

Getting
Local Food
into
New York State Schools

*A local procurement toolkit to bring together
producers and schools in New York State*





CONTENTS

Overview.....	1
Planning to go Local.....	2
How to Find and Connect with Farmers.....	3
Getting to Know your Local Grower.....	5
Bidding for Local Products.....	6
Procurement and Bid Options.....	7
Appendices.....	8
New York State Harvest Chart.....	8
Broome-Tioga BOCES Geographic Preference Worksheet.....	10
Iowa Farm to School Checklist for Procuring Local Produce.....	12
Massachusetts Farm to School Procurement Worksheet.....	14
USDA Geographic Preference.....	16

Overview

This toolkit is intended to be a guide for school food service directors to help get more food from New York State farms into schools across the state.

Farm to School supports integrating delicious and fresh food from local farms into the meals served at schools. In New York State, 43% school districts participate in Farm to School activities.¹

The New York State Farm to School Program was created by the New York State Department of Agriculture and Markets to connect schools with local farms and food producers to strengthen local agriculture, improve student health, and promote awareness of our regional food systems. Through grant funding, technical assistance and promotional support, the Department works with schools, farms, distributors and other supporting organizations to ensure students have access to nutritious, seasonally-varied meals from foods produced by local farms and food processors.

For questions on Farm to School, please contact:

farmtoschool@agriculture.ny.gov and visit us at <http://www.agriculture.ny.gov/f2s>.



¹ USDA Farm to School Census, 2015. <https://farmtoschoolcensus.fns.usda.gov/find-your-school-district/new-york>

Planning to go Local

The first step in implementing Farm to School is to develop a plan for what to order and how to promote the locally-sourced food.

First, take a look at the menu and compare it with what foods are in season throughout the year. The Appendices includes a Harvest Calendar. This calendar shows the many commodities New York State grows, and several are available a number of months throughout the year.

Some important things to consider in the planning process include:

- What is locally harvested and/or available and when?
- What kind of food grows best in my region?

Once local ingredients are chosen, it's time to compile some recipes. Here are some resources below that feature recipes which highlight locally-sourced ingredients:

Hudson Valley Farm to School: <http://www.hvfs.org/>

Long Island Farm to School: <https://www.facebook.com/LongIslandF2S>

Buffalo Farm to School: <http://buffalofarmentoschool.org/>

USDA's Mixing Bowl: <https://www.whatscooking.fns.usda.gov/>

Promotion

One of the goals of the Farm to School program is to educate students about locally grown and produced foods and increase their preference for these healthy meal options. We want students to know what they are eating and enjoy these new menu items. Some ideas on ways to introduce students to these new foods include:

1. Conduct taste tests
2. Use Harvest of the Month materials found on the Department's website to promote these foods
3. Incorporate other activities occurring at school that could help promote these new foods in the cafeteria (ie. school gardens)

The Department also created a resource called the New York State Harvest of the Month Educators Toolkit, which provides guidance for educators on promoting local food in the classroom. This toolkit includes guidance on how to plan a taste test, how to integrate promotion of new ingredients into the classroom curriculum and implementing creative ways to feature fresh produce in the cafeteria.

How to Find and Connect with Farmers

There are several ways to find farmers or distributors specializing in local that sell to schools. Below, are some search tips:

- Visit the New York's Farms and Food page on our Department's website, which includes listings of farms that ask to be listed. Generate a search by county.
<https://farmsandfood.agriculture.ny.gov/farmsandfood/consumer/viewHome.do>
- Visit a farmers market to approach farmers to see if they sell or would like to sell wholesale.
<https://data.ny.gov/Economic-Development/Farmers-Markets-in-New-York-State-Map/gfni-eg8a/data>
- Contact a Cornell Cooperative Extension office to find out what farmers are looking for markets and what distributors are working with local farms nearby.
<http://cce.cornell.edu/localoffices>
- Consult the USDA GAP Certified List. Some school districts only purchase produce from GAP Certified farms.
<https://apps.ams.usda.gov/GAPGHP/reportG05.aspx>
- Visit the website or call the following trade associations (depending on the product). Ask for who is selling wholesale in the school's region and if they can share any resources.

