

**SCHOOL MEAL REFORM OPPORTUNITIES FOR  
THE BALTIMORE CITY PUBLIC SCHOOL SYSTEM**

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## I. EXECUTIVE SUMMARY

**There are multiple reasons why the Baltimore City Public School System should undertake a school meals reform initiative. The crisis in overweight and obesity and related serious health consequences among today's children** is garnering increasing attention. While this crisis is of concern for all U.S. children, it is a heightened problem among lower-income and minority populations. **This is reason enough for our public schools to take the lead in reorienting children toward healthier eating habits by changing what they feed children directly and enabling them through research-based interventions to prefer healthier foods.** As institutions of education, socialization, and of meal providers, our schools are clearly critically situated to respond to this issue.

Fortunately, **there is encouraging news for school policy makers considering school food reform. First, there are many strong examples of successful school food reforms** taking place around the country that can provide models and lessons learned to school systems considering such reform. Reformers are eager to share their knowledge and insights with other school systems, and this report identifies several successful reform food service directors who are willing to consult with Baltimore City. Second, there is good evidence that **well planned interventions can impact children's health, and, as importantly, improve their eating preferences and habits** such that life-long health benefits can be achieved. Third, reform can take place without negatively affecting the school system's fiscal situation, and, better yet, **can actually result in increased revenues**, typically through increased student participation in the meal program as a result of improved food quality and more sophisticated marketing strategies, and, less commonly, through entrepreneurial elements brought into the food services operation.

**Other less obvious benefits** can accrue to the school system by undertaking reform of its meals programs. Improved nutritional support can lead to **improvement in student academic performance and social behavior**. Better school meals can complement and **increase the effectiveness of health and nutrition education** conducted in the classroom. **New and exciting social and political alliances** can be forged through farm to cafeteria components of a school meal initiative. **Community building and parental involvement** can also be generated through an invigorated meals program, e.g., through school garden projects or community meals.

**School meal initiatives range from revolutionary**, such as The Edible Schoolyard in Berkeley, California, in which the **school garden and kitchen are fully integrated into the academic life** of the school and children are engaged in cooking the food for the meals program; to **moves away from convenience food to onsite cooking** with fresh ingredients; to **farm to school initiatives** in which food service operations prioritize the inclusion of regionally or locally grown or produced foods; and, to **manipulations of the convenience food model in which food service operations negotiate with food manufacturers for healthier and better tasting components** of a school meal. In addition, there are programs that combine various of these elements,

along with school gardens, school to farm field trips, and **invigorated, sensory-based nutrition education** in the classroom. School meal initiatives of varying types are treated in this report. The report's Attachments also contain descriptions of many more case studies, along with contact information.

There are **key opportunities for generating efficiencies and raising revenues within the food services operation** itself. Some school systems, and professional consultants in this field, report **saving money by developing menus that include more whole, unprocessed U.S. government commodity foods**. Others report savings by utilizing **negotiating techniques** learned from experience in the private sector food industry. And, a few school systems have developed **dynamic, revenue-generating enterprises through their food services operation**.

**Certainly there are obstacles**, such as current infrastructure and staffing levels that could not immediately accommodate some of the recommended changes, and there will likely be many cautionary tales about what is not possible and why. However, the dramatic need for intervention in the relationship between today's students and the food they consume, coupled with the fact that other school systems have accomplished inspiring results, demands that serious consideration be given to a substantial and innovative school food reform.

It should be encouraging to note that any school meal initiative would come at a **historical moment** in which key stakeholders, and private and public holders of resources, are paying increased attention to the eating habits and physical activity levels of today's youth. Thus, a **well-planned school meal initiative will be able to access and generate support for its cause**. This report reviews and provides contact information for many such potential sources of financial, technical and partnering support. The list is not exhaustive.

It should be further noted that **BCPSS has much technical and professional knowledge and experience already present within its food services program**, that the program has already undergone some important reforms, and that the **Wellness Policy process continues to yield plans for further positive change**. This report does not explore these matters in detail, but assumes that any school food initiative will wisely harness and channel what assets the system already possesses.

**Section III of this report includes detailed recommendations** that represent a range of policy options that BCPSS may consider. **In order for the Baltimore City Public School System to be in a position to carry out whatever school meal reform it decides to pursue, the Baltimore Efficiency and Economy Foundation ["BEEF"] recommends that as a first priority BCPSS:**

1. **Formulate some preliminary reform directions and goals and develop a strategic recruitment process to find and hire a Food Service Director who will have the competencies to undertake a meals initiative in line with the direction BCPSS decides to go.** BCPSS may

consider using this report as an evaluative instrument within that hiring process and may wish to consult further with BEEF about the Food Service Director recruitment process. Based on other school systems' experiences, it should be **possible to hire as Food Service Director a person who can also fulfill the role of Executive Chef**, or a chef may be subsequently hired. (The New York City hiring ad for its Executive Chef is the second document in the Attachments to this report. It provides a useful template for drafting BCPSS recruitment materials.)

2. **Take immediate steps to intervene in the procurement process so that medium or long term contracts are not entered into that would create obstacles to pursuing the reform initiative that BCPSS decides to pursue.**
3. **Work in the short and medium term to develop contacts with potential resources and partners so that when the new Food Service Director is in place with a mandate to initiate reform, that person will have resources ready to cultivate and put to work for the success of the initiative.**

## II. BACKGROUND AND OVERVIEW OF SCHOOL FOOD REFORM INITIATIVES

There are multiple reasons why a school district would consider a substantial reform of its school meals programs. The most obvious among them is concern for the high rates of overweight and obesity among today's children and the negative consequences this carries for their health, as children and into adulthood. Rates of overweight and obesity are particularly alarming for minority (especially, African-American, Hispanic and Native American persons) and low-income populations who constitute a majority of the Baltimore City Public School students.

A few key health indicators reveal how deeply disturbing, and costly, this American epidemic of childhood obesity is:

- the prevalence of obesity among childhood obesity has tripled from 4% to 15% among U.S. elementary school children in the past 30 years. (CDC and Institute of Medicine).
- One study (the Bogalusa Heart Study) revealed that “60% of overweight children between the ages of 5 and 10 years had developed at least one serious risk factor for heart disease and stroke, such as increased blood pressure, elevated insulin levels (precursor to Type 2 diabetes) or abnormal lipid profiles.” Twenty percent of the overweight children presented two or more such heart disease risk factors. (Citing from the American Academy of Pediatrics/Maryland Chapter Fact Sheet for the Maryland State Department of Education).
- Obese and overweight children are likely to carry that health status into adulthood. According to the Maryland Chapter of the American Academy of Pediatrics, more than 50% of obese children will become obese adults.
- Some experts in this field are predicting that the epidemic of childhood obesity will mean that today’s children will be the first generation in U.S. history to have a life expectancy shorter than that of their parents’. (See AAP/MD Chapter Fact Sheet).
- Fewer than 15% of elementary school-aged children eat the recommended five or more servings of fruits and vegetables daily.
- On any given day, 45 % of children eat no fruit, and 20% eat less than one serving of vegetables.
- 59% of Maryland adults are overweight or obese (CDC BRFSS, 2004)
- 29% of low-income Maryland children between the ages of 2 and 5 are overweight or at risk of becoming overweight (CDC, PedNSS, 2002).
- This information is from Johns Hopkins University’s Healthy Stores Project’s website (<http://www.healthystores.org/BHS.html>):
  - A recent survey of a West Baltimore neighborhood found that 60% of adults were overweight (BMI >25) and 31% were obese (BMI>30). Clark JM, Bone LR, Stallings R, Gelber AC, Barker A, Zeger S, et al.

Obesity and approaches to weight in urban African-American community. *Ethn Dis* 2001 Fall; 21(4):676-86.

- Death rates from heart diseases in the city jumped 75% between 1990 and 1999, ranking as the number one cause of death of Baltimore residents in 1999 (26.6%). Baltimore City Health Department. Mortality Statistical Tables.1999. Baltimore, MD: 2000.
- Death rates from diabetes mellitus in African-American populations in Baltimore doubled in the same time period. Baltimore City Health Department. Mortality Statistical Tables.1999. Baltimore, MD: 2000.
- Additional detailed information on the burden of overweight and obesity, with detail for demographic and geographic subgroupings, see the 2005 Burden of Overweigh and Obesity Report published by the Maryland Dept. of Health and Mental Hygiene.  
<http://www.fha.state.md.us/cphs/pdf/burden%20of%20overweight%20and%20obesity%20in%20maryland%202005.pdf>
- One reformer of this field (Ann Cooper) reports that “It costs \$6,000 to fee a child lunch during the entire tenure of their K-12 education, and it costs our health care system and our taxes approximately \$175,000 per adult, for illnesses related to poor childhood nutrition.” “Can We Turn our Kids from Fit to Fat,” (article attached, citing CDC and USDA information).

Schools are a key institution in both the direct feeding of children and youth (who between the ages of 10 and 17 consume approximately 30 percent of their calories at school) and in their socialization and education around food (and physical activity, which is a critical part of the health equation but not treated by this report). Not to act through the school feeding programs to address this epidemic of obesity and overweight would be both to ignore a great need among this City’s children and youth and to miss a great opportunity for health restorative intervention.

Fortunately, there is good news from the field. A dynamic zeitgeist around the issue of children’s nutrition and physical activity is developing among key social groups and institutions. Health care professionals, academic researchers, grantmaking institutions, elected officials, public agencies, community-based organizations and other key stakeholders in children’s health are paying increased attention to children’s nutrition and physical activity needs and how schools can play an effective role in addressing these issues. There is a plethora of information and action around reforming school food, and school-based efforts designed to impact student food choices beyond the school walls. For school management personnel who are obliged to eye the bottom line, there is also good news from the field: significant reform can be achieved while still operating the food services operations in the black. Indeed, operational innovations can provide the funding needed to fund the school meal improvements. Another piece of good news from the field is that when strategic, research-based interventions are made, children and older youth will adopt healthier eating habits and preferences.

In addition to the obvious need to attend to the epidemic of overweight and obesity, there are other justifications and incentives for significant school meal reform: Among these reasons are:

- 1) to increase revenue into the food services operations (which can, in turn, underwrite continued improvements in the school meals and nutrition education programs) typically by increasing student participation in the meals program, but also potentially through non-traditional, entrepreneurial activities of a reformed food service operation, such as catering services, mobile concession stands, etc., as well as by more aggressive renegotiations of food and vending machine contracts;
- 2) to provide intentional and empirically-based nutritional support for the academic performance of its students,
- 3) to provide intentional and empirically-based support for improved social behavior of its students,
- 4) to complement and improve the effectiveness of classroom-based (curricular) health and nutrition teachings,
- 5) to develop life and career skills in the realm of nutrition, cooking and household management,
- 6) to promote urban/rural connections that could develop cross-class, cross-cultural and cross-geographical political constituencies (i.e., those that arise out of Farm-to-School initiatives),
- 7) related to item 6, to promote local sustainable economies as farm-to-school initiatives build regular local markets for local farmers,
- 8) to increase community (broadly defined) involvement in and support for the public school system, e.g., through non-profit/school partnerships, private corporate/school partnerships, community-wide events such as community meals that invite in persons or groups beyond the student/parent/staff population;
- 9) to provide additional opportunities for career development for students; and,
- 10) to promote among students an awareness and ability to achieve health, and not just to avoid obesity.

The initiatives around the country range a great deal in their philosophy, the logistics of implementation, and the actual foods that are getting served to kids. At the less dramatic end, some systems are engaged in relatively minor manipulations of preplate or convenience foods so that the menu does not change very much but the inputs are healthier, i.e., less sodium, lower fat, higher whole grain content in breads, fewer transfats, etc. This type of initiative may require some increased expenditure around higher-level management positions, e.g., chefs, more skilled food service directors, new procurement or marketing personnel. Other initiatives are attempting to bring in new healthier foods, including through farm to school connections in a methodical but less than systemic way, e.g., through the creation of a salad bar that is served on a periodic basis, or the integration of locally grown apples into the food service program, the

development of hands-on nutrition education programs that bring in locally or regionally grown food, or the creation of a healthy snacks program.

