Process to Develop an Evaluation Framework for Farm to School for Canada
Round 2 Report
November 10, 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/

From September 21 - October 9, 2020, 31 participants shared feedback on a second round of outcomes and proposed indicators for farm to school programs (the first round and data analysis had been completed between August 7 and September 20).

This document: (a) shares the list of revised outcomes and proposed indicators and provides a report on how we integrated all of the feedback we received during Round 2; and (b) introduces questions that will be discussed during the virtual discussions that will be held from November 26 - December 8, 2020.

Next steps:
The virtual discussions from November 26 - December 8 will give participants the opportunity to discuss what gaps exist in the outcomes and indicators that have been proposed in this document, and to identify what indicators participants believe are most important to measure.

To register for these conversations:
- Thursday, November 19 at 1:00 pm EST – Environment
- Thursday, November 26 at 1:00 pm EST – Public Health
- Tuesday, December 1 at 1:00 pm EST – Education and Learning
- Tuesday, December 8 at 1:00 pm EST – Community Economic Development

http://www.farmtocafeteriacanada.ca/

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

Summary of Round 2 Feedback

Summary of participants: 31 respondents (27 in English, 4 in French)

Identified Role		What province or territory do you work in/represent?		Impact area participant wishes to respond to	
Academic/researcher	7	Alberta	1	Public Health	22
Funder	1	British Columbia	4	Community Economic Development	18
Government or government agency representative	7	Manitoba		Education and Learning	23
Public health professional	6	New Brunswick	4	Environment	13
NGO representative	9	Newfoundland and Labrador	2		
Teacher	2	Nova Scotia	2		
School administrator (including school board representative)		Ontario	12		
Food provider (farmer/producer/harvester)	2	Prince Edward Island			
Private company/organization	1	Quebec	4		
Food service staff	2	Saskatchewan			
		Territories			
		Canada	2		

** Future rounds will be used to request feedback from those who have not been sufficiently represented in this process

Overall comments from the feedback we received during Round 2:

Thank you for all of the feedback you shared! As with Round 1 we have worked hard to integrate all of your comments and they have led to a much stronger set of draft outcomes. Here is a brief summary of broad changes and considerations (recognizing that this is an ever-evolving process):

Outcomes and indicators:

● In some cases, concerns were raised that we could not attribute an outcome to farm to school. In each of the outcomes we present in this framework we do know of research that shows that the outcome can be linked back to farm to school programs. We will do our best to figure out how we might measure these outcomes in future rounds of this process (possibly in the longer-term, depending on the outcome).

- We also want to recognize that farm to school operates within the broader food system. This means that while schools will be able to impact and measure some of the outcomes and indicators, other indicators will need to be measured by other members of the community such as researchers, community partners, and business associations.

- There was a lot of debate about which statements made sense as outcomes and which made sense as indicators. We have kept outcomes to those statements that reflect an end goal or desired achievement for that impact area. Many outcomes proposed in Round 1 were made into indicators in Round 2 or removed because of this.

- Many comments were shared about where we could break up some outcomes and combine others. We have presented what we could see as being the most useful way of separating these outcomes, especially when thinking about practically measuring the indicators. We will keep thinking about and testing how to best articulate and separate out the outcomes.

- A number of comments suggested using the terms 'food sovereignty' and 'food justice'. Because of the many layers embedded in these complex concepts and terms we have worked to pull out the important ideas embedded in them and integrated those as indicators throughout the different relevant outcomes. If there are any concepts missing that are a part of food sovereignty or food justice we would love to hear where they could be added.

- We have continued to duplicate outcomes in different relevant sections.

Virtual discussions:

- We have included some "questions for further discussion" in the tables below that will be used to guide our November / December virtual discussions.

Further work needed:

- We will create a definitions section in our final Evaluation Framework document where we will define terms such as "food literacy", "healthy", "local", "sustainably produced" and "environmentally sustainable food system practices".

- In our final framework we will also clearly define the scope for each of the four impact areas.

- There are some specific sections that will need more focused conversations with relevant members of the community.

