# Community Food Project Evaluation Toolkit

## COMMUNITY FOOD SECURITY COALITION

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**Third Edition, 2006**

A hearty thanks to the following Community Food Project grantees for the cover photos they shared of their project activities.  Starting from the top left:

Photo # 1 *Volunteer for the Re-Vision Urban Farm shows off the lettuce harvest*
Submitted by Laurell Sims
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Photo #2 *Cultivating Community Youth Growers and staff working to build food security and promote social and environmental justice*
Submitted by Craig Lapine
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Photo #3 *Drummers lead community members to the 'Blessing of the Seeds' ceremony at House of Mercy*, Des Moines, IA before planting a  perennial edible landscape
Submitted by Rick Hartmann and Teva Dawson
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Photo #4 *Cambodian youth show off gourds at a harvest festival farmers' market*
Submitted by Jennifer Hashley
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Photo #5 (Paper copy only) Cultivating Community's network of urban gardens includes this garden at the City of Portland's Oxford Street Homeless Shelter.
Submitted by Craig Lapine
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# Overview

The *Community Food Project Evaluation Toolkit* (Toolkit) is a hands-on workbook designed to help community food project (CFP) staff conduct evaluations of their programs to develop the kind of information that will be compelling not only to fellow staff but to funders, participants and community residents. Packed with user-friendly tools as well as guidance for planning and administration, the Toolkit offers a concentrated blend of general, project-level and system-level instruments to address the diversity of community food project outputs and outcomes.

The Toolkit is divided into three parts (general evaluation tools, project-level evaluation tools and system-level evaluation tools) and includes eight distinct chapters. The Table of Contents outlines in detail the various parts and chapters of the Toolkit and can help the reader find a specific topic or tool of interest.

For ease in customization, a "Tools-Only" version of the Toolkit has been provided on CD-ROM and is attached to the inside back cover of this text.

Readers will find new content and improved organization in this third edition of the *Community Food Project Evaluation Toolkit*. New to this third edition, is a chapter on focus groups and interviews (Chapter 3) as well as a chapter on food coalitions, networks and councils (Chapter 8). In addition, tools for training and technical assistance projects can be found in Part I (Chapters 2 and 3).

# Background

As a primary goal of their evaluation program, the Community Food Security Coalition (CFSC) wanted to provide evaluation tools that addressed the specific needs of community food projects working with a multitude of issues and and attempting to meet complex yet inter-related goals. The design of the Toolkit is based on a synthesis of Community Food Project needs that were identified through responses to extensive assessment interviews (conducted in 2003 and again in 2004) of then current CFP grantees and then by analyzing the activities and outcomes of other CFPs funded by the USDA.

The *Community Food Project Evaluation Toolkit* was originally designed in 2003 to provide specific evaluation resources that community food projects funded by the United States Department of Agriculture (USDA) could incorporate into their evaluation plans. In addition, the Toolkit serves as a resource to help address the need for food projects and funders to have consistent evaluation measures for a growing and complex field.

As a companion to the Toolkit, the *Community Food Project Evaluation Handbook* was developed to provide a foundation of understanding about how to conduct basic program evaluation. Both publications were funded through a CFP Training and Technical Assistance grant awarded to the Community Food Security Coalition to provide evaluation support to other CFP grantees. Now in their third edition, the Toolkit and the Handbook are available to anyone interested in program evaluation through the CFSC's Evaluation Program or at www.foodsecurity.org (in the Publications section).

National Research Center, Inc. (NRC) of Boulder, Colorado, was contracted by CFSC to provide evaluation training and technical assistance to CFPs as well as to develop a set of common evaluation tools for evaluating CFPs. NRC, in collaboration with the CFSC Evaluation Program, authored the Toolkit and the Handbook and worked closely with CFP grantees to pilot test much of the information and tools developed.

Participation in the evaluation workshops offered by the CFSC and utilization of the Toolkit and the companion handbook will help community food project staff to increase their understanding of evaluation, especially as it relates to the impact of their projects. Staff will enhance their ability to perform outcome-based evaluation and to compile and present evaluation findings to project staff, the individuals their project serves, other community members and funders. The Toolkit and the Handbook are aimed at building the capacity of community food project staff to conduct their own evaluations leading to stronger programs and greater program sustainability.

The CFP Toolkit was constructed as a collaboration between CFSC and NRC staff and a team of individuals from community food projects, universities and other related fields. Special thanks go to the USDA Community Food Projects Competitive Grants Program for their generous funding support for community food security projects around the country as well as their support for the growth and improvement of these projects over the duration of their grants.

Jenifer Smith of South Plains Food Bank, Lubbock, TX

Cathy Thwong & Terry VanDerPol of Land Stewardship Project, Montevido, MN

Rick Turner of Na Po'e Hao 'Aina, Pahoa, HI

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# List of Evaluation Tools

# INTRODUCTION

The *Community Food Project Evaluation Toolkit* contains a number of evaluation tools that community food projects may find useful to assess their impacts. Our goals in providing these tools are to help CFPs accurately document the impact of their work, so that they can use this data to improve their programs, highlight their accomplishments, meet funder requirements and contribute to a shared knowledge base of what practices are effective in community food security work.

The Toolkit is not intended to provide all of the evaluation tools a program will need to demonstrate success because community food projects are unique in their goals and activities. Instead, it provides tools that measure "outputs" and "outcomes" that are common to many projects aimed at promoting food security. Outputs represent the quantification of the direct products of program services (e.g., conducted 15 trainings on nutrition education with 321 attendees). Outcomes are the direct result of program services that indicate a measurable change in participant or community knowledge, attitude or behavior (e.g., 50% of participants noted an increase in their use of fresh foods). Describing the outputs and outcomes of project activities is an important part of documenting a CFP's impact.

## Criteria for Tool Development

The Toolkit was designed with a focus on the community food project practitioner (rather than for academic purposes). The following criteria were used as a basis for tool development:

- **Ease of Use for Participants and Staff**
  A basic criterion for the Toolkit was ease of use. Once CFP staff understand the framework of the Toolkit and the instructions preceding each tool, the tools are easy to administer and involve minimal training of program staff. For evaluation to be sustainable, it needs to be fairly painless to both the project staff collecting the data and the project participants providing the data. The tools are designed to measure multiple outcomes without undue burden on participants. The surveys may be easily administered (once adapted) and involve minimal training of project staff. Finally, the tools are straightforward so data analysis and reporting are not complex.

- **Emphasizing Participant Opinions**
  Many of the tools included in the Toolkit are based on learning the opinion of the people served and on enabling project staff to report how participants feel about the project and how their lives have changed as a result of the project. This is an important component of the Toolkit given the value placed on community and individual empowerment and participation at the root of so many community food projects. This self-report data from participants is both meaningful and useful to CFPs as they use their data for program improvement.

- **Cultural Appropriateness**
  Although it is impossible to develop a set of tools that is not influenced by some form of cultural bias, the attempt was made to develop questions that are more or less appropriate for all CFP participants. Many, but not all question sets have been pilot-tested with a variety of community food projects that serve individuals of various ages, ethnicities and cultures

to help further decrease cultural bias. However, CFP staff are encouraged to look closely at whether or not the tools fit their community's culture and modify them accordingly. For more information on selecting culturally appropriate evaluation methods, designing culturally appropriate tools and administering tools in a culturally appropriate way, see the *Community Food Project Evaluation Handbook* for guidance.

- **Measuring Relevant Results**
  Because every project has unique goals and activities, not all will achieve the same results. CFP staff are encouraged to determine the questions that best fit with the services provided and the targeted outcomes.  Measuring outcomes in an area in which little or no services are provided not only wastes valuable staff and participant time but may also provide less than desirable evaluation results.

- **Sensitivity to Change**
  Many CFPs are attempting to foster significant, positive changes in the lives of their project participants. These changes often occur incrementally over time, so it is important to be able to measure small changes. Many of the attributes that community food projects are attempting to influence in their participants are firmly planted prior to project entry or start and so it may be difficult to demonstrate these small incremental changes.  For this reason "post-only" surveys are provided in the Toolkit. They are typically administered at the end of a program and do not include survey administrations before programs begin (as there would be in a pre-post survey).  The "post-only" format allows project participants to report that they have changed (using their internal measures for what signifies improvement), at the end of a program.  (See Chapter 5 of the *Community Food Project Evaluation Handbook* for more information on study designs.)

- **Modifying and Augmenting the Use of Existing Tools**
  We anticipate that CFPs will vary in terms of their use of the Toolkit.  Many will choose to use the Toolkit for their primary evaluation tools and may even choose to modify these tools to be shorter and less complex.  Other projects may need longer, more unique tools and may consider augmenting these questions with a longer, more specific tool designed in other arenas.

The tools within this Toolkit allow community food projects to gather and organize relevant output and outcome data over time and to quantify their accomplishments.  By allowing projects to make comparisons over time, this data may be used to guide program improvement and to serve as a reporting mechanism for funders and supporters.

## The Toolkit Landscape

This third edition of the *Community Food Project Evaluation Toolkit* is comprised of three parts: General Evaluation Tools, Project-Level Evaluation Tools and System-Level Evaluation Tools. A companion CD is also included inside the back cover of this text and includes Microsoft Word versions of each of the tools for modification. A description of each part of the Toolkit is provided on the following pages.

## Part I: General Evaluation Tools

All community food projects regardless of their concentration may find one or more of the tools contained in Part I applicable. Subjects include common output tracking (Chapter 1) satisfaction and quality surveys (Chapter 2); and focus groups and interviews (Chapter 3).

The Common Output Tracking Form (COTF) in Chapter 1 creates a uniform reporting system for community food project outputs. Unlike all other evaluation tools in this toolkit, completion of the COTF is considered part of a community food project's annual reporting to USDA/CSREES. No other evaluation tools contained in the Toolkit are requested or required by USDA/CSREES and are provided as optional tools that can be used at the discretion of individual community food projects. The COTF represents an illustration of the actual electronic form. No customization is needed to complete the form. Specific instructions for access, preparation and completion of the form appear at the beginning of Part I, Chapter 1.

In Chapter 2, program satisfaction and quality outputs and outcomes can be measured using the survey templates provided. The tools are designed to measure the satisfaction of participants who have been involved in a specific project and can be used with a variety of CFP workshops, trainings, activities and technical assistance. Chapter 2 presents three tools: Program Satisfaction and Quality Survey template, Training Satisfaction and Quality Survey template, Technical Assistance Satisfaction and Quality Survey template and information on their application.

While other chapters in this Toolkit focus on quantitative evaluation methods, Chapter 3 is devoted to measuring program impacts through more qualitative means. In this chapter, two focus group moderator guide templates are provided; for use with current or past participants and for use with individuals who have not participated in the project. Two interview guide templates are also provided and may be customized for use with recipients of training and technical assistance services or for use with project stakeholders.

## Part II: Project-Level Evaluation Tools

"Project-level" tools are used to measure the changes in individuals who participate in or receive direct services from a community food project. Part II of this Toolkit is devoted to project-level tools for select types of community food projects: farmers' markets, community gardens, community supported agriculture (CSA) projects and farm to school projects. A Toolkit chapter is devoted to tools for each of these project types. Following is a brief description of the tools you will find in these chapters:

- The Farmers' Market tools (Chapter 4) offer a variety of ways to measure the impact of a farmers' market by asking questions of customers, merchants and cooking class or demonstration attendants.  Tracking forms also are provided to present an overview of the market in terms of attendance, merchants, variety of stands and other market characteristics.

- Community Garden tools (Chapter 5) include tracking forms for participation, produce and garden characteristics as well as opinion and behavior-based surveys for both adult and youth gardeners.

- Community Supported Agriculture (CSA) tools (Chapter 6) include a tracking form to record CSA characteristics and a shareholder survey developed to address the unique information needs of community supported agriculture projects.

- Farm to School tools (Chapter 7) incorporate survey templates designed to measure the perceptions of youth participants, parents, school personnel and farmers involved in a farm to school project.