Still other initiatives are restructuring their operations towards on-site cooking (that is, serving food in the school meals programs that is cooked in central, satellite or school-based kitchens that are operated by the school's food service staff). The onsite cooking approach allows schools to incorporate more fresh foods into the school meals, which are often of higher nutritional and flavor value, to be more innovative with recipes, and to integrate curricular goals and extracurricular programs with school meal programs. Such programs source as much whole foods (i.e., unprocessed or minimally processed food) as possible from the USDA and DOD Fresh commodity programs and from local and regional farmers. In some cases, food services are even managing the cultivation of some food utilized in their own programs. Onsite cooking capacity also allows for the creation of revenue generating entrepreneurial endeavors.

For inspiration's sake one ought to look at such dramatic singular school makeovers, such as the Edible Schoolyard ([www.edibleschoolyard.org](http://www.edibleschoolyard.org)) at the Martin Luther King Junior Middle School in Berkeley, California, where the school grows food for its school meals (on a former unused patch of pavement) and the growing, preparing and cooking of food by students is embedded into the curriculum of the school. An on-site kitchen designed to be used for teaching as well as food preparation is part of that program. The Johns Hopkins Center for a Livable Future describes this program as: "Using food as a unifying concept, students learn how to grow, harvest, and prepare nutritious seasonal produce. The model for school and community gardens nationwide." That rather unique experience is the result of a dynamic collaboration among partners from the school system, parents, a restaurant and chef, academic and health care institutions.

Some schools have reorganized the food service system to become an entrepreneurial and outreach entity, bringing persons in to run the food service program who have significant food industry skills and who have been able to create profitable enterprises out of the food services which have in turn generated sufficient revenues to implement such reforms as I have mentioned above. (According to federal regulations food service revenues must be reinvested in the food service programs, so there are no examples of food service programs helping to underwrite general operations of a school district. However, related nutrition and health programs can potentially be funded through food service revenues.)

While some school systems have turned to private food companies to takeover and manage school meals, such a move does not in and of itself result in a reform of the food that the students will be fed. There are other obstacles and costs unique to that policy choice that will not be treated in depth by this report. Key cautionary advice provided by food service directors interviewed for this report include 1) that while food service companies can make some change happen quickly, they are a profit making enterprises that may save money in ways that are not consonant with the goals of enhanced nutrition (for example in high school, students can take 3 of 5 offered items; a

food service company may choose only to offer 3 items); and 2) a food service company will be less willing and able to integrate and complement food services with curricular and extracurricular goals and activities, e.g., nutrition education in the classroom; 3) the school system loses direct control over the food services and thus cannot, or can only in a limited way through negotiation, create desired change in that arena.

New promotional and marketing efforts are also typically a component to school meal reforms, whether that means the hiring of an experienced professional from the private sector such as New York City has done with its SchoolFood program, or simply having a savvy, proactive in-house food services staff person take a new approach to communications with children, parents and the community. New York partially attributes its increased participation rates (reportedly by 15%) and resultant increase in revenues to its marketing efforts.

It is worth pointing out philosophical and pedagogical issues that are present in these various approaches. Some organizations and persons active in the school food reform movement maintain that teaching our children about how to live in a healthy, life-sustaining manner is central and fundamental to the public school system's mission and that when children and youth eat meals at school they are learning powerful lessons about what food to eat. Students are equally missing fundamental lessons if they are not actively learning about food from a health and science perspective, including how food is grown and distributed, the nutritional value or harmful aspect of different kinds of food; how to prepare and cook food, etc. Consistent with this philosophy are recommendations that seek a more thoroughgoing reform of the whole school food experience, including comprehensive, hands-on nutrition education, that will enable children and youth to expand their food preference and take on healthier eating habits outside the school walls. Advocates of this position often note the benefits to improved nutrition for children's academic performance and improved student behavior in addition to their health.

Another less revolutionary approach is simply to make less harmful (less sodium, fat, sugar) and/or more nutritious the food that gets served up on the lunch line by manipulating the inputs of the school meal through more rigorous demands on vendors. If you have in-house personnel with the knowledge and skills, such as they now have in New York City with their Executive Chef and his staff, you can also build new menus with new food items that will expand students' food awareness and acceptance. However, unless attention is paid to palette and food acceptance, mere manipulation of food inputs will not have an impact on children's overall eating habits, although there should be some health benefits. For example, if you simply make a cheeseburger with lower fat cheese, higher wholegrain bread, and lower fat beef, you have reinforced the cheeseburger as a staple food rather than enabling the children to consume alternative, healthier foods that could impact their lifelong health status.

It does not appear to be the case that any other Maryland public school systems have already embarked on a dramatic school meals reform such as are discussed in this report. In the fall of 2006 Baltimore County Public Schools is embarking on a pilot project in collaboration with Johns Hopkins University's Center for a Livable Future.

This project will introduce more fresh fruits and vegetables into the meals at one school only. State Senator Katherine Klausmeier helped initiate this effort and thus could be an ally for any state level advocacy and legislative assistance with these issues. One Maryland school district (Queen Annes County <http://www.boe.qacps.k12.md.us/>) utilizes Sodexo to manage its food services, but the menus served in that district look very typical of school cafeterias, with a lot of pizza, chicken patties, hamburgers, sloppy joes, etc. (See, [https://www.sodexoeducation.com/segment\\_0200/district\\_2700/ENM/Entry1/](https://www.sodexoeducation.com/segment_0200/district_2700/ENM/Entry1/))

Related to the issue of school meals reform, but not covered in detail by this report, is availability of unhealthy “competitive foods” in the schools. (“Competitive foods” are foods that are not approved through the USDA’s National School Lunch Program, and can include a la carte items served during mealtimes, vending machine snacks, fundraising foods, “reward” foods, etc.) From the grass roots to state legislatures, there have been substantial efforts to rid schools of sodas and unhealthy foods and snacks. The medical and health community enjoy consensus regarding the deleterious effects on student health of such items. The state of Maryland, BCPSS and many other school systems around the country have taken measures to mitigate the presence and availability of such items, but more can be done. There have been efforts around vending machines both at the state legislative level and at the school district level. A current legislative proposal would also more strictly regulate food served and available for purchase in Maryland schools. (See the Policy section below for further discussion.)

A few school systems (see e.g., the ConVal district in New Hampshire) have taken over their in-school vending machines and stock them with affirmatively healthful snacks and bring all revenues directly into their food services operations. (ConVal still allows commercial vending machines to operate near athletic fields at athletic events.) An attachment to this report lists school systems around the country that have eliminated non-nutritious items from their vending machines and either experienced no impact on or an increase in their net revenues.

This report is meant to offer up possible components for school meal reform, and to provide some references to potential sources of support, funding, consultants, and private and non-profit partners. In addition to this report, we are providing several publications that contain much additional information on this subject. We refer you especially to the hefty **“Road Map: Rethinking School Lunch Guide”** produced by the Center for Ecoliteracy. While the publication is daunting in its size, it comes with the advice to start somewhere with school food reform and develop additional reforms incrementally. The Road Map is designed to assist school systems to start with some element of school food reform and provide practical, technical advice on how to implement that element. The Road Map can also be accessed in full, as well as chapter by chapter, at <http://www.ecoliteracy.org/programs/rsl-guide.html>. Its chapters include: Food Policy, Curriculum Integration, Food and Health, Finances, Facilities Design, Professional Development, Procurement, Waste Management, and Marketing and Communications. By accessing this document online one can link to additional resources and information. The guide includes a tool for financial analysis designed to support fresh

preparation and farm to school components. The tool is based in Microsoft Excel and can also be downloaded via the website.

### III. RECOMMENDATIONS, CONSTRAINTS AND OPPORTUNITIES

**A. Recommendations:** School food and meals reform is as broad a subject as one wishes to make it. (From a health perspective the related issue of physical activity is also a critical component for students, but not one treated by this report.) **BEEF recommends that BCPSS have four overarching goals: 1) to improve the nutritional quality of foods that are served to students in the meals program and limit or restrict foods that are undermining of health; this should be implemented in accordance with the most current nutrition and medical knowledge and in consultation with experts in these fields; 2) to increase student participation rates in the meals programs, 3) to undertake efforts to educate and socialize students for lifelong healthy eating, and 4) to improve the fiscal health of the food services program.** To advance a serious food reform initiative, we recommend the following steps.

1. **BCPSS should first develop some idea of what it wants to accomplish with regard to school food reform. It should then recruit a Food Service Director who has vision and passion in this area, an ability to think outside the box and the skills, experience and capacity to implement the desired change.** If the recent prior hiring process did not provide such a candidate, there should be a new, well-planned and managed professional recruitment effort to ensure a qualified candidate pool. BCPSS may decide to hire a recruitment firm to assist with this process. Effective reform food service directors recommend advertising beyond the typical school food service environment, including, e.g., from the private hospitality sector or culinary schools. The FSD may also serve the role of Executive Chef.
2. **Develop a business plan that incorporates goals, constraints and opportunities. BEEF recommends that BCPSS initially consult with Anthony (Tony) Geraci, Food Services Director, of the New Hampshire ConVal School District, who has developed a successful entrepreneurial model for food services.** An initial consultation would be without cost. A paid consulting relationship is possible. His contact information is 603-924-4037, [ageraci@mail.conval.edu](mailto:ageraci@mail.conval.edu).
3. **As part of the process of developing a business plan, either mobilize internal resources and staff, or acquire the resources necessary, to conduct an audit or study of the current financial status of the food services program, evaluate where the system has potential for improvement, and evaluate how certain components would vary from pre to post reform environments.** See page 72 of the Rethinking School Lunch guide, “Finances,” for a list of subjects to analyze. These include: labor costs, food costs, price of meals – room for raising prices of nonfree or reduced meals, student participation rates, and more.
4. **As part of this evaluation and planning process, conduct an audit/study of the physical infrastructure (especially, onsite cooking capacity and cold storage capacity) and procurement processes of the food services operations and where investments in infrastructure**

**or system change would be needed or helpful to advance the desired change.**

- a. BCPSS should **include in its school restructuring and construction program plans for including on-site cooking kitchens in any new or renovated facility.** (NYC has taken this approach to new school construction.) Grant funds should be available to secure or renew on-site cooking capacity.
5. **Also as part of the evaluation and planning process, BCPSS should undertake an audit of actual student food consumption and waste (food discarded) in the school meals programs, and of the actual nutritional qualities of the foods served in the school meals programs and available through other outlets at the schools (e.g., vending machines). This can set a baseline for reform efforts and establish what students are really consuming at school.**
6. To the extent such capacities are not available in-house, and depending on the direction of desired reform, BCPSS should **recruit technical expertise in the areas of facilities review and reengineering, food procurement and distribution system analysis, experiential nutrition education, development of farm to school infrastructure, and marketing or public relations.** After identifying what outside consulting expertise is wanted and need, **seek foundation funding, or private partnership funding, to hire key consultants.** BEEF recommends three potential consultants:
  - a. **Dr. Antonia Demas** of the Food Studies Institute (www.foodstudies.org) and who is already working in two Baltimore City charter schools (Hampstead Hill Academy and The Stadium School). Dr. Demas has consulted with hundreds of schools around the United States and **has demonstrated research-based success in achieving improvements in school food, and student acceptance of and preference for underconsumed, vitamin and mineral rich foods** such as fruits, vegetables, whole grains and legumes. She has also **developed USDA approved school menus that maximize healthier and less costly USDA commodity foods.** Attached is the “Research Summaries” section from the Food Studies Institute. Her **nutrition education program and variants of it (“Food is Elementary”©) has won national awards, is currently being utilized in two Baltimore City public schools,** and has already been endorsed by such notable Baltimoreans as Dr. Peter Beilenson when he was the city’s Health Commissioner and Dr. Benjamin Carson. (See letters of support on pages 114 and 115 of the “Food for Life” Final Report, attached hereto.) Dr. Demas also **sits on PepsiCo's Wellness Advisory Board and has, among things, worked with them on revising how they stock the vending machines** at Hampstead Hill Academy. Contact information is: is (607) 387-6884, antoniad8@yahoo.com.
  - b. **Anthony (Tony) Geraci**, Food Services Director, of the New Hampshire ConVal School District, who has developed a successful

entrepreneurial model for food services, and **has taken a reform approach that includes an expansion of fresh produce and onsite cooking into the school meals program.** He has **extensive private sector experience in food procurement and distribution systems, and has made smart negotiating with food manufacturers part of his model.** An initial consultation would be without cost and he might be willing to enter into a longer term paid consultant relationship. Contact information provided above.

