REPORT

Local Food for Schools

FEBRUARY 2026

CENTER FOR GOOD FOOD PURCHASING

Being able to source local foods has been a huge improvement for our school district. Parents are so happy their students are getting fresh, local produce and the kids are learning about foods that grow, in some instances, right down the street! It's been my favorite part of this job.

LITTLETON PUBLIC SCHOOLS

More funding is needed. In our rural community it is hard to receive local fresh products as it is difficult to get the items delivered to us. We have a very small district, so having the ability to receive local goods with LFS funds has been a gamechanger in what we can offer to students. Many students would not have the ability to try new items without LFS funding as costs of goods are so high right now. The funding we receive does not get us very far, but we are thankful for what we can receive.

AR-WE-VA COMMUNITY SCHOOL DISTRICT

This is a wonderful program. I wish this could be a yearly part of commodities.

WEST RIVER EDUCATION DISTRICT

Contents

Introduction 1

About Local Food for Schools 2

Methodology 3

Program Insights 5

Case Study:
Local Food for Schools in Oregon 9

Recommendations 10

Citations 11

Introduction

The COVID-19 pandemic exposed the fragility of our food supply chain, highlighting the urgent need for systems-level investments in strengthening local and regional food systems. In response, the U.S. Department of Agriculture (USDA) launched several programs to address gaps in the food supply chain through bold solutions spanning production, distribution, aggregation, and consumer access.

As part of this effort, USDA invested approximately $1.3 billion to strengthen local and regional supply chains, including $200 million for the Local Food for Schools (LFS)[1] program. LFS builds off the strong foundation of farm to school programs across the U.S. and numerous state-funded local food purchasing incentives. LFS offers a model to leverage and bolster school food procurement as a tool for creating new local and regional markets and strengthening supply chains.

The Center for Good Food Purchasing, in partnership with the Federal Good Food Purchasing Coalition (FGFPC), is working to identify opportunities for USDA to foster a more just, resilient, and sustainable food system through institutional purchasing at both the school district and federal levels. The LFS program exemplifies how strategic investment in school food purchasing can support students while strengthening local food supply chains.

To assess the impacts of LFS, members of the FGFPC circulated a survey to school districts to gain insight on how school districts spent LFS funding. The survey collected 112 responses from school districts across 17 states. In response to our request and inspired by our interest, the Oregon Farm to School program shared more extensive information about their LFS program, offering a unique case study on LFS spending.

As federal food spending faces growing uncertainty, examining the actual and potential impact of Local Food for Schools documents local food procurement infrastructure that strengthens local economic development and community access to whole foods. The findings highlighted in this report make a case for transparent, improved, and permanent funding streams that strategically expand resources for schools to purchase local food.

About Local Food for Schools

The Local Food for Schools (LFS) program aimed to build a more resilient local food supply chain and expand regional and local markets, with a particular emphasis on purchasing food from socially disadvantaged producers and processors.[2]

Between 2022 and 2023, 42 states signed cooperative agreements with USDA and received LFS funding.[3] Wyoming received the smallest award at $197,336, while California received the largest at over $23 million. The program was administered by either state departments of agriculture or education, which were responsible for distributing funds to school districts for local food purchases. The funds were awarded through a noncompetitive process using enrollment and earnings data from schools participating in the National School Lunch Program as guidance.[4]

LFS funding could not be used for administrative costs, infrastructure improvements, or other non-food expenses. States were provided guidelines for equitable funding distribution[5] but had flexibility in how they allocated and distributed funding to school districts. Some states incorporated LFS into existing farm to school programs, while others prioritized distribution of funding by greatest need, availability of local food, or the number of school lunches served.

