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Monitoring and Evaluation of Georgia Organics' Farm to School Program: A Special Studies Project

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Monitoring and Evaluation of Georgia Organics' Farm to School Program: A Special Studies Project

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2016

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Abstract

Monitoring and Evaluation of Georgia Organics' Farm to School Program:
A Special Studies Project

By: Emily Beamer

Introduction: Farm to school is a program that grew out of a need to support farmers and connect students to healthy, local food. It connects students to the food system by providing local produce in the school cafeteria, creating edible gardens in schools, incorporating nutrition and agriculture elements into the curriculum, farmer visits to schools, and student visits to local farms. Georgia Organics is an Atlanta-based nonprofit that operates a statewide farm to school program to provide resources, training, and technical assistance to schools and early care centers for improved farm to school implementation. This thesis lays out a comprehensive monitoring and evaluation plan for the farm to school program.

Purpose: This monitoring and evaluation framework grew out of previous work with Georgia Organics' Farm to School program. During my internship, I worked with different elements and activities in the program and was part of different data collection processes where I saw firsthand gaps resulting from the lack of a comprehensive evaluation system. The purpose of this monitoring and evaluation plan is to provide a wholesome tool for the farm to school team to fully evaluate their current impact and reach, and create a framework to build on as the program grows.

Methods: A monitoring and evaluation framework was created to cover the full range of activities, outputs, and program outcomes. Key elements include a visual and narrative theory of change, logic model, and comprehensive indicator table. The farm to school team at Georgia Organics was consulted throughout to ensure alignment with program goals and feasibility of implementation.

Discussion: Strengths of the plan include the ease of incorporation into existing workflow and the comprehensive, objective measures to evaluate progress in racial equity. Limitations of the tool include the lack of available standard indicators, challenges with participant survey response, and difficulties with quantifying long-term program impact. The plan provides tools to measure existing activities in addition to those currently being added to program, while also creating a framework for evaluation as program elements continue to expand and the team grows capacity and becomes more seasoned with the evaluation processes.

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I am also incredibly grateful to the farm to school team at Georgia Organics, Kimberly Della Donna and Kimberly Koogler, and Director of Programs, Amber Suitt, for their willingness to let me embark on this project and for their thoughtful engagement and feedback throughout the process. I'm so thankful for their work in the good food movement and their willingness to teach and share their passions with me during my time with the organization.

I would be remiss not to acknowledge the educators and staff who make farm to school programs possible. They work tirelessly each day to bring their students access to fresh and local fruits and vegetables and opportunities for experiential learning and life-long habit building. Even during a pandemic, educators have found creative ways to support their students in academics and health and they deserve endless recognition for their work.

And of course, thank you to my friends and family who have supported me academically, mentally and emotionally through this project, my master's program, and all other endeavors. All of my accomplishments are only made possible by the people who support me.

Table of Contents

Abbreviations

BIPOC Black, Indigenous People of Color
CDC Centers for Disease Control and Prevention
ECE Early Care and Education
FFQ Food Frequency Questionnaire
FTECE Farm to Early Care Education
FTS Farm to School
NFSN National Farm to School Network
HEI Healthy Eating Index
PMFGBE Poly-theoretical Model for Food and Garden-based Education in School Settings
SCT Social Cognitive Theory
SLP School Lunch Program
SND School Nutrition Director
TBP Theory of Planned Behavior
USDA United States Department of Agriculture

Chapter 1: Introduction and Background

1.1 Introduction and Rationale

1.1.1 What is Farm-to-School

Farm-to-school (FTS) was created out of dual problems of childhood obesity and an understanding of the "economic and environmental challenges" with the way the current food system operates (Feenstra & Omhart, 2012). The original farm to school programs grew out of a desire and need to support schools and early care centers in feeding students with healthy and fresh food, while also creating a win-win for the local economy by sourcing from small and medium scale farms (Feenstra & Omhart, 2012). Farm to school programs are centered around three key areas including: 1) local food procurement; 2) school gardens and connection to local agriculture; and 3) the incorporation of nutrition, garden and agriculture topics into the school curriculum (Table 1.1) (NFSN, 2020). Though all three components make up the core mission of FTS, many programs across the country and within Georgia approach these aims in different ways, with some excelling in all three areas and others focusing on just one or two. The likelihood of successful behavior change is more likely with the full continuum of activities (Berlin et al., 2013), though the program is also designed to be asset-based where schools and early care and education (ECE) centers prioritize activities that align with and build upon existing strengths.

Farm to Early Care and Education (FTECE) also falls under the umbrella of farm to school. Many of the mechanisms and goals around FTECE mirror those for FTS, though programming is tailored to fit the needs of younger children and early care centers (NFSN, 2020). Farm to school and FTECE are part of a movement to provide healthier meals for students in schools and help children to be more engaged with the food they eat and the process of getting

it from farm to cafeteria. Farm to school also has the potential to have an impact on more direct public health outcomes such as obesity, chronic disease, food and nutrition security, academic achievement, environmental health, climate change mitigation and racial equity.

Table 1.1. Three Core Components of Farm to School

Component	Description
Local Procurement	Local procurement includes buying, preparing, and serving local foods in the cafeteria for breakfast and lunch, in the classroom for snacks and lessons, and during afterschool programs. Small and medium scale farms and producers are the priority in purchasing locally, and Georgia Organics places specific emphasis on farms utilizing organic, sustainable, and regenerative agricultural practices. Schools and ECE centers flexibly define ”local,” but it typically refers to food purchased from within the local community or within a certain distance of the school or ECE center. (NFSN, 2020)
Nutrition, Food, Garden, Agriculture and Health Education	Education topics range from nutrition, food and food production, food systems, agriculture, environmental health, gardening, and human health. Education may also include farm field trips or farmer visits to schools, cafeteria taste tests, cooking demonstrations, and more. Farm to school incorporates these different elements throughout the curriculum in areas such as science and math and incorporates education throughout the whole student experience for different types and levels of exposure. Georgia Organics prioritizes education focused on regenerative agriculture practices and culturally competent resources with a racial equity lens. (NFSN, 2020)
School Gardens	School gardens allow students to experience the process of food production from seed to plate. Schools vary widely in the types of gardens they have, from large greenhouses, small garden beds, indoor plants, and even hydroponic gardens. The food from school gardens is often consumed by students for snacks and in the lunchroom. School gardens also provide students with a form of physical activity. Georgia Organics encourages sustainable and regenerative gardening practices at schools and ECE centers. (NFSN, 2020)

The first farm to school census was conducted in 2013 to measure current FTS activities and capacities for growth across the nation (USDA, 2019). According to the most recent FTS census, just under half of districts surveyed (42%) have FTS activities, equating to “5,254 districts and 42,587 schools” across the country (USDA, n.d.). The proportion of districts

participating in Georgia is higher than the nation, with 62% of districts reporting participation in FTS activities, translating to “93 districts, 1,615 schools and 1,226,410 students” (USDA, n.d.). In addition, 19% of districts not currently participating in FTS in Georgia reported that they plan to start at some point in the future (USDA, n.d.).

1.1.2 History of Farm-to-School

Farm to school grew out of a need for increased access and consumption of fruits and vegetables in schools, and a desire to create a more localized food system (PAN, 2020). Though not always identified with the term “farm to school,” the movement began in the early 1990’s with initial efforts to bring more local produce into the school cafeteria (Feenstra, 2012). The first legislative component related to the program was the 2002 Farm Security and Rural Investment Act (Farm Security, 2002). Though the Act’s reach went beyond just agriculture and nutrition, it amended the National School Lunch Act by including a pilot program for access to “free fresh fruits and vegetables within 25 elementary and secondary schools” across four states, including one Native American Reservation (Farm Security, 2002). This pilot helped to test and establish best practices to scale the program and increase access and consumption of fruits and vegetables in schools (PAN, 2020).

Following this legislation, the National School Lunch Act was again amended in 2004 with the Child Nutrition and WIC Reauthorization Act, which was intended to increase access to food and nutrition assistance programs for children (Child Nutrition, 2004). Amongst other programs related to students and school meal availability, the act included training and technical assistance for projects to “improve access to local foods in schools and institutions… through farm-to-cafeteria activities, including school gardens” (Child Nutrition, 2004). In addition, the

Act specifically called out procurement of local food for school meals from small and medium sized farms, nutrition and agriculture education, and a "sustained commitment to farm-to-cafeteria projects in the community" (Child Nutrition, 2004). It also required schools to set nutrition standards related to all student wellness activities, including food, physical activity, and nutrition education (PAN, 2020). The 2004 Child Nutrition and WIC Reauthorization Act was the starting point for the formal and policy-supported FTS program in the United States, though schools and networks were doing this work from the early 1990s and potentially even earlier (NFSN, 2020).

Though the 2004 legislation was momentous for advocates of farm to school, more substantial funding to further support programs was not passed until the 2010 Child Nutrition Reauthorization and the Healthy, Hunger-Free Kids Act (NFSN, 2020). As part of the Healthy, Hunger-Free Kids Act of 2010, FTS advocates celebrated the mandate of $5 million dollars per year for eight years, totaling $40 million, allocated towards efforts to support FTS in districts across the country (NFSN, 2020). Record breaking funds were also granted by the USDA over the last two years, with $12.1 million in FTS grants awarded to 159 recipients in 2020 (USDA, 2021).

The farm to school grant program is administered through the United States Department of Agriculture (USDA) to local, regional, and state organizations to "support planning, developing, and implementing farm to school programs" (USDA, 2021). The USDA and the National Farm to School Network (NFSN) are the two largest stakeholders in the programming. The USDA formally administers the grants and thus has substantial influence on implementation for those receiving funding. Many FTS programs also function without formal grant assistance from the USDA and receive funding through local or state organizations, or through the

infamous FTS funder, the W.K. Kellogg Foundation (Feenstra, 2012). The NFSN was founded in 2007 and functions as the national collaborative for resources, training, advocacy, and support for FTS programming across the country (NFSN, 2020). The NFSN includes core partners in all 50 states and supports growth and capacity across programs.

1.1.3 Georgia Organics' Farm to School Program

Georgia Organics is an Atlanta-based nonprofit with a mission to, "connect organic food from Georgia farms to Georgia families" (Georgia Organics, n.d.). The organization was founded in 1997 with a focus on farmer education and networking but has since expanded programming to comprehensively address and support farmers, sustainable agriculture, food systems change, and healthy food for schools and communities more broadly across Georgia. Georgia Organics operates under a vision to achieve a reality where all Georgians eat food that is organically grown and sourced from Georgia farms (Georgia Organics, n.d.).

Georgia Organics' signature program is Farmer Services, which provides support to farmers across Georgia through assistance with organic certification, health insurance, disaster relief through micro-grants, and technical assistance (Georgia Organics, n.d.). The Farm to Restaurant program is an extension of Farmer Services and facilitates relationships between farmers and restaurants through training and networking to ensure both economic support for farmers, and local organic food availability for restaurants (Georgia Organics, n.d.). Another signature component of the organization is their Georgia Food Oasis program, which supports communities and food systems leaders to expand upon and grow access and consumption of local, nutritious food. Georgia Organics started its work in schools by launching Georgia's FTS program in 2007 and has been the leading the Georgia FTS movement ever since (NFSN, 2020).

Georgia Organics leads both farm to school and farm to early care and education programs to create avenues for greater access to fresh, healthy and local food in schools and early care settings and to create more equitable food systems across Georgia's communities. Georgia Organics is situated at the formative phase of FTS and FTECE service delivery, with much of their work centered around building the foundation and capacity and providing technical assistance so schools and early care centers may implement these programs sustainably and autonomously. Their work involves: 1) training and workshops for school nutrition staff, educators, and early care centers on the different elements of farm to school; 2) yearly October Farm to School month campaign themed around a specific vegetable with resources, supplies, lesson plans and trainings provided for educators, parents and others working with children; 3) yearly celebration for FTS in Georgia, previously called Golden Radish Awards with an in-person celebration, though the landscape is changing due to COVID-19; 4) Farm to ECE best practice and resources sharing to provide support around FTECE; 5) building connections with schools and farmers to aid with local procurement; and 6) other general resources, support, networking and technical assistance (Georgia Organics, n.d.). Though they do not work directly with children, the outcomes of their work are seen through the expansion and successful implementation of FTS in schools and early care centers across Georgia.

1.2 Problem Statement

Georgia Organics cannot fully reach the goals of their FTS program nor achieve its full impact potential without more robust systems to monitor and evaluate programs and efforts. Though Georgia Organics has been building school's capacity for FTS and successfully expanding programming across the state since it began the work in 2007, a succinct monitoring

and evaluation framework and plan is not currently in place to ensure the organization reaches its intended outcomes and impact. In addition, with an ever-changing school dynamic in the midst of the COVID-19 pandemic, funding changes locally and nationally, and a new focus on racial equity within the program and organization as a whole, a fully established FTS monitoring and evaluation framework will aid in achieving greater program success.

1.3 Purpose Statement

The purpose of this Special Studies Thesis project is to build a complete and comprehensive monitoring and evaluation plan for Georgia Organics Farm to School program. The monitoring and evaluation plan will include the full scope of existing FTS programming and build in new elements that are being added to the program in response to the COVID-19 pandemic and changing goals around inclusion and racial equity. The monitoring and evaluation plan will include all elements, theory, and tools necessary for implementation and will allow for improved practice within the program. Although applying the monitoring and evaluation framework before the development and implementation of the program is ideal, developing in retrospect creates an opportunity to ensure existing program elements are based in theory and evidence, and to establish that the perceived theory of change is sound and cohesive. The monitoring and evaluation plan will allow for wholesome evaluation of the program and hold the organization accountable to anticipated outcomes. Including key stakeholders within the organization throughout project development ensures fidelity with program goals and guarantees the plan fits within organizational capacity.

1.4 Objectives

1. Create a comprehensive monitoring and evaluation framework for Georgia Organics' Farm to School Program. The monitoring and evaluation framework will function as a tool for the organization to monitor progress and evaluate impact towards targeted outcomes.
2. Develop all accompanying data collection plans and tools for indicators included within the monitoring and evaluation framework.

1.5 Significance Statement

The potential public health outcomes of FTS are vast and range from obesity and food insecurity, academic performance, environmental health and beyond. As the program reaches across the entire state of Georgia to build capacity for FTS and FTECE work, the potential for to have an impact on public health outcomes for children and communities is great. A monitoring and evaluation framework will allow for close monitoring of program activities, outputs and outcomes to ensure program targets are met, and allows for assessment of the programs adequacy and effectiveness towards meeting its goals.

Chapter 2: Literature Review

2.1 Public Health Implications of Farm-to-School

Implementation of farm to school varies across districts and early care centers, but common components of farm to school involve taste tests, school gardens, fresh produce sourced locally, nutrition and agriculture education, field trips to farms and capacity or skill building for school nutrition staff (NFSN, 2020). Through these activities school districts are able to cultivate a deeper connection between children and the food they eat, and provide healthier, more sustainable options in the cafeteria for improved health outcomes.

2.1.1 Childhood Obesity, Fruit and Vegetable Intake, and Nutrition Acceptability

According to the Centers for Disease Control and Prevention (CDC), "the prevalence of obesity in children from 2-19 years old is 18.5%," with prevalence breakdowns of "13.9% for 2–5-year-olds, 18.4% for 6–11-year-olds and 20.6% for 12- to 19-year-olds" (CDC, 2021). The problem of childhood obesity continues to grow in the United States and has implications throughout childhood and into adulthood, including risks for Type 2 Diabetes, cardiovascular disease, and some cancers (CDC, 2021; Hannon et al., 2005; Weihrauch-Blüher, 2019). Some evidence also suggests children in the current generation could live less healthy lives and shorter lifespans due to obesity and subsequent illnesses (Olshansky et al., 2005).

The CDC (2021) recommends an increase in fruit and vegetable intake as one potential strategy, among others, to prevent weight gain and help children maintain a healthy weight. Despite the benefits, consumption of fruits and vegetables among children is consistently lower than the recommendations (CDC, 2014). Farm to school has the potential to increase fruit and vegetable consumption through the various components of the program.

Farm to school introduces students to fruits and vegetables through school gardens, cafeteria taste tests, and nutrition integration into the curriculum (Rains et al., 2019; NFSN, 2020). In an analysis of farm to school programs in Oregon, Rains et al. (2019) found that the majority of schools receiving FTS grants (75%) reported an increase in enthusiasm among students for consuming fruits and vegetables as a result of taste test introductions to new produce items. Students also exhibited greater excitement to consume what they grew in the school gardens. Rains et al. (2019) also found that programming provided students with a greater sense of ownership and thus greater likelihood for consumption, with the majority of schools also reporting that students tried new fruits and vegetables and showed preferences for fresh over processed food. Multiple exposures to a particular food is recognized as a mechanism to increase preference towards that food (Chadwick & Crawford, 2013; Wardle et al., 2003; Lakkakula et al., 2010), and farm to school provides multiple exposures to a variety of fruits and vegetables.

Farm to school programs have been shown to specifically increase fruit and vegetable intake, with some indicating greater improvement in consumption among those with lower baseline intake levels (Bontrager -Yoder et al., 2014; Taylor & Johnson, 2013; Moss et al., 2013). Farm to school programs have also been shown to improve overall attitudes towards and knowledge of fruits and vegetables (Yoder et al, 2014). In one study where a garden intervention was assigned, students participating in school garden activities as a component of FTS showed an increase in fruit and vegetable intake compared to those not participating (McAleese & Rankin, 2007), and other studies have supported the ability for school gardening to increase student's preference and willingness to taste and eat fruit and vegetables and improve consumption (Morgan et al., 2010; Ratcliffe et al., 2011; Berezowitz et al., 2015).

Schools and early care centers provide a unique opportunity to target children's nutrition because of the amount of time children spend in school, typically five days per week for 12 or more years of their life. Though improvement in health for children is implied through increased fruit and vegetable intake, few studies have looked at specific health outcomes related to an increase in fruit and vegetable consumption as a result of FTS programming, and future research and evaluation should aim to examine this relationship more closely.

2.1.2 Food and Nutrition Security

According to the USDA, approximately "13.1 million children lived in food-insecure households across the United States" in 2015 (USDA, 2017). In Georgia, it is estimated that 1 in 6 children are food insecure (Feeding America, 2020). Farm to school programming has the potential to reduce food insecurity through access, increased participation in the school lunch program, and increased autonomy in food production (NFSN, 2020).

Schools with FTS programs have seen positive associations with school lunch program participation. Many FTS programs incorporate local produce into the cafeteria through taste tests or salad bars, and programs have seen significant increases in participation in the school lunch program following these changes (Joshi et al., 2006; Flock et al. 2003). Providing taste tests of new, vegetable-focused menu items in the cafeteria also increases participation (Pope et al., 2018). Increasing student participation in the school lunch program has the potential to increase children's food and nutrition security. During the 2015-16 school year, only 81% of Georgia children eligible for free school lunch participated in the program, and 73% of students eligible for reduced-priced lunches participated (GaDOE, 2016). These numbers indicate potential for improvement in school lunch participation among lower-income children, with school lunches

serving as a possible access point for children in food-insecure families. Future research should explore the association between school lunch participation and food insecurity more closely.

Increased participation in the school lunch program may also facilitate improvement in nutrition access. Condon et al (2009) found that students eating school lunch were more likely to consume fruits and vegetables and less likely to eat unhealthy items like desserts and snacks compared to those not sourcing their lunch from school. Children from low-income households have been found to have, on average, the lowest fruit and vegetable intake (Lorsen et al., 2009; Drewnowski & Rehm, 2015; Rasmussen et al., 2006). Farm to school programs are able to provide increased access (Bontrager-Yoder et al., 2014; Giombi et al., 2020) and increased consumption (Moss et al., 2013; Bontrager-Yoder et al., 2014; McAleese & Rankin, 2007; Taylor & Johnson, 2013) of fruits and vegetables for children. Some states and districts use FTS as a targeted strategy to reach lower-income students, like the state of Oregon who established its farm to school program to specifically "reach students in low-income districts" for the purpose of increasing fruit and vegetable preference and consumption (Rains et al., 2019).

