



# Evaluation for Transformation: A User Guide

## Framework for Farm to School Evaluation

*Evaluation for Transformation: A Cross Sectoral Evaluation Framework for Farm to School* is intended to be a resource for farm to school / farm to preschool planning, evaluation, research and reporting. It provides:

- Common language for defining farm to school core and supplemental elements, touch points and actors.
- History of the farm to school movement
- Guidance on program articulation and tools to track implementation.
- A comprehensive literature review on farm to school and farm to preschool outcomes for four sectors: public health, community economic development, education and environmental quality.
- Priority outcomes, indicators and measures for all four sectors.
- Compilation of evaluation and implementation tools and resources.
- Cross-sector connections.

## How to Use the Evaluation Framework

Users at different levels — program, research and policy— can use the evaluation framework to:

- **Gather Ideas** - When developing or redesigning program goals, activities and strategies, use the framework as a resource for ideas to impact multiple sectors. Researchers and external evaluators can use the research priorities to identify and guide research questions and study designs. Grant program administrators and funders can align funding priorities and reporting requirements with framework themes.
- **Document Activities and Impact** – Program administrators, evaluators, researchers and grant administrators can use program articulation resources for documenting activities (such as spreadsheet matrices, logic model and theory of change development guides) and prioritized outcomes and indicators for documenting impacts.
- **Expand Activities** – Program administrators can identify existing activities within the framework and explore ideas for expansion as well as measurements. For example, if current efforts focus on school nutrition staff skill building, consider expanding to support student knowledge of local foods in the cafeteria or to engage families in creating culturally-specific recipes using local foods.
- **Find Resources** – The appendices in the evaluation framework and the [National Farm to School Network](#) website provide various resources on farm to school evaluation - program development guides, how-to manuals on evaluation, measurement tools, farm to school implementation and abstracts for relevant peer-reviewed journal articles.

### CORE ELEMENTS OF FARM to SCHOOL



The core elements of farm to school and farm to preschool include: procurement of local and regional food products, gardening and education (food and farm related).

## Farm to school by sector

Multiple sectors within the school and larger community are needed to ensure farm to school success. The evaluation framework is structured by sector (public health, community economic development, education and environmental quality) to facilitate a deeper understanding of outcomes by sectors, as well as to highlight cross-sectoral connections.



**Public Health:** How does farm to school contribute to public health outcomes?

- Providing all preschool and school children and their families equitable access to healthy, local food and food education.
- Promoting health and wellness through local foods in schools /preschools.
- Supporting children's development of healthy eating habits.
- Bolstering a school nutrition program's efforts to address child and family food insecurity.



NATIONAL FARM TO SCHOOL NETWORK



**Community Economic Development :** How does farm to school contribute to community economic development outcomes?

- Creating new economic opportunities for local and regional producers.
- Encouraging market diversification.
- Providing job, income or skill expansion in the local food system.
- Establishing and expanding deeper relationships between producers, buyers, learners and educators.



