

# Setting Goals and Establishing an Evaluation Baseline

*January 28, 2015*



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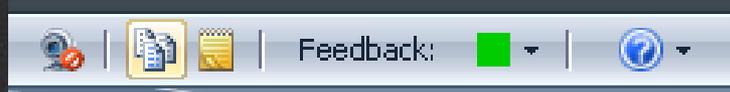


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# Poll: Who is on the line?



THE  
**FARM** *to* **SCHOOL**  
PROGRAM

# Our Presenters



**Tia Henderson**  
Research Manager  
Upstream Public Health



**Lyn Kathlene**  
Senior Research Associate  
Spark Policy Institute

THE

FARM *to*

SCHOOL

PROGRAM



THE  
FARM *to* SCHOOL  
PROGRAM



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

Tia Henderson, Research Manager  
Upstream Public Health



NATIONAL  
**FARM to SCHOOL**  
NETWORK



**UPSTREAM**  
PUBLIC HEALTH



# Groundbreaking Launch of...

## Evaluation for Transformation:

A Cross-Sectoral Evaluation Framework for Farm to School



- Overview
- Context
- Contents
- Use

[www.farmtoschool.org/resources-main/evaluation-framework](http://www.farmtoschool.org/resources-main/evaluation-framework)



# Why an evaluation framework?

## WHAT are your MOST COMMON ACTIVITIES?

- 87% Teach children about where FOOD comes from and how it's GROWN
- 79% Serve meals or snacks with at least SOME LOCAL FOOD
- 78% Plant or Work with children in EDIBLE GARDENS
- > 50% give families INFORMATION about locally GROWN food

We asked:

What FARM to PRESCHOOL activities are you engaged in?  
What are your CHALLENGES and OPPORTUNITIES? What support do you need?

## WHAT IS FARM TO PRESCHOOL?

IT'S ABOUT CONNECTING YOUNG children (ages 0-6) WITH LOCAL FOODS!  
FARM to PRESCHOOL includes ANY TYPE of CHILD CARE that INCORPORATES LOCAL FOODS through: MEALS & SNACKS, TASTE TESTS, lessons, FARMER VISITS, COOKING, FIELD TRIPS, Growing food, OR COMMUNITY and PARENT ENGAGEMENT.



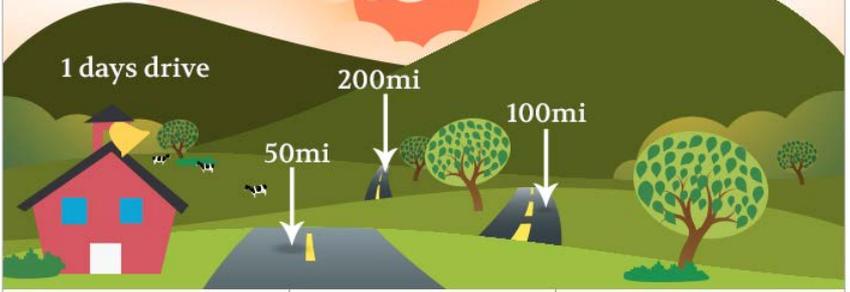
4,322  
districts

40,328  
schools

23,513,237  
children

# Defining local

HOW DOES YOUR DISTRICT DEFINE LOCAL?



<p><b>13%</b> said 100 miles</p>	<p><b>21%</b> said 50 miles</p>	<p><b>6%</b> said 200 miles</p>
--------------------------------------	-------------------------------------	-------------------------------------

2% said a day's drive, 26% said within the state, 10% said within the region, and 5% said another definition for local. (See the details)





# The Evaluation Framework is:

- A framework, NOT a Toolkit / Step by Step Guide for Evaluation
- Meets specific gaps in the field:
  - Common definitions and language
  - Deeper dive into FOUR key sectors connected to farm to school
  - Articulation and understanding of cross-sectoral connections
  - Recommended approaches for evaluation / tracking at the program level, research level and policy level
  - Program Articulation
  - Policy linkages for farm to school outcomes
- There is something for everyone!
- Accompanying User Guide, Sector Briefs, and other materials

# Framework Development Process

- Informal engagement – over years (250+ persons)
- Formal engagement – Sep 2013 onwards (50+persons)
  - 1: *Identification of broad areas*
  - 2: *Framework content development*
  - 3: *Content expansion and feedback*
  - 4: *Testing at a short course in Austin, April 2014*



# Common Definitions, Language

## CORE ELEMENTS OF **FARM to SCHOOL**



# Supplemental Elements



## 6 SEEDS OF AN EFFECTIVE PROGRAM

- Training and Professional Development
- Promotion and Media
- Planning, Coordination and Evaluation
- Outreach and Community Engagement
- Policy Alignment
- Funding

# Actors and Touch Points

Use this for:

Building your team

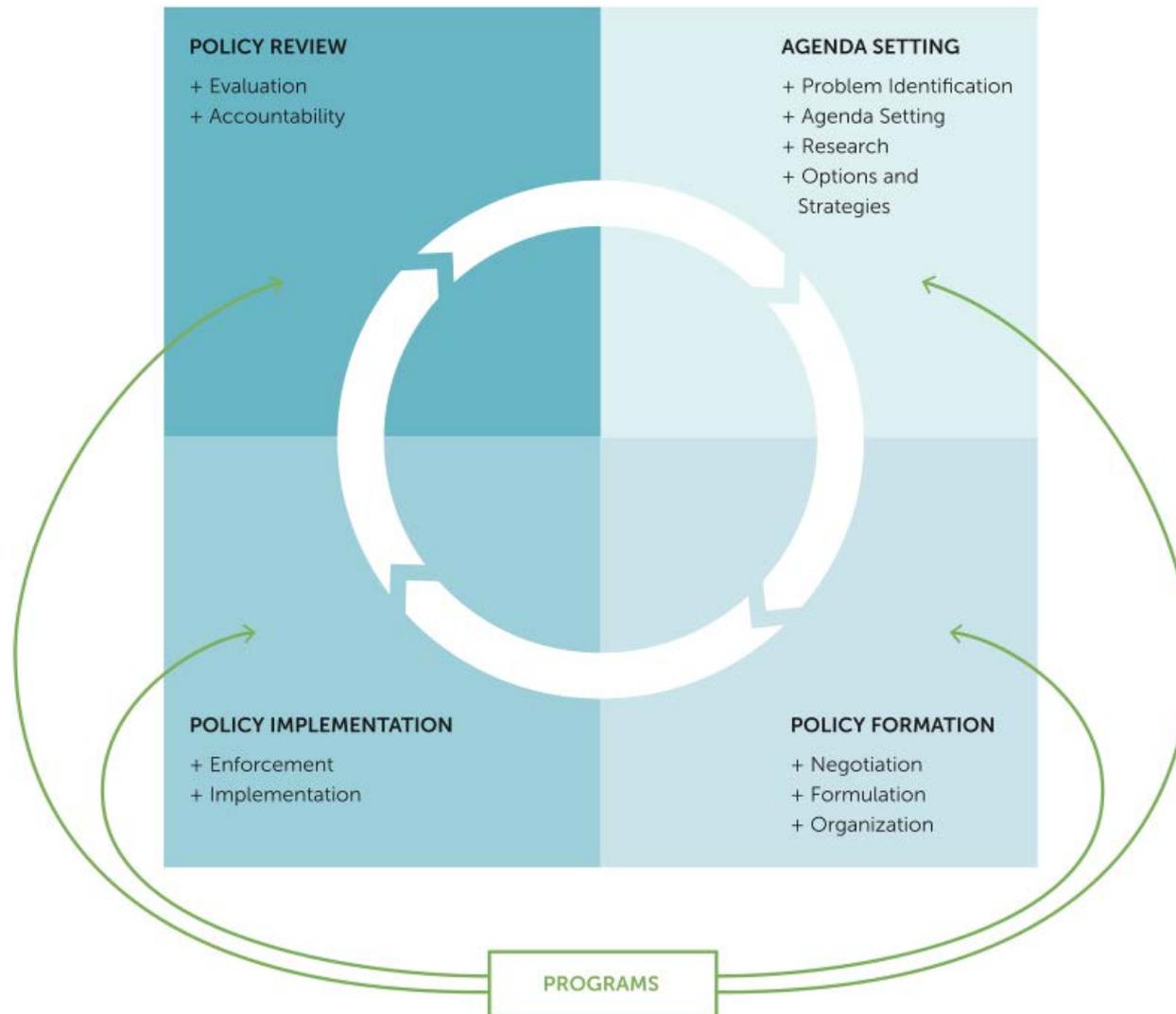
Planning your program

- What activities are you doing?
- Who are they for?
  - Who does the actions?
  - Who experiences outcomes?

Designing an evaluation plan



# Concept: Programs Drive Policy Policy Drives Programs



# Concept: User Levels



## PROGRAM

Program planning,  
reporting and evaluation



## RESEARCH

Research that builds on  
programs and feeds into  
policies



## POLICY

Policies that support  
programs

# Concept: Deep Dive into 4 Sectors Impacted by Farm to School



Public Health



Education



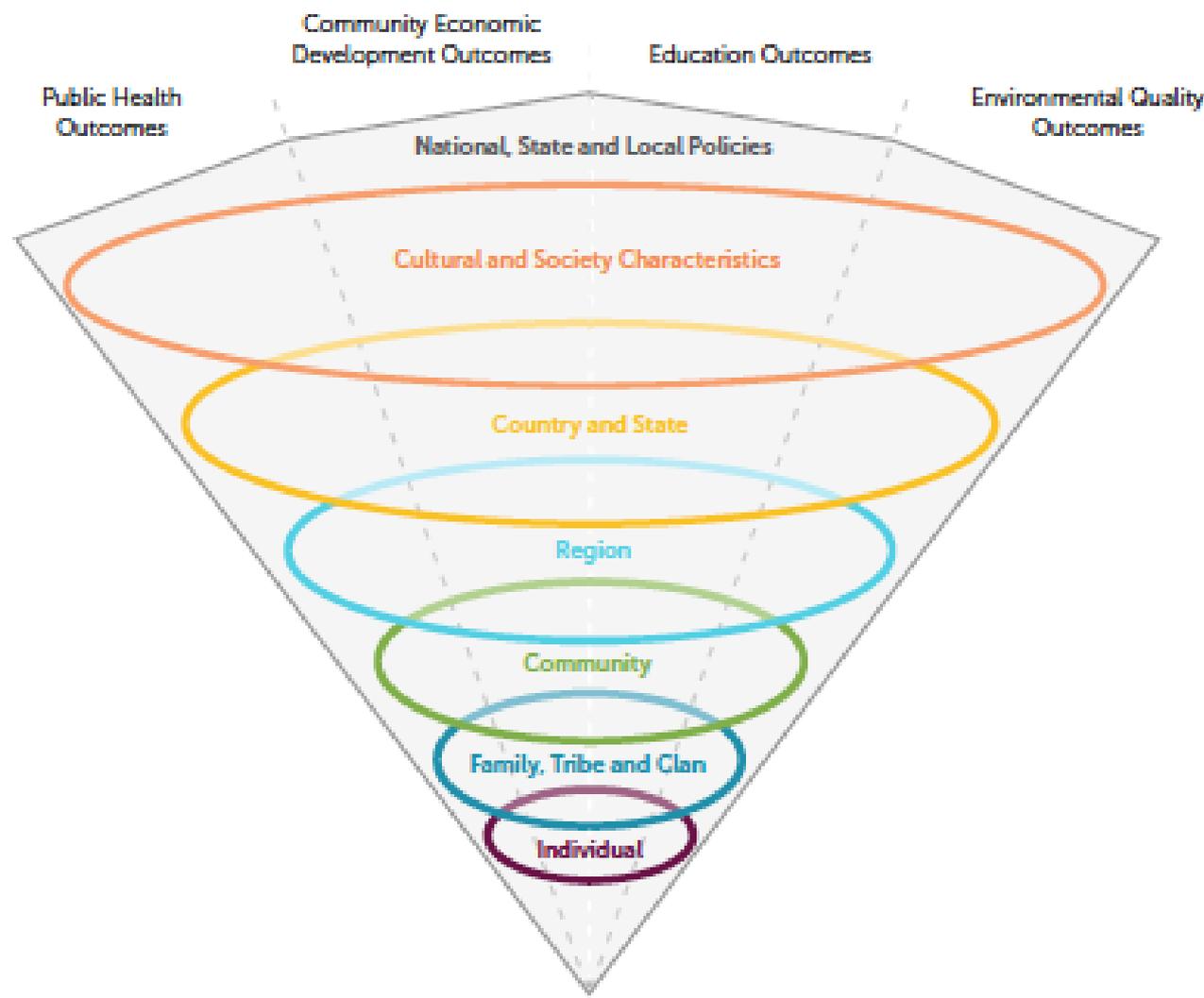
Community Economic  
Development



Environmental  
Quality



# Theory Based: Hybrid Socio Ecological Model



# Equity

- A critical frame for considering farm to school outcomes, indicators and measures
- Dig deeper and explore equity focused outcomes and indicators



