



Economic Impacts of Farm to School

October 11, 2017



Cornell University
Charles H. Dyson School of
Applied Economics and Management



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Webinar Outline and Speakers

Opening comments



Anupama Joshi
Executive Director
National Farm to School Network



Christina Conell
Senior Technical Advisor
USDA Farm to School

Toolkits and Guides



Jeff O'Hara
Agricultural Marketing Specialist
USDA Agricultural Marketing Service



Todd Schmit
Associate Professor
Cornell University

New Resources, Future Research, and Ways to Stay Involved



Libby Christensen
Post-Doctoral Fellow
Colorado State University



Becca Jablonski
Assistant Professor
Colorado State University



Dawn Thilmany McFadden
Professor
Colorado State University

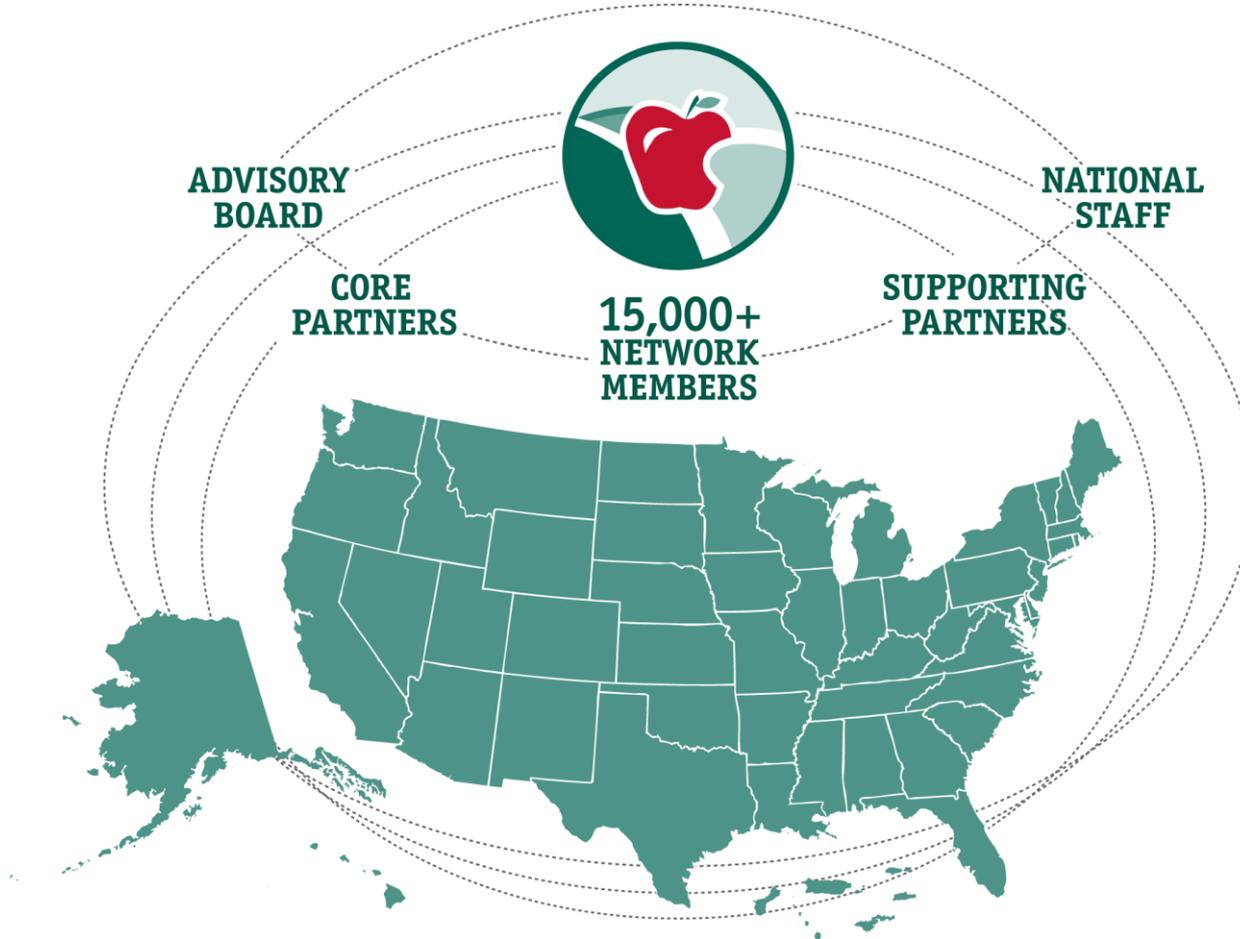


Role of economic impact assessments in supporting farm to school initiatives

Anupama Joshi



National Farm to School Network



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CORE ELEMENTS OF **FARM to SCHOOL**



Cross-Sector Benefits of Farm to School



Public Health



Education



Community Economic
Development



Environmental
Quality



THE BENEFITS OF FARM TO SCHOOL

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GROWING STRONGER TOGETHER
 The National Farm to School Network is as an information, advocacy and networking hub for communities working to bring local food sourcing, school gardens and food and agriculture education into school and early care and education settings.

Updated April 2017

What is Farm to School?

Farm to school enriches the connection communities have with fresh, healthy food and local food producers by changing food purchasing and education practices at schools and early care and education sites. Farm to school empowers children and their families to make informed food choices while strengthening the local economy and contributing to vibrant communities. Farm to school implementation differs by location but always includes one or more of the following three core elements:

- Procurement:** Local foods are purchased, promoted and served in the cafeteria, as a snack or in classroom taste-tests.
- Education:** Students participate in education activities related to agriculture, food, health and nutrition.
- School gardens:** Students engage in hands-on, experiential learning through gardening.

Why Farm to School?



KIDS WIN

Farm to school provides all kids access to nutritious, high-quality, local food so they are ready to learn and grow. Farm to school activities enhance classroom education through hands-on learning related to food, health, agriculture and nutrition.



FARMERS WIN

Farm to school can serve as a significant financial opportunity for farmers, fishers, ranchers, food processors and food manufacturers by opening doors to an institutional market worth billions of dollars.



COMMUNITIES WIN

Farm to school benefits everyone from students, teachers and administrators to parents and farmers, providing opportunities to build family and community engagement. Buying from local producers and processors creates new jobs and strengthens the local economy.

