a current barrier to purchasing locally, this almost doubled (21%) when looking at what barriers could prevent local purchasing in the future.



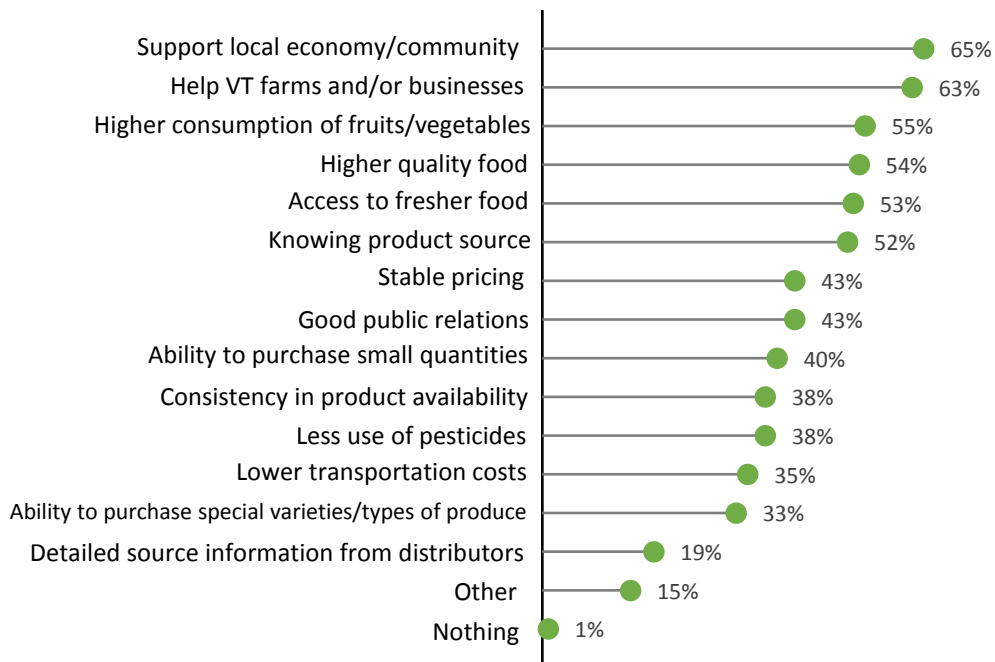
As of the 2016/2017 school year, the top three concerns about purchasing local food were cost, being able to get a reliable supply, and delivery and storage considerations. Almost two thirds (64%) of schools felt that cost was the biggest concern in purchasing locally. More than two in five schools indicated that being able to get a reliable supply (46%) and delivery and storage considerations (41%) were also top concerns about purchasing. Package consistency (8%), prime vendor considerations (8%) and other concerns (4%) were the most infrequently reported concerns. Less than one in five (17%) schools reported having no concerns with purchasing local food.

