

# Setting Goals and Establishing an Evaluation Baseline

January 28, 2016



# Today's Speakers



**Bob Gorman**  
*MPRO Farm to School Lead*  
*USDA FNS*



**Lyn Kathlene Ph.D.**  
*Director*  
*Spark Policy Institute*



# Housekeeping

- To make a comment or ask a question use the *chat* function.
  - » You can submit a question or comment at any time.
- **This webinar will be recorded.** Both a PDF of the slides and a link to the recording will be available on the Office of Community Food System's website:  
<http://www.fns.usda.gov/farmentoschool/webinars>
- Any referenced handouts will be emailed to you after the webinar has been completed.
- Please complete the evaluation after the webinar

# SNA Continuing Education Units



To receive your SNA CEU certificate, email Bob at:

[Robert.gorman@fns.usda.gov](mailto:Robert.gorman@fns.usda.gov)



FARM TO SCHOOL  
EVALUATION  
TOOLKIT



SPARK POLICY INSTITUTE  
igniting public policy and community change

# Setting Goals and Establishing an Evaluation Baseline

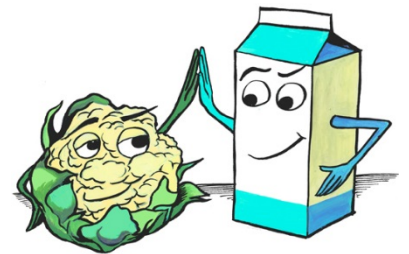
Dr. Lyn Kathlene

January 28, 2016



# What you will learn in 30 minutes!

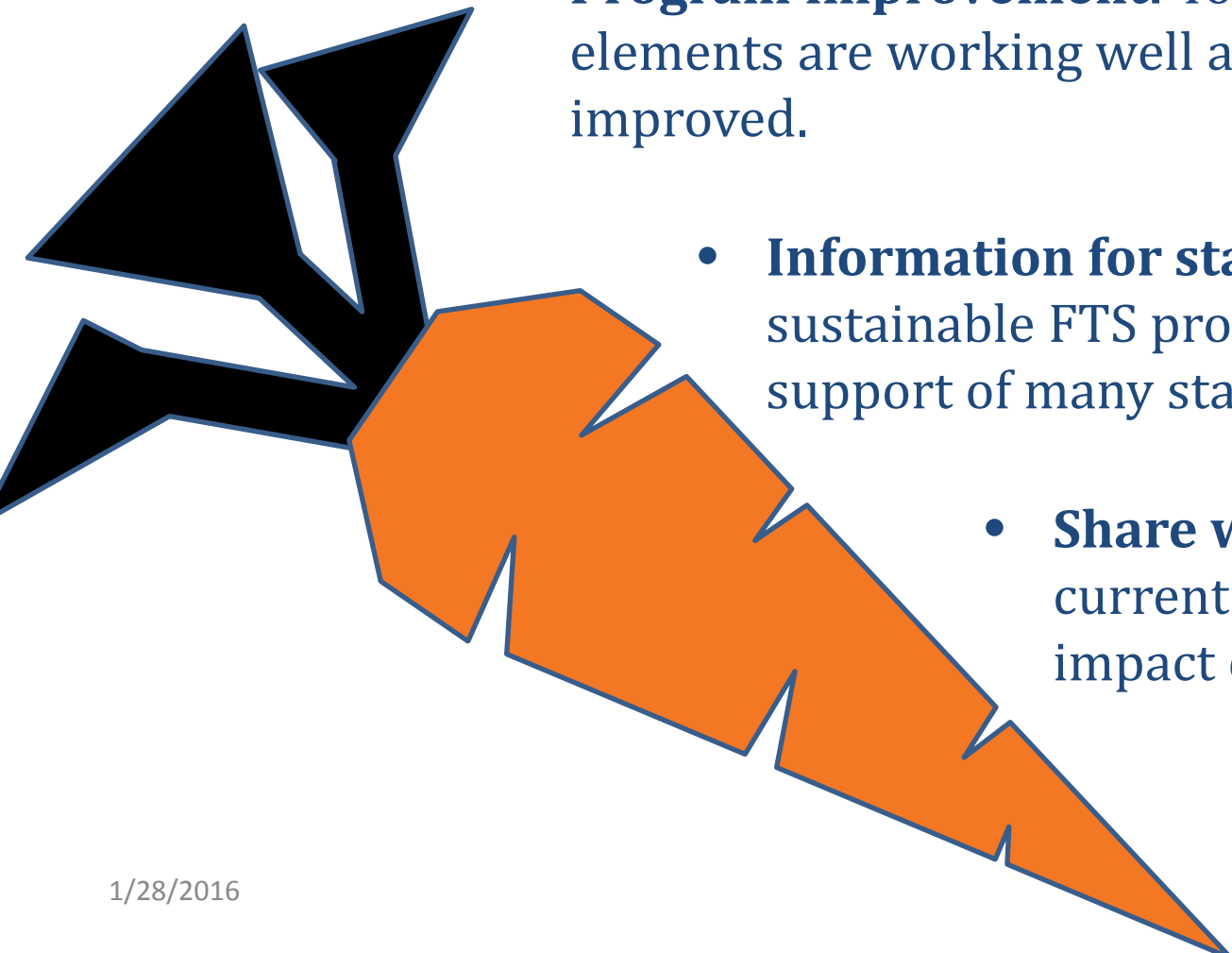
- Great reasons to evaluate your FTS program
- The connection between DOING activities and causing CHANGE in the world
- A logic model is your best friend
- Baseline data is fun to collect
- FTS Evaluation Toolkit was made for you
- No questions left unanswered!