New York State Vegetable Growers Association: <http://nysvga.org/>

New York State Beef Industry Council: <http://www.nybeef.org/>

New York State Apple Association: <http://www.nyapplecountry.com/>

New York State Small Scale Food Processors Association (for minimally processed foods): <http://www.nyssfpa.com/index.php>

Associated New York State Food Processors: <http://nyfoodprocessors.org/>

American Dairy Association and Dairy Council: <http://www.adadc.com/>

Northeast Organic Farming Association- NOFA NY: <https://www.nofany.org/>

New York State Cheese Manufacturers Association: <http://nyscheesemakers.com/>

New York Corn and Soybean Growers Association: <http://nycornsoy.org/>

Empire State Potato Growers Association: <http://empirepotatogrowers.com/>

New York State Berry Growers Association: <http://www.hort.cornell.edu/grower/nybga/>

How to Find and Connect with Farms (cont.)

- Contact a buy-local campaign nearby the school and ask which farmers or distributors (that carry products from local farms) are selling in the region:

Finger Lakes Culinary Bounty (Finger Lakes): <http://www.flcb.org/>

Hudson Valley Bounty (Hudson Valley): <http://www.hudsonvalleybounty.com/>

Grown on Long Island (Long Island): <http://www.lifb.com/ABOUT/AboutOurLogo/tabid/243/Default.aspx>

Pure Catskills (Catskills): <http://www.purecatskills.com/>

Adirondack Harvest (North Country/Adirondacks): <http://www.adirondackharvest.com/>

Field & Fork Network (Western NY): <http://fieldandforknetwork.com/>

Lake Plains Resource Conservation and Development Council (Below Lake Ontario): http://www.lakeplainsrcd.org/PM_Buy_Local.htm

GardenShare (St. Lawrence County in North Country region): <http://www.gardenshare.org/>

Empire 87 (Albany area/Capital Region): <http://www.empire87.com/#!/members/cmpb>

Onondaga Grown (Onondaga County): <https://www.facebook.com/Onondaga-Grown-1437525329886800/?rc=p>

Chautauqua Grown (Chautauqua County): <http://chautauqua.cce.cornell.edu/chautauqua-grown>

- Contact Farm to Institution New York State (FINYS) for leads: <http://finys.org/>

Here are two examples of ways to find and recruit farmers to sell to schools.

1. Food and Health Network of South Central New York recruited farmers using this ad below. Other regional organizations, like Cornell Cooperative Extension, promoted the ad.

2. Buffalo City School District has a unique approach to finding farmers. They distributed a 'Request for Information' for farmers to find suppliers that grow the products they want and supply at the volume they need. The Oxford School District in Mississippi developed a guide for how to make a request for information (RFI) to gather relevant information from farmers.

Request for Information:

http://harvestny.cce.cornell.edu/pdf/submission/pdf36_pdf.pdf

How to make a request for information:

http://msfarmtoschool.org/uploads/RFI_basics_for_FSDs.pdf



Getting to Know Your Local Grower

Now that prospective suppliers have been identified to sell to school, the next step is determining whether they will be a good fit for the ordering demands of the school district. Every school district has a different process for working with farmers and distributors. Some districts require farmers to be GAP certified while others have a bidding process that incentivizes working with local producers (geographic preference). Others will request that local foods be sourced through distributors that they have a contract with. It is important to be familiar with the contracting and procurement rules of the school district.

Some things to discuss with a supplier include:

- What local products are offered and when?
- Demand. What volume of ingredients are needed?
- Menu planning at the school. How far in advance are orders expected to be placed?
- What are the details of a delivery schedule?
- How is product delivered to customers?
- (If a distributor) What does 'local' mean to you? Are the local offerings from regional farms?
- What are the terms of agreement for payment? Also, share what is possible within the school's contracting rules.

There are resources listed in the Appendix that include questionnaires for farmers developed by other organizations.

Farm Food Safety

It is very important to purchase from farmers that embrace proactive practices on the farm that prevent food safety hazards, such as foodborne illnesses. Terms to become familiar with include Good Agricultural Practices (GAP) and Good Handling Practices (GHP). There are over two hundred GAP Certified farms in New York State and this means that a third party audit was conducted to ensure the producer has taken steps to maintain a high level of food safety controls on the farm. The USDA provides a helpful summary on food safety considerations in-school while pursuing Farm to School activities: <http://www.fns.usda.gov/farmentoschool/implementing-farm-school-activities-food-safety>.



