Evaluating Your Farm to School Program

May 13, 2015

To *hear* the webinar, dial: 888-566-1192
Passcode: 5894178

USDA | THE FARM to SCHOOL PROGRAM

USDA Staff

Matt Benson Ph.D.
Program Analyst
USDA Food & Nutrition Service
Matthew.benson@fns.usda.gov

Bob Gorman
MPRO Farm to School Lead
USDA Food & Nutrition Service
Robert.gorman@fns.usda.gov

SNA Continuing Education Units

SCHOOL NUTRITION ASSOCIATION

Making the right food choices, together

To Receive your SNA CEU certificate email Bob at:

Robert.gorman@fns.usda.gov

Reminder!

THE FARM to SCHOOL CENSUS

USDA | THE FARM to SCHOOL PROGRAM

Farm to School Grants 2016!

Be sure to check out our priority areas in summer and pre-k meals programs!

Submissions due May 20th!!!

Visit the USDA Farm to School website for more information.

USDA | THE FARM to SCHOOL PROGRAM

New Farm to Summer & Preschool USDA Webpage

- Farm to School
  - National Statistics
  - State by State Farm to School Statistics
  - Grant Program
  - Procuring Local Foods
  - Farm to School Planning Toolkit
  - State Contacts
  - USDA Farm to School Staff
  - Fact Sheets
  - Videos and Webinars
  - Resources
  - Farm to Preschool
  - Farm to Summer

Farm To School

Print

THE FARM to SCHOOL CENSUS

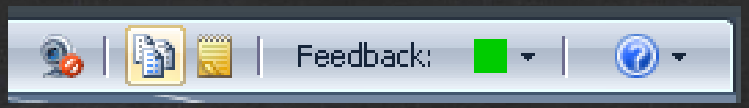
Help us tally farm to school efforts across the country! The 2015 Farm to School Census will provide updates on how many school districts purchase locally produced food for school meal programs and conduct farm to school activities.

The Farm to School Census

The USDA Farm to School Program is conducting a second Farm to School Census by

Housekeeping

- To download handouts:



- To make a comment or ask a question:

  - » Type your question or comment using the Q&A tab
  - » Ask your question or comment on the phone at the end of the webinar by pressing *1

- Please turn off your computer microphone, all audio will be through the phone.

- The webinar will be recorded and available on the USDA Farm to School website: http://www.fns.usda.gov/farmtoschool/webinars

Poll: Who is on the line?

USDA | THE FARM to SCHOOL PROGRAM

Today's Presenter

Gail Feenstra

Deputy Director, SAREP

UC Davis

Evaluation For Transformation: How to Use the Framework in Your Farm to School Program

Gail Feenstra and Shosha Capps

UC Sustainable Agriculture Research and Education Program

UC DAVIS AGRICULTURAL SUSTAINABILITY INSTITUTE
College of Agricultural and Environmental Sciences