# Program Articulation

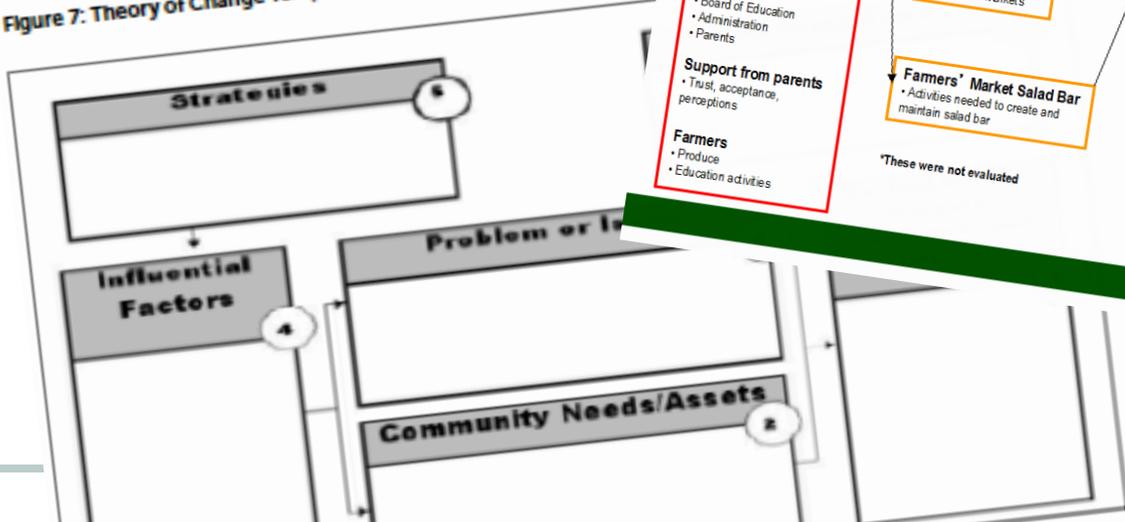
Table 4: Table Shell for Tracking Farm to School Activities Over a School Year

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May (strawberries)	June	July
Procurement												
Garden												
Education												
Specific Supporting Element		(training for kitchen staff)										

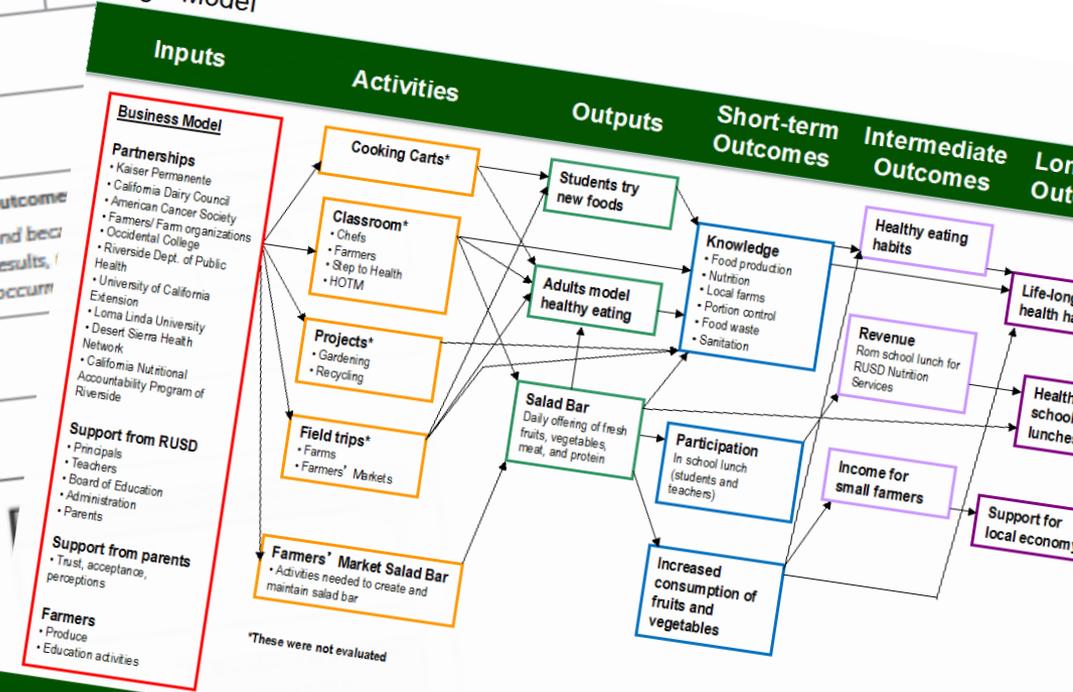
Table 5: Table Shell for a Program Logic Model

Inputs or Resources Things we buy or have donated:	Activities What we do:	Outputs Because of our activities, we had these results:	Outcome And because of these results, I occur:

Figure 7: Theory of Change Template<sup>7</sup>



## Logic Model



April 2006



<p><b>LEVEL</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Program</p> </div> <div style="text-align: center;">  <p>Research</p> </div> <div style="text-align: center;">  <p>Policy</p> </div> </div>		
<p><b>PRIORITY OUTCOME</b></p> <p>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.</p>		
<p><b>INDICATOR</b></p> <p>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<sup>27</sup>.</p>		
<p><b>MEASURE 1, 2, ETC.</b></p> <p>Measures are different aspects that can help people explore how an indicator is changing over time.</p>		
<p><b>ASSOCIATED CORE ELEMENTS</b></p> <p>Procurement, gardening or education activities required to result in the related outcome.</p>		
<p><b>DATA SOURCES</b></p> <p>Recommended methods to gather, track or monitor information identified as a prioritized measure where relevant.</p>		
<p><b>SAMPLE TOOLS</b></p> <p>Refers the reader to existing tools, data collection organizations or surveys at the program level.</p>		

# Public Health



Research Outcome: Family access to local, healthy foods in the community

Indicator 1: Farm to school activities increase awareness of local food availability in the community.

