



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

Round 1 Report and Round 2 Reference Guide

September 21, 2020

This document shares the revised list of draft outcomes for you to consider in Round 2 and includes an explanation of changes that have been made thanks to your feedback from Round 1. This document also shares definitions, and what to consider as you go through the process of participating in Round 2.

You can participate in Round 2 even if you did not participate in Round 1. The Round 2 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 food in schools**)

Indicator: A way of measuring whether that change has happened
(e.g. **Local food is served on more school days of the school year**)

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

Before you respond to the Round 2 survey

1. We invite you to think about what additional revisions you would like to make to the revised list of **proposed outcomes** below.

As a reminder, these proposed outcomes were developed in response 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?**”

2. Consider what **indicators** could be used to measure your priority outcomes.

3. Again, we will ask you to **consider 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

4. (Optional) You are welcome to review the Round 1 report (below) to see an explanation of changes that have been made thanks to your feedback from Round 1.

While you are filling out the survey

We will list the revised 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 revised outcomes and why?
2. Would you separate any of the revised outcomes and why?
3. Would you combine any of the revised outcomes and why?
4. Would you change the language of any of the revised outcomes and why?
5. 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?
6. What top 5 short or medium-term outcomes from the list would you identify as priorities for farm to school programs across Canada to measure?

7. What specific indicators do you believe could be used to measure each of your priority outcomes? (Note that in the Report from Round 1 below we have shared some draft indicators that participants identified. As you identify indicators in Round 2 you can choose whether to review and build on those in the Report or not).

Note that this process repeats the same steps as Round 1 but with a revised list of outcomes. In addition, we are asking you to identify your priority outcomes and identify indicators for them.

** The process of identifying priorities in this round will not be used to remove important outcomes from the list but will be instead used to allow participants to provide focused feedback. We recognize that there are important outcomes that may not be a priority of those who participate in this survey but that are priorities for others who are advancing farm to school initiatives.

Revised List of Education and Learning Outcomes:

- a) Members of the school community have more of an understanding of our global food system
- b) 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
- c) 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
- d) Members of the school community have more knowledge, awareness and interest in Indigenous foods and Indigenous food systems
- e) Members of the school community have more knowledge, awareness and interest in environmentally sustainable food system practices
- f) Members of the school community have more knowledge, awareness and interest in nutrition and healthy eating
- g) Members of the school community have more knowledge, awareness and interest in increasing access to healthy food and addressing food security
- h) Members of the school community learn and apply hands-on food literacy skills
- i) Students' academic performance has improved
- j) Members of the school community have improved mental health, interpersonal connections and socio-emotional well-being
- k) Students have more knowledge about and skills required for food-related careers
- l) Stronger relationships, including among schools, families, elders, food providers, community partners, teachers, principals, and elected representatives
- m) Schools raise more money from the sale of healthy and sustainable food
- n) Increase in and strengthening of institutional policies and programs that support farm to school education

Revised List of Environmental Outcomes:

- a) Members of the school community appreciate nature more and develop eco-friendly attitudes
- b) Members of the school community better understand the connections between food system practices, human health, the environment, and their own personal choices.

- c) Members of the school community have more knowledge, awareness and interest in food sovereignty and environmentally sustainable food systems and practices
- d) Members of the school community have more access to sustainably produced foods in school
- e) Members of the school community consume more sustainably produced foods
- f) 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)
- g) Members of the school community learn and apply hands-on food literacy skills
- h) Increase in and strengthening of institutional policies and programs that support sustainable practices and the procurement of sustainable foods

Revised List of Public Health Outcomes:

- a) Members of the school community have more access to healthy food
- b) Members of the school community have more access to culturally appropriate food
- c) Members of the school community consume more healthy food
- d) Members of the school community have more knowledge, awareness and interest in nutrition and healthy eating
- e) Members of the school community learn and apply hands-on food literacy skills
- f) Members of the school community have improved mental health, interpersonal connections and socio-emotional well-being
- g) Students engage in more physical activity through hands-on learning activities
- h) Increase in and strengthening of institutional policies and programs that support healthy food in schools

Revised List of Community Economic Development Outcomes:

- a) Increased business, income and market opportunities for local/regional food providers
- b) School food purchases aim to support food system workers who have typically been underrepresented or disenfranchised
- c) Members of the school community have more access to local food
- d) Members of the school community have greater preference for consuming local foods
- e) Members of the school community consume more local food
- f) Increased community job creation and job satisfaction
- g) 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
- h) Members of the school community learn and apply hands-on food literacy skills
- i) Students have more knowledge about and skills required for food-related careers
- j) Increased collaboration and synergies among partners throughout the food system
- k) Increase in and strengthening of institutional procurement policies and programs that support local food procurement by schools
- l) Fewer barriers to sourcing local, healthy and safely produced food for school food programs

Summary of Round 1 Feedback

Summary of participants: 36 respondents (25 in English, 7 in French)

Identified Role		Impact area participant wishes to respond to	
Academic/researcher	6	Public Health	24
Funder	3	Community Economic Development	20
Government or government agency representative	2	Education and Learning	26
Public health professional	6	Environment	16
NGO representative	16		
Teacher	1		
School administrator (including school board representative)			
Grower/farmer/producer	3		
Private company/organization	4		
Food service staff			
Parent			

** 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 1:

Thank you for all of the feedback you shared! We have worked hard to integrate all of your comments and they have led to a much stronger set of draft outcomes. We have briefly explained the changes made in our summary below.

- We will create a definitions section in our final Evaluation Framework document where we will define terms such as “healthy”, “local”, “sustainably produced”.
- Many of the suggestions offered during the Round 1 process seemed to fit better as indicators (ways of measuring the outcomes). These have been added as Proposed Indicators in the 3rd column below. You may want to consider them as you propose indicators during Round 2.
- The language in many outcomes has been changed to refer to “members of the school community” instead of “students” to reflect that we may want outcomes to include families, staff and others (these specific audiences can be specified in the indicators).
- Outcomes that relate to multiple impact areas have been duplicated and identified in each of the relevant impact areas.
- Even though an outcome might be tough to track we have kept it and we will do our best to figure out how we might measure it in future rounds of this process.
- Some survey respondents noted that specific outcomes might be difficult for some schools or communities to achieve (e.g. for socio-economic reasons). In these cases the outcomes were kept - the outcomes that have been identified below are not intended to define what every school community should strive to achieve; rather they articulate a menu of outcomes that farm to school programs can strive to measure where it makes sense for that specific school community.
- We have included some “remaining questions” in the lists below that may be used as discussion questions during our November / December virtual discussions.

Education and Learning

Original Outcome Statement	Revised Outcome Statements (for consideration in Round 2)	Proposed Indicators (Suggested during Round 1)	Explanation of Changes
<p>Original:</p> <p>(none)</p>	<p>Revised:</p> <p>Members of the school community have more of an understanding of our global food system</p>		<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Feedback suggested that it would be valuable for students gain a knowledge of our global food system
<p>Original:</p> <p>Increase in student knowledge, awareness and interest in the local food system, local foods, local farmers / fishers / foragers and other food providers.</p>	<p>Revised:</p> <p>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</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> ● Students have greater positive perceptions and attitudes towards locally sourced food and local food providers ● School staff have greater positive perceptions and attitudes towards locally sourced food and local food providers ● Students are more aware of how, where and when to find local foods in their area. ● Staff are more aware of how, where and when to find local foods in their area. ● Families are more aware of how, where and when to find local foods in their area. ● Students are more aware of when local food is served to them at school. ● Students ask for or purchase more local food at home ● Families purchase more local food ● Increase in place-based education practices linking food to the local context of community, geography, ecosystems, politics, economy, etc. ● Increase in student activities outside of school hours or beyond graduation related to local food (e.g. jobs, hobbies, learning, recreation, purchasing) 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Duplicated from Community Economic Development section ● Specific types of food providers have been removed; outcome now says “local food providers” ● It was recommended that we add “local food seasonality”
<p>Original:</p> <p>(none)</p>	<p>Revised:</p> <p>Members of the school community have more knowledge,</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> ● Students ask for or purchase more culturally diverse food at home ● Families purchase more culturally diverse food 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Was recommended as a separate outcome