Benefits of Farm to School



Economic Development



Public Health



Education



Environment



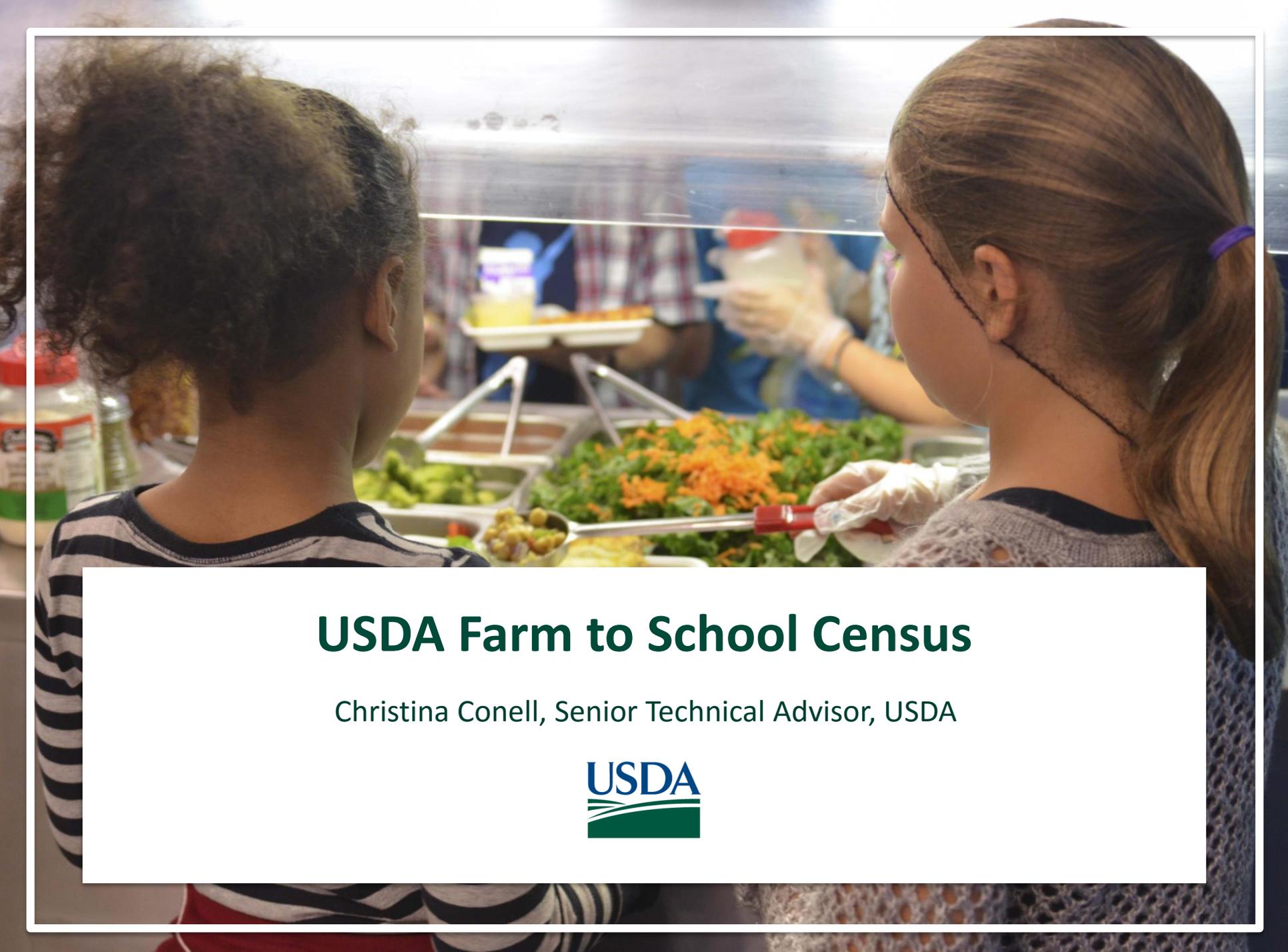
Community Engagement

Summary of Farm to School Benefits

Population	Reach	Benefits
Students		
Fruit and vegetable consumption	Increased +0.99 to +1.3 servings per day	Public Health
Physical activity	Reduced screen time and increased physical activity	Public Health
Health	Minimized diet-related diseases such as childhood obesity and diabetes	Public Health
Food system awareness	Increased knowledge about gardening, agriculture, healthy food, local food, seasonality	Public Health Education
Food choices	Willingness to try new and healthy food; choosing healthier options in the cafeteria and at home	Public Health Education Community Engagement
Academic achievement	Overall improvement in both grades and test scores (K-12)	Education
Behavior	Improved life skills, self-esteem, social skills and other types personal growth	Education
Schools		
Meal participation	Average increase of 9% (range 3% to 16%)	Economic Development Public Health
Meal cost	Lowers school meal program costs	Economic Development
Local food sourcing	Reaching up to 50% of all produce purchases in season	Economic Development Environment
Cafeteria options	Increased offerings of fruits and vegetables; new seasonal recipes; new waste management policies	Public Health Environment
Food service staff	Improved morale; increased knowledge of local food	Education Community Engagement
Educators	Positive diet and lifestyle changes; greater intent to integrate farm to school activities in the classroom	Public Health Education Community Engagement
Learning opportunities	Greater opportunity for hands-on, active and experiential learning opportunities	Public Health Education
Farmers and Producers		
Income	Average increase of 5%	Economic Development
Markets	Increased diversification and new opportunities	Economic Development Community Engagement
Families and Community Members		
Local economy	\$0.60-\$2.16 economic activity generated for every \$1 spent	Economic Development
Job creation	Each new farm to school job contributes to the creation of additional 1.67 jobs	Economic Development Community Engagement
Low-income students and students of color	Decreases health risks; encourages community engagement in environmental issues	Public Health Community Engagement
Parents and families	Increased food security and positive diet changes; increased student participation in meals at home	Public Health Community Engagement
Food waste and transportation	Decreased food waste; decreased air pollution	Environment

Economic Benefits Job Creation





USDA Farm to School Census

Christina Conell, Senior Technical Advisor, USDA



Healthy Kids



Local Food



Local Impact



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Our Role

As outlined in statute:

The Secretary shall create a Farm to School Program to:

1. Distribute **grant funding** to improve access to local foods in schools.
2. Provide **training and technical assistance** to improve access to local foods in schools.
3. Disseminate **research and data** on existing programs and opportunities for expansion.



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of districts surveyed by USDA say they participate in farm to school activities.



That's
5,254
districts



and
42,587
schools bringing
the farm to school



for the benefit of an estimated
23.6 million
children.



USDA's Farm to School Census shows schools invest

\$790 MILLION

in local communities.

That's a **105% increase** over previous results!

THE MULTIPLIER EFFECT



SCHOOL SPENDING ON LOCAL FOOD DRIVES OVER
\$1 BILLION
IN LOCAL ECONOMIC ACTIVITY

2015 Farm to School Census tell us...

76% of respondents (3,002 out of 3,954 districts) experienced at least one of the following benefits:

- reduced food waste (18%)
- lower school meal program costs (21%)
- greater acceptance of the new meal pattern (28%)
- **increased participation (17%)**
- greater community support (39%)

FARM TO SCHOOL GRANT PROGRAM // BY THE NUMBERS (2013-2017)

365
GRANTEES

\$25M OVER
IN FUNDING

REACHED



OVER
29K
SCHOOLS



APPROX.
13M
STUDENTS



IN ALL
50
STATES

1,632
APPLICATIONS
RECEIVED

\$120M
REQUESTED

ON AVERAGE
1 IN 5
APPLICATIONS
FUNDED



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FARM TO SCHOOL GRANT PROGRAM // GRANTEES ARE MAKING AN IMPACT

From the start of their grant period, grantees report increases in farm to school activities.



13% more edible school garden/orchard activities



Taste tests and cooking demonstrations are up 24%



Student field trips to farms increased by 20%



35% more farm to school concepts embedded in curriculum



Celebrations of National Farm to School Month are up 20%

Why does farm to school matter?

- » Kids are more willing to try new foods.
- » Increased consumption of fruits and vegetables
- » Improved knowledge and awareness regarding gardening, agriculture and healthy eating.
- » Positive economic impacts on local economy.



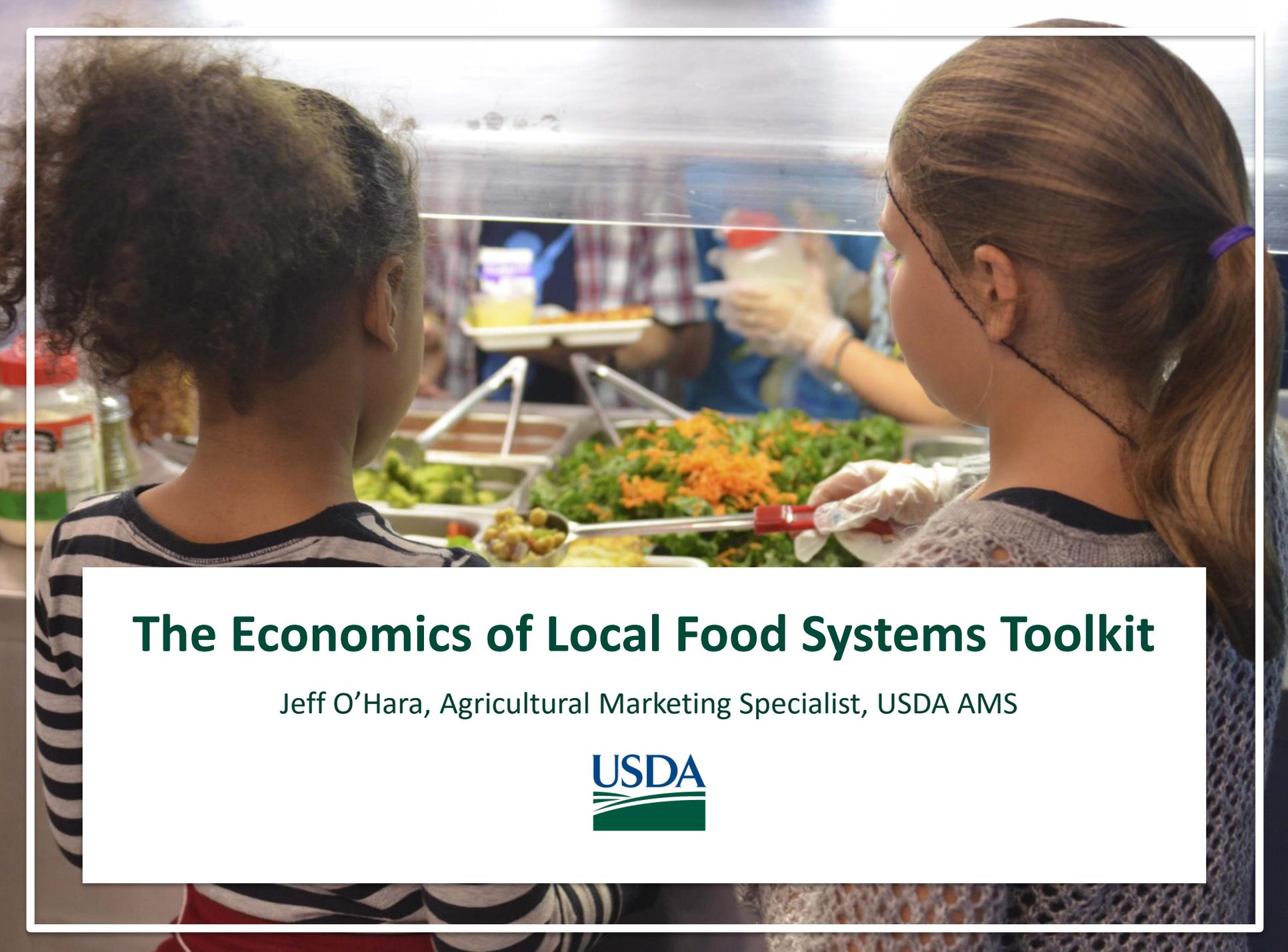
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The Economics of Local Food Systems Toolkit