Measure 1.1: Number of people who received local, healthy food through participation in farm to school program activities; for example, garden harvest baskets

Measure 1.2: Number of people who receive resources about accessing local, healthy foods in farm to school family outreach events

Measure 1.3: Number of families that begin gardening at home or in a community garden after participation in farm to school activities

Measure 1.4: Number of coupons given and redeemed by farm to school program for farmers' markets, farm stands or other access point for local, healthy foods

Measure 1.5: Self report of Supplemental Nutrition Assistance Program (SNAP) users who report using SNAP benefits to buy local, healthy foods, whole foods, edible plants and seeds and/or use at farmers' markets, food stands or other access points

Measure 1.6: The number of farmers' markets accepting SNAP electronic benefits transfer cards (EBT), Women Infant and Children (WIC) and Senior Farmers' Market Nutrition Program (SFMNP) vouchers participating in farm to school family activity programs

Measure 1.7: The percentage of direct sales to SNAP EBT clients participating in farm to school family activities at farmers' markets, including WIC and SFMNP vouchers

Measure 1.8: The number of local products that are SFMNP and WIC eligible sold by grocery markets in community participating in farm to school community activities

# Community Economic Development



Policy Outcome: Institutional support for local and regional foods

Indicator 1: Institutional procurement policies supporting local and regional foods.

Measure 1.1: The number of institutional procurement policies with supportive language

Measure 1.2: The number of state and local procurement policies with supportive language

Measure 1.3: Government agency allocation of resources and creation of programs, grants and positions for farm to school

Measure 1.4: Government programs that provide community food project grants to support local and regional foods, including farm to school efforts

Measure 1.5: Number of state agencies that identify local food systems as a priority

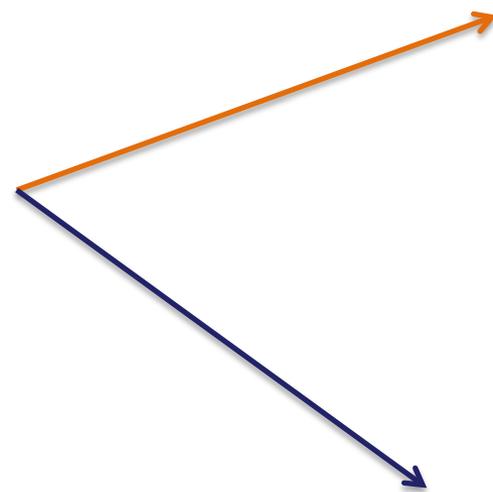
Measure 1.6: Number of states with "buy local" food programs that include farm to school

Indicator 2: Institutional programs supporting local and regional foods

Measure 2.1: Government agency allocation of resources and creation of programs, grants and positions for farm to school

Measure 2.2: Government programs that provide community food project grants to support local and regional foods

# Program Planning, Implementation and Promotion: Cross-Sector Connections





# Appendices

- Evaluation resources
  - Online repository of tools – search under “resources” on [www.farmentoschool.org](http://www.farmentoschool.org)
- Implementation resources
- Farm to School Menu of Options
- Sample Logic Model
- Sample Evaluation Tools – for all 4 sectors
- Ideas for Exploration - for all 4 sectors

# How You Can Use the Framework (Example 1)

USDA F2S Evaluation Toolkit	Evaluation Framework Content
Establishing a Vision & Goals →	<ul style="list-style-type: none"><li>• Sector Outcomes, Indicators, Measures</li><li>• Appendix 3: Menu of Options</li></ul>
Promoting Your Program →	Cross Sector Sub Sections Appendix 2: Implementation Resources
Education & Curriculum Integration →	Chapter 4: <ul style="list-style-type: none"><li>• Sectors, Outcomes, Indicators, Measures</li><li>• Program Articulation</li></ul>
Evaluating Your Efforts →	<ul style="list-style-type: none"><li>• Appendix 1: Evaluation Resources</li><li>• Appendix 4: Sample Logic Model</li><li>• Appendix 5: Sample Evaluation Tools</li></ul>
Sustaining Your Program →	Appendix 2: Implementation Resources

# How You Can Use the Framework (Example 2)

Colorado Evaluation Toolkit	Evaluation Framework Content
(Step 2) Identify Your Outcomes →	<ul style="list-style-type: none"><li>• Sector Outcomes, Indicators, Measures</li><li>• Appendix 3: Menu of Options</li></ul>
(Step 4) Create Your Evaluation Plan→	Chapter 4: <ul style="list-style-type: none"><li>• Sectors, Outcomes, Indicators, Measures</li><li>• Program Articulation</li></ul>
(Step 5) Complete Your Evaluation Plan→	<ul style="list-style-type: none"><li>• Appendix 1: Evaluation Resources</li><li>• Appendix 4: Sample Logic Model</li><li>• Appendix 5: Sample Evaluation Tools</li></ul>



# Key Takeaways

- Common Language
- Common Outcomes, Indicators, Measures
- Common Tools
- Common Vision

Suggested citation: Joshi, A., Henderson, T., Ratcliffe, M.M., Feenstra, G. (2014). Evaluation for Transformation: A Cross-Sectoral Evaluation Framework for Farm to School, National Farm to School Network.