Schools Concerns with Purchasing Local Food

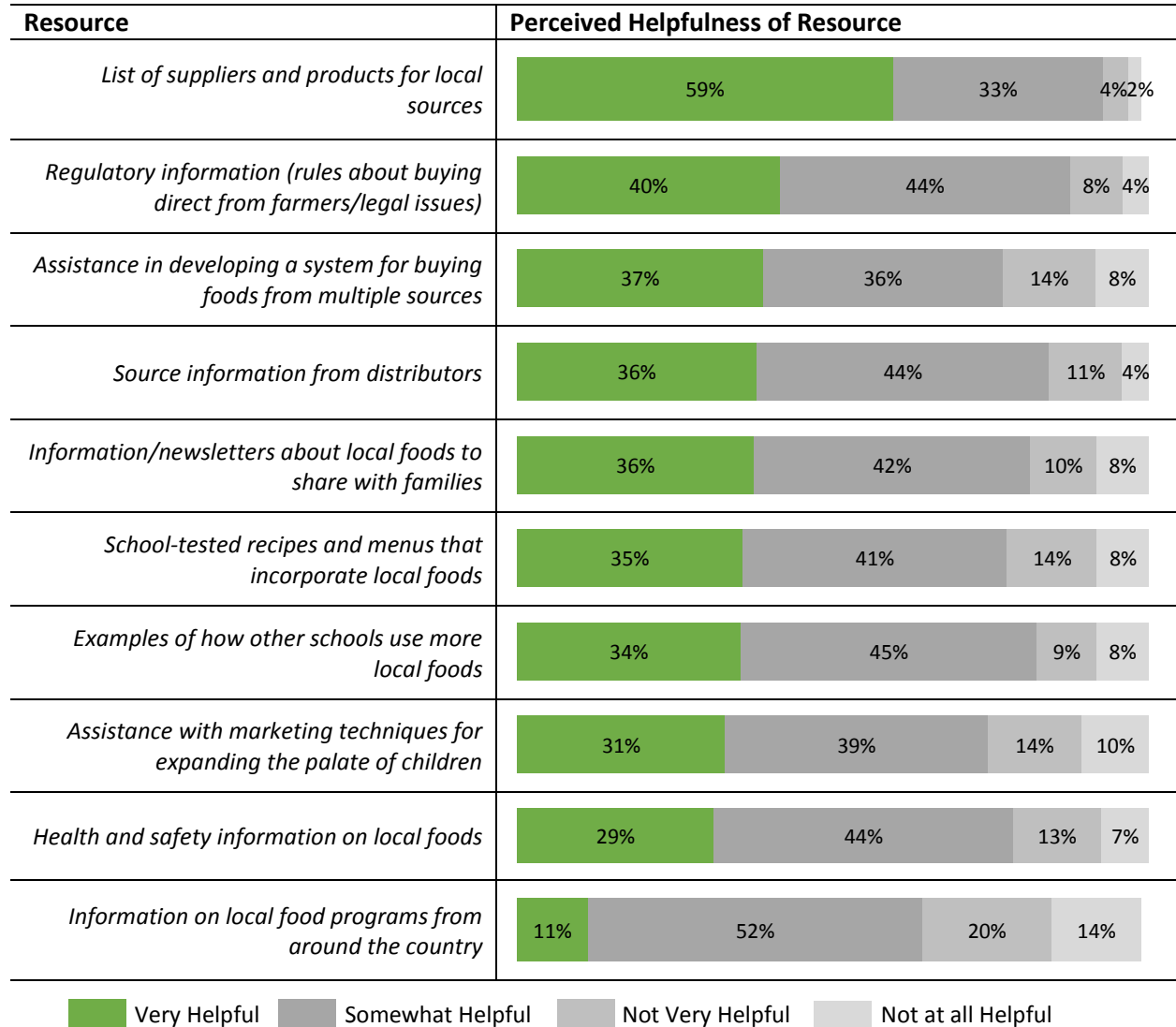


The top three motivating factors schools identified for them to start, continue, or increase local purchasing were supporting the local economy and community (65%), helping Vermont farms and/or Vermont businesses (63%), and having a higher rate of consumption of fruits and vegetables among students (55%). Schools would be least motivated by having detailed source information from distributors (19%) or other factors (15%). Only 1% of schools indicated that nothing would motivate them to start, continue, or increase purchasing local food.

Top Motivating Factors for Schools to Purchase Local Food



To assist schools in their efforts to purchase local food, they were asked to identify resources that they felt could aid them in their efforts. Schools overwhelmingly felt that having a list of suppliers and product information for local food sources would be most helpful in increasing their purchase of local food, with 59% of schools indicating it would be very helpful. This indicates that the lack of a list like this could potentially be creating a barrier to local purchasing. The second most helpful resource schools identified that could help them was regulatory information; 40% of schools indicated this would be very helpful.

