



How can you recognize success?

Individual responses to food system policy aimed at
children

Presented by:

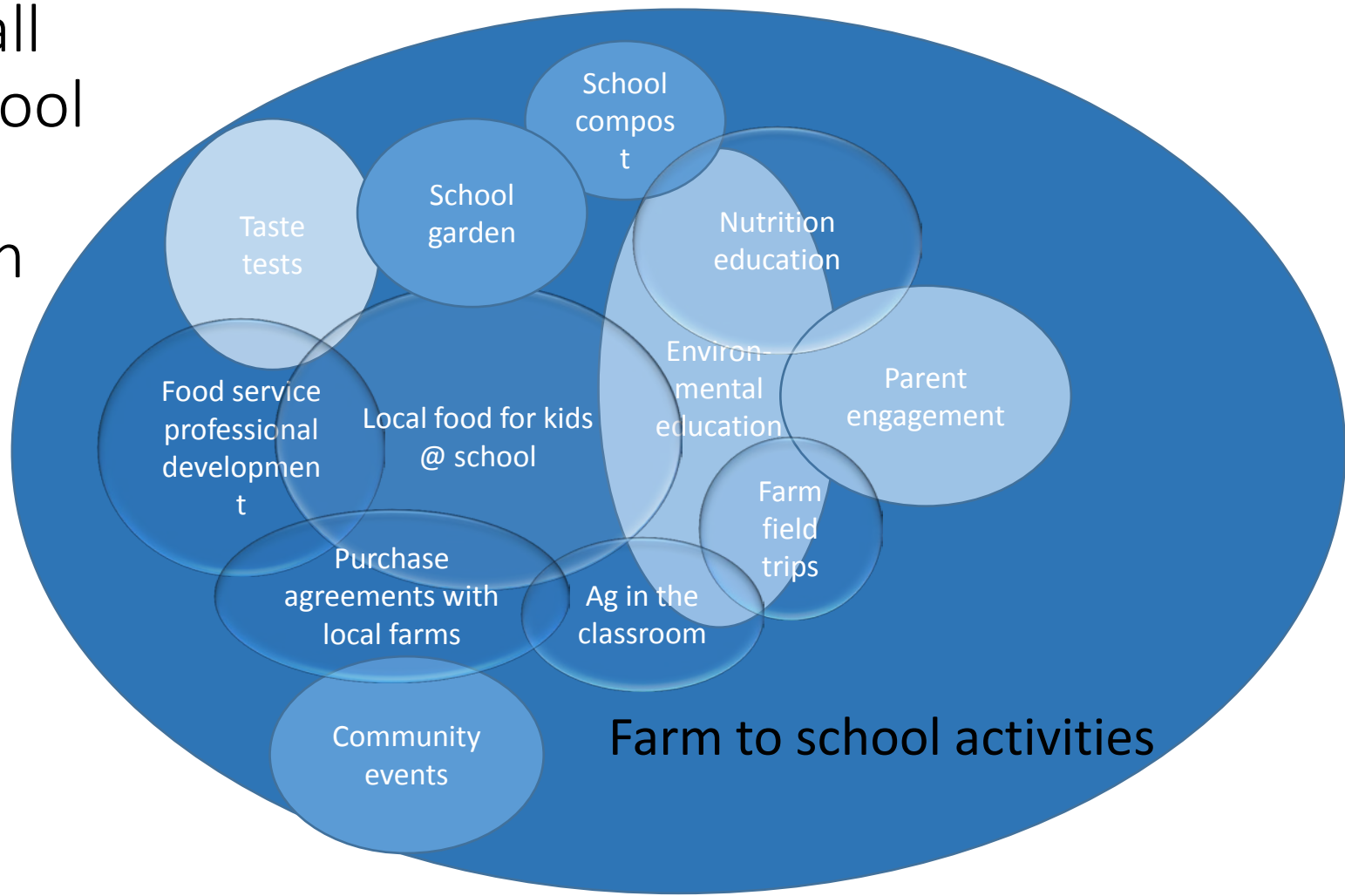
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Farm to school programming