The school gardening component of FTS programs also functions as a mechanism to reduce food insecurity among students and the community. In a study conducted across low-income schools (defined as 50% or more qualifying for free or reduced lunch) in Arkansas, New York, Washington, and Iowa, a school garden intervention led to overall greater availability of vegetables at home for young children (2nd grade) and greater availability of low-fat vegetables at home across all age groups in the intervention group (Wells et al., 2018). In an analysis of garden intervention fidelity from the same study, students receiving the strongest interventions (implemented with the most fidelity according to intervention outline, including "number of lessons, number of fruits and vegetables planted and harvested, and number of distribution

methods") saw the greatest impact on home availability of fruits and vegetables (Wells et al., 2018). In another study in a California community, there was a 20% increase of students gardening at home after exposure to and participation in gardening at school (Twiss et al., 2003). School gardening can function as a tool to teach students how to grow their own food at home, providing another resource for food access.

Amidst the COVID-19 pandemic, communities saw an increased need for food aid and resiliency programs, particularly among students shifting to full online instruction. Many districts continued to provide breakfast and lunch pick-ups for students, and FTS programs adapted their models to meet the changing landscape. Some FTS organizations, such as Georgia Organics and North Carolina Extension, pivoted to provide seed packets, materials, and instructions for at-home gardening as an addition in the breakfast and lunch bags being sent home for students (NC Extension, 2020). This is another example of FTS creating an avenue for resiliency and improved food security for students.

2.1.3 Academic Performance

Though the literature connecting FTS to academic success is less dense than for health-centered outcomes, some studies have examined the connection between FTS activities and academic performance or knowledge. In a previous study mentioned above related to school gardens, those who received the garden interventions were found to have increased science knowledge at the conclusion of the intervention (Wells et al., 2015), and another study conducted in Washington, D.C. modeled a positive association between the presence of school gardens and improved math, reading, and science scores (Ray et al., 2016). Furthermore, FTS nutrition education programs have been shown to improve nutrition knowledge (Blom-Hoffman et al.,

2004), with studies showing pathways from nutrition knowledge gain to changes in fruit and vegetable consumption behaviors (Hoffman et al., 2011; Hendy et al., 2005). These results suggest potential for impact and expansion to other academic areas for students.

Evidence also supports the connection between healthier diets, cognitive function, and academic performance. In a longitudinal study among all California public schools, students in schools where healthy and nutritious lunches were provided (as determined using the Healthy Eating Index (HEI)) showed improvements in test scores, with even higher effects for lower-income students (students receiving free or reduced lunches) (Anderson et al., 2017). Regular consumption of breakfast is also linked to better academic performance (Sampsa-Kanyinga & Hamilton, 2017), and often elements of FTS are also incorporated into school breakfast programs (Esparza, 2018). Additional research is needed to explore the relationship between specific dietary changes (fruit and vegetable consumption) and academic performance among schools participating in FTS activities.

2.1.4 Environmental Health

In the 2013-14 Farm to School Census, 17% of schools with FTS programs reported a decrease in overall plate waste in the cafeteria (USDA, 2015). Food waste (also called plate waste) contributes to climate change due to an increased use of freshwater and fossil fuels, and the decomposition of food contributing to increased carbon dioxide and methane emissions (Hall et al., 2009). An evaluation in six Florida Elementary schools found increased selection and consumption of fruits and vegetables, resulting in reduced food waste in schools receiving FTS intervention activities (Kropp et al., 2018). Furthermore, targeted food systems education has been shown to increase fruit and vegetable consumption and reduce waste (Prescott et al., 2019).

Through greater knowledge and acceptability of fruits and vegetables as a result of FTS activities like gardens, nutrition education, and local food availability, students are more likely to choose fruit and vegetable offerings as part of their school lunch *and* are more likely to consume those fruits and vegetables, thus reducing the school's overall plate waste (Kropp et al., 2018; Prescott et al., 2019; Tagtow et al., 2015). The USDA also promotes campaigns in schools to reduce food waste, with most of the strategies mirroring what FTS programs are working to achieve, including but not limited to: 1) targeted student engagement with their food through food naming, placement, and taste tests; 2) collaboration with local farmers; and 3) composting for school gardens (Tagtow et al., 2015). School gardens also have the potential to positively impact environmental health, though additional research is needed to support this association.

Georgia Organics emphasizes the expansion of organic farming and adoption of more sustainable practices. Through their farm to school partnerships, they encourage and support farmers to switch to more sustainable and organic regenerative agriculture practices for improved environmental health and climate change mitigation. Fostering partnerships between organic farms and schools not only supports the regenerative agriculture movement, but also helps bridge gaps in access to organic food for children. Research supports the positive environmental benefits of organic agriculture, with benefits such as reduced water use and groundwater pollution, larger crop yields, and less harmful chemicals entering into the environment (Gomiero et al., 2011). In addition, the production of agrochemicals requires the use of non-renewable energy sources, and as organic agriculture does not permit the use of these chemicals, the use of fossil fuels decreases (FAO, 2020). Reducing the use of synthetic fertilizers and pesticides reduces groundwater pollution and improves "soil structure and water filtration" (FAO, 2020). Organic agricultural practices also allow for greater carbon retention in soil. Carbon emissions

are a major driver of climate change, and carbon retention in soil provides another avenue where agriculture can contribute to mitigation efforts (FAO, 2020). Climate change mitigation is a central theme to Georgia Organics' work, and environmental health outcomes are incorporated throughout the FTS monitoring and evaluation framework.

2.1.5 Racial Equity

The NSFN aims to utilize FTS as a mechanism to address social and racial inequities broadly and within the food system (NSFN, 2020). Often food access is more of a challenge "in low-income communities of color," with "1 in 3 African American or Latino children at risk of hunger" (NFSN, 2020). In addition to food access, often African American and Latino children experience higher rates of obesity (Taveras et al., 2013). With programs in schools and early care centers across the country, FTS presents an opportunity to promote and incorporate racial equity through the different program elements. The monitoring and evaluation framework for Georgia Organics incorporates indicators to evaluate progress in racial equity.

The NFSN proposes multiple avenues that FTS can utilize to promote social and racial equity. Through local procurement, not only are schools able to provide healthier meals to students with fresh, local fruits and vegetables who otherwise may not have had access but are also able to strategically support marginalized farmers (NFSN, 2020). Providing agricultural education alongside farmer field trips is also a strategy to "elevate the value of local agriculture and lift up under-represented stakeholders in the food system" (NFSN, 2020). Ray et al. (2016) also argue the association between school gardens and improved academic performance for Black and Latino students after finding positive associations between the presence of school gardens and higher reading, science, and math test scores. Georgia Organics is setting new goals

to alter their marketing and outreach strategy to target low resource and marginalized schools, communities, and producers, and provide greater access to the various resources they offer through their FTS program.

2.2 Economic Implications

According to the Farm to School Census, "the percent of local food purchased by schools increased by 55%" from the 2011-12 to the 2013-14 school year, and in 2013-14, local food accounted for $600 million of food purchases made by schools (USDA, 2015). Pathways to the potential economic improvement through FTS include increasing participation in the school lunch program and subsequent revenue increases for schools, and increased revenue for farmers selling to local schools.

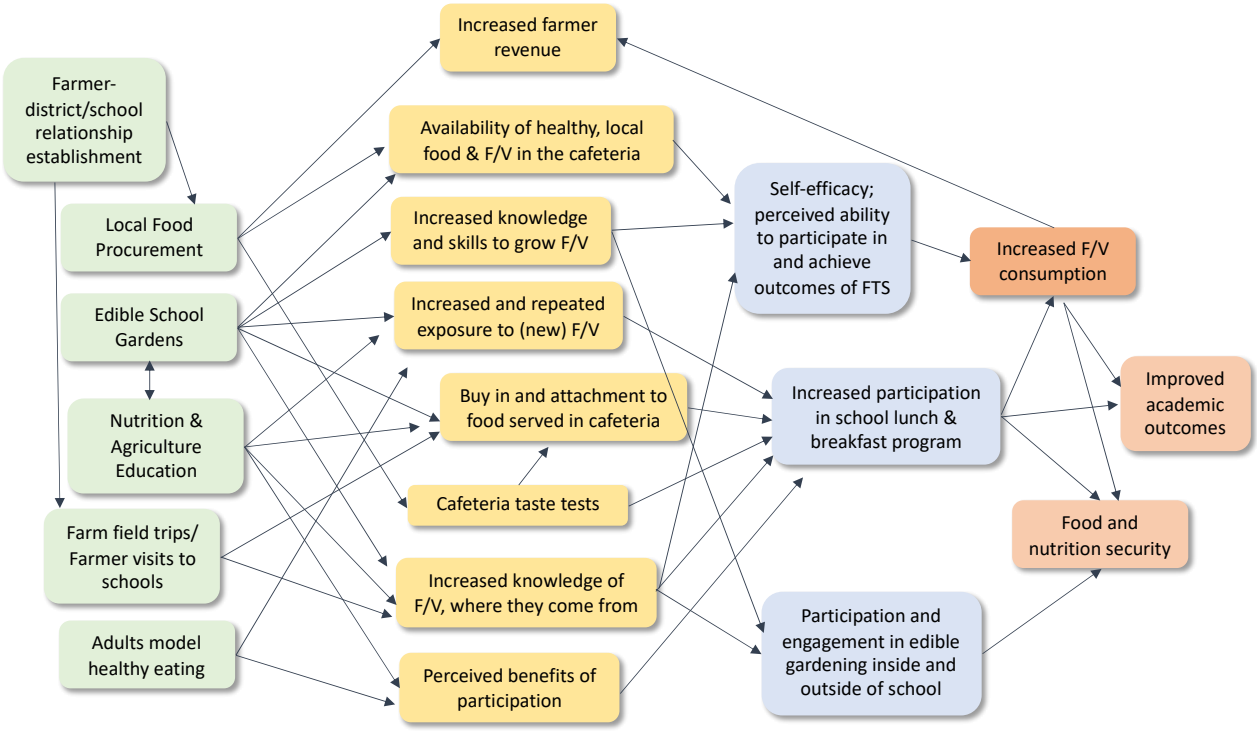
Previous studies have found modest economic benefits to farmers as a result of FTS, or as a combination of FTS and the subsequent increase in local food purchasing in the community (Gunter, 2011; O'hara & Priog, 2013; Tuck et al., 2010), though some producers do report challenges in providing competitive prices to schools (Pinard, 2013; UMD, 2012). Farm to school is associated with increased participation in the school lunch program (Joshi et al., 2006; Flock et al. 2003; Pope et al., 2018), which also has the potential to increase revenue for the school from students who pay for their lunch.

2.3 Farm to School Behavior Change Theory

Many of the positive outcomes that stem from FTS require some level of behavior change, both on behalf of the school districts and the students. Administrators, teachers, school nutrition directors, and staff shift ideas to a greater value on local food, connectedness to the

food system and access to local produce for students. Teachers often rework curriculum to incorporate nutrition and agriculture topics and incorporate other elements of farmer visits, field trips, and school gardens into their sphere of classroom activities. The successful adoption of behavior changes from students is possible through the changes made to their environments and exposures, including greater accessibility and awareness of local fruits and vegetables, greater understanding of where their food comes from, greater participation and autonomy in their food choices, and knowledge gain through the various FTS activities (NFSN, 2020; Berlin et al., 2013). A conceptual framework detailing the pathways from FTS activities, mechanisms for behavior change and desired outcomes is pictured in Figure 2.1.

Figure 2.1. Conceptual Framework for Behavior Change in Farm to School



2.3.1 Social Cognitive Theory

The most popular theory used to describe behavior changes and shape program models in FTS is the social cognitive theory (SCT). SCT emphasizes the reciprocal and interconnected influences of environmental factors, personal factors, and personal experiences, which all interact to create behavior change (Berlin et al., 2013). An important driver in SCT is the "knowledge of health risks and benefits," as the knowledge of how certain actions contribute to health and wellbeing drives the motivation for change (Bandura, 2004). Knowledge alone is often not enough to achieve and maintain behavior change, and another important tenant of SCT is self-efficacy, and that people believe they are able to create and achieve the desired outcome that will result from changing their behavior (Bandura, 2004). In addition, expected outcomes also play an important role in this theory, with participants (students) assigning some value to the desired behavior change and resulting outcome (Berlin et al., 2013). Interventions use strategies to target all of these different components in order to make the behavior change more likely to be adopted (Berlin et al., 2013).

Social cognitive theory is often used in interventions for youth related to food or nutrition behavior changes (Berlin et al., 2013). FTS takes a wholesome approach, where different facets of individual knowledge, perceptions, and the student's environment are simultaneously altered and targeted to make the desired behavior changes more likely, possible, and desirable by students (Berlin et al., 2013; NFSN, 2020). Students are taught, encouraged and given opportunities for behavior change through classroom and experiential learning, school gardening, farmer visits or field trips to local farms, taste tests of fruits and vegetables and healthy cafeteria dishes, adults modelling healthy eating, and access to local fruits and vegetables from farms or edible school gardens (NFSN, 2020). Though some schools often only implement some of the

activities depending on capacity, the foundational framework for FTS that draws on SCT is strongest when students have access to the full continuum of exposures, opportunities, and reinforcements in the three core areas of education, local procurement and school gardens (Berlin et al., 2013).

An example of a potential positive nutritional outcome of FTS is increased fruit and vegetable consumption by students. Details of the different components of SCT and how different elements of FTS may elicit behavior changes in fruit and vegetable consumption are detailed in Table 2.1. As shown, multiple areas and activities contribute to the desired behavior changes and the different activities work cohesively, rather than independently, to increase the likelihood of students achieving behavior change.

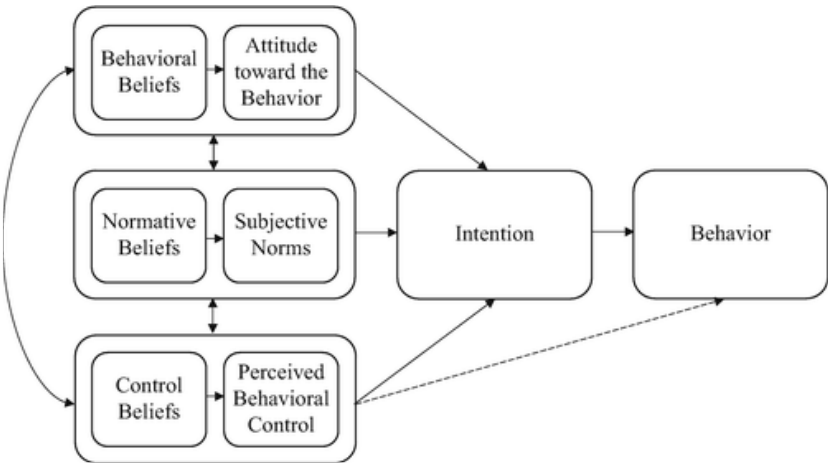
Table 2.1 Social Cognitive Theory and Increased Fruit and Vegetable Consumption through FTS

Social Cognitive Theory	Description: Increased Fruit and Vegetable Consumption
Behavioral Capability	Having the knowledge and skills to increase fruit and vegetable consumption and eat a healthy diet (RHIhub, 2021). Activities targeting this include nutrition and agriculture topics incorporated into the curriculum and increased access to local fruits and vegetables in the cafeteria
Expectations	The perceived outcomes and benefits of consuming fruits and vegetables, particularly those locally sourced. Expectations may come internally or externally through education, experiences, or modelling (RHIhub, 2021).
Self-efficacy	Feeling that one "has control over and is able to execute the behavior" of increased fruit and vegetable consumption (RHIhub, 2021). Having access to fruits and vegetables in school, through cafeteria meals and school gardens, may be supported through nutrition and agriculture education and through experiential learning.
Expectancies	"Assigning a value to the outcomes of behavior change" of increased consumption of fruits and vegetables (RHIhub, 2021). Can be shaped by education around healthy eating, personal experiences, and adult modelling.
Reinforcement	Incentives that promote or "encourage behavior change" (RHIhub, 2021), including positive or negative, internal or external, responses to the behavior change (LaMorte, 2019).
Observational Learning	"Observing outcomes of others performing or modelling the desired behavior" (RHIhub, 2021). Can include adults modelling healthy eating and peer-to-peer observations of healthy eating in the cafeteria and classroom.

2.3.2 Theory of Planned Behavior

FTS interventions may also be shaped around the Theory of Planned Behavior (TPB). TPB places heavy reliance on behavioral intentions as the major predictor of behavior change (Asare, 2015). TPB predicts that the likelihood of certain behavior changes are related to a risk and benefit analysis by the individual and, similar to SCT, whether the individual believes that engaging in the behavior will have the outcome that is expected (LaMorte, 2019). The major components of TPB include behavioral intention, attitudes toward the behavior, subjective norm, and perceived behavioral control, as shown in Figure 2.2 (Asare, 2015).

Figure 2.2. Theory of Planned Action (Kan & Fabrigar, 2017)



FTS utilizes the components of TPB by targeting "students' beliefs, social norms, and self-efficacy regarding fruits and vegetables" (Landry et al, 2017). Key activities to reshape students' attitudes and likeliness to consume more fruits and vegetables involve cafeteria activities such as increased access through local procurement, marketing with posters and taste tests, support and encouragement from adults when making healthy choices, and cyclical reinforcement through adults and peers in the cafeteria (NFSN, 2020). When relying on TPB to shape the program, one school required training for teachers around vegetable consumption and academic performance to shift ideologies that would then transfer to reinforcement for students (Landry et al., 2017). The program also required FTS elements to be incorporated into certain subject specific curriculum for additional reinforcement (Landry et al., 2017). FTS targets

behavior intentions by shifting attitudes around fruit and vegetable consumption, creating a scenario where consumption is encouraged by peers and adults, and increasing access so the behavior change is within the students' realm of control (Landry et al., 2017).

2.4 Monitoring and Evaluation Theory and Application

Farm to school programs are complex and often work within specific school contexts, funding restrictions, and educational leadership styles, and involve multiple actors within the school and community (Ratcliffe, 2012). Evaluating the short and long-term outcomes of the program is challenging, though a few notable resources and frameworks exist that guided the development of the current monitoring and evaluation framework.

One suggested model for evaluating FTS is the Poly-theoretical Model for Food and Garden-based Education in School Settings (PMFGBE) (Ratcliffe, 2012). The framework describes the FTS theory of change and provides a visual for how it achieves the associated outcomes at each level (individual, school, and community) (Ratcliffe, 2012). The framework's basis is that FTS shifts the "school's learning environments," and as a result contributes to the improvement of health outcomes and academic success (Ratcliffe, 2012). This framework draws outcomes from the Social Cognitive Theory, which is utilized across the literature as a tool for guiding FTS interventions, as described previously (Ratcliffe, 2012; Roche et al., 2012; Berlin et al., 2013).