University of California Agriculture and Natural Resources

NATIONAL FARM to SCHOOL NETWORK

University of California Sustainable Agriculture Research and Education Program

Overview

- Purpose of Framework
- Key components
- How to use
- Examples

http://www.farmtoschool.org/resources-main/evaluation-framework

The Evaluation Framework

1. Suggests common definitions and language

2. Defines 4 key sectors connected to farm to school

3. Recommends approaches for evaluation tracking at the program level, research level, and policy level

Four Sectors Impacted by Farm to School

Public Health

Education

Community Economic Development

Environmental Quality

User Levels

PROGRAM

Program planning, reporting and evaluation

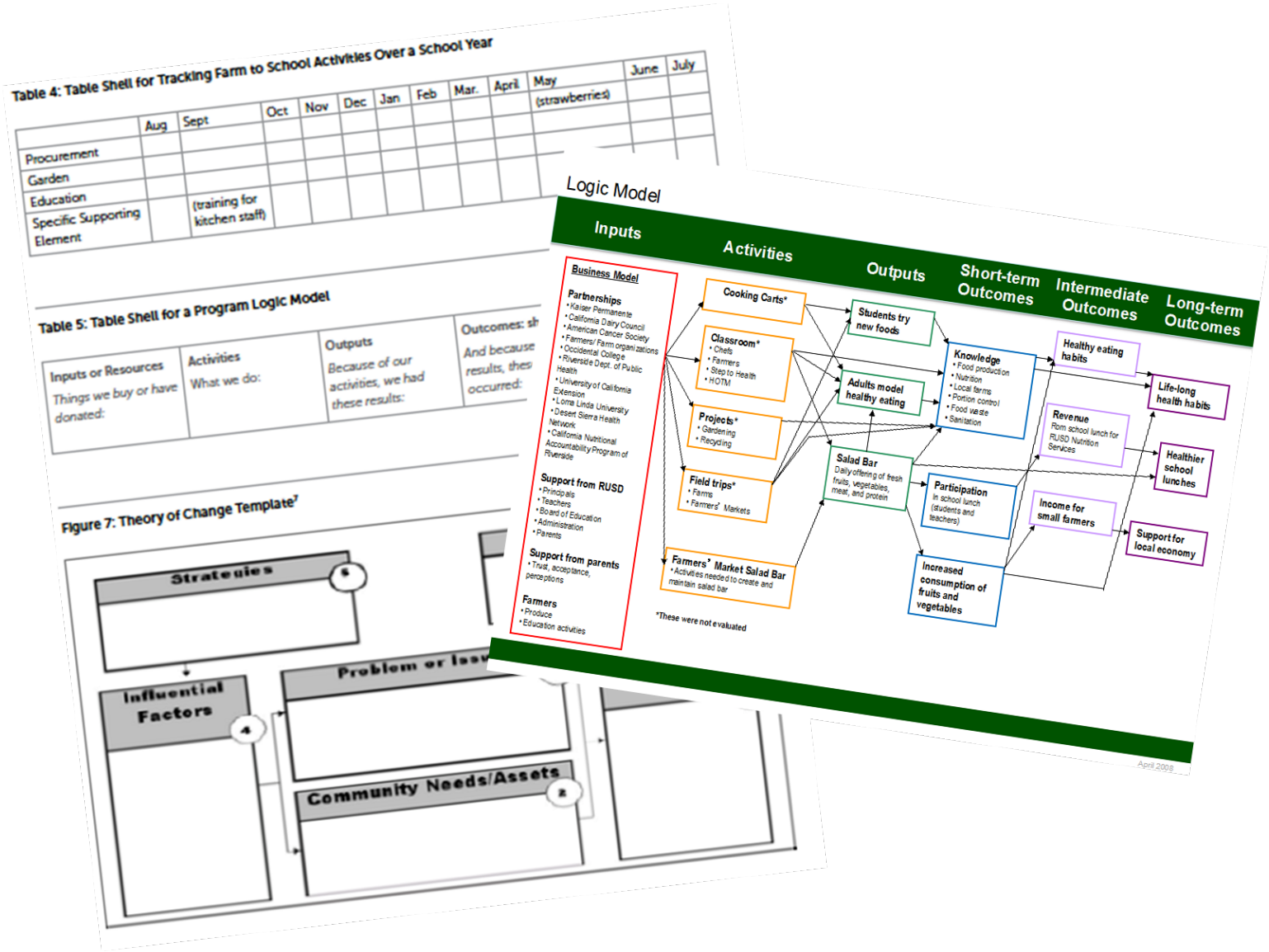
RESEARCH

Research that builds on programs and feeds into policies

POLICY

Policies that support programs

Program Articulation



LEVEL

Program Research Policy

PRIORITY OUTCOME

Changes or benefits that result from activities and outputs. Short-term outcomes are the most closely associated to program activities. Intermediate outcomes result from short-term outcomes. Long-term outcomes evolve from the previous two outcomes. Most of the outcomes listed are considered intermediate to long-term outcomes.

INDICATOR

State of a particular subsystem to help understand causes of problems and work to address them. A "system performance" indicator is one that reflects how the system is working and can help the community see how the system is working and anticipate potential breakdowns or changes in direction[22].

MEASURE 1, 2, ETC.

Measures are different aspects that can help people explore how an indicator is changing over time.

ASSOCIATED CORE ELEMENTS

Procurement, gardening or education activities required to result in the related outcome.

DATA SOURCES

Recommended methods to gather, track or monitor information identified as a prioritized measure where relevant.

SAMPLE TOOLS

Refers the reader to existing tools, data collection organizations or surveys at the program level.

Evaluation Framework in Action

Davis Farm to School &
Yolo County Farm to School

Davis Joint Unified School District

DAVIS Farm to School

Supporting local food in a healthy school environment

Mid-sized district in Yolo County
~8,600 students

16 schools: 9 Elementary, 3 Junior High, 2 High, 1 Continuation

~1,600 meals served per day (~20% participation)

Free and reduced rate of 21% (compared to 54% in Yolo County)
Demographics: 54% White, 19% Hispanic or Latino, 15% Asian, 3% Black 7% Other

Davis Farm to School

DAVIS Farm to School

Supporting local food in a healthy school environment

YOLO farm to fork

University of California Sustainable Agriculture Research and Education Program

DJUSD
DAVIS JOINT UNIFIED SCHOOL DISTRICT

Goals

1. Promote farm fresh foods in schools
2. Reduce solid waste through a comprehensive district recycling program
3. Provide school garden and farm-based education opportunities
4. Research and evaluate programs and provide information to the community

DAVIS
Farm to School

Supporting local food in a healthy school environment

Programs and Activities

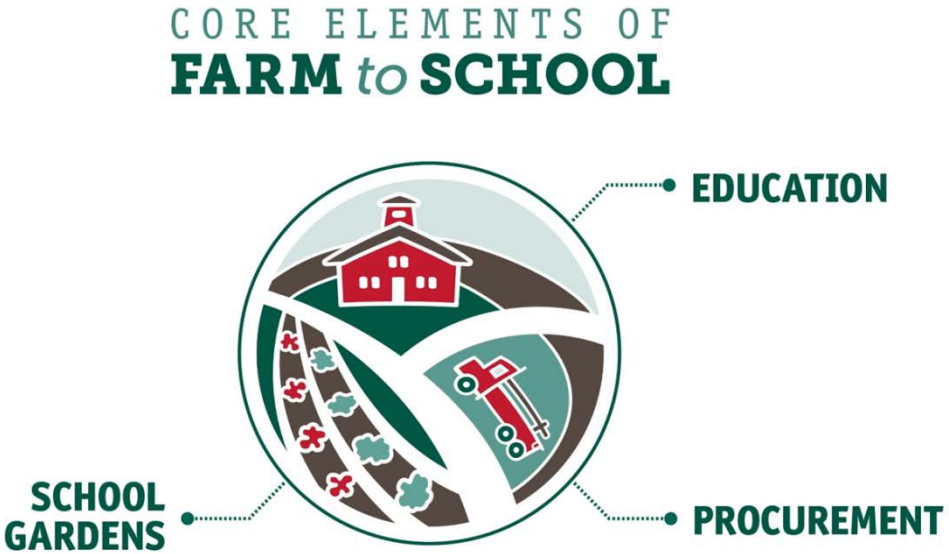
1. Promote farm fresh foods in schools
    - Procurement
    - Participation
    - School Food Environment

