This project is an initiative of the USDA Food and Nutrition Service Office of Community Food Systems. National Center for Appropriate Technology and National Farm to School Network were awarded a three-year cooperative agreement to execute the project. Additional project support was provided by New York University and an Advisory Council.

**United States Department of Agriculture, Food and Nutrition Service – Sponsoring Agency**

USDA FNS Office of Community Food Systems (OCFS) helps child nutrition program operators incorporate local foods in the National School Lunch Program and its associated programs, as well as the Summer Food Service Program and Child and Adult Care Food Program. OCFS accomplishes this through grant making, training and technical assistance, and research. Visit [www.fns.usda.gov/cfs](http://www.fns.usda.gov/cfs) to learn more.

**National Center for Appropriate Technology – Project Co-Lead**

For more than four decades, NCAT has helped individuals and communities adopt local solutions that encourage self-reliance, prepare for uncertainties, and create a cleaner, healthier future for all. NCAT’s work focuses on sustainable agriculture and energy. NCAT’s work with sustainable agriculture, farmer support, and local food systems constitutes the majority of NCAT’s efforts. A significant portion of NCAT’s sustainable agriculture work is the ATTRA program, which is a $2.8M sustainable agriculture-focused technical assistance program for agricultural producers. For more than 30 years, NCAT’s agriculture programming has helped growers reduce costs, maximize profits, and preserve the land by means of technical assistance and more than 400 publications, tutorials, podcasts, and videos on sustainable agriculture production, soil health, regenerative grazing and pasture management, marketing, and business management. Visit [www.ncat.org](http://www.ncat.org) or [www.ATTRA.org](http://www.ATTRA.org) to learn more.

**National Farm to School Network – Project Co-Lead**

National Farm to School Network is the leading voice for the U.S. farm to school and farm to early care and education movement, working as an information, advocacy, and networking hub for communities to bring local food sourcing, gardens, and food and agriculture education into schools and early care and education settings. National Farm to School Network works at the local, state, and national levels to expand and sustain the number, quality, and impact of farm to school and farm to early care and education initiatives across the country. Visit [www.farmtoschool.org](http://www.farmtoschool.org) to learn more.

**New York University – Independent Evaluation**

Experienced farm to school researchers at New York University (NYU) lead the needs assessment and evaluation of this project. NYU is responsible for developing all monitoring and evaluation processes and tools, as well as conducting data analysis and interpretation.

**Advisory Council**

An Advisory Council has been established to support the work of this project. Advisory Council members help identify existing resources, contribute content and review the curriculum, promote in-person and virtual trainings, and host trainings where appropriate. The Advisory Council is comprised of organizations around the country that work with diverse producer stakeholders and audiences. These organizations include producer support organizations, State agencies, Extension programs, groups representing historically disadvantaged farmers, and groups representing veterans.

