

# USDA Farm to School Grant Program

*Connecting USDAs Farm to School Grant Program Reporting to NFSNs Evaluation for Transformation for FY 2016 Grantees*

## Introduction

The purpose of this document is to connect each of the questions currently asked to FY 2016 USDA Farm to School Program grantees through baseline and final survey reports to the National Farm to School Network’s evaluation framework outlined in [Evaluation for Transformation: A Cross-Sectoral Evaluation Framework for Farm to School](#). Completing this exercise allows USDA and its grantees to see which measures they are currently tracking and which measures they are not. Additionally, it allows USDA to provide better guidance to its grantees about the types of information or metrics they are asked to report on and how each of these metrics connects to larger priority outcome areas farm to school programs are thought to impact.

USDA Farm to School Program baseline report survey questions that are *not* connected to *Evaluation for Transformation* include questions one, two, twelve and thirteen. USDA Farm to School Program final report survey questions not connected to *Evaluation for Transformation* include questions one, two, three, four, five, six, seven, eight, nine, eleven, fourteen, twenty-eight, twenty-nine, thirty and forty-seven. USDA Farm to School Program progress report surveys do *not* connect to *Evaluation for Transformation* and are used exclusively for project monitoring purposes.

Below is a chart that summarizes each of the key areas included throughout this document described by Joshi, Henderson, Ratcliffe and Feenstra (2014) in *Evaluation for Transformation*.

Impact Area				
One of four areas farm to school programs are thought to impact.				
Outcome	Indicators	Measures	Questions	Tracking
Changes or benefits that result from activities and outputs. The information within the parenthesis identifies the origin of the outcome, i.e. NFSN, USDA, etc.	State of a particular subsystem to help understand causes of problems and work to address them. The information within the parenthesis identifies the origin of the indicator, i.e. NFSN, USDA, etc.	Different aspects that can help explore how an indicator is changing overtime. The information within the parenthesis identifies the origin of the measure, i.e. NFSN, USDA, etc.	Letters and numbers here refer to USDA Farm to School Program baseline and final survey reporting questions.	Letters and numbers here refer to the USDA Farm to School Program tracking sheet to help grantees collect and document information.

### Key or Legend

- PRL= Program level
- POL= Policy level
- RL= Research level
- USDA= United States Department of Agriculture
- NFSN= National Farm to School Network
- LTO= Long-term outcomes
- B= Baseline survey question
- F= Final survey question
- T= Tracking sheet

Impact Area		Community Economic Development		
Outcome	Indicators	Measures	Questions	Tracking
1 - Local and regional economic impact (PRL)	1.1 - 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 (PRL 1)	1.1a - Total dollar amount of all local products purchased by school districts and schools (PRL 1.1)	B14/F30, B15/F31, B16/F32	F
		1.1b - Percentage of total food budget spent on local foods by school districts and schools (PRL 1.2)	B14/F30, B15/F31, B16/F32	
		1.1c - Type, quantity, and monetary value of specific local products (i.e., fruits, vegetables, dairy, meats, and processed foods) purchased by school districts and schools (PRL 1.3)	B20/F36	F, H
		1.1d - Schools or districts definition of local food (USDA)	B9/F20	C
	1.2 - Increase in market opportunities and income generation for local producers, processors and distributors through sales to schools and possibly other institutions (RL 1)	1.2a - Number of school districts purchasing from regional and local food hubs (RL 1.10)	B18g/F34g	G
		1.2b 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 (RL 1.5)	B23s/F39o	
	1.3 - Increased employment opportunities through local food sales to schools and districts (USDA)	1.3a - Number of FTEs involved with farm to school (USDA)	B3/F13	A
Outcome	Indicators	Measures	Questions	Tracking
2 - Social capital built in school districts and the community (PRL)	2.1 - Mutually supportive relationships result in access to resources shared between community and school districts (PRL 2)	2.1a - Number and type of promotional and training activities related to local foods in the school environment and in the community (RRL 2.1)	B23k-p/F39h-l	
		2.1b - Number and type of food-related businesses (i.e., farmers, ranchers, distributors, retailers) partnering with the school district to support farm to school through education, gardening and procurement efforts (i.e., field trips, site visits) (PRL 2.3)	B4/F15, B5/F16, B6/F17, B17/F33, B18/F34	G
		2.1c - Estimate of financial value of in kind support provided by community volunteers, food donations, guest speakers, site visits, field trips, equipment donations provided to schools or districts in support of the farm to school activities (PRL 2.4)	B7/F18, B8/F19	
		2.1d - Amount of money generated at the school site through	B7/F18, B8/F19	