- c. **Bertrand Weber, former executive chef** of a Minneapolis hotel and **current food service director** of the Hopkins School District in suburban Minneapolis, Minnesota, who has dramatically reformed that school district's meals program, in large part **replacing convenience meals with freshly cooked meals, without increasing labor costs through a multifaceted strategy that includes some entrepreneurial activity, but also a replacement of higher cost, processed foods with less expensive, more nutritious whole (unprocessed) foods through increased use of USDA commodity whole foods.** Mr. Weber has also employed a strategy of increasing revenues through the selling healthy foods in concession stands and in a la carte options in the cafeteria. Mr. Weber's program is being studied as a model within the state of Minnesota, garnering much attention, support and research involvement from the University of Minnesota (which is one of the nation's leaders in the field of child nutrition). Contact information for Mr. Weber is 952-588-4061, [Bertrand\\_weber@hopkins.k12.mn.us](mailto:Bertrand_weber@hopkins.k12.mn.us).

7. **BCPSS should start with some doable reform elements and build progressively upon those elements.** For an intentional, incremental approach, see as a good example the case study from Healdsburg, California (p. 52, in the "Road Map: Rethinking School Lunch Guide," which publication is attached in its entirety and can also be accessed chapter by chapter through the Center for Ecoliteracy, [www.ecoliteracy.org](http://www.ecoliteracy.org).) Any reform initiative should build upon assets and programs that currently exist within the system, e.g., the Food for Life program at Hampstead Hill Academy and the Stadium School.
8. **To the extent possible, takeover and centralize the stocking of vending machines in the schools and the concession stands** that operate at athletic events and other school programs. **Develop a plan to increase the nutritional content of food and snacks sold through these venues.** Review of vending machine and concession operations and related contracts should be a component of a revenue-enhancement business plan. To the extent contracts, e.g., with PepsiCo, do not allow takeover of vending machines, consider renegotiation with PepsiCo regarding the content of the machines and revenue levels provided to the school system. Done well, **this step can itself increase revenues into the food services operations.**

9. Seek out and **develop pilot projects, with research components where possible, with non-school system partners** such as non-profit organizations and academic institutions and researchers. **Funding is available** for such efforts.
10. **BCPSS should hold a kick-off event and launch a promotional campaign to announce a reform initiative** even if all elements are not in place immediately. This will generate some of the attention needed to draw resources into the effort and serves to set the stage for increased student participation. Connect this launch to **a reform of ongoing public relations, promotion and marketing of the school meals programs.**
11. **Utilize existing, ongoing processes, such as the Wellness and Nutrition Committees to vet, plan and implement relevant components of a food service reform.**
12. **Take advantage of reform initiatives already percolating** from the ground up, e.g., efforts at Mt. Washington Elementary School to cut fruits in slices, which children are much more likely to eat than whole fruits.
13. Identify and **reach out to key allies and talent within the current food services system and among such other constituencies** (e.g., parents, public health and state agency employees, advocacy organizations such as The Urban League, NAACP, Baltimore Education Network, etc.) as needed to enable a reform initiative to succeed.
14. **Explore avenues for increasing the use of the USDA commodities program and the DOD Fresh Program** (which is restructuring/privatizing as a result of the Base Restructuring Alignment Commission, but will continue to function in an altered form.) Maryland, including Baltimore, already participates in this program, but is perhaps not exploiting it to its fullest extent. (Attachment included describing this fruit and vegetable commodity program and the initiative that expanded DOD Fresh's use of New York products, including a partnership that resulted in an apple slicing facility that processes New York apples for school lunches.)
15. **Consider opening for renegotiation the Pepsi vending contracts.** One food service director reported renegotiating his school system's vending machine contracts and achieving an improvement in the products carried, a removal of the vending machines from use on immediate school grounds during the school day, and a dramatic increase in net revenues from vending machine sales.
16. **Consider convening a coalition of Baltimore area organizations to promote health and prevent childhood obesity.** This would serve to generate positive attention to and publicity for any school food initiative and create avenues for additional sources of support to accrue to a school food reform effort. It would also elevate the BPCSS' profile as a leader in this effort. (BEEF can refer you to a Dallas area school district that co-founded such a regional coalition.)

17. **Consider purchase of a meal-planning software that utilizes a nutrient-based meal planning method rather than a food-based method.** Chef Weber recommends USDA approved NutraKids, which he asserts, allows for more nutrient dense meals per calorie than typical school lunches provide. Outside funding might be available for the purchase of such software. (BEEF understands that additional personnel may be required to produce the reports required by USDA under such a system.)
18. **Support the development of programs that provide classroom experiences and field trips that reinforce school meal reforms, such as nutrition education and school to farm visits.**

**B. Key constraints:**

1. Current configuration of infrastructure, specifically, lack of onsite cooking capacity, transportation and storage capacity.
2. Fiscal: The food services program currently operates at a loss; there would be an initial increase in labor and infrastructure investments costs associated with some components of reform. This is not necessarily a permanent constraint. Strategic reform can improve the fiscal environment.
3. Food service personnel who will require additional training to implement components of reform.
4. Potentially, costs associated with the reform of current procurement processes to accommodate proposed changes to the food programs.
5. Bureaucratic rigidity: processes and habits within the food service operations can create obstacles to reform.
6. Limitations arising from a food-based menu planning system (both personnel and software) rather than a nutrient-based planning program. (Apparently BCPSS had previously been utilizing a nutrient-based program but because of USDA reporting requirements have switched back to a food based program.)
7. The fact that schools are embedded in the larger, deleterious food culture which promotes unhealthy food preferences among children and youth; and the fact that there are many competitive non-nutritious foods to which BCPSS students have easy access.

**C. Key opportunities:**

1. Increased attention to and interest in childhood obesity and overweight on the part of key stakeholders and institutions that can be potential sources of technical and financial support.
2. Awareness, discussion and efforts that are already taking place within food-oriented, environmental and farming organizations, as well as elected officials and state agencies, that could enable the development of farm to school programs.

3. Build upon the efforts that BCPSS food services has already undertaken (prior to and through the School Wellness Policy process) to improve the nutritional content of its school meals and snacks.
4. Fiscal improvement: Revenues into the food services program can be increased through strategic innovations, such as the increased use of USDA commodities and the development of profit-making food enterprises within the food services operation. Revenues can also be generated by increasing student participation in the meal programs through improving the culinary quality of school food, marketing and experiential learning programs that have a demonstrated ability to expand student food preferences.
5. Children and youth eating habits can be changed through strategic interventions, such as hands-on, sensory-based nutrition education.
6. Linkages to other Baltimore City assets and initiatives, such as the immigrant recruitment campaign (by making use of and celebrating culinary traditions and knowledge among new Baltimoreans from other countries, many of whom have agrarian backgrounds); similarly, Baltimore possesses an older generation of African-Americans with roots in farm communities and knowledge and abilities in vegetable cultivation.
7. Current organizational and technical capacity within Baltimore City in the areas of garden building and vegetable cultivation.
8. Development of urban-rural political alliances, through farm to school initiatives.
9. Improved morale and productivity of food service personnel; other school systems report that improving the quality of food served and moving to on-site cooking has improved performance and attitude of food service employees, though it has required an investment in time, training, and other resources.
10. The recently developed Nutrition and Fitness components of the K-8 Voluntary State Curriculum (Section 6.0) and the resultant opportunity to reach out to BCPSS teachers as they seek to implement those standards.
11. The chance for Baltimore to become a laboratory and model for reform of large, urban school districts food service programs.

#### IV. CASE STUDIES AND COMPONENTS OF SCHOOL FOOD INITIATIVES

##### **B. Conversion of Food Services operations to a revenue generating "business" combined with a return to on-site cooking and maximizing the use of fresh, whole foods in meals.**

###### 1. ConVal New Hampshire, Anthony Geraci:

Mr. Geraci developed a 3-year business plan to create a self-supporting enterprise that could increase effectiveness and programs in support of its mission.

- a. Basic entrepreneurial components which have brought in significant revenues to the food services operation include: a catering business that provides meals to school events and to the community at large; a partnership with booster clubs and concession sales at athletic events; a staff dining program that prepares and sells healthy, low cost meals to school system employees; an athletic catering program that prepares and sells specifically designed healthy meals to the schools' athletic programs; the assumption of most the school system's vending machines; the marketing of school meals to some surrounding schools; a carry-out meals program marketed to parents (e.g., an alternative for families to fast food and other carryout companies, such as Boston Market).
- b. Basic strategy for improving school meals:
  - (1) Maximize on-site cooking.
  - (2) Increase use of cost efficient USDA commodity and DOD Fresh components.
  - (3) Increase the use of locally produced food (fruits, vegetables and dairy products);
  - (4) Acquire those food components that are still needed to complete school menus from manufacturers and negotiate directly with them to improve the quality and reduce the cost of inputs (e.g., the latter through "back door rebates").
- c. Management strategy: Develop an integrated and mission-focused food services team of 1. Food Services Director, 2. Production and Distribution logistics, 3. Procurement, and 4. Nutrition Specialist (including possibly nutrition educator).
- d. Intentional and integrated use of school gardens (including for use in the school meals), school to farm field trips, food and nutrition education programs to support and enhance the school meals program.
- e. Intentional outreach to community and sponsoring of food events outside of the lunchroom: e.g., immigrant community dinner, "the Hot Potato Hop" a dance event featuring a potato bar

with international, exotic and local potatoes. In Baltimore, efforts such as this could easily tie in to Baltimore's festivals of nations and the Mayor's immigrant initiative.

f. Age appropriate incentive programs, e.g., the "star" program for elementary school kids -- in which they get stars for trying new foods, for eating an entire serving of a new food. Mr. Geraci also runs a menu design contest in collaboration with a local radio program whereby children get to pitch their menus and the winning menu is developed and served as a school lunch.

g. Strategic use of interns from university programs to move forward food service projects

h. "Triage" approach, working in innovations where you can, aiming most change at the younger age groups who are more amenable to dietary experiments/change.

i. Increased labor costs for more intensive, on-site food preparation and professional development of the food services staff are covered by the revenue generation of the entrepreneurial components of this program.

2. Hopkins Royal Cuisine (Hopkins, Minnesota) Bertrand Weber ([www.royal-cuisine.org](http://www.royal-cuisine.org)). **This website is worthy of review:**

Bertrand Weber, like Tony Geraci, had worked as a chef and in hospitality food management prior to taking the position of food service director. The Royal Cuisine approach also includes a catering service, a public access café, and had previously included a carryout meal program for parents. The food service staff includes others with backgrounds as chefs. Its mission statement signals this food service program's unique approach: "As a nurturing culinary team, we are committed to providing learners with healthy and diverse choices plus nutritional and sensory experiences through education. We will also foster community involvement and partnerships while providing extended culinary services." Mr. Weber emphasized the direct, sensory experience with food connected to education about food and nutrition is essential to transforming student food preferences and eating habits. His team is developing a nutrition education program and are utilizing some components of Dr. Demas' Food is Elementary© curriculum. Other key components of the Royal Cuisine approach include:

a. Strategic development of functional kitchens and onsite cooking. Approximately 75 % of food served in their meal program has been prepared onsite. (Baltimore, by contrast, does no onsite cooking, though there is some minimal onsite preparation, e.g., of salads.)

b. The taking over of vending machines and concession programs and stocking them with nutritious snacks.

c. Achievement of cost efficiencies through the purchase of whole foods through the USDA commodity program or otherwise rather than the purchase of already processed foods. Mr. Weber gave as an example their purchase of pineapples and having staff

- cut them, versus their purchase of canned applesauce and having staff open the cans, with the former being less expensive.
- d. Strategic research partnership with the University of Minnesota on the acceptance by students of whole grain products.
  - e. The development of purchasing relationships with local and regional organic and natural foods companies.
  - f. The reliance on healthy and appealing a la carte items as a source of revenue.
  - g. The offering of two fresh fruits and six fresh vegetables on a daily basis;
  - h. The serving of uncommonly eaten whole grains (e.g., wild rice, quinoa, barley) at least four times per month; serving legumes at least two times per month;
  - i. The elimination of high fructose corn syrup wherever possible;
  - j. The serving of organic foods, including milk, where possible;
  - k. The incorporation, where possible, of locally grown foods into the menus.
  - l. The downgrading of pizza's presence in the menu from weekly to a few times a month.

The Hopkins school district has been able to dramatically increase its student participation rates. One news story reported high school lunch sales increased from 700 to 1200 or 1300 per day since the reforms have been implemented.

Weber reports that he has not increased his labor costs in this effort but that he has had to put significant effort into retraining and increasing the productivity of his staff. He also reports that the entrepreneurial initiatives have not been as key a component of the reform as initially anticipated. Attention to healthy and appealing a la carte items has also increased their revenues.