The tools presented in chapters 4 through 7 come in a range of formats requiring varied levels of customization and are designed to measure project-level outputs and/or outcomes. Following are descriptions of each kind of tool:

- Data Collection Worksheets are designed to help CFPs that are in the evaluation planning stages of their project. They outline the types of information that can be collected using the survey templates and tracking forms, and from what survey and tracking form the information would be obtained. They can be used as checklists to help a program determine what tools should be used.

- Survey Templates are designed to collect information on the opinions and behaviors of various project stakeholders, and the socio-demographic characteristics of these stakeholders. Stakeholders may include customers, participants, merchants, CSA shareholders and the like. All surveys are templates that require some adaptation for actual use. The templates may be customized to include the name of the CFP and some question sets may need to be revised or eliminated altogether if they are meant to measure an outcome that a particular project is not trying to affect.

- Overview Tracking Forms may be completed in order to provide a succinct overview of the project, tracking the number of stakeholders involved, characteristics about the equipment, assets and material goods in use (such as merchant stands or garden acreage), along with other characteristics like hours of operation, project income, etc.

- Refusal Tracking Forms are provided in the Farmers' Market chapter to help track those who refuse or are unable to participate in customer and merchant survey administrations. Tracking refusals enables projects to calculate how representative a survey was for all market customers or merchants. Response rate formulas are also included as part of these tools.

## Part III: System-Level Evaluation Tools

For the purpose of this Toolkit, a "system" may refer to a complex web of interacting relationships within a community, city, state, region or the entire US depending on the context. System-level tools contained in Part III of this toolkit measure changes in the food system (e.g., increased presence of community food policies and councils, increased availability of locally grown food in stores) rather than changes to specific individuals participating in community food projects. Chapter 8 is devoted to the understanding and measurement of system-level outcomes as they pertain to community food security coalitions, networks and councils.

## Companion Tools

As a companion to the Toolkit, a CD-Rom is attached to the inside back cover of this text. All tools, with the exception of Chapter 1's Common Output Tracking Form, are saved as a Microsoft Word document on this CD-ROM. When using the Tools-Only Toolkit, copy and paste the desired tool into a new blank Word document and save separately to preserve the original template versions. When ready to begin customization, refer to the corresponding chapter for detailed directions on adaptation.

# Toolkit Administration

With the exception of the Common Output Tracking Form in Chapter 1, the tools contained in this toolkit may require some customization. An overview of the necessary adaptation is provided below. Specific instructions for individual tools are provided throughout the toolkit chapters.

### Designing Administration Protocol

Ensuring accurate, trustworthy evaluation data requires that certain protocol be carried out to encourage consistent data collection. For more information on designing a data collection protocol, please see Chapter 7 of the *Community Food Project Evaluation Handbook*.

### Ensuring Candid Responses

Many of the surveys, interview scripts and focus group discussion guides in this toolkit are designed so that respondents' identities may remain anonymous or confidential. Anonymity means that no identifying information will be collected from respondents; no one will know the responses provided by individual respondents. Confidentiality indicates that a project is enforcing clear rules that prohibit access to any information that would identify a particular respondent.

These assurances increase the likelihood of honest responses. To ensure that a survey respondent's anonymity is not threatened, consider the following methods:

- Have a volunteer who is neutral (not being evaluated) hand out surveys (especially applicable with youth administrations);
- Use a ballot-style box for collection of surveys;
- Have staff agree not to hover around participants while they complete the surveys;
- If a ballot box is not feasible, have the survey returned to a staff member who will not be affected by the participants' answers.

For further information on understanding and protecting the anonymity or confidentiality of evaluation participants see Chapter 7 of the *Community Food Project Evaluation Handbook*. Also helpful in this handbook chapter are guidelines for evaluation administrators; specifically regarding culturally responsive data collection and the key to ethical evaluation.

### After Administration

Once one or more Toolkit tools have been administered, a community food project should analyze and report on the evaluation results. The *Community Food Project Evaluation Handbook* provides three chapters on analysis, use and communication of evaluation data. Evaluation results may tell project

staff "what" occurred in their programs, but may not tell them "why" it occurred and "where" to go from here.  The Handbook chapters on analysis, use and communication provide ways in which CFP staff may analyze their results and work with staff, volunteers, board members and the greater community to learn from the evaluation and move forward to greater project performance and sustainability.

# Part I.

# General Evaluation Tools

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❀    Chapter 1. Common Output Tracking Form

❀    Chapter 2. Satisfaction and Quality Surveys

❀    Chapter 3. Focus Groups and Interviews

# PART I: GENERAL EVALUATION TOOLS

The tools found in Part I of the Toolkit are designed to be used by most community food projects, regardless of the unique and diverse services they provide. The Common Output Tracking Form in Chapter 1 is designed to track common outputs among community food projects. Unlike all other tools in the Toolkit, the Web-based COTF serves as part of your annual reporting to USDA/CSREES. Chapter 2 includes survey templates that measure general program, training and technical assistance satisfaction and quality. Chapter 3 includes more qualitative templates for conducting focus groups and interviews with participants, non-participants, training and technical assistance recipients and stakeholders.

Part I of the Toolkit provides the following general evaluation tools:

Chapter 1: Common Output Tracking Form
- Common Output Tracking Form

Chapter 2: Program Satisfaction and Quality Tools
- Program Satisfaction and Quality Survey Template
- Training Satisfaction and Quality Survey Template
- Technical Assistance Satisfaction and Quality Survey Template

Chapter 3: Focus Groups and Interviews
- Project Participant Focus Group Moderator Discussion Guide Template
- Project Non-participant Focus Group Moderator Discussion Guide Template
- Training and Technical Assistance Interview Guide Template
- Community Stakeholder Interview Guide Template

Many survey questions found in the chapter 2 and 3 tools intentionally overlap with each other and with some tools in Part II and Part III. These similarities occur because the functionalities of each tool are related and the sets of tools in each chapter are designed to be comprehensive. All community food projects may benefit by scanning the tools provided in Part I and considering how they might apply to their individual evaluation goals.

To make the best use of the tools in Part I, specific instructions for access, adaptation and administration are provided on the early pages of each chapter.

# Chapter 1.
# Common Output Tracking Form

❀    Common Output Tracking Form

# Chapter 1.  Common Output Tracking Form

## Introduction

As a part of the CFP annual reporting to USDA/CSREES, community food project grantees are asked to electronically complete the web-based CFP Common Output Tracking Form. This form is designed to track common outputs among community food projects. With the implementation of this form, CFPs may provide the USDA with a shared reporting system that presents the overall productivity of the Community Food Project Competitive Grants Program. Further, the collective results will serve as an important resource for future advocacy and promotion of community food security.

The COTF was created through the collaborative partnership of CSREES, Community Food Security Coalition and NRC with significant input from Community Food Project grantees. Completion of the COTF is requested for all grantees—especially those awarded grants in 2004 and after. The COTF is one aspect of a CFP grantee end-of-year report. (A narrative report against project goals is also requested from CFP grantees.)

The data provided by grantees within the COTF should reflect activities during the grant year beginning October 1 and ending September 30.  To access and complete the form, grantees access two Web-based surveys. Grantees are to access and complete Part A first, before beginning Part B.

Part A: Overview, http://www.n-r-c.com/survey/cotfa.htm
Part B: Activity Reporting, http://www.n-r-c.com/survey/cotfb.htm

Snapshots of the Web-based COTF have been provided in this chapter. Grantees may NOT use this printed version for submission to USDA/CREES. Rather, these pages provide a "snapshot" of the kinds of questions asked on the COTF, which may guide planning and preparation for completion of the form on the Web.

If a grantee needs technical assistance with the content of the form, they may contact Jeanette Abi-Nader, Evaluation Program Manager for the Community Food Security Coalition by email at jeanette@foodsecurity.org.

## The Common Output Tracking Form Landscape

The Common Output Tracking Form is divided into two parts—Part A: Overview and Part B: Activity Reporting.  Grantees are instructed to electronically complete Part A first to document the reporting organization, grant period, variety of services and activities offered, media contacts and materials distributed by the project. Once Part A is complete, grantees are to complete Part B once per service or activity (e.g., community garden or food-buying cooperative) offered during the grant period. The COTF is interactive and will guide each grantee only to the Part B sections that apply to the services and activities on which they are reporting. Projects offering only one activity may complete Part B only once.  Projects offering

multiple activities may complete Part B multiple times, each time being guided only to sections of the form that apply to that particular activity.

Appendix I and Appendix II  contain two support documents that may assist you in preparing and completing the COTF.  These materials are described below:

Appendix I: This tally sheet is designed to help grantees track their progress completing the form for each activity, to alleviate repetition of activities and to ensure that all activities have been appropriately documented.  This tally sheet is for a grantee's own use and is not a part of the required reporting.

Appendix II. On this spreadsheet, each type of activity is mapped to the applicable Part A and Part B sections of the form. Grantees may use this mapping sheet to learn which sections of question will be asked of each activity or service.

As a reminder, the following pages provide "snapshots" of the actual Web-based Common Output Tracking Form. Over the years, the actual Web-based form may be updated. For the most updated version of the COTF, see the Web links listed on the previous page.

## Common Output Tracking Form
## Part A: Overview

Welcome to the Community Food Project (CFP) Common Output Tracking Form (COTF). This form is designed to track common outputs among community food projects. With the implementation of this form, CFPs may provide the USDA/CSREES with a shared reporting system that presents the overall productivity of the Community Food Project Competitive Grants Program.

The collective COTF results, in conjunction with the narrative summaries of each grant report, will show the overall productivity across community food projects and serve as an important resource for future advocacy and promotion of community food security. Therefore it is of utter importance that the form be completed by each CFP grantee with careful specificity and in a comprehensive manner. Thank you for your efforts!

Begin completing the form by selecting the organization for which you are reporting. Then type in the project name, date form was completed, etc. You may save your responses to complete the COTF at a later time by clicking "save" at the bottom of each page.

For any values, if the number is unknown, enter "dk." If the category is not applicable, leave blank.

Q1    Organization
—Click Here—                                                              ▼

Project Name:
Date this form was completed:
Who completed this form:

Q2    Federal Fiscal Year :
—Click Here—    ▼

Part I. General Evaluation Tools

## Common Output Tracking Form
## Part A: Overview
### Section 1: Services and Activities

Following are types of services and activities that may be offered by a community food project. Indicate the number of each service or activity managed/operated and separately the number of these services or activities in which your project participated. Services or activities managed/operated or participated in should NOT be duplicated. Also indicate whether numbers are estimated or actual.

For any values, if the number is unknown, enter "dk." If the category is not applicable, leave blank.

**Q3**   **Community Food Assessment**
A Community Food Assessment is a collaborative and participatory process to systematically examine a broad range of community food assets and resources, so as to inform on local issues that need attention and change actions to make the community more food secure.

Number managed/operated [          ]

○ Estimated          ○ Actual

Number participated in [          ]

○ Estimated          ○ Actual

**Q4**   **Community Garden**
A community garden is a garden where people share basic resources - land, water, and sunlight. Community gardens are the sites of a unique combination of activities such as food production, recreation, social and cultural exchange, and the development of open space, community spirit, skills, and competence.

Number managed/operated [          ]

○ Estimated          ○ Actual

Number participated in [          ]

○ Estimated          ○ Actual

**Q5**   **Community or Incubator Kitchen/Value-Added Production/Processing**
A community kitchen is a shared use facility that enables growers and small business people to process their own agricultural or food products to add additional added prior to sale.

Number managed/operated [          ]

○ Estimated          ○ Actual

Number participated in [          ]

○ Estimated          ○ Actual

**Q6**   **Community Supported Agriculture (CSA) Program**
CSA is a mutual commitment between a nearby farmer and the people who eat the food that the farmer produces. The farm feeds the CSA members; the members support the farm and share the inherent risks and potential bounty.

Number managed/operated [          ]

○ Estimated          ○ Actual

Number participated in [          ]

○ Estimated          ○ Actual

**Q7**   **Entrepreneurial Food and Agricultural Activity**
Any activity related to the marketing of food products. Examples of these could include a single farm stand (as opposed to a farmers' market) and a value-added food product cottage industry.