2. Reduce solid waste through a comprehensive district recycling program
    - Recycling is Simply Elementary (DavisRISE)
    - ALL Compost Program

3. Provide school garden and farm-based education opportunities
    - School gardens
    - Farm visits
    - School Garden to Cafeteria pilot

4. Research and evaluate programs and provide information to the community
    - Fundraisers
    - Community Outreach & Events

Programs and Activities



Sectors Impacted by Farm to School

Public Health

Education

Community Economic Development

Environmental Quality

The **Community Economic Development** Sector

Program Level Outcomes

Research Level Outcomes

Policy Level Outcomes

The **Community Economic Development** Sector

Program Level Outcomes

Program Outcome 1: Local and regional economic impact

Program Outcome 2: Social capital built in school districts and the community

The **Community Economic Development** Sector

Program Outcomes 1:

Indicator 1: Increase in market opportunities/income generation for local producers, processors and distributors through sales to school districts and potentially to other institutions through procurement activity

The **Community Economic Development** Sector

Program Level Outcome 1, Indicator 1

Indicator 1: Increase in market opportunities/income generation for local producers, processors and distributors through sales to school districts and potentially to other institutions through procurement activity.
Measure 1.1: Total dollar amount of all local products purchased by school districts and schools
Measure 1.2: Percentage of total food budget spent on local foods by school districts and schools
Measure 1.3: Type, quantity and monetary value of specific local products (i.e., fruits, vegetables, dairy, meats and processed foods) purchased by school districts and schools
Measure 1.4: Percentage of sales to local socially disadvantaged producers (i.e., growers, ranchers, processors).

The **Community Economic Development** Sector

Defining Local

Products are grown within a 300-mile radius from Davis **AND** one of the following:

(a) DJUSD has a direct relationship with the small to mid-scale growers selling the product

OR

(b) The distributor provides state-level origin information and the product is **BOTH**

i) identified by the distributor as being grown in California, **AND**
ii)locally seasonal according to both of two different seasonality charts.*

*Seasonality charts used were provided by (a) Community Alliance with Family Farmers (CAFF), based in Davis, CA, and (b) the Center for Urban Education and Sustainable Agriculture (CUESA), based in San Francisco, CA

CAFF
COMMUNITY ALLIANCE WITH FAMILY FARMERS

CUESA
CULTIVATING A HEALTHY FOOD SYSTEM

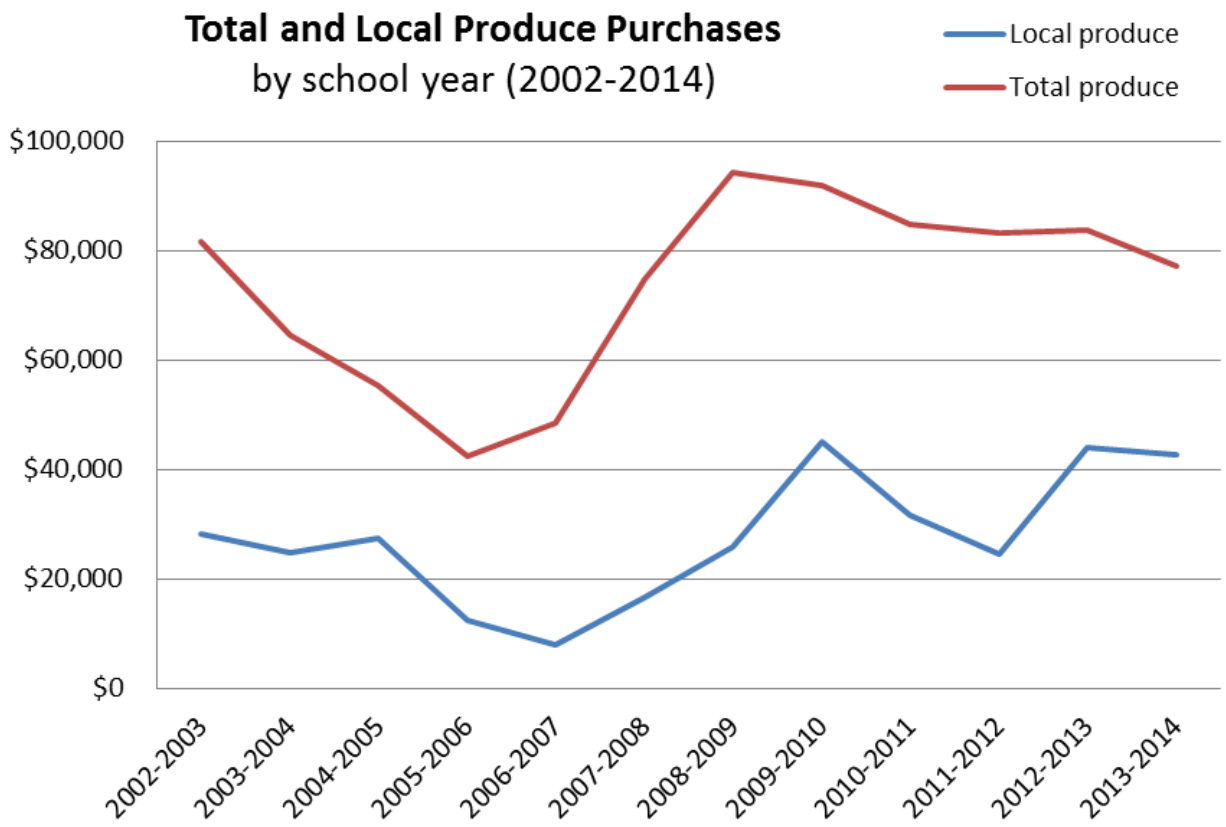
The **Community Economic Development** Sector