	awareness and interest in the cultural foods, cultural diversity, cultural traditions and celebrations, and cultural food systems of their community/ies		
Original: Increase in student knowledge, awareness and interest in Indigenous food systems.	Revised: Members of the school community have more knowledge, awareness and interest in Indigenous foods and Indigenous food systems	Proposed indicators: <ul style="list-style-type: none"> ● Students learn to sustainably source traditional foods from the land and water. 	Explanation of changes: <ul style="list-style-type: none"> ● Comments recommended adding “Indigenous foods” to the outcome.
Original: Increase in student knowledge, awareness and interest in the impacts of food systems on the environment and climate change.	Revised: Members of the school community have more knowledge, awareness and interest in environmentally sustainable food system practices	Proposed indicators: <ul style="list-style-type: none"> ● Students have more belief that sustainable food practices are important ● Students ask for or purchase more sustainably produced food at home ● Families purchase more sustainably produced food ● Increase in student activities outside of school hours or beyond graduation related to sustainable food (e.g. jobs, hobbies, learning, recreation, purchasing) 	Explanation of changes: <ul style="list-style-type: none"> ● Round 1 suggested that this outcome focus on environmentally food system practices; understanding the relationship between food systems, human health and the environment has been clarified as an outcome in the Environment section
Original: Increase in student knowledge, awareness and interest about nutrition and healthy eating.	Revised: Members of the school community have more knowledge, awareness and interest in nutrition and healthy eating	Proposed indicators: <ul style="list-style-type: none"> ● Students show a stronger preference for healthy food ● Students express excitement about eating healthy foods ● Students increase the percentage and quantity of healthy food that they purchase at school ● Families increase the percentage and quantity of healthy food that they purchase 	

		<ul style="list-style-type: none"> ● Increase in student activities outside of school hours or beyond graduation related to healthy food (e.g. jobs, hobbies, learning, recreation, purchasing) 	
<p>Original:</p> <p>(none)</p>	<p>Revised:</p> <p>Members of the school community have more knowledge, awareness and interest in increasing access to healthy food and addressing food security</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> ● Students have more of an understanding of the socio-economic underpinnings of the food system ● Students learn how to access affordable food ● Students take concrete actions to help address food insecurity at the school or in the community ● School staff / administration take concrete actions to help address food insecurity at the school or in the community 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Food security was not represented very well in the initial list of outcomes and so has been added here
<p>Original:</p> <p>Increase in student skill development and experiential learning with respect to growing, harvesting, preparing, cooking and/or serving healthy local food.</p>	<p>Revised:</p> <p>Members of the school community learn and apply hands-on food literacy skills</p>	<p>Proposed indicators</p> <ul style="list-style-type: none"> ● More students gain hands-on food literacy skills ● More courses include hands-on food literacy education ● Students know how to prepare meals from scratch ● Students prepare more meals at home ● Students know how to grow and harvest their own food ● Students garden more and grow more food at home ● Students know how to preserve food to increase its shelf life ● Students preserve more food at home 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Specific skills have been removed and specified in the indicators
<p>Original:</p> <p>Increase in student engagement and knowledge retention across a wide range of school subjects.</p>	<p>Revised:</p> <p>Students' academic performance has improved</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> ● Students focus better in class ● Students are more involved and engaged in school activities ● Students have improved grades 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Outcome has been given more clarity

<p>Original:</p> <p>Increase in socio-emotional learning.</p>	<p>Revised:</p> <p>Members of the school community have improved mental health, interpersonal connections and socio-emotional well-being</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> ● Students identify that the farm to school program has increased their feeling of belonging at school ● More student involvement and engagement in farm to school activities ● The school has a greater sense of vibrancy and excitement ● The farm to school program has led to better friendships among students ● The farm to school program has led students to have more confidence ● The farm to school program has led students to have more desire to be at school ● Students focus better in class ● Increase in students' reported character strengths including motivation, responsibility, confidence, initiative, leadership and creativity. ● Increase in meaningful relationships within the school community including across cultural differences 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Duplicated the outcome from the public health section to make it clearer and more tangible
<p>Original:</p> <p>Improvement in student behavior.</p>	<p>Revised:</p> <p>(none)</p>		<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Too vague; included concept of student engagement, focus in indicators of socio-emotional wellbeing
<p>Original:</p> <p>Increase in students' character strengths including motivation, responsibility, confidence, initiative, leadership and creativity.</p>	<p>Revised:</p> <p>(none)</p>		<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Made an indicator under socio-emotional wellbeing