Number managed/operated [          ]

○ Estimated          ○ Actual

Number participated in [          ]

○ Estimated          ○ Actual

**Q8**   **Emergency Food Collection and Distribution**
Collection and procurement of edible foods that are then distributed through food banks, food pantries, and congregate feeding programs, including but not limited to, gleaning, farmer/grower donations, food drives, and institutional donations of prepared and perishable foods.

Number managed/operated [          ]

○ Estimated          ○ Actual

Number participated in [          ]

○ Estimated          ○ Actual

**Q9**   **Farm/Grower Cooperative**
A group of farmers who are working together to market their products. This group may or may not have articles of incorporation or other agreed upon guidelines or rules.

Number managed/operated [          ]

○ Estimated          ○ Actual

Number participated in [          ]

○ Estimated          ○ Actual

Part I. General Evaluation Tools

**Q10**  **Farm to Cafeteria Project**
Included in this category are Farm to School, Farm to College, Farm to Institution projects. Farm to Cafeteria projects link local farmers with nearby schools or institutions to increase consumption of fresh, nutritious fruits and vegetables and learn about the origin of their food, while small and medium-sized farmers are able to avail themselves of a local market to supplement their income. One project may include a single or multiple schools, school districts or institutions depending on the structure of project activities.

Number managed/operated [      ]

    ○ Estimated      ○ Actual

Number participated in [      ]

    ○ Estimated      ○ Actual

**Q11**  **Farmers' Market**
Organization that provides resources and a gathering place for farmers and consumers to exchange products.

Number managed/operated [      ]

    ○ Estimated      ○ Actual

Number participated in [      ]

    ○ Estimated      ○ Actual

**Q12**  **Food Access and Outreach**
Informational and educational activities and campaigns to inform low-income people of their potential eligibility for and benefits available from government nutrition assistance programs, including but not limited to, food stamps, school lunch and breakfast, WIC, summer food, elderly meals, and farmers' market nutrition programs.

Number managed/operated [      ]

    ○ Estimated      ○ Actual

Number participated in [      ]

    ○ Estimated      ○ Actual

**Q13**  **Food-buying Cooperative**
A group of people or organizations that purchases food together in bulk to receive discounted prices or increased access.

Number managed/operated [      ]

    ○ Estimated      ○ Actual

Number participated in [      ]

    ○ Estimated      ○ Actual

**Q14**  **Food Policy Council/Network**
A Food Policy Council (FPC) is comprised of stakeholders from various segments of a state or local food system. Councils can be officially sanctioned through a government action (such as legislation or an Executive Order) or can be a grassroots effort. While this category is not limited to policy initiatives, many FPCs' primary goal is to examine the operation of the local food system and provide ideas or recommendations for how it can be improved.

Number managed/operated [      ]

    ○ Estimated      ○ Actual

Number participated in [      ]

    ○ Estimated      ○ Actual

**Q15**  **Immigrant/Migrant Farm Project**
A project that works with immigrant or migrant farm workers to support their ability to make a living in agriculture through providing additional social services or employment development support.

Number managed/operated [      ]

    ○ Estimated      ○ Actual

Number participated in [      ]

    ○ Estimated      ○ Actual

**Q16**  **Job Skills Training**
Training to support someone in developing the necessary skills to obtain and keep a job.

Number managed/operated [      ]

    ○ Estimated      ○ Actual

Number participated in [      ]

    ○ Estimated      ○ Actual

**Q17**  **Micro-enterprise/Entrepreneur Skill Training**
Training to support someone in starting and maintaining a small-scale, food-related business venture. These projects are typically capitalized at under $35,000 with three or fewer employees initially.

Number managed/operated [      ]

    ○ Estimated      ○ Actual

Number participated in [      ]

    ○ Estimated      ○ Actual

Part I. General Evaluation Tools

**Q18**     **Promoting Local Food Purchases**
An education, outreach or public relations campaign that highlights the benefits of purchasing raw and value-added local foods and food products. This may encompass support for activities such as outreach to growers, buy-local campaigns, community supported agriculture, farm-to-cafeteria efforts, farmers' markets, etc.

Number managed/operated [_____]
     ○   Estimated      ○   Actual

Number participated in [_____]
     ○   Estimated      ○   Actual

**Q19**     **Restoration of Traditional Foods/Agriculture**
Activities (other than immigrant farmer projects) that focus on supporting the use of traditional food and agriculture and rely on agricultural knowledge bases held by indigenous people.

Number managed/operated [_____]
     ○   Estimated      ○   Actual

Number participated in [_____]
     ○   Estimated      ○   Actual

**Q20**     **Training and Technical Assistance**
Most of the community food project activities listed will include some element of training and technical assistance focused on that activity. There will be an opportunity to report on these education efforts in Part B for each project activity. This category, however, is for programs that are primarily T & TA in focus and are not part of another core activity.

Number managed/operated [_____]
     ○   Estimated      ○   Actual

Number participated in [_____]
     ○   Estimated      ○   Actual

**Q21**     **Youth/School Gardening or Agriculture Project**
This category is to include all youth activities related to community food systems, other than farm to school projects. These activities could include composting and Vermiculture.

Number managed/operated [_____]
     ○   Estimated      ○   Actual

Number participated in [_____]
     ○   Estimated      ○   Actual

## Common Output Tracking Form
### Part A: Overview
#### Section 2: Media Contact

Indicate the media contacts made by the project (for all services and activities combined) during this reporting period. For any values, if the number is unknown, enter "dk." If the category is not applicable, leave blank.

Q22     **Number of different media contacts and/or exposures**

| | |
|---|---|
| Number of press releases distributed | |
| Number of press conferences | |
| Number of media interviews conducted | |
| Number of letters to the editor published | |
| Number of articles published | |
| Number of media advertisements/sponsorships | |
| Number of PSA's produced | |
| Number of contacts or referrals made (that are not counted above) | |
| Number of other media contacts | |

Part I. General Evaluation Tools

## Common Output Tracking Form
## Part A: Overview
### Section 3: Production and Distribution of Educational Materials

Describe the educational materials produced and distributed by the project (for all services and activities combined) during this reporting period.

Example: Within this reporting period, 4 unique newsletters were produced. 100 copies were printed of each unique newsletter. Of these 400 printed newsletters (4 x 100), 300 were distributed. Number produced: 4, Number printed: 400, Number distributed: 300

For any values, if the number is unknown, enter "dk." If the category is not applicable, leave blank.

Q23 **Materials Produced**
- ☐ CFP newsletters
- ☐ Activity/event flyers
- ☐ Informational brochures
- ☐ Audio tapes, video tapes or CDs
- ☐ Internet Web site
- ☐ Other

Specify "other" above [            ]

Q24 **CFP Newsletters**

Number produced [            ]
Number printed [            ]
Number distributed [            ]

Q25 **Activity/Event Flyers**

Number produced [            ]
Number printed [            ]
Number distributed [            ]

Q26 **Informational Brochures**

Number produced [            ]
Number printed [            ]
Number distributed [            ]

Q27 **Audio tapes, video tapes or CDs**

Number produced [            ]
Number printed [            ]
Number distributed [            ]

Q28 **Internet Web site**

Number of new sites produced/created [            ]
Number of existing sites edit/updated [            ]

Q29 **Other**

Number produced [            ]
Number distributed [            ]

Thank you for your responses. Click the "Back" button to review your responses or select "Print responses" to generate a hardcopy record of your responses.

Once you have completed and reviewed this form, click "Submit" to send Part A: Overview results for your project. Once you submit Part A of the COTF, you will be unable to make any changes to your responses.

After submitting these results you will be given the opportunity to report on individual services and activities.

Part I. General Evaluation Tools

## Common Output Tracking Form
## Part B: Activity Reporting

Welcome to Part B of the Common Output Tracking Form. Part B should be completed once per type of service or activity that was indicated in Part A. Projects offering only one type of service or activity may complete Part B only once. Projects offering multiple types of services or activities may complete Part B multiple times. Upon completion of Part B each time, respondents will be given the opportunity to report on additional services or activities.

The collective COTF results, in conjunction with the narrative summaries of each grant report, will show the overall productivity across community food projects and serve as an important resource for future advocacy and promotion of community food security. Therefore it is of utter importance that the form be completed by each CFP grantee with careful specificity and in a comprehensive manner. Thank you for your efforts!
Begin completing Part B by selecting the organization for which you are reporting. Then type in the project name, date form was completed, etc. (These first questions duplicate those asked in Part A and are necessary for data analysis). You may save your responses to complete the COTF at a later time by clicking "save" at the bottom of each page.

For any values, if the number is unknown, enter "dk." If the category is not applicable, leave blank.

Q1    **Organization**
        --Click Here--

        Project Name: 
        Date this form was completed: 
        Who completed this form: 

Q2    **Federal Fiscal Year :**
        --Click Here--

Q3    **Indicate the service or activity for which you will be reporting. Remember, Part B should be completed once per type of service or activity. Projects offering only one type of service or activity may complete Part B only once. Projects offering multiple types of services or activities may complete Part B multiple times. Upon completion of Part B each time, respondents will be given the opportunity to report on additional services or activities.**
        ○    Community Food Assessment
        ○    Community Garden
        ○    Community or Incubator Kitchen/Value-Added Production/Processing
        ○    Community Supported Agriculture (CSA) Program
        ○    Emergency Food Collection and Distribution
        ○    Entrepreneurial Food and Agricultural Activity
        ○    Farm/Grower Cooperative
        ○    Farm to Cafeteria Project
        ○    Farmers' Market
        ○    Food Access and Outreach
        ○    Food-buying Cooperative
        ○    Food Policy Council/Network
        ○    Immigrant/Migrant Farm Project
        ○    Job Skills Training
        ○    Micro-enterprise/Entrepreneur Skill Training
        ○    Promoting Local Food Purchases
        ○    Restoration of Traditional Foods/Agriculture
        ○    Training and Technical Assistance
        ○    Youth/School Gardening or Agriculture Project

Part I. General Evaluation Tools

## Common Output Tracking Form
## Part B: Activity Reporting
### Section 1: Training, Technical Assistance and Professional Development
Reporting for the activity: (no reply)

In this section, indicate the number of people served via training, technical assistance or professional development and the number of hours these sessions provided during this reporting period. Each offering should be counted only once.

For any values, if the number is unknown, enter "dk." If the category is not applicable, leave blank.

### Youth Trainings and Workshops

Q4    Total number of sessions    _____

Q5    Total number of hours sessions provided
      (Do NOT multiply by number of participants)    _____

Q6    Total number of youth participants    _____

### Adult Education and Training

Q7    Total number of sessions    _____

Q8    Total number of hours sessions provided
      (Do NOT multiply by number of participants)    _____

Q9    Total number of adult participants    _____

### Technical Assistance

Q10   Total number of technical support hours (one-on-one
      time) provided to youth, adults or organizations    _____

Q11   Total number of youth and adults who received
      technical support    _____

Q12   Total number of organizations that received technical
      support    _____

### Professional Development

Q13   Total number of staff or volunteers who received
      professional development (other than through
      workshops, trainings or technical assistance)    _____

Q14   Total number of hours staff or volunteers participated in
      professional development (other than through
      workshops, trainings or technical assistance)    _____

Part I. General Evaluation Tools

# Common Output Tracking Form
## Part B: Activity Reporting
### Section 2: Additional People Served

Reporting for the activity: (no reply)

Indicate the number of people served by this activity, not including people served via educational offerings, trainings and technical support already counted in Section 1.
For any values, if the number is unknown, enter "dk." If the category is not applicable, leave blank.

**Q15**     Number of **gardeners**

A gardener is a youth or adult growing food on a relative small scale at home, school, in a community garden setting, or at an institution (e.g. jail or youth facility). Gardeners may utilize their production for home consumption or offer it for sale or donation.)

**Q16**     Number of **farmers**

A farmer grows food on a large scale and relies on this activity as a major source of income.