The organizations on the following pages are represented on the Advisory Council.
<table>
<thead>
<tr>
<th>ORGANIZATION AND CONTACT</th>
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| **Center for Integrated Agricultural Systems**  
University of Wisconsin, Madison’s College of Agricultural and Life Sciences  
Vanessa Herald, vherald@wisc.edu | CIAS co-leads the Wisconsin Farm to School Network and engages in specific efforts targeting growers and their associated supply chain partners—including farmer trainings, networking events, supply chain development, and local food promotion events like the Great Lakes Great Apple Crunch. CIAS holds a specific interest in educating and empowering all farmers to access schools directly, and also through existing supply channels like processors and distributors. Using a participatory research approach, the Center works with growers, state partners, and researchers to develop useful tools to support long-term farm viability. |
| **Community Alliance with Family Farmers**  
Ben Thomas, ben@caff.org | CAFF has built upon shared values around food and agriculture to create strong partnerships between family farmers and their neighborhoods to enhance local economic vitality, improve human and environmental health, and foster the long-term sustainability of family farms. Since 2001, CAFF has worked with farmers, school districts, hospitals, and universities throughout California to increase access to institutional markets. CAFF has developed partners, expertise, and resources in effectively increasing sales to schools for hundreds of farmers in California. CAFF also provides farmer training programs throughout California and can provide opportunities to pilot farmer training development for this project. |
| **Cornell Small Farm Program at Cornell College of Agriculture and Life Science**  
Cheryl B. Thayer, cbt32@cornell.edu | The mission of Cornell College of Agriculture and Life Science (CALS) is to serve the public through education, research, and extension/outreach efforts. In particular, the Cornell Small Farms Program has engaged in research and extension projects focused on small-farm viability by working collaboratively with a network of CALS faculty and staff, Cornell Cooperative Extension (CCE) educators, and other small-farm advocates throughout New York. The program has established a strong wholesale-market-readiness program that supports farmers transitioning from direct sales to direct wholesale channels, such as food hubs and restaurants. These partnerships have helped the program offer an increasingly dynamic set of programming to engage farmers of all enterprises and experience levels. |
| **Farmer Veteran Coalition**  
Rachel Pettit, rachel@farmvetco.org | The mission of the Farmer Veteran Coalition (FVC) is mobilizing veterans to feed America. FVC cultivates a new generation of farmers and food leaders and develops viable employment and meaningful careers through the collaboration of the farming and military communities. FVC believes that veterans possess the unique skills and character needed to strengthen rural communities and create sustainable food systems. FVC also believes that agriculture offers purpose, opportunity, and physical and psychological benefits. More than 18,000 veteran members are farming, aspiring to farm, or pursuing work in agriculture-related professions. |
| **Georgia Organics**  
Kimberly Della Donna, kimberly@georgiaorganics.org | Georgia Organics’ mission is to connect organic food from Georgia farms to Georgia families. Georgia Organics champions organic agriculture and healthy families by empowering farmers to thrive, helping schools engage children in delicious and educational farm-to-school experiences, and making organic and local food accessible to all Georgians. Established as a 501(c)(3) nonprofit organization in 1997, Georgia Organics is an outgrowth of a growers’ collaborative with roots dating to the 1970s. Georgia Organics has a strong network of producers, supply chain actors, farm to school champions, and local food systems advocates to tap for participation and contribution to this project. |
| **Intertribal Agriculture Council**  
Latashia Redhouse, latashia@indianag.org | The Intertribal Agriculture Council (IAC) has been committed to supporting Tribal farmers, ranchers and agricultural producers for 32 years. In this time, IAC has established a national network of technical assistance specialists promoting community vitality, the health of food systems, and the regenerative approach to agriculture. IAC’s involvement in this partnership relies on their extensive network of youth professionals engaged in IAC Youth Programming to ensure a native, young voice is present in this project. |
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<tr>
<th>ORGANIZATION AND CONTACT</th>
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| **Michigan State University Center for Regional Food Systems**  
Colleen Matts, matts@msu.edu | Michigan State University Center for Regional Food Systems (CRFS) has been engaged in farm to school since 2004, providing research, technical assistance, and resources to support this work both in Michigan and nationally. To this project, CRFS brings experience working closely with hoop house growers and farmers of various scales to sell to Michigan institutions, along with extensive local food procurement support for Michigan schools. CRFS is the Michigan Core Partner for the National Farm to School Network and coordinates the Michigan Farm to Institution Network with support from MSU Extension. |
| **National Farmers Union Foundation**  
Billy Mitchell, bmitchell@nfudc.org | The National Farmers Union Foundation (NFUF) represents family farmers, fishers, and ranchers across the country, with formally organized divisions in 33 states. They provide education and technical assistance to family farmers and have expertise in produce safety and the Food Safety Modernization Act. A strong agricultural community involves local producers being able to provide for their local school systems, supporting both the financial and physical health of their communities. NFUF is committed to ensuring the economic viability of family farms by expanding viable market opportunities, such as selling into their local school systems. |
| **National Young Farmers Coalition**  
Cara Fraver, cara@youngfarmers.org | National Young Farmers Coalition (NYFC) is a nonprofit organization that represents, mobilizes, and engages young farmers and ranchers across the nation to ensure their success. NYFC’s work includes reforming policy to make land, capital, and training accessible for beginning farmers; supporting a growing network of 41 farmer-led chapters in 28 states; and providing business support for young farmers. |
| **North Dakota Department of Public Instruction**  
Deb Egeland, degeland@nd.gov | The North Dakota Department of Public Instruction (NDDPI) currently partners with the ND Department of Agriculture (NDDA) to promote Ag in the classroom to ensure that students know where their food comes and to showcase careers in agriculture. Together, these agencies work with both school personnel and producers to advance farm to school efforts in the state. |
| **Washington State Department of Agriculture**  
Chris Iberle, ciberle@agr.wa.edu | 2008. WSDA provides education, outreach, and technical assistance to producers, school food service, and stakeholders to expand economic opportunities for farmers and enhance school nutrition and educational opportunities for students. |
| **Western Montana Growers Cooperative**  
Dave Prather, dave@wmgcoop.com  
Brittany Palmer, brittany@wmgcoop.com | Western Montana Growers Cooperative (WMGC) is a farmer-owned marketing and distribution cooperative that has been operational since 2003. The cooperative is comprised of 40 member farms, ranches, and food producers and works with more than 70 different producers who provide fresh produce, dairy, eggs, meats, grain, honey, and other value-added items to regional markets. WMGC serves accounts across Montana and into Northern Idaho and Eastern Washington. WMGC has also worked with K-12 schools and other institutions since its inception. |
**NEEDS ASSESSMENT OUTCOMES REPORT**