<p>Original:</p> <p>Increase in student knowledge about careers in producing, growing, cooking, preparing, and serving food.</p>	<p>Revised:</p> <p>Students have more knowledge about and skills required for food-related careers</p>		<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Includes skills required for a food-related career to reflect the comment that students often do not have the skills required for a career in agriculture
<p>Original:</p> <p>Increase in sourcing traditional foods off the land.</p>	<p>Revised:</p> <p>(none)</p>		<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Has been made an indicator of “Members of the school community have more knowledge, awareness and interest in Indigenous foods and Indigenous food systems.”
<p>Original:</p> <p>Contributes to community building and engagement: strengthens relationships, including among schools, families, elders, farmers, communities, teachers, principals, and elected representatives.</p>	<p>Revised:</p> <p>Stronger relationships, including among schools, families, elders, food providers, community partners, teachers, principals, and elected representatives.</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> ● More peer-to-peer relationship building and learning opportunities have been established 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Language tightened up
<p>Original:</p>	<p>Revised:</p> <p>Schools raise more money from the sale of healthy and sustainable food</p>	<p>Proposed Indicators:</p> <ul style="list-style-type: none"> ● More schools host F2S fundraisers ● Schools raise more money from F2S fundraisers ● Schools raise more money from increased cafeteria sales (when cafeteria is owned by the school) 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● “Schools leverage additional fundraising opportunities” in Community Economic Development section has been reworded and moved here to this Education and Learning impact area because it mostly benefits schools

<p>Original:</p> <p>Increase in resources to support farm to school programming.</p>	<p>Revised:</p> <p>(none)</p>		<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Moved to be an indicator under the policies and programs outcome
<p>Original:</p> <p>Increase in training to support farm to school programming.</p>	<p>Revised:</p> <p>(none)</p>		<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Moved to be an indicator under the policies and programs outcome
<p>Original:</p> <p>Increase in policies supportive of farm to school education.</p>	<p>Revised:</p> <p>Increase in and strengthening of institutional policies and programs that support farm to school education</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> ● Increase in the number of institutional policies that support farm to school education ● Stronger language of institutional policies that support farm to school education ● Increase in institutional support and the allocation of resources for farm to school education ● Greater investment in pilot programs that support farm to school education ● More training opportunities to support school staff to implement farm to school education 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Outcome expanded to include “programs” that can include training, resources and pilots
<p>Remaining Questions:</p> <ul style="list-style-type: none"> ● Where could we include an increase in staff, administrator, community buy-in for farm to school initiatives? 			

Environment

Original Outcome Statement	Revised Outcome statement (for consideration in Round 2)	Proposed Indicators (Suggested during Round 1)	Explanation of Changes
<p>Original:</p> <p>Students connect better with nature and develop eco-friendly attitudes.</p>	<p>Revised:</p> <p>Members of the school community appreciate nature more and develop eco-friendly attitudes</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> ● Students experience outdoor learning more often. ● Students want to be in contact with nature more often 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Added more clarity
<p>Original:</p> <p>Students better value environmentally sustainable food systems and better understand the impacts of their own food choices on future generations.</p>	<p>Revised:</p> <p>Members of the school community better understand the connections between food system practices, human health, the environment, and their own personal choices.</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> ● More courses teach about the connections between food system practices and choices, human health and the environment ● More students enroll in these courses ● Students have a stronger sense of accountability towards the environment 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Reworded to better reflect the connection between food system practices, health and the environment
<p>Original:</p> <p>Increased student knowledge, awareness and interest about environmental, ecological, and food security issues.</p>	<p>Revised:</p> <p>Members of the school community have more knowledge, awareness and interest in food sovereignty and environmentally sustainable food systems and practices</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> ● Students have more belief that sustainable food practices are important 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Reworded to better reflect understanding the connection between the environment and food systems; food security is not the right term to use here
<p>Original:</p> <p>(none)</p>	<p>Revised:</p> <p>Members of the school community have more access to sustainably produced foods in school</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> ● The school purchases more sustainably produced food ● Increase in number of days where sustainably produced food is served to students and staff 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Important to consider access to sustainably produced food