**Education:** How does farm to school contribute to education outcomes?

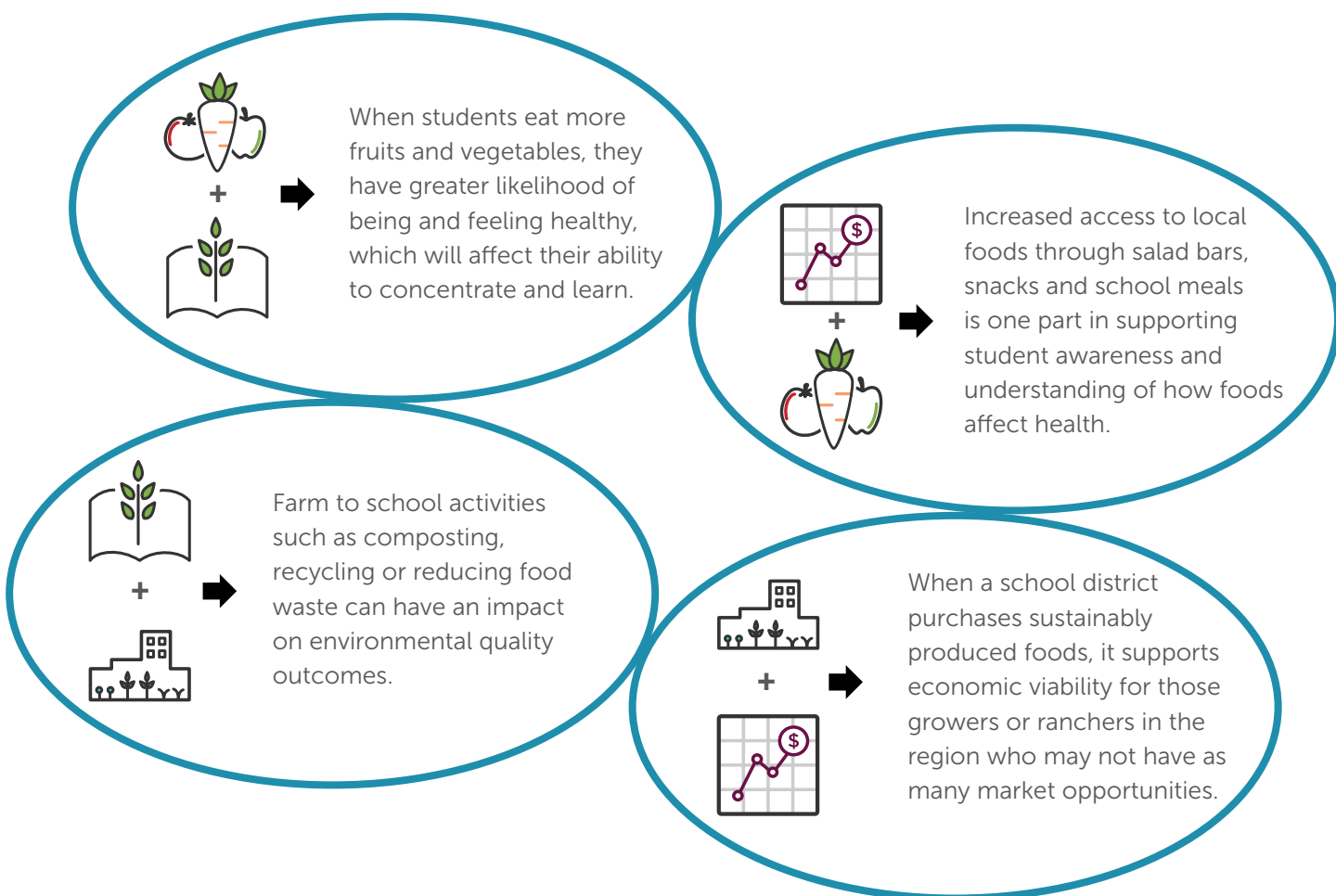
- Improving student academic achievement.
- Enhancing learning environments for teaching core content.
- Increasing student knowledge of specific content areas.
- Supporting children's development of learning skills and social or emotional development.
- Engaging parents or caregivers through field trips, gardening and food preparation homework.



**Environmental Quality:** How does farm to school contribute to environmental quality outcomes?

- Encouraging children to learn environmental attitudes and behaviors.
- Creating green-spaces such as gardens and naturescapes.
- Supporting producers who help steward natural environments.

## Cross-sectoral connections and collaborations:



## Farm to school by user level

The evaluation framework provides guidance for users engaged at the program site, research and policy levels.



### Program site level users may include:

- Food service professionals
- Educator, teachers administrators
- Farmers, laborers, processors, distributors
- Community supporters
- Nonprofit staff
- Funders



### Research level users may include:

- Researchers
- College professors
- Land grant university staff
- Extension agents
- Federal and state agencies
- Funders





### Policy level users may include:


- School board members
- City, county level elected officials
- Local, state and federal agencies
- Policy advocates
- Policy makers and staff
- Funders

Use the template below for interpreting prioritized outcomes, indicators and measures to be used in the ways described earlier.

LEVEL

Program

Research

Policy

PRIORITY OUTCOME

Changes or benefits that result from activities and outputs. Short-term outcomes are the most closely associated with 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 "performance" indicator is one that reflects how well a system is working and anticipate potential breakdowns

MEASURE 1, 2, ETC.