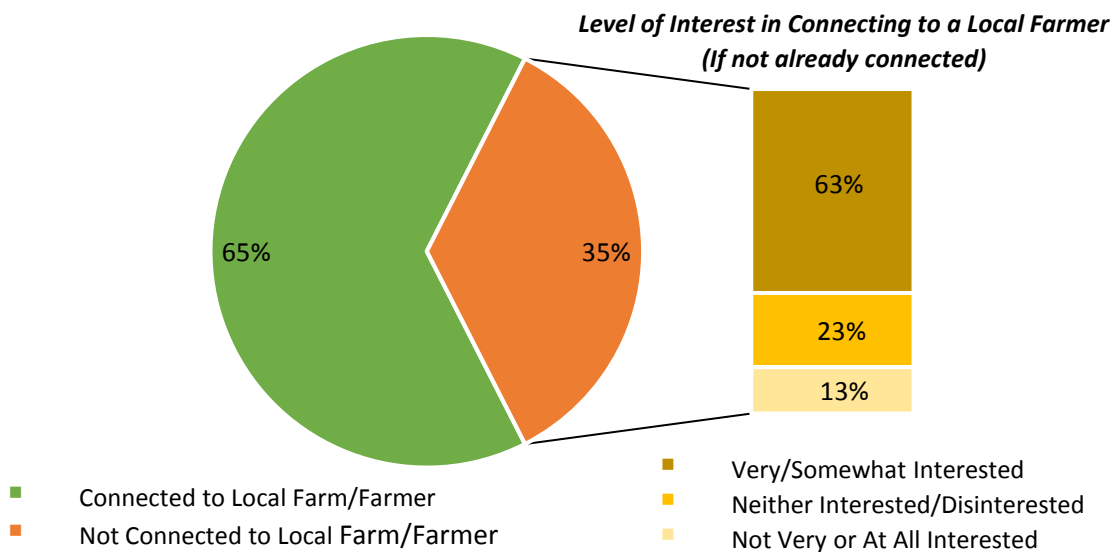


Community Engagement

One of the primary objectives of FTS is to strengthen the connection that schools have with the larger community. Farmers and food producers, culinary professionals, local business owners, and others, all have a role in supporting FTS. By engaging with the community, youth can learn about their connections to food and farms, while farmers are able to develop relationships with schools to help expand their local markets. Activities like community dinners, farm field trips, fundraisers, and harvest festivals are ways to involve the larger community in FTS programming. Larger community refers to the wider geographic area that is connected to or has vested interest in the school and its students (e.g. towns/local business or organizations that serve or are served by the school).

Almost two-thirds (65%) of schools indicated that they were connected to a local farm/farmer. Of schools not connected to a local farm/farmer, 63% indicated that they were very or somewhat interested in connecting to one, 23% were neither interested/disinterested and 13% were not very interested or not at all interested in connecting with a local farmer.

Connection and Interest in Connecting With a Local Farm/Farmer



More than three in five (61%) schools indicated that they engaged in integrated FTS learning activities with the larger community. Of those, nearly all (98%) reported having had students participate in farm field trips or agriculture-based learning with, or in, the community in the past two years; 86% did so in the past year. That is equivalent to 53% and 47% of all schools having participated in farm field trips or agriculture-based learning with, or in, the community in the past two years and past year, respectively.

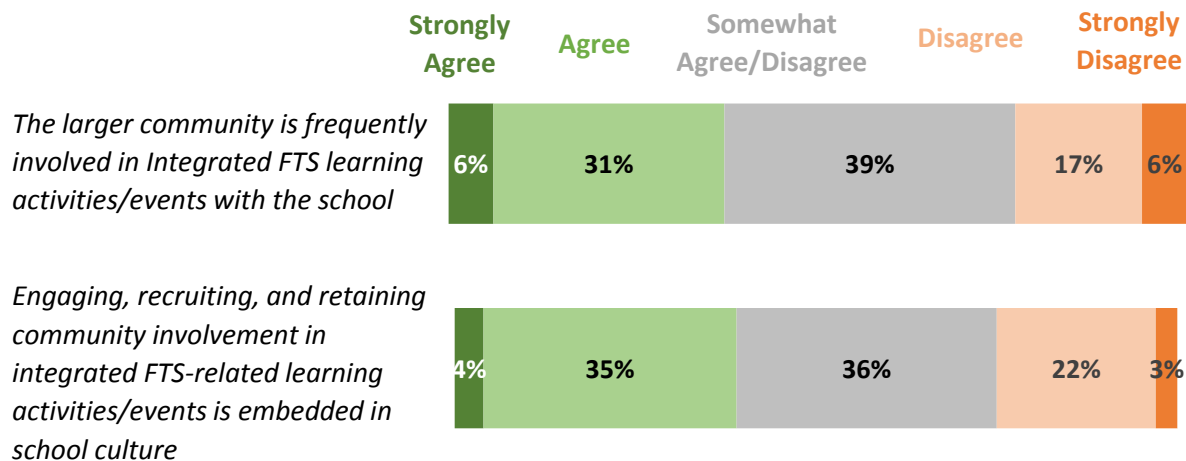


Participated in farm field trips or agriculture-based learning with/in the community

53% have in the past 2-years have

Among schools who reported that they engaged in integrated FTS learning activities with the larger community, 37% of schools indicated that they agreed or strongly agreed that the larger community is frequently involved in integrated FTS learning activities or events with the school. Almost two in five schools (39%) reported that they agreed or strongly agreed that engaging, recruiting, and retaining community involvement in integrated FTS learning activities or events is embedded in the school’s culture.