The NFSN identified best practices and created tools for evaluating farm to school. Their logic model (Figure 2.3) and theory of change (Figure 2.4) provides a framework for other farm to school programs. Though the organization operates on a national level with broader outcomes and a larger target audience, their evaluation framework informed the creation of Georgia Organics monitoring and evaluation plan. Key shorter term public health outcomes and indicators suggested by the NFSN include: 1) student, adult, and family access to healthy foods sourced locally within schools; 2) "increased awareness of local food in the community" ; 3) increased consumption of local fruits and vegetables; and 4) increased preference for fruits and vegetables among students and adults (NFSN, 2014). Suggested longer-term

Figure 2.3 National Farm to School Network's Sample Logic Model (NFSN, 2014)

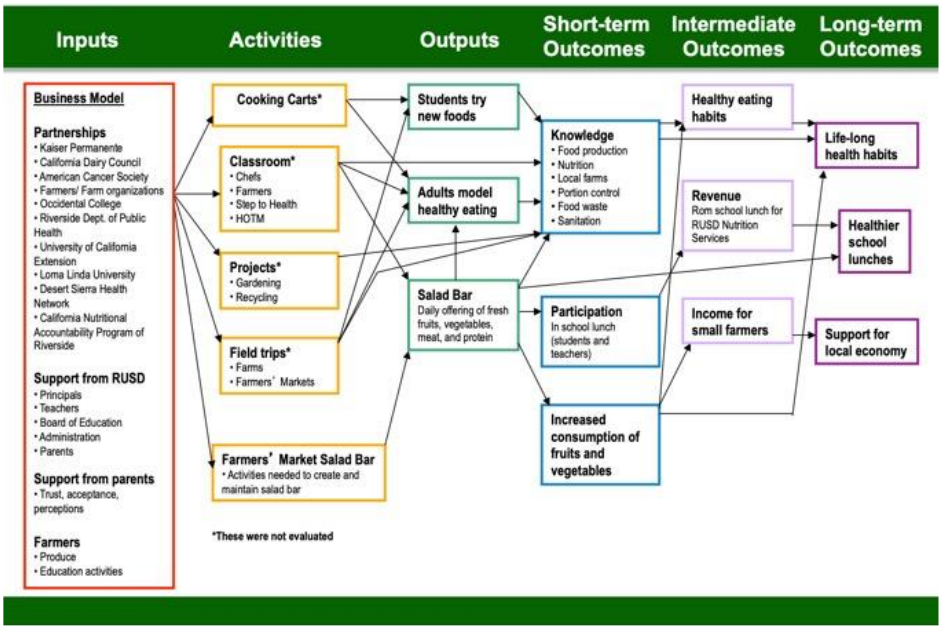
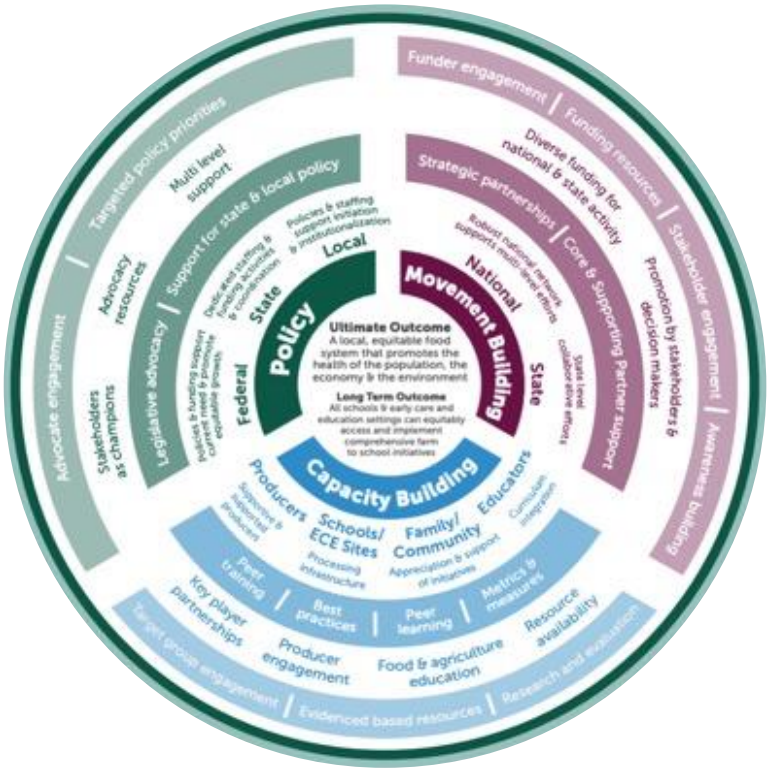


Figure 2.4 National Farm to School Network's Theory of Change (NFSN, 2018)



outcomes include chronic disease prevention and reduction, students and families meeting dietary and physical activity guidelines, and reduction of student, family and community food insecurity (NFSN, 2014).

The NFSN also recently published a broad framework for evaluating racial equity within FTS programs, both within the implementing organization and for service delivery. Key elements and indicators from this framework include; fostering an environment for equity through the establishment of equity priorities and organization culture; setting goals for equitable outcomes including stakeholder engagement, sustainability, impacts and accountability; and engagement in a group equity assessment (NFSN, 2019).

2.5 Gaps and Challenges

Though the literature supports FTS and details numerous positive program outcomes including fruit and vegetable intake, food and nutrition insecurity, environmental health, and racial equity, some gaps exist in evidence supporting specific pathways from FTS to these outcomes. For outcomes like obesity, academic performance, environmental health, and racial equity, literature exists around how different indirect elements of FTS may support or lead to these outcomes. Examples include supporting organic agriculture and environmental health, fruit and vegetable intake and academic performance, and potential pathways to racial equity. However, future research could examine the specific pathways between intentional FTS activities and the various public health outcomes. More specifically for racial and social equity, though the NFSN suggests potential associations between FTS activities and the advancement of equity, more robust research is needed in this area to exemplify these connections. This monitoring and evaluation plan includes outcomes, indicators, and means of verification to

attempt to measure the advancement of racial equity within the scope of Georgia Organics' work, with potential to be used by other organizations and districts hoping to evaluate their specific programs.

In addition to limitations with evidence supporting specific FTS pathways to public health outcomes, some limitations also exist with the tools used to evaluate and research FTS programs. Much of the literature around FTS and nutrition behavior changes relies on self-report in surveys or food frequency questionnaires (FFQ). Relying heavily on self-report may lead to bias, though often this is the most ethical and feasible tool to understand nutrition behavior change. Other methods rely on observation from school staff, broader surveys, or interviews conducted with school administrators, and measurements of overall food waste within the cafeteria. As most farm to school programs are typically offered to the entire school or district, these tools are the best and most feasible options.

A broader limitation within FTS programs are general funding restrictions within schools and early care centers that pose challenges to the adoption and expansion of farm to school. Though grants are available from different organizations and from the USDA, often budget cuts within schools, and more specifically for school lunches, make full adoption and implementation more difficult. A predominant goal of FTS is local procurement from small and medium scale farms, though often school lunch budgets only allow for purchasing from larger farms and companies who are able to offer lower rates (UMD, 2012). In a feasibility study conducted in Douglas County, Nebraska, producers reported one of the main challenges of selling to local schools as being able to provide a competitive price (Pinard, 2013). Food storage infrastructure at the school also poses a potential challenge to sourcing locally (UMD, 2012). Policy level changes around district and school lunch funding could potentially enhance a school's capacity

to source local food. Though policy and advocacy are beyond the scope of this monitoring and evaluation plan, successful evaluation of outcomes allows for easier communication of the benefits of FTS to funders, and local, state, and national governments.

Chapter 3: Monitoring and Evaluation Plan

3.1 Introduction

3.1.1 Program Overview

Georgia Organics' Farm to School Program is designed to increase access to fresh, healthy, and local foods for students and families across Georgia, while simultaneously supporting farmers and engaging children in the food system. Georgia Organics has a vision to achieve an equitable, sustainable, and localized food system in Georgia that supports farmer prosperity, regenerative agriculture, climate change mitigation, and racial equity. Their Farm to School Program is a direct reflection of their organizational goals.

Georgia Organics is situated at the formative stage of farm to school in Georgia. Their work provides support, training, and builds capacity of districts, schools, and early care and education centers across the state and encourages more schools and ECE centers to adopt and implement FTS programming. Though Georgia Organics is not typically engaged in direct services to children, their capacity building activities encourage and make it possible for schools to adopt FTS programs and for children to experience associated behavior change and positive public health outcomes. Key components of the program involve: workshops and training for school nutrition directors (SNDs) and educators; resource creation and dissemination including lesson plans, grow guides, recipes and farmers market activity sheets; yearly farm to school month promotional campaign; yearly celebration of FTS champions work and accomplishments across Georgia through the Golden Radish Awards; and best practice compilation and dissemination across the state.

Based on responses to the USDA's Farm to School Census, 93 of Georgia's 181 school districts currently participate in FTS activities, including 1,615 schools with over 4.5 million

dollars invested in local food (USDA, 2019). Though these numbers are promising, there is still room for improvement and potential for Georgia Organics to reach the remaining schools and ECE centers in Georgia and build the capacity of existing FTS programs.

3.1.2 Need

A local, equitable and sustainable food system where healthy, local foods are readily and equitably available is not currently a reality. Many children do not get the recommended serving of fruits and vegetables, an estimated 1 in 6 children in Georgia currently experience food insecurity, and often school food is sourced from large agricultural entities rather than neighboring farms within school communities (Feeding America, 2020). Research supports the positive outcomes of implementing FTS programs in schools and early care centers, including outcomes related to increased fruit and vegetable consumption, improved academic outcomes, food and nutrition security, improved revenue for farmers and schools, and potential benefits to environmental health. Often times schools and districts have the strengths and motivation to implement FTS initiatives but may need additional resources, encouragement, training, and support to fully see the programs to fruition. Georgia Organics builds the capacity of schools and ECE centers to be able to successfully implement FTS programs and has led the FTS movement in Georgia since 2007.

3.1.3 Target Population

The target population and direct beneficiaries of FTS programs are children in schools and ECE centers across Georgia. Because Georgia Organics is situated at the capacity building stage of programming and program activities offer training, technical assistance, and support to

schools, districts, and ECE centers more broadly, the target population of programming includes, but is not limited to:

- Schools and districts across Georgia
- Early care and education centers
- School Nutrition Directors, coordinators, and school nutrition staff
- Educators, including teachers, staff, and ECE providers
- Small to medium scale farmers, particularly organic farmers, across Georgia

3.1.4 Key Program Aims and Activities to Achieve Aims

1. Improve **knowledge**, **capacity,** and **commitment** to FTS activities among SNDs, ECE providers, educators and FTS practitioners that specifically target and support: **organically certified local procurement**; **food, nutrition and regenerative agriculture education**; and **regenerative school gardening practices**.
    a. Provide training, workshops, and technical assistance for SNDs, coordinators, and school nutrition staff for improved delivery of the school lunch program, increased student engagement and participation, and support in organic local procurement.
    b. Provide training for educators on regenerative gardening practices in schools, incorporation of FTS into different components of the curriculum (math, science, etc.) and best practices for FTS.
    c. Provide yearly FTS/ FTECE summit for knowledge sharing, training and network building across Georgia.

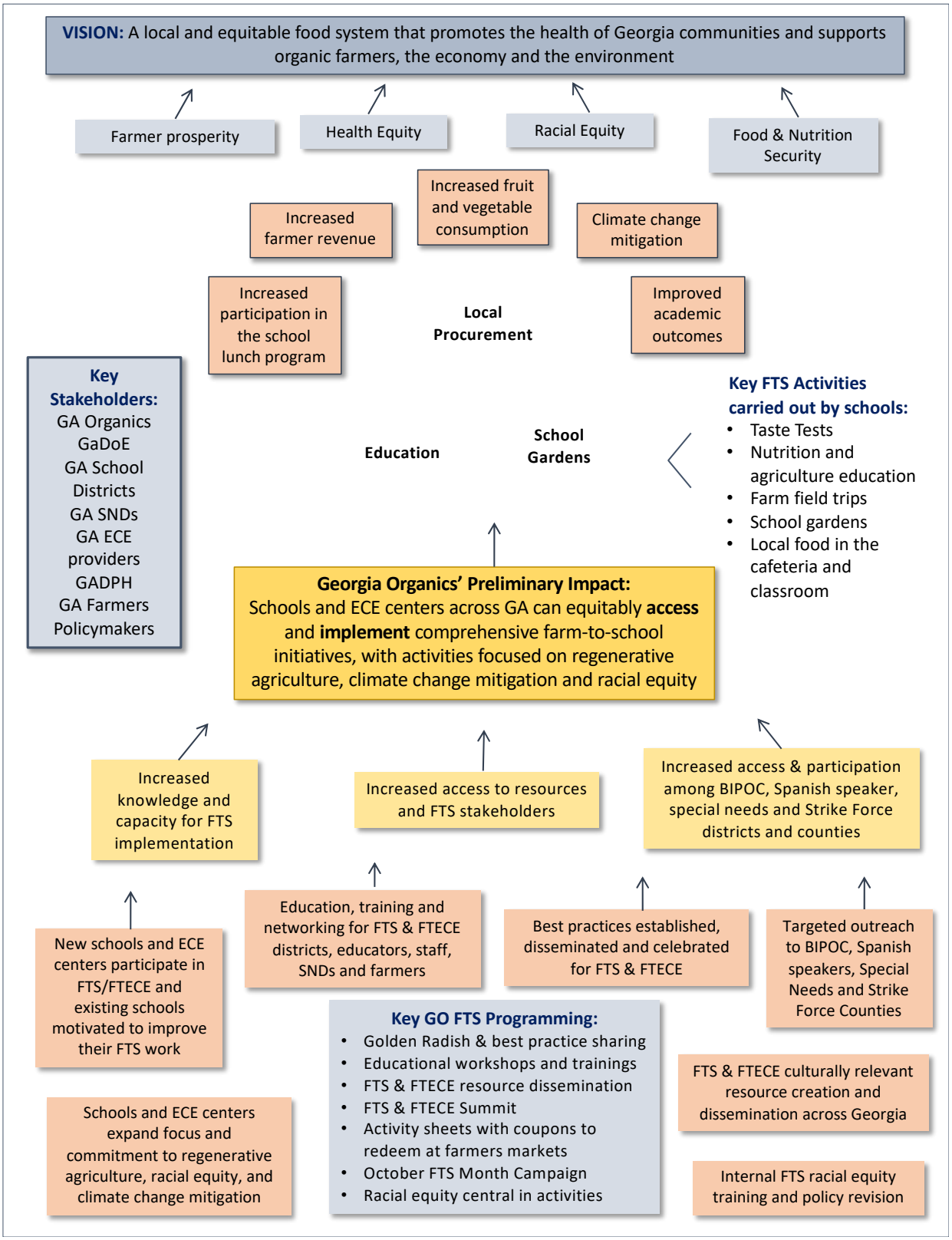
d. Deliver yearly FTS month campaign to increase awareness around the different FTS activities and increase participation and motivation for FTS.
e. Collect, create, and disseminate FTS and FTECE best practices resources across Georgia.
f. Celebrate accomplishments of new and seasoned FTS champions (school districts and ECE centers) on an annual basis through Golden Radish celebration.

2. Contribute to the shaping of a more **just** and **equitable** food system across Georgia communities through increased **access** and **participation** in FTS and GO sponsored resources and activities among **BIPOC, Spanish speakers, special needs, and Strike Force districts.**

a. Target outreach for workshops, yearly summit, FTS month, and Golden Radish celebration to Strike Force districts and districts with high proportions of BIPOC, Spanish speakers and special needs students.
b. Prioritize connections to BIPOC farmers for coupon redemption at farmers markets and ECE pop up markets.
c. Create culturally relevant resources with attention to types of highlighted produce, farming practices, language, and content.
d. Engage in consistent and ongoing knowledge acquisition related to racial and social equity through internal racial equity affinity groups and external racial equity trainings for staff.
e. Ensure diverse and accurate representation of school and community beneficiaries across planning and decision making for FTS program implementation.

3. Increase **connectedness** between Georgia children and families and organic farmers and farmers markets and encourage **increased food purchasing from local organic farmers.**
    a. Distribute activity sheets at farmers markets that include seasonal produce activities for children and adults, educational information, and coupons that can be redeemed at market vendors.
    b. Encourage food purchasing from local, organic farms by highlighting coupons in activity sheets and by encouraging school and farmer relationships for increased local procurement.
    c. Create opportunities for pop up markets at ECE centers and support implementation efforts; facilitate relationships between ECE centers and local farmers.

3.2 Theory of Change



3.3 Theory of Change Narrative

3.3.1 Description

The theory of change shows a visual depiction of the full range of activities of FTS beginning with the capacity building efforts of Georgia Organics through the more specific behavior changes and public health outcomes resulting from FTS implementation in schools and ECE centers (an expanded and more detailed version can be found in Appendix A). Georgia Organics operates in the lower half of diagram. Their activities and outputs involve training, capacity building, resource dissemination, and relationship building for the purpose of improved and expanded implementation of FTS and FTECE activities across the state of Georgia. Through trainings, education, resources, and outreach, districts and ECE centers are more likely and more equipped to establish and grow FTS programs and achieve evidence-based outcomes such as increased access to and consumption of fruits and vegetables, improved academic outcomes, engagement in the food system, increased revenue for farmers and schools, and improved environmental health.

Beyond building capacity for equitable access to FTS across the state, Georgia Organics' work aims to specifically increase FTS activities within districts and ECE centers that specifically includes regenerative agriculture and nutrition education, local food procurement with an emphasis on small to medium scale organic farms, regenerative practices for school gardens, farmer visits to schools, and field trips to local organic farms. Though Georgia Organics does not directly implement FTS and FTECE activities within schools and ECE centers, they build capacity across GA to achieve statewide FTS success. The FTS program also incorporates major organization themes and goals of regenerative agriculture, climate change mitigation, and racial equity throughout their resources, trainings, connections, and support to encourage

expanded FTS activities in those specific areas. The program aims to create a more just and equitable food system through greater access to fruits and vegetables and aims to support and bridge gaps for farmers and communities who have historically been underfunded, under resourced, and underrepresented in the food system in Georgia.

3.3.2 External Influences

External influences that may have an impact on program outcomes include:

1. *Competing priorities with COVID-19 restrictions and mitigation efforts*

   The creation of this monitoring and evaluation plan comes during unprecedented challenges related to the COVID-19 pandemic. Many schools across the country and in Georgia have been hit particularly hard during the pandemic, with challenges around risk mitigation, hybrid learning processes, and general resource constraints. Even in the most established FTS programs, districts have had to prioritize other programming to help students thrive. Georgia Organics has pivoted to account for these changes and now offers virtual programming and resources that are conducive to both in person and remote learning environments. As the pandemic slows and health and wellness are front of mind, it is anticipated that school's capacity and willingness for farm to school implementation will only increase.

2. *State or district level curriculum requirements*

   The Georgia Department of Education has various curriculum requirements and standards of excellence in core subjects of math, science, English language arts, social studies, and others. A primary goal of farm to school is the incorporation of topics into existing

curriculums, such as teaching a math lesson in the garden, including agricultural topics in science class, or teaching a recipe in the context of culture or social studies. Georgia Organics provides training and resources to aid in the seamless integration of farm to school within existing school curriculum, but a major influence and driver of success is that school's ability and willingness to pivot and incorporate these topics.

3. *Educator time and capacity*

Though the implementation of farm to school programs is meant to be incorporated into existing curricular components and built on strengths within the school and district, successful implementation does require some buy in, time and capacity from educators, staff, and school nutrition workers. The education space is filled with numerous regulations and requirements and educators often already express lack of funds or support to facilitate success among students. To overcome this, Georgia Organics works to provide resources and tools for seamless integration, doing the behind-the-scenes work of creating lesson plans, providing trainings, and compiling available resources. Often educator time and capacity are equity issues, with schools in lower resource and communities of color experiencing some of the most pressing resource constraints. To overcome this, Georgia Organics has also pivoted their mission towards racial and social equity to ensure outreach, resources, and trainings are accessible to schools that may particularly benefit from additional support.

4. *Proximity and accessibility of local farms*

   A major goal in Georgia Organics' farm to school program is organic local procurement, and an obvious necessity to make that happen are local farms in or near the communities where schools are located. Agriculture is one of the top industries in Georgia, with farms existing across the state, but that does not necessarily ensure each school has access to a local farm. Though "locally sourced" is uniquely defined by each school district, the goal is to support nearby small and medium scale farms. To help mitigate this challenge, Georgia Organics works to create opportunities for connections and foster relationships between school districts and farmers.

5. *District and ECE funding and school lunch budgets*

   In addition to general accessibility of nearby farms, farmers ability to provide competitive prices also plays a role in program implementation. The goal is to establish a mutually beneficial relationship where students are eating more local produce and farmers are supported, but school lunch budgets may pose challenges to actually being able to increase revenue for farmers. Often schools cannot afford to pay smaller scale farmers competitive prices. With farmer prosperity at the heart of their mission, this challenge is front of mind for Georgia Organics and this understanding informs how the organization goes about encouraging local purchasing. Furthermore, additional policy level funding and support to both farmers and schools could greatly increase and improve farm to school purchasing relationships, and the outcomes exemplified through this evaluation work will aid in policy and advocacy efforts.