Weber opines that this type of reform could take place in a larger, poorer urban district but that it would be more challenging.

### **B. Improve the constituent parts of preplate or convenience meals.**

To the extent there is a "NYC Model," this is a major component of it. Baltimore is currently engaged in some similar efforts that are emerging in part from the School Wellness Policy mandate in the Nutrition and WIC Reauthorization Act of 2004. See the attached Wellness Policy with Nutrition Standards that the Baltimore School Board approved in January 2006.

The basic thrust of New York City initiative has been to improve the nutritional and culinary (taste, appearance) quality of food that is purchased through manufacturers and food vendors, and to increase participation in the school meals program through an aggressive marketing campaign. They hired an Executive Chef, and each of the five boroughs also has a chef to carry out this reform effort. Procurement is still handled

centrally but is coordinated to some extent with the Chefs. The Executive Chef's primary role is the development of menus, the testing of meal inputs and the negotiation with manufacturers of improved inputs, e.g., a healthier coating on chicken nuggets, increase percentage of whole wheat in bread products, lower fat in dairy products, improved presentation of vegetables, etc. The Chef is also responsible for the culinary training of food service staff and to promote the standardization of the production and presentation of the school meals. The marketing component (for which they recruited an experienced person from the private sector) develops public relations materials and incentive programs designed to get more children participating in the school meals and to increase their awareness of healthy eating. NYC SchoolFood Executive Director, David Berkowitz, reports that they have increased participation rates and revenues through their efforts.

Executive Chef Jorge Gallazo reports that while they have not moved to an on-site cooking program, new schools are being equipped with kitchens that could accommodate cooking. He also reports that they are adding to some menus, though not system-wide, some freshly cooked vegetables and salad bar components.

It is also worth noting that the NYC Board of Education (of which SchoolFood is a department) is collaborating with a non-profit organization under a grant from the Kellogg Foundation to increase consumption of vegetables among elementary school children. This pilot project is working in 45 schools and will increase to 100 schools and includes a classroom, hands-on component where children are learning how to prepare and cook vegetables.

New York City's SchoolFood website is <http://www.opt-osfns.org/osfns>. Its director, David Berkowitz, is willing to be consulted further about their efforts to reform their school meal programs.

### **C. Farm to School Initiatives.**

This is a very large subject and exists to various extents and in various iterations in educational institutions around the country, at both the K-12 and the university level. Essentially it is a movement that seeks to increase the presence of locally or regionally grown fruits and vegetables, and in some cases, dairy and meat products, in the school meals. Some states have actually passed or are in the process of considering legislation that requires their school districts to purchase a certain of percentage of their produce from local (i.e., state) producers, or that a certain percentage of the food they serve be "fresh" (i.e., picked within a certain time frame). No such legislation has been developed yet in Maryland but there are some groups (including the Chesapeake Bay Foundation and JHU's Center for Livable Future) and a state delegate who have discussed the concept and were considering presenting such a proposal during this year's legislative session. (There is a bill that expresses local purchasing as an aspirational goal. See the Policy section below and the attached Senate Bill 457, introduced by State Senator Paul Pinsky.) Certainly interest in the subject is growing here in Maryland and an innovative

food services director would be able to take advantage of that interest and promote the development of farm to cafeteria infrastructure.

In many cases, farm to school initiatives also include classroom nutrition and agricultural education components. Frequently, field trips to local or regional farms are a component of farm to school programs. This approach may also include the development of school gardens (including "edible" school gardens), greenhouses, and related gardens that have scientific educational value (such as native plant gardens).

Among the challenges associated with farm to school initiatives are: increased expenses related to the purchase and preparation of fresh food; the need to revise current, or develop new, procurement, storage and distribution processes and infrastructure; the work required to find interested and willing partners in the farm community who have the capacity to enter into purchasing/supply relationships with a school system; increased expenses related to training of food service personnel on handling and preparation of such items; and, increased expenses related to increased labor usage.

Among the benefits and opportunities associated with such initiatives are: improved eating habits that may extend beyond a student's presence in the school building and his or her school years; increased student knowledge of food, ecology and environmental sciences; increased support for the City's public schools from the state's agricultural community; support for local and regional sustainable food systems and economies and the potential political alliances and support which can emerge that support; and, increased student participation rates in the meal programs as the food served improves in flavor and presentation.

**Advice:** A common thread from advice from various food service directors and others involved in farm to school initiatives was to 1) start small, either through incorporating one locally grown product, the apple was frequently mentioned as a good starter item to introduce system-wide; and/or 2) implement more substantial pilot projects in a few schools. Either or both approaches should be possible in Baltimore City.

**Resources:** An excellent source of information is the website ([www.farmtoschool.org](http://www.farmtoschool.org)) maintained by the National Farm to School Program located at Occidental College's Center for Food and Justice. Among the resources developed by that program is the publication, "Farm to School: Case Studies and Resources for Success," a copy of which is included with this report. The Resources for Success component at the back of that publication contain much practical and useful information.

a. Potential exploratory site visits and or consulting opportunities.

There are farm to school initiatives that are occurring in various forms within train or driving range of Baltimore, including The Food Trust's two programs in Philadelphia and the Hartford Food System's "Project Farm Fresh Start", in Hartford, Connecticut, [www.harfordfood.org/programs/project\\_farm.html](http://www.harfordfood.org/programs/project_farm.html). Further afield are the

Vermont FEED program ([www.vtfeed.org](http://www.vtfeed.org)) and the ConVal, New Hampshire and the Hopkins, Minnesota food services programs, described above.

1. The Food Trust's Kindergarten Initiative (<http://www.thefoodtrust.org/php/programs/kindergarten.initiative.php>). The Food Trust's website describes this program as follows:

"This new initiative promotes healthy communities by teaching young children and their parents about food, farms and nutrition. The Kindergarten Initiative works with kindergarten (and pre-kindergarten) students through the classroom, integrating nutrition concepts into the regular school curriculum as well as providing healthy fruit and vegetable snacks grown by local farmers. The program is designed with the understanding that schools alone cannot change the eating habits of young children; ongoing communication with parents, events for parents which incorporate cooking and nutrition, and resources for parents to help them plan nutritious meals all serve to reinforce the work done with students in the classroom."

2. The Food Trust's School Market Program (also in Philadelphia). This program brings fresh fruit and vegetables into the schools through mini-enterprises that are managed by students. Here is a description of the program from the Food Trust's website:

"The School Market Program is creating a new generation of entrepreneurs who will be responsive to the needs of lower-income, minority communities now by-passed by the existing food distribution system. Our goal is to create student-managed food markets in schools to empower students, improve their diets, concentration and health, build their self-esteem, equip them with employable skills, and educate them about nutrition.

"In its simplest form, this school-based food market is based on a 'lemonade stand' model, where children sell fresh fruits and vegetables to their friends, teachers, parents and neighbors. Students:

- Own and operate the business
- Make all the decisions
- Learn about nutrition, agriculture, food and business

"In the classroom, students learn from a proven curriculum that inspires budding entrepreneurs, increases knowledge about the food system from production to consumption, teaches good nutrition, and gives practical business experience in a student-run, for-profit fresh food market.

"By providing hands-on training to utilize nutrition and health as a marketing strategy, students learn how to change their own diets, creating long-term improvements in their health and powers of concentration. The Program

builds the capacity of youth as potential entrepreneurs through academic learning, hands on experience, and both peer and adult support."

Giant supermarkets have supported the School Market Program with fruit donations to make the program possible in certain schools.

### 3. The Hartford Food System's Project Fresh Start

[www.hartfordfood.org/projects/project\\_farm.html](http://www.hartfordfood.org/projects/project_farm.html)), Tel. No. 860-296-9325.

The following is copied directly from their website:

"In 1998, the Hartford Food System expanded its Project Farm Fresh Start from a special research and demonstration activity to a full program. The program has two goals:

- increase the purchase of locally grown produce by the Hartford school system's food service;
- encourage young people to make high quality, nutritious food a regular part of their diet.

.....

"... [Hartford's] Project Farm Fresh Start has been winning the commitment of Hartford's school food services to make locally grown produce a regular feature of their lunchtime menus. This interest has extended to both food service personnel across the state as well state agencies, including the Connecticut Departments of Agriculture, Administrative Services, and Education. Food service directors in Connecticut's school systems are learning from the Hartford experience and implementing similar programs in their school districts, while state officials are simultaneously removing barriers and providing incentives for school systems and other public institutions to purchase locally grown food.

"Project Farm Fresh Start has provided new markets for area farmers and increased the consumption of fresh produce among Hartford school children. Through the program, the [Hartford Food Services] has worked with several Hartford teachers to run 67 separate food education classes and events for almost 600 students. In addition, the program ran a month-long food education experience for nearly 1,200 middle-school students as part of Black History Month. The program integrated African-American cuisine into the study of Black culture and history.

"On a nationwide basis, the project has become a working model of how an urban school food service can re-orient its food purchasing toward locally grown food. Since the school project began, [Hartford Food Services] has received over 200 requests for its reports and curriculum from teachers, school systems, and organizations around the country and has presented project results to several academic and practitioner conferences. In addition HFS provides teacher training using both workshops and individual instruction.

HFS works closely with the Farm-to-School Project of the Community Food Security Coalition, which is based in California."

4. The Archdiocese of Philadelphia's Nutritional Development Services, which has integrated a local seasonal fruit component into its regular school breakfast and lunch program by entering into a purchasing agreement with a Pennsylvania fruit farmer. (Contact, Joan Reitz, Purchasing Manager, Nutritional Development Services, Phila. Archdiocese, 215-895-3470).
5. New Jersey has made significant innovations in the farm to school procurement and distribution infrastructure, which involves collaboration among the USDA Commodity Distribution Program, the DOD Fresh program and the NJ Dept. of Agriculture's Division of Food and Nutrition. A New Jersey contact is Claire Homitzky, Community Food Projects Director, New Jersey Urban Ecology Program, Dept. of Nutritional Sciences, Rutgers State University, 96 Lipman Drive, New Brunswick, NJ 08901-8525 (732) 932-1688, [homitzky@aesop.rutgers.edu](mailto:homitzky@aesop.rutgers.edu). New Jersey, along with some other states, has worked with the DOD Fresh program to create preferential purchasing for in-state products.

#### **D. The creation of a private/public partnership to kick off food reform.**

For a potential model, see the Wisconsin Alternative High School/Natural Ovens 3-year partnership. Natural Ovens is a private company that manufactures whole grain baked goods. Natural Ovens underwrote this partnership project, including the provision of food to an alternative high school for students who had been removed from the regular public school system in Appleton Wisconsin. The dramatic results in student health and behavior were included in the film "Supersize Me". You can see a promotional video about this private/public partnership in the Appleton schools by linking to [www.naturalovens.com](http://www.naturalovens.com) and clicking on the "schools" link. Initially this targeted meals program existed only in the alternative school. The school district subsequently pursued reforms in its entire food services program. (Currently, the school system uses Aramark to manage its food services program. It appears that the school system has negotiated with Aramark to maintain components of the food reform that it had previously implemented. The menu of that school system appears to differ from other Aramark programs.)

The Hopkins Minnesota school district with Bertrand Weber as its food service director is also aggressively seeking out business relationships with local organic and natural food manufacturers.

It is worth noting that Natural Ovens Bakery has a school fundraiser program. (<http://www.naturalovens.com/Fundraisers/index.php>.) Either this program or others like

it could be promoted as a component of school food reform. At least one Maryland school (a Waldorf PTO) is currently running a Natural Ovens fundraiser. (The recently approved BCPSS Wellness Policy and Nutrition Standards includes a goal to promote healthy fundraisers.)

Various food companies and supermarkets could be approached with such a proposal, Whole Foods Market, or conventional supermarkets, such as Giant, Safeway or the new Hunt Valley mega-market “Wegmans.”