**Q17**     Number of **volunteers**

**Q18**     Number of **customers or food recipients**

*Of these customers and food recipients, indicate the following:*

Number of WIC recipients

Number of food stamp recipients

Number of elderly meal recipients

Number of farmers' market nutrition program participants

Number of school or summer youth meal recipients (meals served)

Number of other customers or food recipients

*Specify "other" from above*

**Q19**     Number of **other participants**

*Specify "other" from above*

Part I. General Evaluation Tools

## Common Output Tracking Form
## Part B: Activity Reporting
### Section 3: Populations Served
Reporting for the activity: (no reply)

Describe the demographics of the individuals served by this activity.

**Q20**     **Age**
- ☐ Infants (birth - 2)
- ☐ Children (3-12)
- ☐ Teens (13-18)
- ☐ College age (19-22)
- ☐ Adults (20-54)
- ☐ Seniors (55+)

**Q21**     **Sex**
- ☐ Male
- ☐ Female

**Q22**     **Race/Ethnicity**
- ☐ American Indian/Eskimo/Aleut
- ☐ Asian or Pacific Islander
- ☐ Black or African-American
- ☐ Hispanic or Latino
- ☐ White or Caucasian
- ☐ Bi-racial or Multi-racial
- ☐ Other

**Q23**     **Special Populations**
- ☐ Food stamp recipients
- ☐ Head Start
- ☐ Indian nations, reservations
- ☐ Low-income areas or neighborhoods
- ☐ Underserved or socially disadvantaged farmers
- ☐ WIC recipients
- ☐ Other

Specify "other" above                              [                    ]

Part I. General Evaluation Tools

## Common Output Tracking Form
## Part B: Activity Reporting
### Section 4: Affiliated Groups
Reporting for the activity: (no reply)

Indicate the number of groups that have been affiliated with this activity during this reporting period. Groups may have been partners, service recipients or have any other affiliation with the project.
For any values, if the number is unknown, enter "dk." If the category is not applicable, leave blank.

Q24 **Number of each group affiliated with the service/activity,** (no reply)

| | |
|---|---|
| Businesses | |
| Colleges or universities | |
| Community-based organizations | |
| Elementary schools | |
| Faith-based groups (church, synagogue, mosque) | |
| Farmers and farmer groups | |
| Federal government agencies | |
| Food banks and food pantries | |
| High schools | |
| Hospitals | |
| Local government agencies | |
| Middle or junior high schools | |
| Nursing Homes or Assisted living facilities | |
| State government agencies | |
| Technical or other schools | |
| Other | |
| *Specify "other" above* | |
| Other | |
| *Specify "other" above* | |
| Other | |
| *Specify "other" above* | |

Part I. General Evaluation Tools

## Common Output Tracking Form
## Part B: Activity Reporting
### Section 5: Farmland and Gardens

Reporting for the activity: (no reply)

List the amount of land farmed or gardened by the project during this reporting period (Q25).
For any values, if the number is unknown, enter "dk." If the category is not applicable, leave blank.

| Q25 | Amount of land <u>farmed or gardened</u> by project | | |
|---|---|---|---|
| | | ○ Acres | ○ Square Feet |

For the land farmed or gardened (listed in Q25 above) answer the questions below. All calculations should reflect activity within this reporting period.
For any values, if the number is unknown, enter "dk." If the category is not applicable, leave blank.

| Q26 | What amount of this land was <u>donated</u>? <br> May include land purchased for a minimal amount | | |
|---|---|---|---|
| | | ○ Acres | ○ Square Feet |

| Q27 | What amount of this land was <u>purchased</u>? | | |
|---|---|---|---|
| | | ○ Acres | ○ Square Feet |

| Q28 | What amount of this land was <u>leased</u>? | | |
|---|---|---|---|
| | | ○ Acres | ○ Square Feet |

| Q29 | What amount of this land was <u>utilized free of charge</u>? <br> Land owned by another individual or organization | | |
|---|---|---|---|
| | | ○ Acres | ○ Square Feet |

| Q30 | What amount of this land was <u>preserved</u>? <br> Land securely protected from future development or degradation by action of this activity; may include land owned or not owned by the project | | |
|---|---|---|---|
| | | ○ Acres | ○ Square Feet |

Q31    How many <u>gardens</u> were operated on this land?
Number of distinct garden locations managed by the project for this activity.

Q32    How many <u>garden plots</u> were available within these gardens?
*How much <u>space</u> was provided for each garden plot?*

Q33    How many <u>greenhouses</u> were utilized by this activity?
May include hoophouses

Q34    How many <u>irrigation systems</u> were built or acquired by this activity?

Q35    How many <u>tools</u> were built or acquired by this activity?

Part I. General Evaluation Tools

# Common Output Tracking Form
## Part B: Activity Reporting
### Section 6: Food
Reporting for the activity: (no reply)

**Describe the food generated and handled as a result of this activity.**
**For any values, if the number is unknown, enter "dk." If the category is not applicable, leave blank.**

## Food Generated

| Q36 | **Food generated** | |
|---|---|---|
| | Total pounds of food generated | |
| | Total value of food generated | |
| | *For all food generated, please indicated the following:* | |

| Q37 | **Food produced** | |
|---|---|---|
| | Pounds | |
| | Value | |

| Q38 | **Food gleaned** | |
|---|---|---|
| | Pounds | |
| | Value | |

| Q39 | **Food purchased** | |
|---|---|---|
| | Pounds | |
| | Value | |

| Q40 | **Food collected (donated to project)** | |
|---|---|---|
| | Pounds | |
| | Value | |

| Q41 | **Food otherwise generated** | |
|---|---|---|
| | Pounds | |
| | Value | |

## Food Handled
Of all food generated, indicate the pounds and value of food handled by the following methods:

| Q42 | **Food processed** | |
|---|---|---|
| | Pounds | |
| | Value | |

| Q43 | **Food donated to others** | |
|---|---|---|
| | Pounds | |
| | Value | |

| Q44 | **Food distributed** | |
|---|---|---|
| | Pounds | |
| | Value | |

| Q45 | **Food sold** | |
|---|---|---|
| | Pounds | |
| | Value | |

| Q46 | **Food delivered to schools** | |
|---|---|---|
| | Pounds | |
| | Value | |

| Q47 | **Food lost to spoilage** | |
|---|---|---|
| | Pounds | |
| | Value | |

| Q48 | **Food/food waste composted** | |
|---|---|---|
| | Pounds | |
| | Value | |

Part I. General Evaluation Tools

# Common Output Tracking Form
## Part B: Activity Reporting
### Section 7: Economic Impact
Reporting for the activity: (no reply)

Describe the economic impact this service or activity has had with participants and within the communities served.
For any values, if the number is unknown, enter "dk." If the category is not applicable, leave blank.

Q49    **Number of jobs created (FTE)**

Q50    **Number of micro-enterprise opportunities/micro-businesses started**

Q51    **Number of micro-enterprise opportunities/micro-businesses supported (other than those started)**

Percent of these micro-enterprises/micro-businesses for which sales increased

Percent of these micro-enterprises/micro-businesses that were profitable

Q52    **Number of restaurants buying produce**

Q53    **Number of stores buying produce**

Q54    **Number of schools/institutions buying produce**

Q55    **Number of kitchens built**

Q56    **Number of kinds of value-added food products produced**

Q57    **Financial assets to farmers**
Number of loans granted

Dollars loaned

Dollars worth of contributions in materials and equipment

Q58    **Amount of money redeemed from WIC purchases**

Q59    **Amount of money redeemed from Food Stamp Programs**

Q60    **Number of business plans completed**

Part I. General Evaluation Tools

Reporting for the activity: Community Food Assessment

Report on the community food assessment activities (CFA) that took place during this reporting period. For projects involved in more than one community food assessment data may be combined and reported in aggregate.
For any values, if the number is unknown, enter "dk." If the category is not applicable, leave blank.

Q61     Total number of community food assessment action plans developed

Q62     Total number of community food assessments in process

Q63     Total number of community food assessments completed

Q64     Number of people working on assessment(s)
        Number paid

        Number volunteered

Q65     Total hours spent working on assessment(s) (paid and unpaid)

Q66     Indicate which tasks were completed as part of the scope of the assessment(s):
        ☐   Profile of community socio-economic and demographic characteristics
        ☐   Profile of community food resources
        ☐   Assessment of household food security
        ☐   Assessment of food resource availability
        ☐   Assessment of food availability and affordability
        ☐   Assessment of community food production
        ☐   Other
                                    Describe other above

Q67     Number of residents living in regions covered by assessment(s)

Q68     Amount of land covered by assessment(s)
                                            ○   Square        ○   Acres        ○   Miles
                                                feet

Part I. General Evaluation Tools

# Common Output Tracking Form
## Part B: Activity Reporting
### Section 9: Food Policy Councils

Reporting for the activity: Food Policy Council/Network

Report on food policy council/network activities during this reporting period. For projects involved in more than one food policy council/network, data may be combined and reported in aggregate.
For any values, if the number is unknown, enter "dk." If the category is not applicable, leave blank.

Q69     **Number of food policy councils/networks in the planning stage**

Q70     **Number of food policy councils/networks formed**

Number of these sanctioned by government

Q71     **Level of government sanction**
- ☐ None
- ☐ Local
- ☐ State
- ☐ Regional

Q72     **Number of council/network meetings held**

Q73     **Sum of all meeting hours**

Q74     **Number of organizations represented on the council(s) or network(s)**

Q75     **Number of individuals on the council(s) or network(s)**

Q76     **Of the total number of individual council/network members, indicate how many members represented each of the following categories:**

Cooperative extension

Environmental and sustainable community groups

Farmers and farm groups

Food/agriculture agency organizations

Food banks and anti-hunger organizations

Food bank processors/retailers

Locally elected leaders

Parks and recreation

Public health and nutrition

Urban gardening organizations

Other

Specify "other" above

Q77     **Number of residents living in region of network**

Part I. General Evaluation Tools

## Common Output Tracking Form
## Part B: Activity Reporting
### Section 10: Food Policies
Reporting for the activity: Food Policy Council/Network

Report on the food policy work completed during this reporting period. For projects involved in more than one food policy effort data may be combined and reported in aggregate.
For any values, if the number is unknown, enter "dk." If the category is not applicable, leave blank.

Q78 **Number of policies in the development phase** [ ]

Q79 **Number of policies introduced/pursued** [ ]

Q80 **Number of policies implemented** [ ]

Q81 **Policy action(s) (please check all that apply):**
- [ ] Removing barriers
- [ ] Providing resources
- [ ] Guiding or restricting development

Q82 **Type of policy(ies) (please check all that apply):**
- [ ] Creating access for consumers
- [ ] Market and economic development
- [ ] Procurement policy
- [ ] Infrastructure development for local food system
- [ ] Nutritional guidelines
- [ ] City planning, zoning
- [ ] Policy requiring better coordination among health, nutrition, education, agriculture and other sectors
- [ ] Emergency food
- [ ] Access to land for food protection
- [ ] System-wide change including two or more elements above
- [ ] Other

Specify "other" above [ ]

Q83 **Intended impact(s) of policy(ies) (please check all that apply):**
- [ ] Behavior or business practice changes
- [ ] Institutional relationship changes
- [ ] Measurable health impacts of residents

Q84 **Level of policy jurisdiction(s) (please check all that apply):**
- [ ] Institutional
- [ ] County
- [ ] Regional
- [ ] City
- [ ] State
- [ ] Federal

Q85 **Current status of policy(ies) (please check all that apply)**
- ○ Introduced
- ○ Authorized
- ○ Implemented
- ○ Rejected
- ○ Enacted
- ○ Unknown

Q86 **Number of residents affected by policy(ies)** [ ]

Q87 **Amount of land affected by policy(ies)** [ ]
- ○ Acres     ○ square feet

Q88 **Do(es) the policy(ies) target underserved populations?**
- ○ Yes
- ○ No

Thank you for your responses. Click the "Back" button to review your responses or select "Print responses" to generate a hardcopy record of your responses for the activity, Food Policy Council/Network.