6. *School and ECE space, particularly space suitable for garden activities*

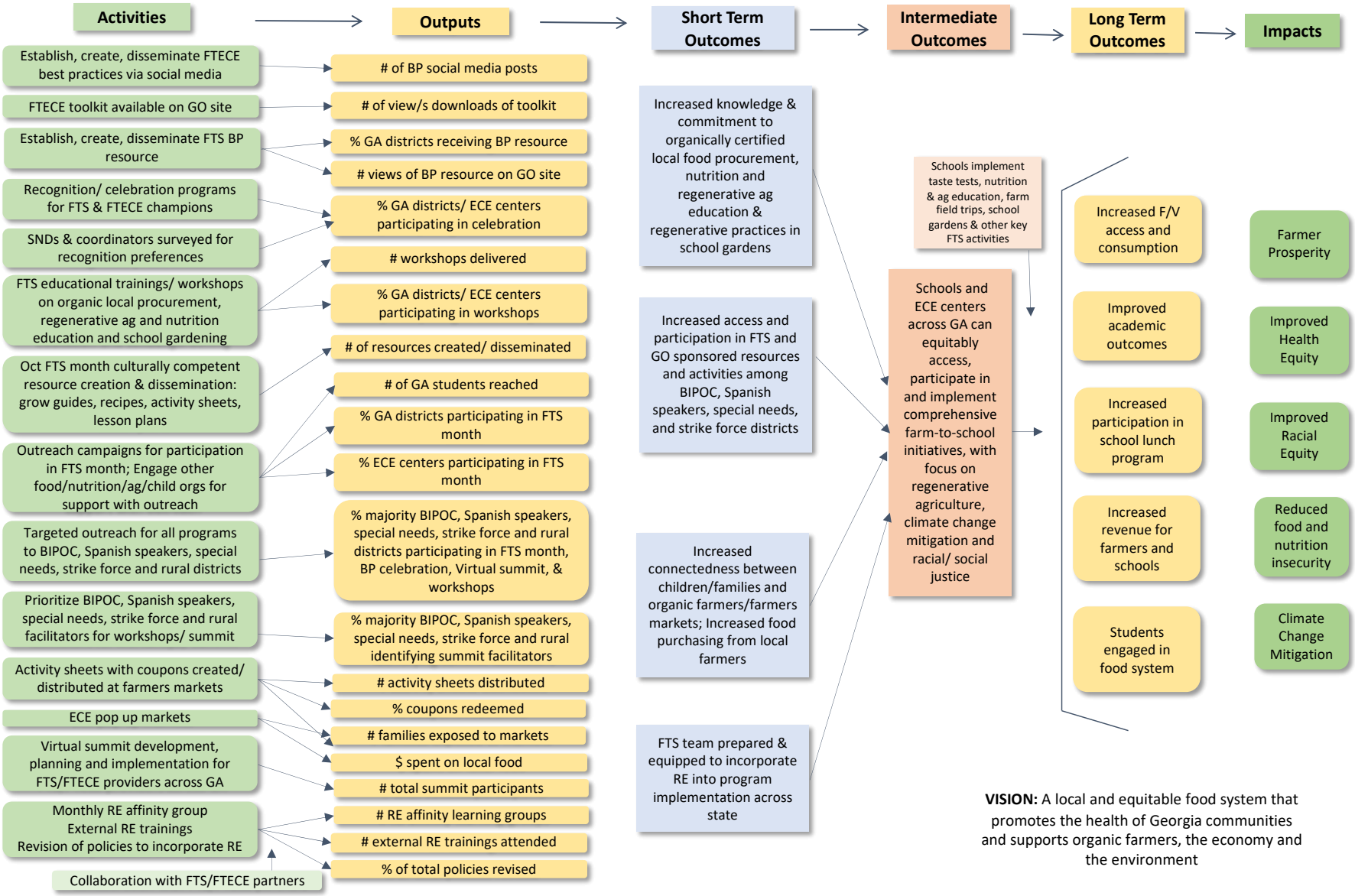
   Garden activities are a major component of farm to school. Though programs exist without them, programming is significantly enhanced when students are provided with experiential learning opportunities and the chance to see the growing process from seed to plate. Capacity for school gardens varies significantly across districts, with some schools hosting garden beds or green houses and others utilizing indoor windowsills as their growing space. Different spaces provide students and educators the opportunity to be creative with their gardens, though lack of space or infrastructure may pose challenges to overall implementation. Georgia Organics caters materials to be conducive to a wide range of spaces and provides tips and training on multiple avenues for school gardens as a means to overcome this external influence.

3.3.3 Unanticipated Results

Unanticipated results that may arise from program implementation include:

- Additional tasks for educators who may already feel overburdened
- Decreased farmer revenue or inability to provide competitive prices to schools
- Borrowing limited resources from other school and ECE necessity

3.4 Logic Model



3.5 Program Description

3.5.1 Resources

Multiple stakeholders and resources ensure the success of this program. Stakeholders including the Georgia Department of Public Health, Georgia Department of Education, Georgia Department of Early Care and Learning, and school nutrition staff and educators come together for planning, input on resource creation, and dissemination of FTS resources. Many nutrition and agriculture related organizations also support outreach related to the various campaigns and activities to increase reach and engagement. Though workshops are currently held virtually due to COVID-19, when possible, workshops are often held at community venues, schools, or partner organizations. Furthermore, farmers markets and market vendors partner for activity sheet distribution and redemption. Implementation of the various programs would not be possible without the support of these crucial stakeholders. Program activities are detailed below.

3.5.2 Activities

Georgia Organics uses multiple avenues to expand FTS in school districts and ECE centers across Georgia. The activities target capacity and knowledge gain among key FTS and FTECE practitioners, targeted outreach to be inclusive of different marginalized and low resource groups, and emphasize organizational themes of farmer prosperity and regenerative agriculture. Key activities include:

1. A yearly **Golden Radish** awards ceremony to celebrate FTS champions across Georgia. The FTS team conducts outreach to districts across Georgia for participation, and district representatives complete an application detailing the extent to which they engage in and implement 10 different best practice criteria. Districts are categorized based on the

number of schools in their districts, with specific award criteria for each of the size classifications. Districts receive honorary, silver, gold and platinum award levels based on the number of best practices and extent of participation. The purpose of the celebration is threefold; to celebrate the efforts and successes of FTS champions across Georgia, to collect statewide FTS data, and to utilize the program as a nudge technique to increase awareness and knowledge of FTS and thereby expanding FTS into more districts. The program has a proven track record of increasing the number of participating schools, with just 30 schools participating in 2014 and 89 participating in 2019. Though the awards have temporarily been put on hold due to disruptions and limitations caused by COVID-19, the same model for celebration will continue as soon as it is feasible for schools to participate.

2. A yearly, month long campaign for **October Farm to School month**. Each year, with help from organization staff and FTS stakeholders across Georgia, one produce item is chosen to highlight and celebrate with resources throughout the month of October. Examples of previous campaigns include, “Turnip the Volume,” and “Oh My Squash,” and campaign resources typically include K-12 and early care lesson plans, grow guides, activity sheets, and fact sheets. Resources are created internally and with help from other FTS stakeholders and become available to participants upon registration for the campaign. Upcoming campaign resources will be centered around Georgia Organics themes of regenerative agriculture, climate change mitigation, organic local food procurement, and racial equity. Outreach for the campaign is conducted by Georgia Organics and other partner organizations that reach children and educators, or work in the agricultural space, to increase the reach of the programming. The FTS team also provides

various workshops throughout the month for increased engagement. The purpose of the campaign is to increase awareness and engagement in FTS across school districts and ECE centers and provide educators with resources to increase capacity for implementation.

3. **Educational workshops and trainings** offered to SNDs, district and ECE staff, and educators. Workshop topics include school gardening and regenerative practices, cooking with children, organic local food procurement, farmer connections and farm field trips, and incorporating FTS topics into the curriculum. The workshops are intended to increase skills and knowledge of new and existing FTS practitioners and expand programming across the state. Workshops are evaluated for knowledge gains and intentions immediately following the workshops and after three months to gauge impact of the material on implementation.
4. Yearly **Farm to School and Early Care Summit**. The summit brings together FTS and FTECE stakeholders across the state for education, networking, and resource sharing. Summit workshops mirror educational workshops offered by the FTS team and aim to increase knowledge, capacity, and support for FTS implementation in Georgia.
5. Fruit and vegetable **activity sheets distributed at partner Farmer's Markets** and ECE **pop up farmers markets**. The activity sheets include different fruit and vegetable activities that can be completed with minimal supplies and coupons to be redeemed at market vendors. The coupons and ECE pop up markets are intended to encourage families to purchase local food, while also increasing revenue for farmers market vendors.

6. **Internal and external racial equity work.** FTS is committed to advancing racial equity through their work by engaging in monthly racial equity affinity learning groups, attending external racial equity trainings, reviewing and revising policies to ensure equity, examining stakeholders in planning and leadership roles to ensure they are representative of the communities they serve, and conducting targeted outreach for all program activities to majority BIPOC, Spanish speakers, special needs, and strike force districts and ECE centers to increase engagement and access to FTS in those groups.

3.5.3 Expected Outcomes

The FTS team anticipates numerous positive outcomes resulting from their activities and outputs. Knowledge gain in target areas and increased capacity for farm to school are immediate outcomes that are expected from education workshops, resources, yearly summit and October FTS month. Knowledge gain and intentions for implementation will be measured directly following the workshops, FTS month, and FTS summit. Increased implementation of FTS activities is also anticipated following the educational workshops, and participants will also be surveyed three months after workshop completion to gauge progress in implementation. Increased purchasing of local foods and greater connectedness to local organic farms is also expected as a result of activity sheets with market coupons, ECE pop up markets, and workshops

Table 3.1 Summary of Expected Outcomes

	Expected Outcomes
1	Expansion and equitable access to farm to school across Georgia
2	Increased and improved implementation of farm to school among districts, schools, and early care centers
3	Knowledge gain and improved capacity for farm to school implementation among farm to school practitioners
4	Increased participation in farm to school among specific groups (BIPOC, Spanish speakers, students with special needs, Strike Force counties)
5	Increased purchasing of local, organic food by schools and families
6	FTS team increases preparedness to deliver program activities equitably across Georgia

focused on local food procurement. It is anticipated that high numbers of coupons will be redeemed and that farmers will report increased revenue as a result of activity sheets and pop-up markets.

The FTS team also anticipates seeing increased access and participation in activities provided by Georgia Organics and FTS more broadly among majority BIPOC, Spanish speakers, special needs and Strike Force districts and ECE centers. The team anticipates greater access and participation as a result of targeted outreach, increased scholarship opportunities, assessment of stakeholders and representation, and staff training around racial and social equity.

Expansion of FTS across the state and an increased number of school districts and ECE centers implementing farm to school programs is the longer-term outcome expected from the full continuum of activities. Over time the program will improve awareness of FTS across the state, increase the number of total districts and ECE centers implementing FTS programs, and increase the range of FTS activities implemented within districts and ECE centers.

3.6 Monitoring and Evaluation Framework

3.6.1 Evaluation Questions

The desired outcomes driving Georgia Organics' FTS program are centered around increased access and implementation of FTS for districts and ECE centers, improved access for historically underrepresented and under-resourced populations, increased purchasing from and connectedness to local organic farms, and specific farm to school activities related to regenerative agriculture and climate change mitigation. As such, the key outcome questions motivating the evaluation follow these specific program themes and anticipated program results. Key evaluation questions include:

1. Are schools and early care and education centers reporting increased knowledge, capacity and intentions of incorporating farm to school activities following Georgia Organics' workshops and trainings?
2. Are schools and early care and education centers reporting increased implementation of organic, local food procurement, regenerative school garden practices, and incorporation of food, nutrition, and regenerative agriculture education in the curriculum following Georgia Organics' farm to school activities?
3. Do a greater number of BIPOC, Spanish speaking, special needs, or strike force district students have access to and participate in farm to school activities each year?
4. Are students and families more connected to local food and is the amount of money spent on local food increasing each year?
5. Is the farm to school team equipped to incorporate racial equity into their work across the state and equitably distribute resources and knowledge through farm to school program activities?

3.6.2 Indicators, Means of Verification and Data Collection Timeline

Indicators were identified and created at the outcome, output and activity level. Indicators at the output and activity level exist as a means to monitor progress on a more frequent and ongoing basis, thus the data collection timeframes for those are weekly, biweekly, monthly or quarterly. For the higher-level indicators for short term and intermediate outcomes, data is primarily collected on a yearly basis. Table 3.2 summarizes indicators and the data collection timeline, and a more detailed and comprehensive indicator table can be found in Appendix B.

Table 3.2 Indicator Summary Table

PROGRAM SUMMARY	SUMMARY OF INDICATORS	DATA COLLECTION	
		Data Sources	Frequency of Data Collection
INTERMEDIATE OUTCOMES			
Schools and ECE centers across GA can equitably **access**, **participate** in and **implement** comprehensive farm-to-school initiatives, with focus on regenerative agriculture, climate change mitigation and racial/ social justice	The intermediate outcome indicators measure longer term outcomes and progress in the expansion of farm to school across GA. These indicators focus on progress in implementation made by GO workshop attendees, the number of farm to school best practices met by districts across GA, and the number of districts implementing or improving upon farm to school. Some indicators go beyond the scope of GO reach, but are included to help quantify the expansion of farm to school in Georgia.	Key data sources for these indicators include the Golden Radish application and USDA Farm to School Census. A new survey tool will also capture 3 month post workshop followup from attendees to measure progress in implementation.	Golden Radish occurs once per year and the Farm to School Census occurs every few years. The 3-month workshop follow-up surveys will be collected 3 months after the delivery of each GO farm to school workshop.
SHORT TERM OUTCOMES			
SNDs, key school district and ECE staff, educators and others connected to FTS have greater **knowledge** and **commitment** to: -Organically certified local procurement -Food, nutrition and regenerative agriculture education -Regenerative practices in school gardens	Indicators here measure participant experiences and knowledge immediately following GO activities, particularly following workshops, FTS month and the FTS/FTECE Summit. These indicators measure the proportion of participants that express increased knowledge around target topics, helpfulness of resources provided, and capacity for improved FTS work.	Data sources for these indicators include post evaluation surveys for workshops, FTS month and the FTS/FTECE Summit.	FTS month and Summit post evaluation surveys occur once yearly, while post workshop surveys will be administered following each workshop.
Increased **access** and **participation** in FTS and GO sponsored resources and activities among BIPOC, spanish speakers, special needs, and strike force (rural) counties and districts	These indicators quantify the extent to which BIPOC, spanish speaking, special needs, rural, and lower resource schools and counties are represented and reached through GO activities. These indicators require the incorproation of survey questions that ask for county and school district name, whether or not the educators participating reach Spanish speakers or students with special needs, and demographic information. County and school district demographics, Strike force designation and school or district wide community eligibility provision are all used as indicators to quantify whether the target populations are being reached.	Data sources include questions from registration surveys for workshops, FTS month, Golden Radish and the virtual Summit. County level indicators come from the Census, American Communtiy Survey, and the USDA Strike Force and Community Eligibility provision designations and data.	Data is collected once yearly for FTS month, Golden Radish and the Virtual summit and is collected at the time of each workshop.
Increased **connectedness** between children/families and organic farmers/farmers markets; Increased **food purchasing** from local farmers	Indicators for this outcome are centered around farmers market activity sheet distributions, number of activity sheet coupons redeemed, farmer feedback on the program and the number of organic farmers participating.	Data sources include activity sheet tracking, coupon redemption tracking, farmer's market data and surveys with participating farmers.	Activity sheet and coupon data is tracked per distribution and farmer feedback is collected per market season.

PROGRAM SUMMARY	SUMMARY OF INDICATORS	DATA COLLECTION	
		Data Sources	Frequency of Data Collection
SHORT TERM OUTCOMES			
FTS team feels **prepared** and **equipped** to incorporate Racial Equity into program implementation across Georgia; Resources distributed equitably and intentionally across the state	These indicators examine internal racial equity progress and include diversity of FTS stakeholders and GO board members, proportion of FTS stakeholders who serve or represent diverse communities, and the proportion of planning sessions that include community members and beneficiaries.	This data comes from FTS stakeholder organizations and planning session tracking.	Stakeholder diversity data will be pulled per GO activity (FTS month, Golden Radish, etc.) while planning sessions and board member information will be pulled yearly.
OUTPUTS			
FTS program activites are implemented, including: Golden Radish, FTECE best practice recognition ceremony, FTECE toolkit, FTS month, educational workshops and trainings, and the FTS/FTECE Summit	These indicators focus on the extent of implementation of each of the GO activities. Most indicators directly reflect implementation: # of views of x resource on social media or GO site, # of workshops delivered or resources disseminated, and # of districts or counties reached. Some indicators also reflect the extent to which participants found the activity or resource helpful and likeliness to participate again.	Data sources include registration and post evaluation surveys for workshops, FTS month, Golden Radish and the virtual summit. Other sources include social media and GO site analytics.	Most data is collected at the end of each activity or workshop. Social media and website analytics are tracked more regularly to monitor progress and determine if additional or targetted outreach efforts are needed.
BIPOC, Spanish speakers, special needs, strike force and rural counties and districts prioritized in outreach for GO activites	These indicators look at the number or percent of target counties or districts contacted during active outreach for the various GO activities to measure progress in reaching these target communities, school and students.	Data sources include internal outreach tracking for the various activities.	Most data is pulled at least once monthly during active outreach for the various activities to monitor progress and determine what additional outreach
Culturally relevant resources created for all GO FTS events, activities and workshops	Indicators include the number of activity resources translated to Spanish, the number of resources incorporating racial equity or elevating BIPOC voices, and the number of workshops that incorporate a racial equity	Data sources include resource and workshop internal tracking.	Most data for these indactors are collected/ pulled monthly to monitor progress and allow for improvements
Activity sheet and coupons are distributed at partner markets and ECE pop up markets are executed	Indicators include number of activity sheets distributed, and the number of participating markets and vendors.	Data sources include market and activity sheet internal tracking.	Data is collected and pulled at the time of each activity sheet or market distribution.
FTS team participates in a monthy racial equity learning group and external racial equity trainings and also revise policies to incorporate racial and social equity	Indicators include the number of racial equity learning group sessions, the number of external racial equity trainings attended and the % of FTS policies revised to incorporate racial equity.	Data sources include internal tracking of trainings and learning sessions and the policy manual.	These data are tracked quarterly or bi annually to ensure the FTS team is on track and meeting targets.
ACTIVITIES			
Activities include the creation of resources and workshops, outreach to schools and ECE centers for the various activities, dissemination of best practice recognition application, social media promotion, outreach to farmers markets and vendors for activity sheet and coupon redemption, facilitator identification, and racial equity group planning and implementation	Indicators include activity specific tracking on number of resources created, workshops planned, outreach partners or facilitators identified, social media posts planned, etc. These monitoring level indicators are used to track progress on a more frequent basis to make sure things are on track to meet targets and to aid in iterative improvements to program delivery.	Data sources include internal activity specific tracking and GO site and social media platforms.	Because these are monitoring level indicators, they are collected and tracked on a more frequent basis. Most are collected biweekly or monthly.

3.7 Immediate Next Steps for Implementation

3.7.1 Set targets and smart objectives for those not yet defined

As part of the monitoring and evaluation plan and indicator table creation, baseline analyses were performed on existing data from 2019 and 2020. This data was used to set targets for the indicators where applicable. For those indicators that data sources and tools were just created, targets have not yet been set. Language for the targets and smart objectives is included in the indicator table in Appendix B but omits the inclusion of a specific target number. The farm to school team should set targets for these indicators as soon as possible and should align the targets with the five-year strategic plan that is currently in progress.

3.7.2 Designate and assign data collection roles and responsibilities

To ensure fidelity with implementation and data collection, roles and responsibilities should be assigned as soon as possible. Because the full farm to school program includes multiple projects and points of data collection, quickly delegating data collection responsibilities will ensure the full breadth of indicators are able to be evaluated. As each of the programs are already in operation and much of the data collection is weaved into existing surveys and processes, the farm to school team should be able to incorporate the plan into existing workflow with ease.

3.7.3 Pilot survey tools

Survey tools should be piloted to ensure understanding and ease of response from participants. Piloting should occur before the data collection processes takes place. This will also

help to ensure that data is high quality and necessary information is being collected in the way the surveys intend.

3.7.4 Establish a data dashboard to more effectively manage data

With the incorporation of new or additional data sources and collection, the organization should work to establish a data dashboard to more easily and consistently manage all data sources in one location. This would not only benefit the farm to school team, but the organization as a whole. Compiling and managing the data in one location will not only make monitoring and evaluation in the short term more accurate and cohesive but will also make it more likely and possible for longer term evaluation of progress across short and intermediate outcomes.