### **E. Intentional integration of a nutrition and culinary education program into any food service reform.**

This component, though treated less extensively herein, is perhaps the most important in effecting long-term, lasting changes in healthy food preferences and habits among Baltimore City’s school students. As noted above, there is research supporting the proposition that children will increase their acceptance of and consumption of currently underconsumed fruits, vegetables, legumes and whole grains if they are exposed to them in a hands-on, sensory-based method. Baltimore is fortunate to have already the presence in its public school system of a leading nutrition educator, Dr. Antonia Demas. Dr. Demas has personally performed research in this area, developed an award-winning nutrition education curriculum and has consulted with over 500 schools around the country. (Included in the Attachments to this report are summaries of some of Dr. Demas’ research projects and findings. The copy-righted curriculum “Food is Elementary” received two national awards: 1) The National Award for Excellence in Nutrition Education (1994) from the Society for Nutrition Education; and 2) The National Award for Most Creative Implementation of the Dietary Guidelines (1994) from the USDA.) Principally relying on funding from the Weinberg Foundation, and with support from Whole Foods Market (and others), Dr. Demas has established two pilot nutrition education programs in Baltimore City, at Hampstead Hill Academy and the Stadium School both of which are public charter schools.

As referenced above, two notable Baltimore health professionals, Dr. Peter Beilenson and Dr. Benjamin Carson, have endorsed Dr. Demas’ program, as have many other nationally recognized doctors and public health professionals in exceptionally positive terms. See, <http://www.foodstudies.org/endorsements>. Included among the many endorsements are:

“Of all the health activities to be pursued in this country, nothing can be more important than providing a good nutritional education for very young children. Antonia Demas not only prepares food as an art, but also teaches very young children about food with a passion that is heart-warming and incredibly effective. Her curriculum ought to be in every school in the country.” T. Colin Campbell, Ph.D. 1999 Jacob Gould Schurman Professor of Nutrition and Biochemistry, Cornell University Co-author of the Cornell/Oxford/Beijing China Study on Diet and Cancer. (Emphasis added.)

“The work of Antonia Demas with nutrition in schools is exactly what is needed to prevent the epidemic of atherosclerosis that is the cause of death of most Americans and that is using up enormous health care dollars. Only by starting young people off on a path of healthy eating will we ultimately cut the cost of health care in the United States. Antonia’s work is an example of disease prevention at its best, and is an example of how education can effectively deal with real life issues even at an early age.” Harvey Zarren, M.D. F.A.C.C. 1999 Medical Director, Department of Cardiac Rehabilitation, The Union Hospital North Shore Medical Center, Lynn, Massachusetts.

And, from Dr. Benjamin Spock:

I am delighted to learn of the dramatic success of [Dr. Demas’] Trumansburg experiment which showed that children will eat unfamiliar foods if they cook them in school and study their sources and properties. We desperately need a varied program to steer children away from the death-dealing American diet high in meats, dairy fats, and other unsaturated fats toward whole grains, vegetables, beans, and fruits.” Benjamin Spock, M.D. July 26, 1995 Pediatrician, author of Dr. Spock’s Baby and Child Care.

Another attractive component of Dr. Demas’ Food is Elementary curriculum is that it is multicultural, multidisciplinary with curriculum tie-ins, and is adaptable to school garden projects and outreach to parents and the wider community through community meal events. The program is also capable of being carried out without access to functioning kitchen. While the curriculum involves food preparation, it is typically managed from a moveable cart and heating plates. Also, since no meat, fish or dairy products are utilized in the program, it does not pose health hazards.

Dr. Demas is interested in expanding this program in Baltimore and already has engaged in fundraising efforts to do so. Collaborating with her on these efforts would be an efficient way to expand effective, nutrition education programs in Baltimore City schools. The school system should also consider developing a strategic collaboration between the school food programs (i.e., what gets served to students to eat) and the nutrition education component to exploit the synergies and mutual reinforcement of both efforts. Dr. Demas’ Food is Elementary curriculum is actually designed to work in collaboration with school meal programs; it includes recipes that are nutrient dense, utilize less costly and under-utilized USDA commodity foods and meet USDA National School Lunch Program guidelines. (See, the curriculum page within the Food Studies Institute website, [www.foodstudies.org/curriculum](http://www.foodstudies.org/curriculum), for more information, especially the subpages “School Lunch Program” and “Commodity Foods.”)

Other organizations, both public and non-profit agencies, have nutrition education programs, including the Maryland State Dept. of Education. Such organizations could also be included in a nutrition education strategy. I have not found any such programs currently functioning in Maryland schools which are experiential-based, i.e., that involve growing, preparing, cooking and eating. However, there may be various small projects

ongoing around the state that this research did not uncover. The Howard County school system has approached Dr. Demas to help them strategize a reform of their home economics program that would include her hands-on nutrition education curriculum.

There are multiple other examples of such programs around the country. A program that was consistently referred to by reform oriented food service directors and others involved in school meal reform is the Vermont Feed program, [www.vtfeed.org](http://www.vtfeed.org). While this is a program that was initiated out of the agricultural community in a rural state, it includes replicable components for any school system. This program was regularly referred to as very successful in many regards. Dr. Demas has also been a consultant on that project.

The Food Trust, located in Philadelphia, also has a food education program that is integrated into a Farm to School initiative. That program currently focuses on Kindergarten students.

Another program worth getting more acquainted with and possibly visiting is the University of Pennsylvania's Center for Community Partnerships' "Urban Nutrition Initiative" (UNI) (<http://www.urbannutrition.org/index.html>), which has designed and implemented innovative nutrition education programs at work in some Philadelphia public schools. UNI claims to seek to serve as "a model for effective school-based health promotion programs that can be adopted and adapted to meet the needs of schools and communities around the world."

It describes as its goals, to:

"Create and sustain an interdisciplinary K through 16+ curriculum that engages students as agents of school and community health improvement and simultaneously results in increased educational skills and abilities.

Work with university faculty, students, public school teachers and community residents to realize schools as centers of community health promotion; places where active, healthy lifestyles are an integral part of education.

Advance an ecological approach to nutrition education that emphasizes the interdependence of food, environment and human health through growing, cooking, eating and selling healthy foods."

Its programs include:

- Food and nutrition lessons integrated within the school-day curriculum (social studies, science, language arts and math).
- Lunch period hands-on healthy cooking classes.
- After school fruit and vegetable stands.
- After school and summer job training in: urban agriculture, entrepreneurship and peer education.
- Farmers' markets open on Saturdays and Wednesdays, May through November.
- School-based gardens.
- Community fitness and health programs (free to parents and community members)

The contact information for this program is: The Urban Nutrition Initiative, Franklin Building Annex, 3451 Walnut Street, Suite P-117, Philadelphia PA, 19104 (215) 898-1600.

## V. POTENTIAL OUTSIDE COLLABORATORS AND RESOURCES

The following organizations and persons are provided to complement and expand whatever resources, expertise and enthusiasm are already found within the BCPSS nutrition and food services operation. BEEF has not analyzed such in-house resources. These are supplied as potential resources and/or collaborators with various possible iterations of school food reform.

The **Johns Hopkins Bloomberg School of Public Health's Center for a Livable Future**: <http://www.jhsph.edu/clf/programs/eating/index.html>. This Center can facilitate connections with academicians who may be currently engaged in relevant research related to youth, nutrition, food systems, etc., or who might be willing to partner with BCPS on future research projects that contain programmatic elements. The Center has also convened the Baltimore Food Security Coalition, which is a potential source for working out farm to school collaborations and infrastructure development.

The **Maryland Organic Food and Farming Association**. [www.moffa.org](http://www.moffa.org): This organization could help facilitate farm to school efforts. Contact: Michael Tabor, an active farmer and member who has already been discussing this issue and meeting with Maryland Agriculture Dept. officials about it. His tel. nos. are 301-587-2248, 240-505-6282.

The **Chesapeake Sustainable Business Alliance**, 410-342-1482, [www.csballiance.org](http://www.csballiance.org). This organization describes its members as "Business owners, founders, directors and decision-makers of businesses and not-for-profit enterprises, which are locally-owned, independent, and strive to serve community needs while respecting the natural environment." This organization recently considered and endorsed the prospect of working on farm to cafeteria initiatives.

**The Chesapeake Bay Foundation**, is interested in developing food to school programs in Maryland from an environmental sustainability perspective.

**Whole Foods Market**, Maria Gruzynski (WholeFoods is currently a partner with the Hampstead Hill Elementary Food for Life project. It has donated the food that has been used in that hands-on nutrition education program. Ms. Gruzynski was approached for this report and indicated a willingness to facilitate communication with the regional manager for community relations. Contact: Maria Gruzynski, Marketing Specialist, Community Liaison, Whole Foods Market, Harbor East #49, 1001 Fleet Street, Suite A, Baltimore, MD 21202, 410-528-1640, [Maria.Gruzynski@wholefoods.com](mailto:Maria.Gruzynski@wholefoods.com).

**Johns Hopkins Bloomberg School of Public Health, Healthy Stores Project**, principal project coordinator, Joel Gittelsohn. <http://www.healthystores.org/BHS.html>. This project collaborates with the Baltimore City Public Health Department. Currently it is focused on improving the nutritional quality of food in urban food outlets, but the principal investigator/coordinator, Joel Gittelsohn, of the project welcomes discussion with the City about a potential school component at some point in the future. Dr.

Gittelsohn is willing to be consulted about schools and food with which he has some professional experience.

The **University of Maryland's College of Agriculture and Natural Resources' Department of Nutrition and Food Science**, (301) 405-1014; [www.agnr.umd.edu/NFSC](http://www.agnr.umd.edu/NFSC). This group may provide technical expertise on nutrition, and be a source of interns.

The **University of Maryland's College of Agriculture and Natural Resources' Maryland Cooperative Extension's Nutrition Extension and Expanded Nutrition Education Programs: Contacts [Mira Mehta, Ph.D.](mailto:mmehta@umd.edu)** *EFNEP Leader*  
*Department of Nutrition and Food Science* **Research Areas:** food security, malnutrition, community nutrition, international nutrition **Email:** [mmehta@umd.edu](mailto:mmehta@umd.edu)  
**Phone:** (301) 405-1006 **Denise Benoit-Moctezuma** *EFNEP Coordinator*; **Email:** [dbenoitm@umd.edu](mailto:dbenoitm@umd.edu); **Phone:** (301) 405-0751.

**Johns Hopkins and University of Maryland's nursing and medical programs.** BEEF has not developed any particular contacts there, however, we are aware that Dr. Antonia Demas has developed some interest and potential partners at both institutions in her nutrition education programs.

**Coppin State's Helene Fuld School of Nursing**, which is participating in a study looking at the impact of urban environments, including the food environment, on obesity rates among city residents. Contact: Marcella A. Copes, Ph.D., R.N., 410-951-3990.

**Morgan State University School of Public Health and Policy.** ([www.morgan.edu](http://www.morgan.edu), the Public Health School's website is under construction); current Dean of Public Health is listed as Allan Noonan, 443-885-4012.

The **Master Gardeners program of the University of Maryland Cooperative Extension.** Master Gardeners receive free training from this program and in turn are required to provide pro bono assistance on community projects. There is potential to collaborate with this program and graduated Master Gardeners in the development of school garden projects. The website is <http://mastergardener.umd.edu>. Baltimore has a newly hired urban agriculture coordinator, Josue Lopez. [Jlopez3@umd.edu](mailto:Jlopez3@umd.edu), (410) 856-1859.

**Baltimore City Health Department.** This public agency clearly has an interest in and mandate to promote the health of young Baltimoreans who are students in public schools. This agency is already a partner with JHU's Healthy Stores Project. Contact: Baltimore City Health Commissioner, Dr. Joshua Sharfstein, 410-396-4398.

The **Maryland Department of Education**, which already engages in classroom based nutrition education. The contact there is Stew Eidel, Chief Professional Development and Technical Assistance Section, School and Community Nutrition Programs, Maryland Department of Education, 200 West Baltimore Street, Baltimore,

MD 21201, 410-767-0216. It was reported to us that Mr. Eidel has a background as a chef. The federal program “Team Nutrition” (out of USDA’s child nutrition/school lunch program) had managed a grant program to develop nutrition education programs. Several Maryland schools and other programs received such grants. Other nutrition educators are connected to the USDA sponsored “State Nutrition Action Plans” (“SNAP”) committees. Attached is a list of SNAP committee members and liaisons.

**The Nutrition and Physical Activity program of the Family Health Administration of the Maryland Department of Health and Mental Hygiene** is the recipient of a capacity building grant from the Centers of Disease for its Nutrition and Physical Activity Program. That Program describes its mission as: “to prolong the length and quality of life of Maryland citizens through healthy eating and increased activity. To prevent chronic diseases associated with overweight and obesity and to accomplish these goals through partnerships with community agencies, voluntary organizations, the medical sector, and other county, state, and federal government agencies.” It – or its various partners ---could be a collaborating partner in various school-based health and nutrition initiatives. I am unaware of any funding opportunities located with this agency. This agency published a report on the Burden of Obesity in Maryland that contains data related to overweight and obesity. That document can be accessed online at: <http://www.fha.state.md.us/cphs/pdf/Burden%20of%20Overweight%20and%20Obesity%20in%20Maryland%202005.pdf>. The contact person is Teresa Moore, M.S./CHES, NPA Program Coordinator, 410-767-5781, [tmoores@dnhm.state.md.us](mailto:tmoores@dnhm.state.md.us).