Measures are different aspects that can help understand the indicator

ASSOCIATED CORE ELEMENTS

Procurement, gardening or education activities


DATA SOURCES

Recommended methods to gather, track or monitor data

SAMPLE TOOLS

Refers the reader to existing tools, data collection methods

Example summary of priority outcomes, indicators and measures at the research-level

Sector	 Education			
Priority Outcome	Farm to school activities support student educational success			
Indicator(s)	1: Student readiness to learn	2: Student engagement and academic behaviors	3: Student academic mindset	4: Student academic competency gains
Measure s	1.1 Student participation in school breakfast programs when farm to school activities are conducted with breakfast	2.1 Changes in classroom attendance numbers or consistency during farm to school activity days or modules	3.1 Feeling of success at completing farm to school activities	4.1 Student content area test scores in relation to farm to school activities used to teach those subjects (i.e., math, science, language arts)
		2.2 Student participation during farm to school activity days or modules	3.2 The degree to which students value the work undertaken to complete farm to school related assignments.	4.2 Student course grades in relation to farm to school activities used to teach those subjects (i.e., math, science, language arts)
		2.3 Student classroom disturbances while participating in farm to school activities	3.3: Belief in self-ability and competence to complete and demonstrate leadership in farm to school related assignments.	4.3 Students' ability to identify and claim ownership of practical experience including planning, organizing, implementation and evaluation of farm to school initiatives



The **National Farm to School Network** is an information, advocacy and networking hub for communities working to bring local food sourcing and food and agriculture education into schools and preschools.



# Evaluation for Transformation: Sectoral Brief

## Community Economic Development

### Community Economic Development and Farm to School

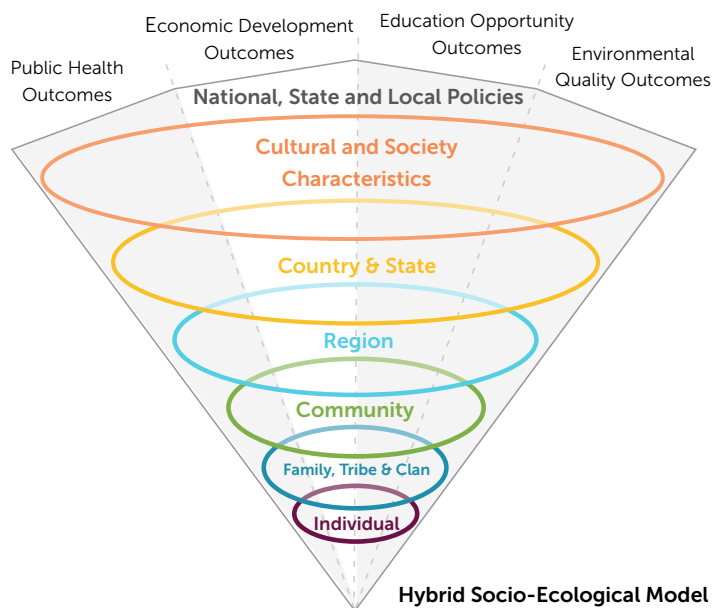
This sectoral brief accompanies *Evaluation for Transformation: A Cross Sectoral Evaluation Framework for Farm to School*, focusing on the community economic development linkages with farm to school / farm to preschool. Farm to school efforts may create new economic opportunities for local and regional producers who may otherwise face barriers to the traditional food system, such as lower income individuals, women, people of color, those in rural areas and those limited by size or scale. Farm to school provides opportunities to explore equity-related considerations in the food system, such as living wages, professional development, safe working conditions and equal marketing opportunities. Key economic outcomes include:

- Increasing purchase of local foods by school districts and early child care centers.
- Encouraging market diversification including opportunities to expand operations.
- Providing job, income or skill expansion in the local food system.
- Establishing and expanding deeper relationships between producers, buyers, learners and educators.

### CORE ELEMENTS OF FARM to SCHOOL



The core elements of farm to school and farm to preschool include: procurement of local and regional food products, gardening and education (food and farm related).



Farm to school activities can support economic development outcomes at multiple levels of the socio-ecological model.

- **National, State and Local Policies:** Lenders make loans for producers to meet local food demand. State procurement policies allow school districts and other public institutions to prioritize local food purchases.
- **Cultural and Society Characteristics:** It is expected that local foods are readily available in school meals and communities.
- **Region, County and State:** Training for Good Agricultural Practices (GAP) certification is available to all growers. Institutional food distributors carry more local products.
- **Community:** Parents request local foods at grocery stores; grocery stores increase the percentage of local foods available.
- **Family, Tribe and Clan:** Families visit farmers' markets and purchase from producers who supply their schools.
- **Individual:** People buy local food and know where it comes from, due to farm to school activities.