		<ul style="list-style-type: none"> ● Increase in number of meals or snacks of sustainably produced food is served to students and staff ● Increase in quantity of sustainably produced food served to students 	
<p>Original:</p> <p>(none)</p>	<p>Revised:</p> <p>Members of the school community consume more sustainably produced foods</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> ● Increase in amount of sustainably produced food consumed by students 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Expands consumption outcomes to sustainably produced foods
<p>Original:</p> <p>Students learn and implement skills that contribute to environmental stewardship (e.g. to grow and harvest food; to compost; to shift to reusable plateware).</p>	<p>Revised:</p> <p>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)</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> ● Students produce less food waste ● Students produce less food packaging waste ● Food service staff produce less food waste ● Food service staff produce less food packaging waste ● School community behaviours reduce carbon footprint ● Food purchased by the school has less food miles. 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Expanded to include additional skills
<p>Original:</p> <p>Increase in student skill development with respect to growing, harvesting, preparing, cooking and/or serving healthy local food.</p>	<p>Revised:</p> <p>Members of the school community learn and apply hands-on food literacy skills</p>	<p>Proposed indicators</p> <ul style="list-style-type: none"> ● More students gain hands-on food literacy skills ● More courses include hands-on food literacy education ● Students know how to prepare meals from scratch ● Students prepare more meals at home ● Students know how to grow and harvest their own food ● Students garden more and grow more food at home 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Specific skills are stated in the indicators

		<ul style="list-style-type: none"> • Students know how to preserve food to increase its shelf life • Students preserve more food at home 	
<p>Original:</p> <p>Increase in institutional policies that support sustainable practices.</p>	<p>Revised:</p> <p>Increase in and strengthening of institutional policies and programs that support sustainable practices and the procurement of sustainable foods</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> • Increase in institutional policies that include local and sustainable food procurement targets for schools. • Increase in institutional funds allocated to sustainable practices and the procurement of sustainable foods by schools. 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> • The 2 policy-focused outcomes were combined
<p>Original:</p> <p>Increase in institutional procurement policies that support sustainable foods.</p>	<p>Revised:</p> <p>(None)</p>		<p>Explanation of changes:</p> <ul style="list-style-type: none"> • The 2 policy-focused outcomes were combined

Public Health

Original Outcome Statement	Revised Outcome Statement (for consideration in Round 2)	Proposed Indicators (Suggested during Round 1)	Explanation of Changes
<p>Original:</p> <p>Increase in student access to local, healthy, and culturally appropriate foods in schools (including improved quality, freshness, taste, and nutrition of school food).</p>	<p>Revised:</p> <p>Members of the school community have more access to healthy food</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> • Increase in number of days where healthy food is served to students • Increase in number of healthy meals or snacks served to students • Increase in quantity of healthy food served to students • Increase in programs where students can access healthy food in a dignified way regardless of their ability to pay • Improvement in the quality, freshness, taste, and nutrition of school food 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> • Separated out “local”, “healthy” and “culturally appropriate” concepts into separate outcomes (outcomes that refer to local food are now in Community Economic Development impact area) <p>Questions remaining:</p> <ul style="list-style-type: none"> • Do we use the concept of “per-student quantity of representative food basket” in indicators?