**Maryland Chapter of the American Academy of Pediatrics. Local chapter contact, Dr. Alan M. Lake, Pediatrician** and associate professor at Johns Hopkins, has developed materials on childhood obesity and school wellness policies and is available for presentations, information and consultation on this matter, 410-321-9393. Dr. Lake can also help make referrals to other key health care professionals working on obesity and nutrition issues.

**Other local health care professionals** active in the area of obesity and overweight prevention. For a good list of interested and knowledgeable health professionals, see the collaborators on the 2002 report “Preventing Childhood Overweight in Maryland,” at <http://www.fha.state.md.us/cphs/chn/pdf/ChildhoodOverweightReport.pdf>.

**Carol R. Miller, RD, M.Ed. LDN, Nutrition Consultant, Maryland Department of Health & Mental Hygiene, Center for Preventive Health Services, 201 West Preston Street, Baltimore, MD, 21201-2399; 410-767-6782; [cmiller@dnhm.state.md.us](mailto:cmiller@dnhm.state.md.us).**

**Maryland Agriculture Education Foundation** ([www www.maefonline.com](http://www.maefonline.com)): This is a nonprofit organization dedicated to the promotion of awareness and knowledge of Maryland agricultural activities and issues. It already conducts some food education in Baltimore City schools and could be partnered with more fully. [www.maef.org](http://www.maef.org). Contact: Jamie Picardy PO Box 536 ,403 Oakington Road, Havre de Grace, MD 21078

410.939.9030. [jpicardy@yahoo.com](mailto:jpicardy@yahoo.com). MAEF also recently announced that it has grant funds available for new (up to \$500) and existing (up to \$250) urban school garden projects. The deadline for application is March 30, 2006. Tel. 410-939-9030.

**The Maryland Food Bank**, [www.mdfoodbank.org](http://www.mdfoodbank.org): This non-profit currently is seeking to partner with schools for its “Edible Schoolyard” program, which it inherited from the Center for Poverty Solutions. It has some funding to develop school-based vegetable gardens. There could be other points of intersection with school based meal and food programs as well. The Food Bank already has some programs that have linkages with Maryland farmers. Contact: LaVonzell Nicholson, general tel. no. 410-737-8282, ext. 247.

**One Straw Farm**, <http://www.onestrawfarm.com>, which is an organic, community supported farm in Baltimore County. Drew and Joan Norman, owners. **Contact:** Joan Norman, [joan@onestrawfarm.com](mailto:joan@onestrawfarm.com). Joan is interested in school to cafeteria possibilities.

**Edible Chesapeake**, ([www.ediblechesapeake.com](http://www.ediblechesapeake.com), 410-243-0354) a quarterly magazine of the Edible Communities© ([www.ediblecommunities.com](http://www.ediblecommunities.com)) whose aim is to connect local residents with locally grown food and promote regional farming sustainability. A recent issue is attached, which includes an article about the Hampstead Hill Academy Food for Life program. This publication, and the persons who publish it, could be useful connectors to resources and a potential recruitment source.

The **Baltimore International College**, a culinary professional college. I have not explored any particular ideas with them. They could potentially be a source of recruitment for chefs and interns.

**The Growing Connection, a project of the United Nation’s Food and Agricultural Program and the American Horticultural Society** ([www.thegrowingconnection.org](http://www.thegrowingconnection.org)). This project is creating urban gardens and is particularly adaptable to school gardens. It utilizes a technology called the Earth Box, which is a self-contained, portable technology that grows vegetables in a very efficient manner. The program also contains an information technology component and links up children who are participating in the Growing Connection in different countries around the world. The children have access to some kind of communications technology that allows them to communicate with each other in real time about the progress of their gardens. The program officer for the FAO in the United States, Robert Patterson, recently gave a presentation in early February to the Master Gardeners program and also met with some of Mayor O’Malley’s staff (I believe David Costello met with him). As I understand, Mr. Patterson is looking to recruit partners in the United States. Robert Patterson, Senior Liaison Officer, Food & Agriculture Organization of the United Nations, 2175 K Street, NW, Suite 300, Washington, DC 20037; Phone: (202) 653-2438 Fax: (202) 653-5760; [robert.patterson@fao.org](mailto:robert.patterson@fao.org).

**Future Harvest-CASA** describes itself as a “network of farmers, agricultural professionals, landowners and consumers living and working in the Chesapeake region. Future Harvest-CASA promotes profitable, environmentally sound and socially acceptable food and farming systems that work to sustain communities.” It lists among its objectives: 1) to explore new crops and new markets for farmers; and 2) to create consumer demand for locally grown food. Both of these objectives would be served by farm to school programs. **Contact: Future Harvest-CASA**, P.O. Box 337, Stevensville, MD 21666, phone: 410-549-7878, fax: 410-549-9778 email: [fhcasa@verizon.net](mailto:fhcasa@verizon.net); <http://www.futureharvestcasa.org>.

The **Maryland Dept. of Agriculture**: Could be a partner in any farm to school initiatives. Corresponding agencies in other states have been key collaborators in such efforts. The Shore to Store initiative has elements of the type of buy local efforts in other states that evolved into components of farm to cafeteria projects. The Department’s work and connections on Farmers Markets and Community Supported Agriculture Farms in Maryland would also be good places to go for development of farm to cafeteria initiatives. Md. Dept. of Agriculture, National Marketing Program, 410-841-5770, [http://www.mda.state.md.us/md\\_products/md\\_products.php](http://www.mda.state.md.us/md_products/md_products.php).

**FRESHFARM Markets** (<http://www.freshfarmmarket.org/aboutus.html>). This is a regional organization, seeking to expand into the Baltimore area from its base in the D.C. suburbs. It would be another possible link to regionally grown foods. It describes its mission, in part, as “to build and strengthen the local food movement in the Chesapeake Bay region. We use our markets to create vibrant urban and community places, to provide economic opportunities for farmers and to showcase our region's agricultural bounty.”

**PAUL G. PINSKY**, *Democrat, District 22, Prince George's County*; James Senate Office Building, Room 220; 110 College Ave. Annapolis, MD 21401 – 1991; (410) 841-3155, (301) 858-3155; 1-800-492-7122, ext. 3155 (toll free); e-mail: [paul.pinsky@senate.state.md.us](mailto:paul.pinsky@senate.state.md.us).

**DAN K. MORHAIM** *Democrat, District 11, Baltimore County*, is a physician and State Delegate interested in farm to school issues. Lowe House Office Building, Room 304, 84 College Ave., Annapolis, MD 21401-1991, (410) 841-3342, (301) 858-3342; 1-800-492-7122, ext. 3342 (toll free) e-mail: [dan.morhaim@house.state.md.us](mailto:dan.morhaim@house.state.md.us) fax: (410) 841-3385, (301) 858-3385; or 8 Park Center Court, #100, Owings Mills, MD 21117-5609; (410) 581-8712.

**KATHERINE A. KLAUSMEIER** *Democrat, District 8*, is a State Senator from Baltimore County, who was promoted the Meatless Monday pilot project which is planned for one Baltimore County public school for the start of the 2006-2007 school year; James Senate Office Building, Room 103, 110 College Ave., Annapolis, MD 21401-991; (410) 841-3620, (301) 858-3620; 1-800-492-7122, ext. 3620 (toll free) e-mail: [katherine.klausmeier@senate.state.md.us](mailto:katherine.klausmeier@senate.state.md.us); fax: (410) 841-3085, (301) 858-3085

**Local and Regional University Food Services:** There is also something of a movement to improve the quality of meals in higher educational institutions. I have not explored this issue in any depth with regard to our local or regional colleges and universities. I have spoken with Tim Zintz, director of Food Services (Aramark) at the University of Pennsylvania. He has developed a very strong farm to university program there. There may be initiatives at local institutions that could be useful starting points for developing farm to school infrastructure (e.g., relationships with local farmers). The University of Maryland Baltimore County utilizes Sodexo for its dining services. That website suggests Sodexo is paying attention to the movement for fresher and diverse food choices. <http://www.umbc.edu/umbcfood/html/menus/meinbowl.html>.

## VI. POTENTIAL CONSULTANTS AND TECHNICAL ASSISTANCE

### For recruitment of key personnel:

#### **The Elliott Group's The Elliott Associate's Inc.**

([http://theelliottgroup.com/Services\\_Associates.htm](http://theelliottgroup.com/Services_Associates.htm)) which is describe on their website as “the executive recruitment segment of The Elliot Group [that] is dedicated exclusively to the hospitality, foodservice and retail service industries.” This is the company that New York City utilized in the recruitment of its executive chef. They have regional offices, but none in the MidAtlantic region. Their headquarters contact information is **The Elliot Group:** Tarrytown Corporate Center, 505 White Plains Road, Ste. 228 Tarrytown, NY 10591; Tel: 914-631-4904; Fax: 914-631-6481.

**Multicultural and Foodservice Hospitality Alliance** and its affiliated consultants: <https://mfha.net/consultants.htm>

**Chef2Chef** (<http://chef2chef.net/culinary-institute>), high use food industry internet site with recruitment pages.

**Culinary Schools' Career Offices:** See the following listing of culinary schools <http://chef2chef.net/culinary-institute/>

### For reform planning and implementation:

**Dr. Antonia Demas**, developed the award-winning Food is Elementary, sensory based, multidisciplinary nutrition education program that has natural links to school food reform. Dr. Demas also has extensive knowledge of food service operations and the USDA commodity program and farm to school innovations. She has also worked professionally in the food business. She can be contacted through The Food Studies Institute, [www.foodstudies.org](http://www.foodstudies.org).

**Anthony Geraci**, Food Service Director of the ConVal School District in New Hampshire. Has created a successful reformed healthier and revenue generating food service system. Although in a small town/rural school district, Mr. Geraci comes from a large urban area (New Orleans) and has extensive work experience in the private food industry. Recommend having an initial interview with him to consider what he might be able to provide as a consultant. His tel. no. is 603-924-4037, email [ageraci@mail.conval.edu](mailto:ageraci@mail.conval.edu).

**Bertrand Weber:** Hopkins Royal Cuisine, Minnesota, 952-988-4061, [Bertrand weber@hopkins.k12.mn.us](mailto:Bertrand_weber@hopkins.k12.mn.us): see information regarding his program above.

#### **Other reform food service directors** (not an exhaustive list):

Chris Wallace: Corning, New York: 607-654-2720

David Berkowitz, NY SchoolFood, 718-707-4240

Nancy May, Healdsburg, California, 707-431-3434  
Rodney Taylor, Riverside Unified School District, California, 951-352-6740, ext.  
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**Ruth A. Bowman** 15400 Edgewood Court • Eden Prairie, MN 55346 Phone 612-735-7872 • Email [bowmandc@msn.com](mailto:bowmandc@msn.com) or [bowm0098@umn.edu](mailto:bowm0098@umn.edu); Ms. Bowman is a Ph.D. candidate in Evaluation Studies at the University of Minnesota. She is currently researching experiential nutrition programs in elementary schools and is including the Baltimore Hampstead Hill Academy program in her research. She also has extensive experience in the private sector food industry. Attached are her resume and research plan.

**Bon Appetit Management Company:** [www.bamco.com](http://www.bamco.com), tel. 650-798-8000. BAMCO consulted with the Berkeley Public School System and the Martin Luther King Junior Middle School. I have not contacted them, but they may be a direct resource or could recommend other consulting resources. Their website suggests that their consulting practice is limited to corporations and universities, but it would be worth consulting with them. One of their chefs (Kimberly Triplett) works as the food service director at American University in Washington, D.C. Ms. Triplett's program boasts the use of much fresh and local produce, including from Maryland farms. She might be a potential source of information on local farms and also on food service director or executive chef recruitment.