Bidding for Local Products

A bidding process allows businesses to prepare a quote for products they wish to sell to schools. Rules vary by school district regarding the bidding process. With limited budgets, price is often the most critical factor when comparing different vendors and products. Geographic preference gives local producers a greater opportunity to compete for a bid. Schools are invited to define 'local' to give vendors, within a certain distance of the school, preference. Is local within 100 miles? Or 60? Geographic preference is stated when a school district issues an 'invitation for bid' (IFB). Schools go by the mantra "3 bids and a buy" to describe how they make the decision between vendors. Quotes can look very different depending on how the school district collects them. Here is an example below of how the Brockport Central School District collects quotes.

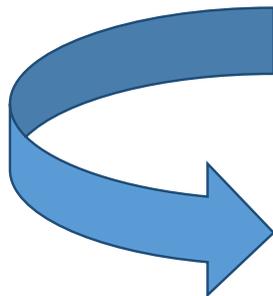
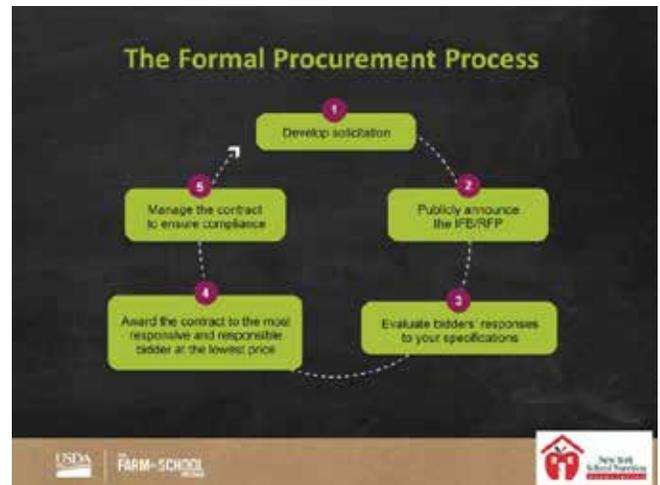
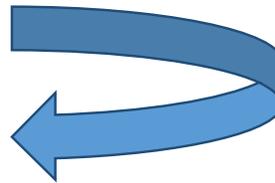
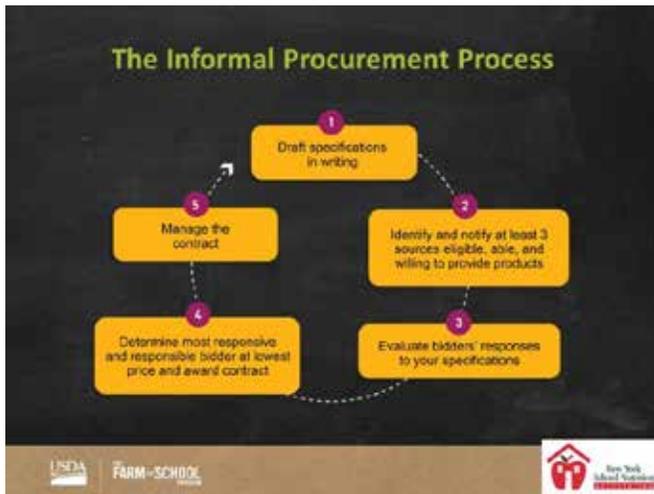
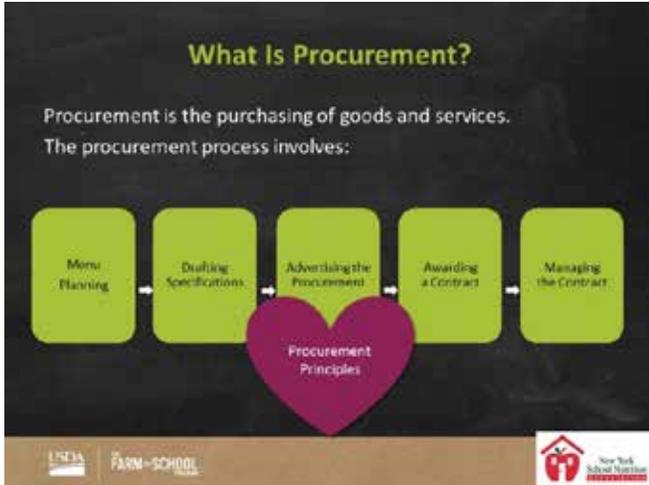
BROCKPORT CENTRAL SCHOOL DISTRICT
FOOD SERVICE DEPARTMENT
INFORMAL BID QUOTE WORKSHEET
SY 2015 - 2016