Jeff O'Hara, Agricultural Marketing Specialist, USDA AMS





United States Department of Agriculture

Agricultural Marketing Service

Creating Opportunities for American Farmers and Businesses



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Stay connected:

Local Food Research & Development

- Overview
- Farmers Markets and Direct-to-Consumer Marketing
- Food Value Chains and Food Hubs
- Wholesale Markets and Facility Design
- USDA Farmers Market
- Local Food Directories
- Grant Programs

Local Food Research & Development

Farmers Markets and Direct-to-Consumer Marketing: conducts regular data collection and analysis of farmers market operations and other direct-to-consumer marketing outlets (Community Supported Agriculture, food hubs, on-farm markets) to help market managers, planners, and researchers better understand the impact of these outlets on food access and local economic development, and help the public easily find sources of fresh, local food

Food Value Chains and Food Hubs: studies “food value chains”, an innovative business model in which agricultural producers, processors, buyers, and other supply chain members form collaborative, transparent partnerships that intentionally attempt to combine financial success with social benefit. “Food hubs”, a subset of these innovative enterprises, work to ramp

SHARE



Learn more about the USDA Farmers Market



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To what extent have Farm to School programs created economic impacts?



Photo credits: National Farm to School Network



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How can “economic impacts” be classified and measured?

- “Direct” effects – revenue from local school food purchases to local farms and/or distributors
- “Induced” effects – occur from increase in labor incomes by employees / proprietors on farm and/or distributor (that result in local expenditures)
- “Indirect” effects – revenue to input suppliers of farm and/or distributor



Agricultural
Marketing
Service

March 2016



The Economics of Local Food Systems

A Toolkit to Guide Community Discussions,
Assessments and Choices



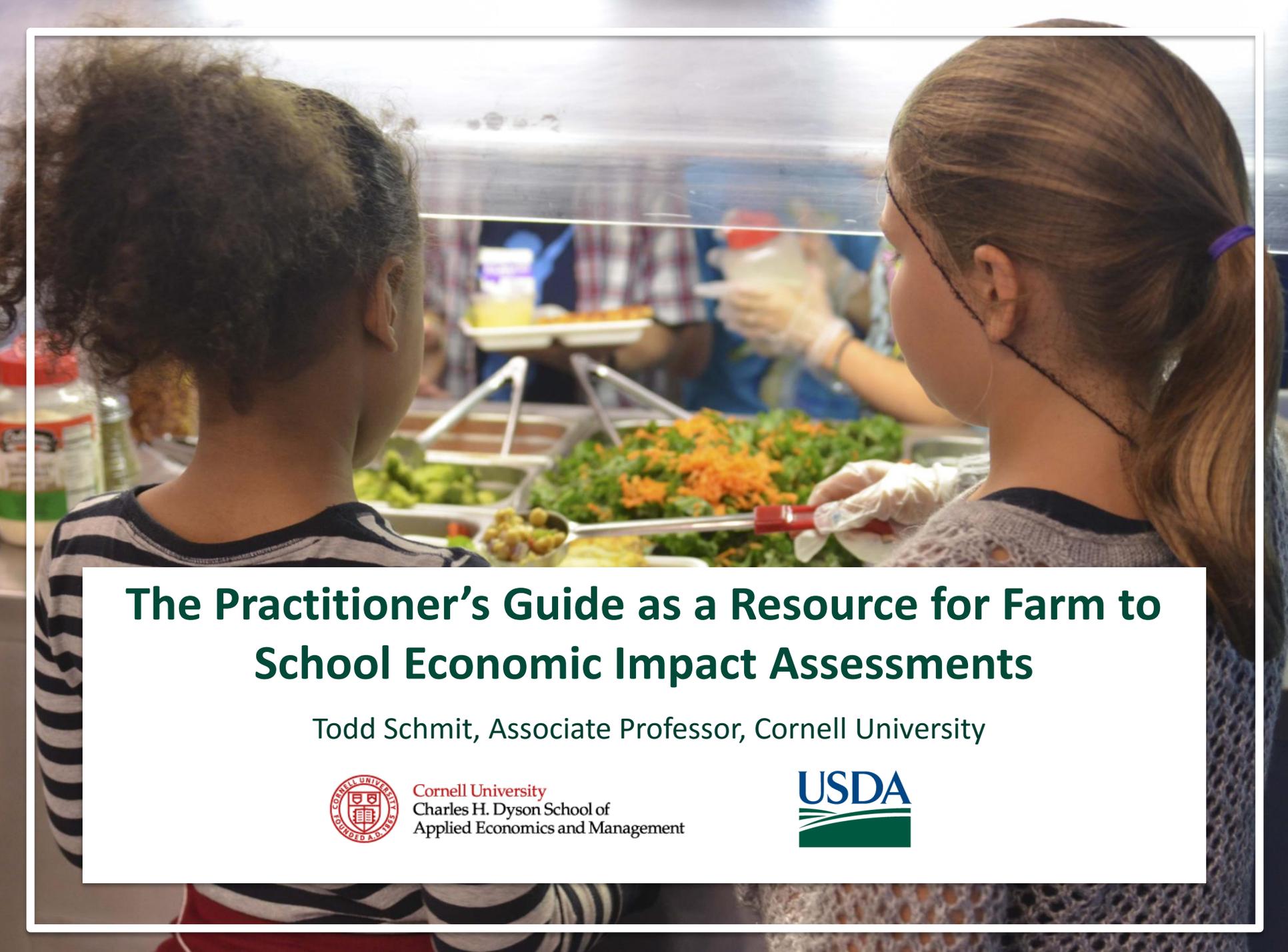
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First Set of Toolkit Modules

- Module 1: Framing community economic assessment process
- Module 2: Using secondary data
- Module 3: Generating and using primary data
- Module 4: Engaging community process with data

Second Set of Toolkit Modules

- Module 5: Introduction to input-output analysis
- Module 6: Addressing opportunity costs of local food investments
- Module 7: Advanced IMPLAN analysis



The Practitioner's Guide as a Resource for Farm to School Economic Impact Assessments

Todd Schmit, Associate Professor, Cornell University



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What is it?

Schmit, T.M. and B.B.R. Jablonski. 2017. “A Practitioner’s Guide to Conducting an Economic Impact Assessment of Regional Food Hubs using IMPLAN: A Systematic Approach.” EB 2017-01, Charles H. Dyson School of Applied Economics & Management, Cornell University. April.

- Recommended procedures for assessing impacts for food hubs
- <http://publications.dyson.cornell.edu/outreach/extensionpdf/2017/Cornell-Dyson-eb1701.pdf>
- <https://www.ams.usda.gov/publications/content/practitioners-guide-conducting-economic-impact-assessment-regional-food-hubs>
- Includes downloadable **Excel companion file** (PGUIDE companion.xlsx)

So why am I talking about it for a F2S webinar?

- General approach is not food hub specific and is adaptable to alternative scenarios to address
 - Food hubs aren't an industry in IMPLAN, but neither are F2S programs
 - Ultimately, If you know the spending pattern(s) of the entity(ies) you are examining you can estimate impact
- Creating/disaggregating sectors is important in refining impact, when data are available; e.g., scale specific differences.
- Alternative PGUIDE pathways relevant to your work
- Types of data and skills required (or to commission for)



PGUIDE Main Components

1. DEFINING THE STUDY AREA
2. DEFINING FOOD HUB TRANSACTIONS
3. CONSTRUCTING THE MODEL IN IMPLAN
4. IMPACT ANALYSIS
5. INTERPRETING RESULTS

Why IMPLAN-ACCESS-IMPLAN iterative process?

- 1. Getting institutional demands right!**
 - Households, governments, etc.
- 2. Getting imports, exports, & local S/D right!**
 - Demand for foreign, demand for nonlocal domestic, demand for local
 - Supply to foreign, supply to local, supply to nonlocal domestic
- 3. Keeping imports, exports, & local S/D right!**
 - Order is important in customization!!
 - Be vigilant and check across software uses

The curse of the 'empty' sector!

Getting the impacts right!



Source: T. Capehart, U.S. Department of Agriculture, 2003



Source: https://en.wikipedia.org/wiki/Glass_Joe

Some (crude) Alternative Pathways for Assessing F2S Impacts

1. **School districts in a 6-county region shift 25% of current food distributor and manufacturer purchases to fresh fruits & vegetables from local farms.**
 1. **Construct 6-county region in IMPLAN**
 2. **Industries in IMPLAN adequate (no ABP):**
 - Vegetable farming (3) & Fruit farming (4) – IMPLAN farm distribution ok
 - Canned F&V manufacturing (81) – IMPLAN ok
 - Wholesale trade (395) – food distributor purchases (fresh F&Vs).
 - Elementary & secondary schools industry (472) – IMPLAN ok but for F&V purchases
 3. **Customize F2S model in IMPLAN: Adjust GACs (production function) for 472 that increases (3) & (4) and decreases 81 and 395.**
 - Use data from school to inform adjustments in dollars and local purchase %
 - Shifting from 395 will require margining in reducing wholesale purchase dollars as well as transportation and farm sectors (to the degree they are local)
 4. **Run same direct effect (\$ of expanded food purchases) in baseline and customized models.**
 5. **Considerations for modeling:**
 - How much from 81 and 395 is already local? IMPLAN or school numbers?
 - What do farmers do to respond to increase in demand? Expand? Reallocate sales?
 - How pay for expanded food purchases? Higher taxes? Reduce spending elsewhere?
 - Other expenses in shifting to more fresh F&Vs, including higher prices per unit of F&Vs?