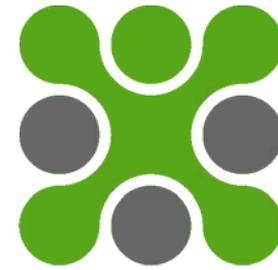
# Questions? Contact NFSN

## Download Here:

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



FARM TO SCHOOL  
EVALUATION  
TOOLKIT



SPARK POLICY INSTITUTE  
igniting public policy and community change

# Getting the Most out of the Farm to School Evaluation Toolkit

Dr. Lyn Kathlene  
January 2015



SPARK POLICY INSTITUTE  
igniting public policy and community change

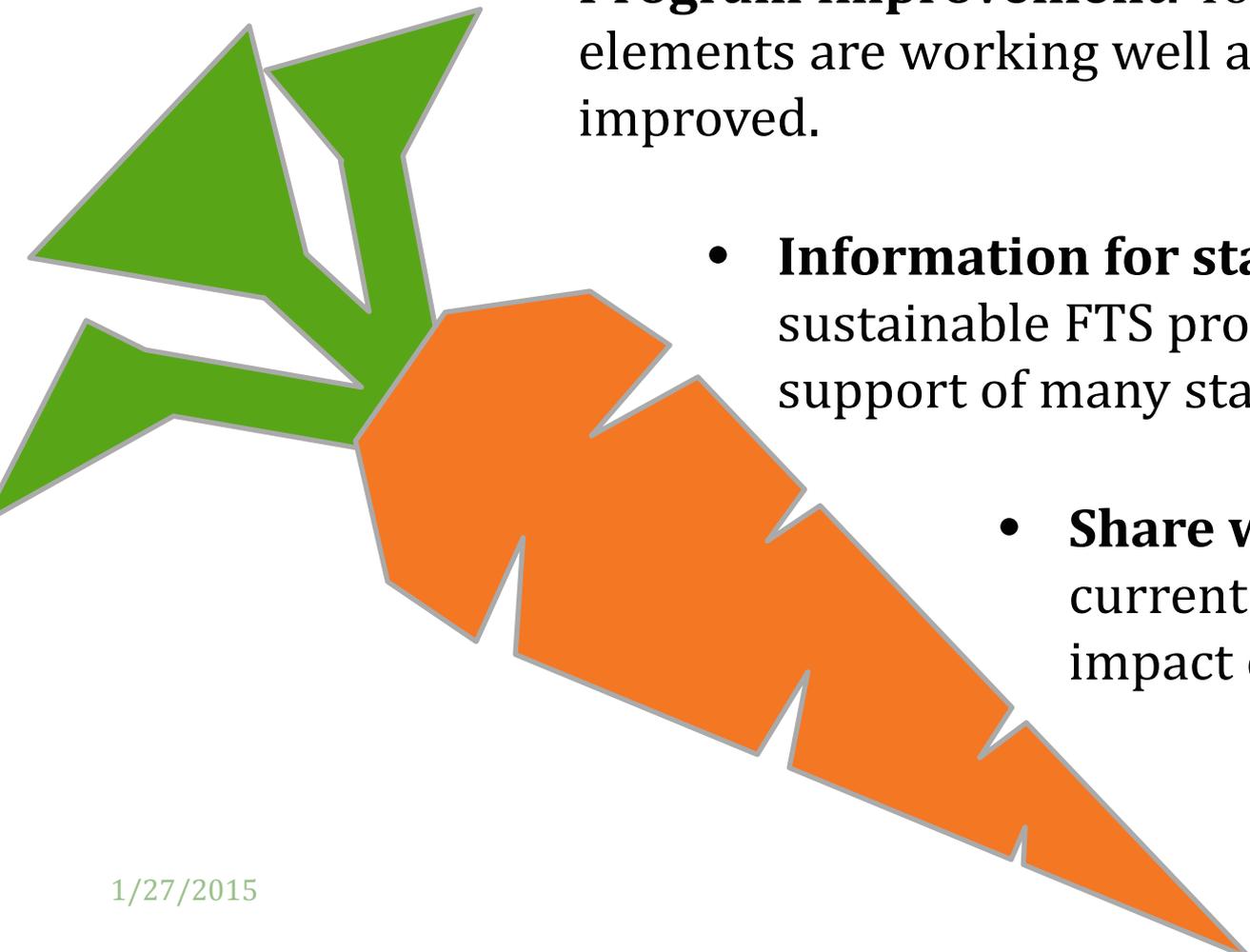


United States Department of Agriculture  
Food and Nutrition Service





# Why Farm to School Evaluation?

- 
- **Program improvement:** To understand what elements are working well and what can be improved.
  - **Information for stakeholders:** Robust, sustainable FTS programs need the support of many stakeholders.
  - **Share with funders:** Show a current or potential funder the impact of your program.

# What is the FTS Toolkit?

Audiences for  
the toolkit  
include:





## Farm to School Evaluation Toolkit

What Should I  
Evaluate?