- A long list of indicators have been developed. We will work to narrow these indicators down in future stages of the process.

- Future rounds of this process will need to consider how to ensure that the content of the framework reflects diversity in regions and contexts and how they may be applied.

- Future rounds of this process will also need to consider how to make this evaluation framework easy to implement by schools and program practitioners.

Summary - Revised Outcomes

Revised List of Environment Outcomes (see full list of outcomes and indicators on pp. 5-8):

1. Members of the school community learn and apply food skills that contribute to environmental stewardship

2. Members of the school community have more access to sustainably produced foods

3. Members of the school community appreciate nature more and develop eco-friendly attitudes

4. Members of the school community have more knowledge of and interest in environmentally sustainable food system practices

Revised List of Public Health Outcomes (see full list of outcomes and indicators on pp. 9-17):

1. Members of the school community consume healthier food

2. Members of the school community have more access to healthy and culturally appropriate food

3. Members of the school community learn and apply hands-on food literacy skills

4. Members of the school community have more knowledge of and interest in nutrition and healthy eating

5. Members of the school community have more knowledge of and interest in increasing access to healthy food and addressing food insecurity

6. Members of the school community have better mental health and well-being

7. Students engage in more physical activity

Revised List of Education and Learning Outcomes (see full list of outcomes and indicators on pp. 18-28):

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 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.

Revised List of Community Economic Development Outcomes (see full list of outcomes and indicators on pp. 29-35):

1. Local/regional food providers increase their business income

2. Local/regional food providers who have traditionally been underrepresented and disenfranchised earn a more representative part of the market share

3. There are more food jobs in the community and workers are more satisfied with their jobs

4. Members of the school community have more access to local food

5. Members of the school community have more knowledge of and and interest in local foods and the local food system

6. Members of the school community have more knowledge and skills needed for food-related careers

Environment

Discussion to be held November 19, 2020

Original:	**Revised**:
Members of the school community learn and apply skills that contribute to environmental stewardship (e.g. to grow and harvest sustainably produced food; to preserve food; to compost; to shift to reusable plateware; to minimize food and packaging waste; to purchase and advocate for environmentally sustainable foods)	Members of the school community learn and apply food skills that contribute to environmental stewardship

Explanation of changes: Removed examples; included them all in the indicators. Added "food" next to skills

Possible indicators:

What is taught:

- Number of courses that teach students how to apply food skills that contribute to environmental stewardship
- Amount that traditional Indigenous food system practices are acknowledged and taught in appropriate ways

Growing:

- Number of students that learn to grow and harvest food
- Number of students that grow food at home

Cooking / preserving:

- Number of students that learn to preserve food to increase its shelf life
- Amount of food that students preserve at school and at home
- Number of students that know how to prepare healthy meals and snacks
- Number of students that report that they prepare healthy meals and snacks at home

Waste:

- Amount of food waste produced by students
- Amount of food waste produced by food service staff
- Amount of food waste that students bring home from school
- Amount of food packaging waste produced by students
- Amount of food packaging waste produced by food service staff
- Number of students that learn how to compost
- Number of schools that compost

Other:

- Carbon footprint of the school community
- Food miles of the food purchased by the school
- Amount that schools make use of reusable plateware
- Number of students that lead food initiatives that reduce environmental impacts

Original:	Revised:
Members of the school community have more access to sustainably produced foods in school	Members of the school community have more access to sustainably produced foods

Explanation of changes: "In school" has been deleted because members of the community might have more access to sustainably produced school outside of school too if they learn how to better access it.

Possible indicators:

Purchases / growing:

- Amount (# and %) of sustainably produced food purchased by the school
- Amount of money spent by the school on sustainably produced food
- Reported ease of purchase of sustainably produced food by staff responsible for purchasing
- Amount of food grown by the school garden and served at school

Serving food at school:

- Number of days where sustainably produced food is served in school
- Number of meals or snacks of sustainably produced food served to students and staff
- Amount by weight (# and %) of sustainably produced food served to students and staff
- Variety of sustainably produced foods that are served at school

Providing access to families:

- Number of F2S fundraisers providing sustainably produced food
- Number of schools that are an access point for CSAs or other local food boxes

Institutional support:

- Number of institutional policies that include local and sustainable food procurement targets for schools.
- Number or % of institutional funds allocated to sustainable practices and the procurement of sustainable foods by schools.