# Why Farm to School Evaluation?

- **Program improvement:** To understand what elements are working well and what can be improved.
- **Information for stakeholders:** Robust, sustainable FTS programs need the support of many stakeholders.
- **Share with funders:** Show a current or potential funder the impact of your program.





# WHAT SHOULD I EVALUATE?





# **Sphere of Control**

Activities  
Deliverables  
Milestones  
Participants

**What we do**



# Sphere of Influence

Short,  
intermediate, and  
long-term  
outcomes

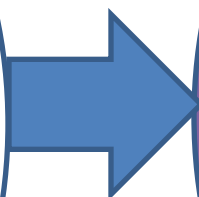
**Why we do the work  
we do!**



# Sphere of Control

Activities  
Deliverables  
Milestones  
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**What we do**



# Sphere of Influence

Short,  
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**Why we do the work  
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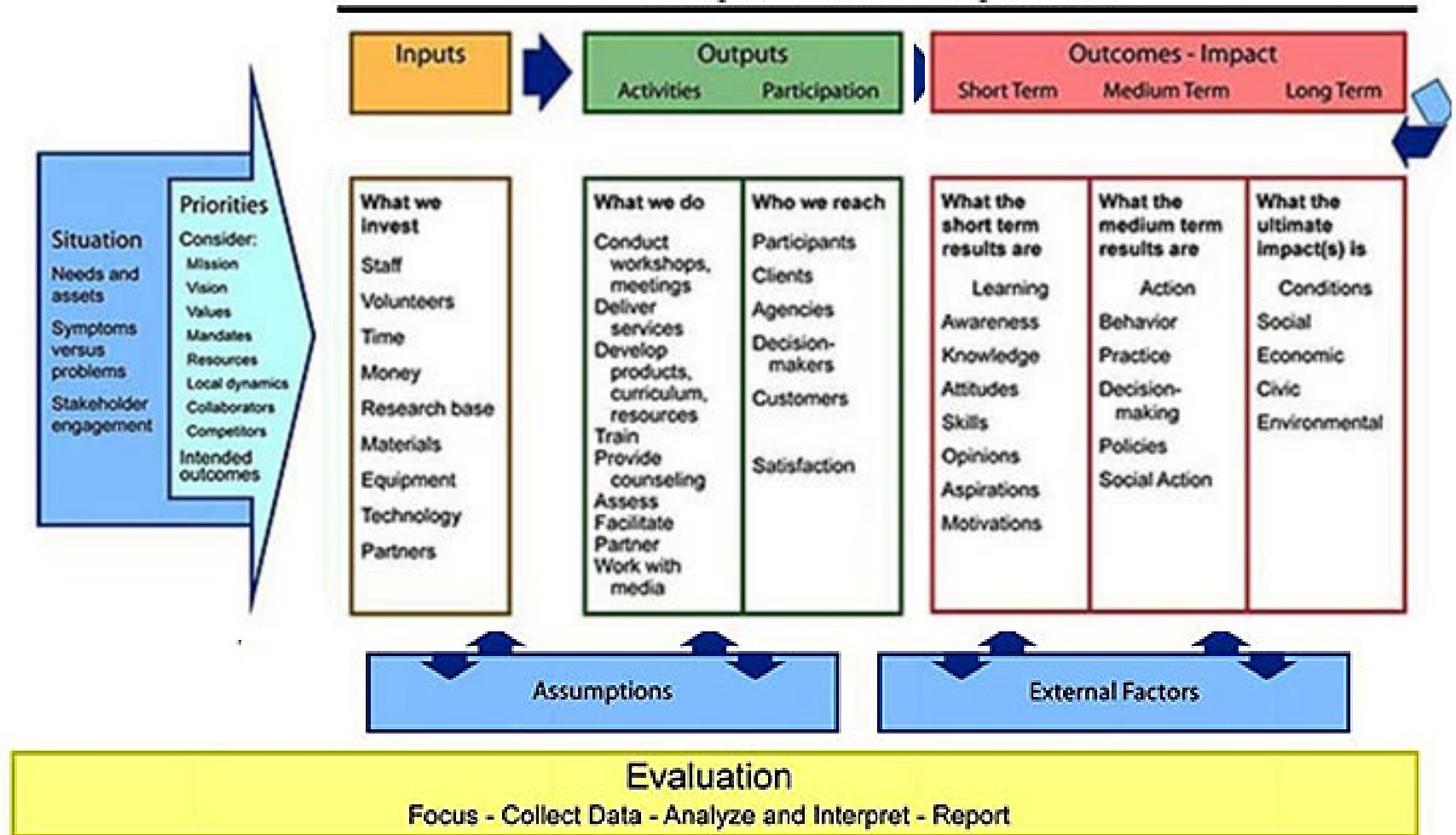


# **LOGIC MODELS: ESTABLISHING OUTCOMES TO EVALUATE**

# PROGRAM DEVELOPMENT

Planning – Implementation – Evaluation

## Program Action - Logic Model





# Logic Model: People's Garden

People's Garden Logic Model

| Inputs    | Outputs  |                                 | Outcomes   |                                |   |
|-----------|--|---------------------------------|--|--------------------------------|---|
|           | Activities   | Participants                    | Short term   | Medium Term                    | Long Term   |
| Staff     | Workshops on nutrition and food security.                  | Primary school students         | <i>Awareness and Knowledge Development</i>                 | Learning to grow edible plants | Appreciation of fresh food production and quality |
| Research  |  | Teachers                        |  |                                |   |
| Money     | Workshops on plant requirements, soil, water, etc.         | Administrators                  | Increased awareness of nutrition and where food comes from |                                |   |
| Materials |  | Community and parent volunteers |  |                                |   |
|           | Hands-on garden activities such as planting, weeding, etc. |                                 | Increased knowledge of basic plant biology and plant needs |                                | Physical Activity                                 |
|           | Workshops on pollinators, beneficial insects, etc.         |                                 | Increased knowledge of cultivating gardeners               |                                | Appreciation for nature                           |
|           | Workshops on harvesting techniques, timing, etc.           |                                 | Awareness of gardens as ecosystems                         |                                |   |

Activities  
 Deliverables  
 Milestones  
 Participants



Farm to School Evaluation Toolkit

# BASELINE DATA



Knowledge and attitudes about local food, nutrition, and agriculture

Availability and consumption of fresh fruits and vegetables during school lunch meals