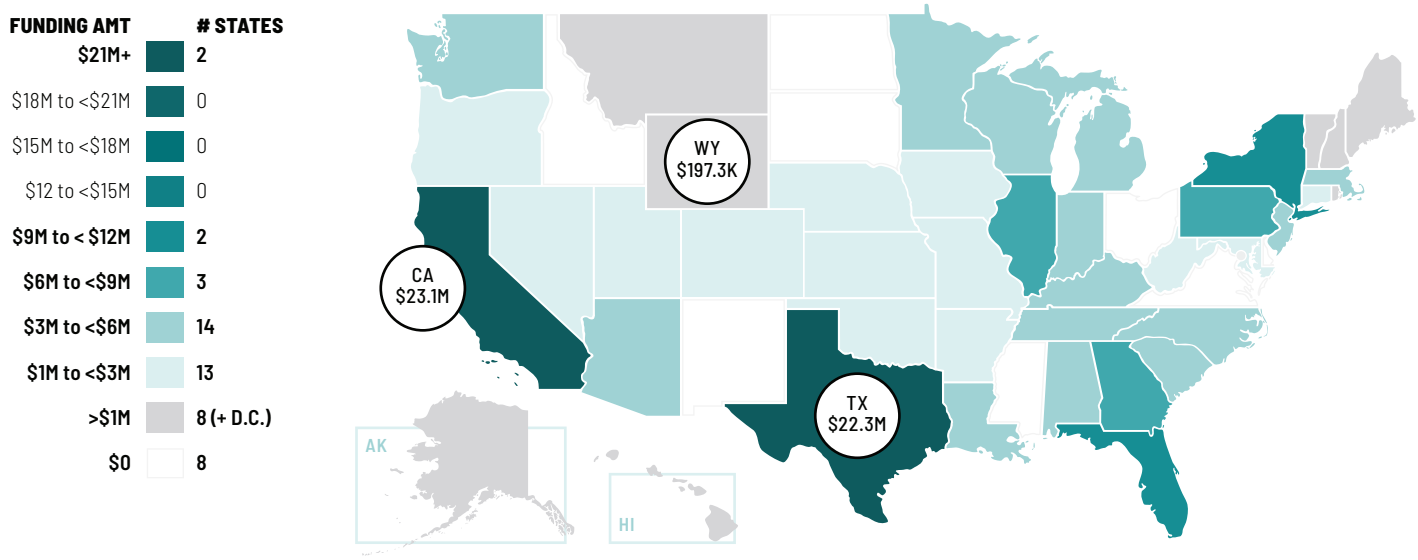
For all LFS projects, "local and regional food" was defined as food that was raised, produced, aggregated, stored, processed, and distributed either within the same state or within 400 miles of where it is marketed to consumers. Eligible purchases were required to be "unprocessed or minimally processed" foods including:

- Fruits and vegetables (including 100% juices)
- Grain products
- Meats, beans, and legumes
- Fluid milk
- Non-milk dairy products (such as cheese and yogurt)

The funding could not cover highly processed foods, such as baked goods, prepared ready-to-eat items, or heat-and-serve items such as chicken nuggets or pre-made pizza.

The program encouraged purchases from socially disadvantaged producers and processors—defined as individuals who have been subject to discrimination on the basis of race, color, national origin, age, disability, and, where applicable, sex or marital status. AMS also emphasized prioritizing small businesses in purchasing decisions. While these considerations were not mandatory, states were encouraged to incorporate strategies to target these groups in their proposals.

FIGURE 1. LOCAL FOOD FOR SCHOOLS COOPERATIVE AGREEMENT FUNDING AMOUNTS BY STATE
California and Texas were the highest funded states; Wyoming was the lowest funded state.



Methodology

The Center for Good Food Purchasing developed a survey to assess school districts' food spending, the utilization of Local Food for Schools (LFS) funding, the types of products purchased using LFS funds, and the districts' experiences participating in the program. The survey aimed to provide understanding of the program's impact on school food procurement.

Survey Design and Distribution

The survey (Appendix A) was distributed via a Google Form, reaching out directly to districts that participate in the Good Food Purchasing Program (GFPP) as well as districts within the Federal Good Food Purchasing Coalition (FGFPC) members' networks. The survey was open for four weeks, with a goal to capture broad participation across school districts in the U.S.

Overview of LFS Survey Respondents

17
STATES

112
SCHOOL DISTRICTS

FIGURE 2A. MAP OF RESPONDENTS OF LOCAL FOOD FOR SCHOOLS SURVEY

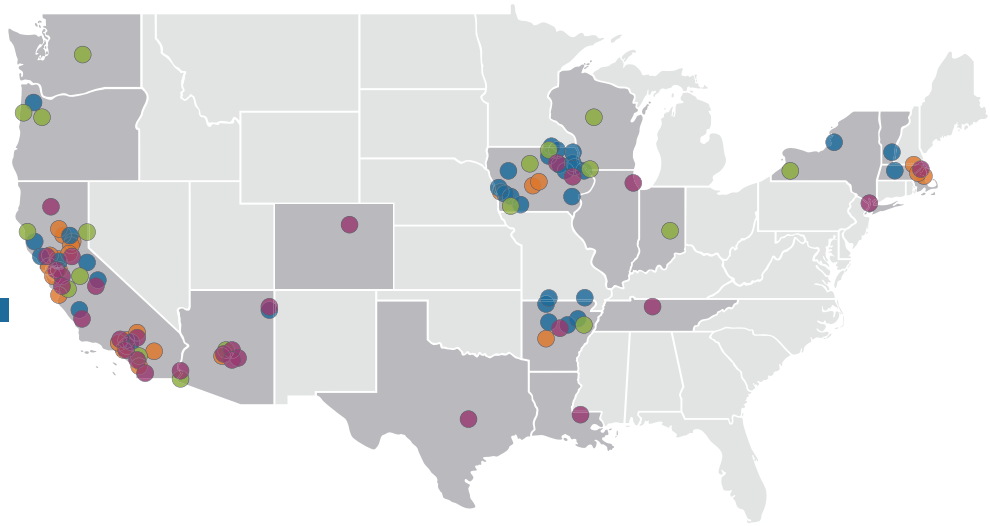
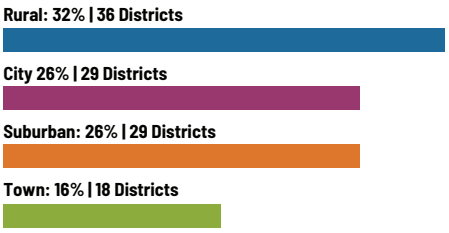