## What the Evaluation Framework Offers

The evaluation framework is intended to be a resource for farm to school planning, evaluation, research, reporting. The framework categorizes priority outcomes for community economic development by program, research and policy levels. Example priority outcomes, indicators and measures for each level are provided (refer to document for full listing).

The evaluation framework also provides:

- Common language on farm to school core and supplemental elements, touch points and actors.
- A comprehensive literature review of farm to school and farm to preschool outcomes in four sectors (public health, community economic development, education and environmental quality).
- Guidance on program articulation and tools to track implementation.
- Lists of implementation and evaluation tools.



**Evaluation for Transformation: A Cross Sectoral Evaluation Framework for Farm to School** was developed as a collaborative project led by the National Farm to School Network, funded in part by the Aetna Foundation.

To download the evaluation framework or to provide feedback, visit [www.farmtoschool.org/resources-main/evaluation-framework](http://www.farmtoschool.org/resources-main/evaluation-framework)

The **National Farm to School Network** is an information, advocacy and networking hub for communities working to bring local food sourcing and food and agriculture education into schools and preschools.



<b>Program Outcome 1: Local and Regional Economic Impact</b>	<b>Research Outcome 1: Local and Regional Economic Impact</b>
<b>Indicator:</b> 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.	<b>Indicator:</b> Increase in market opportunities and income generation for local producers, processors and distributors through sales to schools and possibly other institutions.
<b>Measure 1:</b> Total dollar amount of all local products purchased by school districts and schools.	<b>Measure 1:</b> Number, demographics (i.e., gender, ethnicity, age) and type of local producers, processors and distributors supplying local products to school districts.
<b>Measure 2:</b> Percentage of total food budget spent on local foods by school districts and schools.	<b>Measure 2:</b> Number and type of local products distributors offer to schools.
<b>Measure 3:</b> Type, quantity and monetary value of a processed food purchased by school.	<b>Measure 3:</b> Number and demographics of food producers, processors and distributors that change business plans due to access grown farm to school demand.
<b>Measure 4:</b> Percentage of sales to local society.	
<b>Policy Outcome 1: Institutional Support for Local and Regional Foods</b>	
<b>Indicator 1:</b> Institutional procurement policies supporting local and regional foods.	
<b>Measure 1.1:</b> The number of institutional procurement policies with supportive language.	
<b>Measure 1.2:</b> The number of state local procurement policies with supportive language.	
<b>Measure 1.3:</b> Government agency allocation of resources and creation of programs, grants and positions for farm to school.	
<b>Measure 1.4:</b> Government programs that provide community food project grants to support local and regional foods, including farm to school efforts.	

### Program outcome example

- Outcome: Local and regional economic impact.
- Indicator: 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: Total dollar amount of all local products purchased by school districts and schools.

### Research outcome example

- Outcome: Local and regional economic impact.
- Indicator: Increase in market opportunities/income generation for local producers, processors and distributors through sales to school and possibly other institutions.
- Measure: Number, demographics (i.e. gender, ethnicity, age) and type of local producers, processors and distributors supplying local products to school districts.

### Policy outcome example

- Outcome: Institutional support for local and regional foods.
- Indicator: Institutional procurement policies supporting local and regional foods.
- Measure: The number of institutional procurement policies with supportive language.



# Evaluation for Transformation: Sectoral Brief

## Education

### Education and Farm to School

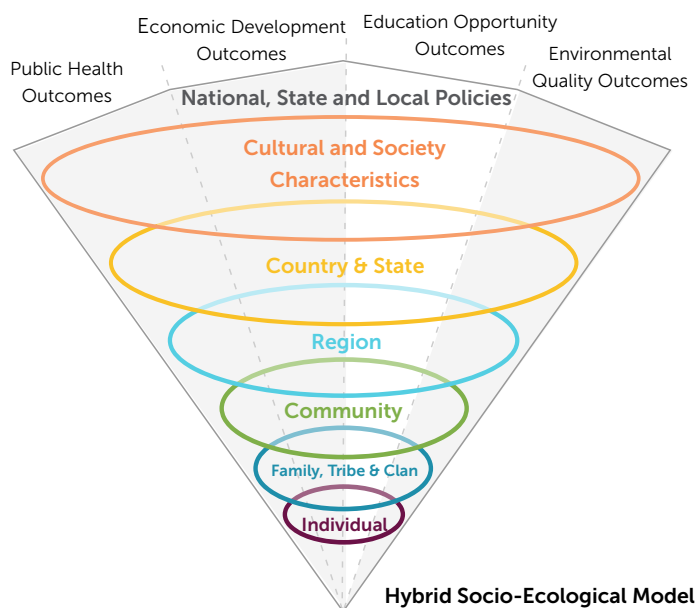
This sectoral brief accompanies *Evaluation for Transformation: A Cross Sectoral Evaluation Framework for Farm to School*, focusing on the education linkages with farm to school / farm to preschool. Participants can review their farm, food, project based and garden based activities as a means to improve student academic achievement and education of the “whole child”. Examples of how farm to school can support education include:

- Enhancing the physical and social learning environments for teaching core content such as math, language arts, health, science and geography while also supporting youth skill development.
- Increasing student knowledge of specific content areas.
- Supporting children’s development of learning skills and social or emotional development.
- Engaging parents or caregivers through field trips, gardening, food preparation homework.

### CORE ELEMENTS OF FARM to SCHOOL



The core elements of farm to school and farm to preschool include: procurement of local and regional food products, gardening and education (food and farm related).



Farm to school activities can support education outcomes at multiple levels of the socio-ecological model.

- **National, State and Local Policies:** Legislation prioritizes a whole-child approach, supports hands-on learning and gardening at schools.
- **Cultural and Society Characteristics:** Farm to school is one part of supporting the whole child in educational settings.
- **Region, Country and State:** School district policies support school gardens. Farm to school curriculum is readily available and aligned to Common Core standards.
- **Community:** Hands-on activities included at farmers’ markets and community centers to engage children and families.
- **Family, Tribe and Clan:** The family incorporates hands-on experiences such as cooking or gardening to support student learning about food at home.
- **Individual:** Student forms positive attitudes and self-efficacy about learning through farm to school activities.

## What the Evaluation Framework Offers

The evaluation framework is intended to be a resource for farm to school planning, evaluation, research, reporting. The framework categorizes priority outcomes for education by program, research and policy levels. Example priority outcomes, indicators and measures for each level are provided (refer to document for full listing).

The evaluation framework also provides:

- Common language on farm to school core and supplemental elements, touch points and actors.
- A comprehensive literature review of farm to school and farm to preschool outcomes in four sectors (public health, community economic development, education and environmental quality).
- Guidance on program articulation and tools to track implementation.
- Lists of implementation and evaluation tools.



**Evaluation for Transformation: A Cross Sectoral Evaluation Framework for Farm to School** was developed as a collaborative project led by the National Farm to School Network, funded in part by the Aetna Foundation.

To download the evaluation framework or to provide feedback, visit [www.farmtoschool.org/resources-main/evaluation-framework](http://www.farmtoschool.org/resources-main/evaluation-framework)

The **National Farm to School Network** is an information, advocacy and networking hub for communities working to bring local food sourcing and food and agriculture education into schools and preschools.



<b>Program Outcome 1:</b> Farm to school activities are aligned to Early Learning Framework, the Common Core, or state content standards to support student engagement and learning.
<b>Indicator 1:</b> Sites offer 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.
<b>Measure 1:</b> Number of teachers using food system or gardening curriculum aligned to Early Learning Framework, Common Core or state-adopted content standards
<b>Measure 2:</b> Number of students participating in farm to school activities aligned to Early Learning Framework, Common Core or state-adopted content standards
<b>Measure 3:</b> Number of school-based gardens with Common Core or state-adopted content standards
<b>Research Outcome 1:</b> Farm to school activities support student educational success
<b>Indicator 1:</b> Student readiness to learn
<b>Measure 1.1:</b> Student participation in school breakfast programs when farm to school activities are conducted with breakfast
<b>Indicator 2:</b> Student engagement and academic behaviors
<b>Measure 2.1:</b> Changes in classroom attendance numbers or consistency during farm to school activity days or modules
<b>Policy Outcome 1:</b> Education policy and programs support farm to school activities
<b>Indicator 1:</b> Education agencies allocate resources to support farm to school programming
<b>Measure 1.1:</b> State legislatures provide funding to create farm to school positions, programs, grants or other resources to support farm to school activities
<b>Indicator 2:</b> Teachers, child care educators, foodservice workers, students and producers are trained in farm to school education and gardening activities
<b>Measure 2.1:</b> Increase in professional development programs for teachers, foodservice workers and growers that include

### Program outcome example



- Outcome: Farm to school activities are aligned to Early Learning Framework, the Common Core, or state content standards to support student engagement and learning.
- Indicator: Sites offer a range of learning opportunities aligned to support learning skills and content areas such as service learning, community connections, inquiry-based learning and hands-on field experiences to food.
- Measure: Number of teachers using food system or gardening curriculum aligned to Early Learning Framework, Common Core or state-adopted content standards.