<p>Original:</p> <p>(none)</p>	<p>Revised:</p> <p>Members of the school community have more access to culturally appropriate food</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> ● Increase in number of days where culturally appropriate food is served to students ● Increase in number of culturally appropriate meals or snacks served to students ● Increase in quantity of culturally appropriate food served to students 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Feedback suggested making access to culturally appropriate food its own outcome (i.e. separate from healthy or local foods)
<p>Original:</p> <p>Increase in student consumption of local, healthy foods.</p>	<p>Revised:</p> <p>Members of the school community consume more healthy food</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> ● Students consume more healthy food ● Students consume more vegetables and fruit ● Staff consume more healthy food ● Staff consume more vegetables and fruit ● Families consume more healthy food ● Families consume more vegetables and fruit ● More students report that farm to school activities have improved their health 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Feedback suggested separating “local” from “healthy” - increase in consumption of local food is now reflected in the Community Economic Development impact area
<p>Original:</p> <p>Increase in student preferences for local, healthy foods.</p>	<p>Revised:</p> <p>Members of the school community have more knowledge, awareness and interest in nutrition and healthy eating</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> ● Students show a stronger preference for healthy food ● Students express excitement about eating healthy foods ● Students increase the percentage and quantity of healthy food that they purchase at school ● Families increase the percentage and quantity of healthy food that they purchase ● Increase in student activities outside of school hours or beyond graduation related to healthy food (e.g. jobs, hobbies, learning, recreation, purchasing) 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Revised outcome has been duplicated from the Education and Learning section to provide consistency between impact areas. Student preference for healthy food has been made an indicator under this.

<p>Original:</p> <p>(none)</p>	<p>Revised:</p> <p>Members of the school community learn and apply hands-on food literacy skills</p>	<p>Proposed indicators</p> <ul style="list-style-type: none"> ● More students gain hands-on food literacy skills ● More courses include hands-on food literacy education ● Students know how to prepare meals from scratch ● Students prepare more meals at home ● Students know how to grow and harvest their own food ● Students garden more and grow more food at home ● Students know how to preserve food to increase its shelf life ● Students preserve more food at home 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Outcome duplicated from the Education and Learning impact area given its relevance to public health.
<p>Original:</p> <p>Increase in positive perceptions and attitudes towards farm to school programming (e.g. value of locally sourced food, growing your own food, knowing where your food comes from, etc).</p>	<p>Revised:</p> <p>(none)</p>		<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Moved this to be an indicator under “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.”. Revised indicator reads “Students have greater positive perceptions and attitudes towards locally sourced food and local food providers.” Knowledge of where food comes from has also been included in other outcomes and indicators.
<p>Original:</p> <p>Increase in mental health and socio-emotional well-being among students (behavior,</p>	<p>Revised:</p> <p>Members of the school community have improved mental health, interpersonal connections and</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> ● Students identify that the farm to school program has increased their feeling of belonging at school ● More student involvement and engagement in farm to school activities 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Clarified language

feelings of belonging, etc).	socio-emotional well-being	<ul style="list-style-type: none"> ● The school has a greater sense of vibrancy and excitement ● The farm to school program has led to better friendships among students ● The farm to school program has led students to have more confidence ● The farm to school program has led students to have more desire to be at school ● Students focus better in class ● Increase in students' reported character strengths including motivation, responsibility, confidence, initiative, leadership and creativity. ● Increase in meaningful relationships within the school community including across cultural differences 	
<p>Original:</p> <p>Greater physical activity (e.g. through school gardening).</p>	<p>Revised:</p> <p>Students engage in more physical activity through hands-on learning activities</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> ● Students gain more physical activity through gardening ● Students gain more physical activity through food preparation activities ● Students gain more physical activity through building food infrastructure 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Clarified language
<p>Original:</p> <p>Increase in school district / board policies that support student access to local, healthy foods.</p>	<p>Revised:</p> <p>Increase in and strengthening of institutional policies and programs that support healthy food in schools</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> ● Increase in the number of institutional policies that support access to and the consumption of healthy food in schools ● Institutional policies include stronger language to increase access to and consumption of healthy food in schools ● Increase in institutional support and the allocation of resources for healthy food in schools ● Greater investment in pilot programs that support healthy food in schools 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Combined with “increase in federal, provincial / territorial, local, and Indigenous government policies” - specific governments can be specified in indicators if we like. ● Made sure we reflected quantitative (“increase in”) and qualitative (“strengthening of”) changes in policies and programs.

		<ul style="list-style-type: none"> • More training opportunities to support schools to serve healthy food 	<ul style="list-style-type: none"> • “local” is now included in the Community Economic Development section.
<p>Original:</p> <p>Increase in federal, provincial / territorial, local, and Indigenous government policies that support student access to local, healthy foods.</p>	<p>Revised:</p> <p>(none)</p>		<p>Explanation of changes:</p> <ul style="list-style-type: none"> • Combined with other policy outcome above.
<p>Remaining questions:</p> <ul style="list-style-type: none"> • Is there a way to include an outcome or indicator speaking about the school food environment / entire school food culture? Where would this fit? • Is there a better way to include stronger language around using food to increase cultural understanding, remove cultural barriers, enable reconciliation and the development of meaningful relationships? 			