# Sphere of Control

Activities  
Deliverables  
Milestones  
Participants

**What we do**



# **Sphere of Influence**

Short,  
intermediate, and  
long-term  
outcomes

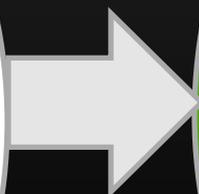
**Why we do the work  
we do!**



# Sphere of Control

Activities  
Deliverables  
Milestones  
Participants

**What we do**



# Sphere of Influence

Short,  
intermediate, and  
long-term  
outcomes

**Why we do the work  
we do!**

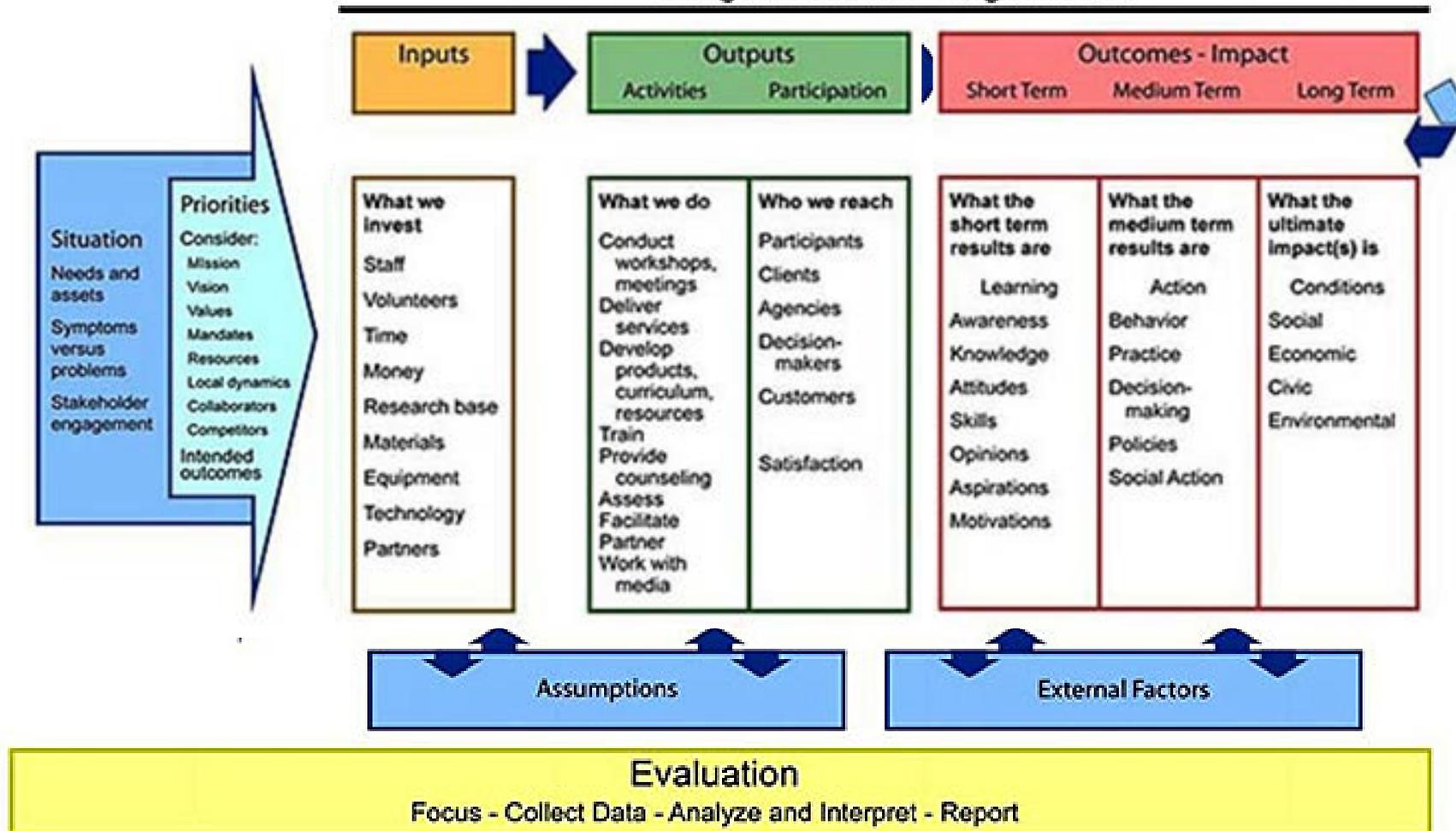


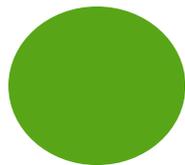
# Logic Models

# PROGRAM DEVELOPMENT

Planning – Implementation – Evaluation

## Program Action - Logic Model





# Logic Model: People's Garden

People's Garden Logic Model

Inputs	Outputs		Outcomes		
	Activities	Participants	Short term	Medium Term	Long Term
Staff	Workshops on nutrition and food security.	Primary school students	<i>Awareness and Knowledge Development</i>	Learning to grow edible plants	Appreciation of fresh food production and quality
Research		Teachers			
Money	Workshops on plant requirements, soil, water, etc.	Administrators	Increased awareness of nutrition and where food comes from		Physical Activity
Materials		Community and parent volunteers			
	Hands-on garden activities such as planting, weeding, etc.		Increased knowledge of basic plant biology and plant needs		Appreciation for nature
	Workshops on pollinators, beneficial insects, etc.		Increased knowledge of cultivating gardeners		
	Workshops on harvesting techniques, timing, etc.		Awareness of gardens as ecosystems		

Activities  
 Deliverables  
 Milestones  
 Participants



# Indicators and Measures in the NFSN Evaluation Framework



Research Outcome: Increased consumption of local and healthy foods

Indicator 2: 5

Measure 2.1: Incre

Short (Learnin

- Awareness
- Knowledge
- Attitudes

Measure 2.3: Incre

Intermediate (A

- Behavior
- Commitments
- Practices



## 4.2 Public Health

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## Farm to School Evaluation Toolkit

# Baseline Data



Knowledge and attitudes about local food,  
nutrition, and agriculture

Availability and consumption of fresh fruits  
and vegetables during school lunch meals

Participation in breakfast program and  
foods offered

Experiences with gardening



# Sample survey questions

21. How many times in your life have you been to a farm?

- Never
- 1 time
- 2 times
- 3 times
- 4 times or more

22. How do tomatoes grow? *Please check one.*

- As plants
- As animals
- As minerals
- Something else

23. What part of a plant is a carrot? *Please check one.*

- Leaf
- Root
- Stalk
- Flower

24. Where do eggs come from? *Please check one.*

- Cows
- Goats
- Chickens
- Something else

25. What is a benefit of using compost?

- Compost feeds wild animals.
- Makes farmers use more chemical fertilizers.
- Compost keeps food out of landfills.
- None of the above.

26. Do insects play an important role in growing plants?

- Yes
- No
- I don't know

Please tell how you feel about tasting new vegetables.

14 Will you taste a vegetable if you don't know what it is?

15 Will you taste a vegetable if it looks strange?

16 Will you taste a vegetable if you have never tasted it before?

definitely probably probably definitely

		not	not
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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6

What did you do at morning break (interval) yesterday?



sit around

stand around

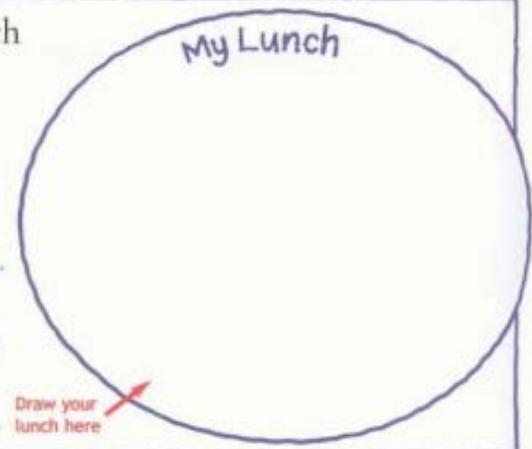
walk around

run around

7

Did you eat and drink anything for lunch yesterday? (What did you have?)

.....	
.....	
.....drink.....	



8

What did you do at lunchtime yesterday?

You can color in these activities



sit around

stand around

walk around

run around

# School Environment Observational Tool

## BREAKFAST OBSERVED IN THE CLASSROOM

2. Start Time: \_\_\_\_\_ 3. Classroom #: \_\_\_\_\_ 4. Teacher: \_\_\_\_\_ 5. End Time: \_\_\_\_\_

6. Time provided to students for breakfast (seated/dedicated time):  <10 minutes  10-15 minutes  >15 minutes

## HEALTH PROMOTION IN THE CLASSROOM

7. Are there any health promoting posters/items/signs in the classroom?  Yes  No 8. How many total? \_\_\_\_\_

9. Describe type of health promotion. (fill out table) *Take photos of materials	Type	Location (wall, desk)	Keyword descriptor (healthy eating, exercise, etc.)
a.			
b.			
c.			
d.			
e.			

## CONTENT

10. Describe what breakfast food items are available to students as part of the school meal. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## PARTICIPATION

11. Number of students in the classroom: \_\_\_\_\_ 12. Number of students who took a school breakfast: \_\_\_\_\_

## Questions About Gardening and Farms

26. Have you ever grown food in a garden?

Yes  No ( if no, skip to question #30)

27. Where did you garden? Please check all the answers that apply to you.

At home

At school

A friend's house

A relative's house

During an after school program

During a summer program

Other: (please explain):

28. Did you eat any of the food that you grew in the garden?

Yes  No  I don't remember

29. Name up to 3 foods you grew that you *liked* to eat:

1.