**Introduction**

This Outcomes Report is a synthesis of findings from a needs assessment conducted by New York University (NYU) and reported in “Farm to School Producer Training Needs: A Review” (referred to in this report as the “Needs Assessment”) and USDA Food and Nutrition Service (FNS) feedback. The Outcomes Report aims to clearly demonstrate how the information from the Needs Assessment has been applied to enhance the farm to school producer training program curriculum, *Bringing the Farm to School: A Toolkit for Agricultural Producers*. This report outlines key findings from the Needs Assessment, including emerging themes around producer training needs and motivations related to farm to school, how the curriculum addresses those needs, and makes additional recommendations for consideration in the train-the-trainer program and producer training workshop development.

**Methodology**

To complete the Needs Assessment, NYU gathered primary data sets from producer surveys, secondary data from national and state level studies related to producer training needs, and nine key interviews with organizations that represent producers and farm to school value-chain stakeholders. The collated primary and secondary data provide insight on motivations, challenges, and training needs for producers entering or interested in farm to institution and farm to school markets. The stakeholder interviews were designed to contribute to our understanding of motivations and challenges and also provide direct feedback on the curriculum outline proposed by the National Center for Appropriate Technology (NCAT) and the National Farm to School Network (NFSN). Evaluators collected and analyzed this data and utilized findings to offer recommendations for curriculum content and training approaches. Although the studies on which the Needs Assessment drew were conducted in different locales at different times, it provides the most current and complete available content identifying producers’ farm to school training needs and motivations to date. Thus, the Needs Assessment serves as a roadmap to guide both the curriculum content and training program design, with the ultimate goal of engaging producers in farm to school in their communities.

**Key Research Findings**

While the Outcomes Report uses the Needs Assessment findings and FNS feedback as reference points, please refer to the “Farm to School Producer Training Needs: A Review” Executive Summary and Recommendations for more detailed information (available upon request). High-level findings on the most relevant topics are summarized below.

**Farm to School Market Opportunities**

According to the report findings, farm to school is still a relatively small portion of most producers’ markets. However, interest in starting or expanding farm to school sales is high, indicating a strong and timely need for this training.

**Producer Motivations**

In addition to assessing producer needs, the datasets and reports included in the Needs Assessment examine producer motivations for engaging in farm to school. Producers cited their top reasons for engagement as a mixture of economic and social aspects. Producers are interested in building relationships with their communities and providing healthy food to consumers, as well as diversifying their businesses by entering or expanding into a reliable school market.

**Producer Challenges**

A number of key themes from the Needs Assessment emerged as challenges for producers when starting or expanding farm to school sales:

- price point issues;
- understanding school needs (including procurement requirements and volume needs);
- developing relationships with school markets; and
- food safety requirements.

Additional details regarding identified barriers and relevant curriculum recommendations are expanded upon below.
Curriculum Recommendations

The Needs Assessment identified significant trends related to challenges faced by producers when entering or expanding participation in school markets. While analyzing these findings, project partners identified the “Top 8 Producer Challenges for School Markets” and the curriculum content priorities to address these potential barriers, shown in Table 1. It is important to note that topics outside of the eight identified may also be important for producers to engage in effective and profitable farm to school sales. The list below intends to indicate what is mandatory in the curriculum; however, it is not a guide to a complete curriculum.

NCAT and NFSN’s curriculum includes these Needs Assessment key priorities, in addition to other critical content identified by our curriculum team and the FNS Office of Community Food Systems. Additional topics outside of these core areas have been incorporated as supplementary resources to the curriculum.