The **Community Food Security Coalition** ([www.foodsecurity.org](http://www.foodsecurity.org)) has written resources and will provide some consultation around farm to cafeteria efforts. **Contact for Technical Assistance:** Excerpt from the website: "Contact Marion Kalb, CFSC's Farm to School Program Director (530-756-8518, ext. 32 or [Marion@foodsecurity.org](mailto:Marion@foodsecurity.org)) with your questions about starting a Farm to School Program. Assistance will be provided on a variety of topics, including how to find farmers, working with school food service directors, and creating a town hall meeting. A packet of information on Farm to School projects is presently being developed." Their website also contains links to other valuable resources on this issue. [http://www.foodsecurity.org/farm\\_to\\_school.html#info](http://www.foodsecurity.org/farm_to_school.html#info).

**The National Farm to School Project:** [www.farmentoschool.org](http://www.farmentoschool.org) The National Farm to School Program is a project of the [Center for Food and Justice](#), a division of the [Urban and Environmental Policy Institute](#) at [Occidental College](#). The project brings together nine partners from four states to work on promoting farm to school programs nationwide. The National Program recently received additional funding from USDA to provide Training and Technical Assistance to farm to school programs across the country during 2004 - 2006. Activities will include farm to school workshops, information collection and dissemination, direct support and mentoring. Check this website for more information, or contact, Anupama Joshi, 323-341-5095, [ajoshi@oxy.edu](mailto:ajoshi@oxy.edu). Ms. Joshi provided references to several of the food services programs around the country that this report reviewed.

**Resources on developing Farm to School infrastructure** ATTRA - National Sustainable Agriculture Information Service is created and managed by the National Center for Appropriate Technology (NCAT) and is funded under a grant from the United States Department of Agriculture's Rural Business-Cooperative Service. It provides information and other technical assistance to farmers, ranchers, Extension Agents, educators, and others involved in sustainable agriculture in the United States. <http://www.attra.ncat.org/> (see especially the attached publication from ATTRA, "Bringing Local Food to Local Institutions: A Resource Guide for Farm-to-School and Farm-to-Institution Programs: "<http://www.attra.ncat.org/attra-pub/PDF/farmtoschool.pdf>.)

**The Center for Science in the Public Interest** has a web page on "Resources on Revenue Issues Related to School Foods" [http://www.cspinet.org/nutritionpolicy/policy\\_options\\_revenueissues.html](http://www.cspinet.org/nutritionpolicy/policy_options_revenueissues.html)) The items referenced below are hyperlinks with additional information. You can access the hyperlinks by pulling up the above-referenced page.

- [Schools and School Districts That Have Improved School Foods and Beverages Measured the Revenue Impact](#)
- [CDC/USDA Report: "Making It Happen -- School Nutrition Success Stories](#)
- [Texas Department of Agriculture's School District Vending Contract Survey](#)
- [Arizona Healthy School Environment Model Policy Implementation Study](#)
- [LEAF Fiscal Impact Report by Center for Weight and Health, University of California, Berkeley](#)
- [Sample Soda Contracts: A Review of Contracts in Oregon Public School Districts, 2004 by Community Health Partnership](#)
- [Prevalence and Specifics of District-wide Beverage Contracts in California's Largest School Districts: Findings and Recommendations" report by California Project Lean](#)

**The National Clearinghouse for Education Facilities** ([www.edfacilities.org](http://www.edfacilities.org)) maintains a resource list with many potentially useful publications, websites and organizations in the area of food service operations and facilities designs and innovations. Many of the materials are relevant to higher education settings, but some are for the K-12 environment. [http://www.edfacilities.org/rl/food\\_service.cfm](http://www.edfacilities.org/rl/food_service.cfm).

**The National Food Service Management Institute:** [www.nfsmi.org](http://www.nfsmi.org)  
(Reauthorized by the Child Nutrition/WIC Reauthorization Act of 2004)  
The Institute is a federally created and funded organization whose purpose is to provide information, conduct applied research, and offer training and education opportunities for schools and other child nutrition food services for the improvement of publicly funded Child Nutrition Programs. The website contains much technical information, links to additional information and resources and includes the following description an online and telephone technical assistance program:  
**"NFSMI Information Services 1-800-321-3054**  
Fax: 1-800-321-3061 E-mail us at [nfsmi@olemiss.edu](mailto:nfsmi@olemiss.edu)  
NFSMI's Information Services provides all types of information or referrals about any Child Nutrition Program

A staff of school meals specialists on call to answer your child nutrition questions.

We have information on:

- Planning healthy meals
- Nutrient analysis
- Recipes
- Computer applications
- Procurement
- Food production
- Meal service equipment
- Facility design
- Financial management
- Personnel management
- Marketing
- Quality Assurance

NFSMI has produced a manual regarding school food service facilities construction and renovation: [http://www.nfsmi.org/epubs/ex11-95/pdf\\_list.htm](http://www.nfsmi.org/epubs/ex11-95/pdf_list.htm)

## VII. POTENTIAL FUNDERS

**The Robert Wood Johnson Foundation**, [www.rwjf.org](http://www.rwjf.org) (There remains a slim possibility that Baltimore could take advantage of new grant program under RWJ's "Healthy Eating Research" project, described as an "\$11 million national program that will support research to identify, analyze and evaluate environmental and policy strategies that can promote healthy eating and prevent obesity among children." The first round of research grants will focus on school food policies, environments and interventions. Grants up to \$400,000 will be awarded. The deadline for proposals is March 7, 2006. I have not explored this possibility but as noted Dr. Antonia Demas is currently working in Baltimore, has previously managed intervention/control studies and is Director of an eligible 501©(3) organization, The Food Studies Institute, [www.foodstudies.org](http://www.foodstudies.org), (607) 387-6884.

**The W. K. Kellogg Foundation** (<http://www.wkkf.org>): Kellogg has previously funded school-based eating and nutrition projects, including one ongoing project in New York City.

All of the **major health insurance companies** have grant-making arms. CareFirst (MD) funded obesity-focused community work in 2005 and should be contacted after March 1, 2006 to see if that funding interest continues. Contact Luanda Jenkins, at 410-998-6010, or Ann Gallant.

The **William J. Clinton Foundation** ([www.clintonfoundation.org](http://www.clintonfoundation.org)) includes among its partnership with the American Heart Association, named the Alliance for a Healthier Generation. This initiative does not currently include a grantmaking component, but there are indications that it will develop such capacity. It could be beneficial to do some early networking with this Foundation.

### **The National Institutes of Health**

**School-Based Interventions to Prevent Obesity:** This school-based childhood obesity prevention research grant program is funded through 2007. It appears to have an application schedule that allows for submission three times per year.

**Program web site:** <http://grants.nih.gov/grants/guide/pa-files/PA-04-145.html>

**Sponsor** National Institutes of Health <<http://www.nih.gov/>>

**Deadlines** Applications accepted on an ongoing basis

**Purpose** This Program Announcement (PA) encourages the formation of partnerships between academic institutions and school systems in order to develop and implement controlled, school-based intervention strategies designed to reduce the prevalence of obesity in childhood. This initiative also encourages evaluative comparisons of different intervention strategies, as well as the use of methods to detect synergistic interactions between different types of interventions.

**Eligibility** Eligible institutions include: For-profit or non-profit organizations; Public or private institutions, such as universities, colleges, hospitals, and laboratories; Units of

State and local governments; Eligible agencies of the Federal government; Domestic or foreign institutions/organizations; Faith-based or community-based organizations.

**Geographic coverage** Nationwide

**Application process** Application details are available on the program web site.

Applications submitted in response to this program announcement will be accepted at the standard application deadlines, which are available at

<http://grants.nih.gov/grants/dates.htm>.

**For more information contact:**

Gilman Grave, M.D.

Center for Research for Mothers and Children

National Institute of Child Health and Human Development

6100 Executive Boulevard, 4B-11, MSC 7510

Bethesda, MD 20892-7510

Telephone: (301) 496-5593

FAX: (301) 480-9791

Email: [graveg@mail.nih.gov](mailto:graveg@mail.nih.gov)

**USDA's Cooperative State Research Education and Extension Service's Community Food Projects Competitive Grants Program.** This program could fund a piece of a farm to school initiative (but probably not this year; deadline for letters of intent submissions for this year was February 13, 2006). The grantee may not be a school, but a school system may be a partnering institution. The website describes potential projects as being "designed to (1): (A) meet the food needs of low-income people; (B) increase the self-reliance of communities in providing for their own food needs; and (C) promote comprehensive responses to local food, farm, and nutrition issues; and/or (2) meet specific state, local, or neighborhood food and agriculture needs for (A) infrastructure improvement and development; (B) planning for long-term solutions; or (C) the creation of innovative marketing activities that mutually benefit agricultural producers and low-income consumers." More information is available about this grant program at <http://www.csrees.usda.gov/fo/fundview.cfm?fonum=1080>. I have found one Maryland grantee, Garden Harvest, located in Glyndon, Maryland) just north of Reisterstown, Md. <http://www.gardenharvest.org>. Phone: 410.526.0698 - Fax: 866-362-3644 (toll free); email: [garharvest@aol.com](mailto:garharvest@aol.com)

**For Garden and classroom food projects:**

Let's Start a School Garden: A Step-by-Step Guide for Baltimore Area Educators:" This is a publication produced by JHU's Center for a Livable Future. It contains a list of resources, including grant programs.

The National Gardening Association's Kidsgardening program has two relevant grant programs:

- School Garden Grants. [www.kidsgardening.com/teachers2.asp](http://www.kidsgardening.com/teachers2.asp)
- Youth Garden Grant. [www.kidsgardening.com/grants.asp](http://www.kidsgardening.com/grants.asp)

Environmental Protection Agency. [www.epa.gov/teachers/grants.htm](http://www.epa.gov/teachers/grants.htm)

Home Depot also has funded community based and school based gardens.

**Local funders:** See attached sheet identifying Baltimore and Maryland funders who have supported programs in health and education. The following may be considered a short-list of foundations for initial inquiries.

The Abell Foundation: Has previously funded a study related to school breakfasts (which contributed to the Maryland Meals for Achievement school breakfast program), is deeply involved in school issues, and has funded this study.

The Weinberg Foundation– Currently funds the nutrition education programs at Hampstead Hill Elementary and the Stadium School.

The Baltimore Community Foundation

The Annie E. Casey Foundation

**Giant supermarket and other supermarket chains:** Giant is funding a school fruit and vegetable market initiative in Philadelphia (see above description). We have not contacted Giant or any other supermarket about a potential partnership, but such an inquiry could easily be made.

## VIII. POLICY ISSUES

This section is not meant to be a comprehensive review of public policy regarding school lunches. It is meant, rather, to flag some high profile activity, as well as some potential funding opportunities that could be generated through legislative advocacy.

At the local, state and federal levels there have been changes and efforts to change what foods and snacks are permitted at school, in the school meal programs and otherwise. Improvements have been made, including here in Baltimore, but the scrutiny of what foods, drinks and snacks our society's youth are consuming at school, school-sponsored events, and through fundraisers is increasing. Additional efforts to further regulate those foods, drinks and snacks are likely to arise. The BCPSS food and nutrition unit has taken some significant measures on this issue and could take more. The Wellness Policy process has yielded some recommendations and is likely to generate additional movement.

For several consecutive years, there have been proposals in the Maryland legislature to limit "competitive" non-nutritious foods in schools, and to fund nutrition, nutrition education and physical education programs. A current legislative proposal in Maryland would more rigorously regulate the content of meal programs and restrict foods that are sold outside of the meal programs (through a la carte options and vending machines.) Senator Paul Pinsky is the author of Senate Bill 457 (with Baltimore City's Senator Joan Carter Conway and others as cosponsors). (The bill has been cross-filed in the House of Delegates as HB 1418.) The bill is attached hereto, and can be accessed online through the Maryland Legislative Information Services at <http://mlis.state.md.us/2006rs/billfile/sb0457.htm#History>. In addition to more strictly regulating foods served to and made available to school students, the bill also would require county and city school boards to establish "nutrition integrity teams" comprised of key representatives from within the school system whose mandate would be to "support the practice of healthy eating, nutrition education, and physical activity in the schools." [SB457, Section 7-426(A)(6)] and would require that school boards "to the extent practicable, sell produce or foods made with produce grown in the state." [SB457, Section 7-426(A)(7). (The bill also contains a controversial provision that would require schools to track and report to parents on students' Body Mass Index – a measure of overweight and obesity. Many health professionals oppose this piece of the bill.)

There have also been grant programs and related policy reforms designed to enhance and improve school foods. The Maryland Meals for Success breakfast funding program -- and the subsequent move to a universal free breakfast for BCPSS elementary and middle school children -- is a recent example of where research and advocacy combined to promote a positive change in policy for Baltimore City students. There are opportunities for policy advocacy to develop and/or expand grant programs to help school systems improve school food. The following list is not exhaustive.