Once you have completed and reviewed this form, click "Submit" to send the results for Part B: Activity Reporting: Food Policy Council/Network. Once you submit Part B for this activity, you will be unable to make any changes to your responses.

After submitting these results you will be given the opportunity to report on additional services and activities.

Part I. General Evaluation Tools

# Chapter 2.
# Satisfaction and Quality Surveys

❀  Program Satisfaction and Quality Survey Template

❀  Training Satisfaction and Quality Survey Template

❀  Technical Assistance Satisfaction and Quality Survey Template

# Chapter 2.  Satisfaction and Quality Surveys

The tools in this chapter measure satisfaction and quality of general programming and training and technical assistance activities. All CFP staff may be wish to measure participants' satisfaction with their program and participants' perception of program quality.  A number of community food projects, regardless of the focus of their activities, also provide training and technical assistance (T&TA) activities to individuals and organizations on a variety of topics. This support may be provided in the form of a workshop or training, occur in small group sessions or through one-on-one technical assistance.

The templates in this chapter are designed to be brief, placing little burden on participants. Because the goals and activities of community food projects are unique, these tools are not intended to provide all of the evaluation measures a program may need to demonstrate success. Instead, they provide tools that measures information that is common to many community food projects.

The tools provided in this chapter include the following:

*Program Satisfaction and Quality Survey Template*: to measure participants' overall satisfaction with and perceived quality of a variety of community food project activities in which they participated.

*Training Satisfaction and Quality Survey Template*: to measure workshop participants' satisfaction and perceived quality of the workshop or training in which they participated.

*Technical Assistance Satisfaction and Quality Survey Template*: to measure recipients' satisfaction with and perceived quality of the technical assistance they received.

The general satisfaction and quality survey templates in this chapter may be customized and administered as relevant to project offerings. Recommendations for adaptation and administration of these tools are offered in the next section.

## Instructions for Adaptation and Administration of the Satisfaction and Quality Tools

The survey templates in this chapter are intended to serve a wide range of program and training and technical assistance activities. There are questions that may be appropriate for workshops (or trainings) and those that are more appropriate for longer-term programs. Technical assistance questions may be appropriate for support offered to individuals as well as organizations. The questions that require some customization for unique programs are highlighted in the templates. Staff should review each question to decide if it is important and congruent with the program's goals and interests.  The Technical Assistance Satisfaction and Quality Survey Template includes sets of questions that serve to measure satisfaction with types of TA provided, quality of TA provision as well as capacities and skills built as a result of the TA provision. These sets of questions require extensive customization.

## Customization

The survey templates in this chapter require customization for use by individual community food projects. CFPs should change wording throughout the tools to fit their particular programs. For example, the heading of the Program Satisfaction and Quality Survey Template states, "Tell us what you think! About this workshop" then the term workshop or program is used throughout. A program called How to Make your Garden Grow Training would change the words "workshop" or "program" to How to Make your Garden Grow Training. Highlighted text guides you through all necessary changes. Once each section of a tool is customized, those adapting it should be sure to remove all highlighted areas and have another person proofread their work.

The set of questions offered in the survey templates are somewhat comprehensive in terms of measuring participant/recipient impressions, knowledge change, behavioral change and demographic information. You will want to select only the questions that are appropriate for the goals of your program, training and/or technical assistance. For example, for many community food projects, collecting demographic information on participants may be unnecessary or even inappropriate to the culture and comfort level of participants. Included in the Program Satisfaction and Quality Survey Template is a set of questions that serve to measure changes in the lives of program participants. These are labeled "Knowledge Change Question," "Attitudinal Change Question" and "Behavioral Change Question." Anticipated participant changes will vary across programs, so these questions should be customized according to program goals. Examples of the how these questions might be changed for a fictional new farmer education program is presented below:

| **How likely or unlikely are you to do the following as a result of participating in this program?** | _Very Likely_ | _Likely_ | _Unlikely_ | _Very unlikely_ |
| --- | --- | --- | --- | --- |
| **No longer use pesticides in my farming** .................. ☐ | ☐ | ☐ | ☐ | ☐ |

It is important to think carefully about the changes expected in participants. A one-hour workshop aimed at providing information on nutrition may increase knowledge but may not cause a behavioral change given the limited contact with participants. (See Chapter 4 of the _Community Food Project Evaluation Handbook_ for more information on matching outcomes to degree of program exposure.)

Included in the Training Satisfaction and Quality Survey Template are sets of questions that serve to measure satisfaction with training speakers, topics covered during the trainings and changes respondents may make as a result of training participation. These sets of questions require extensive customization.

On most of the survey templates, response scale options span from positive to negative (e.g., Excellent, Good, Fair, Poor). Evaluators prefer this sequencing when surveying youth, less-educated populations or for individuals that speak English as a second language. However, general population adult surveys are most often designed with the negative scale options preceding the positive options in order to decrease the impact of "social desirability;" that is,

respondents may be less likely to give negative evaluations.  CFP staff should feel free to reverse the order of the scales to a negative to positive sequence or a positive to negative sequence if they so desire.

Finally, CFP staff will want to consider the length of the survey (number of questions asked) in relation to the amount of time participants will have to complete it and what you anticipate their comfort level will be with survey completion.

## Designing Administration Protocol

Ensuring accurate data requires that procedures be put into place to encourage consistent data collection. Consistent data collection is important to guarantee accurate, trustworthy results. For more information on designing a data collection protocol, please see Chapter 7 of the *Community Food Project Evaluation Handbook*.

## Selecting Survey Participants

Every person working with, participating in or served by a community food project may be eligible to complete the survey, although new participants or persons with very little involvement or participation may not be good choices for a satisfaction and quality survey.

If possible, all eligible program participants or recipients of T&TA should be asked to complete the survey. If resources permit, it is less complicated to survey all participants and avoid designing special data collection methods to sample only a portion of participants.  Another benefit of surveying more participants is that collecting more data gives a program greater ability to examine and detect the impact of services on subgroups (e.g., immigrants versus longer-term residents, non-English speakers versus English speakers, etc.). Appendix III provides instructions for developing a sampling scheme for those programs unable to survey all participants.

A program may consider offering incentives as part of the survey administration to encourage participation in the evaluation.  See Chapter 7 of the Handbook for more information on the use of incentives to increase participation in evaluation.

## Deciding When to Survey

The satisfaction and quality surveys may be administered after a workshop, at the end of a program cycle or at planned intervals (e.g., the end of each growing season, annually, etc.). If the program runs continuously without a true end date, administering surveys at planned intervals may work best. With a captive audience, workshop and other program leaders are encouraged to schedule survey administration near the end of a session to allow participants time for completing the survey while present.

## Selecting a Survey Administration Mode

Satisfaction and quality surveys, in general, can be administered in a number of ways.  These surveys were designed to be hand-distributed to participants and to be self-administered

(meaning that respondents complete the survey privately and individually). Project staff or volunteers should hand out the surveys and ask participants to complete and return them before leaving. For the technical assistance survey, projects may choose to mail out the surveys to technical assistance recipients or use the Web to administer the survey if distance is a factor.

For younger groups or participants of lower literacy levels, the surveys can be group-administered, meaning that a staff member reads the questions aloud and participants answer the questions independently.  (See Chapter 5 of the *Community Food Project Evaluation Handbook* for more information on how to select an appropriate survey administration mode.)

## Pilot Testing the Survey

Programs should always pilot-test tools on a few participants before full implementation. Although some of the surveys in this chapter have been pilot-tested with CFPs, each participant population is unique. (See Chapter 6 of the *Community Food Project Evaluation Handbook* for more information on pilot-testing evaluation tools.)

# Program Satisfaction and Quality Survey Template

## *Tell Us What You Think!*
### *about {this workshop/program}*

> *Your completion of the following questionnaire is important. We are interested in your honest opinions, whether they are positive or negative. Your responses to this questionnaire are anonymous and will be reported in group-form only. After completing this questionnaire, please fold it in half and return to_____{customize location}*

**Please consider the workshop you just attended and answer the following questions by checking the box that comes closest to your opinion. How would you rate...**

**1) The amount of information presented?**

☐ Too much          ☐ About right          ☐ Too little

**2) The usefulness of the information presented?**

☐                    ☐                    ☐                        ☐
Very useful     Pretty useful    Somewhat useful     Not very useful

|  | *Excellent* | *Good* | *Fair* | *Poor* |
|---|---|---|---|---|
| **3) The instructor's knowledge of the topics**................................... | ☐ | ☐ | ☐ | ☐ |
| **4) The instructor's presentation style/skills**................................. | ☐ | ☐ | ☐ | ☐ |
| **5) The overall quality of the training/workshop** ........................... | ☐ | ☐ | ☐ | ☐ |

**6) What parts of the {workshop/program} were the most helpful to you?**

_____

**7) What parts of the {workshop/program} were the least helpful to you?**

_____

**8) Are there additional topics you would have liked to see covered at this {workshop/program}?**

_____

**9) Why did you attend this {workshop/program}?**

_____

OVER *{if double-sided}*

**10) To what extent has this {workshop/program} met your needs?**

☐ Almost all of my needs were met    ☐ Most of my needs were met    ☐ Some of my needs were met    ☐ None of my needs were met

**11) Do you plan on making any changes to your {customize: lifestyle/farming practice/etc.} as a result of this {workshop/program}?**

In question 11, be sure to select an appropriate term.

☐ Yes            ☐ No

**12) If yes, what kinds of changes?**

_____

**Program Specific Question Templates:**

**Knowledge Change Question:** **(Substitute the topics covered in the training/workshop as items in the question below. Ask about as many knowledge changes as appropriate.)**

In questions 13-15, be sure to select the word "WORKSHOP" or the word "PROGRAM" as appropriate. Also, generate a unique list of topics for each question. Include as many or as few as you would like. Be sure to delete the instructional paragraph before each question.

**13) How much did you learn about the following topics as a result of participating in this {workshop/program}?**

|  | A lot | Quite a bit | Some | Not much |
|---|---|---|---|---|
| a) Topic 1 ..................................................... | ☐ | ☐ | ☐ | ☐ |
| b) Topic 2 ..................................................... | ☐ | ☐ | ☐ | ☐ |
| c) Topic 3..................................................... | ☐ | ☐ | ☐ | ☐ |

**Attitudinal Change Question:** **(Substitute the topics covered in the workshop/program as items in the question below. Ask about as many attitudinal changes as appropriate.)**

**14) How confident are you in your ability to do the following as a result of participating in this {workshop/program}?**

|  | Very confident | Pretty confident | Somewhat confident | Not confident |
|---|---|---|---|---|
| a) Topic 1 ..................................................... | ☐ | ☐ | ☐ | ☐ |
| b) Topic 2 ..................................................... | ☐ | ☐ | ☐ | ☐ |
| c) Topic 3..................................................... | ☐ | ☐ | ☐ | ☐ |

**Behavioral Change Question:** **(Substitute the topics covered in the workshop/program as items in the question below. Ask about as many behavioral changes as appropriate.)**

**15) How likely or unlikely are you to do the following as a result of participating in this {workshop/program}?**

|  | Very likely | Likely | Unlikely | Very unlikely |
|---|---|---|---|---|
| a) Topic 1 ....................................................... | ☐ | ☐ | ☐ | ☐ |
| b) Topic 2 ....................................................... | ☐ | ☐ | ☐ | ☐ |
| c) Topic 3....................................................... | ☐ | ☐ | ☐ | ☐ |

**16) How has the quality of your life changed as a result of participating in this program?**
- ' Much better
- ' Somewhat better
- ' Neither better nor worse
- ' Somewhat worse
- ' Much worse

> Questions 16 and 17 are designed for use in a survey about a LONGER-TERM program. Also, be sure to add unique topics to question 17. Add as many or as few as you like. Also add the program name.