Program Level Outcome 1, Indicator 1

Measure 1.1: Total dollar amount of all local products purchased by school districts and schools

Total local produce purchases 2013-14:

$42,732



The **Community Economic Development** Sector

Program Level Outcome 1, Indicator 1

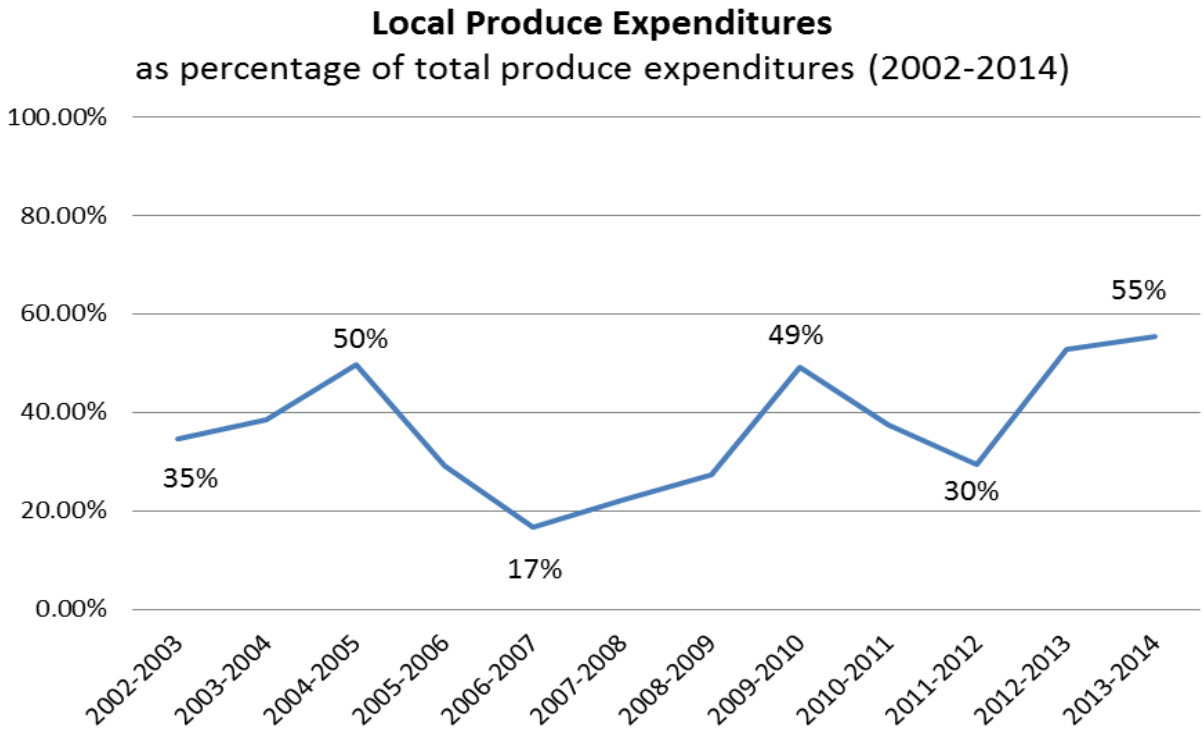
Measure 1.2: Percentage of total food budget spent on local foods by school districts and schools

55% of produce purchases were locally sourced
(up from 53% SY 2012-13)

Total Food Budget:
$511,036

Total Produce Budget:
$77,117 (15% of total)

Total Local Produce Budget:
$42,732 (8% of total)



The **Community Economic Development** Sector

Program Level Outcomes

Research Level Outcomes

Policy Level Outcomes

The **Community Economic Development** Sector

Research Level Outcomes

Research Outcome 1: Local and regional economic impact

The **Community Economic Development** Sector

Research Outcomes 1:

Indicator 1: Increase in market opportunities/income generation for local producers, processors and distributors through sales to school districts and potentially to other institutions through procurement activity