FIGURE 2B. DISTRIBUTION OF RESPONDENTS, BY GEOGRAPHIC LOCALE



Geographic Categorization

To better understand the geographic distribution of respondents and LFS impact in diverse geographies, the Center for Good Food Purchasing used the National Center for Education Statistics (NCES) locale classifications[6]. These categories define school districts by their location within urban and rural areas, as determined by the U.S. Census Bureau standards. The NCES framework includes four main locale categories.

- **City:** Districts located in urbanized areas with over 50,000 residents
- **Suburban:** Districts located outside a principal city but within an urbanized area of over 50,000 residents
- **Town:** Districts within urban clusters with fewer than 50,000 residents, further classified by proximity from metropolitan areas
- **Rural:** Districts located outside urbanized areas and urban clusters, subdivided into three additional categories:
  - **Fringe:** Less than or equal to 5 miles from an urbanized area or ≤ 2.5 miles from an urban cluster
  - **Distant:** 5–25 miles from an urbanized area or 2.5–10 miles from an urban cluster
  - **Remote:** ≥ 25 miles from an urbanized area or ≥ 10 miles from an urban cluster

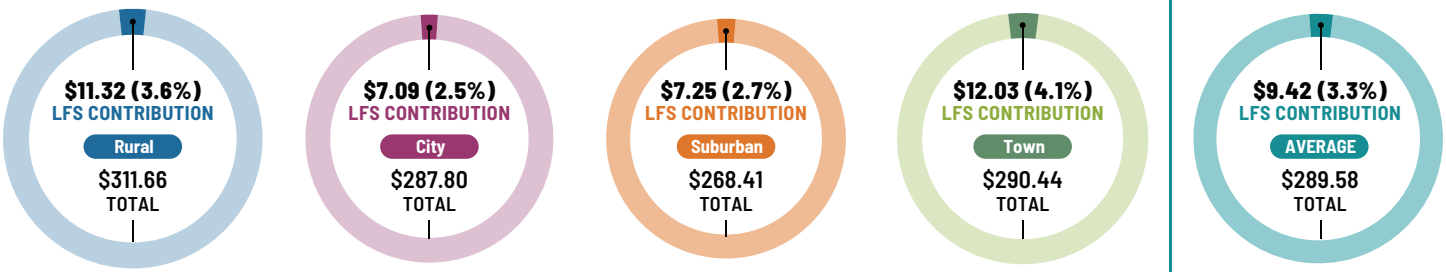
Additionally, the Oregon Department of Education (ODE) managed its Local Food for Schools cooperative agreement through the Oregon Farm to Child Nutrition Program (CNP) office. ODE coordinated with school districts or approved partner organizations to submit reimbursement requests to ODE for LFS-eligible food purchases. ODE shared a comprehensive list of school districts' LFS reimbursement claims, which included detailed information on the food items purchased and the reimbursement amounts for each item. A total of 200 school food programs submitted claims in Oregon including 163 public districts, 18 charter schools, eight nonprofit organizations, six private schools, three residential facilities or juvenile justice programs, and one regional education service agency. The Oregon data is presented separately in this report and does not include total food spend figures.

Summary of Findings

The amount of Local Food for Schools (LFS) funding received by survey respondents varied widely (Figure 4). The majority of districts (81%) received under $100,000, with a significant portion (35%) receiving under $10,000. Two districts, Los Angeles Unified School District and New York City Public Schools, received over $1 million in LFS funds. On average, LFS funds accounted for 4.4% of the total food spend reported by survey respondents. Despite the above-average LFS grant amounts, LFS funds composed less than 4% of the total food spend for Los Angeles Unified School District (2%) and New York City Public Schools (3.9%).