Original:	Revised:
Members of the school community appreciate nature more and develop eco-friendly attitudes	Members of the school community appreciate nature more and develop eco-friendly attitudes

Possible indicators:

- Amount that students experience outdoor learning
- Amount that students report that they want to be in contact with nature
- Student report how much connection and gratitude they feel for the land and what it offers (concept is based on traditional teachings)

Original:	**Revised:**
Members of the school community have more knowledge, awareness and interest in food sovereignty and environmentally sustainable food system practices	Members of the school community have more knowledge of and interest in environmentally sustainable food system practices

Explanation of changes: Deleted "awareness" - it is covered when we measure knowledge and interest. Removed "food sovereignty": this concept is really big and indicators have been integrated throughout other outcomes .

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

Original: Members of the school community consume more sustainably produced foods	**Revised**: (None - removed)

Explanation of changes: Consumption of sustainably produced foods is not necessarily valuable for advancing Environmental ends - what is important for environmental goals is increasing access (including purchases) as well as knowledge and interest of sustainably produced foods. Indicators about consumption have been included under the "knowledge and interest" outcome.

Original: Members of the school community better understand the connections between food system practices, human health, the environment, and their own personal choices	**Revised**: (None - removed)

Explanation of changes: This has been made an indicator of "Members of the school community have more knowledge of and interest in environmentally sustainable food systems practices."

Original: Members of the school community learn and apply hands-on food literacy skills	**Revised**: (none - removed)

Explanation of changes: Removed this item because the goal is to improve the environment; has been combined with the outcome "Members of the school community learn and apply skills that contribute to environmental stewardship".

Original: Increase in and strengthening of institutional policies and programs that support sustainable practices and the procurement of sustainable foods	**Revised**: (none - removed)

Explanation of changes: Not an end goal - relevant indicators have been inserted into the other outcomes (showing how solid infrastructure, policies and programs can give so much of a good foundation to the main outcomes).

Questions for discussion relevant to all of the outcomes:

- Are there places where we should be including language about climate change in the indicators?

- 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?

Public Health

Discussion to be held November 26, 2020

Original:	**Revised:**
Members of the school community consume more healthy food	Members of the school community consume healthier food

Explanation of changes: By changing the language to "healthier" we can look at both the increase of healthy foods (such as vegetables and fruits) and the decrease of unhealthy foods (such as ultra-processed foods). We will share a definition of healthy food that reflects Canada's Food Guide.

Possible indicators:

Healthier food consumed:

- Number of daily servings of vegetables and fruit at school consumed by students
- Number of daily servings of vegetables and fruit consumed by students on a school day
- Number of daily servings of processed food consumed at school
- Number of daily servings of processed food consumed by students on a school day
- Number of daily servings of vegetables and fruit consumed by staff at school
- Number of daily servings of vegetables and fruit consumed by families
- Number or % of students that report that farm to school activities have improved their physical health

Institutional support:

- Existence of with a provincial school nutrition policy
- Percentage of schools that comply with provincial school nutrition policy

Original:	**Revised:**
Members of the school community have more access to healthy food	Members of the school community have more access to healthy and culturally appropriate food

Explanation of changes: The revised statement considers 'culturally appropriate' to be a fundamental aspect of healthy food. Our definition of healthy food in the final evaluation framework will include "culturally appropriate" and point to Canada's Food Guide. Some indicators below focus specifically on access to culturally appropriate food.