The **Community Economic Development** Sector

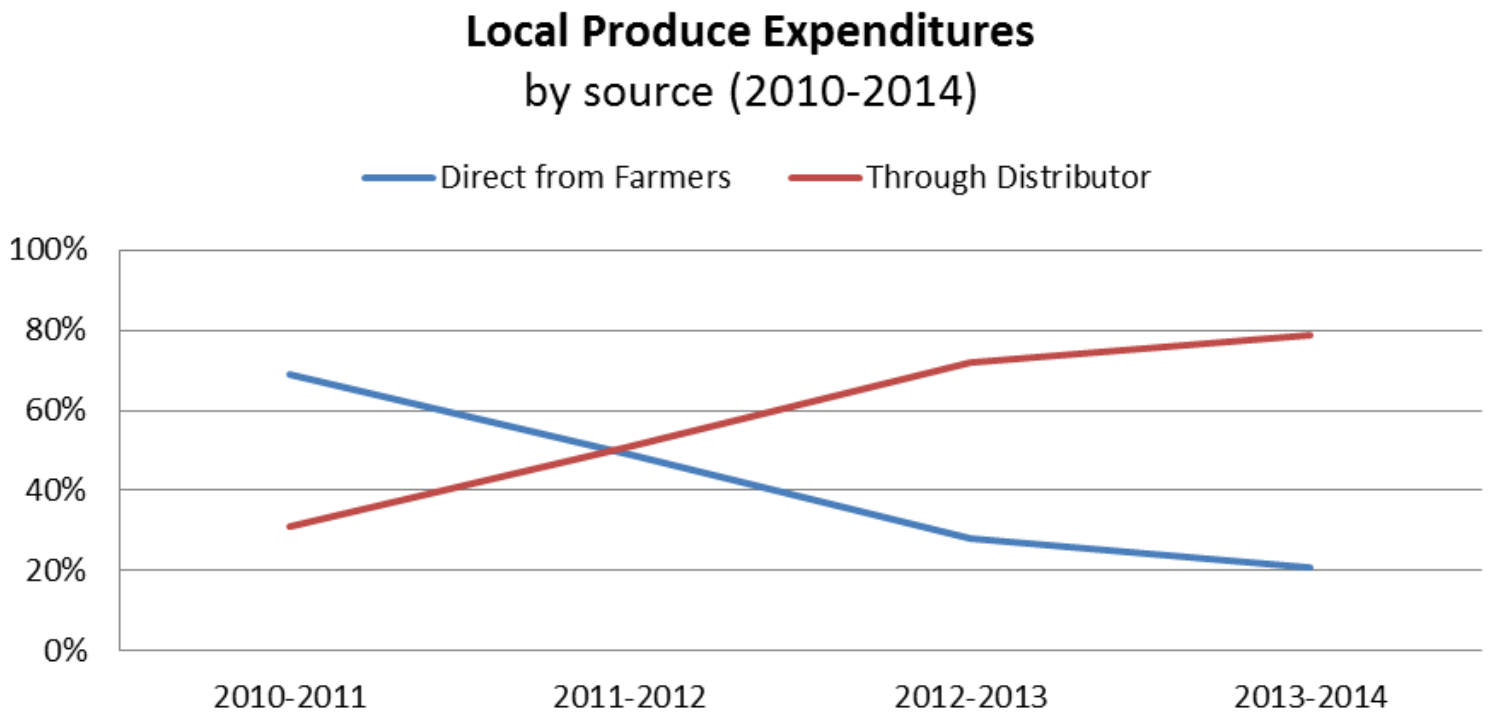
Research Level Outcome 1, Indicator 1

Indicator 1: Increase in market opportunities and income generation for local producers, processors and distributors through sales to schools and possibly other institutions.
Measure 1.1: Number, demographics (i.e., gender, ethnicity, age) and type of local producers, processors and distributors supplying local products to school districts
Measure 1.2: Number and type of local products distributors offer to schools
Measure 1.3: Number and demographics of food producers, processors and distributors that change business plans due to farm to school market demand, i.e., new products, change in number of acres grown
Measure 1.4: Number and demographics of locally owned businesses created to meet farm to school demand
Measure 1.5: Number of new product development opportunities created through farm to school training, technical assistance, or dialogue between school food procurers, foodservice workers, students and farmers
Measure 1.6: Number of new jobs created by food producer, processor or distributor due to farm to school market demand
Measure 1.7: Amount of new income generated from local farm to school sales
Measure 1.8: Frequency of producer sales to schools (i.e., year round, one-time sales) including breakout of socially disadvantaged producers
Measure 1.9: Number, demographics and type of producers selling local products to other farm to table markets, or newly established marketing relationships
Measure 1.10: Number of school districts purchasing from regional and local food hubs
Measure 1.11: Number and type of local/regional food hubs, buyers served and products sold
Measure 1.12: Increase in use of pre-season/forward contracting or "producer acres under contract" to grow food for a school district

The **Community Economic Development** Sector

Research Level Outcome 1, Indicator 1

Measure 1.1: Number, demographics (i.e. gender, ethnicity, age) and type of local producers, processors and distributors supplying local products to school districts



Sectors Impacted by Farm to School

Public Health

Education

Community Economic Development

Environmental Quality

The **Public Health** Sector

Program Level Outcomes

Research Level Outcomes

Policy Level Outcomes

The **Public Health** Sector

Program Level Outcomes

Program Outcome 1: Students and their families access locally produced, healthy food through schools

The **Public Health** Sector

Program Outcome 1:

Indicator 1: Students access to local, healthy food in schools

Indicator 2: Family and adult access to local, healthy foods from farm to school activities