On average, responding school districts reported an annual total food spend of $289.58 per student, with LFS funding contributing an average of $9.42 per student (Figure 3). LFS funding accounted for approximately 3.3% of the annual per student food spend. The survey also included 11 food categories[7], with districts using LFS funds to purchase between one and five of these categories. The majority of school districts (58%) used LFS funding to purchase foods within two categories, with fruits and vegetables being the most commonly purchased food category (Figure 5).

FIGURE 3. AVERAGE FOOD SPEND PER ENROLLED STUDENT BY LOCALE TYPE



Limitations

While the survey provides valuable insights into the impacts of the LFS program, there are some limitations to consider:

1. **Response Rate**
   The survey was completed by 112 school districts, which does not represent the majority of all school districts that received LFS funding.
2. **Geographic & Demographic Representation**
   Although the survey included a diverse range of districts, the responses may not fully capture the experiences of districts within different socioeconomic or geographic profiles.
3. **Oregon Data**
   The Oregon data provides valuable insights into the Local Food for Schools program. However, it is presented separately due to its unique reporting structure, which does not include total food spend data.

FIGURE 4.
LOCAL FOOD FOR SCHOOLS SURVEY RESPONDENT GRANT AMOUNTS

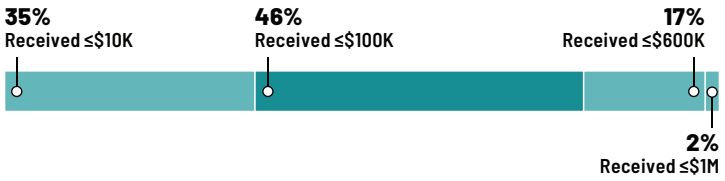


FIGURE 5.
FOOD PRODUCT TYPES PURCHASED BY SURVEY RESPONDENTS

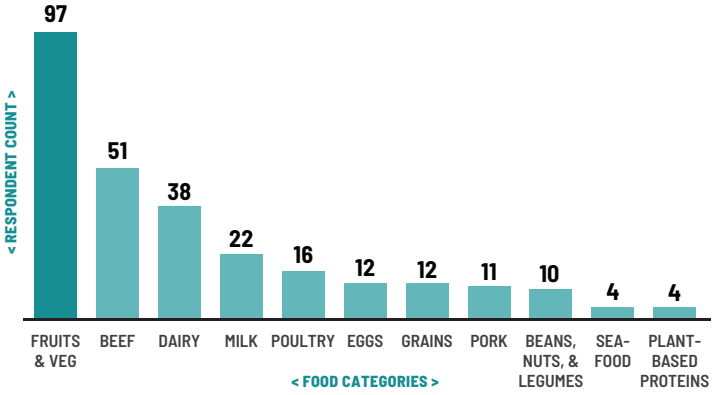
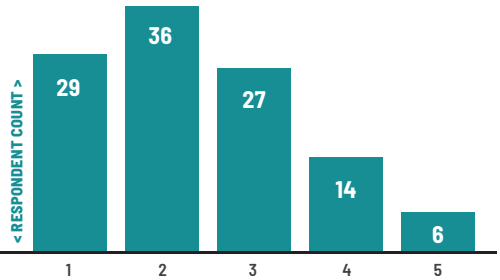


FIGURE 6.
DIVERSITY OF PURCHASE WITH LFS FUNDS BY SURVEY RESPONDENTS



Program Insights

Variations in student enrollment highlight the unique challenges small and large districts face when purchasing local foods.

The average LFS spend per student was $9.42, with significant geographic variation in per-student spending attributed to differences in funding amounts for districts as well as cost and availability of local products. Districts with smaller student populations, such as those in towns and rural areas, spent more on local foods per student, while larger districts, oftentimes in urban areas, had a lower per-student spend, including key differences in the annual per-student amount depending on districts' locations.

Figure 3 shows that districts in towns (urban clusters with fewer than 50,000 residents, further classified by proximity from metropolitan areas) spent an average of $12.03 per student on LFS funding, and rural districts spent $11.32 per student.

> We really appreciated the opportunity to receive these funds. Not only were we able to purchase organic fruits and vegetables, but we also reached out to farmers and purchased organic chicken and grass-fed beef. Our students loved these better quality items, and we saw an increase in participation. Students can taste and appreciate good food.
>
> **AZUSA UNIFIED SCHOOL DISTRICT**

In contrast, urban districts spent $7.09 per student. These differences in per-student spending align with districts' total reported annual food spend. Rural districts averaged $312 total food spend per student annually, compared to $288 annual total food spend per student in urban districts.