Table 1. Curriculum Content Priorities: Top 8 Producer Challenges in School Markets

<table>
<thead>
<tr>
<th>Seasonal availability: Peak production often does not align with school year</th>
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<tbody>
<tr>
<td><strong>Module 4: Growing for Schools</strong></td>
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<tr>
<td><strong>Growing for School Menus</strong></td>
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<tr>
<td><strong>Learning Objective:</strong> Understand how to identify the products and volume schools might purchase based on the school infrastructure and feeding programs they participate in.</td>
</tr>
<tr>
<td><strong>Content related to findings:</strong></td>
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<tr>
<td>Meeting School Needs</td>
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<tr>
<td>Volume, packaging, timing, and delivery capacities.</td>
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<tr>
<td>Crop planning/succession planning to meet needs and seasonal demands.</td>
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<tr>
<td>Ways of filling the processing gap for seasonal availability</td>
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<tr>
<td><strong>Applied Activity:</strong> Crop and livestock planning worksheet based on school menus exercise.</td>
</tr>
<tr>
<td><strong>Crop Production and Planning</strong></td>
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<tr>
<td>Season extension will be briefly discussed with a webinar as a supplementary resource. If the producer audience is mainly crop-oriented, this resource can be used in a classroom setting.</td>
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<thead>
<tr>
<th>Price point: Limited school food budgets may result in low purchase price for farmers</th>
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<tbody>
<tr>
<td><strong>Module 4: Growing for Schools</strong></td>
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<tr>
<td><strong>Business Planning</strong></td>
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<tr>
<td><strong>Learning Objective:</strong> The goal of this section is for producers to understand and be familiar with the tools for determining which price point works for their farm or business.</td>
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<tr>
<td><strong>Content related to findings:</strong></td>
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<tr>
<td>The price point topic will be introduced in the producer training sessions as a PowerPoint presentation.</td>
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<tr>
<td><strong>Applied Activities:</strong></td>
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<tr>
<td>The producers will fill out a decision tree, which will include price point prompting questions.</td>
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<tr>
<td>They will receive a “price point exercise” where they take a deeper dive into enterprise cost and return analysis for school markets. This would happen after training and with follow-up technical assistance from regional partners and NCAT’s ATTRA project.</td>
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<tr>
<td>Myth-busting: Price point case study video featuring farmers marketing to schools addressing the price issue.</td>
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<tr>
<th>Procurement: Navigating school food purchasing processes and regulations</th>
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<tr>
<td><strong>Module 2: Selling to School Markets</strong></td>
</tr>
<tr>
<td>Sections A-C address this barrier</td>
</tr>
<tr>
<td><strong>Content related to findings:</strong></td>
</tr>
<tr>
<td><strong>Applied Activity:</strong> Training activities focus on sharing tools that directly support procurement planning and contract management.</td>
</tr>
<tr>
<td><strong>Language:</strong> Creating shared language between school markets and producers supports new entry into the farm to school market for beginning producers and increases producer capacity to manage their school contracts proactively.</td>
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</tbody>
</table>
Food safety: Lack of understanding of school compliance and inconsistency with school food safety requirements

Module 4: Growing for Schools
Learning Objective: This section will focus on helping producers understand tools to identify school district food safety requirements, with references to the many resources on how to meet them.
Content related to findings:
Applied Activity: Group exercise on finding School Food Authority food safety standards.
Individual Activity: Produce farmers identify their food safety risks.
Myth-busting: A podcast highlighting discussions with producers and schools that work together to meet food safety requirements.

Volume requirements: Food volumes are too large or too small (depending on the level of farm to school experience)

Module 2: Selling to School Markets
Content related to findings:
Power of local autonomy discussion including how local/district policies and school practices impact procurement.
Applied Activity: A worksheet outlining specifications and how to meet them, including a sample specifications packet (Producer Workbook – Appendix C).
Myth-busting: School food quantity requirements.

Delivery requirements: Frequency, volume, packaging, and processing

Module 2: Selling to School Markets
Your Food in School Meals
Content related to findings:
Applied Activity: Understanding specifications and commonsense approaches to meeting school market standards. Explore common regional products and define using specifications packet.

Module 3: Choosing the Right Product to Sell to Schools
Product Development
Content related to findings:
Applied Activity: Producers will identify a product that can be produced for schools based on given demand in pounds per week, number of weeks, packaging requirements, type of processing, and price.

Module 4: Growing for Schools
Scaling up – Packaging
Content related to findings:
Discussion and evaluation about scaling up for school markets: How does existing infrastructure tie into delivery and packaging requirements of schools?
Applied Activity and Case Study: Are school markets right for you? This guides producers to the best access point based on goals, infrastructure, and scale.

