



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

### Discussion Guide: Community Economic Development

December 8, 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 Community Economic Development

- 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 Community Economic Development 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 - Community Economic Development

### Proposed List of Community Economic Development Outcomes - Quick Summary:

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 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

### Questions for discussion:



- 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 Community Economic Development Outcomes and Possible Indicators - Full List:

### Proposed Outcome #1: Local/regional food providers increase their business income

#### 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)

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

#### 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)

**Proposed Outcome #3:** There are more food jobs in the community and workers are more satisfied with their jobs

**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

**Proposed Outcome #4:** 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

**Proposed Outcome #5:** 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 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.

**Proposed Outcome #6:** 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