Chapter 4: Discussion and Public Health Implications

Georgia Organics was looking for a way to cohesively evaluate their Farm to School Program in the context of emerging organizational goals. The program has been in operation for many years, though a system to fully evaluate the breadth of program activities and services has not yet been implemented. By creating a clearly established monitoring and evaluation plan that covers the entirety of program activities and outcomes, Georgia Organics can better measure their progress towards program targets and ensure their work aligns with the needs of beneficiaries. Because Georgia Organics sits at the capacity building phase for farm to school delivery in Georgia, few standardized tools currently exist for the evaluation of program outcomes. Many of the existing standardized tools currently in use evaluate the direct impact of farm to school activities within schools and early care centers, particularly for fruit and vegetable consumption. Though Georgia Organics does not directly deliver farm to school services to children, they are a crucial piece in the equitable expansion of farm to school across Georgia. This monitoring and evaluation plan creates a system for Georgia Organics to analyze success in meeting program goals of expanded access, and measure progress towards organizational values of climate change mitigation, regenerative agriculture, and racial equity.

4.1 Strengths

4.1.1 Collaboration with Farm to School Team

The Farm to School team was part of each step of the creation of this monitoring and evaluation plan. Understanding what data is currently collected, what outcomes the program hopes to achieve, and what is feasible within staff capacity were all crucial to plan development. Extensive input and collaboration throughout the process will ensure greater acceptability and

ease of implementation. Ensuring understanding of the process of creation among program staff will also allow for future revisions if the program changes or new elements are added that need to be evaluated. Furthermore, strategic planning for the next five years is occurring concurrently alongside the creation of this monitoring and evaluation plan, allowing the team to prioritize the outcomes and methods laid out for implementation.

4.1.2 Building on Existing Data Collection Tools and Methods

The means of verification and data collection methods laid out in the evaluation plan build on previous methods and tools. Georgia Organics is a small nonprofit with just two full time staff dedicated to the farm to school program, with little capacity to add additional means of data collection. Thus, a strength of this tool is it's easy streamlining into existing workflow and systems. Most of the evaluation includes existing surveys with revised or additional questions to reduce the need for the farm to school team to adopt new strategies or spend additional time and resources on the collection process.

4.1.3 New ways to evaluate progress in Racial Equity

As an organization Georgia Organics has committed themselves to advancing racial equity through their programs. Racial equity outcomes and indicators were included as part of the evaluation plan to provide opportunities to measure progress both internally and externally. Indicators in this area include demographics of counties and school districts reached through different programs, farmer representation, and internal indicators such as the diversity of farm to school stakeholders, representation in program planning, and policy and procedure revisions. A

system for objective measurement will allow for continued improvement of racial equity outcomes within the farm to school program context.

4.2 Limitations

4.2.1 Lack of standard indicators

Though tools for evaluation of the direct implementation of farm to school exist, Georgia Organics is unique in that they are situated at the capacity building stage of the program and primarily interface with educators and other stakeholders, not directly with children. Because of this, few standard indicators exist to measure progress in their work, making the comparison of outcomes more challenging. As farm to school expands and similar statewide organizations begin to grow, Georgia Organics should look to standardize outcomes as much as possible.

4.2.2 Reliance on survey tools with low response rate

Georgia Organics increases capacity through education, workshops, trainings, and resources. Because changes and improvements to implementation among educators, districts, and ECE centers take time, much of the longer-term impact of the program cannot be understood directly following service delivery. Though program participants are surveyed directly following programs – workshops, trainings, farm to school month, and the virtual summit – about intentions for implementation and helpfulness of information and resources, in an effort to better understand the program's impact over time, an attempt to survey participants three months after participation will be made. Attempts to obtain longer term data via surveys have been made in the past with varied success. Strategies for improvement in response rate are included in recommendations for implementation. Though a challenge to the evaluation, efforts in this area

should be made as this data is crucial to understanding and quantifying the program's impact on participant behavior change.

4.2.3 Difficulty quantifying long-term impact specifically attributed to Georgia Organics

One of the major outcomes Georgia Organics hopes to see with their programming is increased overall implementation and capacity for farm to school in school districts and ECE centers across Georgia. Because the program elements are offered statewide, and districts and ECE centers may be utilizing resources outside of Georgia Organics as a means to increase and improve farm to school implementation, it is difficult to quantify the improved capacity attributable specifically to activities carried out by Georgia Organics. Direct outcome indicators are used when possible, but some indicators are not able to be claimed as direct impacts of programming. As a collaborative program working alongside other farm to school partners like the Department of Education and Department of Public Health, Georgia Organics was interested in measuring statewide growth in farm to school as a means of measuring progress across stakeholder efforts. Thus, these higher-level broad indicators were included in the plan but noted that they should not be claimed as direct outcome of Georgia Organics' work.

4.3 Recommendations for Implementation and Future Expansion

4.3.1 Offer incentives and utilize existing school partnerships to improve survey response rate

Longer term data collection will be key in understanding the true impact of the programming provided by Georgia Organics to the overall improvement of farm to school implementation across the state. While collecting post evaluation data immediately following a workshop or program is more straightforward, response rates for surveys conducted three months

after the fact are more challenging. The organization should utilize incentives to encourage participation in post evaluation surveys, as well as drawing on existing school and stakeholder partnerships to find creative ways to engage participations and improve survey response rates. In addition, the organization should consider building data collection capacity by utilizing support staff, such as program interns, for these data collection activities.

4.3.2 Build in additional, comprehensive data collection methods as systems become more robust and are implemented with fidelity

The majority of means of verification in the current evaluation plan are through surveys and more quantitative data sources. With limited staff and resource capacity, surveys provide a low-burden avenue to quantify program outcomes. However, the evaluation of the farm to school program may benefit from more qualitative data sources such as in-depth interviews and focus group discussions to better understand impact and future needs of program beneficiaries. As program staff become more comfortable with the current data collection and evaluation processes and grow capacity, the team should aim to incorporate additional and potentially more comprehensive methods of data collection and evaluation.

4.3.3 Review and refine program targets yearly to best reflect capacity and improvements

Where possible, existing data sources were analyzed as a means to inform indicator targets within the monitoring and evaluation plan. As the program grows and expands to more schools and communities across Georgia or additional capacity is added, existing targets should be refined to reflect these changes and improvements. Targets should also shift alongside

funding availability and priorities. The goal is to continuously improve upon program implementation, and targets should be iteratively revised to reflect this.

4.3.4 Refine indicators for racial equity as additional evidence-based tools, best practices and standard indicators become more widely available

The organization is in the beginning phases of evaluating racial equity and should aim to incorporate new indicators, methods, and standardized tools as they become available. Many of the indicators in this plan quantifying the equitable distribution of resources, outreach, and program activities center around county level demographics. Though a starting point, the organization should work to be more specific in quantifying program reach by collecting data at the district, school, or ECE level. Where possible, this plan utilizes proxy indicators such as Strike Force counties and Community Eligibility Provision schools and districts. While county level demographic data is more straightforward to identify, school district demographic data is less publicly accessible and should be included as a survey question when feasible and appropriate. As racial equity work continues to improve and demographic data, tools and standardized indicators become more widely available, the organization should continue to improve upon methods of evaluation in this area.

4.3.5 Consider providing evaluation tools to schools and early care centers

Though not feasible or within the scope of the organization's reach at the current time, as evaluation processes continue to improve, the organization should consider providing monitoring and evaluation tools to schools and early care centers. Increasing school and ECE capacity for evaluation would not only help individual programs understand the impacts of their efforts and

aid in improvement but would also provide Georgia Organics with additional data to understand the scope of farm to school in Georgia and to better quantify the longevity of their own program activities. Many tools already exist for schools and ECE centers to evaluate the direct impacts of farm to school, and evidence-based tools should be included in resources created and disseminated whenever possible.

4.4 Public Health Implications

4.4.1 Improved access to and consumption of fruits and vegetables

A major driver and outcome of farm to school programs is increased fruit and vegetable consumption among participating students. With childhood obesity and other chronic conditions on the rise, the expansion of farm to school across Georgia has the potential to improve the health of children in schools and early care centers by increasing consumption of local fruits and vegetables in the cafeteria and classroom. Not only does programming improve access, but also increases child preferences and willingness to try new fruits and vegetables through multiple points of reinforcement. In addition, farm to school programs more broadly help build healthy eating and lifestyle habits, extending the reach of the program beyond just the school environment.

4.4.2 School lunch funding

A major barrier to comprehensive farm to school implementation is school budgetary constraints. An important component of the program is local food purchasing, though this is not always possible because often school lunch budgets prohibit them from offering farmers adequate or competitive prices. Though increased school lunch participation through farm to

school is a source of increased revenue and avenue for program expansion, policy level changes around funding would also be beneficial. This monitoring and evaluation plan provides a framework and opportunity to present further evidence on the benefits of farm to school for the purpose of advocating for additional funding for schools and school lunch funding in particular.

4.4.3 Climate change mitigation

As climate change continues to be a growing and dire concern, farm to school offers one potential mitigation strategy. As an organization, Georgia Organics emphasizes and promotes regenerative agricultural practices and organic farming. Through their farm to school work they aim to connect schools with organic farmers or farmers utilizing sustainable practices. In addition, through their workshop and promotional activities they train educators and staff on the importance of practicing regenerative techniques in school gardens. Organic agriculture benefits the environment through reduction in water use, groundwater pollution, fossil fuels use, and harmful chemicals entering the environment (Gomiero et al., 2011). It also allows for greater soil carbon retention, thus reducing the amount of carbon in the environment (FAO, 2020). Fostering relationships between schools and organic farmers and promoting regenerative practices within farm to school provides a mitigation strategy within Georgia Organics' sphere of influence.

4.4.4 Progress in racial and social equity

As an organization Georgia Organics is shifting the overall mission to prioritize racial equity. In line with this shift, this plan emphasizes the evaluation of outcomes related to racial and social equity within the context of the farm to school program. Elements and indicators related to racial equity are incorporated throughout, and each of the program activities involves

targeted outreach to majority BIPOC counties and schools, prioritization of BIPOC facilitators for events, BIPOC voices to be highlighted on resources, and prioritizing connections and support to BIPOC farmers whenever possible. Furthermore, emphasis is also placed on measuring progress towards reaching Spanish speakers and students with special needs. Strike Force counties and Community Eligibility Provision schools and districts are also used as proxy indicators to measure progress in reaching lower income communities across Georgia. By establishing specific indicators in these areas, the farm to school team has a measurable and objective way to evaluate progress in equitably reaching, distributing resources, and elevating BIPOC voices through their work. Lower resource communities and communities of color have historically had lower access to healthy foods like fresh fruits and vegetables and this program presents an opportunity to reshape some of those inequities to foster healthier communities.

4.5 Conclusions

Farm to school is an innovative model to bridge gaps between communities and healthy, local food. By bringing local food into schools and reshaping curriculums to include food, agriculture, and garden components, the program not only provides benefits to students, but also to farmers, educators, community members and to overall environmental health. Georgia Organics provides resources, training, and support to make the direct outcomes of farm to school possible, and a comprehensive monitoring and evaluation plan was needed to measure progress towards program outcomes. This plan provides tools to measure current progress and a framework to build on as program capacity and reach grow and improvements are made.

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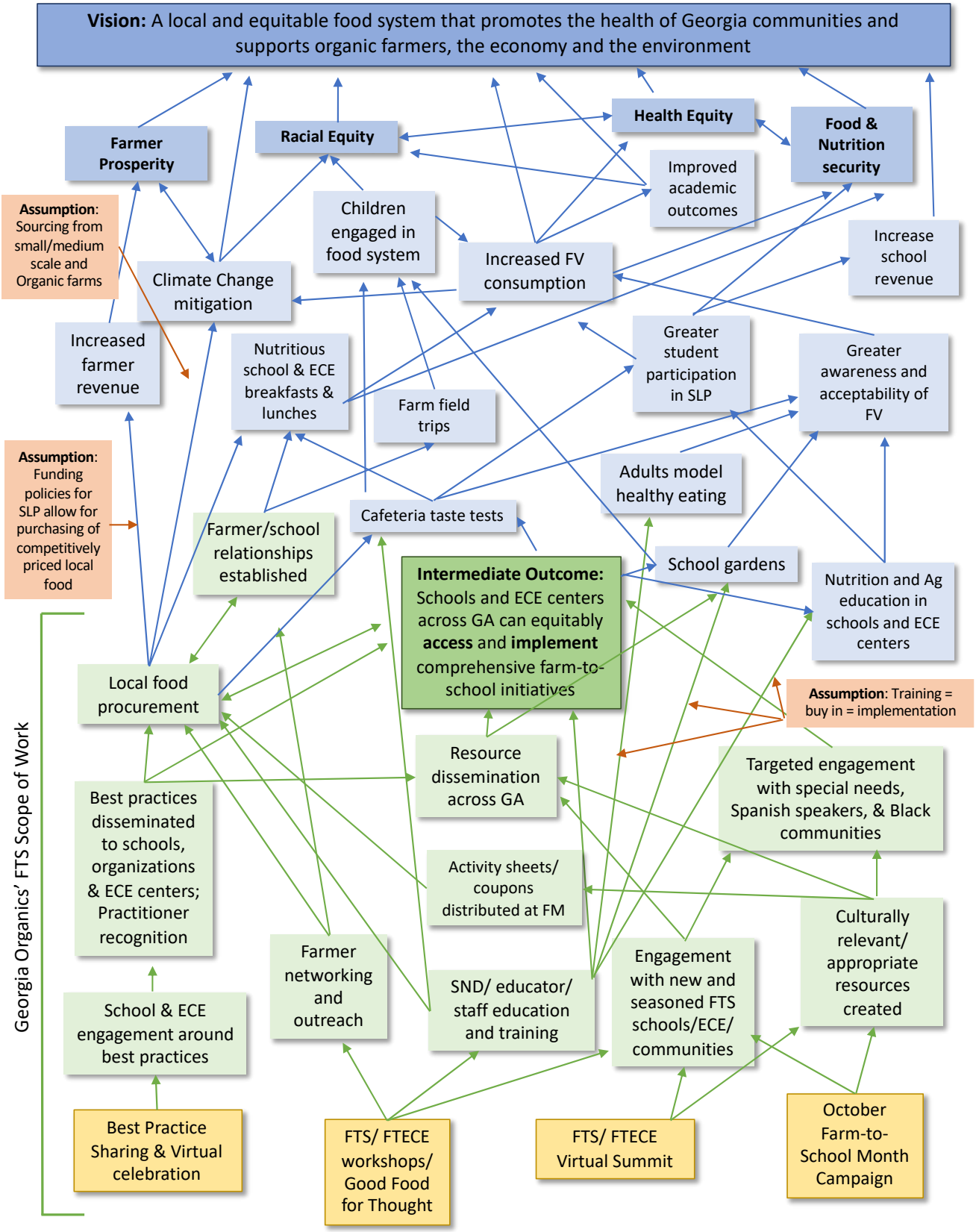
Appendix A: Detailed Theory of Change Figure



Appendix B: Indicator Table, Means of Verification and Data Collection Timeline

PROGRAM SUMMARY	SMART OBJECTIVES/ TARGETS	INDICATOR	NUMERATOR	DENOMINATOR	DATA COLLECTION		
					Data Source	Frequency of Collection	Responsible for Data Collection
INTERMEDIATE OUTCOMES							
Schools and ECE centers across GA can equitably access, participate in and implement comprehensive farm-to-school initiatives, with focus on regenerative agriculture, climate change mitigation and racial/ social justice	75% of participants report they have made progress in implementing FTS workshop strategy	% of workshop participants who have implemented or made progress towards targeted FTS activity at 3 month followup	# of participants selecting "Agree" or "Strongly Agree" to " I have made progress towards (workshop topic) activity in my school or ECE center since attending (workshop name)"	Total # of participants in 3 month follow up survey	3 month followup surveys	Collected 3 months after each workshop; aggregated yearly	
		% of participants reporting they have made progress in FTS strategy learned in workshop at 3 month follow up	Responses to "Please share how you have implemented or made progress in (workshop topic) at your school or ECE center"	Total # of participants in 3 month follow up survey	3 month followup surveys	Collected 3 months after each workshop; aggregated yearly	
	75% of GR participants who have participated in a GO activity are meeting at least 6 out of 10 best practices yearly	Average # of best practices (GR criteria) GA districts meet yearly (10 possible) for districts who have participated in at least one GO FTS activity	Sum of criteria met per participating district across all districts (only districts who have participated in a GO activity & responding at least one activity in the question "Have you participated in any of the following GO sponsored activities this year"	Total # of participating districts (only districts who have participated in a GO activity)	GR award application	1x yearly - at the conclusion of GR	
		*Average # of best practices (GR criteria) GA districts meet yearly (10 possible)	Sum of criteria met per participating district across all districts	Total # of participating districts	GR award application	1x yearly - at the conclusion of GR	
	50% of best practice recognition applicants improve on award level yearly	*% of districts participating in GR that improved on award level (or maintained platinum level) from previous year	# of districts participating in current and previous year GR who improved upon or maintained platinum award level	# of total GR participating districts in current application year	GR award application/ tracking spreadsheet	1x yearly - at the conclusion of GR	
		*% of ECE centers participating in FTECE best practice celebration that improved on award level (or maintained highest level) from previous year	# ECE centers participatin in current and previous year celebration who improved upon or maintained highest award level	# of total FTECE BP celebration application participants in current application year	FTECE BP award application/ tracking spreadsheet	1x yearly - at the conclusion of GR	
	100% of GA districts report implementing FTS activities yearly	* % of GA districts and ECE centers reporting implementation of FTS activities (local procurement, school gardening and nutrition/ agriculture education)	# of districts in GA reporting specified FTS activities in GR appication # of districts in GA reporting specificed activities in FTS census	Total # of school districts in GA completing GR application Total # of districts completing FTS census	GR award application & FTS census	GR: 1x yearly FTS census: each cycle	
*These indicators extend beyond the scope of GO reach, but are included as a means to quantify the expansion of farm to school across Georgia							

SHORT TERM OUTCOMES						
1.0 SNDs, key schools district and ECE staff, educators and others connected to FTS have greater **knowledge** and **commitment** to: -Organically certified local procurement -Food, nutrition and regenerative agriculture education -Regenerative practices in school gardens	100% of workshop participants report confidence and knowledge to implement material learned in workshops yearly	% of workshops participants reporting confidence in implementing (workshop topic) regenerative agriculture practices/ nutrition into the curriculum, school gardening or organic local procurement at the end of workshops	# of workshop participants selecting "Strongly Agree" or "Agree" to the question "I feel confident that I can implement what I have learned at this training in my classroom, cafeteria or school."	Total # of workshop participants who particiapte in post workshop surveys	Post workshop surveys	At the end of each workshop; aggregated across all workshops 2x yearly (mid year/June and end of year/December)
			# of workshop participants selecting "Strongly Agree" or "Agree" to the question "I feel confident in teaching and exciting children about the benefits of eating local foods."	Total # of workshop participants who particiapte in post workshop surveys	Post workshop surveys	At the end of each workshop; aggregated across all workshops 2x yearly (mid year/June and end of year/December)
		% of workshop participants reporting increased knowledge of incorporating regenerative agriculture practices/nutrition into the curriculum, school gardening or organic local procurement (per workshop topic)	# of workshop participants selecting "Strongly Agree" or "Agree" to the question "I learned something new about this topic that I can apply in my classroom, cafeteria, or school."	Total # of workshop participant who participate in workshop surveys	Post workshop surveys	At the end of each workshop; aggregated across all workshops 2x yearly (mid year/June and end of year/December)
	100% of workshop participants indicate they have one actionable step they plan to take following the workshop	% of workshop participants indicating they have one actionable step they can take to support FTS or FTECE following the workshop	# of workshop participants selecting "Strongly Agree" or "Agree" to question #8 "I have one or more actionable steps I can take to support farm to school and/or farm to ECE as a result of this workshop"	Total # of workshop participant who participate in workshop surveys	Post workshop surveys	At the end of each workshop; aggregated across all workshops 2x yearly (mid year/June and end of year/December)
			Responses to "Please identify and describe one actionable step you will apply in your classroom, cafeteria, school, and/or early learning program."		Post workshop surveys	At the end of each workshop; aggregated across all workshops 2x yearly (mid year/June and end of year/December)
	100% of FTS month participants report helpfulness of campaign resources yearly	% of FTS month participants reporting helpfulness of resources provided by the campaign	# participants responding 4 or 5 to "Please rate the overall helpfulness of the Turnip the Volume resources provided on a scale of 1 (not at all helpful) to 5 (very helpful)."	Total # of FTS month participants filling out post survey	Oct FTS month post survey	1x yearly/ end of FTS month