Possible indicators:

Increasing school / family access:

- Amount of food produced for the school using a school garden or greenhouse, or a community garden
- Amount of healthy food that is contributed to the school by the community

- School budget for healthy food

- Amount of healthy food purchased by families (# or %)

Healthy food served:

- Average number of days / week where healthy food is served to students

- Average number of healthy meals / snacks served to students per week

- Number or % of schools that serve fresh vegetables and fruits to students

- Variety of healthy foods served at school

- Amount (# or %) of processed and highly processed foods that are available at the school

- Perceived quality, freshness, taste, and nutrition of school food

Dignified and equitable access:

- Number or % of schools where students can access healthy food in a dignified way regardless of their ability to pay

- Perception by members of the school community that students can access healthy food in a dignified way regardless of their ability to pay

Culturally appropriate food is served and accessible:

- Amount that members of the school community perceive that food served at school, in a variety of settings, reflects the cultural backgrounds (and traditions) of the student population

- Perception by members of the school community that students can access food that is appropriate to their culture

- Amount of culturally diverse food grown in the school garden or a community garden serving the school

Healthier school food environment:

- Amount (%) of healthy food used in fundraising efforts vs unhealthy food

- Amount that staff and students report that the school food environment is one that promotes healthy foods and makes them easy to access.

Community collaboration Indicators:

- Number and level of engagement of community members that are involved in providing healthy and culturally appropriate food to the school

- Number of partnerships between schools and healthy food providers

- Amount of collaboration and monitoring of joint activities among relevant stakeholders (meetings, working groups, etc…)

Institutional support:

Policies:

- Number and quality of policies and programs that support equity in school food programs

- Number and quality of institutional policies that support access to and the consumption of healthier food in schools (higher quality policies include strong language with clear and practical approaches as well as timelines and funding)

- Degree to which healthy school food policies are implemented

Investment:

- Availability of kitchen facilities and other school infrastructure

- Amount of financial and human resource investment in programs that support healthier food to be served in schools

Training:

- Quantity and quality of training programs for teaching staff to learn to teach about nutrition and healthy eating

- Quantity and quality of training programs for school staff regarding about how to integrate culturally appropriate food and food education into the school

- Quantity and quality of training programs for food service workers to prepare healthy meals and snacks

Original:	**Revised**:
Members of the school community learn and apply hands-on food literacy skills	(No change) Members of the school community learn and apply hands-on food literacy skills

Questions for further discussion:
- Do the indicators below reflect self-efficacy / self-confidence enough? I.e. ability to feed oneself a variety of meals, maintain a healthy lifestyle related to food decisions, and in the complex food environment?

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

Original:	**Revised:**
Members of the school community have more knowledge, awareness and interest in nutrition and healthy eating	Members of the school community have more knowledge of and interest in nutrition and healthy eating

Explanation of changes: Deleted "awareness" because it is covered by knowledge & interest.

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 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
- Number of 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, 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 that schools and community health professionals work together 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

Original:	Revised:
Members of the school community have more knowledge, awareness and interest in increasing access to healthy food and addressing food security	Members of the school community have more knowledge of and interest in increasing access to healthy food and addressing food insecurity

Explanation of changes: Deleted "awareness" as it is covered by knowledge & interest. Change to say addressing "food insecurity" as opposed to "food security".

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 action:

● Number of students that take concrete actions to help address 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

Original:	Revised:
Members of the school community have improved mental health, interpersonal connections and socio-emotional well-being	Members of the school community have better mental health and well-being

Explanation of changes: Moved interpersonal relations to be an indicator of well-being (as opposed to an outcome in and of itself). Took out "socio-emotional" to keep it open to all aspects of well-being.

Questions for further discussion:

- How else could we include language around using food to increase cultural understanding, remove cultural barriers, enable reconciliation and the development of meaningful relationships?

- What indicators might we want to include around wellbeing for staff, families, administration etc…?

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

Original:	Revised:
Students engage in more physical activity through hands-on learning activities	Students engage in more physical activity

Explanation of changes: The "how" doesn't matter in the outcome.

Possible indicators:

- Number or % of students who are involved in gardening
- Amount of time students spend gardening
- Number or % of students who are involved in active food preparation activities
- Number or % of students who gain physical activity through building food infrastructure

Original:	Revised:
Members of the school community have more access to culturally appropriate food	(none - removed)

Explanation: The statement about access to healthy food has been combined to include culturally appropriate food, proposing that culturally appropriate food can be considered to be a fundamental aspect of healthy food. We will provide a definition of healthy food in our final evaluation framework that includes "culturally appropriate" and points to the elements in Canada's Food Guide. Some indicators in that section focus specifically on access to culturally appropriate food.