The **Public Health** Sector

Program Outcome 1, Indicator 1

Indicator 1: Student access to local, healthy foods in schools
Measure 1.1: Number of students participating in, or exposed to, farm to school activities such as school gardening, cooking, nutrition and food-based lessons
Measure 1.2: Food preparation strategies used to increase local food availability, accessibility or appeal of local, healthy foods, including use of culturally appropriate foods in schools
Measure 1.3: Food-serving strategies used to increase line of sight, accessibility and appeal of healthy, local foods, including use of culturally appropriate foods
Measure 1.4: The number of ways procuring local foods is connected to garden and/or educational activities in the school
Measure 1.5: Increase in the percentage of total free and reduced-meal eligible children participating in school meal programs when farm to school activities are present
Measure 1.6: Increase in use of local, healthy foods in school and outside of school meal programs, including breakfast, lunch, snacks, Department of Defense fresh produce program, summer and after school programs
Measure 1.7: Number of students directly engaged in the design and implementation of the food preparation and food serving strategies in Measures 1.2 and 1.3
Measure 1.8: Number of children directly involved in farm to school (students, teachers, administrators, farmers, food service) engaged in the design and implementation of farm to school activities
Measure 1.9: Number of students trained and participating in youth action research to help evaluate or assess impact of farm to school programs in public health measures such as food access, food literacy, etc.

The **Public Health** Sector

Program Level Outcome 1, Indicator 1

Measure 1.1: Number of students participating in, or exposed to, farm-to-school activities such as school gardening, cooking, nutrition and food-based lessons

School Gardens

1300 students, 35 teachers, 39 parents, and 260 volunteers (8 schools reporting)

Survey questions:

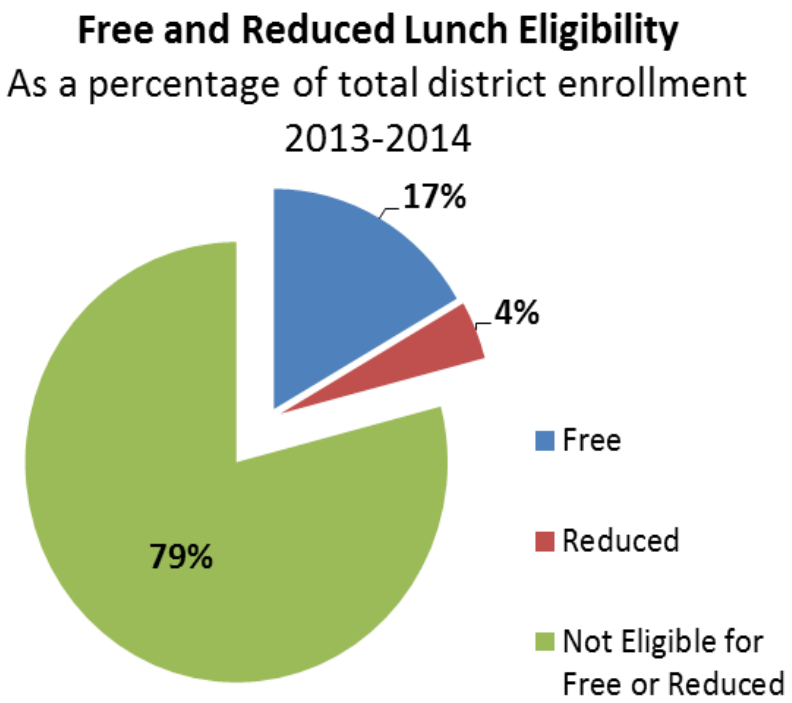
Type of activities
Frequency of student participation
Integration with composting program
Integration with curriculum (science, math, writing, arts, etc)

The **Public Health** Sector

Program Level Outcome 1, Indicator 1

Measure 1.5: Increase the percentage of total free and reduced-meal eligible children participating in school meal programs when farm to school activities are present

21% of DJUSD students are eligible for free or reduced lunch



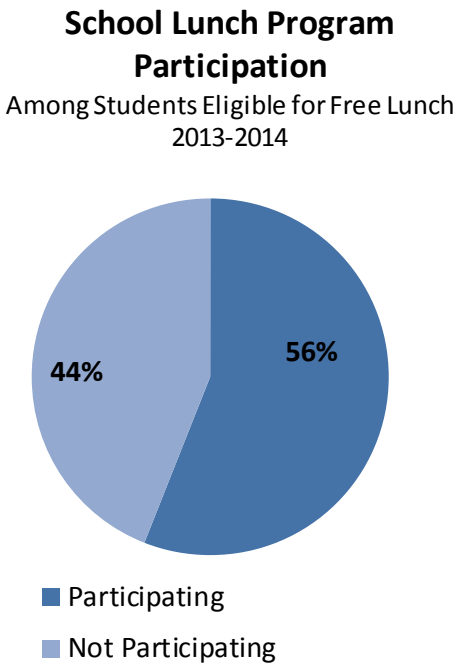
The **Public Health** Sector

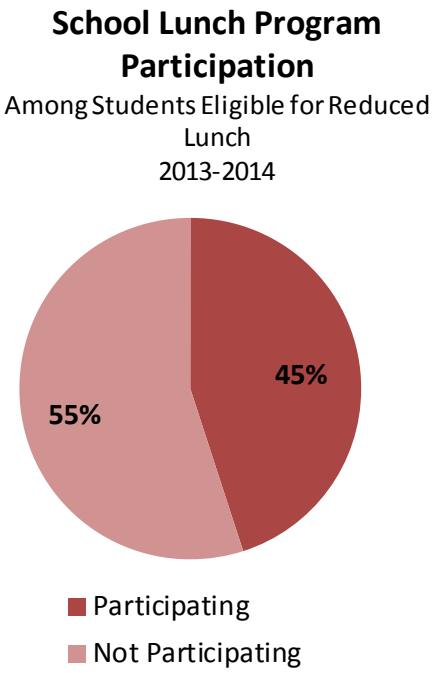
Program Level Outcome 1, Indicator 1

Measure 1.5: Increase the percentage of total free and reduced-meal eligible children participating in school meal programs when farm to school activities are present