### Research outcome example



- Outcome: Farm to school activities support student educational success.
- Indicator: Student readiness to learn.
- Measure: Student participation in school breakfast programs when farm to school activities are conducted with breakfast

### Policy outcome example



- Outcome: Education policy and programs support farm to school activities.
- Indicator: Education agencies allocate resources to support farm to school programming.
- Measure: State legislature provides funding to create farm to school positions, grants or other resources to support farm to school activities.



# Evaluation for Transformation: Sectoral Brief

## Environmental Quality

### Environmental Quality and Farm to School

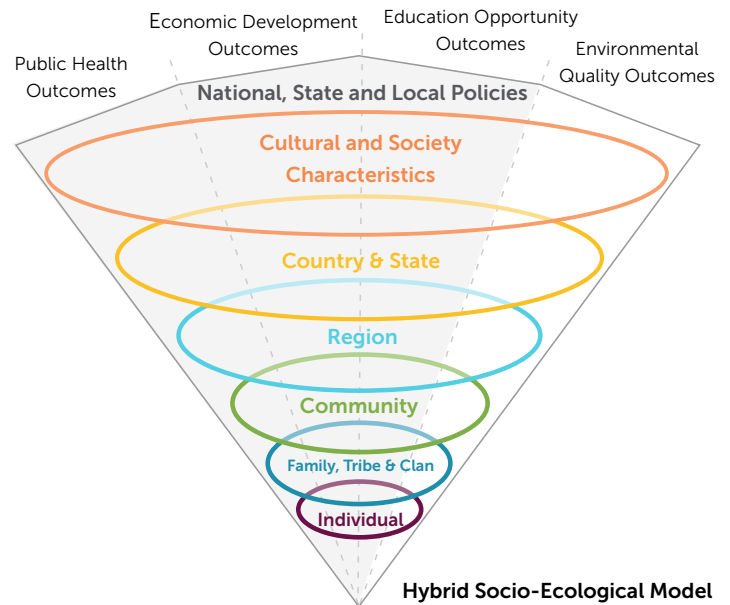
This sectoral brief accompanies *Evaluation for Transformation: A Cross Sectoral Evaluation Framework for Farm to School*, focusing on the environmental quality linkages with farm to school / farm to preschool. Participants can observe how core farm to school elements and activities can help children learn an environmental ethic, how schools create new community “greenspace” infrastructure for healthy environments, and how schools buy local or regional foods produced to reduce potential negative environmental impacts. Examples of how farm to school activities link to environmental quality include:

- Encouraging children to learn environmental attitudes and behaviors.
- Creating green-spaces such as gardens and naturescapes.
- Supporting producers who help steward natural environments.

### CORE ELEMENTS OF FARM to SCHOOL



The core elements of farm to school and farm to preschool include: procurement of local and regional food products, gardening and education (food and farm related).



Farm to school activities can support environmental quality outcomes at multiple levels of the socio-ecological model.

- **National, State and Local Policies:** Policies support gardens at every school in the state.
- **Cultural and Society Characteristics:** Increase demand for local foods that are also sustainably produced.
- **Region, Country and State:** Producers increase agricultural innovations to reduce environmental impact.
- **Community:** School districts use integrated pest management policies to maintain their school grounds with less chemicals.
- **Family, Tribe and Clan:** Increase purchase of foods produced with less chemicals.
- **Individual:** Students learn to grow food in a garden using environmentally supportive methods such as composting.

## What the Evaluation Framework Offers

The evaluation framework is intended to be a resource for farm to school planning, evaluation, research, reporting. The framework categorizes priority outcomes for environmental quality by program, research and policy levels. Example priority outcomes, indicators and measures for each level are provided (refer to document for full listing).

The evaluation framework also provides:

- Common language on farm to school core and supplemental elements, touch points and actors.
- A comprehensive literature review of farm to school and farm to preschool outcomes in four sectors (public health, community economic development, education and environmental quality).
- Guidance on program articulation and tools to track implementation.
- Lists of implementation and evaluation tools.



**Evaluation for Transformation: A Cross Sectoral Evaluation Framework for Farm to School** was developed as a collaborative project led by the National Farm to School Network, funded in part by the Aetna Foundation.