Original:	Revised:
Increase in and strengthening of institutional policies and programs that support healthy food in schools	(none - removed)

Explanation of changes: Removed because it is not an end goal - policies, programs, resources, training are ways to get to the goals. These indicators have been woven into the different outcomes and identified in blue to indicate policy/program.

Questions for discussion relevant to all of the outcomes:

- Can we include any more indicators speaking about the school food environment / school food culture?
- 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?

Education and Learning

Discussion to be held December 1, 2020

Original:	**Revised**:
Members of the school community learn and apply hands-on food literacy skills	Members of the school community learn and apply hands-on food literacy skills

Questions for further discussion:

- Do the indicators below reflect self-efficacy / self-confidence enough? I.e. ability to feed oneself a variety of meals, maintain a healthy lifestyle related to food decisions, and in the complex food environment?

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

Original:	**Revised**:
Students have more knowledge about and skills required for food-related careers	Members of the school community have more knowledge and skills needed for food-related careers

Explanation of changes: All members of the school community could benefit from gaining employable skills.

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

Original:	**Revised**:
Members of the school community have improved mental health, interpersonal connections and socio-emotional well-being	Members of the school community have better mental health and well-being

Explanation of changes: Interpersonal relations are moved to an indicator of well-being (as opposed to an outcome in and of itself). "Social-emotional" taken out so that we consider all aspects of 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

Original:	Revised:
Students' academic performance has improved	**(No change)** 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

Original:	Revised:
Members of the school community have more knowledge, awareness and interest in nutrition and healthy eating	Members of the school community have more knowledge of and interest in nutrition and healthy eating

Explanation of changes: Propose deleting "awareness" - not as relevant in an outcome.

Questions for further discussion:

- Can we include any more indicators speaking about the school food environment / school food culture?

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.

Original:	Revised:
Members of the school community have more knowledge, awareness and interest in increasing access to healthy food and addressing food security	Members of the school community have more knowledge of and interest in increasing access to healthy food and addressing food insecurity

Explanation of changes: Propose deleting "awareness" - not as relevant in an outcome. Change to say addressing "food insecurity" as opposed to "food security"

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

Original:	**Revised**:
Members of the school community have more knowledge, awareness and interest in the local food system, local foods, local food providers, and local food seasonality	Members of the school community have more knowledge of and and interest in local foods and the local food system

Explanation of changes: Deleted "awareness" - not as relevant in an outcome. Language simplified - seasonality and local food providers are included 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 providersAmount 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.

Original:	**Revised**:
Members of the school community have more knowledge, awareness and interest in the cultural foods, cultural diversity, cultural traditions and celebrations, and cultural food systems of their community/ies	Members of the school community have more knowledge of and interest in the foods, traditions and food systems of diverse cultures

Explanation of changes:
- Deleted "awareness" - not nearly as relevant for the purposes of outcomes.
- Removed "their communities" and reworded to reflect that this is about understanding cultural diversity and a broad range of cultures (not just one's own).

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)

Original:	Revised:
Members of the school community have more knowledge, awareness and interest in Indigenous foods and Indigenous food systems	Members of the school community have more knowledge of and interest in Indigenous foods and Indigenous food systems

Explanation of changes: Deleted "awareness" - it is covered when we measure knowledge and interest.

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)

Original:	Revised:
Members of the school community have more knowledge, awareness and interest in food sovereignty and in environmentally sustainable food system practices	Members of the school community have more knowledge of and interest in environmentally sustainable food system practices

Explanation of changes: Deleted "awareness" - it is covered when we measure knowledge and interest. Removed "food sovereignty": this concept is really big and indicators have been integrated throughout other outcomes.

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

Original:	**Revised**:
Members of the school community have more of an understanding of our global food system	(none - removed)

Explanation of changes: Not an end goal; Aspects of understanding the advantages and disadvantages of our broader food system have been moved as indicators under a number of outcomes.