While smaller districts could benefit from higher per-student spending, they also face significant barriers when sourcing local foods, such as supply chain gaps, higher delivery fees, and difficulty finding suppliers willing to serve remote areas. Furthermore, smaller districts do not benefit from economies of scale in the way larger districts do. Additional targeted funding could support both rural and urban districts with lower student enrollment, overcome logistical challenges, and better support local food purchasing.

In contrast, higher enrollment districts reported that LFS funding was a marginal contribution to their overall food spend. For example, one district in Iowa noted that they spent $12,000 for local food purchases on Iowa Local Food Day. The $2,000 received in LFS funding only covered the cost of apples for the event. In many cases, larger districts rely on other funding streams including local food purchasing incentive and farm to school grants to cover the bulk of their local food purchasing, limiting the impact of LFS funding.

Given these variations, state agencies could consider opportunities to allocate LFS funding with consideration for districts' needs and limitations to ensure it allows both larger and smaller districts to expand local food programs. Additionally, expanding the scope of LFS funding to cover administrative support could help districts overcome logistical barriers, such as coordinating with local farms, particularly in regions where local food procurement infrastructure is underdeveloped.

Introducing new fruits and vegetables was popular with school food service directors and students.

The majority of school districts (80%) used LFS funding to purchase fruits and vegetables, with most districts selecting between one and three food categories out of the 11 available options on the survey. Sixty-one percent (61%) of respondents appreciated that LFS funding provided an opportunity to introduce new items, particularly fresh produce. Items such as dragon fruit, kohlrabi, and less common squash varieties were highlighted as new offerings to students, exposing kids to unique foods that grow in their community.

School food service directors viewed the LFS program as a valuable tool for promoting nutrition education and helping students learn about foods grown locally. For school food service staff, expanding local food offerings offered a chance to connect with students through food education and expanding variety in the school food setting.

Purchasing animal-based proteins was a key strategy used by many districts.

Animal-based proteins — beef, pork, poultry, eggs, seafood, and dairy products excluding fluid milk (such as cheese or yogurt) — were a central focus for school districts using LFS funding. All districts that responded to the survey reported purchasing at least one type of animal protein.

Figure 5 shows that among respondents, 51% of districts used LFS funds for beef, making it the most commonly purchased protein. 38% of districts opted for dairy products, excluding fluid milk. 16% purchased poultry, and 12% bought eggs. 11% of districts used the funding for pork, and 4% for seafood.

Only 13% of school districts reported purchasing any non-animal-based proteins including beans, legumes, and nuts (10%) and other plant-based proteins (4%).

Three districts emphasized the value of sourcing higher-quality proteins from local producers. One district noted a significant increase in school lunch participation, which they attributed to the higher-quality items, both organic fruits and vegetables and organic chicken and grass-fed beef received through LFS.

Future research could explore how LFS funding influenced protein purchases, particularly if school districts were able to access higher-quality items, or options such as grass-fed beef or organic protein options. Furthermore, research into barriers to purchase plant-based proteins could expand understanding of why animal-based protein purchases far outweighed plant-based options including beans, legumes, nuts, and meat alternatives.

Fluid milk purchases reflect National School Lunch Program priorities and constraints.

While LFS funding helped many school districts introduce new products (61% of districts citing this as a benefit), 20% of districts reported using LFS funds to purchase fluid milk. Offering fluid milk is a requirement for the National School Lunch Program (NSLP)[8], so it is not surprising that school districts used LFS dollars to purchase fluid milk.

One district noted that reporting requirements influenced their decision to use LFS for fluid milk, reflecting administrative burden as an element of decisionmaking. Managing multiple funding streams while ensuring compliance with USDA nutrition standards can create challenges for food service directors to prioritize new local products. As a result, some districts may have used LFS funds to cover existing fluid milk purchasing rather than expanding to new local products.

In future research about LFS funding it would be helpful to understand if schools applied the funds to source milk products that differ from their typical milk purchases (e.g., using funds to purchase organic milk instead of conventional milk or transitioning to bulk milk dispensers rather than individual cartons).

Consistent funding will spur more meaningful change.

School districts were eager to introduce new products and expand relationships with local suppliers, but inconsistent funding threatens their ability to sustain and build on that progress. Sixty-four percent (64%) of school districts reported that LFS funding allowed them to bring in new products, but many noted through comments that without reliable funding, it is difficult to justify the staff time needed to identify producers, develop recipes, and train school food service staff to incorporate new items into school meals.