PRODUCT NAME: _____ TERM OF AGREEMENT: _____
PRODUCT SPECIFICATIONS: _____
ESTIMATED QUANTITY: _____
DELIVERY REQUIREMENTS: _____
PAYMENT TERMS: _____

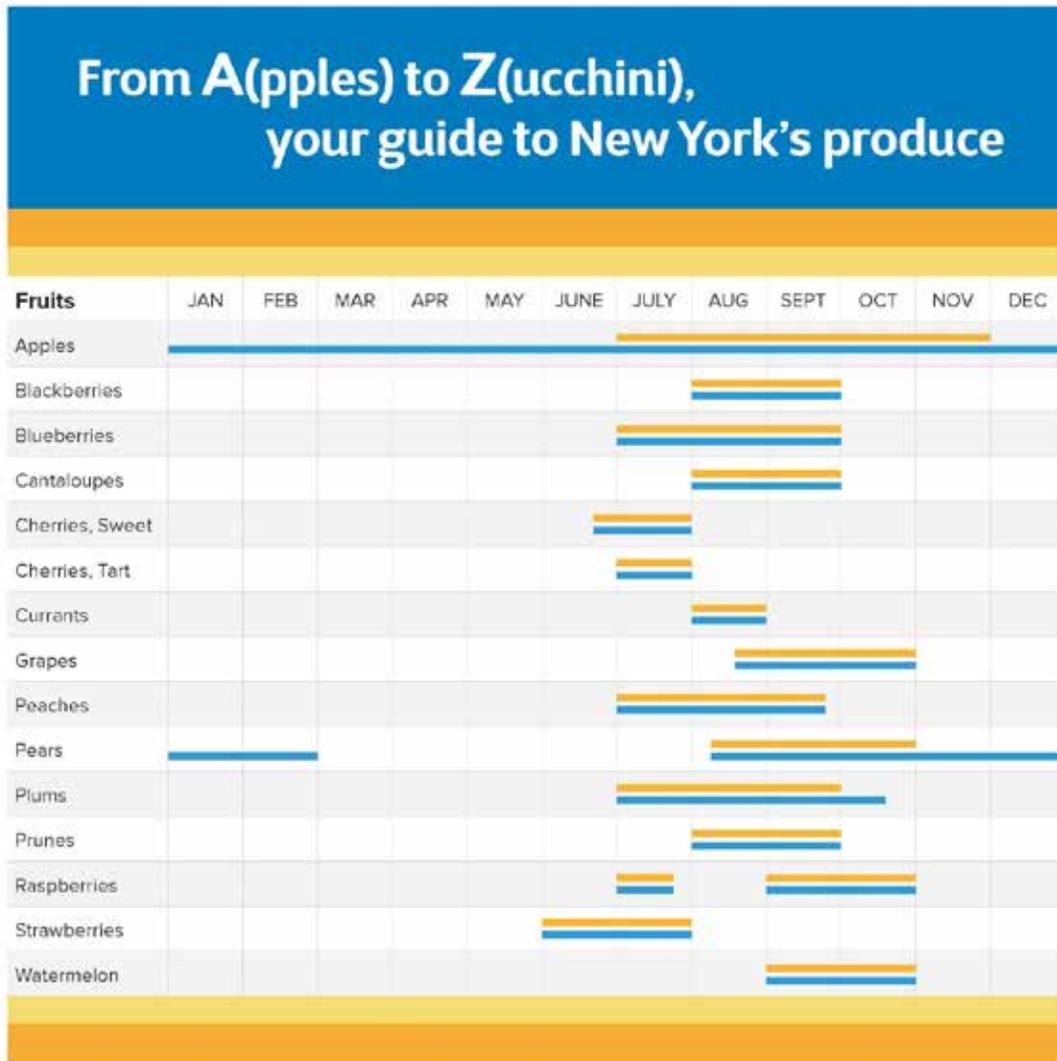
Below is a profile developed for every prospective vendor and this helps a food service department make a comparison.

VENDOR/FARMER: _____
PHONE: _____
CONTACT PERSON: _____
E-MAIL: _____
DATE CALLED: _____ WRITTEN QUOTE REC'D?

Procurement and Bid Options



Appendices



continued on other side

— Harvest Period
— Availability Period

The above periods are approximate. Harvest periods may begin a week to ten days earlier during a warmer than usual year or new season extension strategies. A cool spring will delay crop maturity. Call farms for exact dates of harvest.