Original:	**Revised**:
Stronger relationships, including among schools, families, elders, food providers, community partners, teachers, principals, and elected representatives	(none - removed)

Explanation of changes: Not an end goal. Relationships and connections have been moved to a section in the indicators of each of the outcomes.

Original:	**Revised**:
Schools raise more money from the sale of healthy and sustainable food	(None - removed)

Explanation of changes: Not an end goal; Integrated as an indicator into a number of outcomes - access to local food, business and income for local farmers, education and learning about local food - it's much more of a great means to achieve the rest.

Original:	**Revised**:
Increase in and strengthening of institutional policies and programs that support farm to school education	(none - removed)

Explanation of changes: Not an end goal; Removed as outcome - indicators have been woven throughout all of the outcomes above so that we can think about each outcome separately and what policies, programs and resources they need.

Questions for discussion relevant to all of the outcomes:

● Where could we include one or more indicators about staff, administrator, community <u>buy-in</u> 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?

Community Economic Development
Discussion to be held December 8, 2020

Original:	Revised:
Increased business, income and market opportunities for local/regional food providers	Local/regional food providers increase their business income

Explanation of changes: Language changed to reflect that business income is the primary goal of this outcome.

Possible indicators:

Sales:

- Local food providers report that they have been able to leverage new products and market opportunities through sales to schools
- Amount of income that local/regional food providers report that they have earned from school markets
- Amount to which local/regional food providers identify that schools provide them with a way to diversify their sales
- Number of regional food distributors delivering to schools
- Number of products / services sold to schools

School actions:

- Amount of $ that schools spend on purchasing local food
- Percentage of the schools' food budget spent on local food
- Variety of (or # of different) regional/local food providers that schools purchase local food from
- Variety of (or # of different) local food products that schools purchase
- Number of schools that host healthy farm to school fundraisers
- Cafeteria income from sale of local food

Family actions:

- Number or % of families that participate in healthy farm to school fundraisers
- Amount of local food purchased by families

Community collaboration Indicators:

- Number of partnerships that have been established between local food providers and schools
- Number of contracts that have been established between local food providers and schools
- Number of collaborative efforts that take place among partners throughout Ontario's local food system
- Amount of social infrastructure to support collaboration (meetings, conferences, networks…)

Institutional support:

- Amount of local food infrastructure that has been established to support school food programs (e.g. food hubs, processing equipment)

Original:	Revised:
School food purchases aim to support food system workers who have typically been underrepresented	Local/regional food providers who have traditionally been underrepresented and disenfranchised earn a more representative part of the market share

Explanation of changes: Reworked the language to better reflect the intention of the outcome - to make sure that food purchasing is more equitable.

Possible indicators:

● Number of contracts and partnerships that exist between schools and local food providers who have traditionally been underrepresented (Indigenous food providers, Black food providers, People of Colour, newcomers, members of the LGBTQ community, women, youth)

● Amount that school food purchases demonstrate a diversity of businesses and prioritize businesses owned by minority groups

● Amount (# and %) of local food that schools purchase from businesses owned by those who have traditionally been underrepresented (Indigenous food providers, Black food providers, People of Colour, newcomers, members of the LGBTQ community, women, youth)

Original:	Revised:
Increased community job creation and job satisfaction	There are more food jobs in the community and workers are more satisfied with their jobs

Explanation of changes: Was made to be a complete and more active sentence.

Possible indicators:

Number of jobs:

● Number of food service, food coordination or food literacy jobs (part time and full time)

● Number of paid positions replacing what were previously volunteer positions.

● Number of student jobs that exist to support the school food system

Quality of jobs:

● Job satisfaction among food service workers

● Amount to which food service workers and providers are engaged in the school's food activities (e.g. planning menus, supporting local supply chains, supporting a school garden, training students in knife skills, etc...)