Participation in breakfast program and foods offered

Experiences with gardening





# Sample survey questions

21. How many times in your life have you been to a farm?

- Never
- 1 time
- 2 times
- 3 times
- 4 times or more

22. How do tomatoes grow? *Please check one.*

- As plants
- As animals
- As minerals
- Something else

23. What part of a plant is a carrot? *Please check one.*

- Leaf
- Root
- Stalk
- Flower

24. Where do eggs come from? *Please check one.*

- Cows
- Goats
- Chickens
- Something else

25. What is a benefit of using compost?

- Compost feeds wild animals.
- Makes farmers use more chemical fertilizers.
- Compost keeps food out of landfills.
- None of the above.

26. Do insects play an important role in growing plants?

- Yes
- No
- I don't know

Please tell how you feel about tasting new vegetables.

14 Will you taste a **vegetable** if you don't know what it is?

- |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                          | definitely               | probably                 | probably                 | definitely               |
|                          |                          |                          | not                      | not                      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

15 Will you taste a **vegetable** if it looks strange?

- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

16 Will you taste a **vegetable** if you have never tasted it before?

- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|



6

What did you do at morning break (interval) yesterday?



sit around

stand around

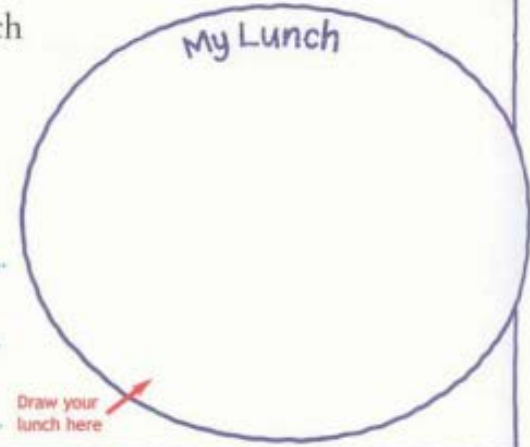
walk around

run around

7

Did you eat and drink anything for lunch yesterday? (What did you have?)

|                 |  |
|-----------------|--|
|                 |  |
| .....           |  |
| .....           |  |
| .....drink..... |  |



8

What did you do at lunchtime yesterday?

You can color in these activities



sit around

stand around

walk around

run around

# School Environment Observational Tool

## BREAKFAST OBSERVED IN THE CLASSROOM

2. Start Time: \_\_\_\_\_ 3. Classroom #: \_\_\_\_\_ 4. Teacher: \_\_\_\_\_ 5. End Time: \_\_\_\_\_

6. Time provided to students for breakfast (seated/dedicated time):  <10 minutes  10-15 minutes  >15 minutes

## HEALTH PROMOTION IN THE CLASSROOM

7. Are there any health promoting posters/items/signs in the classroom?  Yes  No 8. How many total? \_\_\_\_\_

| 9. Describe type of health promotion. (fill out table) *Take photos of materials | Type | Location (wall, desk) | Keyword descriptor (healthy eating, exercise, etc.) |
|--|------|-----------------------|---|
| a.   |      |                       |   |
| b.   |      |                       |   |
| c.   |      |                       |   |
| d.   |      |                       |   |
| e.   |      |                       |   |

## CONTENT

10. Describe what breakfast food items are available to students as part of the school meal. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## PARTICIPATION

11. Number of students in the classroom: \_\_\_\_\_ 12. Number of students who took a school breakfast: \_\_\_\_\_

## Questions About Gardening and Farms

26. Have you ever grown food in a garden?

Yes  No ( if no, skip to question #30)

27. Where did you garden? Please check all the answers that apply to you.

At home

At school

A friend's house

A relative's house

During an after school program

During a summer program

Other: (please explain):

28. Did you eat any of the food that you grew in the garden?

Yes  No  I don't remember

29. Name up to 3 foods you grew that you *liked* to eat:

1.

2.

3.