Some (crude) Alternative Pathways for Assessing F2S Impacts

2. School districts in a 6-county region shift 25% of current food distributor and manufacturer purchases to fresh fruits & vegetables from local farms.

Same as in Example #1 but for the following:

1. Sourcing from small and medium scale producers only

- a. Collect financial data from these types of farms in study area to construct new sector. Extract same from industries 3 and 4.
- b. Adjust sales pattern for new sector (along the row) to accommodate reallocation and/or expansion to school sales. In other words, adjust the columns for all industries buying from these farms and the other 'default' farms.
- c. The curse of the 'empty' sector comes into play.

2. School now purchases from the new sector, not (3) and (4), but offsets are the same.

Some (crude) Alternative Pathways for Assessing F2S Impacts

3. SDs in NY purchase fresh F&Vs from farms in CA 6 months out of the year due to seasonality issues. The governor just approved a program allocating \$5 million in grants to NY F&V producers to expand their operations by adopting season extension technologies and reducing nonlocal purchases by schools in half. What will the impact be to NY?

What information do you need to assess?

1. Construct F&V farming sectors under existing and with-season-extension-adoption.
2. Assume all farm sales stay the same, but for expanded NYS sales.
3. What farms affected? Adjust existing sector or create new sector? Primary data collection necessary or not?
4. Reflect import substitution in customized model by adjusting local purchase percentages for NYS F&V farm commodities by school industry.
5. Edit school industry sector to reflect NYS GACs and RPCs? Do you have data from the SDs to do this?
6. Analyze net changes in impacts from alternative models reflecting increase demand for local F&Vs by the school industry.
7. How are grants (\$5M) funded? Income tax? Reduce induced effects.

Some (crude) Alternative Pathways for Assessing F2S Impacts

4. SDs in **NYC** purchase fresh F&Vs from farms in CA 6 months out of the year due to seasonality issues. The governor just approved a program allocating \$5 million in grants to NY F&V producers to expand their operations by adopting season extension technologies and reducing nonlocal purchases by schools in NYC in half. What will the impacts be now?

What information do you need to assess? How attack it with the PGUIDE?

1. Same as example #3, and...
2. Do you expect the national average production function for elementary and secondary schools in IMPLAN is 'good enough' for the unique NYC School System? Can you get reasonable information from the NYS School system to instead do ABP, rather than adjusting the production function characteristics for food purchasing only?
3. ABP makes sense here and is arguably a more efficient approach, if detailed spending data is available.

Summary

1. Construction of appropriate impact scenarios takes time and concerted thought to ensure all effects (positive & negative) are accounted for.
2. Assumptions to scenarios must be clear and defensible. Documentation and clarity of process is necessary, regardless of who is conducting the analyses.
3. There is no silver bullet as most situations are case-specific, but recommended procedures in primary modeling areas are a useful (p)guide.
4. How to collect the right kind of data, ensuring IMPLAN is doing what you think it is doing, and understanding the outputs IMPLAN gives you are essential.
5. It is important that you understand what needs to be done upfront to assess your teams intellectual capacity.
6. Be realistic. If it's beyond your capacity, you still need to understand what to ASK FOR and what to EXPECT!





Economic Impacts of Farm to School: Case Studies and Assessment Tools

Libby Christensen, Becca Jablonski, Lacy Stephens, and Anupama Joshi



New Report

- Available at the National Farm to School Network's website
- Wouldn't have been possible without:
 - Peer-reviewers
 - Data collection team



Economic Impacts of Farm to School

Case Studies and Assessment Tools



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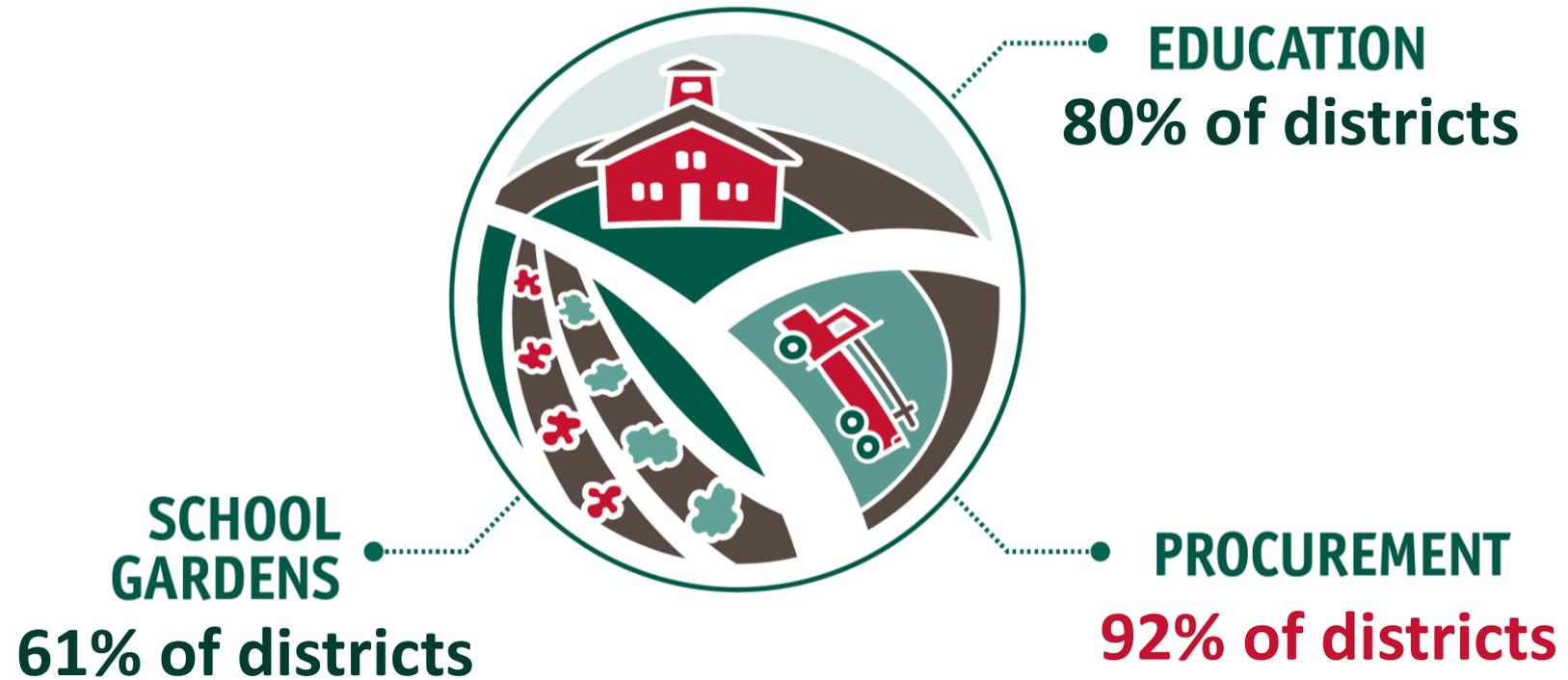
Goal

Develop and apply a standardized, replicable framework to assess the local economic impact of a school's or district's shift to local food procurement using primary and secondary data



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Farm to school activities



Good Data: IMPLAN

- IMPLAN data comes primarily from national sources
 - e.g., BEA, Ag Census
- Each IMPLAN industrial sector represented by a single, initially-fixed expenditure pattern
 - 14 agricultural sectors, for example vegetable and melon farming