**17) Please rate each of the following aspects of {workshop/program}.**

| | Excellent | Good | Fair | Poor | Don't know |
|---|---|---|---|---|---|
| a) The location of the {workshop/program} | ☐ | ☐ | ☐ | ☐ | ☐ |
| b) The equipment provided | ☐ | ☐ | ☐ | ☐ | ☐ |
| c) The helpfulness of staff | ☐ | ☐ | ☐ | ☐ | ☐ |
| d) The knowledge of staff | ☐ | ☐ | ☐ | ☐ | ☐ |
| e) Topic x | ☐ | ☐ | ☐ | ☐ | ☐ |
| f) Topic y | ☐ | ☐ | ☐ | ☐ | ☐ |
| g) Topic z | ☐ | ☐ | ☐ | ☐ | ☐ |

*These last questions are about you. They will be used to categorize your answers by these demographic descriptors. Please check the response boxes that best describe you and your household.*

**18) Are you…**
- ☐ Female
- ☐ Male

**19) What best describes your race/ethnicity? (Please check all that apply.)**
- ☐ American Indian, Eskimo or Aleut
- ☐ Asian or Pacific Islander
- ☐ Black or African American
- ☐ White or Caucasian
- ☐ Hispanic or Latino
- ☐ Bi-racial/Multi-racial
- ☐ Other_____

**20) What is your age? {Note: Younger ages should be broken out for youth trainings.}**
- ☐ Under 18 years
- ☐ 18 to 24 years
- ☐ 25 to 34 years
- ☐ 35 to 44 years
- ☐ 45 to 54 years
- ☐ 55 to 64 years
- ☐ 65 years or older

**21) What is the highest level of formal education you have completed? {As appropriate for those over 18.}**
- ☐ Less than 12 years
- ☐ High school graduate/GED
- ☐ Some college
- ☐ College graduate
- ☐ Advanced degree

## *Thank you!*

# Training Satisfaction and Quality Survey Template

## *Tell Us What You Think!*
## *about =={training name}== training*

*Your completion of the following questionnaire is important.  We are interested in your honest opinions, whether they are positive or negative.  Your responses to this questionnaire are anonymous and will be reported in group-form only.  After completing this questionnaire, please fold it in half and return to_____=={customize location}==*

**1) What influenced you to want to attend this workshop?**

**Consider the training you just attended and answer the following questions by checking the box that comes closest to your opinion.  How would you rate...**

**2) The overall quality of the workshop?**

☐      ☐      ☐      ☐
Excellent   Good    Fair     Poor

**3) The amount of information presented?**

☐   Too much     ☐   About right     ☐   Too little

**4) The usefulness of the information presented**

☐      ☐      ☐      ☐
Very useful   Pretty useful   Somewhat useful    Not very useful

**5) Please rate each of the trainers on presentation style and knowledge of content: =={customize: this list will vary based on training}==.**

|  | **Presentation Style** | | | | |
|---|---|---|---|---|---|
|  | *Excellent* | *Very good* | *Good* | *Fair* | *Poor* |
| **a. Speaker 1 (name, topic)** ......................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| **b. Speaker 2 (name, topic)** ......................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| **c. Speaker 3 (name, topic)** ......................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| **d. Speaker 4 (name, topic)** ......................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| **e. Speaker 5 (name, topic)** ......................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| **f. Speaker 6 (name, topic)** ......................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| **g. Speaker 7 (name, topic)** ......................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| **h. Speaker 8 (name, topic)** ......................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| **i. Speaker 9 (name, topic)** ......................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| **j. Speaker 10 (name, topic)** ......................... | ☐ | ☐ | ☐ | ☐ | ☐ |

OVER=={if double-sided}==

| | **Knowledge of Content** | | | | |
|---|---|---|---|---|---|
| | _Excellent_ | _Very Good_ | _Good_ | _Fair_ | _Poor_ |
| a. Speaker 1 (name, topic) ............................................ | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Speaker 2 (name, topic) ........................................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Speaker 3 (name, topic) ........................................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Speaker 4 (name, topic)............................................ | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. Speaker 5 (name, topic) ........................................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. Speaker 6 (name, topic) ............................................ | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. Speaker 7 (name, topic) ........................................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| h. Speaker 8 (name, topic) ........................................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| i. Speaker 9 (name, topic) ............................................ | ☐ | ☐ | ☐ | ☐ | ☐ |
| j. Speaker 10 (name, topic) .......................................... | ☐ | ☐ | ☐ | ☐ | ☐ |

**6) To what extent, if at all, do you believe the {training name} training has prepared you for each of the following activities? {Customize questions below according to goals of training and topics covered.}**

| | _Helped me a lot_ | _Helped me quite a bit_ | _Helped me some_ | _Did not really help_ |
|---|---|---|---|---|
| a. Gain commitment from stakeholders............................. | ☐ | ☐ | ☐ | ☐ |
| b. Assess the needs of your worksite.................................. | ☐ | ☐ | ☐ | ☐ |
| c. Assess the needs of your community ............................. | ☐ | ☐ | ☐ | ☐ |
| d. Write grant proposals..................................................... | ☐ | ☐ | ☐ | ☐ |
| e. Create a wellness council .............................................. | ☐ | ☐ | ☐ | ☐ |
| f. Set goals and objectives................................................. | ☐ | ☐ | ☐ | ☐ |
| g. Prioritize goals and objectives ..................................... | ☐ | ☐ | ☐ | ☐ |
| h. Develop an action plan .................................................. | ☐ | ☐ | ☐ | ☐ |
| i. Implement action plan.................................................... | ☐ | ☐ | ☐ | ☐ |
| j. Evaluate outcomes .......................................................... | ☐ | ☐ | ☐ | ☐ |
| k. Make ongoing revisions to action plan.......................... | ☐ | ☐ | ☐ | ☐ |

**7) How much did you learn about the following topics as a result of participating in this workshop? {Customize: This list will vary based on training.}**

| | _A lot_ | _Quite a bit_ | _Some_ | _Not much_ |
|---|---|---|---|---|
| a. Topic 1........................................................................ | ☐ | ☐ | ☐ | ☐ |
| b. Topic 2 ....................................................................... | ☐ | ☐ | ☐ | ☐ |
| c. Topic 3........................................................................ | ☐ | ☐ | ☐ | ☐ |

**8) Do you plan on making any changes to your _____ {customize (e.g., site, project, farm)} as a result of this training?**

| ☐ | ☐ | ☐ |
|---|---|---|
| Yes | No | Don't know |

**9) How likely or unlikely are you to do the following as a result of participating in this training? {Customize: This list will vary based on training.}**

| | _Very likely_ | _Likely_ | _Unlikely_ | _Very unlikely_ | _Don't know_ |
|---|:---:|:---:|:---:|:---:|:---:|
| a. Topic 1........................................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Topic 2 ......................................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Topic 3........................................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Topic 4 ......................................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. Topic 5........................................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. Topic 6 ........................................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. Topic 7........................................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| h. Topic 8 ......................................... | ☐ | ☐ | ☐ | ☐ | ☐ |

**10) What parts of the training were the most helpful to you?**

_____

**11) What parts of the training were the least helpful to you?**

_____

**12) Are there additional topics you would have liked to see covered at this training?**

_____

> _These last questions are about your _____ {customize (e.g., site, project, farm)}.  They will be used to categorize your answers by these descriptors. Please check the response boxes that best describe you and your _____ {customize (e.g., site, project, farm)} ._
>
> {Customize: These demographic questions will vary based on training attendees.}

**13) Mark the box next to your _____ {customize (e.g., site, project, farm)} type. Please check only one. {Customize: These will vary based on training.}**

- For-profit business
- Government
- School (K-12)
- Child care center
- University
- Non-profit program
- Transportation/public utilities
- Community center
- Other_____

**14) Mark the box next to the usual scope of your ____'s {customize (e.g., site, project, farm)} work. Please check only one.**

- Local
- Regional
- National
- International
- In areas where our constituents live

**15) Mark the box next to the approximate range in the number of employees working at your _____ {customize (e.g., site, project, farm)}.**

- 0-100
- 101-250
- 251-500
- 501-1,000
- 1,000+

**16) What is your role at the _____**
<mark>{customize (e.g., site, project, farm)}.</mark>

Senior management
Human resource manager
Wellness coordinator
Safety staff

Cafeteria staff
Staff member
Other

## *Thank you!*

# Technical Assistance Satisfaction and Quality Survey Template

## *Tell Us What You Think!*

## *about {this project} Technical Assistance*

> *Please consider the technical assistance you have received from {this project} and answer the following questions by checking the box that comes closest to your opinion.*

{Customize above instructions according to administration method (e.g., in person, mail, Web) and whether anonymity or confidentiality is ensured.}

**1. Technical assistance was provided to you in a variety of ways—through individual site visits and support, resource provision, assistance with budgets, work plans, program changes and more {customize}. Overall, how would you rate the TA we provided?**

| ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|
| Excellent | Good | Fair | Poor |

**Please explain your answer.**

_____

**2. Following is a list of the types of technical assistance {this project} provided. Indicate whether the type of support was Very Useful, Useful, Somewhat Useful or Not Useful in improving your programming or meeting your project goals {customize}. If you did not receive any of a particular type of technical assistance indicate that as well.**

{Customize: Sample TA types are listed in the below questions but should be customized to include types of TA support provided.}

|  | *Very Useful* | *Useful* | *Somewhat useful* | *Not useful* | *Didn't receive* | *Don't know* |
|---|---|---|---|---|---|---|
| **a. Site visits from _____ {Customize: name of TA provider}**............................................ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **b. Assistance with budgets or financial matters** ... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **c. Assistance with programmatic changes** ............ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **d. Providing _____ {customize}resources** ....... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **e. Providing on-line resources, books or written materials** ................................................ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **f. Email alerts on resources and trainings** ............ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **g. General communication via e-mail**.................... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**3. Looking back at all the technical assistance provided to your organization through this grant {customize}, what part or parts were most helpful to you?**

_____

**4. What part or parts of the technical assistance were least helpful to you?**

_____

OVER {if double-sided}

**5. Check the box that comes closest to your opinion about _____ {Customize: name or title of TA provider and questions below}.**

|  | _Excellent_ | _Good_ | _Fair_ | _Poor_ |
|---|---|---|---|---|
| a. Availability to you ............................................... | ☐ | ☐ | ☐ | ☐ |
| b. Responsiveness to your inquiries or requests............ | ☐ | ☐ | ☐ | ☐ |
| c. Knowledge of the TA content...................................... | ☐ | ☐ | ☐ | ☐ |
| d. Courtesy...................................................................... | ☐ | ☐ | ☐ | ☐ |
| e. Range of expertise ...................................................... | ☐ | ☐ | ☐ | ☐ |
| f. Expertise in _____ {customize}............ | ☐ | ☐ | ☐ | ☐ |
| g. Overall impression ...................................................... | ☐ | ☐ | ☐ | ☐ |

**6. What was the best part about the partnership between your program and {customize: TA provider}?**

_____

**7. Was the frequency of _____'s {customize: TA provider} contacts with you?**

| ☐ | ☐ | ☐ |
|---|---|---|
| Too much | About right | Too little |

**8. Following is a list of the areas in which your organization's capacity may have been strengthened as a result of {this project}'s technical assistance. Indicate the extent to which your organization's capacity was strengthened. If your organization was already skilled in this area and the organization's capacity was not further enhanced by this support, you may answer Already Skilled. You may also answer Don't Know.**
{Customize: Sample organizational capacities are listed in the below questions but should be customized to include the capacities that were intended to be strengthened.}

|  | _A lot_ | _Some_ | _A little bit_ | _Not at all_ | _Already skilled_ | _Don't know_ |
|---|---|---|---|---|---|---|
| a. Capacity for program evaluation ......................... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Capacity for program management ..................... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Capacity for program sustainability ................... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Capacity for other fund development ................. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. Capacity for community outreach ....................... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. Capacity for community coalition building ......... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. Capacity to integrate the initiative's {customize} objectives into future programming ..................... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**9. Following is a list of the areas in which your individual professional skills may have been strengthened as a result of {this project}'s technical assistance. Indicate the extent to which your professional skills were strengthened. If you were already skilled in this area and your skills were not further strengthened, you may answer Already Skilled. You may also answer Don't Know.**
{Customize: Sample professional skills are listed in the below questions but should be customized to include the skills that were intended to be strengthened.}

|  | A Lot | Some | A Little bit | Not at all | Already skilled | Don't know |
|---|---|---|---|---|---|---|
| a. Report writing | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Developing goals and objectives | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Refining goals and objectives | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Understanding the importance of gathering and using data | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. Targeting specific populations | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. Networking with other grantees | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**10. As part of your technical assistance, workshops were offered by _____ {customize, e.g., CFSC}. Overall, how useful were these workshops to your program work?**