- Grassroots approach to creating system-wide change
- “Enriches the connection communities have with local, healthy food and food producers” (National Farm to School Network)
- “Enrich children’s bodies and minds while supporting local economies” (USDA)
- “Cultivate healthy farm and food connections in classrooms, cafeterias and communities” (Food Connects Vermont)
- Areas of impact
 - Nutrition
 - Public health
 - Market opportunity
 - Community development
 - Education
 - Environment
- Levels of impact and units of analysis
 - Individual
 - School
 - Community
 - Policy

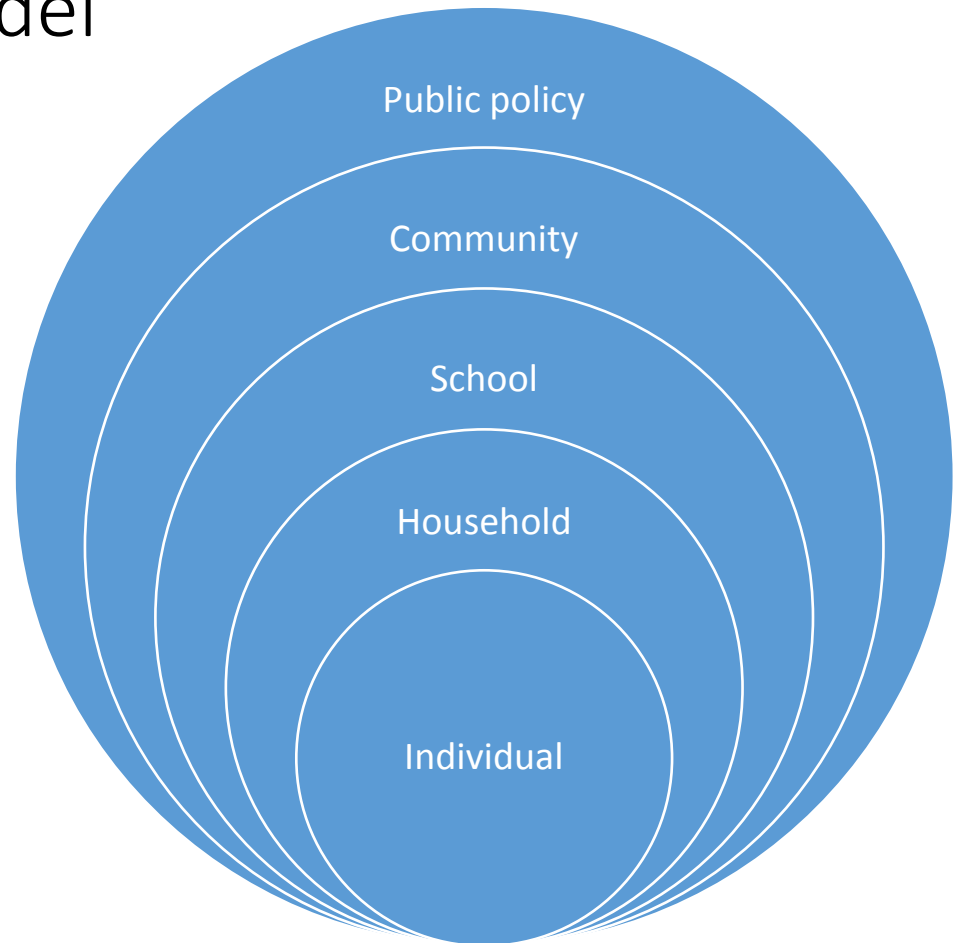
But aren't all farm to school programs pretty much the same?



Social Ecological Model (SEM)

The CDC uses SEM to depict the interrelatedness and systems nature of public health factors and behavior change.

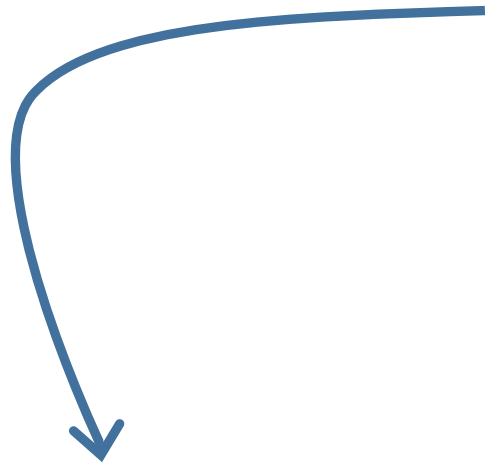
Prevention strategies should include a continuum of activities that address multiple levels of the model.