SHORT TERM OUTCOMES						
1.0 SNDs, key schools district and ECE staff, educators and others connected to FTS have greater **knowledge** and **commitment** to: -Organically certified local procurement -Food, nutrition and regenerative agriculture education -Regenerative practices in school gardens	90% of FTS month participants report increased knowledge and capacity for FTS as a result of FTS month participation yearly	% of FTS month participants reporting increased knowledge and capacity for FTS at the end of campaign	# participants responding "Strongly Agree" or "Agree" to "I feel more prepared to implement FTS activities as a result of the resources provided during (FTS month campaign name)"	Total # of FTS month participants filling out post survey	Oct FTS month post survey	1x yearly/ end of FTS month
	75% of FTS month participants source campaign vegetable locally or grow their own yearly	% of FTS month participants who grew their own or sourced (campaign produce item) from a farmers market or CSA share	# of participants (from the post survey) selecting "We grew all or some of the _____ we used." or " We bought our turnips at a local farmers market and/or directly from a local farmer" or "We got our turnips from a CSA share"	# of total participants completing FTS month post evaluation survey	Oct FTS month post survey	1x yearly/ end of FTS month
	100% of summit attendees Strongly agree or agree that they have increased knowledge and readiness for FTS at the conclusion of the summit	% of Virutal summit attendees reporting increased knoweldge and readiness for FTS at the conlusion of the summit	# of participants responding "Strongly Agree" or "Somewhat Agree" to "I have a better understanding of the farm to school and farm to ECE movement in GA"	Total # of summit participants responding to overall evaluations	FTS summit post overall evaluations	1x year/ end of Summit
			# of participants responding "Strongly Agree" or "Somewhat Agree" to "I have one or more actionable steps I can take to support farm to school and/or farm to ECE"	Total # of summit participants responding to overall evaluations	FTS summit post overall evaluations	1x year/ end of Summit
			# of participants responding "Strongly Agree" or "Somewhat Agree" to "I have connected with one or more new organizations, businesses, and/or resources that will help me start or expand farm to school and/or farm to ECE activities in my center, school, and/or community"	Total # of summit participants responding to overall evaluations	FTS summit post overall evaluations	1x year/ end of Summit
	75% of GA districts participate in 1 or more GO sponsored activity yearly	% of GA districts participating in 1 or more GO activity (workshops, training, FTS month, BP ceremony)	# of districts in GA participating in at least one GO activity	Total # of school districts in GA (currently 181)	Aggregated information from GR, Oct FTS month, workshops and summit	1x yearly

SHORT TERM OUTCOMES						
2.0 Increased access and participation in FTS and GO sponsored resources and activities among BIPOC, spanish speakers, special needs, and strike force (rural) counties and districts	50% of Strike Force counties represented among Summit participants yearly	% of total participants from FTS/FTECE summit from Strike Force Counties	# of summit participants selecting a Strike force county in "County Selection" question	Total # of summit participants	Summit registration survey	1x yearly/ end of summit
	x% of Summit participants reach children with special needs in their work per summit	% of total participants from FTS/FTECE summit reaching students/children with special needs	# of workshop participants selecting "Students with special needs" to the question "Do you reach any of the following populations in your FTS work?"	Total # of summit participants	Summit registration survey	1x yearly/ end of summit
	x% of Summit participants reach Spanish speaking children in their work per summit	% of total participants from FTS/FTECE summit reaching Spanish speaking students/children	# of workshop participants selecting "Spanish speakers or English language learners" to the question "Do you reach any of the following populations in your FTS work?"	Total # of summit participants	Summit registration survey	1x yearly/ end of summit
	x% of farmers participating in coupon redemption identify as BIPOC per distribution	% of farmers participating in coupon redemption identifying as BIPOC	Total # BIPOC farmers participating in coupon redemption at markets from market records OR Total # farmers selecting 1 or more BIPOC categories in race/ethnicity question	Total # of farmers participating in coupon redemptions at markets OR Total # farmers completing post evluation survey	Farmers Market data OR Farmer post evaluation survey	After every distribution of activity sheets / aggrgated yearly
	x% of Strike Force counties represented among farmers participating in coupon redemption per distribution	% of farmers participating in coupon redemption from Strike Force counties	Total # farmers participating in coupon redemption at markets that select a Strike force county in county selection question	Total # of farmers participating in coupon redemptions at markets	Farmers Market data/ Farmer survey	After every distribution of activity sheets / aggregated yearly
	x% of farmers participating in ECE popup markets identify as BIPOC per market	% of farmers participating in ECE pop up markets identifying as BIPOC	Total # farmers selecting 1 or more BIPOC categories in race/ethnicity question	Total # of farmers participating in ECE pop up markets / completing post survey	Farmer survey	After every ECE pop up market/ aggregated yearly
	x% of Strike Force counties represented among farmers participating in ECE pop up per market	% of farmers participating in ECE pop up markets from Strike Force counties	Total # farmers participating in ECE pop up markets that select a Strike force county in county selection question	Total # of farmers participating in ECE pop up markets / completing post survey	Farmer survey	After every ECE pop up market/ aggregated yearly

SHORT TERM OUTCOMES						
2.0 Increased access and participation in FTS and GO sponsored resources and activities among BIPOC, spanish speakers, special needs, and strike force (rural) counties and districts	100% of FTS resources include a RE component and use culturally competent and inclusive language yearly	% of all resources distributed that include a RE component (education, addressing specific language, etc.)	Total # of resources across all programs incorporating RE	Totral # of resources across all programs	All resources (FTS month, workshops, activity sheets, toolkits)	1x yearly
	x % of majority black counties in GA reached through FTS month campaign	% of majority black counties in GA reached through FTS month	# of FTS month participants (filling out application) selecting a majority Black county in "County Selection" question	Total # majority Black counties in GA	Oct FTS month registration survey	1x yearly
	85% of Stirke Force counties represenTeed in FTS month participation yearly	% of all strike force counties represented in FTS month participants	# of FTS month participants (filling out application) selecting a Strike force county in "County Selection" question	Total # strike force counties in GA (currently 60)	Oct FTS month registration survey	1x yearly/ end of FTS month
	50% of full CEP districts participate in FTS month yearly	% of CEP districts participating in FTS month	# of FTS month participants (filling out application) selecting a Ful CEP district in in "School District" question	Total # of full CEP districts in GA (78 in 2020)	Oct FTS month registration survey	1x yearly/ end of FTS month
	50% of FTS month participants (those singing up) reach students with special needs per campaign	% of FTS month participants reaching students with special needs	# of FTS month participants (filling out app) selecting "Students with special needs" to the question "Do you anticipate doing FTS activities with any of the following populations?"	Total # FTS month participants (those filling out app)	Oct FTS month registration survey	1x yearly/ end of FTS month
	50% of FTS month participants (those singing up) reach Spanish speaking students per campaign	% of FTS month participants reaching Spanish speaking students	# of FTS month participants (filling out app) selecting "Spanish speaker or English Language Learners" to the question "Do you anticipate doing FTS activities with any of the following populations?"	Total # FTS month participants (those filling out app)	Oct FTS month registration survey	1x yearly/ end of FTS month
	x % of workshop participants identify as BIPOC yearly	% of workshop participants identifying as BIPOC	# of participants selecting 1 or more BIPOC categories in race/ethnicity question	Total # of workshop participants	Workshop registration	Collected at time of each workshop/ aggregated yearly

SHORT TERM OUTCOMES						
2.0 Increased access and participation in FTS and GO sponsored resources and activities among BIPOC, spanish speakers, special needs, and strike force (rural) counties and districts	x% of workshop participants are from majority BIPOC counties yearly	% of workshop participants from majority BIPOC counties	# of workshop participants selecting a majority BIPOC county in county selection question	Total # of workshop participants	Workshop registration	Collected at time of each workshop/ aggregated yearly
	x% of workshop participants are from Strike Force counties yearly	% of workshop participants representing Strike Force Counties	# of workshop participants selecting a Strike force county in county selection question	Total # of workshop participants	Workshop registration	Collected at time of each workshop/ aggregated yearly
	x% of workshop participants reach Spanish speaking students yearly	% of workshop participants reaching Spanish speakers	# of workshop participants selecting "Spanish speakers or English language learners" to the question "Do you reach any of the following populations in your FTS work?"	Total # of workshop participants	Workshop registration	Collected at time of each workshop/ aggregated yearly
	x% of workshop participants reach students with special needs yearly	% of workshop participants reaching students with special needs	# of workshop participants selecting "Students with special needs" to the question "Do you reach any of the following populations in your FTS work?"	Total # of workshop participants	Workshop registration	Collected at time of each workshop/ aggregated yearly
	x% of Strike Force counties are represented in GR celebration yearly	% of Strike Force districts/ counties participating in GR	# of school districts located in Strike Force Counties submitting a GR application	Total # of Strike Force counties (60)	GR application	1x yearly/ end of GR
	x% of majority BIPOC counties represented in GR yearly	% of majority BIPOC counties represented in GR	# ofmajority BIPOC counties represented (using location of school districts)	Total # of majority BIPOC counties	GR application	1x yearly/ end of GR
	50% of full CEP districts participate in GR celebration yearly	% of full CEP districts participating in GR	# of school districts participating in GR whose whole districts is enrolled in community eligibility provision	Total # of full CEP districts (78 in 2020)	GR application	1x yearly/ end of GR
	x% of Summit participants identify as BIPOC per summit	% of total participants from FTS/FTECE summit identifying BIPOC	# of summit participants selecting 1 or more BIPOC categories in race/ethnicity question	Total # of summit participants	Summit registration survey	1x yearly/ end of summit

SHORT TERM OUTCOMES						
2.0 Increased access and participation in FTS and GO sponsored resources and activities among BIPOC, spanish speakers, special needs, and strike force (rural) counties and districts	50% of Strike Force counties represented among Summit participants yearly	% of total participants from FTS/FTECE summit from Strike Force Counties	# of summit participants selecting a Strike force county in "County Selection" question	Total # of summit participants	Summit registration survey	1x yearly/ end of summit
	x% of Summit participants reach children with special needs in their work per summit	% of total participants from FTS/FTECE summit reaching students/children with special needs	# of workshop participants selecting "Students with special needs" to the question "Do you reach any of the following populations in your FTS work?"	Total # of summit participants	Summit registration survey	1x yearly/ end of summit
	x% of Summit participants reach Spanish speaking children in their work per summit	% of total participants from FTS/FTECE summit reaching Spanish speaking students/children	# of workshop participants selecting "Spanish speakers or English language learners" to the question "Do you reach any of the following populations in your FTS work?"	Total # of summit participants	Summit registration survey	1x yearly/ end of summit
	x% of farmers participating in coupon redemption identify as BIPOC per distribution	% of farmers participating in coupon redemption identifying as BIPOC	Total # BIPOC farmers participating in coupon redemption at markets from market records OR Total # farmers selecting 1 or more BIPOC categories in race/ethnicity question	Total # of farmers participating in coupon redemptions at markets OR Total # farmers completing post evluation survey	Farmers Market data OR Farmer post evaluation survey	After every distribution of activity sheets / aggrgated yearly
	x% of Strike Force counties represented among farmers participating in coupon redemption per distribution	% of farmers participating in coupon redemption from Strike Force counties	Total # farmers participating in coupon redemption at markets that select a Strike force county in county selection question	Total # of farmers participating in coupon redemptions at markets	Farmers Market data/ Farmer survey	After every distribution of activity sheets / aggregated yearly
	x% of farmers participating in ECE popup markets identify as BIPOC per market	% of farmers participating in ECE pop up markets identifying as BIPOC	Total # farmers selecting 1 or more BIPOC categories in race/ethnicity question	Total # of farmers participating in ECE pop up markets / completing post survey	Farmer survey	After every ECE pop up market/ aggregated yearly
	x% of Strike Force counties represented among farmers participating in ECE pop up per market	% of farmers participating in ECE pop up markets from Strike Force counties	Total # farmers participating in ECE pop up markets that select a Strike force county in county selection question	Total # of farmers participating in ECE pop up markets / completing post survey	Farmer survey	After every ECE pop up market/ aggregated yearly

SHORT TERM OUTCOMES						
3.0 Increased connectedness between children/families and organic farmers/farmers markets; Increased food purchasing from local farmers	80% of coupons distributed are redemeed at farmers markets per distribution	% of (activity sheet) coupons redeemed at markets per distribution	# of coupons redeemed	Total # of coupons given away (# of activity sheets distributed X # of coupons per activity sheet)	Coupon redemption tracking logs from market	After every distribution of activity sheets and aggregated yearly
	X $ is spent on local food at farmers markets with coupons per distribution	$ spent on local food from activity sheet coupons per distribution			Coupon redemption tracking logs from market	After every distribution of activity sheets and aggregated yearly
	80% of farmers participating in coupon redemption report increased selling opportunities and revenue at every distribution	% of farmers participating in markets coupon redemptions & ECE pop up markets who report increased selling opportunities	# of participating farmers responding "Strongly Agree" or "Agree" to "To what extent do you agree or disagree that the coupon redemption program provided you with increased selling opportunities to market customers?"	Total # of farmers participating or total number of farmers responding to survey (if not all farmers respond to survey)	Farmer survey	After every distribution or once/season if same market & vendors participate multiple times
		% of farmers participating in markets coupon redemptions & ECE pop up markets who report increased revenue	# of participating farmers responding "Strongly Agree" or "Agree" to "To what extent do you agree or disagree that the coupon redemption program has provided you with increased revenue? "	Total # of farmers participating or total number of farmers responding to survey (if not all farmers respond to survey)	Farmer survey	After every distribution or once/season if same market & vendors participate multiple times
	80% of farmers participating in coupon redemption are satisfied with the coupon redemption program every distribution	% of farmers participating in markets coupon redemptions & ECE pop up markets who report general satisfaction with coupon redemption program	# of participating farmers responding "Excellent" or "Good" to "How would you rate your overall satisfaction with the market coupon redemption program?"	Total # of farmers participating or total number of farmers responding to survey (if not all farmers respond to survey)	Farmer Survey	After every distribution or once/season if same market & vendors participate multiple times
	50% of farmers participating in coupon redemption program are organic farmers every distribution	% of organic farmers participating in coupon redemption & ECE pop ups	# of organic farmers with agreements for coupon redemption at partner markets (from market data) OR # of farmers selecting "yes" to "Does your farm have organic certification?" in farmer survey	Total # of farmers participating/ allowing coupon redemption OR total # of farmers completing evaluation survey	Market shared data OR farmer survey	1x per activity sheet/ coupon distribution
	50% of farmers participating in ECE markets are organic farmers every market	% of organic farmers participating in ECE pop up markets	# of organic farmers participating in ECE pop up markets OR # of farmers selecting "yes" to "Does your farm have organic certification?" in farmer survey	Total # of farmers participating in ECE pop up markets OR total # of farmers completing evaluation survey	ECE market data OR farmer survey	1x per pop up market
	x% of districts report local procurement from organic farmers yearly	* % of districts reporting local procurement from organic farmers	# of districts indicating organics local procurement on GR app OR on FTS census	GR: total # of districts responding/particiapting in GR FTS Census: Total # of districts responding	GR award application & FTS census	GR: 1x yearly FTS census: each cycle

SHORT TERM OUTCOMES						
4.0 FTS team feels prepared and equipped to incorporate RE into program implementation across state; Resources distributed equitably and intentionally across the state	100% of stakeholders involved in planning processes and outreach have diverse representation, serve diverse poulations and include racial equity language in their organizational policies	% diversity of stakeholders involved in planning processes (across FTS stakeholder organizations) and extent to which stakeholders and organizations represent communities served	# of diverse stakeholders from other partner/planning organizations	# total stakeholders (individuals)	Records of planning partners/ leadership / planning session logs	1x yearly
			# of organizations involved in planning who specifically serve diverse populations	# total stakeholder organizations	Stakeholder orgs policies/ websites	1x yearly
			# of stakeholder/ partner orgs who include RE language in their organization/ policies etc.	# total stakeholder organizations	Stakeholder orgs policies/ websites	1x yearly
	Board members represent diverse communities that the organization serves across Georgia	% diversity of GO board / extent to which board represents communities served	# of diverse board members (BIPOC, rural/ strike force, minority,	Total # of board members	Board member tracking/ records	1x yearly
	x% of FTS planning sessions involve input from community members and direct beneficiaries yearly	% of planning activities that involve community members or beneficiaries	# of planning sessions that include community input, community members or direct beneficiaries	Total # of planning meetings/ sessions/ etc.	Planning tracking	1x yearly
OUTPUTS						
1.1 FTECE best practices shared via social media	Every FTECE best practice post reaches x number of people	# of views/ interactions with social media posts per post	# of views (if possible) # of people clicking links from posts or interacting with post (share, like, etc.)		Social media analytics	After each post
1.2 FTECE toolkit accessed and utilized on GO site	x # of views and download of FTECE toolkit every 6 months	# of views and downloads of FTECE toolkit	Total # views on GO site total # downloads on GO site		GO site analytics	2x yearly (mid year, end of year)
	x # of organizations ask to replicate FTECE toolkit yearly	# of organizations asking to replicate resource	Total # of organizations asking to utilize & replicate toolkit		Email correspondence	1x yearly (end of year)
1.3 FTECE celebration/ recognition executed	x # of GA ECE centers participate in celebration yearly	# total GA ECE centers participating in celebration/ recognition			FTECE celebration application tracking	1x year/ end of celebration
	x% of GA counties represented in FTECE celebration yearly	% of counties represented in FTECE celebration	# different county responses in celebration application	# total counties in GA (159)	FTECE celebration application	1x year/ end of celebration
	x # of new ECE centers participate in celebration yearly	# of new ECE centers participating in celebration yearly			FTECE celebration application tracking	1x year/ end of celebration

OUTPUTS						
1.4 FTS best practice resource shared/ disseminated across districts and schools in GA	Best practice resource is viewed by x number of people yearly	# of views/ downloads of BP resource on GO site	# total views and downloads of virtual BP resource on GO site		GO site analytics	1x yearly (end of year)
	Every GA district recieves BP resource yearly	# of schools/districts/ receiving BP resource			BP resource tracking	1x yearly (end of year)
1.5 FTS best practice celebration/recognition executed (Golden Radish)	60% of GA districts participate in GR celebration yearly	% of GA districts participating in GR celebration	# of GA districts completing application/ getting an award level	Total # of GA school districts (181)	GR application tracking sheet	1x yearly (end of celebration)
	108 GA districts participate in GR yearly	# total GA districts participating	# districts receiving an award		GR application tracking sheet	1x yearly (end of celebration)
	15 new districts participate in GR yearly	# new GA districts participating from previous year (new defined as not participating in previous 2 years)	Total # districts who have not previously submitted a GR application		GR application tracking sheet	1x yearly (end of celebration)
1.6 FTS educational workshops and trainings implemented	Deliver 10 FTS/ FTECE workshops yearly	# school gardening/ regenerative agriculture practices workshops	# total topic workshops		Workshop tracking spread sheet	2x yearly (mid year/June, end of year/December)
		# school nutrition staff training	# total topic workshops		Workshop tracking spread sheet	2x yearly (mid year/June, end of year/December)
		# curriculum or FTS activity related trainings	# total topic workshops		Workshop tracking spread sheet	2x yearly (mid year/June, end of year/December)
	100% of workshop participants report satisfaction, improved knowledge, and effectiveness of workshop and resources provided yearly	% of workshop participants expressing effectiveness of workshops in learning about FTS/ local food/ school nutrition skills/ educator techniques (ie whatever workshop topic is)	# of workshop participants selecting "Strongly Agree" or " Agree" to question #7 "The format of the training was an effective way to learn about Farm to School, hear from other professionals and learn new strategies."	Total # of workshop participants completing post survey	Post workshop surveys	At the end of each workshop; aggregated across all workshops 4x yearly (March/ June/Sept/Dec)
		% of workshop participants expressing helpfulness of resources received in workshops	# workshop participants selecting "Strongly Agree" or "Agree" to the question "I received resources and/or guidance that I can use, whether in class or with remote learning."	Total # workshop participants completing post survey	Post workshop surveyed	At the end of each workshop; aggregated across all workshops 4x yearly (March/ June/Sept/Dec)
		% of workshops participants reporting high overall session rating	# or workshop participants selecting "Excellent" or Good" for "How would you rate the quality of this session"	Total # workshop participants completing post survey	Post workshop surveyed	At the end of each workshop; aggregated across all workshops 4x yearly (March/ June/ Sept/Dec)

