This document contains a list of the **Priority Outcomes**, **Indicators**, and **Measures** that the Oregon Farm to School and School Garden Network has identified as important to measuring the impact of farm to school in Oregon. The contents of this document were developed from 2012-2015 through a collaborative process with members of the Network, and were structured to align with [*Evaluation for Transformation: A Cross-Sectoral Evaluation Framework for Farm to School*](http://www.farmtoschool.org/resources-main/evaluation-framework), developed by the National Farm to School Network, whenever possible. This is a living document.

The **Priority Outcomes, Indicators,** and **Measures** in black text are included on the website *Farm to School Counts*: [www.oregonfarmtoschool.org](http://www.oregonfarmtoschool.org)

The **Priority Outcomes, Indicators,** and **Measures** in red text are areas for which comprehensive, reliable statewide data is not yet collected on an ongoing basis. It is the hope of the Network that more of these data points will be collected over time, and can be made publically accessible on the *Farm to School Counts* website.

**PUBLIC HEALTH**

**Priority Outcome:** Students and their families access locally produced, healthy food through schools and preschools.

1. **Indicator**: Student access to local, healthy foods in schools and preschools.
   1. **Measures**
      1. Total dollar amount of all local and Oregon products purchased by school districts
      2. Number/percentage of students participating in federal school meal programs (NSLP and NSBP) in districts where farm to school activities are present
      3. Percentage of free and reduced-meal eligible students participating in federal school meal programs where farm to school activities are present
      4. Number of students reached by the ODE F2S grant program
      5. Number of students reached by the ODE F2S grant program, broken down by race/ethnicity and socioeconomic status
      6. Percentage of schools in Oregon that have an edible garden
      7. Number of counties in Oregon with at least one school garden
      8. Number of schools that incorporate school garden produce into cafeteria meals
      9. Availability of state funding to districts in the state:
         1. for purchasing Oregon-grown and processed food products,
         2. for food-based, agriculture-based, and garden-based educational activities, and
         3. established as permanent/recurring in the state budget
      10. Number/percentage of school districts that purchase Oregon-grown/locally-grown or processed products
      11. Number or percentage of school districts that have farm to school activities in pre-K settings
      12. The number of school districts that incorporate local, healthy foods in school meal programs beyond lunch, including breakfast, snacks, summer, and afterschool programs
      13. The percentage of districts with farm to school programs that are in full compliance with federal school meal regulations
      14. Number/percentage of school districts that have increased the variety of local and Oregon products they serve
      15. Number/percentage of school districts that have increased the frequency at which they serve Oregon products
      16. Number/percentage of students participating in, or exposed to, farm to school educational activities, such as school gardening, farm field trips, Future Farmers of America, cooking, nutrition, and food-based lessons
      17. Amount, in pounds, of Oregon-grown or locally-grown or raised products purchased by Oregon school districts
2. **Indicator**: Family and adult access to local, healthy foods from farm to school program activities.
   1. **Measures**
      1. Coordinated statewide efforts exist to increase parent and caregiver knowledge, attitudes, and behaviors towards purchasing Oregon foods that are promoted in schools
      2. Number and type of nutrition, food-based or agriculture-based learning materials sent home or shared with other community adults
      3. Number of parents or care-givers participating in farm to school activities, such as after-school programs, garden volunteers, field trips, nutrition and food-based learning, etc.
      4. The number of training and support opportunities for students and their families to grow and prepare their own food
      5. Number of families that begin gardening at home or in a community garden after participation in farm to school activities
      6. Number of families who report purchasing local foods after involvement in farm to school activities
3. **Indicator**: School district and school policy environments support student access to local, healthy foods in school meals.
   1. **Measures**
      1. Number or percentage of local school district wellness policies that include language on farm to school activities as part of addressing nutrition and wellness efforts
      2. Number or percentage of schools with farm to school programs (including procurement, promotion and/or education) reporting *school specific* written wellness policies in addition to the district policy, that include farm to school programming
4. **Indicator:** State government program and policy environments support local, healthy food access in schools for children.
   1. **Measures**
      1. State agencies provide policies, procedures and technical assistance to support incorporation of food from school gardens into school meals
      2. State agencies are able to identify all school gardens and their contact people to disseminate technical assistance
      3. Funding for farm to school and/or school garden programs and staff within Oregon Department of Agriculture (ODA) and Oregon Department of Education (ODE):
         1. Is established as permanent/recurring in the state budget,
         2. Provides resources to these agencies to provide technical assistance and support at the school and district level
      4. Availability of state funding to districts in the state:
         1. For purchasing Oregon-grown and processed food products,
         2. For food-based, agriculture-based, and garden-based educational activities, and
         3. Is established as permanent/recurring in the state budget