**Agriculture
and Markets**

www.agriculture.ny.gov



Agriculture and Markets

Harvest Period
Availability Period

www.agriculture.ny.gov

Broome-Tioga BOCES Food Service

Fresh Fruit and Vegetable Geographic Preference Bid For September 2015 thru May 2016

Conditions

Award will be given line by line.

Preference will be given to products grown in New York State and delivered within 5 days of harvest.

Delivery will be required weekly.

- 1) Apples/ Pears to Binghamton CSD, and Various Districts
- 2) Tomatoes- Binghamton CSD & Various School Districts in Broome and Tioga Counties, NY
- 3) Romaine Lettuce-by 12ct case-Binghamton CSD and Various School Districts, Broome/Tioga Counties

Bid period: September 1st, 2015 through May, 31st, 2016

Grower must be GAP certified or in progress of developing GAP Food Safety protocol.

Geographic Preference basis will be defined as 10% of equal product pricing.

Example of Geographic Preference

	Bidder 1	Bidder 2	Bidder 3
Price	\$10.25 case	\$11.00 case	10.50 case
Meet Geo Preference	No	yes	No
Price /w Preference	\$10.25	\$10.00*	\$10.50

Bidder 2 would win the award.

Specifications

Apples, Jonamac, Empire, or Gala	Price by 30# Case	Price by Pound
Pears-Bartletts-120 count	Price by 30# Case	Price by Pound
Tomatoes: #2 Beefsteak	Price by 25# Case	Price by Pound
Tomatoes, Yellow or Cherry	Price by 20# Flat	Price by Pound
Romaine Lettuce, whole	Price by Case	Price by Pound
Romaine Lettuce, cut and washed	Price by Case	Price by Pound

Fresh Fruit and Vegetable Geographic Preference Bid

Other Fruits/Vegetables - Please list:

	Price by Case	Price by Pound
1)		
2)		
3)		
4)		

Please circle schools to be served – Delivery 1X a week

Vestal CSD, Deposit CSD, Whitney Point CSD, Susquehanna Valley CSD, Windsor CSD,
Chenango Forks CSD, Johnson City CSD, BOCES, Glenwood Rd. Binghamton

Binghamton CSD, Chenango Valley CSD, Union Endicott CSD, Maine Endwell CSD, Harpursville CSD



IOWA STATE UNIVERSITY
University Extension



A Checklist for Purchasing Local Produce

Purchasing fruits and vegetables from local producers is one way to be sure products are fresh, help the local economy, and raise children's awareness of food. As the person in charge of School Meals Programs, you have a responsibility to ensure the safety of foods served. Follow these steps to demonstrate *reasonable care* has been taken for procurement of foods.

STEP ONE - Investigate

While most fresh produce is not classified as a potentially hazardous food, outbreaks of foodborne illnesses from raw produce does raise concerns. It is appropriate to ask ANYONE selling products to school foodservices the following questions.

Farm and Production Practices

1. Is water tested annually?
2. Are test records on file?
3. Are wells protected from contamination?
4. If raw manure is incorporated into the soil, is it added at least 2 weeks prior to planting or 120 days prior to harvest?
5. Are baskets, totes, or other containers used to collect or transport food products cleaned and sanitized before each use?
6. Are packing materials used for food products clean?
7. Are packing containers appropriate for food contact?
8. Are food products kept at appropriate temperatures?
9. Is the source of wash water used on food products and storage containers protected from cross contamination (e.g. manure, livestock, pets)?
10. Are food products washed, rinsed and sanitized?
11. Are food product contact surfaces washed, rinsed and sanitized at the end of each day?
12. Is there a pest control program in place?
13. Is the food product packing facility enclosed?

Worker Sanitation and Safety

1. Are workers trained about proper sanitation and hygiene practices?
2. Are handwashing facilities available to workers?
3. Do workers wash hands at appropriate times – after eating, smoking and using restroom?
4. Do workers limit bare hand contact with foods?
5. Are workers excluded from handling food products if they are ill?
6. Do workers put on clean aprons or clothes prior to washing and packing product?
7. Are different gloves worn for harvesting and packing?

Sources: Good Agricultural Practices Project, Cornell University at <http://www.gaps.cornell.edu> ; Good Agricultural Practices, New England Extension Food Safety Consortium at <http://www.hort.uconn.edu/IPM/foodsafety/index.htm> ; and Foodborne Illness Education Information Center, USDA/FDA at <http://www.peaches.nal.usda.gov/foodborne/fbindex/Produce.asp>

STEP TWO - Communicate

Resolve the following with the producer PRIOR to purchasing.