**Section 122 “Access to Local Foods and School Gardens” of the “The Child Nutrition and WIC Reauthorization Act of 2004,”** authorizes the Secretary of Agriculture to provide assistance to schools through competitive matching grants and technical assistance to facilitate farm to school initiatives, promote school gardens, and support nutrition education and farm-based agricultural education. However, the funding for such programs has not yet been appropriated. The law can be found at: <http://www.frac.org/pdf/CNR2004Section.pdf>. Federal level advocacy is needed to have Congress appropriate the authorized funding. The Community Food Security Coalition is currently coordinating an advocacy effort to get funding for this section appropriated this year. Contact information is: Thomas Forster or Steph Larsen, 110 Maryland Ave. NE Suite 307, Washington, DC 20002, Phone: 202.543.8602 Email: [Steph@foodsecurity.org](mailto:Steph@foodsecurity.org).

A program for similar grant programs could be promoted at the state level. There appear to be some interested parties already considering this. See e.g., the Chesapeake Bay Foundation, Del. Moorhaim and Sen. Klausmeier, JHU's Center for a Livable Future, and farmer/advocate Michael Tabor. The current Maryland legislative proposal regarding student health and school nutrition does not contain any funding component, but could potentially.

The **USDA's Fruit and Vegetable Pilot Project** is described in the USDA website (<http://www.ers.usda.gov/Briefing/ChildNutrition/fruitandvegetablepilot.htm>): "In 2004, the Child Nutrition and WIC Reauthorization Act was enacted and made the Fruit and Vegetable Pilot Program permanent... Effective October 1, 2004, \$9 million is available to participating schools to operate the program during the 2004-05 school year. USDA and the National 5-A-Day Partnership will also provide educational materials to participating schools." However, the program is limited to a certain number of states, and does not include Maryland. This program could be expanded and various organizations are advocating for that to take place. Materials are attached that describe this program.

**School Wellness Policies** are mandated by the federal Child Nutrition and WIC Reauthorization Act of 2004. As noted, BCPSS has developed a Wellness Policy (attached with this report) and includes a Nutrition component that has led to the establishment of a working group on nutrition education, being managed by Patricia Brownlee of the BCPS food and nutrition services, 410-396-8811. An example of a model Wellness Policy (with a list of related resources) is attached (published by the Center for Ecoliteracy). The School Nutrition Association has developed its own guidelines for schools to utilize in develop their own policies. [http://www.schoolnutrition.org/uploadedFiles/SchoolNutrition.org/Child\\_Nutrition/Local\\_School\\_Wellness\\_Policies/SNALocalWellnessPolicyGuidelinesFinal.pdf](http://www.schoolnutrition.org/uploadedFiles/SchoolNutrition.org/Child_Nutrition/Local_School_Wellness_Policies/SNALocalWellnessPolicyGuidelinesFinal.pdf)

The **Center for Food and Justice at the Urban and Environmental Policy Institute at Occidental College** periodically publishes information on school food policies. Attached is a recent publication “Healthy Food Policies: A Checklist,” June 2005, which is also accessible online at: [http://departments.oxy.edu/uepi/cfj/resources/healthy\\_school\\_food\\_policies\\_05.pdf](http://departments.oxy.edu/uepi/cfj/resources/healthy_school_food_policies_05.pdf)

The **National Institute of Medicine** “The Institute of Medicine established a committee to review and make recommendations regarding appropriate nutritional standards for the availability, sale, content, and consumption of foods at school, with attention given to foods offered in competition with federally-reimbursed meals and snacks. The committee will author a consensus report based on its review and deliberation.” The product of this study will be a report (due in October 2006) addressing the charge and making recommendations concerning the nutrition standards for foods in schools. <http://www.iom.edu/CMS/3788/30181.aspx>. A local contact person is Peggy Yen, at [yen@chronicdisease.org](mailto:yen@chronicdisease.org), who is a Project Director for the State Success Stories of the Chronic Disease Prevention program of the CDC.

**Center for Science in the Public Interest:** This organization tracks policies and advocates changes in policy related to public health, including school nutrition and food issues. Below are excerpts from their website that include useful links. (The following page is found at:

[http://www.cspinet.org/nutritionpolicy/policy\\_options.html#ImproveSchoolFoods](http://www.cspinet.org/nutritionpolicy/policy_options.html#ImproveSchoolFoods); it contains hyperlinks).

- Set nutrition standards for foods sold individually in school vending machines, snack bars, a la carte lines, fund-raisers, school stores, and other school venues
    - Model Policies
      - [Model state legislation on foods and beverages sold individually in schools](#)
      - [Model School Wellness Policies on Physical Activity and Nutrition](#)
      - Model language for a [school board resolution](#) to provide healthy beverages at (and ban soda from) schools (from the Los Angeles Unified School District)
    - [CSPI's School Foods Tool Kit](#) provides how to's, model materials and policies, and examples of what other states and communities are doing to improve school foods.
    - Background
      - Fact sheet: [Update USDA's School Nutrition Standards for Foods and Beverages Sold Outside of School Meals](#)
      - Report: ["Dispensing Junk: How School Vending Undermines Efforts to Feed Children Well"](#)
      - Fact Sheet: [State School Nutrition Legislation Supports Parental and Local Control](#)
      - U.S. Department of Agriculture's (USDA) Report to Congress on ["Foods Sold in Competition with USDA School Meal Programs"](#)
- [Additional Background Resources](#)
- [Resources on Revenue Issues Related to School Foods: Improving School Foods Without Losing Money](#)
  - Improve the nutritional quality and "kid-appeal" of school meals
  - Hold Fundraisers for Schools and Sports Teams That Do Not Undermine Children's Health
    - For suggestions, see ["Creative Financing & Fun Fundraising"](#) by Shasta County Public Health
  - Serve healthy snacks in school and in after-school programs
    - [Healthy school snack ideas](#)
    - [Model newsletter article/1-page summary of healthy snack ideas for children](#)
  - Rewards in the Classroom

- ["Constructive Classroom Rewards: Promoting Good Habits While Protecting Children's Health"](#)
  - ["Alternatives to Using Food as a Reward"](#) developed by Michigan State University Extension
- [Healthy Classroom Celebrations](#)
- Promote and serve low-fat milk
  - [1% Or Less School Kit](#)
  - [Nutrition Content of Chocolate and Other Flavored Milks](#)
- Promote and serve more fruits and vegetables in schools
- Strengthen nutrition education in schools

## IX. LIST OF ATTACHMENTS

### **In Binder:**

1. From “Maryland’s Leading 500 Foundations” Food and Health funders.
2. New York City’s position announcement for its Executive Chef.
3. Rethinking School Lunch – comprehensive guide with resources by the Center for Ecoliteracy on multiple elements that would be involved in any school lunch reform.
4. “Overweight and Obesity: State-Based Programs: Maryland” Centers for Disease Control grant funded capacity building program. This documents contains a list of Maryland Nutrition and Physical Activity Program and its collaborating Maryland partners: [www.cdc.gov/needphp/dnpa/obesity/state\\_programs/maryland.htm](http://www.cdc.gov/needphp/dnpa/obesity/state_programs/maryland.htm).
5. American Academy of Pediatrics/Maryland Chapter Fact Sheet, MSDE “Promoting Healthy Eating and Physical Activity in Elementary School Children”, with a list of web-based resources.
6. The Nutrition and Physical Activity Program (NPA), Family Health Administration, Maryland Dept. of Health and Mental Hygiene, with contact information.
7. “Can We Turn Our Kids from Fat to Fit?” by Ann Cooper (“Chef Ann”).
8. Formative Research on Adolescent Food Choice in East Baltimore, academic paper from team from JHU Bloomberg School of Public Health.
9. The BCPSS Local Wellness Policy Nutrition Standards, approved January 10, 2006 by the Board of School Commissioners, and draft plans of the Nutrition Education policy.
10. Healthy School Food Policies: A Checklist, Working Paper of the Center for Food and Justice, Urban and Environmental Policy Institute, June 2005.
11. The Food Studies Institute “Research Summaries” on Food is Elementary interventions. [www.foodstudies.org/researchsummaries/](http://www.foodstudies.org/researchsummaries/), and other information on this program.
12. Schools and School Districts That Have Improved School Foods and Beverages and Not Lost Revenue.
13. Farm to School: Case Studies and Resources for Success (National Farm to School Program, 2004).
14. Farm to School: An Introduction for Food Service Professionals, Food Educators, Parents and Community Leaders (National Farm to School Program, 2003).
15. The Food Trust’s (Philadelphia) School Market Program End of Year Evaluation Report (2003-2004 School Year).
16. "Bringing Local Food to Local Institutions: A Resource Guide for Farm-to-School and Farm-to-Institution Programs: "<http://www.attra.ncat.org/attra-pub/PDF/farmtoschool.pdf>.
17. “About the National Farm to School Program” ([www.farmtoschool.org](http://www.farmtoschool.org)).
18. “The New Farm: Talking Shop” “Expanding farm-to-school programs” (2003), with resources.

19. "How Local Farmers and School Food Service Buyers Are Building Alliances: Lessons Learned from the USDA Small Farm/School Meals Workshop," May 1, 2000.
20. "Preventing Childhood Overweight in Maryland" (2002, Md. Dept. of Health and Mental Hygiene/Family Health Administration).
21. Farm to School, Involved Groups and Organizations, from [www.farmtoschool.org/links.htm](http://www.farmtoschool.org/links.htm), must go online to access those links. (hand)
22. Community Food Security Coalition, Farm to School Program, webpages, with resources ([www.foodsecurity.org/farm\\_to\\_school.html](http://www.foodsecurity.org/farm_to_school.html)).
23. Vermont FEED, "Sourcing Food from Local Farmers".
24. The Model Wellness Policy Guide.  
[http://www.ecoliteracy.org/programs/wellness\\_policy.html](http://www.ecoliteracy.org/programs/wellness_policy.html).
25. Model Local School Wellness Policies on Physical Activity and Nutrition, National Alliance for Nutrition and Activity (NANA), March 2005, with many resources listed.
26. NFSMI – Resources, weblinks, [www.nfmsi.org/Links/index.html](http://www.nfmsi.org/Links/index.html) (Food Service Organizations-- possible recruitment sources).
27. List of State nutrition educators.
28. LEAF, Linking Education, Activity and Food, Fiscal Impact Report, 2005, fiscal analysis of California's state-funded pilot project on school nutrition and physical education, looking especially at fiscal consequences of prohibiting non-nutritious competitive foods (foods sold outside of the school breakfast and lunch program, either as a la carte, vending, or other).
29. NYC DOE Office of SchoolFood Product Nutrient Information.
30. DOD Fresh Information, including press releases about how DOD Fresh worked with NY State to get local produce and to establish an apple slicing facility.
31. "What in the Health is going on here" essay by Ann M. Evans, former with the California Dept. of Education.
32. "Eat 5 to 9 a Day" Information about the USDA's Fresh Fruit and Vegetable Snack Program.
33. Information about the Appleton Wisconsin/Natural Ovens partnership (3 items: "Case Study: Appleton Central Alternative Charter High School's Nutrition and Wellness Program," "A Different Kind of School Lunch," "Natural Ovens Bakery"
34. The Child Nutrition and WIC Reauthorization Act of 2004.
35. The Growing Connection, application and newspaper article.
36. Ruth Bowman, resume and dissertation proposal.
37. Hopkins Royal Cuisine, Minnesota school district, various materials.
38. Maryland Senate Bill 457.
39. National Food Service Management Institute's collection of state-agency funded research, including a description of Maryland and the universal free breakfast issue.

## **ATTACHMENTS (cont'd)**

### **Enclosed separately**

40. Let's Start a School Garden: A Step-by-Step Guide for Baltimore Area Educators: includes funding and technical resources.
41. Food for Life: A Pilot Food Education Study at Hampstead Hill Academy, August 2005.
42. "Growing Ideas," a newsletter of the National Gardening Association, January 2006, with a cover article about Food for Life at Baltimore's Hampstead Hill Academy.
43. "Edible Chesapeake," Issue 3, Fall 2005, see esp. p. 7 for article regarding Hampstead Academy's Food for Life program.
44. "The Growing Connection," UN Food and Agriculture Organization and American Horticultural Society's initiative targeted at U.S. and foreign schools, interested in working in Baltimore.