Good Data: Model Reflects Reality

- Local food system producers have different expenditure patterns



California Tomato Machinery

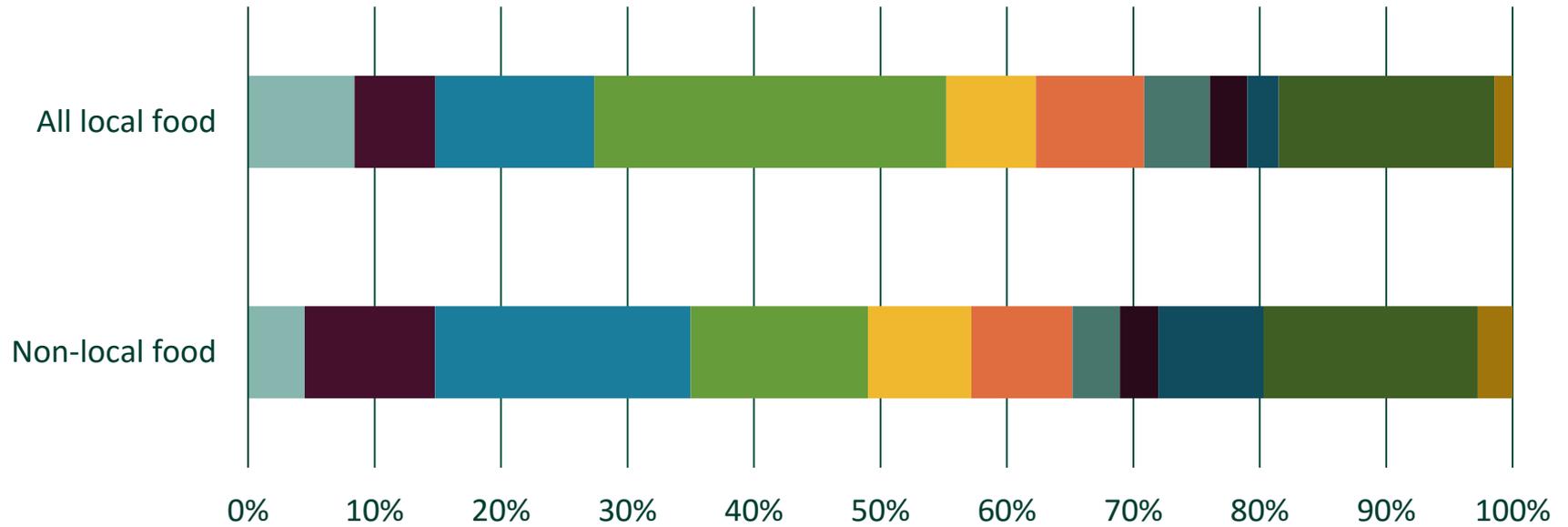


Red Fire Farm, Cherry Tomato Harvest. Source: Emily Shannon, Formaggio Kitchen Cambridge

Good Data

- Luckily, there is a lot of new data available vis-à-vis local foods and farm to school:
 - USDA NASS Local Foods Survey
 - USDA ARMS
 - Farm to School Census

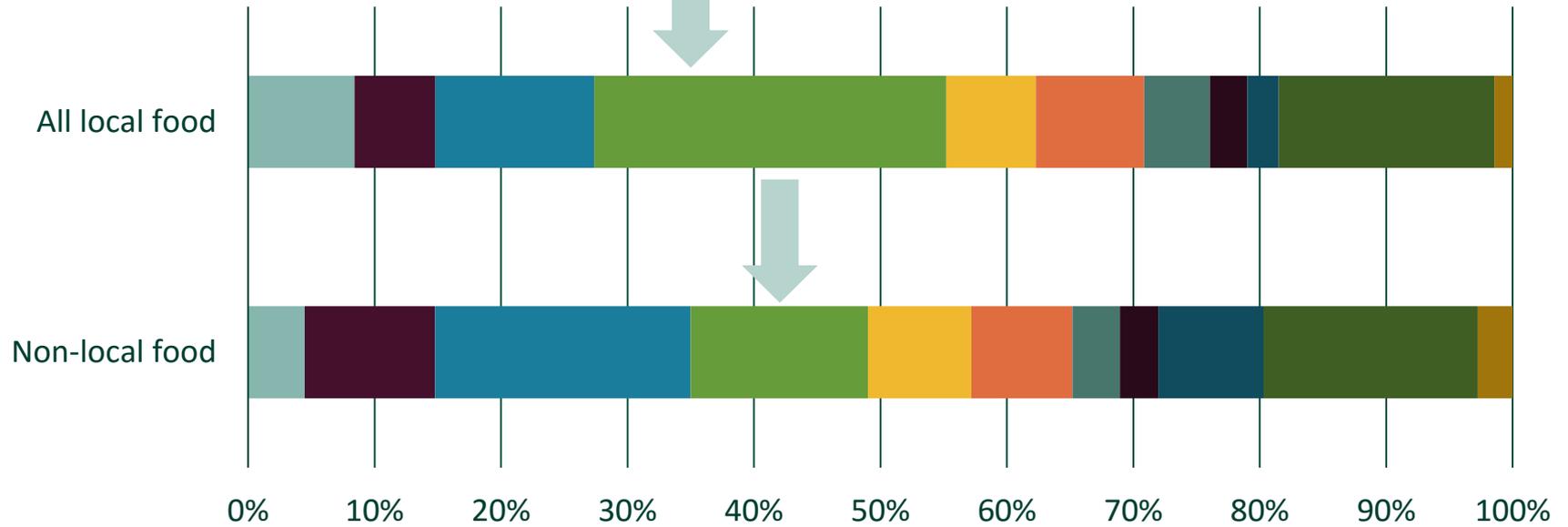
Good Data



- Other variable expense
- Labor
- Utilities
- Purchased feed
- Seeds and plants
- Fuel and oil
- Machine hire and custom work
- Other livestock related
- Fertilizer and chemical
- Maintenance and repair
- Purchased livestock

Source: USDA ARMS 2013; Bauman, Thilmany, and Jablonski (forthcoming)

Good Data



- Other variable expense
- Seeds and plants
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- Labor
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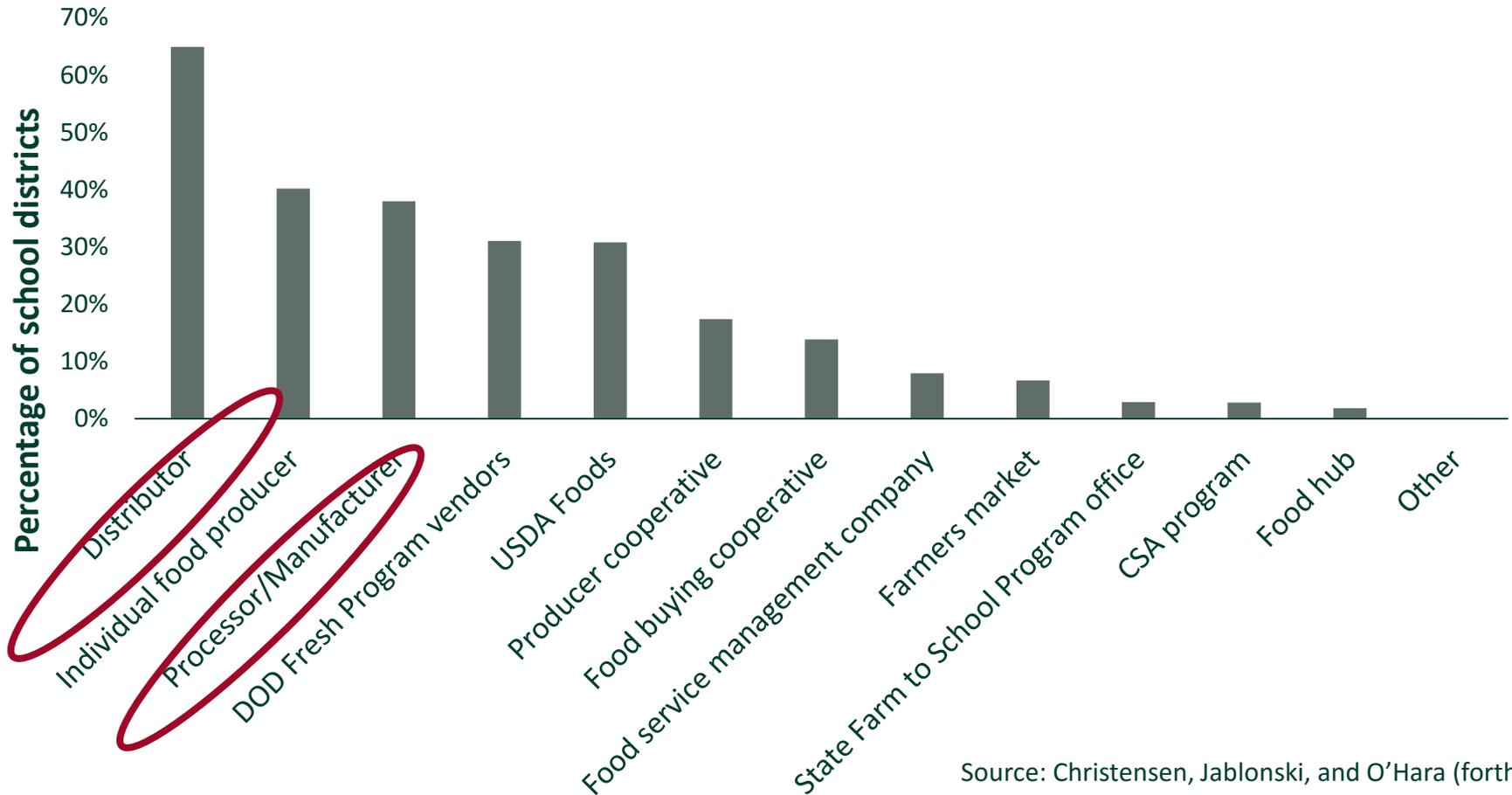
Sounds Assumptions

- Finite resources (e.g., land, consumers dollars, public dollars) so every decision involves a choice
- Incorporated into economic impact assessments by estimating the **net** rather than the **gross** impact of changes in a local/regional food system
- Trade-offs can be on supply (production) or demand (consumer) side, or both