1. Ordering procedures:
 - How far in advance will producer be able to inform you of available product?
 - How can orders be placed? (By phone, FAX, online?)
 - What is communication process if producer is unable to complete order (amount or quality) and what is the timeframe for this notice?
 - What is the price and unit of costing?
2. Delivery procedures:
 - When is the best time for orders to be received?
 - What is frequency of deliveries?
3. Payment procedures:
 - What is lead time required by school district accounting office to add vendors?
 - What is number of additional vendors that can be added?
 - What is the timing for payment of invoices?
4. Specifications:
 - What is the desired quality, size, package unit and other specific information about the product that the producer needs to know?
 - What substitutes are acceptable?
 - What is inappropriate packaging? Note that package must protect integrity of food items - large garbage bags are not acceptable!.

STEP THREE – Promote

Promote use of locally grown foods with children, teachers, and administrators in the schools and parents and other individuals living in the community. (Promotion of local farms may allow for leverage in price negotiations).

1. Identify food sources on published menus – ie. Apples from Jone’s Orchards
2. Communicate with classroom teachers about local food products available for classroom lessons.
3. Feature locally grown foods on the menus.
4. Make table tents and cafeteria posters to show where food product is grown.
5. Report to district school board your efforts in working with local food producers.
6. Contact local newspaper for feature stories on local growers working with the school.
7. Present information about the use of local food products to the PTA or PTO.

-SCHOOL DINING SERVICES- **LOCAL FOODS PROCUREMENT WORKSHEET**

Here are some tips from the Mass. Farm to School Project. There are **three major components** to making your search more productive. First, **have detailed information** about your operation ready to share with a prospective farm products vendor. Second, be ready to **ask basic questions** of the farmer/vendor. Third, in order to fully utilize fresh fruits and vegetables which are seasonal, and to build a mutually advantageous relationship with a local farmer or distributor, **flexibility** is required.

STEP ONE: PREPARE INFORMATION ABOUT YOUR OPERATION

HAVE BASIC INFORMATION READY FOR FARMER OR DISTRIBUTOR CONVERSATIONS

1. Your name, and the name and location of your college or school
2. Best way to reach you, and best times to call or visit
3. Do you want as many types of food as you can get, or are only some items of interest (this can change over time but it's good to mention your priorities now)
4. Rough estimate of your weekly orders, either by dollar amount or by product volume (choose a month when seasonal foods are bountiful, and do not include items like bananas, which cannot be purchased from a local source)
5. Number of locations where you want deliveries, at what time, and on what day
6. Do you serve meals in the summer (if yes, tell the farmer the dates, delivery locations, and size of orders for summer vs. regular school year)
7. Name(s) and phone number(s) of other staff with whom farmer or distributor should interact
8. How does farmer become an official vendor for your operation - paperwork required - (can the packing slip serve as an invoice or must bills be sent to a separate location)
9. How and when do you prefer to place orders (fax, email, phone)
10. How long will it take farmer to get paid

STEP TWO: TALKING WITH A LOCAL FARMER

ASK THESE QUESTIONS, AND PREPARE OTHERS AS NEEDED

1. Is the farmer interested in, or already selling to, colleges or schools?

2. Might he/she be interested in your school, which is located in.....
 3. Tell the farmer about your operation and then find out more about his/hers -
GIVE THE FARMER THE BASIC INFORMATION WHICH YOU PREPARED ABOVE
 4. What products does the farm sell
 5. When does the farm have products available for sale
 6. Would the farmer pick up products from other farms for sale to the college
 7. Does the farmer have a delivery truck and the ability to deliver regularly
 8. Does the farmer require a minimum purchase per delivery location, or per invoice
 9. Other questions you want to remember to ask
-
-

STEP THREE: TALKING WITH A NON-FARM VENDOR ABOUT LOCAL ITEMS

ASK THESE QUESTIONS, AND PREPARE OTHERS AS NEEDED

1. Can the vendor give you a list of local farms from which products have been procured in the past, and a sense of how often local foods will be available
 2. Can the vendor give you a list of the local items that were offered to customers in the past year
 3. Does the vendor have a system in place to alert you to which products are in season and available each week
 4. Will the vendor pick up local products at the farm gate and deliver them directly to you; if not, how are locally grown foods tracked or segregated in the warehouse
 5. Are products delivered to the customer in boxes which note the farm of origin, or which identify in some way that the items were locally grown
 6. Can the vendor provide you with promotional materials from the farms whose products they sell
 7. Other questions you want to remember to ask
-
-