30. Have you ever been to a farm?

Yes  No

31. If yes, which farm or farms you have visited:



Farm to School Evaluation Toolkit

# USING THE TOOLKIT



# Audiences for the FTS Toolkit



# What is the FTS Toolkit?

## Step-by-Step Guide

Preparing for Evaluation

Outcomes, Indicators & Measures

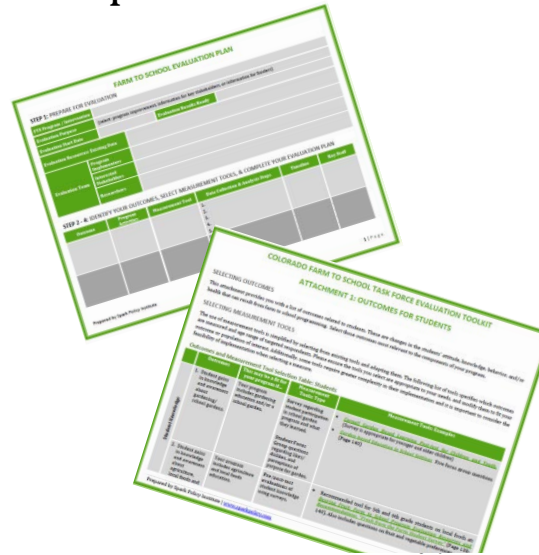
Choosing & Adapting Tools

Collecting & Analyzing Data

Reporting Results

1/28/2016

## Templates and Tools



**LUNCH OBSERVED IN THE CAFETERIA**  
Observe some way as breakfast

54. Start Time: \_\_\_\_\_ 55. End Time: \_\_\_\_\_

56. Classes present: \_\_\_\_\_ 57. Grades present: \_\_\_\_\_

58. Time provided to students for lunch (seated/dedicated time): \_\_\_\_\_  <10 minutes  10-15 minutes  >15 minutes

**PHYSICAL ENVIRONMENT**

59. Time (rank 3 students on longest wait from end of line to seated): \_\_\_\_\_ minutes

60. Length (approx. # of students in longest line): \_\_\_\_\_

61. Lines moving:  Slowly  Quickly

62. Follow first and last students in line and record times: First: 62 \_\_\_\_\_ enter cal. 63 \_\_\_\_\_ in line 64 \_\_\_\_\_ seated  
Last: 65 \_\_\_\_\_ enter cal. 66 \_\_\_\_\_ in line 67 \_\_\_\_\_ seated

**CONTENT**

68. Number of students who brought in food from home as their lunch:

| 69. Boy #1 | 70. Boy #2 | 71. Girl #1 | 72. Girl #2 |
|------------|------------|-------------|-------------|
|            |            |             |             |
|            |            |             |             |
|            |            |             |             |

Describe what lunch items students brought from home. (observe 2 boy and 2 girl 5<sup>th</sup> grade students)

73. Seated bag: Is there a salad bar? (take a picture)  Yes  No



## Webinar Series & Peer Learning





- Overview: Introducing FTS Evaluation
- Step 1: Preparing for Evaluation**
- Step 2: Outcomes, Indicators & Measures
- Step 3: Choosing and Adapting Tools
- Step 4: Collecting and Analyzing Data
- Steps 5 and 6: Reporting Results
- Peer-to-Peer Learning

## Step 1: Preparing for Evaluation

To successfully implement a farm to school evaluation, thoughtful planning needs to be done upfront. The first step to get started on your farm to school evaluation is to identify what you want to evaluate (not everything needs to be evaluated), the purpose of your evaluation (as this will determine the data you need to collect), when you should evaluate, where you will find existing data and resources to jump start your evaluation, and who needs to be on your evaluation team.