Photo credit: Midwest Foods (2015)

Developing our Approach



Source: Christensen, Jablonski, and O'Hara (forthcoming)

Survey

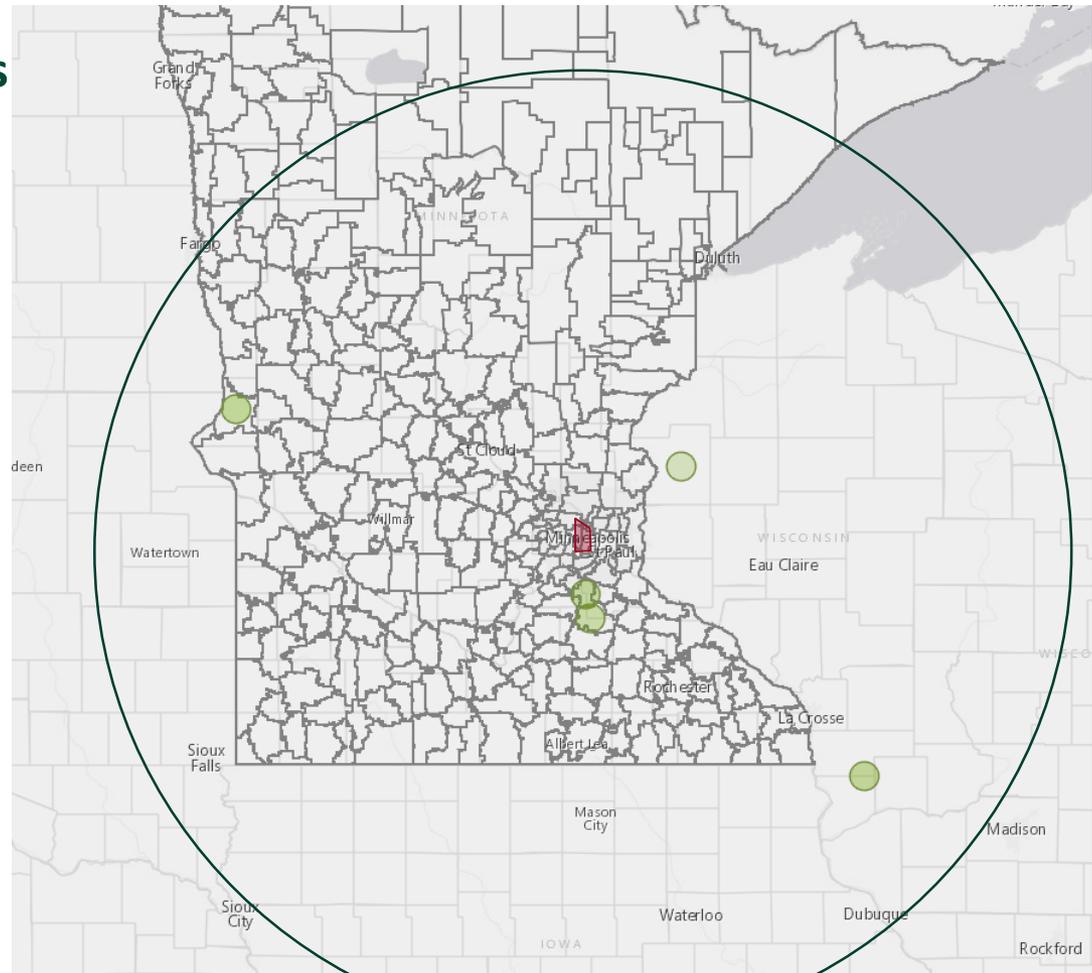
- 20 questions
- Production practices, sales, markets, overall satisfaction selling to schools, participation in farm to school activities
- Information about six general expenditure categories that account for 66% of all variable expenditures for local farmers and ranchers with gross cash income up to \$350,000 (ARMS 2013)
- Pilot tested by six farm to school stakeholders before launch



Photo credit: National Farm to School Network

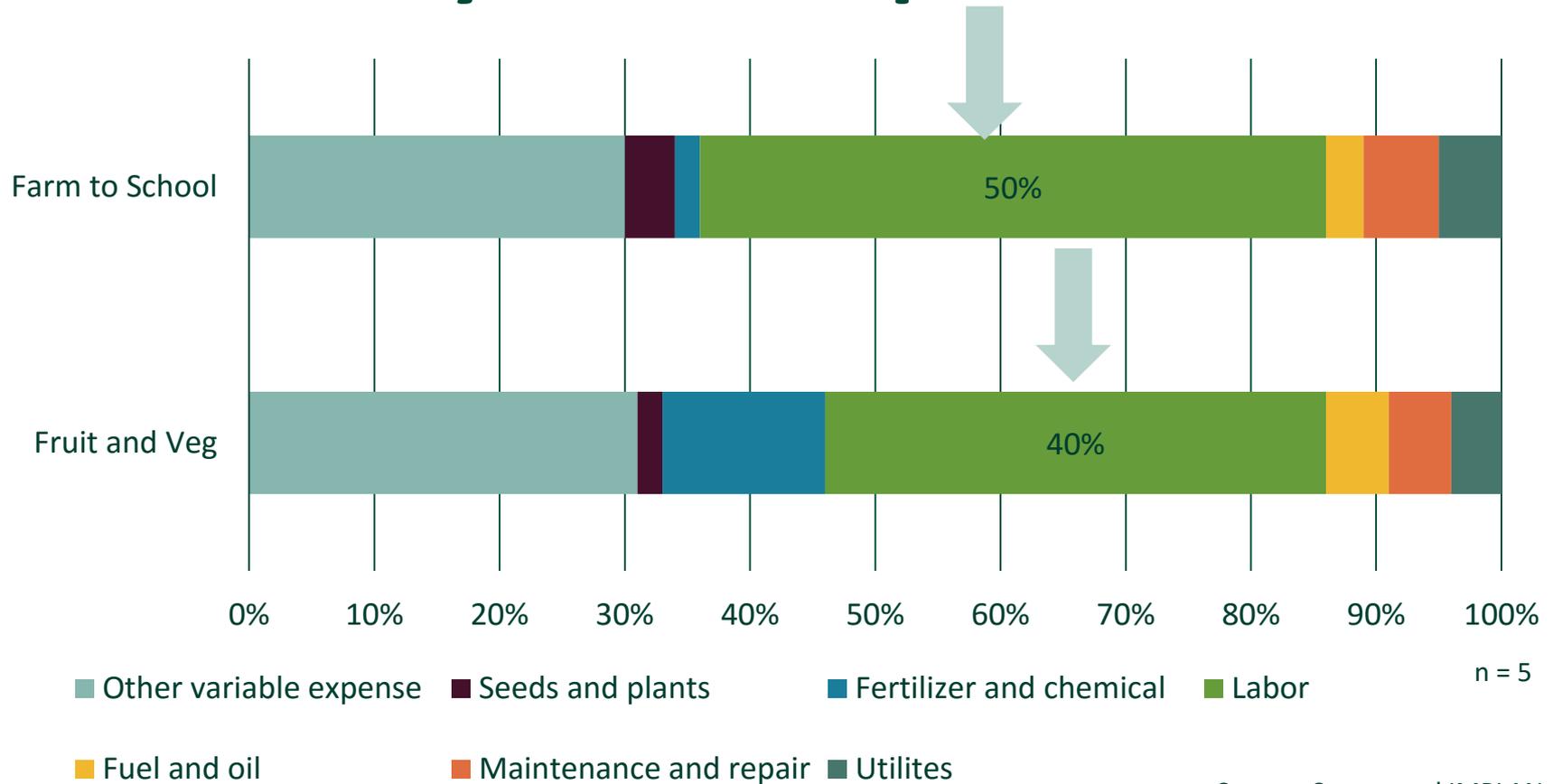
Defining the functional economic area for Minneapolis

- Survey:
 - Average total sales to schools (\$33,205)
 - Farm to school sales by supply chain (50% direct and 50% intermediated)
- USDA's Farm to School Census:
 - Total purchases of non-milk local food products (\$1,057,880)
 - Definition of local (200 miles)
 - Sources of local food (distributors and producers)
- Estimate: 32 farmers in 163 counties



Map image: Esri, HERE, Garmin, NGA, USGS, NPS.