Producer-buyer relationships: Establishing and maintaining communications and relationships with School Food Authorities

Module 2: Selling to School Markets
School Procurement 101
Content related to findings:
Mini case studies: Procurement approaches for different market pathways.

Module 3: Choosing the Right Product to Sell to Schools
Approaching and Communicating with Schools
Learning Objective: To give farmers tools and resources that enable them to focus on their local school district and identify what foods to produce and the schools to connect with.
Content related to findings:
Applied Activity: In groups, producers will identify schools involved in farm to school activities in a specific area in the Farm to School Census.

The Facilitator Guide
Content related to findings:
The Guide includes a glossary of recommended/commonly used terms for school food markets and producers. This aims to improve communication, reduce barriers, and encourage the use of shared language.
Identifying schools that are buying local: Which schools are buying local foods and what are their requirements and guidelines?

Module 1: Getting to Know School Markets
*Food in School Meals*
Content related to findings:
Applied Activity: Help producers identify Farm to School contacts in their region or district through the Farm to School Census.

Module 2: Selling to School Markets
*Approaching and Communicating with Schools for Marketing*
Learning Objective: Producers will focus on their local community and school district and identify what foods in their product line work best with school menus.

Training and Curriculum Content: Additional Considerations from the Needs Assessment

Addressing the diversity of producers and operations: products, scale, sales experience, management approaches, resources, and philosophies. The Needs Assessment suggests that experienced growers have much to share with beginners and recommends that growers who are interested in selling food to school and growers who have farm to school experience be included in trainings.

Content related to findings:
NCAT and NFSN suggest addressing this challenge within the train-the-trainer workshops to facilitate engagement with regional stakeholders to define local training priorities.
Mentor farmers will provide critical opportunities for peer learning during the train-the-trainer workshops, as well as contract to provide technical assistance (on a limited basis) with growers interested in accessing school markets.
The Trainer’s Toolkit will provide trainers with multiple resources that they can use to plan and implement producer trainings for a diverse audience, including a best practices tip sheet.
Curriculum content will be organized as “maps” including topical modules that facilitate easy customization for regional training teams. Content will include learning objectives and activities for beginner (“101”) and experienced farmers (“digging deeper”).

The spectrum of interest levels and motivations requires unique needs and opportunities for engagement. Producers with strong economic motivations may be easier to engage and more receptive to technical assistance. The Needs Assessment stated this in the review of the 2012 Vermont farmer study, pointing out that, “[t]hose that are in the middle (socially motivated producers), researchers suggest, will require more technical assistance to meet the economic realities of school markets”.

Content related to findings:
Supplemental resources (available online) will help producers dig deeper into curriculum areas that feel most relevant and helpful to their unique situation and interests. Each section of the Producer Workbook and Trainer’s Guide includes a “Digging Deeper” section.
Producers will develop individualized action plans in which they identify and define their farm to school goals, action steps, timeline, and any technical assistance needed.
Farmer mentors and NCAT and NFSN staff will be providing technical assistance to producers that have a strong motivation in selling to school markets.

States and regions have diverse agro-ecosystems and grower demographics that were not spelled out within the scope of the current Needs Assessment. Special issues faced by farmers of color, tribal producers, or growers in very remote, rural locations may have to be assessed and addressed on a region-by-region basis.

Content related to findings:
Each of the modules has a section that outlines a proposed approach to regional and cultural differentiation of the curriculum. Some curriculum materials will be adapted by trainers for specific regions or enterprises and others will be available as supplemental resources online. The lesson plans include prompts for areas of regional differentiation and the content will be available online for trainers to access.
Best Practices for Training Program Design and Implementation

Help Trainers Address Diverse Producer Audiences

The Needs Assessment emphasizes the importance of understanding and engaging producers. Given the diverse producer audiences who will participate in the farm to school trainings, additional informal opportunities for understanding their unique needs at the local producer trainings will enable trainers in customizing to varying producer interests and needs. These opportunities, outlined below, will also inform the curriculum and allow the training experience to evolve and become more effective over time.

Opportunities for identifying training customization may include:

Training participant engagement: During train-the-trainer events, encourage future trainers to identify potential producer audiences. Ask about who they think is most interested in farm to school sales in their region and would be likely to attend a local training event. This question can be prompted by producer grower type, size, and farm to school experience.

Local purchasing panels: Highlight regional examples of local purchasing relationships through producer/buyer panels within train-the-trainer workshops. Hearing directly from producers about experiences selling to school markets will help trainees understand the diversity of producer needs and school foodservice operations.