Of those students who are eligible, 56% (free) and 45% (reduced) participated in the program

This is a decrease from the previous year. In 2012-2013, participation rates were 64% for free lunch and 55% for reduced lunch





The **Public Health** Sector

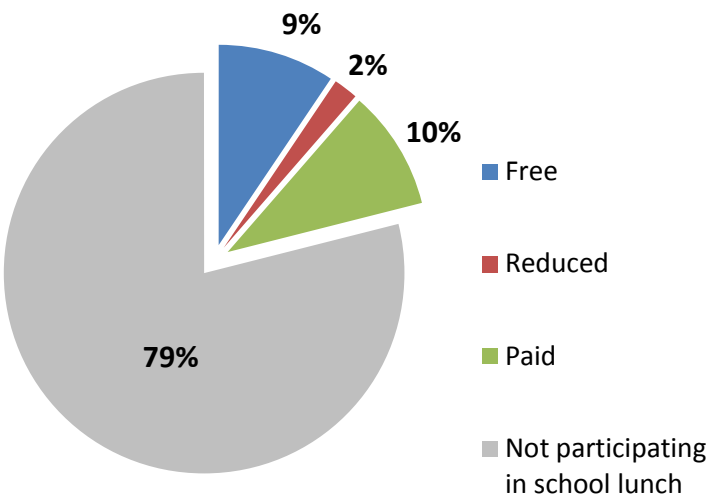
Program Level Outcome 1, Indicator 1

Measure 1.5: Increase the percentage of total free and reduced-meal eligible children participating in school meal programs when farm to school activities are present

School Lunch Program Participation

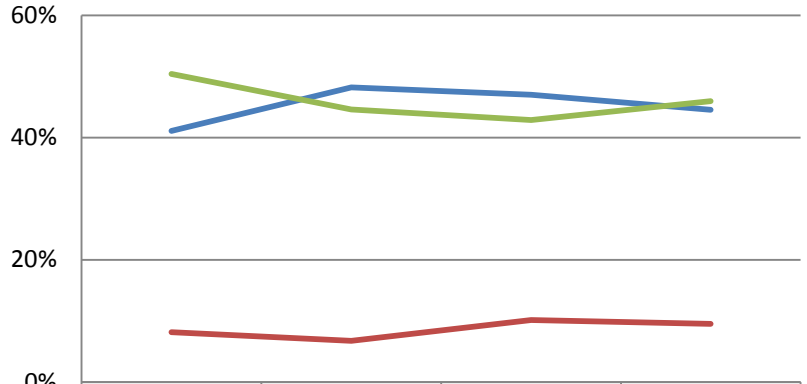
As a percentage of total district enrollment

2013-2014



Free, Reduced, and Paid Participation in School Lunch

as a percentage of total participation (2010-2014)



	2010-2011	2011-2012	2012-2013	2013-2014
Free	41.1%	48.2%	47.0%	44.5%
Reduced	8.1%	6.8%	10.1%	9.5%
Paid	50.4%	44.6%	42.9%	46.0%

Sectors Impacted by Farm to School

Public Health

Education

Community Economic Development

Environmental Quality

The **Education** Sector

Program Level Outcomes

Research Level Outcomes

Policy Level Outcomes

The **Education** Sector

Policy Level Outcomes

Policy Outcome 1: Education policy and programs support farm to school activities

The **Education** Sector

Policy Outcome 1:

Indicator 1: Education agencies allocate resources to support farm to school activities

Indicator 2: Teachers, child care educators, foodservice workers, students, and producers are trained in farm-to-school education and gardening activities

Indicator 3: Teachers, child care educators, school administrators, nutrition service directors, foodservice workers, and producers have resources they need to implement farm to school activities as a collaborative team

The **Education** Sector

Policy Outcome 1, Indicator 3

Indicator 3: Teachers, child care educators, school administrators, nutrition service directors, foodservice workers and producers have resources they need to implement farm to school activities as a collaborative team
Measure 3.1: School district policies support school gardens and hands-on learning approaches
Measure 3.2: Farm to school activities aligned to Common Core or state adopted standards are readily available for teachers as they are updated
Measure 3.3: School district policies, teacher/foodservice worker union contracts and early child education organizations provide adequate time for planning farm to school activities, such as through planning periods or other preparation time
Measure 3.4: Increase in number of training and technical assistance opportunities available for incorporating farm to school strategies into the buying, preparing, serving and recycling of school food

The **Education** Sector

Policy Level Outcome 1, Indicator 3

Measure 3.4: Increase in number of training and technical assistance opportunities available for incorporating farm to school strategies into buying, preparing, serving, and recycling school food