> The program was great and easy to use. It removed a couple of big barriers to entry for farm to school—funding and an easy application process. It is always great to have more money available!
>
> **AURORA PUBLIC SCHOOLS**

A small but notable percentage of districts (13%) reported that they struggled to identify and establish relationships with local farmers and producers, while 11% reported that limited school infrastructure and processing equipment were barriers to spending down allocated LFS funds. Guaranteed continuous funding allows school districts to justify additional staff capacity for local food purchasing and could allow districts to seek additional resources — such as technical assistance or equipment grants that could help districts fully leverage local food purchasing programs.

Beyond schools, inconsistent funding also created challenges for local suppliers. One district noted that demand for local foods that met LFS requirements outpaced supply, leading to competition for commonly purchased items such as apples or milk. These sudden spikes and dips in demand made it difficult for both farmers and school districts to plan accordingly. More consistent funding would allow farmers and producers to plan for increased demand, increasing financial sustainability and farms' resiliency.

Some districts overcame local sourcing barriers through partnerships with food hubs. Three districts that noted that they had introduced new products also noted that they did so by working with a food hub, and one explicitly noted the higher-quality food provided through their food hub partnership. Support for food hubs or similar aggregation opportunities could increase efficiency in ordering local food and availability for school districts.

Because this study was focused on school districts' utilization of LFS and did not survey producers, it is not immediately clear how or whether growers and food producers who sold products into schools as a result of the program were made aware of its existence or utility. In the future, a producer-focused exploration of Local Food for Schools could be beneficial to understand how farmers and producers interacted with the program and if the increased demand without guaranteed continued funding created challenges.

State departments effectively implemented LFS and offer a strong foundation for future refinements.

A quarter of districts (25%) reported difficulty tracking and reporting on LFS spending, while only 14% found the process to receive the funding to be burdensome. This suggests that while tracking and reporting requirements were a challenge and potential area for improvement, it did not prove overly burdensome for the majority of school districts. This is a win for state departments who were implementing LFS for the first time. The variation in difficulty may be attributed to how each state implemented the program, as LFS did not dictate how departments of education and agriculture allocated funding or managed reporting.

Further exploration is needed to better understand how states chose to manage LFS funding distribution and mechanisms and could offer insight on efficiencies to implement in future funding opportunities.

School districts want LFS to be more streamlined.

Six districts expressed interest in integrating local food purchasing into existing school food programs such as the USDA Commodity Foods Program and the Department of Defense Fresh Fruit and Vegetable Program. They shared a desire for USDA to explore options that simplify reporting and reimbursement requests overall.

An example of this model in practice occurred in Washington State during the 2023-2024 school year. When allocating LFS dollars, Washington State Department of Education offered local food through its commodity ordering system rather than directly distributing funding to districts. School districts were able to purchase additional local items as a surplus through the USDA Foods ordering system in WA. One district highlighted that it was particularly convenient for LFS-eligible foods to be listed in the commodity catalog, allowing schools to purchase with LFS dollars via a system they were already familiar with and implementing.

However, the supply of LFS foods available through the USDA Foods catalog did not meet statewide demand, resulting in competition among districts for available products. The following school year, Washington State Department of Education shifted away from utilizing the commodity system to manage LFS. Instead, schools were provided LFS funds directly in order to make purchases from local farmers and producers. While this change allowed districts more flexibility, it also removed the economies of scale within the commodity ordering system — meaning higher unit prices and additional delivery fees for school districts purchasing directly with LFS dollars. This example highlights the potential and the challenges of integrating local food into existing systems. Districts appreciated the cost efficiencies and lower administrative burden of integrating LFS into the USDA commodities program. However, exploration is needed on how to lean on existing USDA program infrastructure while also supporting school district demand for local products.

More funding for local purchasing is needed.

While a majority of school districts reported appreciation for the additional funding amount, half of those districts, and more than half of all respondents, identified funding amount as an area of improvement for LFS.

Overall, school districts expressed gratitude for the additional funding from USDA, noting that without LFS they would not have the ability to try new local items, particularly with high food costs in the past few years. However, responses also highlighted that without sustained or increased funding, the local purchasing efforts initiated through LFS cannot be maintained. When combating overall higher costs of food due to inflation[9], LFS was described as "a game changer for students." Future exploration of LFS could consider regional economic benefits through considering its economic multiplier.

Case Study: Local Food for Schools in Oregon

The Oregon Department of Education (ODE) administered the Local Food for Schools (LFS) program through its Farm to Child Nutrition Program (CNP) office. The state received $2,062,715 in LFS funding, which allowed the state for 18 months to provide an average of 14 cents per meal ($0.14/meal) in total school meal funding for school districts that opted to participate in the LFS program. Funding was distributed based on student enrollment. The minimum funding a district could receive was $500.

