



Process to Develop an Evaluation Framework for Farm to School for Canada Round 1 Reference Guide

This document is a short reference guide that you can use while you complete the Round 1 Survey. It contains definitions, a question to reflect upon before filling out the survey, and different elements to consider as you go through the process.

Please keep in mind that the survey can be completed and edited in multiple sittings.

Definitions

Outcome: A change that we want to see happen as a result of farm to school activities
(e.g. **Increase in student access to local, healthy, and culturally appropriate foods in schools**)

Indicator (will not be used until Round 2): A way of measuring whether that change has happened
(e.g. **More local, healthy and culturally appropriate food is served in school**)

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

Before you respond to the survey

Think about and maybe even write down your reflections to the question:

“What short or medium-term Public Health, Community Economic Development, Education and Learning, and/or Environmental 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.

We also invite you to think about a number of elements that cross different impact areas that would be valuable for the Evaluation Framework to reflect:

The 3 aspects of the farm to school approach:

- Local Healthy Food Procurement
- Hands-On Food Literacy
- Community Connectedness

Creating an inclusive and positive school community:

- Student wellbeing
- Equitable access to food
- Equitable access to food literacy
- Being respectful and inclusive of Indigenous culture, using traditional foods and teachings where appropriate
- Being inclusive and responsive to diverse cultures by including culturally appropriate foods, honouring a range of activities and celebrations, etc.

Considering impacts beyond just those for students and staff:

- Impacts on food service workers
- Impacts on families, organizations, the broader community, and/or food systems as a whole
- Other values-based indicators such as worker rights, animal welfare, etc...

Other considerations:

- Connections to the other impact areas (public health, environment, education and learning, community economic development)
- Considering the impacts of the built environment / physical infrastructure
- Policies, allocation of resources, or training opportunities

While you are filling out the survey

We will list the draft outcomes for each impact area (see the full lists below) and then you'll be asked to respond to the following questions for each impact area that you want to share comments about:

1. Would you remove any of these outcomes and why?
2. Would you separate or combine any of the outcomes and why?
3. Would you change the language of any of the outcomes and why?
4. Are there any short or medium-term outcomes that farm to school programs can bring about that are important to measure and that are missing from the above list?

For more info: farmtocafeteriacanada.ca/our-work/farm-to-school-canada/evaluation-framework

The draft outcomes that we're asking you to reflect upon for this round of the process (see below) have come from the outcomes that we identified in our [Benefits of Farm to School Fact Sheet](#). They have given us a starting place for this discussion.

Draft List of Public Health Outcomes:

- a) Increase in student access to local, healthy, and culturally appropriate foods in schools (including improved quality, freshness, taste, and nutrition of school food).
- b) Increase in student preferences for local, healthy foods.
- c) Increase in student consumption of local, healthy foods.
- d) Increase in positive perceptions and attitudes towards F2S programming (e.g., value of locally sourced food, growing your own food, knowing where your food comes from, etc...)
- e) Increase in mental health and socio-emotional wellbeing among students (behavior, feelings of belonging, etc...)
- f) Greater physical activity (e.g. through school gardening).
- g) Increase in school district / board policies that support student access to local, healthy foods.
- h) Increase in federal, provincial / territorial, local, and Indigenous government policies that support student access to local, healthy foods.

Draft List of Community Economic Development Outcomes:

- a) Increased business and income for local farmers, fishers, processors, harvesters and other food providers.
- b) Increased access to new markets and new business opportunities for food providers.
- c) Schools have additional fundraising opportunities.
- d) Increased community job creation.
- e) Increased sales of cafeteria food.
- f) Families purchase more local foods at home.
- g) Increased collaboration and synergies among partners throughout the food system.
- h) Increase in institutional procurement policies that support local foods.
- i) Increase in institutional programs that support local and regional foods.
- j) Less barriers to sourcing local and healthy food for school food programs.

Draft List of Education and Learning Outcomes:

- a) Increase in student knowledge, awareness and interest in the local food system, local foods, local farmers / fishers / foragers and other food providers.

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- b) Increase in student knowledge, awareness and interest in Indigenous food systems.
- c) Increase in student knowledge, awareness and interest in the impacts of food systems on the environment and climate change.
- d) Increase in student knowledge, awareness and interest about nutrition and healthy eating.
- e) Increase in student skill development and experiential learning with respect to growing, harvesting, preparing, cooking and/or serving healthy local food.
- f) Increase in student engagement and knowledge retention across a wide range of school subjects.
- g) Increase in socio-emotional learning.
- h) Improvement in student behavior.
- i) Increase in students' character strengths including motivation, responsibility, confidence, initiative, leadership and creativity.
- j) Increase in student knowledge about careers in producing, growing, cooking, preparing, and serving food.
- k) Increase in sourcing traditional foods off the land.
- l) Contributes to community building and engagement: strengthens relationships, including among schools, families, elders, farmers, communities, teachers, principals, and elected representatives.
- m) Increase in resources to support farm to school programming.
- n) Increase in training to support farm to school programming.
- o) Increase in policies supportive of farm to school education.

Draft List of Environment Outcomes:

- a) Students connect better with nature and develop eco-friendly-attitudes.
- b) Students better value environmentally sustainable food systems and better understand the impacts of their own food choices on future generations.
- c) Increased student knowledge, awareness and interest about environmental, ecological, and food security issues.
- d) Students learn and implement skills that contribute to environmental stewardship (e.g. to grow and harvest food; to compost; to shift to reusable plateware).
- e) Increase in student skill development with respect to growing, harvesting, preparing, cooking and/or serving healthy local food.
- f) Increase in institutional policies that support sustainable practices.
- g) Increase in institutional procurement policies that support sustainable foods.