**Priority Outcome:** Students and their families increase consumption of local and healthy foods.

1. **Indicator**: Student and family preferences for local, healthy foods.
   1. **Measures**
      1. Increase in student and family awareness and knowledge about food and nutrition’s impact on health
      2. Increase in student and family willingness to try new local, healthy foods
      3. Amount of local fruits and vegetables students and families report eating

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**EDUCATION**

**Priority Outcome:** Increase food literacy in students in schools.

1. **Indicator:** Increase in student knowledge about food and its impact on health, community economics, and the environment.
   1. **Measures**
      1. Number of school districts offering farm to school educational activities (such as school gardening, farm field trips, Future Farmers of America, cooking, nutrition and food-based lessons)
      2. Number of school districts procuring local foods that accompany these purchases with educational activities
      3. Number/percentage of schools in Oregon that have an edible garden
      4. Number of counties in Oregon with at least one school garden
      5. Number of schools in Oregon that have an edible garden that is actively used for educational activities
      6. Oregon Harvest for Schools materials:
         1. Are developed and available for different products including fruits and vegetables, meat, grains, eggs, seafood, beans, and dairy
         2. Are downloadable and editable, translated into Spanish, and include space to add producer profiles
      7. Percentage of school districts making local purchases that are doing some form of promotion of local foods
      8. Number/percentage of school gardens that have a designated, funded School Garden staff position (School Garden Coordinator or Educator)
      9. Number of school districts that are using Oregon Harvest for Schools materials
      10. Number of school districts that are using Oregon Harvest for Schools materials as intended (to highlight local products in season when they are served)
      11. Number of students who are receiving educational activities that are able to demonstrate knowledge of where their food comes from and how it is grown
      12. Student knowledge of at least one element of food heritage, such as foods unique to different cultures, and including food histories native to the region/community/their own family
      13. Number of students participating in, or exposed to, farm to school educational activities, such as school gardening, farm field trips, Future Farmers of America, cooking, nutrition and food-based lessons
      14. Number of students receiving educational activities who are able to demonstrate knowledge, skills and motivation to make responsible food choices and how they impact their health, the environment and their community

**Priority Outcome:** Education policy and programs support farm to school activities.

1. **Indicator:** Education agencies allocate resources to support farm to school programming.
   1. **Measures**
      1. Availability of state funding to districts in the state:
         1. For food-based, agriculture-based and garden-based educational activities,
         2. To link those activities with local purchasing efforts, and
         3. Established as permanent/recurring in the state budget
2. **Indicator:** Teachers, child care educators, foodservice workers, students, and producers are trained in farm to school nutrition, education and gardening activities.
   1. **Measures**
      1. The number of garden educators, teachers, foodservice staff, non-profits, and producers reached by professional development/trainings
3. **Indicator:** Teachers, child care educators, school administrators, nutrition service directors, foodservice workers, and producers have resources they need to implement farm to school activities as a collaborative team.
   1. **Measures**
      1. Farm to school activities aligned to Common Core or state-adopted standards are readily available for teachers as they are updated

**Priority Outcome:** Farm to school activities are aligned to Early Learning Framework, the Common Core, or state content standards to support student engagement and learning.

1. **Indicator:** Sites offer a range of learning opportunities aligned to support learning skills and content areas.
   1. **Measures**
      1. Number of students participating in farm to school and school garden activities aligned to Early Learning Framework, Common Core or state-adopted content standards
      2. The subjects (i.e., nutrition, science), grade levels, number of classes/hours and type of activities (i.e., taste tests, hands-on learning, gardening) where farm to school activities and curriculum are aligned to Early Learning Framework, Common Core or state-adopted content standards

**COMMUNITY ECONOMIC DEVELOPMENT**

**Priority Outcome:** Local and statewide economic impact

1. **Indicator:** Increase in market opportunities/income generation for local producers, processors, and distributors through sales to school districts.
   1. **Measures:**
      1. Percentage of total food budget spent on local and Oregon foods by school districts
      2. Total dollar amount of all local and Oregon products purchased by school districts
      3. Number/percentage of school districts that purchase Oregon-grown/locally-grown or processed products
      4. Number of producers, processors and distributors supplying local and Oregon products to school districts
      5. Number of new jobs created by food producers, processors, or distributors due to farm to school market demand
      6. School districts across Oregon utilize a wide range of methods to purchase local/Oregon products, including:
         1. Direct from farmers;
         2. Through a distributor;
         3. Through growers’ cooperatives;
         4. Using innovative procurement strategies (such as forward contracting); and
         5. Utilizing USDA foods allocations
      7. Number/percentage of school districts that have increased the variety of local and Oregon products they serve
      8. Number/percentage of school districts that have increased the frequency at which they serve local and Oregon products
      9. Amount, in pounds, of local and Oregon-grown or raised products purchased by Oregon school districts
      10. Access by farms in all regions of the state to a distribution network to distribute their products to Oregon’s schools
      11. Percentage of school food sales that go to local, socially disadvantaged producers (i.e., growers, ranchers, processors)