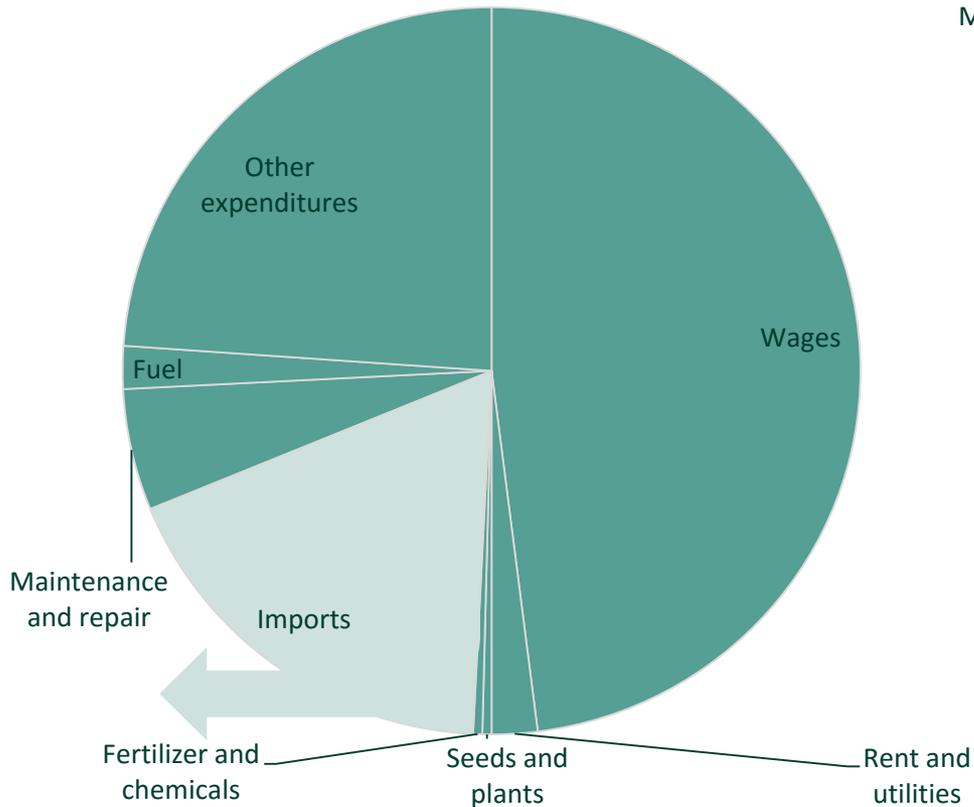
Case Study: Minneapolis



Source: Survey and IMPLAN

Case Study: Distribution of \$100 in variable costs for Minneapolis FTS and non-FTS farm businesses inside and outside of FEA

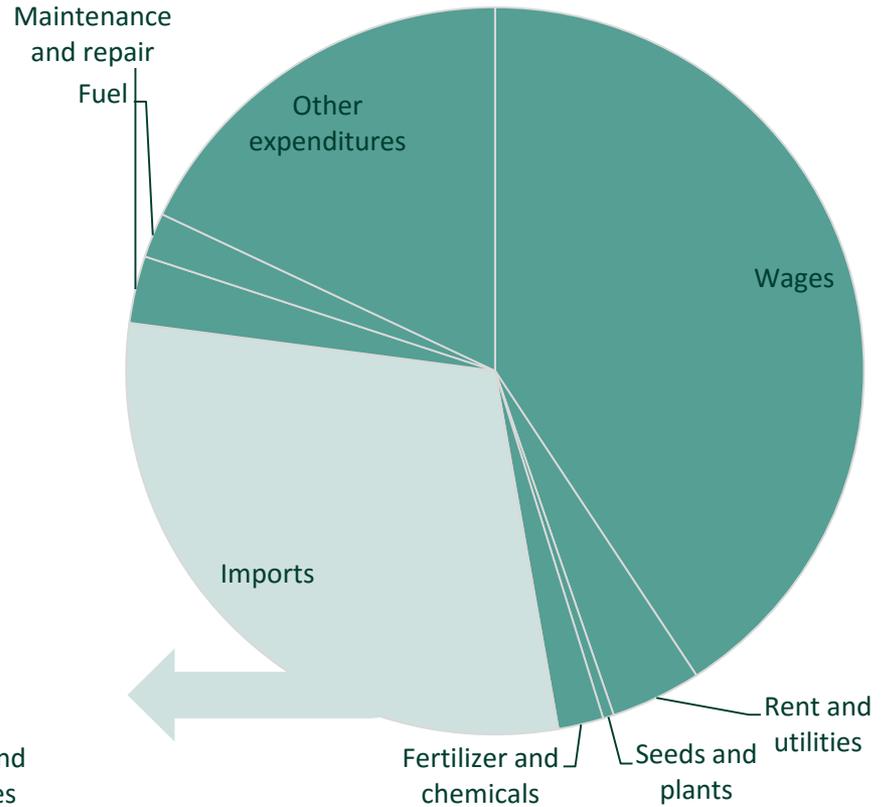
\$82 STAYS IN THE REGION



\$18 LEAVES THE REGION

Farm to school farm

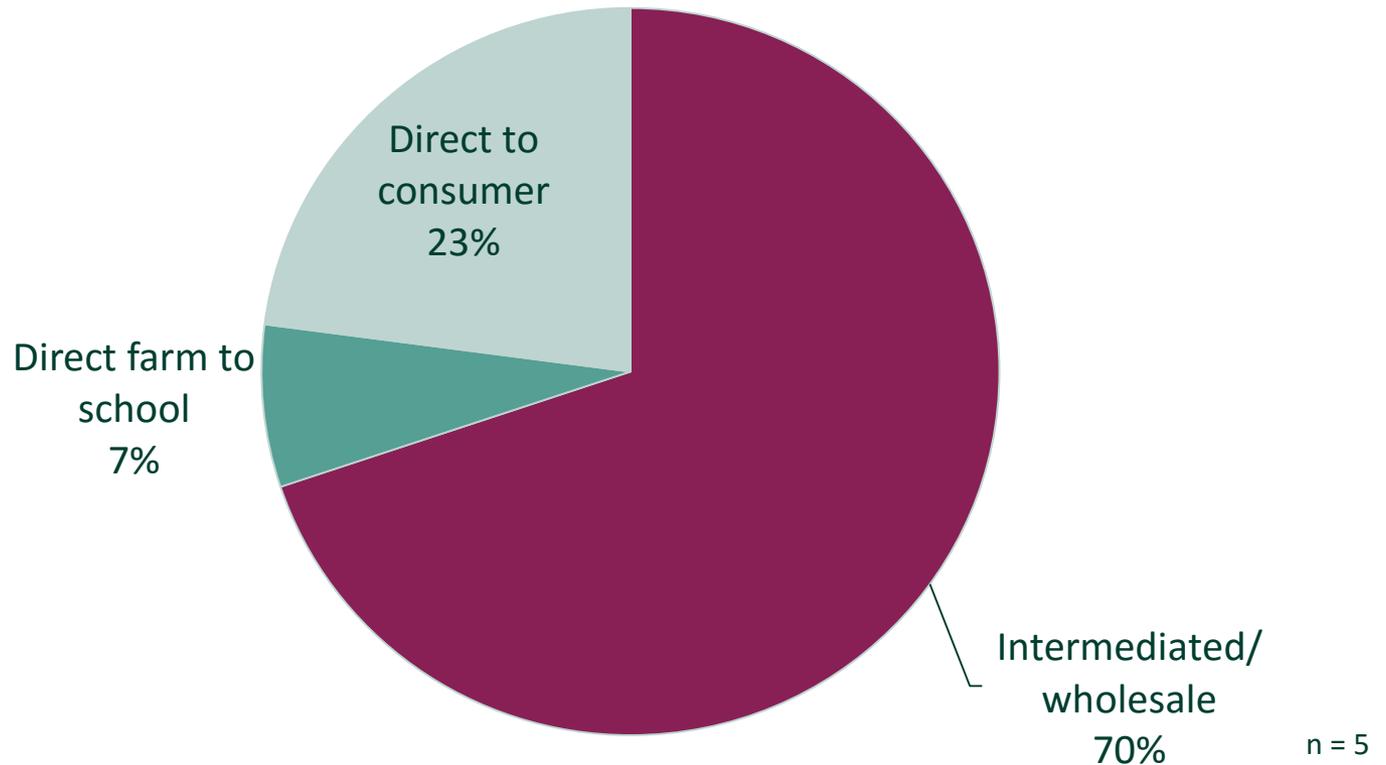
\$70 STAYS IN THE REGION



\$30 LEAVES THE REGION

Non-farm to school farm

Sales profile by industry category for Minneapolis farm to school farm



Impact results with opportunity costs



**Economic Output Multiplier for
Minneapolis Public Schools = 1.45***

Economic Multiplier for Georgia = 1.48*

*In line with previous farm to school economic assessments, but larger than the more traditional fruit and vegetable production sectors.

Photo credit: Carrot by Hopkins from the Noun Project

Conclusion/Discussion

This report complements the Toolkit and pGuide and provides an approach for data collection and modeling using primary and secondary data that accounts for farmers and their supply chains and opportunity costs



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**We need
you to use
this guide!**





Rural Community Impacts of Farm to School: Food Supply Chains, Educational Programming, and Household Purchases

Becca Jablonski, Assistant Professor, Colorado State University



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RESEARCH QUESTION: What are the impacts of farm to school programs on farmers and food supply chain businesses, household consumption patterns, and school food choice, consumption and food plate waste?



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Objective 1: Evaluate if FTSPs result in increased market access and profitability outcomes for farmers and food supply chain businesses.



Credit - Jason Van Haverbeke



Credit: NFSN NYC



Objective 2: Explore geographic and inter-temporal patterns in U.S. households' food demand/consumption to assess whether FTSPs are correlated with changes in the purchased amounts of recommended foods at home.