Current Involvement Between Schools and the Larger Community



While 61% of schools reported coordinating FTS learning activities with the larger community, 39% indicated that they were not. Among those schools who indicated that there was no coordination of FTS with the larger community, over a third (36%) felt or strongly felt that the larger community was interested in FTS learning activities and events with the school while only 8% disagreed or strongly disagreed (data not shown). Overall, three-quarters of schools (75%) were either coordinating FTS activities with the larger community or felt/strongly felt that the community was interested in doing so.

Are Communities Interested in FTS Learning Activities/Events With Schools?

3 in 4 (75%)

schools were coordinating FTS learning activities with the larger community or felt/strongly felt that the larger community was interested in FTS learning activities or events with the school

Contact Information

For more information *on this report*, contact Paul Meddaugh, MS, Vermont Department of Health (paul.meddaugh@vermont.gov; (802) 951-0133).

For more information *on Farm to School (FTS) in Vermont*, visit <https://vermontfarmtoschool.org/> or contact Betsy Rosenbluth, Vermont FTS Network (brosenbluth@shelburnefarms.org; (802) 985-0318).

For more information *on the Vermont FTS Grant Program*, visit https://agriculture.vermont.gov/vermont_farm_to_school_program or contact Alexandra Zipparo, Vermont Agency of Agriculture, Food and Markets (alexandra.zipparo@vermont.gov; (802) 505-1822).

Appendix: Vermont Integrated Food, Farm, and Nutrition Programming Data Harvest

What follows is a paper version of the Data Harvest that was administered to schools online

The intent of this Data Harvest is to understand the environment and activities of food, farm, and nutrition integration at the school level. Results will help us understand the degree to which schools are engaging in food, farm, and nutrition integration activities. Additionally, it will inform how to better support schools in implementing food, farm, and nutrition integration programming as well as understand and support Vermont schools' involvement in local food procurement and integrated food, farm, and nutrition programming.

Each school completing this Data Harvest will be entered into a raffle to plant their school garden for the 2018-2019 school year with Governor Phil Scott and Anson Tebbetts, Vermont Secretary of Agriculture, Food and Markets. After all Data Harvest responses are received, names of all schools who responded will be put into a hat and a winner will be picked at random.

INSTRUCTIONS

Please answer all of the questions to the best of your ability. If you do not know an answer to a question, please seek out the individual with the best knowledge on the topic to help you answer the questions. **Once you have your school's purchasing and enrollment information, this survey will take about 15-20 minutes to complete.**

This Data Harvest should reflect information at the school level. If you are responsible for food, farm, or nutrition integration at more than one school, we would respectfully ask that you complete a survey for each school. This Data Harvest includes questions about the monetary amount of budgets and purchases of local food during the 2016-2017 school year. Estimates of these values are acceptable, please don't spend excessive amounts of time calculating exact amounts.

Your cooperation is essential in making the results comprehensive, accurate, and timely. Your answers will be kept confidential and your school(s) will remain anonymous. Information will only be released in aggregate. Individual level information will not be released and will only be maintained in the Vermont Farm to School database for purposes of follow-up.

Thanks from the Vermont Farm to School Network; Agency of Agriculture, Food and Markets; Agency of Education; and Department of Health!

DEFINITIONS

Integrated Food, Farm, and Nutrition Programming (Farm to School) generally center around procurement of local/regional foods and integrated food, agriculture, or nutrition-based educational activities such as, but not limited to:

- Serving local food products in school (meals and snacks)
- Serving local food products in classrooms (snacks, taste tests, educational tools)
- Conducting educational activities related to local foods such as farmers in the classroom and culinary education focused on local foods, field trips to farms, farmers' markets or food processing facilities, and educational sessions for parents and community members
- Creating and tending school gardens (growing edible fruits and vegetables)

Local Food can be a subjective term that means different things. While all definitions are valid, **for the purposes of this Data Harvest**, local refers to being grown/produced in Vermont or within 30 miles of its borders. If you or the school you represent have a different definition, please use this one when providing responses.