Cooking Classes for food service staff

3 classes per year

From-scratch cooking of seasonal produce

Goal was to build capacity to increase local procurement

The **Education** Sector

Policy Level Outcome 1, Indicator 3

Measure 3.4: Increase in number of training and technical assistance opportunities available for incorporating farm to school strategies into buying, preparing, serving, and recycling school food

Yolo County Farm to School Initiative: Farmer Training & Marketplace Exchange

3 annual farmer trainings on how to sell to school food service

“Marketplace Exchange” networking event in November 2014

Sectors Impacted by Farm to School

Public Health

Education

Community Economic Development

Environmental Quality

The **Environmental Quality** Sector

Program Level Outcomes

Research Level Outcomes

Policy Level Outcomes

The **Environmental Quality** Sector

Program Level Outcomes

Program Outcome 1: Students are environmentally literate through engagement in farm to school activities

The **Environmental Quality** Sector

Program Outcome 1:

Indicator 1: Increase in student knowledge about the relationship between the environment and food systems, including environmental impacts of food production, processing, distribution, and waste or composting

The **Environmental Quality** Sector

Indicator 1: Increase in student knowledge about the relationship between the environment and food systems, including environmental impacts of food production, processing, distribution, and waste or composting.
Measure 1.1: Number of children, at what grades, for what length of time, are receiving what type of lessons on environmental concepts connected to food systems and/or school gardening
Measure 1.2: Types of curriculum aligned with Common Core standards used to teach environmental literacy connected to food systems
Measure 1.3: Number of children, at what grades, for what length of time, are participating in what types of environmentally responsible behaviors in schools, such as composting, waste reduction, energy conservation or recycling
Measure 1.4: Number of ways procuring local foods is connected to garden and/or educational activities in the school, home and community
Measure 1.5: Student knowledge of specific environmental concepts that align with science, such as biodiversity, water conservation, pest control, pollination, natural resources and ecosystem services
Measure 1.6: Number of children, at what grades, for what length of time, visit local farmers to learn about sustainable production methods such as integrated pest management
Measure 1.7: Number of schools with environmental literacy plans connected to farm to school activities, food systems or some other connection to food production
Measure 1.8: Number of leadership development opportunities for students to share and demonstrate their knowledge and passion for, and experience with, environmental practices, such as the benefits of eating sustainable, local foods
Measure 1.9: Number of students monitoring, evaluating or innovating the school's environmental sustainability practices
Measure 1.10: Student capacity to analyze environmental quality issues related to the food system through a justice lens

The **Environmental Quality** Sector

Program Level Outcome 1, Indicator 1

Measure 1.3: Number of children, what grades, for what length of time, are participating in what types of environmentally responsible behaviors in schools, such as composting, waste reduction, energy conservation, or recycling.

DavisRISE

Participation:
2,200 students, 67 teachers, 2 parents, 11 custodians

All grade levels

Lunch site recycling + 83% did more

ALL Compost Program

8 elementary schools and 2 junior high

Reduced waste by 1,296 cubic yards (2-4 cubic yards weekly per school)

38% waste reduction

The **Environmental Quality** Sector

Program Level Outcome 1, Indicator 1

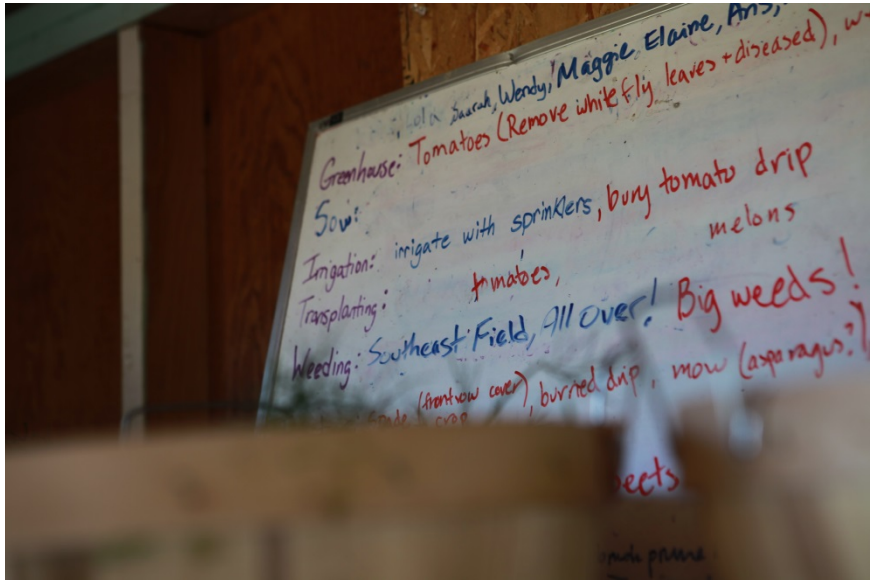
Measure 1.6: Number of children, what grades, for what length of time, visit local farmers to learn about sustainable production methods such as integrated pest management.

9 classes from 3 schools
went on farm visits in the spring of 2014

A total of 229 students
participated in these tours, slightly down from 250 students in the previous year.

Classes visited 3 regional farms –
Capay Organic, The Center for Land-Based Learning's Farm on Putah Creek, and Good Humus.

Conclusions



Upcoming Webinar on May 28:
Tying it All Together and Digging In

USDA | THE FARM to SCHOOL PROGRAM

Questions?

Type them into the chat box or hit *1 to open your phone line.

SNA CEU Certificate?

Email Bob at Robert.gorman@fns.usda.gov