Community Economic Development

Original Outcome Statement	Revised Outcome Statement (for consideration in Round 2)	Proposed Indicators (Suggested during Round 1)	Explanation of Changes
<p>Original:</p> <p>Increased business and income for local farmers, fishers, processors, harvesters and other food providers.</p>	<p>Revised:</p> <p>Increased business, income and market opportunities for local/regional food providers</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> • Increased sales of local food to schools • Schools increase percentage of local food purchased • Increased sales of local food to families and for broader public consumption • Increased sales of local food by local farmers • Increased sales of local food by local fishers • Increased sales of local food by local processors • Increased sales of local food by local wild food harvesters • Increased sales of local food by local manufacturers 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> • Have combined the first 2 outcomes - increased business and income, and increased market opportunities. • Separate indicators have been proposed for each type of food provider so that they can be tracked separately.

		<ul style="list-style-type: none"> ● Increased sales of local food by local retailers ● Increased income from selling cafeteria food (when owned by a local business) 	
<p>Original:</p> <p>Increased access to new markets and new business opportunities for food providers.</p>	<p>Revised:</p> <p>(none)</p>		<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Have combined the first 2 outcomes - increased business and income, and increased market opportunities.
<p>Original:</p> <p>(none)</p>	<p>Revised:</p> <p>School food purchases aim to support food system workers who have typically been underrepresented</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> ● Schools purchase more local food from young food providers ● Schools purchase more local food from racialized food providers ● Schools purchase more local food from women food providers 	<p>Questions remaining:</p> <ul style="list-style-type: none"> ● Is this put in the best way? Should this outcome statement be framed differently?
<p>Original:</p> <p>(none)</p>	<p>Revised:</p> <p>Members of the school community have more access to local food</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> ● Increase in the number of days where local food is served in school including through meals, snacks and tastings ● Increase in the quantity of local food served in school including through meals, snacks and tastings ● Increase in opportunities for families to purchase local food 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Separated out from being a component of an outcome in Public Health as the main benefit of local food purchases is Community Economic Development
<p>Original:</p> <p>(none)</p>	<p>Revised:</p> <p>Members of the school community have greater preference for consuming local foods</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> ● Students indicate a stronger preference for local food ● Students increase the percentage and quantity of local food that they purchase at school ● Families increase the percentage and quantity of local food that they purchase 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Separated out from being a part of an outcome under Public Health

<p>Original:</p> <p>(none)</p>	<p>Revised:</p> <p>Members of the school community consume more local food</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> ● Students consume more local food ● Staff consume more local food ● Families consume more local food 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Separated out from being a part of an outcome under Public Health
<p>Original:</p> <p>Schools leverage additional fundraising opportunities.</p>	<p>Revised:</p> <p>(none)</p>		<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Getting at the core concept, this outcome has been changed to “Schools raise more money from the sale of healthy and sustainable food” and has been moved to the Education and Learning section.
<p>Original:</p> <p>Increased community job creation.</p>	<p>Revised:</p> <p>Increased community job creation and job satisfaction</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> ● Increase in job satisfaction among food service workers ● Increase in number of food service, food coordination or food literacy jobs (part time and full time) ● Increase in number of paid positions replacing what were previously volunteer positions. ● Increase in number of jobs providing local food ● Increase in quality of jobs providing local food ● Increase in number of student jobs supporting the food system 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Suggestion was made to explore the quality of jobs. <p>Questions remaining:</p> <ul style="list-style-type: none"> ● Is there a way to better refer to the concept of “good jobs”?
<p>Original:</p> <p>(none)</p>	<p>Revised:</p> <p>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.</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> ● Students have greater positive perceptions and attitudes towards locally sourced food and local food providers ● School staff have greater positive perceptions and attitudes towards locally sourced food and local food providers ● Students are more aware of how, where and when to find local foods in their area. 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Duplicated from the Education and Learning section due to its relevance to this impact area