Larger Community refers to the wider geographic area that is connected or has a vested interest in the school and its students (i.e. all towns/local business & organizations that serve or are served by the school).

Accommodate refers to processing, storing, preparing, and/or serving local food.

SCHOOL INFORMATION

Please provide your:

1. Name: _____
2. Email address (ex: name@online.com): _____
3. Phone number (ex: (888) 123-4567): _____
4. Position title (check all that apply)
 - Administrator
 - Teacher
 - Chef/Food Service Director
 - Nutritionist/Dietician
 - Farm to School Coordinator [IF THIS OPTION **NOT** CHOSEN, ANSWER Q9]
 - Other (specify): _____
5. School Name (drop down list of schools):
6. Grades your school teaches (ex: k-3, 9-12, etc.): _____
7. Total enrollment for the 2016-2017 school year: _____
8. Does your school consider itself to be a participant in integrated food, farm, and nutrition (Farm to School) programming?
 - 1 YES
 - 2 NO
 - 3 NOT SURE/DON'T KNOW

//Answer if 'Farm to School Coordinator' NOT chosen for Q4//

9. Does your school have a designated person who leads integrated food, farm, and nutrition programming?
 - 1 YES – Champion (e.g. teacher, food services director, etc.) [Go to Q10]
 - 2 YES – Paid Coordinator [Go to Q10]
 - 3 YES – Other Title/No Official Title [Go to Q10]
 - 4 NO [Go to Q11]

//Answer if Q9 = YES (1-3)//

Please list this designated person's name and contact information here so we may add them to our list for purposes of follow-up and subsequent communications about integrated food, farm, and nutrition programming activities:

10. Name: _____
Email (ex: name@online.com): _____
Phone number (ex: (888) 123-4567): _____

SCHOOL ENGAGEMENT AND COLLABORATION

The next set of questions will ask about your school's current engagement and collaborations in food, farm, and nutrition integration.

Use the following integrated food, farm, and nutrition concepts to aid in answering the next set of questions:

- Introducing more local food into the school nutrition program,
- Integrating integrated food, farm, and nutrition programming in the curriculum, or
- Activities engaging the larger community around healthy/local food.

For each statement, please choose the option you feel most reflects your school:

	Strongly Disagree	Disagree	Somewhat Agree/Disagree	Agree	Strongly Agree	Unsure/Don't Know
11. Our school is involved in introducing more local food into the school nutrition program.						
12. Our school is incorporating integrated food, farm, and nutrition learning concepts into the curriculum.						
13. Our school engages the larger community around healthy food.						
14. Our school is interested in participating in some or all food, farm, and nutrition integration activities or practices.						
15. We have set goals to attain a certain level of implementation of some, or all, integrated food, farm, and nutrition programming.						
16. Most staff and school leaders are involved in implementing any integrated food, farm, and nutrition programming.						
17. Involvement in any integrated food, farm, and nutrition programming is common among faculty and staff.						
18. Our school is highly engaged in integrated food, farm and nutrition programming, with leaders for this emerging from different staff sectors.						
19. Some or all integrated food, farm, and nutrition programming has been made part of the school culture by engaging, recruiting, and retaining involvement in them.						

20. Approximately what proportion of administrators, faculty, or staff at your school do you believe are considered leaders in integrated food, farm, and nutrition programming? (Choose only one)
Select the percentage *closest* to the one that you believe best represents the amount of food, farm, and nutrition integration leaders at your school.