School districts used these funds to purchase local foods and submitted claims to ODE for reimbursement. Eligible expenses included fluid milk or other unprocessed or minimally processed foods produced within Oregon or up to 400 miles outside of the Oregon border. ODE encouraged school districts to use LFS funds to complement the already robust state farm to school grant funding, which reimburses approximately $5.5 million biennially for local food. ODE farm to school grants primarily support local fruit and vegetable purchases.

To track spending, ODE maintained a spreadsheet detailing utilization rates and LFS reimbursement claims across 200 school districts. This data provided insight into both self-reported LFS spending and actual purchases, as well as how much of Oregon's allocated LFS funding had been spent.

Oregon Local Food for Schools Purchases

FIGURE 7. DISTRIBUTION OF LFS FUNDS BY PURCHASE CATEGORIES, ALL DISTRICTS

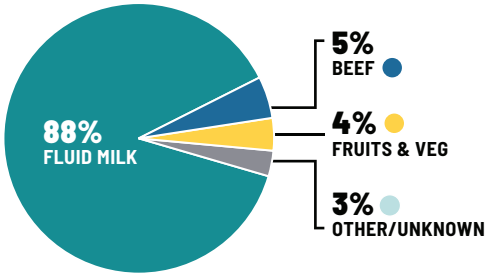


FIGURE 8. DISTRIBUTION OF LFS FUNDS BY PURCHASE CATEGORY AND BY DISTRICT SIZE

DISTRICT SIZE	PCT OF TOTAL LFS CLAIMS FOR PURCHASE	MILK	BEEF	F&V	OTHER
>15K		33%	51%	0%	10%
10K TO 15K		6%	-	-	-
5K TO <10K		24%	32%	29%	26%
1K TO 5K		28%	12%	60%	53%
<1K		8%	4%	11%	10%
UNKNOWN		1%	2%	100%	1%

Learnings:

Large school districts (districts with over 15,000 students) fully spent their allocated LFS funds by the end of the two-year period, averaging $3.04 in LFS funds per student. In contrast, small districts (under 1,000 students) had only spent 56% of their LFS funds. Smaller, lower enrollment districts may face additional barriers such as delivery minimums and fees and more limited staff capacity — challenges echoed by smaller districts in other states.

The majority of Oregon's LFS funds (88%) were spent on milk and only 4% of LFS funds were utilized to purchase produce. ODE shared that fruit and vegetable reimbursements were primarily administered through state farm to school funding, and schools were encouraged to utilize LFS funds to diversify food categories supplied by local producers. Oregon also highlighted fluid milk explicitly in their training for LFS, which could have boosted the spending in that category. Also, districts with over 15,000 students purchased one-third (33%) of the milk purchases made with LFS funds in Oregon. Higher enrollment districts (districts with over 15,000 students) did not use any LFS funds to purchase fruits and vegetables. Notably, districts with smaller student enrollment (5,000 students or less) purchased 71% of Oregon LFS fruit and vegetable purchases. In future research, it would be beneficial to understand how a combination of state and federal funding for local food supports regional and local sourcing for the broad range of food categories schools offer students.

Oregon's experience with LFS funding reflects some trends seen in other states, particularly challenges to smaller districts fully utilizing the funds. In future research, it would be beneficial to understand what factors Oregon school districts prioritized when making LFS purchases.

Recommendations

1. Make Local Food for Schools funding permanent.

Establishing a stable and predictable funding stream for local food purchases would allow school districts and producers to build long-term partnerships. Farmers could better plan production to meet demand, and districts could integrate local foods more consistently into their menus.

2. Explore opportunities to integrate local purchasing into existing USDA programs such as USDA commodities and the DoD Fresh Program.

The Washington state example demonstrates that districts have interest in purchasing local foods through ordering channels that are already familiar to them. Greater focus on providing local foods at the federal and state levels could make local food purchasing a more ingrained part of USDA's operations, supporting two of its primary constituents (farmers, school districts enrolled in the National School Lunch Program) simultaneously.

3. Enhance local food infrastructure through stronger supply chain connections.

USDA could enhance local food availability for schools by linking LFS implementation efforts with other federally funded programs that support farmers and food hubs. USDA could offer guidance to states on how to connect with USDA-supported supply chain projects. Strengthening these connections would improve local food infrastructure and make it easier for districts to access consistent products.

4. Identify and promote best practices for LFS distribution and reporting.

USDA could inventory how different states managed LFS fund disbursement and report and identify best practices. This could include an analysis of both how the program can be streamlined and how LFS can support schools in diversifying both suppliers and products available to students.