- + Identify the Program or Activity to Evaluate
- + Identify Your Purpose
- + When to Evaluate
- + Resources
- + Partners
- + Human Subjects Protections
- + Online Training





# FARM TO SCHOOL EVALUATION PLAN

## STEP 1: PREPARE FOR EVALUATION

|  |                                |   |  |
|--|--------------------------------|---|--|
| <b>FTS Program / Intervention</b>          |                                |   |  |
| <b>Evaluation Purpose</b>                  |                                | (select: program improvement, information for key stakeholders, or information for funders) |  |
| <b>Evaluation Start Date</b>               |                                | <b>Evaluation Results Ready</b>   |  |
| <b>Evaluation Resources: Existing Data</b> |                                |   |  |
| <b>Evaluation Team</b>                     | <b>Program Implementers</b>    |   |  |
|  | <b>Interested Stakeholders</b> |   |  |
|  | <b>Researchers</b>             |   |  |

## STEP 2 - 4: IDENTIFY YOUR OUTCOMES, SELECT MEASUREMENT TOOLS, & COMPLETE YOUR EVALUATION PLAN

| Outcome | Program Activities | Measurement Tool | Data Collection & Analysis Steps | Timeline | Key Staff |
|---------|--------------------|------------------|----------------------------------|----------|-----------|
|         |                    |                  | 1.<br>2.<br>3.<br>4.<br>5.       |          |           |
|         |                    |                  | 1.<br>2.<br>3.<br>4.<br>5.       |          |           |

Outcomes, indicators and measures are often confusing as well as intimidating to non-evaluators, but this need not be the case. Key to a successful evaluation is determining upfront how to select and prioritize outcomes, how to determine what is realistic to measure, and how to make sure you are measuring outcomes that accurately reflect your program's impact. Logic models are a tool that will help you in this task. It is also important to pay attention to the purpose of your evaluation as that is an important determinate of what you'll want to measure.

### - What You Can Measure

We certainly can measure a lot of things that do matter, but there's a lot out there that gets measured that does not matter. Keeping this advice in mind will keep you focused on what does matter and what can be measured. Let's dig deeper by considering two key concepts: The Sphere of Control and the Sphere of Influence.



Not everything that can be measured matters and not everything that matters can be measured.

- Coe & Schlangen (2011)

The **Sphere of Control** is, as the name suggests, those things we have control over (or at least we think we do!). It is the activities of our program, the deliverables to our funders, the timeline of milestones reached, and the number of people involved in our program. These are the things we DO. These are typically the things that we measure. They tell you about the effort you put in but they don't tell you about the "why bother" of the program.

The **Sphere of Influence** is the change we hope to see occur through the farm to school programs we implement. These can be categorized into short, intermediate, and long term outcomes. For example, in a school garden program, a short term outcome might be for students to have increased awareness and knowledge about how plants grow,

## + Types of Data to Collect

## + Types of Data Collection Tools

## - Benefits and Limitations of Methods

While there are many different types of data collection methods, the most common tools used in farm to school evaluations are: Observations, interviews, focus groups, and surveys. Each of these methods has its advantages and challenges. The publication, "Designing Evaluation for Education Projects" provides a nice summary of each of the four methods, described below.



### Purpose of Observational Tools

*To gather information about how a project actually operates, particularly about the process.*

#### Advantages

- Can view operations of a project as they are actually occurring.
- Can adapt to events as they occur.





#### Challenges

- Can be difficult to interpret behaviors.
- Observations can be difficult to categorize.
- Can influence participant's behaviors.
- Can be expensive to implement.



associated with farm to school activities. The Toolkit's seven attachments – one for each target audience – provides guidance on how to select appropriate outcomes based on the activities in your program. The attachments accompanying this toolkit will help you identify outcomes that you want to measure as part of your evaluation, related to those audiences you identified in the previous step. Below is an example of how the attachments are laid out with respect to matching activities to outcomes. Look down the column “This may be a fit for your program if…” to identify activities you are doing, then look at the Outcome column, which identifies the type of outcome you can expect to see based on the activity.

| Outcomes & Activities Columns in Attachment 3 |   |  |
|---|---|--|
| Outcomes                                      |   | This may be a fit for your program if....  |
| Teacher Attitudes and Behavior                | 1. Teachers/staff model healthy eating.   | Your program includes nutrition and healthy eating components, and provides opportunities for students to witness teacher/staff eating habits. |
|   | 2. Positive attitudes about integrating farm to school related information in curriculum. | Your program includes significant changes to the curriculum to include FTS components.   |