- 0%
- 5%
- 10%
- 25%
- 50%
- 75%
- 100%
- Not sure/don't know

21. In the last 2 years, have professional development opportunities in integrated food, farm, and nutrition programming, including the use of local foods, been available and supported for:

	Yes	No	Not Sure/Don't Know
a. School nutrition professionals			
b. Administrators, faculty, or staff			

22. During the 2016-2017 school year, have you, or relevant administrators/faculty/staff, worked on integrated food, farm, and nutrition programming with any of the following faculty/staff: (Choose all that apply)

Nutrition services staff

Health/family and consumer science teachers

Physical education teachers

Other education staff (specify): _____

School nurse/health services staff

Mental health and social services

Other staff (specify): _____

No collaboration with other school administrators/faculty/staff occurred during the 2016-2017 school year

CAFETERIA/KITCHEN AND NUTRITION PROGRAM

The next set of questions will ask about your school's current integration of food, farm, and nutrition into the kitchen and cafeteria.

For each statement, please choose the option you feel most closely reflects your school kitchen's ability to accommodate local food:

	Strongly Disagree	Disagree	Somewhat Agree/Disagree	Agree	Strongly Agree	N/A
23. Our school's kitchen is adequate for use in accommodating local food.						
24. Effort has been made to budget for kitchen equipment updates/upgrades needed to accommodate the use of more local food.						
25. Effort has been made to physically update/upgrade kitchen equipment to accommodate the use of more local food.						
26. The kitchen's equipment and capacity to accommodate the use of more local food are periodically evaluated.						

27. Has your school ever evaluated the kitchen's ability to accommodate the use of local food by identifying, budgeting for, or physically making updates or upgrades to equipment?

- 1 YES – In the last year
- 2 YES – More than a year ago
- 3 NO
- 4 NOT SURE/DON'T KNOW
- 5 N/A

28. Has your school ever:	Yes	No/Never	Not Sure/Don't Know	N/A
a. Updated/upgraded kitchen equipment to accommodate (store and prepare) the use of local food?				
b. Used (prepared and served) food grown in the school garden in the cafeteria (select N/A if your school does not have a school garden)?				
c. Expressed interest in starting to purchase local food and/or modifying the school nutrition program to incorporate it?				

29. Has your school ever attempted to modify the school nutrition program (by budgeting, modifying finances, changing the menu, etc.) to incorporate local food?

- 1 YES [Go to Q30]
- 2 NO [Go to Q35]

//Answer if Q29 = YES (1)//

For each statement, please choose the option that you believe best reflects your school's nutrition program.

	Strongly Disagree	Disagree	Somewhat Agree/Disagree	Agree	Strongly Agree	N/A
30. The school nutrition program is understood to be an integral part of nutrition awareness and education.						
31. The school nutrition program and menu have been expanded and adapted to incorporate more local food.						
32. Student participation in the school nutrition program has been increasing.						
33. Local food is highlighted on menus or advertised in the cafeteria.						

34. In the last 2-years, has your school added any of the following types of meal programs? (Choose all that apply)

- After school
- Summer meals
- Breakfast after the bell
- Supper
- Snacks
- Fresh Fruits and Vegetables Program
- Other (specify): _____
- No new meal plans have been added

CURRICULUM

The next set of questions will ask about your school's current integrated food, farm, and nutrition curriculum.

35. Please choose the option that most closely reflects your school's interest in incorporating integrated food, farm, and nutrition learning into the schools' curricula:

There is interest in incorporating any kind of integrated food, farm, and nutrition learning (Farm to School) activities into the curriculum.

Strongly Disagree Disagree Somewhat Agree/Disagree Agree Strongly Agree Not Applicable

36. Please indicate how much you agree or disagree with the following statement:

Integrated food, farm, and nutrition learning activities are incorporated into the overall school curriculum as part of the school’s learning priorities.

Strongly Disagree Disagree Somewhat Agree/Disagree Agree Strongly Agree Not Applicable

37. To the best of your knowledge, _____ teachers are incorporating integrated food, farm, and nutrition learning into lessons or units.

None Few Some Most All Don’t Know

For each statement, please choose the option you feel most closely reflects integrated food, farm, and nutrition learning at your school:

	Never	Occasionally	Sometimes	Often	Always	Don’t Know
38. Teachers teach lessons or units about food, farm, and nutrition integration (Farm to School).						
39. Hands-on learning experiences are incorporated as activities for integrated food, farm, and nutrition learning.						

40. Are **those who teach food, farm, and nutrition integration at your school** provided with each of the following materials that were designed using resources from USDA, National or Vermont Farm to School Network, Vermont Agency of Agriculture, Food and Markets Farm to School Grant Program, VT FEED, or similar professional organization?