5. Increase Local Food for Schools funding and offer adequate support to curb unique challenges faced in both urban and rural districts.

Increasing funding levels and supporting states to design allocation methods to better address the distinct challenges faced by both rural and urban districts could maximize impact. Rural districts often struggle with supply gaps, higher delivery fees, and limited supplier availability, making it difficult to access local food. Meanwhile, larger urban districts find that LFS funding represents only a marginal contribution to their overall food budget, limiting its effectiveness in expanding local purchasing. Adjusting funding distribution to account for both district size and geographic challenges — such as providing additional logistical support for rural areas and scaling funds appropriately for larger districts — would ensure that LFS funding has a meaningful and equitable impact.

Citations

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5. U.S. Department of Agriculture, Local Food for Schools Cooperative Agreement Program, July 18, 2022, https://www.ams.usda.gov/sites/default/files/media/LFSRequestForApplicationsVersion3.pdf
6. National Center for Education Statistics, Education Demographic and Geographic Estimates, Locale Classifications, https://nces.ed.gov/programs/edge/Geographic/LocaleBoundaries
7. The survey asked districts to share what food categories they used LFS funding to purchase. The 11 categories included: fruits and vegetables, beef, dairy (non-fluid milk), milk, poultry, eggs, grains, pork, beans, legumes and nuts, seafood, and plant-based proteins
8. Code of Federal Regulations, 21 C.F.R. § 131.110 (2024). https://www.ecfr.gov/current/title-21/chapter-I/subchapter-B/part-131/subpart-B/section-131.110
9. U.S. Department of Agriculture, Economic Research Service. (n.d.). Food price environment: Interactive visualization. Retrieved 2/21/2025, from https://www.ers.usda.gov/data-products/food-price-outlook/food-price-environment-interactive-visualization

We were able to expand upon the ordering we were currently doing with one of our local farmers. We were able to purchase and process a wider variety of local vegetables. We even purchased and offered microgreens on our high school salad bar. The students loved them and asked for them when they were gone.

MARSHFIELD SCHOOL DISTRICT

Appendix A
Survey Questionnaire

Q1. Name of School District

Q2. Name of Food Service Director or person completing this survey

Q3. Total Annual Food Spend

Q4. How much Local Food for Schools Funding (LFS) did your district receive?

Q5. What did you purchase with your LFS funding?

- ○ Beef
- ○ Pork
- ○ Poultry
- ○ Seafood
- ○ Eggs
- ○ Fluid Milk
- ○ Cheese & Other Dairy (excluding milk)
- ○ Fruits and Vegetables
- ○ Beans, Legumes, & Nuts
- ○ Grains, Baked Goods, and Grain Products
- ○ Plant-based Protein Alternatives

Q6. From the categories you selected, please identify the top three categories where you spent the most money.

Q7. What did you like about the LFS program? (Select all that apply)

- ○ Funding Amount
- ○ Process to Receive the Funding
- ○ Ease of Tracking and Reporting Requirements
- ○ New relationships with local farmers and processors
- ○ Ability to support historically underserved producers and processors
- ○ Introducing new products into schools
- ○ Other

Q8. Where do you see improvement for the program?

- ○ Funding Amount
- ○ Process to Receive the Funding
- ○ Difficulty of Tracking and Reporting Requirements
- ○ Identifying and maintaining relationships with new suppliers
- ○ Lack of infrastructure or processing equipment
- ○ Other

Q9. Is there any additional information you would like to share about your district's experience with the LFS program?

The ordering and the quality of the product is simple and great. The students always know when we have a new delivery as our fruit and veggie bar are stocked with the items we normally are not able to purchase and provide regularly. They are excited to see items such as cheese curds, butterhead lettuce, and peppers. When the funds are used up (which $2,000 does not get us far for our school district size), it is hard for all of the students to experience the fresh local produce and goods. Unfortunately, we see that more of the older students see the benefits more so than the younger students.

CARROLL COMMUNITY SCHOOL DISTRICT

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CENTER FOR GOOD FOOD PURCHASING

WWW.GOODFOODPURCHASING.ORG

The Center for Good Food Purchasing manages the **Good Food Purchasing Program,** working with large-scale purchasers to center Good Food values in their operations and decision-making and increase their purchases of Good Food through technical assistance, reporting, relationship building, and peer learning.

The Center works with national partners and local grassroots coalitions in cities across the United States to build a cohesive movement in support of Good Food purchasing and to ground Good Food Purchasing Program efforts in community priorities.

FEDERAL GOOD FOOD PURCHASING COALITION

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