☐ Very useful  ☐ Useful  ☐ Somewhat useful  ☐ Not very useful  ☐ Did not attend

**11. What recommendations do you have to help {this project} work better with organizations such as yours in the future?**

_____

**12. How would you rate your organizatons's overall experiences with {this project}?**

☐ Excellent  ☐ Good  ☐ Fair  ☐ Poor

**13. Do you have any concerns about continuing a partnership with {this project}?**

☐ Yes  ☐ No

   **13.a. If yes, what types of concerns?**

_____

**14. What do you like most about {this project}?**

_____

**15. What are ways in which {this project} may be improved?**

_____

**16. Do you plan on making any additional changes to your organization as a result of this program?**

☐ Yes  ☐ No  ☐ Don't know

**17. Do you have any additional comments regarding {this project}?**

_____

OVER {if double-sided}

Part I. General Evaluation Tools

*These last questions are about your _____ {customize: organization}. They will be used to categorize your answers by these demographic descriptors. Please check the response boxes that best describe you and your _____ {customize: organization}.*
{These demographic questions will vary based on TA provider.}

**18) What type of organization do you work for? Please check only one. {These will be changed based on TA provider.}**

For-profit business
Government
School (K-12)
University
Non-profit program
Other_____

**19) Mark the box next to the usual scope of your organization's work:**

Local
Regional
National
International
In areas where our constituents live

**20) What is the approximate number of staff at your {customize: type of organization}?**

0-4
5-9
10-24
25-49
50-99
100 or more

## *Thank you!*

# Chapter 3.
# Focus Groups and Interviews

❀ Participant Focus Group Moderator Discussion Guide Template

❀ Non-Participant Focus Group Moderator Discussion Guide Template

❀ Training and Technical Assistance Interview Guide Template

❀ Community Stakeholder Interview Guide Template

# Chapter 3.  Focus Groups and Interviews

In this chapter, several qualitative focus group discussion and interview guide templates are provided. These qualitative methods rely more on narratives than numbers to describe or explain change; as with the more quantitative surveys you will find in other Toolkit chapters. These qualitative methods may be most useful to community food projects that are seeking an in-depth understanding of unique outcomes rather than a more generalized, representative description of their outcomes.

The qualitative tools in this chapter may be customized and administered by a diverse collection of community food projects. The tools provided in this chapter are:

**Focus Group Moderator Guides:**
*Project Participant Focus Group Moderator Discussion Guide Template*: to collect perceptions of participants (during a program or after program ends) regarding their satisfaction with the program; areas for program improvement; motivations for participating; and changes they made as a result of project participation.

*Project Non-Participant Focus Group Moderator Discussion Guide Template*: to collect the ideas and opinions of individuals who the project targeted but have not participated in the project, including understanding and awareness of the project; experience with like projects; and motivations for participating in such projects. May be useful to CFPs that want to learn why some people choose not to participate in the project or with individuals who have not heard of the project.

**Interview Guides:**
*Training and Technical Assistance Interview Guide Template*: to gather opinions of organization staff and/or individuals who have received training and technical assistance from a project, including changes they have made as a result of receiving such T&TA.

*Community Stakeholder Interview Guide Template*: to collect perspectives of stakeholders in the community on the impact the project has had in the community. Additionally gathers opinions on public awareness and understanding of project; value of project to community; actions taken by the community on issues the project has promoted; and ideas on outreach, communications and public relations efforts.

Recommendations for customizing the focus group and interview templates for use with unique community food projects are offered. Appendices IV, V and VI provide examples of these templates customized for unique fictitious projects. References are given for resources that provide more in depth explanation of the focus group and interview methodology, and detailed instruction for planning, facilitating and analyzing interviews and focus groups. In addition, administrative topics are discussed in this chapter including selection of focus group and interview participants, logistics planning and facilitation.

## Resources in Using Qualitative Methods

In addition to the resources provided within this Toolkit, CFPs may also wish to consult the following resources which provide excellent guidelines for planning all stages of focus group and interview methodology, from the initial conception and planning to final analysis and reporting. These texts share principles for selecting participants, facilitating groups of children and diverse populations, techniques for analysis and dimensions of reporting results. The *Community Food Project Evaluation Handbook* additionally provides a comparison of qualitative and quantitative methods which may help guide a project in selecting the most appropriate method for their evaluation.

National Research Center, Inc., *Community Food Project Evaluation Handbook*, Third Edition. Community Food Share Coalition, Venice, CA, 2006. http://www.foodsecurity.org/evaluation_pg2.html

Cohen, B. Community Food Security Assessment Toolkit, Appendix B. Economic Research Service, US Department of Agriculture. Washington, DC, 2002. http://www.ers.usda.gov/publications/efan02013/

Krueger, R. A. and Casey, M. A. Focus Groups: A Practical Guide for Applied Research, 3rd Edition. Sage Publications. Thousand Oaks, CA, 2000.

Billson, Janet M. The Power of Focus Groups for Social and Policy Research: A Training Manual. Skywood Press. Barrington, RI, 2002.

## Considerations in Using Focus Group and Interview Tools

Although interviews may take on both quantitative and qualitative roles, focus groups should not be used to gather quantitative data such as the number of community members that would support a local farmers' market or the percent of farmers in the state that grow organic vegetables compared to those growing non-organic foods. A focus group discussion may provide the span of attitudes that exist about a particular question, but such a discussion cannot adequately project the numbers or percents of people that feel a certain way about an issue or would support or oppose an action. Focus groups are often improperly used to collect statistically insignificant data or to make sweeping assertions about an entire audience, group or population. For example, claiming that 90% of community members want the farmers' market open on Sundays would be an overstatement when only 10 focus group participants were asked about the hours, of which nine said they would want the market open Sundays. Ten individuals likely do not significantly represent the opinions of an entire community.

Focus groups and qualitative interviews may compliment other, more quantitative evaluation methods to provide a more in depth view of human experiences, thus giving a more complete picture of what is going on with a program or in the community. They are often used in tandem with survey administrations. A survey may measure "what" impact occurred because of a program (e.g., what skills were developed, what knowledge was gained). Focus groups and qualitative interviews may provide information on "why" an impact occurred or did not occur

because of a program. They can uncover and explain issues and reactions in a way that general quantitative surveys cannot.

## Instructions for Adaptation and Administration of the Focus Group and Interview Tools

Each focus group and interview guide template is divided into multiple segments: Welcome and Overview, Main Questions, Wrapping Up and Conclusion. The focus group discussion guide templates additionally contain an Icebreaker. These segments are outlined below.

### Overview of Focus Group and Interview Guide Templates

I.      Welcome and Overview
- Instructions
- Purpose and Background
- Set the Tone: participant commonalities and encourage difference of opinion (for focus groups only)
- Logistics
- Confidentiality

II.     Icebreaker (for focus groups only)

III.    Main Questions
- General questions to foster conversation
- Specific questions driving the main discussion
- Probes or prompts as needed

IV.     Wrapping Up
- Final questions to capture data needed, fill in gaps, reflect on earlier comments

V.      Conclusion
- Thank you
- How the information will be used
- Where they can follow up
- Focus group incentives (if used)

These focus group and interview guide template segments are described further in the following section on customization.

### Customization

Unlike most other instruments in this Toolkit, the qualitative measures in this Chapter require significant customization. Qualitative measures are primarily used to understand comprehensively the ideas, feelings and perceptions of individuals regarding a particular issue or issues. Therefore, questions must be explicitly worded around these issues.

As with other tools in this Toolkit, necessary adaptations include filling in all blanks (_____) with appropriate wording and replacing highlighted words and those with brackets, such as {this project}, with the name of the project, and {customize}, with the activity or issue being addressed or as otherwise indicated. Further adaptations are needed within each guide template. At times, highlighted customization instructions ask that certain questions be repeated a number of times to address each individual goal, outcome, skill, etc. It is important that these questions are repeated as appropriate to correlate with the project's intended impacts so that the instrument may provide project staff with the data they need.

### Welcome and Overview

To begin administration, the introduction and overview provides participants with instructions on how the focus group or interview will be conducted and gives some background on why the focus group or interview is taking place. The purpose of the focus group is explained. The focus group facilitator additionally will describe the commonalities participants might share and encourages difference of opinion during the discussion. Logistics such as use of a note taker (for focus groups), audio or video taping, length of discussion, etc. are shared. Confidentiality of the discussion and the identity of the participants are affirmed at this time.

The guide templates provided in this Chapter assume that a note taker or scribe will be used for focus groups, someone in addition to the facilitator to take notes. The guides also assume that a tape recorder will be used to record the group and interview conversations. Much of the introduction may need to be customized to provide the appropriate context for the process of administration and explain the unique logistics of the particular group or interview.

### Ice Breaker

In order to help participants relax and feel comfortable in a focuas group, the facilitator may wish to lead the group in an "ice breaker" exercise.  This exercise may be as simple as asking participants to tell the group their first name and their favorite vegetable or a more elaborate activity may be used.  Facilitators may also use the icebreaker to have participants share something about themselves.  The icebreaker exercise serves to facilitate sharing of opinions throughout the focused discussion.

### Main Questions

Scripted questions are used to assure the same wording is used with each interview or focus group being conducted for an evaluation. Alternatively, experienced focus group facilitators may use topics rather than a script to allow flexibility in the discussion; however consistency among groups may be lost with this format.

The focus group templates begin with general questions designed to enhance group interaction and foster conversation, and then lead into more personal, potentially controversial or "hot" topics that drive the main discussion. Similar organization is used in the interview guides. "Probes" or probing questions are also used to elicit responses to the main questions as well as "prompts" which give examples of answers.

A limited number of questions are used in each guide template. This allows for focus group participants to have the time to share their thoughts and ideas without feeling rushed through the dialogue. It also will help keep interviews time limited.

Questions are limited in their complexity and length to help with ease in understanding. Primarily open-ended questions are asked in focus groups and interviews rather than "yes" or "no" questions to learn underlying thoughts and feelings; anticipated or past actions or influences in their lives. Although focus groups and interviews help answer "why" kinds of evaluation questions, the actual questions in the discussion and interview guides are rarely worded with "why." A direct "why" question such as "Why don't you buy organic?" can be intimidating and require more knowledge than a participant may have when put "on the spot."

Within the Community Stakeholder Interview Guide Template, subheadings are used to help guide customization. Only questions relevant to the project or of interest to the evaluation should be included in the interview. For example, the question related to "Community Action" may only be included if a project expected that community organizations would change policies because of their project activities.

### Wrapping Up

A few final questions, designed to ensure all essential data has been captured are asked. This wrap up time may also be used to direct questions as necessary to fill in gaps. The wrap up time may encourage reflection on earlier comments and ensure that all opinions have been shared. The wrap up segment may also serve as a time to touch base or debrief on any part of the discussion that was emotionally sensitive or heated.

### Conclusion

Finally, the conclusion offers a final "thank you" to participants for their time and energy during the discussion or interview and is used to remind participants how the information they provided will be used to help strengthen the project. Participants may also be invited to continue providing feedback to the project through suitable channels (e.g., feedback loops). How to access these feedback opportunities should be shared as well.

Focus group incentives, if used, may be distributed at this time. Incentives to encourage volunteers to participate in the focus group serve as a token of appreciation for their contribution. These incentives may be a monetary payment, small gift, gift certificate or other form of "thank you" payment.