(Mark yes or no for each material, or mark N/A for each material if no one in your school teaches food, farm, and nutrition integration education)

	Yes	No	N/A
a. Goals, objectives, and expected outcomes for integrated food, farm, and nutrition learning			
b. A written curriculum that includes objectives and content addressing integrated food, farm, and nutrition learning			
c. A chart describing the annual scope and sequence of instruction for food, farm, and nutrition learning			
d. Strategies that are age-appropriate, relevant, and actively engage students in learning			
e. Methods to assess student knowledge and skills related to food, farm, and nutrition integration learning			

41. Lessons on integrated food, farm, and nutrition concepts have been incorporated into which of the following subject areas? (Select all that apply)

- Health/family and consumer sciences
- Cafeteria/nutrition services program
- Science
- Mathematics
- History/social studies
- Reading/language arts
- Physical education
- Some other subject (specify): _____

COMMUNITY ENGAGEMENT

The next set of questions will ask about your school's current engagement with the community.

42. Is your school connected to a local farm/farmer?

- 1 YES [Go to Q44]
- 2 NO [Go to Q43]
- 3 NOT SURE/DON'T KNOW [Go to Q43]

//If Q42 = NO (2) or NOT SURE/DON'T KNOW (3)//

43. Are you interested in connecting your school with a local farm/farmer?

Not interested Not very interested Neither interested/disinterested Somewhat interested Very interested

//Ask All//

44. Does your school coordinate integrated food, farm, or nutrition-related learning activities with the larger community (e.g. community-based learning, farm field trips, school-community dinners, inviting farmers into the classroom, etc.)?

- 1 YES [Go to Q45]
- 2 NO [Go to Q49]

//Answer if Q44 = YES (1)//

For each statement, please choose the option that most closely reflects the current involvement between your school and the larger community:

	Strongly Disagree	Disagree	Somewhat Agree/Disagree	Agree	Strongly Agree	N/A
45. The larger community is frequently involved in integrated food, farm, and nutrition-related learning activities and events with the school.						
46. Engaging, recruiting, and retaining community involvement in integrated food, farm, and nutrition-related learning activities and events is embedded in the school culture.						

//Answer if Q44 = YES (1)//

47. Have students participated in farm field trips or agriculture-based learning with, or in, the community?

- 1 YES – In the last year (2016-2017 school year)
- 2 YES – More than a year ago
- 3 NO
- 4 NOT SURE/DON'T KNOW

//Answer if Q44 = NO (2)//

Please choose the option that, in your opinion, most closely reflects the larger communities interest in being involved in integrated food, farm, and nutrition learning activities:

48. The larger community is interested in integrated food, farm, or nutrition-related learning activities and events with the school

Strongly disagree Disagree Somewhat Agree/Disagree Agree Strongly agree Not Applicable

BUDGET/PURCHASING

The next set of questions will ask about your school's current budgeting and purchasing regarding local food.

49. To the best of your knowledge, did your school purchase food from a local producer during the 2016-2017 school year?

- 1 YES
- 2 NO
- 3 NOT SURE/DON'T KNOW

50. For the 2016-2017 school year, your school obtained local food from which of the following sources (Choose all that apply):

- Direct from individual food producers (i.e. farmers, fishers, ranchers)
- Direct from farmer, rancher, or fisher cooperatives
- Direct from farmers markets
- Direct from food processors and manufacturers
- Via a community support agriculture (CSA) model
- Through an INTERMEDIARY (i.e. distributor, food hub, food management company)
- No local foods were purchased directly from producers or through an intermediary

51. How frequently does your school purchase local foods? (Choose only one):

- Rarely purchases local food
- Occasionally purchases local food
- Often purchases local food
- Regularly purchases local food

52. What were the top 3 local products purchased for 2016-2017 school year, **excluding fluid milk**? (From the list below, select 3 local products that your school purchased most often in the 2016-2017 school year)

- | | |
|---------------------------------------|---|
| Bakery products | Maple |
| Eggs | Meat/poultry |
| Cheese | Plant-based protein items (beans, seeds, nuts; eg: bean burgers, falafel, etc.) |
| Other dairy products (excluding milk) | Vegetables |
| Fruit | Other (specify): _____ |
| Flour or other grains | N/A |
| Herbs | |

53. Does your school purchase fresh fruits and/or vegetables from your school garden?

- 1 YES
- 2 NO
- 3 Our school does not have a school garden

For the following questions, you will need the **estimated** annual purchasing costs of your school nutrition program.