		<ul style="list-style-type: none"> ● Staff are more aware of how, where and when to find local foods in their area. ● Families are more aware of how, where and when to find local foods in their area. ● Students are more aware of when local food is served to them at school. ● Students show an increased preference for local food ● Students ask for or purchase more local food at home ● Families purchase more local food ● Increase in place-based education practices linking food to the local context of community, geography, ecosystems, politics, economy, etc. ● Increase in student activities outside of school hours or beyond graduation related to local food (e.g. jobs, hobbies, learning, recreation, purchasing) 	
<p>Original:</p> <p>(none)</p>	<p>Revised:</p> <p>Members of the school community learn and apply hands-on food literacy skills</p>	<p>Proposed indicators</p> <ul style="list-style-type: none"> ● More students gain hands-on food literacy skills ● More courses include hands-on food literacy education ● Students know how to prepare meals from scratch ● Students prepare more meals at home ● Students know how to grow and harvest their own food ● Students garden more and grow more food at home ● Students know how to preserve food to increase its shelf life ● Students preserve more food at home 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> ● Duplicated from the Education and Learning section due to its relevance to this impact area

<p>Original:</p> <p>(none)</p>	<p>Revised:</p> <p>Students have more knowledge about and skills required for food-related careers</p>		<p>Explanation of changes:</p> <ul style="list-style-type: none"> • Duplicated from the Education and Learning section due to its relevance to this impact area
<p>Original:</p> <p>Increased sales of cafeteria food.</p>	<p>Revised:</p> <p>(none)</p>		<p>Explanation of changes:</p> <ul style="list-style-type: none"> • Made an indicator under “Increased business, income and market opportunities for local/regional food providers.”
<p>Original:</p> <p>Families purchase more local foods at home.</p>	<p>Revised:</p> <p>(none)</p>		<p>Explanation of changes:</p> <ul style="list-style-type: none"> • Moved as an indicator under “Increased business, income and market opportunities...”
<p>Original:</p> <p>Increased collaboration and synergies among partners throughout the food system.</p>	<p>Revised:</p> <p>Increased collaboration and synergies among partners throughout the food system.</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> • More formal contracts between schools and food providers • More informal partnerships between schools and food providers • More connections, partnerships and participation between the school and the broader community 	<p>(No change)</p>
<p>Original:</p> <p>Increase in institutional procurement policies that support local foods.</p>	<p>Revised:</p> <p>Increase in and strengthening of institutional procurement policies and programs that support local food procurement by schools.</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> • Increase in the number of institutional policies that support local food procurement by schools • Stronger language of institutional policies that support local food procurement by schools • Increase in institutional support and the allocation of resources for local food procurement and job creation • Greater investment in pilot programs that support local procurement by schools 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> • 2 outcomes referring to institutional policies have been combined

		<ul style="list-style-type: none"> • More training opportunities to support school procurement staff to purchase local food 	
<p>Original:</p> <p>Increase in institutional programs that support local foods.</p>	<p>Revised:</p> <p>(none)</p>		<p>Explanation of changes:</p> <ul style="list-style-type: none"> • 2 outcomes referring to institutional policies have been combined
<p>Original:</p> <p>Less barriers to sourcing local and healthy food for school food programs.</p>	<p>Revised:</p> <p>Fewer barriers to sourcing local, healthy and safe food for school food programs.</p>	<p>Proposed indicators:</p> <ul style="list-style-type: none"> • Fewer barriers to sourcing foods from small local farmers 	<p>Explanation of changes:</p> <ul style="list-style-type: none"> • “safe” added because safety questions can sometimes be a barrier to purchasing local food from small local food providers
<p>Remaining questions:</p> <ul style="list-style-type: none"> • Is there a way to include an outcome or indicator speaking to food system infrastructure? Or is this outside of the scope of farm to school? • Do we include more about the support, action and investment needed to build capacity and operationalize sustainable, scalable and impactful change? • How do we talk about or reference the scale (small, medium, large) of local food providers - how do we know who is benefiting from farm to school activities? • How else can we include the concept of supporting “good jobs”? • Is there a way to include more about peer-to-peer activities among partners and/or social enterprise initiatives? 			