This worksheet was prepared by the Mass. Farm to School Project
Phone 413-253-3844 Email: info@massfarmtoschool.org



GEOGRAPHIC PREFERENCE

What it is and how to use it

* * * * *

THE 2008 FARM BILL directed the Secretary of Agriculture to encourage schools to purchase locally grown and locally raised products “to the maximum extent practicable and appropriate.” Further, the Secretary was instructed to allow schools to use a “geographic preference” when procuring locally grown and locally raised unprocessed agricultural products.

There are many ways for schools to buy local products for use in federal school meals programs (see USDA’s 10 Facts About Local Food in School Cafeterias). While using geographic preference is not the only option for local food procurement, it is a powerful tool and particularly useful in formal solicitations where respondents are ranked and scored.

Types of products

The ability to apply a preference for local products applies only to unprocessed or minimally processed items. The geographic preference rule does not apply to any products that have been cooked, heated, canned or that have any additives or fillers. It can be applied to a wide array of products that meet the definition of unprocessed or minimally processed such as various forms of fruits, vegetables, meats, fish, poultry, dairy, eggs, and grains.

How to define local?

Definitions for local vary widely depending on the unique geography and climate where a school is located and on the abundance of local food producers and manufacturers. Many schools define local as within a certain number of miles from the school, within the county, or within the state. Alternatively, definitions might include more than one state (i.e., Georgia, Alabama, and Florida) or discrete parts of several states (i.e., specific counties in southwest Washington, northeast Oregon, and Idaho). In addition, many schools use different definitions of local depending on the product or season. Also, please note that when applying geographic preference, origin is tied to the agricultural product, not the location of the respondent.

Who defines local?

Schools define what they mean by local. While many state and/or local governments have adopted definitions of local such as “within the state” or “within the county,” schools using a geographic preference when sourcing food for the federal school meal programs are under no obligation to adopt any definition for local that might be in existence in local areas.





Three examples for using geographic preference

Federal regulations do not prescribe the precise way that geographic preference should be applied, or how much preference can be given to local products. Thus, there are a variety of ways to apply geographic preference and one way is not considered better or more effective than another. The key is to be sure that use of geographic preference does not restrict free and open competition. Further, regardless of which method is used, the selection criteria must be clearly described in all solicitation materials.

EXAMPLE ONE

A school district issues an invitation for bid (IFB) for apples and states a preference for apples grown within 100 miles of the school. IFB's are generally used when a firm fixed-price contract will be awarded to the lowest responsive and responsible bidder. The solicitation makes it clear that any respondent able to provide local apples will be awarded 10 points in the selection process. In this example, the 10 preference points are equivalent to a 10 cent reduction in price for the purposes of evaluating the lowest bidder.

	OWEN'S ORCHARD	APPLE LANE FARMS	ZOE'S BEST
Price	\$1.97	\$2.05	\$2.03
Apples within 100 miles of school	No	Yes (10 Points)	No
Price with preference points applied, for evaluation purposes only	\$1.97	\$1.95	\$2.03

Apple Lane Farms meets the stated preference for local products and is awarded 10 additional points, which translates into deducting 10 cents from Apple Lane Farm's price. This makes Apple Lane Farms the "lowest bidder." The school still pays Apple Lane Farms \$2.05 for its product; deducting 10 cents from the price of responsive bidders that meet the geographic preference only applies to determining the winning respondent and would not affect the actual price paid to the respondent.

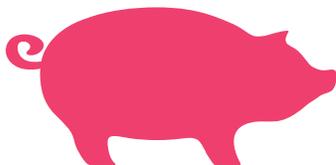
* * * * *

EXAMPLE TWO

A school district issues a request for proposals (RFP) for its produce contract and indicates a preference for fresh fruits and vegetables produced within the state. For the purposes of evaluating bids, respondents who can supply at least 60% of the requested items from within the state will receive a 10% price reduction.