		farm to school related activities, such as fundraisers with sales of plants grown by students in gardens, revenue from local governments or other institutions, grants and other sources of funding received (PRL 2.5)		
		2.1e - Number, type, level of involvement and importance of farm to school project partners (USDA)	B4/F15, B5/F16, B6/F17	
		2.1f - Community support for school meals (USDA)	F12e	
<b>Outcome</b>	<b>Indicators</b>	<b>Measures</b>	<b>Questions</b>	<b>Tracking</b>
3 - Institutional support for local and regional foods (POL)	3.1 - Institutional procurement policies supporting local and regional foods (POL 1)	3.1a - Number of institutional procurement policies with supportive language (POL 1.1)	B25b/F46b	
	3.2 - Institutional programs supporting local and regional foods (POL 2)	3.2a - Government agency allocation of resources and creation of programs, grants and positions for farm to school (POL 2.1)	B4/F15, B5/F16, B6/F17	
		3.2b - Institutional support for farm to school beyond the grant period (USDA)	F10 F18	
		3.2c - Number of policies that support fundraising for farm to school activities (USDA)	B25c/F46c	
<b>Outcome</b>	<b>Indicators</b>	<b>Measures</b>	<b>Questions</b>	<b>Tracking</b>
4 - Long Term Outcome	4.1 - School district nutrition service program financial stability (LTO 1)	4.1a - School meal program costs (USDA)	F12b	
		4.1b - School meal participation (USDA)	F12c	
		4.1d - Community support for school meals (USDA)	F12d	

Impact Area	Public Health			
Outcome	Indicators	Measures	Questions	Tracking
5 - Students and their families access locally produced, healthy food through schools (PRL)	5.1 - Students access locally produced, healthy food through schools (PRL 1)	5.1a - PRL 1.1-1.6	F21	
		5.1b - Food preparation strategies used to increase local food availability, accessibility or appeal local, healthy foods, including use of culturally appropriate foods in schools (PRL 1.2)	B22/F37, F38	
		5.1c - Food serving strategies used to increase line of sight accessibility, appeal of healthy, local foods, including use of cultural appropriate foods (PRL 1.3)	B23f/F39e B23g/F39f	
		5.1d - The number of ways procuring local foods is connected to the garden and/or educational activities in the school (PRL 1.4)	B23e/F40a	I
		5.1e - 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 afterschool programs (PRL 1.6)	B10/F22, B11/F23, B19/F35, B23a-d/F39a-d	
		5.1f - Student acceptance of the new meal pattern (USDA)	F12c	
	5.2 - Family and adult access to local, healthy foods from farm to school program activities (PRL 2)	5.2a - PRL 2.1-2.5	F21	
	5.3 - School district and school policy environment supports student access to local, healthy foods in schools (POL 1)	5.3a - Increase in number of local school district wellness policies that include language on farm to school activities as part of addressing nutrition and wellness efforts (POL 1.1)	B25a/F46a	
		5.3b - Increase in number of school-level wellness policies that include language on farm to school activities as part of addressing nutrition and wellness efforts (POL 1.2)	B25a/F46a	
	5.4 - Federal, tribal, state and local government program and policy environments support local, healthy food access for schools and families (POL 2)	5.4a - Increase in number of federal, state and tribal policies, initiatives, or programs that support farm to school in relation to public health priorities (i.e., food policy councils) (POL 2.1)	B23p/F39I	

Impact Area		Education		
Outcome	Indicators	Measures	Questions	Tracking
6 - Farm to school activities are aligned to Early Learning Framework, the Common Core, or state content standards to support student engagement and learning (PRL)	6.1 - Sites offers a range of learning opportunities aligned to support learning skills and content areas such as service learning, community connections, inquiry based learning, experiential learning and hands-on field experiences related to food (PRL 1)	6.1a - The subjects (i.e., nutrition, science), grade levels, number of classes and types of activities (i.e., tastes tests, hands on learning, gardening) where farm to school activities and curriculum are aligned to Early Learning Framework, Common Core, or state-adopted content standards (PRL 1.4)	B23q/F39m F41, F42	
Outcome	Indicators	Measures	Questions	Tracking
7 - Increase food literacy in students and adults in schools (PRL)	7.1 - Increase in student and staff knowledge about food and its impact on health (PRL 2*)	7.1a - Number of students participating in farm to school activities designed to improve food literacy (PRL 2.3)	F40	I
		7.1b - Number and types of ways that food literacy lessons or activities are occurring across the school environment, such as in gardens, classrooms and cafeteria (PRL 2.5)	B23h-i/F39g	
Outcome	Indicators	Measures	Questions	Tracking
8 - Education policy and programs support farm to school initiatives (POL)	8.1 - Teachers, childcare educators, food service workers, students, and producers are trained in farm to school education and garden activities (POL 2)	8.1a - Increase in professional development programs for teachers, food service workers, growers that include farm to school curriculum project-based and hands on learning activities, procurement requirements and procedures, food safety requirements, budgeting best practices and innovations, safe growing standards, socio-cultural aspects of food and gardening education (POL 2.1)	B21 B23r/F39n F24, F25 F26, F27 F43, F44	D,E, J

\* Misprint in *Evaluation for Transformation* (i.e., marked as indicator one and measures 1.x, y, z etc.).

Impact Area	Environmental Quality			
Outcome	Indicators	Measures	Questions	Tracking
9 - School supports environmentally friendly practices (RL)	9.1 - Reduction in cafeteria waste (RL 2)	9.1a - Measure the proportion of food waste to total waste over time after using curriculum or other methods aimed at reducing food waste (RL 2.4)	F12a	
	9.2 - School, school garden, naturescape and landscape practices support diverse natural food environments (RL 3)	9.2a - Number and size of school yards and gardens that grow and teach about food (RL 3.1)	B24/F45	

### References

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.

\* Last updated December 18, 2015