



Process to Develop an Evaluation Framework for Farm to School for Canada

Discussion Guide: Education and Learning

December 1, 2020

Farm to Cafeteria Canada and its partners are developing an Evaluation Framework for Farm to School in Canada. We are using a modified Delphi method consisting of 3 rounds of surveys and virtual conversations to work towards identifying priority outcomes and indicators that would be valuable to measure to demonstrate the impacts of farm to school in Canada. More about this process is available at <http://www.farmtocafeteriacanada.ca/our-work/farm-to-school-canada/evaluation-framework/>

To prepare for the virtual discussion on Education and Learning

- 1) Review what is meant by [Farm to School](#) (our [3.5 minute intro to the evaluation framework video](#) provides a quick overview)
- 2) Think about the following overarching question (even write your reflections down if you can):
“What short or medium-term Education and Learning outcomes would be valuable for farm to school programs across Canada to measure?” ** Think about what evidence you might want to show, communicate or understand about farm to school programs so that you can provide or gain support for them.
- 3) Review this discussion guide, particularly the questions for discussion.

Definitions

Outcome: A change that we want to see happen as a result of farm to school activities
(e.g. **Members of the school community have more access to local food**)

Indicator: A way of measuring whether that change has happened
(e.g. **Number of days during the school year where local food is served**)

Short to medium-term: Change can be seen immediately or within the next 5 years

<http://www.farmtocafeteriacanada.ca/>

Proposed Outcomes and Possible Indicators - Education and Learning

Proposed List of Education and Learning Outcomes - Quick Summary:

1. Members of the school community learn and apply hands-on food literacy skills
2. Members of the school community have more knowledge and skills needed for food-related careers
3. Members of the school community have better mental health and well-being
4. Students' academic performance has improved
5. Members of the school community have more knowledge of and interest in nutrition and healthy eating
6. Members of the school community have more knowledge of and interest in increasing access to healthy food and addressing food insecurity
7. Members of the school community have more knowledge of and interest in local foods and the local food system
8. Members of the school community have more knowledge of and interest in the foods, traditions and food systems of diverse cultures
9. Members of the school community have more knowledge of and interest in Indigenous foods and Indigenous food systems
10. Members of the school community have more knowledge of and interest in environmentally sustainable food system practices

Questions for discussion:



- Where could we include one or more indicators about staff, administrator, community buy-in for farm to school initiatives? Are there other indicators that we should add re: student confidence / agency to work for change?
- What other community collaborations / relationships should we include in any of the outcomes?
- What other institutional support (policy / program / infrastructure / training / investment) indicators should we include in any of the outcomes (including the concept of peer learning opportunities)?
- How else could we include concepts of food sovereignty in the indicators?
- Do we need to include more language anywhere about critical food literacy - i.e. learning about / asking critical questions about our global food system or different types of food systems?
- Which of the proposed indicators would you most like to see measured (and why)? And what tools could we use to measure them?

Proposed List of Education and Learning Outcomes and Possible Indicators - Full List:

Proposed Outcome #1: Members of the school community learn and apply hands-on food literacy skills

Possible indicators:

Amount that learning opportunities are offered:

- Number or % of schools / courses that teach students how to garden
- Number or % of schools / courses that teach students how to prepare healthy meals or snacks
- Number of school events that allow students to demonstrate hands-on food literacy skills

Student participation and engagement:

- Number or % of students that participate in activities where they gain hands-on food literacy skills
- Amount that students are involved in preparing food for their school's food service
- Amount that students plan, prepare and are involved in preparing more meals at home / with their family
- Amount that students garden and grow food at home
- Number or % of schools that have gardens / greenhouses or can access community gardens / greenhouses
- Amount that students preserve food at home

Student knowledge:

- Number or % of students that know how to follow / adapt a recipe and prepare healthy meals or snacks
- Amount that students know how to grow and harvest their own food
- Amount that students know how to preserve food to increase its shelf life
- Amount that students know how to shop for food / shop on a budget

Student confidence / feelings of self-efficacy:

- Number or % of students that feel confident following / adapting a recipe and preparing healthy meals or snacks
- Students' reported confidence growing and harvesting food
- Amount that students have the self-confidence / self-efficacy needed to maintain a healthy lifestyle with respect to food

Culturally appropriate:

- Amount that hands-on food skills education at the school reflects the knowledge and traditions of cultures that are representative of the student body

Community collaboration Indicators:

- Amount that staff, volunteers and students learn food knowledge and skills from members of the broader community
- Amount that farm to school program staff and volunteers learn practical skills from food practitioners
- Number of partnerships that leverage opportunities e.g. working with community kitchens...