-  [Attachment 1: Outcomes for Students](#)
-  [Attachment 2: Outcomes for Parents](#)
-  [Attachment 3: Outcomes for Teachers](#)
-  [Attachment 4: Outcomes for School Food Services](#)
-  [Attachment 5: Outcomes for Producers](#)
-  [Attachment 6: Outcomes for School Leadership](#)
-  [Attachment 7: Outcomes for Community](#)



+ Types of Data to Collect

+ Types of Data Collection Tools

+ Benefits and Limitations of Methods

+ Matching Audience to Method

- Matching FTS Outcomes to Tools

The Farm to School Evaluation Toolkit has seven attachments, one for each target group that farm to school programs could impact: students, parents, teachers, food services, producers, school leadership, and community. Each attachment includes evaluation outcomes relevant to that target group, the types of FTS program activities that would likely lead to that outcome, and data collection instruments appropriate for capturing data for the outcome.

Below is an example of **Attachment 1: Outcomes for Students**.

| Outcome  | This may be a fit for your program if...                     | Measurement Tools: Type  | Measurement Tools: Examples   |
|--|--|--|---|
| 2. Student gains in knowledge and awareness about agriculture, local foods, and seasonality. | Your program includes agriculture and local foods education. | <b>Pre/post-test evaluations</b> of student knowledge using surveys. | <ul style="list-style-type: none"> <li>Recommended tool for 5th and 6th grade students on local foods at: <a href="#">Bearing Fruit: Farm to School Program Evaluation Resources and Recommendations</a>, "Fresh from the Farm Student Survey" (Page 138-140). Also includes questions on fruit and vegetable preferences.</li> <li>Recommended tool for measuring 6-12 year olds' knowledge and attitudes about healthy and local foods: <a href="#">Wisconsin Farm to School: One-Year Evaluation Report "Wisconsin Farm to School 2010-2011 Student Survey"</a> (Appendix D, Pages 27-37)</li> </ul> |





# How Do I Use the Toolkit?

Develop an evaluation plan, select tools, collect and analyze data, share the result.



## Overview: Introducing FTS Evaluation

Step 1: Preparing for Evaluation

Step 2: Outcomes, Indicators & Measures

Step 3: Choosing and Adapting Tools

Step 4: Collecting and Analyzing Data

Steps 5 and 6: Reporting Results

Peer-to-Peer Learning

## Overview: Introducing FTS Evaluation

Since the late 1990's, evaluation has contributed to the field of Farm to School evaluation has improved over the complete lack of formal evaluation to an increasing focus several reasons to evaluate farm-to-school programs, ma overarching categories: program improvement; informat information for current and future funders. Areas of focu specifically include program participation, outputs, and sl outcomes, as well as longer-term outcomes that should b baseline evaluations.

The Farm to School Evaluation Toolkit provides practical collection instruments. It is accompanied by a webinar tra

### Resources

- [Evaluation for Transformation: A Cross-Sectoral Evaluation](#)  
The need for more systematic and comprehensive evaluation of farm-to-school programs is highlighted by the National Farm to School Network (NFSN). The NFSN



## Parting Words of Advice

- Identify the purpose of your evaluation
- Focus on the short and intermediate term outcomes/goals
- Consider the different groups that you are affecting and evaluate the impact
- Don't try to learn everything – be realistic
- AND.....



# FTS Evaluation Toolkit Webinar Series



**Toolkit**

<http://sparkpolicy.com/tools/>

**Contact**

[Lyn@SparkPolicy.com](mailto:Lyn@SparkPolicy.com)



# Thank You! Questions?

To receive your SNA CEU  
certificate, email

[Robert.gorman@fns.usda.gov](mailto:Robert.gorman@fns.usda.gov)





# Upcoming Webinar:

## Finding and Buying Local Foods:


### February 4, 2:00 PM EST

### What Does Local Mean?

- Within a radius
- Within a county
- Within a state
- Within a region

A district's definition of local may change depending on the:

- Season
- Product
- Special events



USDA | THE FARM to SCHOOL PROGRAM