Objective 3: Pilot in-school experiments to assess how specific FTSPs influence food choice, consumption, and food plate waste.



POUDRE
SCHOOL
DISTRICT



Greeley-Evans

WELD COUNTY SCHOOL DISTRICT 6



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Objective 4: Introduce results to research, Extension, practitioner, and policymaker audiences.



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A photograph of a school cafeteria. In the foreground, two young girls are seen from behind, looking towards a food service counter. The girl on the left has curly hair and is wearing a black and white striped shirt. The girl on the right has long brown hair in a ponytail and is wearing a grey sweater. In the background, a staff member wearing a blue apron and white gloves is serving food. There are various food items on the counter, including a large bowl of green salad with orange carrots and a tray of yellow food. The setting is a bright, clean cafeteria with stainless steel counters.

eXtension Community of Practice Economics of Local Foods

Dawn Thilmany McFadden, Professor, Colorado State University



eXtension CLRFS committee on local food economics



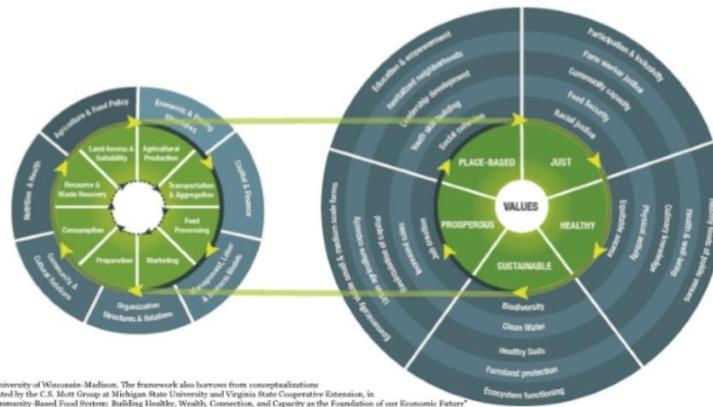
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Local Food Economics @localfoodecon
 Join us October 11 12-1:15 pm Eastern for a new webinar on the economic impacts of farm to school. Register here: goo.gl/c8Emhe
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 Howard Yana -Shapiro discussing uncommon collaborations at #CSUAgInnovation
 Sep 6, 2017

Local Food Economics Retweeted

MplsFedCommunityDev @MplsFedCMD
 Read how #RegionalFoodSystems → #EconOpp in new book from @federalreserve, @stlouised, @usdaRD, & @USDA_AMS ow.ly/WNnS30eaM0k



The University of Wisconsin-Madison. The framework also borrows from conceptualizations presented by the U.S. Mast Group at Michigan State University and Virginia State Cooperative Extension, in "A Community-Based Food System: Building Healthy, Wealthy, Connected, and Capable as the Foundation of our Economic Future" Bendissh, E.S., M. Walker, T. Bass, L. Martin, and M. Barrow. May 2011.

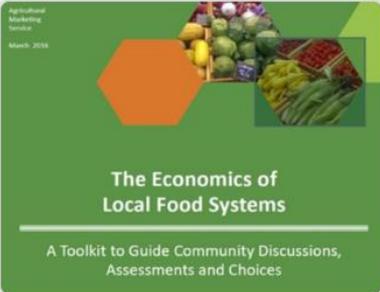
- Continues link with USDA AMS Toolkit
 - Farm to School now embedded as a core project
 - Integrates other local food projects that include economic analyses
- Featured case studies across the projects and communities
- Listserv, forum, glossary

www.localfoodeconomics.com/



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Farm to School Work is New Component to CoP



The Economics of Local Food Systems
A Toolkit to Guide Community Discussions, Assessments and Choices

AMS Toolkit



Farm to School

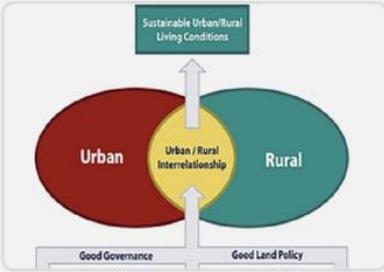


Allie Baumann, Colorado State University
Dave Shidling, Oklahoma State University
Phillip Watson, University of Idaho
Integrating Benchmarks and Multipliers into Your Local Food Assessment

Benchmarks



Farmers Market Metrics



Rural-Urban Linkages



Community Supported Agriculture

Submit your Project!

Toolkit in Action

Below are some examples of studies that have used the Toolkit as a guide in the assessment process. For more information, please contact the authors of the reports directly.

Do Farm-to-School Programs Create Local Economic Impacts?

Florence Becot, Jane M. Kolodinsky, Erin Roche, Alexandra E. Zipparo, Linda Berlin, Erin Buckwalter, and Janet McLaughlin

Critical Reflections on the USDA Local Food Economics Toolkit

David Conner, Florence Becot, Diane Imrie

Economic Impact of Local Food Producers in the Sacramento Region: Spring 2016

Shermain Hardesty, Libby O. Christensen, Erin McGuire, Gail Feenstra, Chuck Ingels, Jim Muck, Julia Boorinakis-Harper, Cindy Fake & Scott Oneto

Economic Contribution and Potential Impact of Local Food Purchases Made by Vermont Schools: May 2016

Contribute Your Work to the Community

Name *

First

Last

Email *

Affiliation *

How Do You Want to Contribute? *

Provide a Link to My Resource

Upload My Document/File

Write a Description of Your Contribution



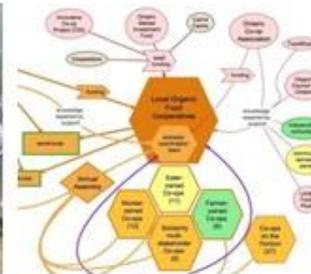
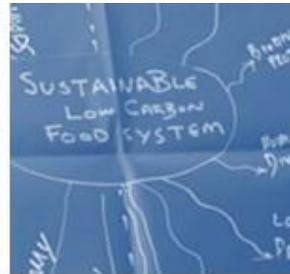
NATIONAL
FARM to SCHOOL
NETWORK



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*The Journal of Agriculture, Food Systems,
and Community Development*
announces a **call for papers:**
Economics of Local Food Systems
Utilization of USDA AMS Toolkit Principles

foodsystemsjournal.org



JAFSCD

Abstract submission deadline:

November 30, 2017

(Completed paper submission deadline: April 5, 2018)

Issue sponsor



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*USDA Agricultural
Marketing Service*

Engaging our Community through an interactive Website

- From the launch of this site in April of 2015 through October 2017, it has over 50,000 page views
- Among those visitors, 16,600 were new or unique visitors
 - A relatively high visitation rate for a relatively new government-sponsored outreach project

Audience overview

Users	Sessions	New users
16.6K	24.7K	16.6K

— Users over time

16,610



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An ongoing Community of Practice

In addition to the hundreds of training participants,

- Over 200 website visitors have asked to join the *localfoodeconomics listserve*
 - *Limited to 1 email/month by leadership team*
- Becoming a part of a new Community of Practice meant to intersect the community development, food systems and regional economics fields

Sign Up for the Local Food Economics Listserv

Name *

Email *

State *

Affiliation *

I'm not a robot



reCAPTCHA
Privacy - Terms

Submit

<https://localfoodeconomics.com/register/>

Using Social Media to Increase Communications

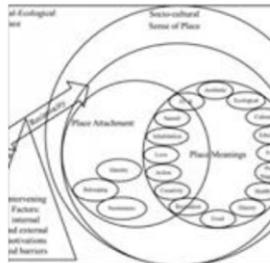
- To complement the eXtension website, we partnered with eXtension for a social media campaign through Facebook site
- “Community, Local, and Regional Food Systems”
- 105 members contribute weekly posts on events, jobs, news and issues of relevance to the community



Jeremy Solin shared a link.

September 6 at 9:31am

Those of you interested in place-based food systems might be interested in this article from my dissertation research that was recently published and the overall J of Sustainability Education May issue on regenerative agriculture:



The Place of Food Systems:
Exploring the Relationship between
Sense of Place and Community Food
Systems Engagement « Journal of
Sustainability Education

SUSTED.COM

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Local Food Economics

@localfoodecon

Join us October 11 12-1:15 pm Eastern for a new webinar on the economic impacts of farm to school. Register here: goo.gl/c8Emhe



Sep 26, 2017



Local Food Economics

@localfoodecon

Howard Yana -Shapiro discussing uncommon collaborations at [#CSUAgInnovation](https://twitter.com/CSUAgInnovation)



Sep 6, 2017



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Next Steps for Farm to School and Local Food Economics Community of Practice

- Extend the recent report from the National Farm to School Network with ongoing research on Farm to School
 - CSU Project is well positioned to lead, but wants to integrate other partners and work
- Elevate the Community of Practice to include a myriad of projects on Local Food Economics
 - Toolkit simply one core project for this new CoP
- Identify CoP members, resources and programming to highlight more broadly to strengthen the CoP



Resources and contacts

The webinar will be housed at the National Farm to School website:

www.FarmtoSchool.org

www.FoodSystems.colostate.edu

www.LocalFoodEconomics.com

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QUESTIONS?