Bronfenbrenner, 1979; Stokols, 1996

Social Cognitive Theory as Framework

Individual behavior change

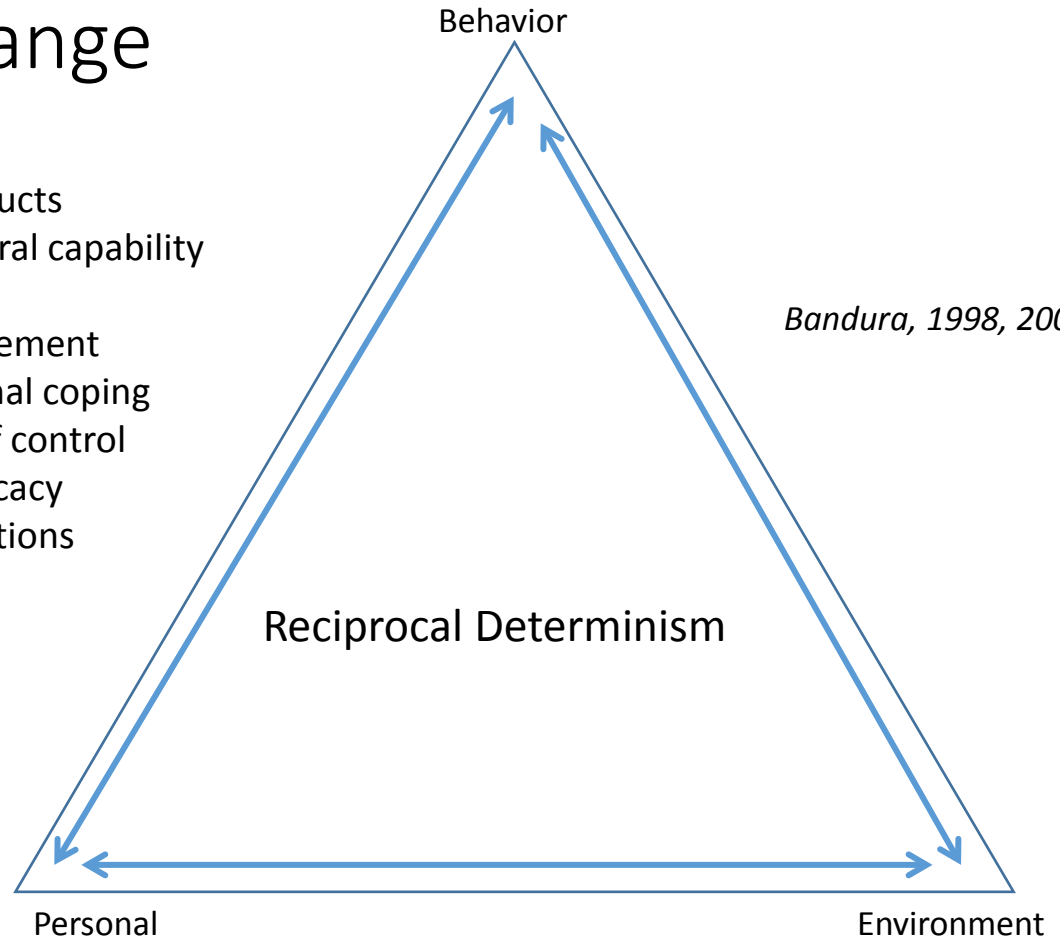


Key Constructs

- Behavioral capability
- Positive reinforcement
- Emotional coping
- Locus of control
- Self-efficacy
- Expectations

Farm to School and School Garden Constructs

- Food System Learning
- Fruit/Vegetable Neophobia or Preferences
- Fruit/Vegetable Self-efficacy
- Fruit/Vegetable Social Norms



Individual Behavior

Survey of 3rd-5th graders at 12 Vermont schools with farm to school programming, 2009