2.

3.

30. Have you ever been to a farm?

Yes  No

31. If yes, which farm or farms you have visited:

# Using the Toolkit

# What is the FTS Toolkit?

## Step-by-Step Guide

Preparing for Evaluation

Outcomes, Indicators & Measures

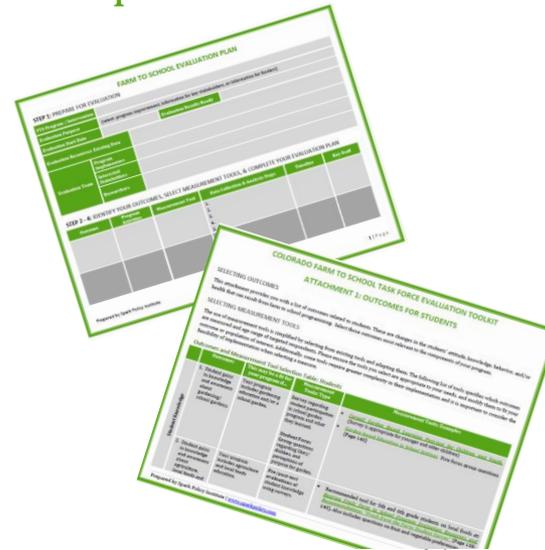
Choosing & Adapting Tools

Collecting & Analyzing Data

Reporting Results

1/27/2015

## Templates and Tools



**LUNCH OBSERVED IN THE CAFETERIA**  
Observe some way as break/foot

54. Start Time: \_\_\_\_\_ 55. End Time: \_\_\_\_\_

56. Classes present: \_\_\_\_\_ 57. Grades present: \_\_\_\_\_

58. Time provided to students for lunch (seated/dedicated time):  <10 minutes  10-15 minutes  >15 minutes

**PHYSICAL ENVIRONMENT**

Meal service lines: \_\_\_\_\_ minutes

59. Time (rank 2 students on longest line from end of line to seated): \_\_\_\_\_

60. Length (approx. # of students in longest line): \_\_\_\_\_

61. Lines moving:  Slowly  Quickly

Follow first and last students in line and record times: First: 62 \_\_\_\_\_ enter cal 63 \_\_\_\_\_ in line 64 \_\_\_\_\_ seated  
Last: 65 \_\_\_\_\_ enter cal 66 \_\_\_\_\_ in line 67 \_\_\_\_\_ seated

**CONTENT**

68. Number of students who brought in food from home as their lunch:

69. Boy #1	70. Boy #2	71. Girl #1	72. Girl #2

Describe what lunch items students brought from home. (observe 2 boy and 2 girl 5<sup>th</sup> grade students)

73. Salad bar: is there a salad bar? (take a picture)  Yes  No



## Webinar Series & Peer Learning





- Overview: Introducing FTS Evaluation
- Step 1: Preparing for Evaluation**
- Step 2: Outcomes, Indicators & Measures
- Step 3: Choosing and Adapting Tools
- Step 4: Collecting and Analyzing Data
- Steps 5 and 6: Reporting Results
- Peer-to-Peer Learning



## Step 1: Preparing for Evaluation

To successfully implement a farm to school evaluation, thoughtful planning needs to be done upfront. The first step to get started on your farm to school evaluation is to identify what you want to evaluate (not everything needs to be evaluated), the purpose of your evaluation (as this will determine the data you need to collect), when you should evaluate, where you will find existing data and resources to jump start your evaluation, and who needs to be on your evaluation team.



- + Identify the Program or Activity to Evaluate
- + Identify Your Purpose
- + When to Evaluate
- + Resources
- + Partners
- + Human Subjects Protections
- + Online Training



## FARM TO SCHOOL EVALUATION PLAN

### STEP 1: PREPARE FOR EVALUATION

<b>FTS Program / Intervention</b>			
<b>Evaluation Purpose</b>		(select: program improvement, information for key stakeholders, or information for funders)	
<b>Evaluation Start Date</b>		<b>Evaluation Results Ready</b>	
<b>Evaluation Resources: Existing Data</b>			
<b>Evaluation Team</b>	<b>Program Implementers</b>		
	<b>Interested Stakeholders</b>		
	<b>Researchers</b>		

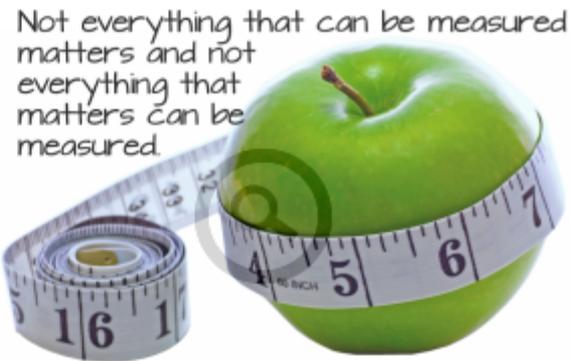
### STEP 2 - 4: IDENTIFY YOUR OUTCOMES, SELECT MEASUREMENT TOOLS, & COMPLETE YOUR EVALUATION PLAN

Outcome	Program Activities	Measurement Tool	Data Collection & Analysis Steps	Timeline	Key Staff
			1. 2. 3. 4. 5.		
			1. 2. 3. 4. 5.		

Outcomes, indicators and measures are often confusing as well as intimidating to non-evaluators, but this need not be the case. Key to a successful evaluation is determining upfront how to select and prioritize outcomes, how to determine what is realistic to measure, and how to make sure you are measuring outcomes that accurately reflect your program's impact. Logic models are a tool that will help you in this task. It is also important to pay attention to the purpose of your evaluation as that is an important determinate of what you'll want to measure.

### - What You Can Measure

We certainly can measure a lot of things that do matter, but there's a lot out there that gets measured that does not matter. Keeping this advice in mind will keep you focused on what does matter and what can be measured. Let's dig deeper by considering two key concepts: The Sphere of Control and the Sphere of Influence.



*Not everything that can be measured matters and not everything that matters can be measured.*

- Coe & Schlangen (2011)

The **Sphere of Control** is, as the name suggests, those things we have control over (or at least we think we do!). It is the activities of our program, the deliverables to our funders, the timeline of milestones reached, and the number of people involved in our program. These are the things we DO. These are typically the things that we measure. They tell you about the effort you put in but they don't tell you about the "why bother" of the program.

