



Healthy Kids, Healthy Schools

★ *Posted: 05/10/09 11:01 PM*

Designing Innovative Business

Here are the main themes identified from Visions of the Future!

* Re-Envisioning our procurement methods, supply chains, and breaking through bureaucracy to create new opportunities for increasing healthy foods at school



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★ *Posted: 05/10/09 11:14 PM*

A Resource From Patricia Greer



The City of Houston is Working with Outpost Farms in procuring land within the city to grow produce and also teach people about farming. Outpost Farms. I believe more and more people will be farming in the near future and what better reason than to provide the BEST for our children and future generations.



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★ *Posted: 05/10/09 11:13 PM*

A Post From Wm. Earl Finley



Building on your ideas:

The production facility is designed to take product from a raw state to a finished state. As Food Services goes through the normal learning curve that comes with starting up such a large new facility, the menu served in the schools over time will become more and more made from raw products and have no preservatives. This will reduce over time constraints caused currently by use of pre-processed foods by large national food companies. Currently for agricultural products, Texas has the home grown legislation passed into law, so in addition to our request for source of produce we could also ask whether the Texas produce is "locally grown" within Texas and define locally grown as being within a defined radius of Houston (for example: within 30, 40, or 50 miles of downtown). Finally, then stress with the produce vendor(s) to look for produce within the local radius first and inform us it is from Texas and within the local defined radius of Houston.



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Prototype Report-Out Session

Our prototype focuses on food in HISD, specifically food at the heart of the system in the Central Food Production Facility.

We think of this as a staged model - we don't want to overwhelm Brian Giles! The first part is the Production Facility and the Learning Community. The second part is the Production Facility and the Action Community.

First part: Production Facility and Learning Community

- Best practices: first, we'll learn about what's working out there, like the Sustainability Institute, what's happening Berkeley, the Farm to School Network.
- Next, after we research best practices, we want to develop a program that's not condensed by the supply chain. We want our nutritionists to develop fresh products that our kids love and eat. We want to get student feedback and incorporate that into our planning.
- We want to bring surplus crops (that might include spinach, carrots, kale, etc.) into the supply chain.
- We want to give nutritionists the ability to adapt the school menus to match what's in the supply chain system.

Second part: Production Facility and Action Community

- Menu plans are currently typically produced 6 months to a year in advance. We want to shorten that planning time so that dieticians can take the menus out into community and let producers know what's needed, so we can bring fresh, local produce into the schools. How can we make this happen?
- We need to assess what our resources are on a local and regional basis, and then tap into the farm cooperatives, using them as a resource for our school system to grow food and become sustainable.
- We want to create a volunteer network that incorporates grandparents and others to share their expertise with schools. We want for every school to have an urban garden and use it to provide food for their school.
- Around central production facility there is land available - they can grow what they need on the land around the facility, if they know what's needed.

- Take what's produced and provide that to our large food suppliers so they can utilize our local products also.
- From there we tap into federal resources by going to Washington and leveraging our commodity discretionary funds, asking USDA to take a portion of the commodity budget and buy local produce and ag products.
- Then we'll tap into the stimulus package for \$100M worth of equipment for schools, and we'll equip the Central Production Facility with a fresh fruit and vegetable processing line.
- This leaves the CPF in charge, but with two different learning communities surrounding them.



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 **Posted: 05/10/09 11:09 PM**

Brainstorm Notes

Leeds business model - procurement within a 500 mile radius.

Use RFPs.

Food grown using more sustainable practices, Accountability from the growers. Get other organizations involved to cut through the red tape. Utilize co-ops. Trim out bureaucracy of commodity buys.

Pay the schools for growing their own commodities. Take the commodity money and grow your own. Work with city to use lots taken over for back taxes. Bring elder community in, involve current urban farmers. How to bring local food into Aramark system?

Use HISD foodservice facility to process raw commodities. Obviously room for expansion at the facility.

Culinary program at every school using the produce they grow. Show kids how to harvest and preserve the foods for off-season. Use current agriculture base, Texas Dept of Agriculture for example.

Utilize current local farmers as resources for locally grown foods. Urban Harvest is a resource.

Use local foods in production of nationally distributed foodservice products, such as Asian foods produced at plant in Pasadena.

National food production system makes local sourcing for all foods difficult. Can we look at other way to cut energy consumption?

Assess current regional food footprint. Set a goal to increase proportion of regional food on menu - e.g. from 7 to 15 percent.

All food served at school processed/manufactured in the schools.

Use discretionary funding to provide more fresh foods, more foods that kids want, by adapting current systems.

Obtain a constant stream of new ideas, and ideas working elsewhere, to accelerate and expand our thinking on how to get fresh products to kids.

Resources: The Sustainability Institute, the Farm to School Network, School Food Focus. Sustainability Institute works with big food companies to try to change their supply chains.

Students as mentors to the system, make food choices.

Use local foods at large manufacturing facilities.

Develop a network of companies that are in the business of food to build the network either online or in formal committees. Use this as a way to help businesses understand what HISD and the community are trying to accomplish.

Breaking thru bureaucracy, through Child Nutrition Reauthorization. Bring our interest in locally grown foods, geographic preferencing, into CNA.

One vision: In 2020 every school has edible schoolyard, farms, volunteer network, companies involved. Create a business model that we can expand. Get kids and families to understand the process.

This summit is a model that we can use to work with suppliers, kids, communities, other stakeholders. Key: Questions that get to the heart of the matter.

Create a way to make menus more flexible and adaptive to accommodate student food-buying patterns, or currently available produce. Just in time menu development and procurement. "It's only nutritious if the kids eat it." Dietitian creates menu, kids taste test, then go to regional farmers to tell them what you need and they can grow it.

Earmark X percent of the menu to be dedicated to seasonal items. And figure out how to communicate/market that: e.g. existing programs in other states such as Harvest of the Month, Made in Oklahoma.

How can we overcome regulations around food procurement? E.g. if we had 20 acres of kale available, how would do we get it into the menu? Maybe start with one item, test it. TDA, legislators play a part. Takes someone creative in the system. Is there a brainstorming model that can take place within the bureaucracy?

Go back further in the federal commodities system to get

raw rather than processed items.

HISD is a large enough district that it should be able to broker directly with USDA to buy USDA supported/designated commodities with the specifications it wants. Cooperative purchasing power within the region. Small farmers supply product through USDA.

Start with one item: Nutritionist identifies a food they want to serve e.g. organic spinach, then create a planning process around that.

Government subsidies for food kids will eat.

Physical activity fits with locally grown model by involving kids and families to harvest, collect food. Educational opportunities there too. Remove stigma, make it cool. E.g. change terminology from Home Ec to Culinary Arts.

Fundraiser ideas: Grow and/or preserve foods and sell them to the community, e.g. through local convenience stores. Kids make and sell cookbooks focused on recipes that use the foods they grow.



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