To download the evaluation framework or to provide feedback, visit [www.farmtoschool.org/resources-main/evaluation-framework](http://www.farmtoschool.org/resources-main/evaluation-framework)

The **National Farm to School Network** is an information, advocacy and networking hub for communities working to bring local food sourcing and food and agriculture education into schools and preschools.



<b>Program Outcome 1: Students are environmentally literate through engagement in farm to school activities.</b> <b>Indicator 1:</b> 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. <b>Measure 1:</b> Number of children, at what grades, for what length of time, are receiving what type of lessons on environmental concepts connected to food system? <b>Measure 2:</b> Types of curriculum aligned with Core to Food Systems <b>Measure 3:</b> Number of children, at what grades, for environmentally responsible behaviors or recycling.	<b>Research Outcome 1: School supports environmentally friendly practices</b> <b>Indicator 1:</b> School district purchase of sustainably produced foods <b>Measure 1.1:</b> Quantity purchased and amount spent on local foods that are also third-party eco-label certified foods <b>Measure 1.2:</b> Producers track and provide measures to school or district about other environmental production practices for foods schools buy that are not third-party certified, such as integrated pest management, mulch, cropping or aquifer restoration plantings <b>Indicator 2:</b> Reduction in cafeteria waste <b>Measure 2.1:</b> School district has a waste reduction program or are...
<b>Policy Outcome 1: Institutional Support for Local, Sustainable Foods</b> <b>Indicator 1:</b> Institutional procurement policies and programs that encourage purchase of, allocate resources to developing, or create infrastructure that encourages the markets for sustainable products that are also local. <b>Measure 1.1:</b> The number of school district procurement policies that set goals or other support for purchase of local products that are sustainable <b>Measure 1.2:</b> Reporting on progress the school district makes on implementing and attaining goals related to local and sustainable product purchases <b>Measure 1.3:</b> The number of state or tribal procurement policies with goals or other support for purchase of sustainable, local products	

### Program outcome example



- Outcome: Students are environmentally literate through engagement in farm to school activities.
- Indicator: Increase in student knowledge about the relationship between the environment and food systems, including environmental impacts of food production, processing, distribution and waste or composition.
- Measure: 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.

### Research outcome example



- Outcome: School supports environmentally friendly practices.
- Indicator: School district purchase of sustainably produced foods.
- Measure: Quantity purchase and amount spent on local foods that are also third-party eco-label certified foods.

### Policy outcome example



- Outcome: Institutional support for local, sustainable foods.
- Indicator: Institutional procurement policies and programs that encourage purchase of, allocate resources to developing, or create infrastructure that encourages the markets for sustainable products that are also local.
- Measure: The number of school district procurement policies that set goals or other support for purchase of local products that are sustainable.



# Evaluation for Transformation: Sectoral Brief

## Public Health

### Public Health and Farm to School

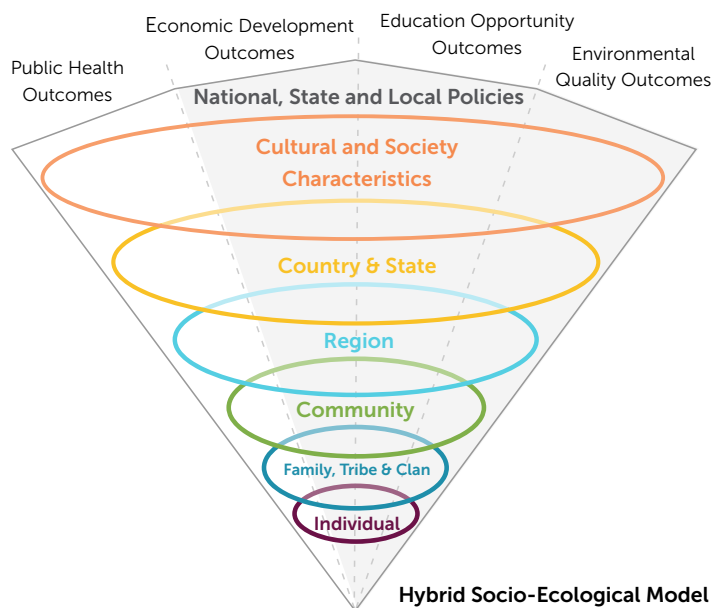
This sectoral brief accompanies *Evaluation for Transformation: A Cross Sectoral Evaluation Framework for Farm to School*, focusing on the public health linkages with farm to school / farm to preschool. Farm to school activities provide all children in schools and preschools and their families equitable access to healthy, local food and food education that empowers them to maintain and improve their health and well-being. Farm to school activities can influence the following public health outcomes:

- Increase access to healthy and local foods in schools. School meals are a critical point of access to healthy food for most children in the United States.
- Promote health and wellness through skill building related to handling and using local food.
- Support children's development of healthy eating habits, such as preferences for and consumption of fruits and vegetables.
- Bolster a school nutrition program's efforts to address child and family food insecurity by increasing interest in school meal programs and encouraging families to grow, safely prepare and cook healthy foods.

### CORE ELEMENTS OF FARM to SCHOOL



The core elements of farm to school and farm to preschool include: procurement of local and regional food products, gardening and education (food and farm related).



Farm to school activities can support public health outcomes at multiple levels of the socio-ecological model.

- **National, State and Local Policies:** Legislation supports farm to school, such as state policies that encourage gardening in schools.
- **Cultural and Society Characteristics:** Preference for local and healthy foods becomes the social norm.
- **Region, Country and State:** Land-use laws support development of gardens and agriculture to produce foods for communities.
- **Community:** Families visit local farmers' markets and connect with farmers that produce the foods their children consume in school and purchase products for home use.
- **Family, Tribe and Clan:** Children bring home samples and recipes of local, seasonally available foods served in schools to try at home.
- **Individual:** Children are aware of and have positive attitudes toward healthy, local fruits and vegetables in their school lunches and demonstrate new eating behaviors.

## What the Evaluation Framework Offers

The evaluation framework is intended to be a resource for farm to school planning, evaluation, research, reporting. The framework categorizes priority outcomes for public health by program, research and policy levels. Example priority outcomes, indicators and measures for each level are provided (refer to document for full listing).

The evaluation framework also provides:

- Common language on farm to school core and supplemental elements, touch points and actors.
- A comprehensive literature review of farm to school and farm to preschool outcomes in four sectors (public health, community economic development, education and environmental quality).
- Guidance on program articulation and tools to track implementation.
- Lists of implementation and evaluation tools.



**Evaluation for Transformation: A Cross Sectoral Evaluation Framework for Farm to School** was developed as a collaborative project led by the National Farm to School Network, funded in part by the Aetna Foundation.

To download the evaluation framework or to provide feedback, visit [www.farmtoschool.org/resources-main/evaluation-framework](http://www.farmtoschool.org/resources-main/evaluation-framework)

The **National Farm to School Network** is an information, advocacy and networking hub for communities working to bring local food sourcing and food and agriculture education into schools and preschools.



<b>Program Outcome 1: Students and their families access locally produced, healthy food through schools</b>	
<b>Indicator 1: Student access to local, healthy foods in schools</b>	
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-saving strategies used to increase time or sight, accessibility and appeal of healthy, local foods	
Measure 1.4: The number of ways procuring local food at the school	
<b>Research Outcome 1: Family access to local, healthy foods in the community</b>	
<b>Indicator: Farm to school activities increase awareness of local food availability in the community</b>	
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	
<b>Policy Outcome 1: Students and their families access locally produced, healthy food through schools</b>	
<b>Indicator 1: School district and school policy environment supports student access to local, healthy foods in school meals</b>	
Measure 1.1: 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	
Measure 1.2: Increase in the number of school-level wellness policies that include language on farm to school activities as part of addressing nutrition and wellness efforts	
Measure 1.3: Increase in number of schools with policies that schedule recess before school lunch	
Measure 1.4: Increase in number of schools with policies that support adequate time for student meals	

### Program outcome example

- Outcome: Students and their families access locally produced, healthy food through schools.
- Indicator: Student access to local healthy foods in schools.
- Measure: Number of students participating in, or exposed to, farm to school activities such as school gardening, cooking, nutrition and food-based lessons.

### Research outcome example

- Outcome: Family access to local, healthy foods in the community.
- Indicator: Farm to school activities increase awareness of local food availability in the community.
- Measure: Number of people who received local, healthy food through participation in farm to school program activities; for example, garden harvest baskets.

### Policy outcome example

- Outcome: Students and their families access locally produced, healthy food through schools.
- Indicator: School district and school policy environment supports student access to local, healthy foods in school meals.
- Measure: 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.