	PRODUCE EXPRESS	RAY'S PRODUCE	F&V DISTRIBUTION
Contract Price	\$31,000	\$35,000	\$34,000
% F&V from within the state	20	80	50
Geographic preference points to respondent able to meet > 60% local items	No	Yes (10% pref.)	No
Price with preference points applied, for evaluation purposes only	\$31,000	\$31,500	\$34,000

Ray's Produce is the only firm that is able to supply greater than 60% of the requested items from the local area, thus, Ray's Produce receives a 10% reduction in price for the purposes of evaluating bids. Even with the reduction, Ray's Produce is not the lowest bidder. If price alone were the determining factor for this school district, Produce Express would be awarded the contract.





EXAMPLE THREE

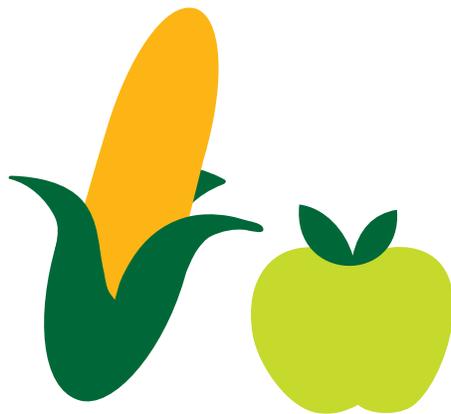
A preference for local products doesn't necessarily have to be calculated with absolute values; sliding scales may be appropriate. Further, solicitations may include evaluation criteria that allow for consideration of factors other than price alone.

Some of the factors in addition to price that might be considered include technical expertise, past experience, years in business, marketing, etc. School districts may also include elements such as ability to host farm visits, showing the state or farm of origin on the invoice, or providing farm information for education in the lunchroom as part of their selection criteria.

A school district issues a request for proposals for beans and grains and makes it clear that bids will be evaluated using a 100 point system. Ten preference points will be awarded to vendors able to provide over 70% of the requested items from within the state, 7 points for 50-69% and 5 points for 25-49%. Points for local sourcing will be included along with other evaluation factors.

	LAURIE'S LEGUMES	PAULA'S PULSES	GARY'S GRAINS
Price = 40	30	35	40
Contractor ability to perform all specifications			
Product quality = 15	25	30	30
Delivery = 10			
Packaging and labeling = 5			
Three references, past history = 10	10	10	10
Able to provide farm/facility tour or classroom visits = 5	0	5	5
Able to provide state of origin on all products = 5	0	5	5
Ability to provide products sourced within the state = 10	0	10	7
100 possible points	65	95	97

In the example above, Paula's Pulses is able to source 75% of their products from within the state, earning them 10 points in the scoring process in the local products category. Gary's Grains can source 55%, earning them 7 points, and Laurie's Legumes is unable to guarantee any products from within the state so they receive 0 points in the local preference category. Gary's Grains wins the contract.





Additional resources

- * **Program-specific procurement regulations**, from USDA's Food and Nutrition Service (FNS) – Links to regulations governing each major Child Nutrition Program from Title 7 of the Code of Federal Regulations.
www.fns.usda.gov/cnd/f2s/USDA_procurement_reg.htm
- * **Final Rule: Geographic Preference Option**, from FNS – The final rule, published in the Federal Register, includes a summary, background, and final regulatory language, by program, for the geographic preference option.
www.fns.usda.gov/cnd/Governance/regulations/2011-04-22.pdf
- * **Procurement Geographic Preference Q&As Part I**, from FNS – A memo published in February 2011 addressing questions regarding application of the geographic preference option.
www.fns.usda.gov/cnd/Governance/Policy-Memos/2011/SP18-2011_os.pdf
- * **Procurement Geographic Preference Q&As Part II**, from FNS – A memo published in October 2012 addressing additional questions regarding application of the geographic preference option and other mechanisms for local procurement.
www.fns.usda.gov/cnd/Governance/Policy-Memos/2013/SP03-2013os.pdf
- * **State Agency Guidance on Procurement**, from FNS in partnership with the National Food Service Management Institute – An online procurement training geared towards state agencies that focuses on federal procurement requirements.
<http://www.nfsmi.org/Templates/TemplateDefault.aspx?qs=cELEPTEzNQ>
- * **A School's Guide to Purchasing Washington-Grown Food**, from the Washington State Department of Agriculture – This guide provides information on using the geographic preference option to source local foods in Washington; however, much of the content is broadly applicable.
www.wafarmtoschool.org/Page/74/procurement-guide



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For more information, and to sign up to receive USDA's bi-weekly Farm to School E-letter, please visit www.fns.usda.gov/farmtoschool. Questions? Email us at farmtoschool@fns.usda.gov.

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