Institutional support:

- Amount that teaching staff are knowledgeable about how to connect hands-on food literacy skills to different curriculum expectations
- Amount that curriculum has been added or strengthened to support hands-on food literacy skills
- Institutional policies include stronger language to support hands-on food literacy in schools including the development of school gardens and engaging students in food preparation
- Amount of institutional support and allocation of resources for hands-on food literacy education

Proposed Outcome #2: Members of the school community have more knowledge and skills needed for food-related careers

Possible indicators:

Activities / events / courses offered:

- Number of courses at school that provide students with skills for food-related careers
- Amount that schools offer students opportunities to learn about food-related careers

Student interest and action:

- Number of students that participate in school activities where they gain hands-on food literacy skills
- Number of students that are enrolled in courses that teach them how to work in the food sector
- Number of students that are employed in food-related careers (e.g. summer farming programs)
- Number of students that apply to / graduate into food-related careers

Community collaboration Indicators:

- Amount of connections, partnerships and participation that exist between the school and those employed in the food sector

Institutional support:

- Amount that school staff are trained to be able to teach skills required for food related careers
- Number of volunteers and school staff that receive training to advance their own food related careers
- Amount that school staff receive training to support student career development in food related careers

Proposed Outcome #3: Members of the school community have better mental health and well-being

Possible indicators:

Environment provided:

- Amount that outdoor spaces are actively used to promote mental health in students
- Amount that students eat together in a communal setting

Student reports of wellbeing:

- Amount that students report that they feel that they belong at school
- Amount that students perceive that they have access to enough healthy food at school
- Amount that students report stronger friendships and relationships with other members of the school community
- Students' perceptions of autonomy

- Amount that students report that their cultural food traditions are respected and celebrated at school
- Amount that students report and demonstrate confidence in implementing food skills and being able to maintain a healthy lifestyle related to food decisions
- Amount that students believe that they have some control and influence over their own food system
- Students' reported desire to be at school

Staff reports of student wellbeing:

- Amount that students are involved and engaged in farm to school and school food activities
- Amount of reported vibrancy and excitement at the school
- Number of conflicts between students
- Perceptions of students' mental health as reported by teachers and administrators
- Amount that students can focus in class
- Perceptions of students' character strengths including motivation, responsibility, confidence, initiative, leadership and creativity.

Community collaboration indicators:

- Number and quality of opportunities for peer-to-peer relationship building and learning among teaching staff, volunteers, administrators and community partners
- Amount that students report more interpersonal connections and meaningful relationships within the school community including across cultural differences
- Amount that students have relationships with and guidance from members of the community including elders, farmers, community partners, health professionals
- Strength of teachers' / administrators' reported relationships with families, community partners and others

Proposed Outcome #4: Students' academic performance has improved

Possible indicators:

- Reports of students' focus in class
- Level of student involvement and engagement in school activities
- Ease of learning academic concepts
- Student grades
- Student attendance

Proposed Outcome #5: Members of the school community have more knowledge of and interest in nutrition and healthy eating

Possible indicators:

Activities / events / courses offered:

- Number of lessons, activities and events that identify, celebrate and feature healthy foods
- Number of lessons, activities and events that identify, celebrate and feature culturally diverse foods

- Number of schools that host healthy farm to school fundraisers

School environment that models healthy eating:

- Number of days / week that school staff eat healthy food with the students and model healthy diets
- Amount that students report that the school food environment is one that promotes healthy foods and makes them easy to access.