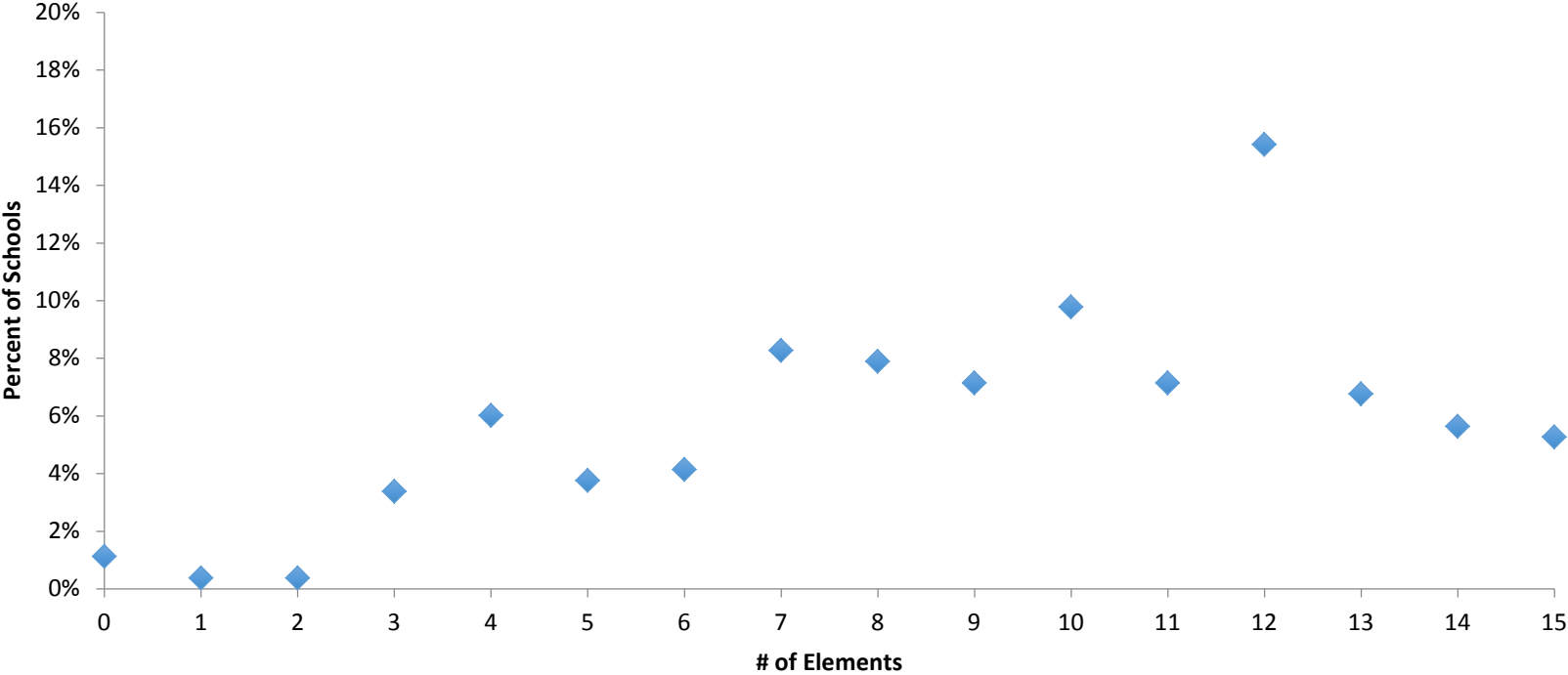
	Scores for Social Cognitive Constructs		
	Low	Medium	High
Report eating plenty of fruits and veggies	57%	85%	89%
Report not eating enough fruits and veggies	43%	16%	11%

Survey of 3rd-5th graders at 12 schools, nationwide, with a school garden curriculum, 2012

	Preferences	Self-efficacy	Food System Learning	Social Norms
Unknowledgeable without intent	29.9	25.3	20.6	23.1
Knowledgeable without Intent	33.1	27.3	21.9	24.8
Unknowledgeable with Intent	35.4	30.3	22.4	27.7
Knowledgeable with Intent	35.3	30.8	22.5	27.7