54. For the 2016-2017 school year, **approximately** how much (round to nearest dollar) did your school spend on:

a. Total food costs	\$ ____.
b. Locally sourced foods, excluding fluid milk	\$ ____.
c. Locally sourced fluid milk	\$ ____.

55. **Please indicate your agreement with the following statement:**

Our school has taken steps towards adapting the school nutrition program budget to incorporate more local food (i.e. raising money, invested general funds, etc.).

Strongly disagree Disagree Somewhat Agree/Disagree Agree Strongly agree Not Applicable

56. What barriers **CURRENTLY** prevent you from purchasing foods directly from local producers? (Choose all that apply)

- District purchasing policies
- Federal/state regulations
- State spending cap on discretionary purchases
- Institutional (internal) purchasing policies
- Lack of local producers in area from whom to purchase
- Safety
- Budget
- Convenience (one-stop shopping)
- Lack of facilities to handle large amounts of fresh produce/uncooked bulk meat, etc.
- Lack of staffing to prep large amounts of fresh produce/uncooked bulk meat, etc.
- Other: _____
- None

57. Over the next 5 years, what barriers **COULD** prevent you from purchasing foods directly from local producers? (Choose all that apply)

- District purchasing policies
- Federal/State regulations
- State spending cap on discretionary purchases
- Institutional (internal) purchasing policies
- Lack of local producers in area from whom to purchase
- Safety
- Budget
- Convenience (one-stop shopping)
- Lack of facilities to handle large amounts of fresh produce/uncooked bulk meat, etc.
- Lack of staffing to prep large amounts of fresh produce/uncooked bulk meat, etc.
- Other: _____
- None

58. What **CONCERNS** do you have with regard to purchasing locally produced foods? (Choose all that apply)

- | | |
|--------------------------------|-----------------------------|
| Food safety | Prime vendor considerations |
| Adequate volume | Cost |
| Reliable supply | Package consistency |
| Ordering method | Quality |
| Payment agreement (contracts) | Other: _____ |
| Delivery/storage consideration | None |

59. Which of the following would **MOTIVATE** you to start, continue, or increase serving locally grown food at your school? (Choose all that apply)

- | | |
|---|---|
| Access to fresher food | Good public relations |
| Support local economy and local community | Would help Vermont farms and/or Vermont businesses |
| Higher consumption of fruits and vegetables | Ability to purchase small quantities |
| Knowing the product source | Ability to purchase special varieties, types of produce |
| Lower transportation costs | Detailed source information from distributors |
| Less use of pesticides | Other (specify): _____ |
| Higher quality food | Nothing would motivate me |
| Stable pricing | |
| Consistency in product availability | |

60. To **increase** the use of local foods in your school, how helpful would each of the following be:

	Not at all helpful	Not very helpful	Somewhat helpful	Very helpful
a. Information on local food programs from around the country				
b. List of suppliers and products for local sources				
c. Health and safety information of local foods				
d. School-tested recipes and menus that incorporate local foods				
e. Regulatory information (What are the rules about buying foods direct from farmers? Is it legal?)				
f. Assistance in developing a system for buying foods from multiple sources				
g. Assistance with marketing techniques for expanding the palate of children				
h. Information and newsletters about local foods to share with families				
i. Examples of how other schools use more local foods				
j. Source information from distributors				

61. For the upcoming school year (2018-2019), do you anticipate your purchases of local food will
(Choose only one):

- 1 Increase
- 2 Decrease
- 3 Stay the same
- 4 Don't know
- 5 Other (specify): _____

62. To assist in the ongoing effort to understand integrated food, farm, and nutrition programming in Vermont and how to improve it, would you be willing to be part of an interview to gather more in-depth information on your and your school's activities and experiences with integrated food, farm, and nutrition programming (Farm to School)?

- 1 YES
- 2 NO

63. If you have any additional comments regarding any topics covered here or on purchasing local foods, feel free to write them here:

Thank you for taking time to complete this Data Harvest! Your participation is very important to us.