● Amount to which underrepresented groups are employed in equal status

● Amount to which food service workers and providers feel as though they are a part of the school community

Institutional support:

● Amount to which school food jobs uphold a living wage, decent hours and paid leave

● Amount to which food service workers are trained to prepare healthy meals and snacks

- Amount to which strong human resource policies exist for school food workers and providers that include training and professional development, standards, planning for retention, mentorship and recognition

- Amount to which policies and funding are in place to ensure that school food jobs provide a safe work environment that promote diversity and equity

- Amount to which investments are made towards positions dedicated to develop, implement and manage programs and food services that support the consumption and learning about healthy local food

- Amount of financial investment in programs that support local procurement by schools

Original:	**Revised:**
Members of the school community have more access to local food	**(no change)** Members of the school community have more access to local food

Possible indicators:

School access:

- Number of days where local food is served in school

- Quantity (# and %) of local food purchased and served in school

- Amount of money spent by the school on local food

- Amount of food grown in the school garden and served at the school

- Amount of local food that is contributed to the school by the community

- Number of opportunities for community members to engage in food production that supports the school

- Number of schools that host healthy farm to school fundraisers

- Number and magnitude of barriers to sourcing safe food from small local farmers that are experienced by school food buyers

Family access:

- Number of families that participate in healthy farm to school fundraisers

- Number of schools that are an access point for CSAs or other local food boxes

Community collaboration Indicators:

- Number of contracts and partnerships established between schools and local food providers

Institutional support:

- Number of schools that have institutional policies and programs that support local food procurement

- Number and strength of policies and programs at the provincial and territorial level to support local food procurement by schools

- Number and strength of institutional policies that support local food procurement by schools

- Amount of financial investment in programs that support local procurement by schools (by school boards/districts, provinces, territories, municipalities, etc)

- Amount of resources allocated to training school procurement staff about purchasing local food

- Number of opportunities that exist for food providers to meet institutional demands (like Food forward contracts)

- Measures in place to prove the implementation and adherence to institutional policies that support local food procurement by schools

Original:	Revised:
Members of the school community have more knowledge, awareness and interest in the local food system, local foods, local food providers, and local food seasonality	Members of the school community have more knowledge of and and interest in local foods and the local food system

Explanation of changes: Deleted "awareness" because it is not essential for the outcome - knowledge and interest are more important. Seasonality is a core aspect of understanding local foods and so we can have a key indicator re: understanding seasonality.

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 for or buy local food from the school's food service

- 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.

Original:	Revised:
Students have more knowledge about and skills required for food-related careers	Members of the school community have more knowledge and skills needed for food-related careers

Explanation of changes: All members of the school community could benefit from gaining employable skills.

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

Original:	Revised:
Members of the school community have greater preference for consuming local foods	(None - removed)

Explanation of changes: "Preference" is difficult to separate from consumption and knowledge/interest (other outcomes) and so it has been made an indicator in other sections.

Original:	Revised:
Members of the school community consume more local food	(none - removed)

Explanation of changes: Indicators re: this concept have been included in the "Members of the school community have more knowledge of and and interest in local foods and the local food system" and "increased business income" outcomes.

Original:	Revised:
Members of the school community learn and apply hands-on food literacy skills	(none - removed)

Explanation of changes: The main thing of relevance to Community Economic Development is career-related skills in the food sector. We are deleting this section and focusing on implementing the important hands-on career skills in that outcome.

Original:	Revised:
Increased collaboration and synergies among partners throughout the food system	(none - removed)

Explanation of changes: Not an outcome of its own - it's more of a means. Indicators to reflect this goal have been integrated throughout other outcomes.

Original:	**Revised:**
Increase in and strengthening of institutional procurement policies and programs that support local food procurement by schools	(none - removed)

Explanation of changes: Removed because it is not an end goal - policies, programs, resources, training are ways to get to the other outcomes. These indicators have been woven into the different outcomes and identified in blue to indicate policy/program/infrastructure.

Original:	**Revised:**
Fewer barriers to sourcing local, healthy and safe food for school food programs	(none - removed)

Explanation of changes: Removed as its own outcome - this is about making access to local food, consumption of local food, increased income and business for local farmers more of a reality. It and related indicators have been moved to those outcomes.

Questions for discussion relevant to all of the outcomes:

- 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?