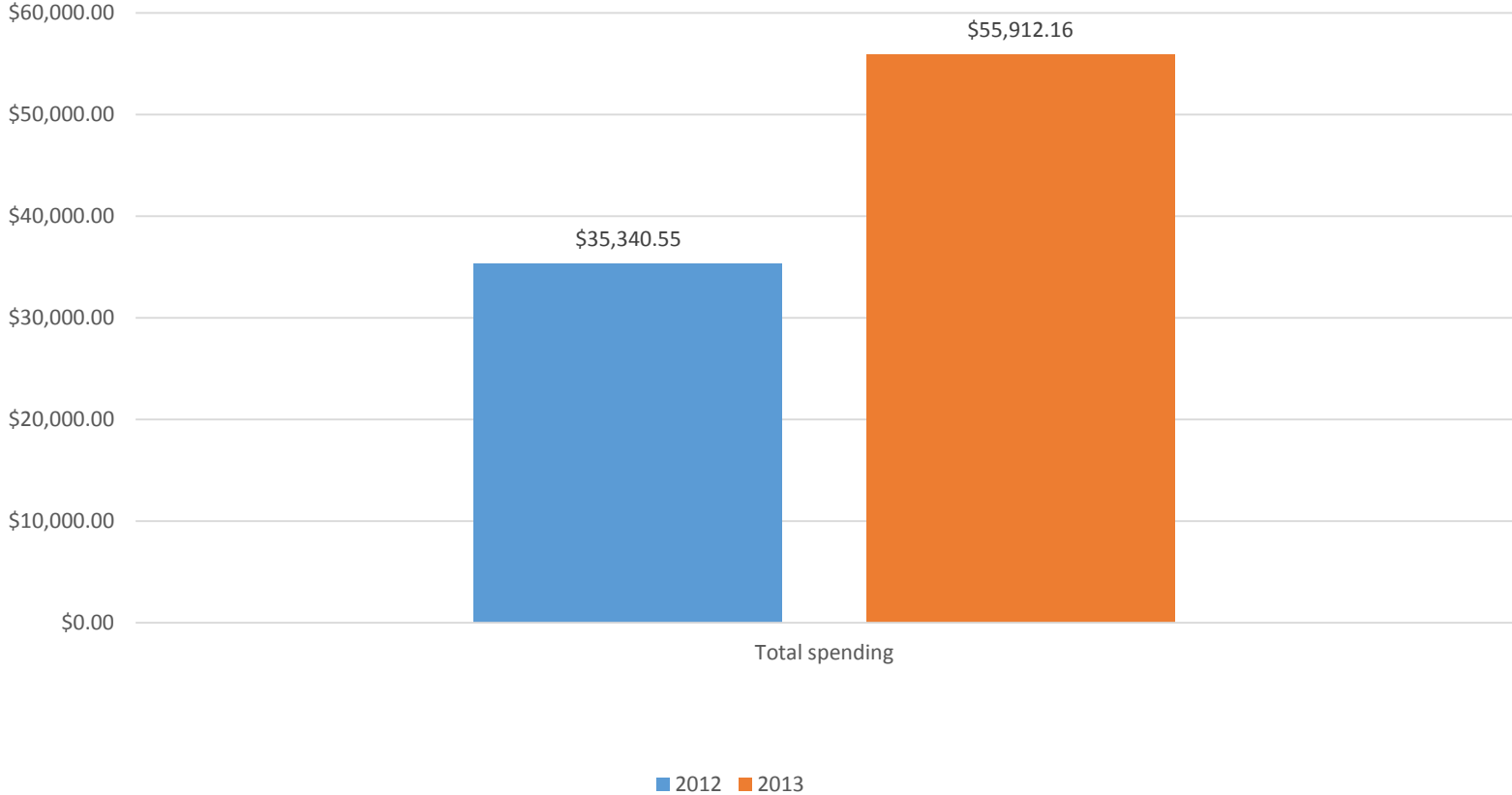
School and community

Percent of Vermont public schools by the number of farm to school elements reported, 2012-2013



School and community change

58% increase in local food spending by participating schools, September/October, 2012 vs. 2013



National policy level change

- USDA creates Farm to School program
 - \$5 million annually in grants
 - 139 grants given in first 2 years of program
 - Biannual Farm to School Census
 - 44% of school districts nationwide report farm to school programming
 - 56% of school districts plan to increase local purchasing
- Local preference option for school food purchasing
 - Fresh Fruit Vegetable Program
 - National School Lunch Program
- National Farm to School Network creates evaluation framework

Next steps to recognize success

1. Grassroots approach must be preserved, but intuitive measures are no longer enough
 1. Consistent measures must be established
 2. Units of analysis consistent with SEM levels of impact
2. Longitudinal research is required
 1. Baseline
 2. Comparison group

Acknowledgements

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