Expressions of student knowledge:

- Amount that students demonstrate more knowledge about nutritious and healthy eating patterns: Students identify differences between low processed, processed and highly processed food and consequences for their physical and mental health / Students are able to mention 3 healthy eating practices/ Students are able to describe the Canadian Food Guide, components and proportion suggested / Students recognize the benefits of combining healthy eating and physical activity for optimal health / Students recognize the benefits of culturally appropriate food and local food for their health

Change in student preference and action:

- Amount that students express a stronger preference for healthy food
- Measure of student excitement about eating healthy food
- Amount (% or #) of healthy food that students purchase during school hours
- Increase in student activities outside of school hours or beyond graduation related to healthy food (e.g. jobs, hobbies, learning, recreation, purchasing)
- Students are more involved in hands-on activities that involve healthy eating or improve the food environment at school and at home

Change in knowledge and interest of food service workers:

- Amount that Food Service Workers express an understanding of healthy food
- Amount that Food Service Workers express a willingness to prepare healthy food

Change in family action:

- Amount (% or #) Families increase the percentage and quantity of healthy food that they purchase
- Amount of school communications about healthy food (on school website, social media, on posters, messaging home)
- Number or % of families that participate in healthy farm to school fundraisers
- Amount that healthy food is normalized vs unhealthy food in the school environment (posters, vending machines, events, rewards)

Community collaboration Indicators:

- Number of parents, community members and school staff that are involved in planning and implementing healthy school food initiatives
- Amount and quality of collaboration between schools and community health professionals to support student learning about nutrition and healthy eating
- Amount that school staff and families model healthy eating at school (e.g. through events, fundraisers, etc...)

Institutional support:

- Number of nutrition-related goals in the school action plan

- Amount of professional development received by educators
- Amount that teaching staff are trained to use food concepts as a way to teach a diversity of subjects in the curriculum.

Proposed Outcome #6: Members of the school community have more knowledge of and interest in increasing access to healthy food and addressing food insecurity

Possible indicators:

Activities / events / courses offered:

- Number of schools that put in place / number of students who participate in activities that enhance food security

Expressions of student knowledge:

- Amount that students can describe the socio-economic underpinnings of our current food system and the root causes of current food system inequities
- Amount that students are able to describe food security / insecurity and its effects on people (including the reasons people might not be able to access healthy food)
- Amount that students can describe the intersectionality between food, race, sovereignty, justice, the climate and the environment
- Amount that students can describe the importance of food sovereignty for people’s well-being, including access to healthy and culturally appropriate food
- Amount that students are able to describe areas for action to increase access to healthy food and how this could address food insecurity
- Number of students that learn how to budget for and purchase or otherwise access healthy food food

Change in student preference and action:

- Number of students that take concrete actions to help address community food insecurity at the school or in the community
- Amount that school staff / administration take concrete actions to help address food insecurity at the school or in the community

Proposed Outcome #7: Members of the school community have more knowledge of and and interest in local foods and the local food system

Possible indicators:

Activities / events / courses / food offered:

- Number of classes that teach about local food systems.
- Number of school days where local food is served.
- Number of students that are engaged in their food system (gardening, preparation of local food, etc...)
- Number of schools that host healthy farm to school fundraisers.
- Amount of place-based education practices that link food to the local context of community, geography, ecosystems, politics, economy, etc.
- Amount of school communications about local food (on school website, social media, on posters, messaging home, signage in the school cafeteria).

Expressions of student knowledge:

- Amount that students are aware of how, where and when to find local foods in their area.
- % of students that can name 3 strategies to buy local products according to the season.
- Amount that students are aware of when local food is served to them at school.
- Amount that students can describe the intersectionality between food, race, sovereignty, justice, the climate, the environment etc...
- Amount that students are able to identify / describe their local food system, local foods, local food providers and foods in season.
- Amount that students are able to map their local food system process, key players and the connections between them

Expressions of family and staff knowledge:

- Amount that families are aware of how, where and when to find local foods in their area
- Amount that staff are aware of how, where and when to find local foods in their area
- % of members of the school community that can name 3 strategies to buy local products according to the season

Change in student preference and action:

- Students' reported perceptions and attitudes towards locally sourced food and local food providers
- Amount that students report an intention to buy local foods
- Students' reported preference for eating local food
- Amount that students ask for or buy local food at home
- Amount that students ask their school's food service to serve more local food
- Amount of local food that students buy from the school's food service
- Amount of local food eaten by students
- Amount that students believe that they have some control and influence over their own food system
- Amount of student participation in activities outside of school hours or beyond graduation related to local food (e.g. jobs, hobbies, learning, recreation, purchasing)