**Priority Outcome:** Social capital built in school districts and the community

1. **Indicator**: Mutually supportive relationships result in access to resources shared between community and school districts.
   1. **Measures**
      1. Availability of funding for school districts to engage the community in farm to school efforts
      2. Existence of coordinated statewide efforts to increase parent and caregiver knowledge, attitudes, and behaviors towards purchasing Oregon foods that are promoted in schools
      3. Number of school districts that utilize promotional activities related to local foods in the school environment and/or in the community
      4. Oregon Farm to School and School Garden Network membership includes:
         1. Participants from all geographic regions of the state,
         2. Participation by state agencies (Oregon Department of Agriculture, Oregon Department of Education, Oregon State University Extension),
         3. Representation from diverse stakeholders, including but not limited to: non-profit organizations, farms and food producers, school food services administrators, Commodity Commissions, Future Farmers of America, distributors, youth, public health professionals, educators, people of color, and people of diverse socioeconomic backgrounds
      5. Number and type of food-related businesses (i.e., farmers, ranchers, distributors, retailers) partnering with the school district to support farm to school through education, gardening and procurement efforts (i.e., field trips, site visits)
      6. Existence of collaborative research into local farm to school and school garden programs and policies in Oregon (may include local non-profits, schools, districts, the Oregon Health Authority, ODE and ODA, OSU Extension, and others within and outside the state)
      7. Existing programs, such as Oregon State University Extension Master Gardeners, Oregon State University Extension 4-H School Garden Program, FFA, Oregon Health Authority, Oregon Food Bank and public state universities (i.e. OSU, Eastern Oregon University, U of O, PSU) collaborate with other farm to school and school garden stakeholders across the state to efficiently utilize existing resources to support farm to school and school garden efforts.

**Priority Outcome:** State agency support for local and regional foods.

1. **Indicator:** State agency programs and procurement policies support local and regional foods
   1. **Measures**
      1. Funding for farm to school and/or school garden programs and staff within Oregon Department of Agriculture (ODA) and Oregon Department of Education (ODE):
         1. Established as permanent/recurring in the state budget,
         2. Provides resources to these agencies to provide technical assistance and support at the school and district level
      2. Availability of state funding to districts in the state:
         1. For purchasing Oregon-grown and processed food products,
         2. For food-based, agriculture-based and garden-based educational activities, and
         3. Established as permanent/recurring in the state budget
      3. Number/percentage of state and local procurement policies with language encouraging purchases of locally grown and processed foods
      4. State agency funding includes funding for school districts to link cafeteria with classroom/garden activities
      5. State agency funding is provided to school districts to engage the community in their farm to school efforts
      6. Funding for implementation of state farm to school grants includes funding for districts, ODE or other entities to track and monitor local purchases
      7. Number of training opportunities created for local producers and businesses owned by socially disadvantaged individuals, to help them work with schools
      8. Existing programs, such as Oregon State University Extension Master Gardeners, Oregon State University Extension 4-H School Garden Program, FFA, Oregon Health Authority, Oregon Food Bank and public state universities (i.e. OSU, Eastern Oregon University, U of O, PSU) collaborate with other farm to school and school garden stakeholders across the state to efficiently utilize existing resources to support farm to school and school garden efforts

**ENVIRONMENTAL QUALITY**

**Priority Outcome:** Schools support environmentally friendly practices.

1. **Indicator:** School gardens support diverse natural food environments.
   1. **Measures**
      1. Number of schools that have an edible garden that is actively used for educational activities
      2. Quantity purchased and amount spent on local foods that are also third-party eco-label certified foods
      3. Quantity purchased and amount spent on local foods that are grown on farms with diversified crops
2. **Indicator:** Reduction in cafeteria waste.
   1. **Measures**
      1. Number of school-based composting programs that are part of existing waste reduction programs or are stand-alone
3. **Indicator:** School gardens support diverse natural food environments.
   1. **Measures**
      1. Number and size of school gardens that grow and teach about food
      2. Number of schools where food gardens are combined with naturescaping to promote biodiversity

**Priority Outcome:** Students are environmentally literate through engagement in farm to school activities.

1. **Indicator:** Increase in student knowledge about the relationship between the environment and food systems, including environmental impacts of food production, processing, distribution and waste or composting.
   1. **Measures**
      1. Number of students receiving educational activities who are able to demonstrate knowledge, skills and motivation to make responsible food choices and how they impact their health, the environment and their community
      2. Number of children, at what grades, for what length of time, visit local farmers to learn about sustainable food production methods