OUTPUTS						
1.6 FTS educational workshops and trainings implemented	100% of participants express they are likely to attend another session yearly	% of workshop participants expressing likelihood of attending another workshop session	# of workshop participants selecting "Extremely likely" or "likely" for the question "How likely are you to attend another session"	Total # of workshop participants completing post survey	Post workshop surveyed	At the end of each workshop; aggregated across all workshops 4x yearly (March/ June/ Sept/Dec)
	x # of ECE centers participate in workshops and trainings yearly	# of ECE centers/ sites participating in workshops and trainings	# of ECE sites (participants identify which sites associated with)		Workshop registration	1x yearly (end of year)
	x% of GA districts participate in workshops yearly	% of total GA districts participating in workshops	# GA districts participating across all workshops	Total # of GA districts (181)	Workshop registraion	1x yearly
1.7 FTS/ FTECE virtual summit executed	300 participants attend the FTS/FTECE Summit yearly	# of total summit participants	# of total attendees on site/virtual platform		Zoom analytics or in person sign in	1x yearly/ end of summit
	x # of workshops offerred per summit	# of workshops offered at Summit & topics (grants, gardening, etc.)	# of total workshops by topic		Summit workshop tracking	1x yearly/ end of summit
	100% of summit attendees say the summit met expectations yearly	% of attendees expressing the summit met expectations	# participants selecting "Met" or "Exceeded expectations" on overall summit evaluation	Total # of participants responding to overall summit evaluation	Post summit evaluation	1x yearly/ end of summit
1.8 OCT FTS month campaign implemented	Reach 75% of GA districts through Oct FTS month	% of GA districts represented in FTS month	Total # of different GA districts from "School District name"	Total # of districts in GA (181)	Oct FTS month registration survey	1x yearly/ end of FTS month
	Reach 85% of GA counties through Oct FTS month	% of GA counties represented in FTS month	Total # of different GA counties from "County" question	Total # of counties in GA (159)	Oct FTS month registration survey	1x yearly/ end of FTS month
	Reach x # of ECE centers through OCT FTS month campaign	# ECE centers represented	Total # different ECE centers in "School/ ECE center/ Organization" Question		Oct FTS month registration survey	1x yearly/ end of FTS month
	Host 5 Wednesday Webinars	# of Wednesday Webinars			Webinar tracking	1x yearly/ end of FTS month
	At least 5 resources are helpful to 50% or more of participants per Oct FTS month campaign	% of participants finding each resource helpful & which resources were most helpful (For each resource - # of people selecting it as helpful/ total # of respondents = % of participants who found that resource useful)	Responses to "Which of the Turnip the Volume resources were the MOST HELPFUL? Choose all that apply." Total # from **each** of the categories/ types of resources as a single numerator	Total # of participants completing post survey (For each resource - # of people selecting it as helpful/ total # of respondents = % of participants who found that resource useful)	Oct FTS month post survey	Oct FTS month post survey
	Reach 1 million students in GA through 2021 OCT FTS month	# of participants signing up			Oct FTS month	1x yearly/ end of FTS
		# of total students reached	Total #s in responses to "With approximately how many children/students do you anticipate doing 'FTS month campaign name' activities with?"		Oct FTS month registration survey	1x yearly/ end of FTS month
		% of different FTS activities completed by participants	Total # in each option to "How did you celebrate Turnip the Volume? Please check all the activities you did."	Total # of participants completing post survey	Oct FTS month post survey	Oct FTS month post survey

OUTPUTS						
2.1 BIPOC, Spanish speakers, special needs, strike force and rural districts prioritized in outreach for FTS month, GR celebration, educational workshops and virtual summit	x% of districts in Strike Force counties contacted for GR application per month during active outreach	% districts in strike force counties contacted for GR application	# districts in strike force counties contacted	Total # strike force districts in GA (total # strike force counties x # school districts in each county)	GR outreach tracking spreadsheet	1x monthly during active GR outreach (3x total)
	x% of majority BIPOC districts contacted for GR application per month during active outreach	% majority BIPOC districts contacted for GR application	# majority BIPOC districts contacted	Total # majority BIPOC districts in GA	GR outreach tracking spreadsheet	1x monthly during active GR outreach (3x total)
	x # of FTS month outreach partner organizations specifically serve rural, underserved or BIPOC clients and communities per FTS month	# of FTS month partner outreach organizations specifically serving rural, underserved or BIPOC clients/communities	# of partner orgs conducting outreach for FTS month participation who reach targetted clients/individuals/ communities		Promotional partner folder in sharepoint/ on GO site with partners	1x yearly after FTS month
	x # of districts in Strike Force counties reached for workshop outreach per workshop	# of districts/schools in Strike Force counties targetted for outreach of workshops			Workshop outreach tracking	Once per workshop registration
	x # of districts in majority BIPOC counties reached for workshop outreach per workshop	# of districts/schools in majority BIPOC counties targetted for outreach of workshops			Workshop outreach tracking	Once per workshop registration
2.2 Culturally relevant resources created for FTS month, educational workshops and virtual summit	5 resources translated to Spanish per FTS month campaign	# Oct FTS month resources translated to Spanish			FTS month folder/ resource page on GO site	Once monthly leading up to campaign
	x # of activity/ coupon sheets tranlsated to Spanish per distribution	# market activity/coupon sheets translated to Spanish			Activity sheets/ tracking folder	Tracked per activity sheet distribution
	100% of FTS resources include a racial or social equity component yearly	% of resources including a racial equity/ social equity / historical component	# of resources including a racial equity/ social equity / historical component	Total # of FTS resrouces created	Tracked across all GO activity sheets	1x monthly
	100% of workshops incorporate or address racial or social equity yearly	% workshops incorporating RE /SE	# workshops incorporating RE	# total workshops	Workshop tracking	1x per each workshop
	x # of resources include stories of perspectives of BIPOC voices yearly	# of resources including stories or perspectives of BIPOC voices			Tracked across all GO activity sheets	1x monthly

OUTPUTS						
3.1 Activity sheets with accompanying coupons distributed at partner markets	x # of activity sheets distributed at partner markets per distribution	# of total activity sheets (& total coupons) distributed at partner markets	# activity sheets # coupons (activity sheets X coupons per sheet)		Activity sheet tracking	1x every distribution and aggregated yearly
	x # of markets participate in activity sheet/ coupon distribution yearly	# of markets participating			Activity sheet tracking	1x every distribution and aggregated yearly
	x # of vendors participate in each market distribution	# of vendors participating in coupon redemption across all markets			Activity sheet tracking	1x every distribution and aggregated yearly
3.2 ECE pop up markets executed	x # of ECE pop up markets occur yearly	# of total pop up markets at ECE centers			ECE market tracking	1x per market/ aggregated yearly
	at least x # of families attend each ECE pop up market	# of total attendees at pop up markets			ECE market tracking	1x per market/ aggregated yearly
4.1 FTS team participates in monthly RE affinity group	FTS team participates in 12 total RE affinity yearly (1 per month)	# RE affinity group sessions			RE affinity group calendar	2x yearly
4.2 FTS team attends external RE trainings, including yearly 21-Day Racial Equity Challenge	FTS attends a collective 8 total external RE trainings yearly	# of external RE trainings/learning sessions attended	# trainings total across FTS team # per FTS team members		RE training logs	Quarterly (4x yearly check in)
4.3 FTS policies revised to incorporate RE and social justice component	100% of policies revised or revisted to enusre the inclusion of racial and social equity yearly	% of total policies revised	# FTS policies revised/ revisited to ensure racial equity	# total FTS policies	FTS policy/procedure manual	2x yearly
ACTIVITIES						
1.1.1 FTECE BP social media posts created	1 FTECE BP social media post posted per month (12 total yearly)	# of total best practice specific social media posts shared across platforms			Comms tracking	Monthly
1.2.1 Marketing and outreach for FTECE toolkit availability	x # of promotions on FTECE toolkit	# outreach/ promotional attempts	# total outreach efforts made (emails, The Dirt, Ebite, social media, etc.)		Comms tracking	Quarterly (4x /year)
1.3.1 FTECE champions surveyed for preferences on BP recognition	x # ECE centers provide feedback on preference for best practice recognitionbiweekly during open period	# respondents providing feedback for recognition			Survey monkey	Biweekly while survey is available

ACTIVITIES						
1.3.2 Application/ survey for FTECE BP recognition created and distributed	FTECE application created by x date	Application completed			Tracking folder in sharepoint/ Survey monkey	Progress updates monthly leading up to GR application release
	FTECE application revised/ reviewed by partner orgs by x	Application revised/ reviewed/ approved by partner orgs				
1.3.3 Outreach to ECE centers	x # of ECE centers contacted about best practice recognition participate biweekly during outreach	# of ECE centers reached (via phone, email, etc.)	# of ECE centers contacted via any avenue		Tracking folder in sharepoint	2x monthly during peak outreach season
	x # of new ECE centers who have not previously participated are contacted via outreach for best practice recognition biweekly during outreach	# ECE centers who have not previously participated in GR contacted	# of ECE centers who have not previously participated/ submitted application who were contacted about participating		Tracking folder in sharepoint	2x monthly during peak outreach season
	x # of ECE centers express they will complete application biweekly during outreach	# ECE centers expressing they will complete application	# districts expressing they intend to complete application		Tracking folder in sharepoint	2x monthly during peak outreach season
1.4.1 FTS stakeholders collaborate on BP resource	x # of FTS partners collaborate on best practice resource	# of GA FTS partners collaborating on resource			BP tracking folder in sharepoint	Progress updates/checks monthly leading up to release of resource
	x # of planning and check in sessions occur around best practice resource	# of planning or check in sessions			BP tracking folder in sharepoint	Progress updates/ checks monthly leading up to release of resource
1.4.2, 2.2.1 Best practice resource created, emphasis on racial equity	Best practice resource finalized for dissemination by x date	BP resource revised/ reviewed / approved by partner orgs & plan for dissemination made			BP tracking folder in sharepoint	Progress updates/ checks monthly leading up to release of resource
1.5.1 SNDs and coordinators surveyed on preference for recognition	All districts (181) provide feedback on preference for GR/ best practice recognition; x # responses biweekly	# SNDS providing feedback for recognition			Survey monkey	Biweekly while survey is available
1.5.2 Application/ survey created, reviewed and disseminated	GR application completed by x date	Application completed			GR tracking folder in sharepoint/ Survey monkey	Progress updates monthly leading up to GR application release
	GR application revised/ reviewed by partner orgs by x	Application revised/ reviewed/ approved by partner orgs				

ACTIVITIES						
1.5.3,2.1.1 Outreach to GA school districts, prioritize outreach to BIPOC and Strike force counties	x # of GA districts reached for GR biweekly during active outreach	# of GA districts reached (via phone, email, etc.)	# of districts contacted via any avenue		GR outreach tracking	2x monthly during peak outreach season
	x # of new districts who have not previously participated are contacted via outreach for best practice recognition biweekly during outreach	# GA districts who have not previously participated in GR contacted	# of districts who have not previously participated/ submitted application who were contacted about participating		GR outreach tracking spreadsheet	2x monthly during peak outreach season
	x # ofdistricts express they will complete application biweekly during outreach	# GA districts expressing they will complete application	# districts expressing they intend to complete application		GR outreach tracking spreadsheet	2x monthly during peak outreach season
1.6.1, 2.2.2 Training and workshops materials developed/ sourced/ etc., emphasis on racial equity in resource creation	x # workshops planned monthly	# workshops planned	# workshops on the calendar & # per inclusion of concentration area- regenerative ag, climate change, local organic food procurement		Workshop calendar	Monthly
	x # of materials created per workshop	# materials created/ sourced for workshops/ trainings			Training/ workshop folder sharepoint	1x per training/workshop prior to implementation
1.6.2, 2.1.2 Outreach to SNDS, educators, districts, ECE centers, etc., prioritize BIPOC and strike force counties	x # participants register per workshop	# of participants signing up for workshops	# total participants signed up per workshop		Registration tracking/ survey monkey	2x following registration opening/ prior to implementation
	x # of outreach or promotional attempts are made per workshop topic biweekly	# outreach/ promotional attempts	# total outreach efforts made per workshop topic (emails, The Dirt, Ebite, social media, etc.)		Comms tracking	2x monthly prior to and during registration per workshop
1.7.1 Facilitators identified with emphasis on BIPOC, rural, strike force district representation	x # of facilitaors identified for Summit	# of facilitators identified / solidified			Summit planning docs	1x monthly during summit planning period
1.7.2, 2.2.3 Workshop topics and materials identified with emphasis on regenerative ag, climate change mitigation and racial equity	x # of workshops planned for Summit	# of workshops planned per topic	# of total workshops # of workshops incorporating concentration area- regenerative ag, climate change, local organic food procurement		Summit planning folder sharepoint	2x monthly leading up to event registration/ implementation
1.7.3, 2.1.3 Outreach to SNDS, districts/ ECE staff, educators and farmers, emphasis on outreach to BIPOC and strike force counties/districts	x # of Summit outreach or promotional attempts are made biweekly	# outreach/ promotional attempts	# total outreach efforts made (emails, The Dirt, Ebite, social media, etc.)		Comms tracking	2x monthly during active summit outreach

ACTIVITIES						
1.7.4, 2.1.4 Scholarships offered to BIPOC, Strike Force district, special needs and spanish speaker represenation	x # of scholarships offered to BIPOC participants per summit	# scholarships offered to BIPOC participants			Summit outreach tracking	2x monthly during active summit outreach
	x # of scholarships offered to participants from Strike Force counties per summit	# scholarships offered to participants from Strike Force districts/ counties			Summit outreach tracking	2x monthly during active summit outreach
	x # of scholarships offered toeducators of students with special needs per summit	# scholarships offered to educators of students with special needs			Summit outreach tracking	2x monthly during active summit outreach
	x # of scholarships offered to educators of spanish speaking students per summit	# scholarships offered to educators of spanish speaking students			Summit outreach tracking	2x monthly during active summit outreach
1.7.5 Outreach for sponsorships	x # of sponsors per Summit	# of sponsors	# of total organization/ companies etc. agreeing to sponsor summit		Summit tracking	2x monthly during active summit planning
1.8.1 Promotional/ campaign materials created	Per FTS month campaign -- x # of fact sheets x # of recipes x # of activities x # of ECE lessons x # of K-2 lessons x # of 3-5 lessons x # of 6-8 lessons x # of special needs lessons x # of high school lessons	# of different resources	Total # of resources by type (Lesson plans & grade level, activity sheets, fact sheet, etc.)		Campaign page on GO website with all resources	Total 4x - updated counts/check 1x/month in months leading up to registration; 1x total at end for yearly tracking
1.8.2, 2.1.5 Outreach to new and existing child-centered, food/nutrition, ag organizations for support in campaign promotion; emphasis on orgs serving diverse communities	30 partner organizations agree to promote October FTS month per campaign	# of organizations agreeing to promote campaign	Total # of outside organizations that agreed to help promote campaign to their respective audiences		Promotional partner folder in sharepoint/ on GO site with partners	1x at end of campaign
1.8.3,2.1.6 Outreach and promotion to schools, ECE centers, individuals, and organizations across GA; emphasis on BIPOC and strike force districts	x # of promotional mentions of FTS month campaign in the Dirt & Ebite per month during active campaign outreach	# of mentions in The Dirt & Ebite	Total # Dirt & Ebite editions/emails promoting FTS month		Comms tracking	Monthly during campaign promotion
	x # of FTS month promotional social media posts per month during active campaign outreach	# of promotional social media posts	Total # promotional social media posts (FB, instagram, etc.)		Comms tracking	Monthly during campaign promotion

ACTIVITIES						
3.1.1 Activity sheets created, emphasis on activities with few materials, culutrally diverse produce and in season produce items/ translation to Spanish	x # of activity sheets created per market season	# of different activity sheets created for market distribution			Activity sheet tracking	At time of each distribution
	x # of activity sheets that include culturally relevant items, practices etc. created per market season	# activity sheets highlighting culturally relevant items (food, recipes, farming practices, activities, etc.)			Activity sheet tracking	At time of each distribution
3.1.2 Outreach to markets and vendors for agreement on distribution and coupon redemption	x # of markets and x # of vendors agree to participate in activity sheet distribution and coupon redemption per market season	# of markets or vendors agreeing to participate in activity sheet distribution/ coupon redemption			Activity sheet distribution planning	At time of each distribution
3.2.1 Partnerships with ECE centers established for pop up markets	x # of ECE partners agree to host pop up markets per school year	# of ECE partners agreeing to host pop up markets			ECE pop up market planning logs	At time of each market
3.2.2 Outreach to farmers for distribution at popup markets	x # of farmers agree to participate/ sell at ECE markets per market	# of farmers agreeings to sell produce at ECE pop up markets			ECE pop up market planning logs	At time of each market
3.2.3 Outreach to ECE families for pop up market attendance	x # of outreach materials are created or provided to ECE centers to aid in market outreach per market	# of outreach materials, tools or guidance provided to ECE centers			ECE pop up market planning logs	At time of each market
4.1.1 FTS team plans and implements monthly RE affinity group	1 RE affinity group session planned monthly	# of sessions planned monthly			RE tracking	Monthly
4.2.1 FTS team seeks out external RE trainings	2 total external RE trainings planned quarterly	# of trainings plannned quarterly			RE tracking	Quarterly
4.3.1 FTS team examines and revises program policies to incorporate RE	x # of FTS policies revised/ revisited quarterly	# of policy revision/ internal RE deep dive sessions planned			Policy manual	Quarterly
4.4.1 FTS team examines internal RE (diversity of team and stakeholders, representation in planning processes)	x # of policy revision/ internal RE deep dive sessions planned quarterly	# of policy revision/ internal RE deep dive sessions planned			Policy manual	Quarterly
4.4.2 FTS team creates RE statement and commitment, and establishes shared language and goals related to RE work	RE statement, shared language establishment and commitment completed by x date	RE statement created,shared language and RE goals established			Policy manual	Quarterly
*Targets with "x" have not yet been defined because of lack of baseline data and should be completed by the Georgia Organics FTS team as soon as possible.						