Change in staff preference and action:

- School staff perceptions and attitudes towards locally sourced food and local food providers
- Amount that school staff report an intention to buy local foods
- Amount of local food eaten by school staff

Change in family preference and action:

- Number of families that participate in healthy farm to school fundraisers
- Amount that families report an intention to buy local foods
- Amount (% and #) of local food purchased by families
- Amount of local food eaten by families

Community collaboration Indicators:

- Number of community members that are involved in students' learning journeys

Institutional support:

- Amount that the school curriculum includes learning about healthy local food and local food systems.
- Amount that teaching staff are trained to use local food system concepts as a way to teach a diversity of subjects in the curriculum.

Proposed Outcome #8: Members of the school community have more knowledge of and interest in the foods, traditions and food systems of diverse cultures

Possible indicators:

- Amount / regularity of diverse and culturally appropriate food served at school
- Amount that students purchase culturally diverse food from the school cafeteria
- Number of days where culturally diverse foods are served
- Amount that students share their cultural food traditions at school
- Amount that educators embed awareness of diverse cultural foods, traditions and food systems in class lessons in a variety of ways
- Students' capacity to identify 3 kinds of foods meaningful to their own culture, family and ancestry
- Students' capacity to identify 3 kinds of traditional foods belonging to different cultures
- Students' capacity to grow foods in the school or community garden that are appropriate to their cultures
- Amount that students ask for or purchase culturally diverse food at home
- Amount that families purchase culturally diverse food

Community collaboration Indicators:

- Amount that community members of various cultures and backgrounds, especially those representative of the school community, share their foods, traditions and teachings (where appropriate)

Proposed Outcome #9: Members of the school community have more knowledge of and interest in Indigenous foods and Indigenous food systems

Possible indicators:

- Amount that students are able to describe diverse traditional Indigenous food systems
- Amount that students can describe the intersectionality between food, race, sovereignty, justice, the climate, the environment etc...
- Amount that students understand the connections between people, the land, and their food and learn to be grateful for what the land offers
- Amount that students understand the connections between human health and the health of the land
- Amount that students learn to sustainably source traditional foods from the land and water
- Amount that students learn sustainable food system practices that are based on traditional ways of knowing
- Amount that students are able to describe the importance of food sovereignty for Indigenous cultures

Community collaboration Indicators:

- Amount that elders and other Indigenous community members participate in students' learning journeys

- Amount that Indigenous community members connect with the school to share their foods, traditions and teachings (where appropriate)

Proposed Outcome #10: Members of the school community have more knowledge of and interest in environmentally sustainable food system practices

Possible indicators:

What is offered:

- # of events and activities that raise awareness about environmentally sustainable food system practices
- Amount that traditional Indigenous food system practices are acknowledged and taught in appropriate ways
- Amount that students enroll in courses that teach about the connections between food system practices, human health and the environment (e.g. the benefits of supporting pollinators)

Knowledge:

- Amount that members of the school community are able to identify/describe environmentally sustainable food system practices
- Amount that members of the school community are able to describe food sovereignty
- Amount that students can describe the advantages / disadvantages of different food systems for the health of people and planet
- Amount that members of the school community are able to describe the connections between food system practices, human health, the environment, race, justice, the climate, other related issues, and the impacts of their own personal choices.

Interest / Preference:

- Student perceptions of the importance of sustainable food practices
- School staff perceptions of the importance of sustainable food practices
- Amount that students express a preference for sustainably produced foods at home and at school
- Students' accountability towards the environment

Action:

- Amount (# and %) of sustainably produced food consumed by students
- Number of students that purchase sustainably produced food at school
- Frequency that students ask for more sustainably produced food to be served at school (or # of students that ask)
- Frequency that students ask for or purchase more sustainably produced food at home
- Amount of sustainably produced food purchased by families
- Number of student activities outside of school hours related to sustainable food (e.g. jobs, hobbies, learning, recreation, purchasing)
- Amount that students engage in more environmentally sustainable food initiatives and practices