The **Sphere of Influence** is the change we hope to see occur through the farm to school programs we implement. These can be categorized into short, intermediate, and long term outcomes. For example, in a school garden program, a short term outcome might be for students to have increased awareness and knowledge about how plants grow,



+ Types of Data to Collect

+ Types of Data Collection Tools

- Benefits and Limitations of Methods

While there are many different types of data collection methods, the most common tools used in farm to school evaluations are: Observations, interviews, focus groups, and surveys. Each of these methods has its advantages and challenges. The publication, "Designing Evaluation for Education Projects" provides a nice summary of each of the four methods, described below.



**Purpose of Observational Tools**

*To gather information about how a project actually operates, particularly about the process.*

Advantages	Challenges
<ul style="list-style-type: none"> <li>• Can view operations of a project as they are actually occurring.</li> <li>• Can adapt to events as they occur.</li> </ul>	<ul style="list-style-type: none"> <li>• Can be difficult to interpret behaviors.</li> <li>• Observations can be difficult to categorize.</li> <li>• Can influence participant's behaviors.</li> <li>• Can be expensive to implement.</li> </ul>



**Purpose of Interviews**

each target audience – provides guidance on how to select appropriate outcomes based on the activities in your program. The attachments accompanying this toolkit will help you identify outcomes that you want to measure as part of your evaluation, related to those audiences you identified in the previous step. Below is an example of how the attachments are laid out with respect to matching activities to outcomes. Look down the column “This may be a fit for your program if...” to identify activities you are doing, then look at the Outcome column, which identifies the type of outcome you can expect to see based on the activity.

Outcomes & Activities Columns in Attachment 3		
Outcomes		This may be a fit for your program if....
Teacher Attitudes and Behavior	1. Teachers/staff model healthy eating.	Your program includes nutrition and healthy eating components, and provides opportunities for students to witness teacher/staff eating habits.
	2. Positive attitudes about integrating farm to school related information in curriculum.	Your program includes significant changes to the curriculum to include FTS components.

-  [Attachment 1: Outcomes for Students](#)
-  [Attachment 2: Outcomes for Parents](#)
-  [Attachment 3: Outcomes for Teachers](#)
-  [Attachment 4: Outcomes for School Food Services](#)
-  [Attachment 5: Outcomes for Producers](#)
-  [Attachment 6: Outcomes for School Leadership](#)
-  [Attachment 7: Outcomes for Community](#)



+ Types of Data to Collect

+ Types of Data Collection Tools

+ Benefits and Limitations of Methods

+ Matching Audience to Method

- Matching FTS Outcomes to Tools

The Farm to School Evaluation Toolkit has seven attachments, one for each target group that farm to school programs could impact: students, parents, teachers, food services, producers, school leadership, and community. Each attachment includes evaluation outcomes relevant to that target group, the types of FTS program activities that would likely lead to that outcome, and data collection instruments appropriate for capturing data for the outcome.

Below is an example of **Attachment 1: Outcomes for Students**.

Outcome	This may be a fit for your program if...	Measurement Tools: Type	Measurement Tools: Examples
2. Student gains in knowledge and awareness about agriculture, local foods, and seasonality.	Your program includes agriculture and local foods education.	<b>Pre/post-test evaluations</b> of student knowledge using surveys.	<ul style="list-style-type: none"> <li>Recommended tool for 5th and 6th grade students on local foods at: <a href="#">Bearing Fruit: Farm to School Program Evaluation Resources and Recommendations</a>, "Fresh from the Farm Student Survey" (Page 138-140). Also includes questions on fruit and vegetable preferences.</li> <li>Recommended tool for measuring 6-12 year olds' knowledge and attitudes about healthy and local foods: <a href="#">Wisconsin Farm to School: One-Year Evaluation Report "Wisconsin Farm to School 2010-2011 Student Survey"</a> (Appendix D, Pages 27-37)</li> </ul>





# How Do I Use the Toolkit?

Develop an evaluation plan, select tools, collect and analyze data, share the result.



## Overview: Introducing FTS Evaluation

Step 1: Preparing for Evaluation

Step 2: Outcomes, Indicators & Measures

Step 3: Choosing and Adapting Tools

Step 4: Collecting and Analyzing Data

Steps 5 and 6: Reporting Results

Peer-to-Peer Learning

## Overview: Introducing FTS Evaluation

Since the late 1990's, evaluation has contributed to the field of Farm to School evaluation has improved over the complete lack of formal evaluation to an increasing focus several reasons to evaluate farm-to-school programs, ma overarching categories: program improvement; informati information for current and future funders. Areas of focu specifically include program participation, outputs, and sl outcomes, as well as longer-term outcomes that should b baseline evaluations.

The Farm to School Evaluation Toolkit provides practical collection instruments. It is accompanied by a webinar tra

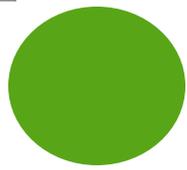
### Resources

- [Evaluation for Transformation: A Cross-Sectoral Evaluation](#)  
The need for more systematic and comprehensive evaluation National Farm to School Network (NFSN). The NFSN



## Parting Words of Advice

- Identify the purpose of your evaluation
- Focus on the short and intermediate term outcomes
- Consider the different groups that you are affecting and evaluate the impact
- Don't try to learn everything – be realistic



# FTS Evaluation Toolkit Webinar Series

1. Getting Started on Your FTS Evaluation
2. Outcomes, Indicators, and Measures
3. Choosing and Adapting Tools
4. Collecting and Analyzing Data
5. Reporting Results

## Virtual Forum!

<http://ftsevaluationtoolkit.freeforums.net/>

**Register for the Spring 2015  
trainings :**

[https://www.surveymonkey.com/s/FTSW  
ebinarReg](https://www.surveymonkey.com/s/FTSWebinarReg)



## Toolkit

<http://sparkpolicy.com/tools/>

## Contact us

[Lyn@SparkPolicy.com](mailto:Lyn@SparkPolicy.com)

# Upcoming Webinar on February 5: Finding and Buying Local Foods





Questions?

Simply type them into the chat box or hit \*1 to tell the moderator to open your phone line.

To Receive your SNA CEU certificate email Bob at:  
[Robert.gorman@fns.usda.gov](mailto:Robert.gorman@fns.usda.gov)