Appendix C: Existing 2020 and 2019 Baseline Data

SMART Objective	Indicator	Existing 2019/ 2020 Baseline Data
Intermediate Outcomes		
50% of best practice recognition applicants improve on award level yearly	*% of districts participating in GR that improved on award level (or maintained platinum level) from previous year	49%
100% of GA districts report implementing FTS activities yearly	* % of GA districts and ECE centers reporting implementation of FTS activities (local procurement, school gardening and nutrition/ agriculture education)	**2019 GR** : 49% **2015 FTS census**: 62%
Short Term Outcomes		
100% of workshop participants report confidence and knowledge to implement material learned in workshops yearly	% of workshops participants reporting confidence in implementing (workshop topic) regenerative agriculture practices/ nutrition into the curriculum, school gardening or organic local procurement at the end of workshops	**Aggregate:** 99% **Strongly Agree**: 66% **Agree**: 33%
		Aggregate: 98% **Strongly Agree**: 68% **Agree:** 30%
	% of workshop participants reporting increased knowledge of incorporating regenerative agriculture practices/nutrition into the curriculum, school gardening or organic local procurement (per workshop topic)	**Aggregate:** 98% **Strongly Agree:** 77% **Agree**: 21%
100% of workshop participants indicate they have one actionable step they plan to take following the workshop	% of workshop participants indicating they have one actionable step they can take to support FTS or FTECE following the workshop	**Aggregate:** **Strongly Agree:** **Agree:**
90% of FTS month participants report helpfulness of campaign resources yearly	% of FTS month participants reporting helpfulness of resources provided by the campaign	**Aggregate:** 83% **5**: 57% **4:** 26%
90% of FTS month participants report increased knowledge and capacity for FTS as a result of FTS month participation yearly	% of FTS month participants reporting increased knowledge and capacity for FTS at the end of campaign	**Aggregate:** **Strongly Agree:** **Agree:**
75% of FTS month participants source campaign vegetable locally or grow their own yearly	% of FTS month participants who grew their own or sourced (campaign produce item) from a farmers market or CSA share	**Aggregate local purchasers:** 66% **Grew:** 63% **FM or Farmer:** 13% **CSA:** 0%
100% of summit attendees Strongly agree or agree that they have increased knowledge and readiness for FTS at the conclusion of the summit	% of Virutal summit attendees reporting increased knoweldge and readiness for FTS at the conlusion of the summit	**Aggregate:** 98% **Strongly Agree:** 72% **Somewhat Agree:** 26%
		Aggregate: 96% **Strongly Agree:** 76% **Agree:** 20%
		Aggregate: 94% **Strongly Agree:** 74% **Agree:** 20%
x % of majority black counties in GA reached through FTS month campaign	% of majority BIPOC counties in GA reached through FTS month	% of counties reached **≥ 40% Black:** 61% (36/59 counties) **≥ 50% Black:** 69% (25/36 counties) **≥ 40% BIPOC:** 61%. (40/66 counties) **≥ 50% BIPOC:** 63% (26/41 counties)
85% of Stirke Force counties representeed in FTS month participation yearly	% of all strike force counties represented in FTS month participants	**65% of SF counties represented** 39 out of 60 Strike Force Counties
x% of workshop participants are from majority BIPOC counties yearly	% of workshop participants from majority BIPOC counties	% of counties reached **≥ 40% Black:** 17% (10/59 counties) **≥ 50% Black:** 17% (6/36 counties) **≥ 40% BIPOC:** 16% (24/66 counties) **≥ 50% BIPOC: 20%** (8/41 counties)

SMART Objective	Indicator	Existing 2019/ 2020 Baseline Data
Short Term Outcomes		
x% of Strike Force counties are represented in GR celebration yearly	% of Strike Force districts/ counties participating in GR	25% of SF counties represented 15 out of 60
x% of majority BIPOC counties represented in GR yearly	% of majority BIPOC counties represented in GR	% of counties reached **≥ 40% Black:** 34% (20/ 59 counties) **≥ 50% Black:** 47% (17/36 counties) **≥ 40% BIPOC:** 44% (29/66 counties) **≥ 50% BIPOC:** 46% (19/41 counties)
50% of full CEP districts participate in GR celebration yearly	% of full CEP districts participating in GR	33% of full CEP districts represented 26 out of 78 38% of districts with at least 1 CEP school 39 out of 103
50% of Strike Force counties represented among Summit participants yearly	% of total participants from FTS/FTECE summit from Strike Force Counties	32% of SF counties represented 19 out of 60
Outputs		
60% of GA districts participate in GR celebration yearly	% of GA districts participating in GR celebration	2019 49%
108 GA districts participate in GR yearly	# total GA districts participating	2019 89 districts
15 new districts participate in GR yearly	# new GA districts participating from previous year (new defined as not participating in previous 2 years)	16 new districts
Deliver 10 FTS/ FTECE workshops yearly	# school gardening/ regenerative agriculture practices workshops	**Aggregate:** 12 **Educators**: 2 **School Nutrition:** 2 **Webinars**: 8 **# attendees per webinar:** TTV Sensory Edu: 67 TTV fall garden: 52 TTV Outdoor activities: 44 TTV Hands-on cooking: 26 TTV 1st FTS Activites: 24 TTV Taste test: 12 Winter Garden: 43 Teaching literacy: 26
	# school nutrition staff training	
	# curriculum or FTS activity related trainings	
100% of workshop participants report satisfaction, improved knowledge, and effectiveness of workshop and resources provided yearly	% of workshop participants expressing effectiveness of workshops in learning about FTS/ local food/ school nutrition skills/ educator techniques (ie whatever workshop topic is)	**Aggregate:** 98% **Strongly Agree:** 73% **Agree:** 25%
	% of workshop participants expressing helpfulness of resources received in workshops	**Aggregate:** 98% **Strongly Agree:** 70% **Agree**: 28%
	% of workshops participants reporting high overall session rating	**Aggregate:** 100% **Excellent:** 86% **Good:** 14%
100% of participants express they are likely to attend another session yearly	% of workshop participants expressing likelihood of attending another workshop session	**Aggregate:** 96% **Extremely Likely:** 83% **Likely**: 13%

SMART Objective	Indicator	Existing 2019/ 2020 Baseline Data
Outputs		
300 participants attend the FTS/FTECE Summit yearly	# of total summit participants	**Total attendees:** 234 **From registered >** **K-12 Nutrition Staff**: 29 **K-12 Administrator:** 8 **K-12 Teachers:** 21 **Farmers/Ag/ Distributor**: 13 **Parents/ volunteers**: 8 **ECE Teachers**: 47 ECE administrator: 52 **Government**: 37 **University students/ faculty**: 4 **Nonprofit/ Community orgs:** 57 **Food/ culinary professional**: 11 **Volunteer**: 3 **Medical professional:** 1
100% of summit attendees say the summit met expectations yearly	% of attendees expressing the summit met expectations	**Aggregate:** 98% **4:** 77% **5:** 21%
Reach 85% of GA counties through Oct FTS month	% of GA counties represented in FTS month	**Counties represented:** 75% 120 counties
Host 5 Wednesday Webinars	# of Wednesday Webinars	**6 total** 1. Sensory Education 2. Fall Gardening K-8 3. Outdoor activites ages 2-12 4. Hands on cooking ages 2-12 5. 1st FTS activities for kids 2-12 6. Turnip taste test Middle & High school
At least 5 resources are helpful to 50% or more of participants per Oct FTS month campaign	% of participants finding each resource helpful & which resources were most helpful (For each resource - # of people selecting it as helpful/ total # of respondents = % of participants who found that resource useful)	**Turnip lesson plans:** 53% **Turnip activities:** 64% **Factsheet Brochure:** 51% **Factsheet How to plant:** 64% **Factsheet History:** 21% **Factsheet What's inside:** 36% **Spanish Versions:** 9% **Recipes:** 32% **Pinterest:** 2% **Recipe Videos:** 9% **Webinars:** 15%
Reach 1 million students in GA through 2021 OCT FTS month	# of participants signing up	523
	# of total students reached	1,534,147

SMART Objective	Indicator	Existing 2019/ 2020 Baseline Data
Outputs		
	% of different FTS activities completed by participants	**Growing turnips:** 72% **Using turnips in lesson:** 36% **Turnip activities:** 43% **Local turnips served:** 23% **Non local turnips served:** 9% **Turnip Taste test:** 40% **Turnip cooking Activity:** 23% **Turnips promoted:** 15% **Visit from a chef:** 0 **Visit from a farmer:** 2% **Field trip to market or farm:** 2% **Professional development:** 0% **Parent involvement:** 13% **Fundraiser:** 2%
5 resources translated to Spanish per FTS month campaign	# Oct FTS month resources translated to Spanish	2 (How to Grow & Turnip Factsheet)
Activities		
Per FTS month campaign -- x # of fact sheets x # of recipes x # of activities x # of ECE lessons x # of K-2 lessons x # of 3-5 lessons x # of 6-8 lessons x # of special needs lessons x # of high school lessons	# of different resources	**Factsheets:** 5 **Recipes**: 6 **Activites**: 3 **Lessons ---** **Early Care**: 7 **K-2:** 14 **3-5:** 14 **6-8**: 6 **Special Needs:** 3 **High School:** 4
30 partner organizations agree to promote October FTS month per campaign	# of organizations agreeing to promote campaign	27 orgainizations
x # of activity sheets created per market season	# of different activity sheets created for market distribution	11 activity sheets

Appendix D: Workshop Registration Survey

*Revised document from Georgia Organics' original version

1. Email Address: (open response)

2. First and Last Name: (open response)

3. Are you affiliated with a school district, early care center or organization? (select one)
   - School District (skip to School District question)
   - Early Care Center (skip to ECE question)
   - Organization (skip to Organization question)

4. School District Name: (open response)

5. Early Care Center Name: (open response)

6. Organization Name: (open response)

7. County: (list of all 159 GA counties to choose from)

8. How would you describe your race/ethnicity? (check all that apply)
   - White or Caucasian
   - Black or African American
   - American Indian or Alaskan Native
   - Asian or Asian American
   - Hawaiian or Pacific Islander
   - Hispanic or Latino
   - Other (please specify: _____)
   - Prefer not to answer

9. Do you anticipate implementing the skills, activities or tools learned today with any of the following populations?
   - Spanish speakers or English language learners
   - Students with special need
   - Prefer not to answer

Appendix E: Post Workshop Evaluation Survey

*Revised document from Georgia Organics' original version

Thank you so much for participating in (workshop name) and for your efforts to bring farm to school to children across Georgia. To best understand the impact of this workshop and how we can continue to improve it for future participants, we're asking for feedback on your experience. All information collected in the survey is anonymous and confidential, and participation in the survey is voluntary.

Thank you for completing this short survey to help us achieve our goal of continued improvement!

Georgia Organics' Farm to School Team

1. How would you rate the quality of this session?
   - Excellent
   - Good
   - Average
   - Fair
   - Poor
   - Prefer not to answer

2. How likely are you to attend another workshop or training session hosted by Georgia Organics?
   - Extremely Likely
   - Likely
   - Neutral
   - Unlikely
   - Extremely Unlikely
   - Prefer not to answer

Please rate the extent to which you agree or disagree with the following statements.

3. I learned something new about this topic that I can apply in my classroom, cafeteria, or school.
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

4. I feel confident in teaching and exciting children about the benefits of eating local foods.
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree
   - Prefer not to answer

5. I feel confident that I can implement what I have learned at this training in my classroom, cafeteria or school.
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree
   - Prefer not to answer

6. I received resources and/or guidance that I can use, whether in class or with remote learning.
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree
   - Prefer not to answer

7. The format of the training was an effective way to learn about Farm to School, hear from other professionals and learn new strategies.
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree
   - Prefer not to answer

8. I have one or more actionable steps I can take to support farm to school and/or farm to ECE as a result of this workshop.
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree
   - Prefer not to answer

9. (If “Strongly Agree” or “Agree” to previous question) Please identify and describe one actionable step you will apply in your classroom, cafeteria, school, and/or early learning program. (Open response)

Appendix F: Workshop Evaluation 3-month Follow-Up Survey

Hello Farm to School Champions! You are receiving this survey because our records indicate that you participated in the Georgia Organics workshop "_____" on (date of workshop). To best understand the impact of this workshop and how we can continue to improve it for future participants, we're asking for feedback and hoping to understand what progress you have made since attending. All participants completing this survey will be entered to win (incentive). All information collected in the survey is confidential, and participation in the survey is voluntary.

Thank you for completing this short survey to help us achieve our goal of continued improvement!

Georgia Organics' Farm to School Team

1. Are you affiliated with a school district, early care center or organization? (select one)
   - School District (skip to School District question)
   - Early Care Center (skip to ECE question)
   - Organization (skip to Organization question)

2. School District Name: (open response)

3. Early Care Center Name: (open response)

4. Organization Name: (open response)

5. Position: (open response)

6. County: (list of all 159 GA counties to choose from)

7. How would you describe your race/ethnicity? (check all that apply)

   - White or Caucasian
   - Black or African American
   - American Indian or Alaskan Native
   - Asian or Asian American
   - Hawaiian or Pacific Islander
   - Hispanic or Latino
   - Other (please specify: _____)
   - Prefer not to answer

8. To what extent do you agree with the following statement? “I have made progress towards **(workshop topic)** activity in my school, organization or ECE center since attending **(workshop name)**"

    - Strongly Agree
    - Agree
    - Neutral
    - Disagree
    - Strongly Disagree
    - Prefer not to answer

9. Please share how you have implemented or made progress in **(workshop topic)** at your school, organization or ECE center since attending **(workshop name).** Feel free to include any photos if you have them! (open response)

10. Are there any additional resources, workshops or support that Georgia Organics’ could provide to help you make additional progress in your farm to school efforts? If so, please let us know here. (open response)

11. If you would like to be considered for (incentive) please include your email here. (open response)

    Include plug for upcoming workshops.

Appendix G: October Farm to School Month Registration Survey

*Revised document from Georgia Organics' original version

1. Email Address: (open response)

2. First and Last Name: (open response)

3. Mailing Address (for Turnip the Volume packets for first 300 people to sign up): (open response)

4. Are you affiliated with a school district, early care center or organization? (select one)
   - School District (skip to School District question)
   - Early Care Center (skip to ECE question)
   - Organization (skip to Organization question)

5. School District Name: (open response)

6. Early Care Center Name: (open response)

7. Organization Name: (open response)

8. County: (list of all 159 GA counties to choose from)

9. Position/Role at your school, ECE center or organization: (open response)

10. With approximately how many children/students do you plan to do Turnip the Volume activities?

11. Do you anticipate doing FTS activities with any of the following populations?
    - Spanish Speakers or English language learners
    - Students with special needs
    - Prefer not to answer

12. Does your school currently participate in Farm to School?
    - Yes
    - No
    - Not sure
    - Prefer not to answer

13. Is this your first time participating in October Farm to School Month?
    - Yes
    - No
    - Not sure
    - Prefer not to answer

14. What Farm to School Activities do you plan to do with your students this October?
    - Plant turnips in the school garden
    - Conduct a turnip taste test
    - Serve locally grown turnips in school meals
    - Promote local turnips as a cafeteria menu item
    - Conduct a culinary activity with students that features turnips
    - Visit a local farm that grows turnips or have a local farmer visit
    - Teach a turnip-themed lesson
    - Other: (please specify)
    - Prefer not to answer

15. (optional) Describe the impact you've seen Farm to School programming have in your community: _____

Appendix H: October Farm to School Month Post Evaluation Survey

*Revised document from Georgia Organics' original version

Hello Farm to School Champions! You are receiving this survey because our records indicate that you participated in Georgia Organics' Farm to School Month Campaign "(campaign name)." Thank you so much for your participation and efforts to bring farm to school to children across Georgia. To best understand the impact of this program and how we can continue to improve it in the future, we're asking for feedback on the resources provided. All participants completing this survey will have the chance to be entered to win (incentive). All information collected in the survey is anonymous and confidential, and participation in the survey is voluntary.

Thank you for completing this short survey to help us achieve our goal of continued improvement!

Georgia Organics' Farm to School Team

1. Are you affiliated with a school district, early care center or organization? (select one)
   - School District (skip to School District question)
   - Early Care Center (skip to ECE question)
   - Organization (skip to Organization question)

2. School District Name: (open response)

3. Early Care Center Name: (open response)

4. Organization Name: (open response)

5. County: (list of all 159 GA counties to choose from)

6. Position/Role at your school, ECE center or organization: (open response)

7. Please select the option that best describes your role:
   - K-12 Teacher
   - Early Care Teacher
   - School District Nutrition Director, Coordinator, or other Central Office Staff
   - Early Care Director or Administrator
   - Engaged citizen/volunteer
   - Other (please specify: _____)
   - Prefer not to answer

8. Grade level(s) that participated in Turnip the Volume activities (check all that apply):
   - Kindergarten
   - 1st
   - 2nd
   - 3rd
   - 4th

- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th
- Other: (Please specify: _____)
- Prefer not to answer

9. How did you celebrate Turnip the Volume? Please check all the activities you did.
   - Growing turnips in a garden
   - Using turnips in an academic lesson (e.g. scientific measurement of growth, writing squash poem, etc.)
   - Turnip activities (not curriculum or standards based)
   - Local turnips served during school meal or snack
   - Non-local turnips served during school meal or snack
   - Turnip Taste Test
   - Turnip cooking activity or demonstration
   - Turnips promoted in the school environment through posters, bulletin boards, announcements, etc.
   - Visit from a chef
   - Visit from a farmer
   - Field Trip to a Farm, Farmers' Market, or Similar
   - Turnip the Volume included in Professional Development Training for School Staff
   - Parents and/or community members involved in Turnip the Volume activities
   - Fundraiser to support Farm to School program
   - Other (Please specify: _____)
   - Prefer not to answer

10. If your activities included turnips, where did you get them? Did you grow them or purchase them? Where were they from?
    - We grew all or some of the turnips we used.
    - We bought our turnips at a local farmers market and/or directly from a local farmer.
    - We got our turnips through our food supplier/distributor.
    - We bought our turnips from the grocery store.
    - We got our turnips from a CSA share.
    - Other (please specify: _____)
    - Prefer not to answer

11. Please rate the overall helpfulness of the Turnip the Volume resources provided on a scale of 1 (not at all helpful) to 5 (very helpful).
    - 1
    - 2
    - 3

- 4
- 5
- Prefer not to answer

12. Which of the Turnip the Volume resources were the MOST HELPFUL? Choose all that apply.
    - (Vegetable name) lesson plans
    - (Vegetable name) activities
    - Factsheet: (Vegetable name) brochure (varieties and fun facts)
    - Factsheet: How to Plant, Grow, and Harvest (Vegetable name)
    - Factsheet: History and Cultural Insights
    - Factsheets: What's Inside a (Vegetable name) and (Vegetable name) Nutrition
    - Spanish versions of resources
    - (Vegetable name) Recipes
    - (Vegetable name) Pinterest Board
    - (Vegetable name) Recipe Videos
    - (Vegetable name) webinars
    - Prefer not to answer

13. Are there any additional resources that would have been helpful to you in leading your Turnip the Volume activities? If so, please describe. (open response)

14. To what extent do you agree or disagree with the following statement? "I feel more prepared to implement FTS activities as a result of the resources provided during (FTS month campaign name)."
    - Strongly Agree
    - Agree
    - Neutral
    - Disagree
    - Strongly Disagree
    - Prefer not to answer

15. Tell us your Turnip the Volume story! Share the fun details. Were there any highlights? Favorite quotes from students? Describe your activities or events here! (open response)

16. Thank you for completing this survey. If you would like to be entered to win (incentive), please enter your email address. (open response)

Appendix I: Coupon Redemption Farmer Survey

Hello Farmer Champion! You are receiving this survey because our records indicate that you participated in the Activity Sheet Coupon Redemption program at _____ Market. To best understand the impact of this program and how we can continue to improve it for our market and farmer partners, we're asking for feedback on your experiences with the Coupon redemption program. All information collected in the survey is anonymous and confidential, and participation in the survey is voluntary.

Thank you for completing this short survey to help us achieve our goal of continued improvement!

Georgia Organics' Farm to School Team

1. How would you describe your race/ethnicity? (check all that apply)
   - White or Caucasian
   - Black or African American
   - American Indian or Alaskan Native
   - Asian or Asian American
   - Hawaiian or Pacific Islander
   - Hispanic or Latino
   - Other (please specify: _____)
   - Prefer not to answer

2. In what county is your farm located? (Full list of 159 GA counties to choose from)

3. Does your farm have organic certification? (Check one)
   - Yes
   - No
   - In Progress
   - Prefer not to answer

4. How would you rate your overall satisfaction with the market coupon redemption program?
   - Excellent
   - Good
   - Average
   - Fair
   - Poor
   - Prefer not to answer

5. To what extent do you agree or disagree that the coupon redemption program provided you with increased selling opportunities to market customers?
   - Strongly Agree
   - Agree
   - Neutral

- Disagree
- Strongly disagree
- Prefer not to answer

6. To what extent do you agree or disagree that the coupon redemption program has provided you with increased revenue?
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree
   - Prefer not to answer

7. How do you think the coupon redemption program could be improved? (Open response)

8. Please include any other general feedback or comments about the program. (Open response)

Appendix J: Golden Radish Application Question Addition

1. Have you participated in any of the following Georgia Organics sponsored events in the 20xx-20xx school year? (select all that apply)

    - October Farm to School Month
    - Farm to Early Care and Education Learning Collaborative
    - Georgia Organics workshops, trainings or webinars
    - Farm to School and ECE Virtual Summit
    - Utilized Georgia Organics' Farm to ECE toolkit
    - Utilized Georgia organics Farm to School or Farm to ECE best practice resources