Producer registration: Registration for local producer training events should include information to help trainers assess producer audiences and customize content that can be geared more closely to meet their needs. Participants may be asked questions about grower type, products, farm size, operations, and farm to school selling experience. Differentiation modules will be accessible online for trainers and will include product-specific and regionally appropriate training content:

- Myth-busting Case Studies: Incorporating a series of producer-focused case studies into the curriculum can help producers and trainers understand many common misconceptions about barriers for selling to schools and models of innovative approaches to overcome potential barriers and sustain mutually beneficial farm to school purchasing relationships.

Help Producers Be Market-Ready

Another underlying theme in the Needs Assessment was “How can a producer readily tell if a school has the capacity and the interest in making local food purchases?” and “How can a producer know if they are ready to sell to schools?” NCAT and NFSN will develop tools to help producers assess market opportunity and readiness to support informed decision-making for farm to school involvement and relationship development. These tools, such as decision trees and checklists, would give producers the opportunity to more quickly assess a school system’s current child nutrition program activities and interest in expanding local food procurement (and other farm to school activities) and the capacity of their farm operation/business to enter or expand participation in school markets. Once a producer has assessed both their own and a school’s readiness for farm to school participation, the curriculum will guide them to develop a farm to school action plan. Action planning, designed to identify strategies for achieving a desired goal, will be the culmination of the farm to school producer training. The action plans are individualized, and each producer will have the opportunity to identify and define their farm to school goals, action steps, timeline, and any technical assistance needed.

Pilot Training Program with Farm to School Stakeholders

As a result of early feedback from project partners, the implementation timeline has been modified to include a pilot training for the train-the-trainer program. The goals for this pilot are to provide project stakeholders an opportunity to provide feedback on the training program tools and methodology, to establish regional training team leaders and engage state agency partners, and to identify region-specific implementation considerations and technical assistance needs.

In addition, project partners recommend piloting the producer training program content with producer audiences, through the project’s Advisory Council structure. Piloting the training with producers would provide a critical opportunity to modify the training approach and “test” training activities before a nationwide rollout of the program. In addition, having the Advisory Council review the curriculum content, delivery approach, and content sequence based on their experience and expertise working with producers will increase the efficacy of the training program by making the content approachable and actionable.

Center Producer Experience and Expertise

Testing the curriculum with the producer support organization representatives on the Advisory Council will provide salient feedback on its efficacy and appropriateness. The Advisory Council has been actively engaged in providing tools and resources to support curriculum development, and their feedback is prioritized in curriculum review processes. During the implementation phase, project partners will partner with Advisory Council representatives to co-host training events, identify farmer mentors and trainees, and provide technical assistance.
Leverage Key Project Partner Expertise
In addition to the Needs Assessment, the producer curriculum content and the regional train-the-trainer program approach were informed by project partner expertise. FNS brings extensive expertise through their work helping child nutrition program operators incorporate local foods in the National School Lunch Program and its associated programs, as well as the Summer Food Service Program and Child and Adult Care Food Program. NCAT and NFSN provide leadership and bring unique assets to this project through extensive experience working with producers and farm to school market stakeholders, specialized skill sets and technical knowledge expertise, and relationships with farm to school practitioners and partners through robust national networks.

Conclusion
The publication “Farm to School Producer Training Needs: A Review” from NYU detailed the existing body of research related to producer needs and input from key stakeholders, including producers and producer-support organizations from across the country. This Outcomes Report synthesizes the details from the publication into the top producer needs and barriers that need to be addressed in the curriculum to help increase producer access to school markets. NCAT and NFSN have carefully reviewed input and feedback from many sources to craft a curriculum that will engage producers, provide motivation, and increase their capacity to access school markets.

The key barriers and challenges that emerged from partner input and the Needs Assessment have been addressed in multiple areas of the curriculum through applied activities, classroom-based learning, and online content. Recommendations that emerged for approaches to training have been incorporated into the Trainer’s Toolkit and approaches to regional customization through technical assistance. Further, the project team has made additional recommendations for better integrating these recommendations into the curriculum and training program approaches. The project partners believe that the careful assessment of existing knowledge, inclusion of stakeholder input, and multi-level feedback approach will result in a high-quality comprehensive producer training curriculum and effective train-the-trainer program, increasing producer capacity and support and allowing more producers to access school markets and grow the farm to school movement.