## Focus Group and Interview Length

Participant characteristics (e.g., age), administration location, available resources or other circumstances may dictate how long the focus group or interview should last. Therefore, once the focus group or interview guide is customized, it will be important to "run through" the script to estimate the time it will take to complete the administration. If the guide is longer than a prescribed or desired timeframe, questions may need to be condensed or removed. Once an estimate has been made as to the length of the focus group or interview, this information should be shared with recruited participants and adhered to during the administration.

## Selecting Focus Group Participants

Focus groups are generally comprised of six to 12 people. The groups should be small enough for everyone to have an opportunity to share insights and yet large enough to provide diversity of perceptions. Multiple focus groups should be conducted though limitations of time and budget will dictate how many. The goal is to find a range of opinions on a particular issue, to saturate the kinds of ideas being presented. Most often, this is done by conducting several groups (3 or more) with each homogeneous group (e.g., farmers or market customers). A focus group study might involve several groups of like people or a few groups each of one persuasion and a few groups of another. For example, a study might solely include groups of local farmers or might include groups of farmers, groups of teachers and groups of consumers, depending on the purpose and desired outcome of the study.

Ideally, focus group participants will not be known to one another, so as to encourage open, honest comments. However in many small communities, this may not be possible. Caution is advised when considering groups of individuals who know each other well (e.g., are related, work together, etc.) as those links may inhibit disclosure.

### *Recruitment*

Recruiting participants for focus groups may be a simple process if they are individuals known to the project: current or former project participants, vendors, volunteers, etc. However, if a project is interested in holding focus groups with relative strangers or the general population, the recruitment process may be more challenging. This more general recruiting may be accomplished using a variety of means: putting up flyers in public places that give a phone number to call if interested; placing an advertisement or announcement in the local newspaper; or asking for referrals from trusted individuals in the community (e.g., a pastor, the mayor, a local business owner) who may be connected with the intended audience. When using these recruitment means, consider how much information on the focus groups are included on the flyers, in the ads, etc. Limit the details so that people interested have to call to learn more and reserve their space in the group. This too allows planners to screen callers to ensure that only the targeted populations are recruited as participants. Planners may want to write up a recruitment script to make sure all logistical details are provided (see section on logistics below). It is also a good idea to call all recruits as a reminder the day before the group is to take place.

## Selecting Interview Participants

Interviews are typically conducted with known individuals, stakeholders, key informants or others who may be recruited through a straightforward phone call. As with focus groups, planners may wish to use a recruitment script to make the process more uniform and ensure that logistical details have been provided.

Determining the number of interviews to conduct may be somewhat random or determined by budget or other constraints. As with focus groups, the goal is to find a range of opinions on a particular issue, to saturate the kinds of ideas being presented.

## Focus Group Logistics

There are many logistics to consider when planning focus groups. For each group, focus group planners should consider the following.

### Date and time

Consider which hours are best for the participants (e.g., evenings for working adults; mid-morning or early afternoon for older adults).

### Length

Focus groups vary in length but are usually one to two hours, depending on the audience (e.g., a one-hour group may be best for youth or elders). Planners may ask participants to allot 2 hours for a group and reserve the first 15 minutes and the last 15 minutes for opening and closing activities (e.g., greetings, refreshments, distribution of appreciation gifts, etc.).

### Location and Accessibility

The location in which a focus group is held should be safe, accessible, central and familiar to participants or at least easy for participants to locate. The facility should be considered neutral, allowing participants to feel comfortable in expressing themselves. Public library or other community meeting rooms are examples of good, neutral settings, unless of course, the topic of the focus group is a improving the quality of the local library system. Consider whether public transportation would be available at your desired location and if there is adequate parking. Provide a map and/or give detailed directions on how to get to the focus group location. In some communities, professional focus group facilities may be available for rental. They usually have 2-way mirrors for clients to observe the group activities without disturbing the group.

If older adults or persons with disabilities might be called on to participate in a focus group, the location should be handicap accessible. Ask participants ahead of time if they require any special accommodations (e.g., wheelchair accessibility) and make sure the facility is conducive to these needs.

### Room Configuration

Chairs should be configured in a way that encourages open communication among focus group participants. Most often this is best accomplished by having chairs arranged in a circle or half-circle. Having a table in front of participants or that participants are seated around is optional. A table can help participants feel less exposed and encourage open conversation or it may place a physical boundary between you and the participants hindering interaction. As an alternative, a low table, such as a coffee table, may be used to lessen the boundary while still placing comfortable distance between each person and allowing central placement of the tape recorder or microphone (if used).

*Transportation*

Consider how participants will travel to and from the focus group. If an adult participant does not have his or her own transportation, consider whether transportation will be provided for them. If travel distance is a concern, consider reimbursement of expenses, or giving participants a gas card.

*Caregiving*

If parents or other caregivers are asked to participate in a focus group, consider offering on-site supervision and caregiving to participants' children, relatives or others for who care is provided.

*Refreshments*

Depending on the time of day, participants may be served a meal or merely snacks and beverages at a focus group, which will need to be arranged ahead of time.

*Recording the Session*

If plans are to record the group conversation for the purpose of transcription or reference during analysis, prepare to bring proper equipment and extra tapes. Although video taping is sometimes used, some participants may find it intimidating so decisions may need to be made in advance as to whether this is appropriate or necessary.

*Sign-In and Sign-Out Sheets*

Consider whether a sign in sheet should be completed by participants as the focus group begins. You may promise confidentiality, but want to gather identifying information like age, gender, ethnicity, job type/title, number of times attended program, etc. Planners may also consider having participants write their signature or initials on a sign-out sheet to document their involvement and receipt of an incentive (if provided).

*Appreciation Gifts*

If an incentive is to be offered, arrangements should be made ahead of time to have these gifts ready for participants as each group concludes. If cash is provided as an incentive, place the bills in individual envelopes ahead of time to ease distribution and downplay the fact that possibly large amounts of money are being dispersed. Chapter 7 of the *Community Food Project Evaluation Handbook* offers further information on the use of incentives.

## Interview Logistics

Interviews may be much easier to plan than a focus group or groups; however some of the same logistical issues apply. Consider date and time, length of the interview, recording the session and whether interviews are to take place in person or by telephone. Although there are benefits to interviewing someone in person (e.g., observing non-verbal cues), telephone interviewing may be more economical and logistically easier on the participant and interviewer.

## Focus Group and Interview Facilitation

Focus group facilitation and interviewing is best accomplished by individuals who are trained in these evaluation methods. Focus group moderators and interviewers should possess certain characteristics and maintain certain roles during the study. They should:

- Not be known to, (or at least not be familiar with), the participants in the study;
- Establish rapport and neutrality with individual participants to foster trust to get to the depth of responses;
- Assume they do not know the perspectives of the participants;
- Help people to relax, be comfortable and tell the truth;
- Assure participants that they, the participants, are the experts;
- Be a good listener and be comfortable with reflective pauses in conversation;
- Be able to identify key issues of deeper exploration;
- Use the established script or discussion guide, but keep the conversation free flowing;
- Keep on track within the designated time limits;
- Use verbal and nonverbal encouragement to get the most out of the conversation or interview.

Focus group moderators should additionally promote group participation, encouraging individuals who have been quiet and redirecting dialogue from those more dominant. Further, moderators should support interaction among group participants, responding to the comments and perspectives of others.

# Participant Focus Group Moderator Discussion Guide Template

[TEXT IN ALL CAPS IS NOT READ ALOUD.]

## *WELCOME AND OVERVIEW*

Hello.  Thank you all for coming and participating in this focus group discussion.  My name is _____ and I will be helping to facilitate this discussion. _____ is with me today to help take notes for the group. {This project} asked us to hold this discussion to learn about the experiences and opinions of people who participated in {the project}.

You were invited to join this discussion because you participated in {this project}.   We thank you for coming today to share your ideas with us and each other.

The information you share today is confidential.  We ask that as a member of this discussion group that you do not share personal information that may be shared in this room with others outside of this room.  _____ and I also will respect the confidentiality of our conversation and ask that you do the same: what is said in this room stays in this room. We will only share general findings from our discussion – no names or personally identifying information will be shared by us outside of this room.

Your participation in this discussion is very important to {this project and their partners}.  They would like to know how to modify current activities or develop new ones that will better serve individuals like yourselves. {Customize above statement on purpose of group as appropriate.}

Our discussion today will be informal.  My questions are about your individual experiences with {this project}, your ideas and opinions. There are no right or wrong answers.  We simply want to know what you think and why.

I will help guide our conversation, but I encourage each of you to ask questions yourselves.  It is important that a wide range of ideas are expressed.  If you would like to add to an idea, or if you have an idea that is different from others, please speak up.  I do ask that you try to respect another person's opinion or experience, even if you don't agree with it.

We are going to tape record this session so that we accurately capture your thoughts.  We will use our group notes and the tape recording to help us present the information back to project staff and partners {customize above statement to reflect how results will be used}.  But, your responses will remain confidential.  No one will have access to the tape recording except _____ {customize: be specific as to who will have access}. Because we are taping, I may need to remind you occasionally to speak up or talk one at a time so that we can hear you clearly when we review the session tapes.

Thank you again for agreeing to participate in today's discussion. Our conversation will last about _____ {customize timing}. We will not be taking a formal break during this time, but

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please feel free to get up and move around as you need. The restrooms are located _____ {customize whether break will be offered and location of restroom}. Please turn your cell phones and pagers off or on vibrate so that our discussion is not disturbed. Are there any questions before we begin?

### ICE BREAKER

OPTIONAL: Okay, let's get started. First, let's go around and briefly tell us your name and how long you have participated in {this project}. {Customize ice breaker as appropriate.}

### MAIN QUESTIONS

*NOTE: May need to reduce number of questions depending on purpose and length of focus group. See Instructions for Adaptation and Administration in Chapter 3 of the Toolkit.*

1. Tell me about your decision to join {this project}?

   PROBE: What, if anything, did you hear or see about the project that contributed to your decision to join {this project}?
   PROBE: What if anything, was happening differently in your life that prompted you to join?

2. Let's talk about what you took {customize tense: took or are taking} away from participating in {this project}.  What new things, if any, have you learned from participating in {this project}?

   PROBE: Are there things you think you do better because you participated in {this project}? {Customize further prompts as appropriate.} What about the choices you make in foods? What about eating local foods? What about the money you spend on food? What about your knowledge or skills in agriculture?)
   PROBE: How, if at all, do you <u>see</u> things differently because you participated in {this project}?

3. What things do {customize tense: do or did} you like best about {this project}?
   {Customize further prompts as appropriate (e.g., facility, garden space, hours of operation).}

   PROBE: How about the staff here?
   PROBE: How about your mentor?
   PROBE: How about the activities?

4. What things do {customize tense: do or did} you like least about {this project}?
   {Customize further prompts as appropriate.}

   PROBE: How about the staff here?
   PROBE: How about your mentor?
   PROBE: How about the activities?

(ASK QUESTION #5 FOR EACH PROJECT OUTCOME AREA)

5. {This project} is focused on _____ {customize desired outcome e.g., eating healthier diets, learning new farming skills}. Some participants may have experienced changes because of {this project} while others have not. Tell me about your experience with this before you joined {this project}?

    a. What about after participating in the project?

    b. To what extent, if any, did you change as a result of participating in {this project}?

6. You've talked about making some _____ changes after {this project}. What about {this project} helped you make those changes?

7. Did you find it difficult to make these changes? What were the hardest things about making these changes?

    PROBE: How did you overcome these?

8. What things about {this project} made it hard to make or maintain _____? Was there anything missing from the project that would have helped you?

9. How would you rate the overall quality of {this project}? (PROMPT IF NECESSARY. Excellent, good, fair or poor?)

    PROBE: What elements of the project made it "_____" {customize: same as above: excellent, good, fair or poor}.
    PROBE: How, if at all, was the project different than what you expected?

{Question 10 may be appropriate only for projects focused on helping participants make life-long changes in their lives like eating more nutritious, locally grown and/or organic foods.}

10. One issue many people have about _____ {customize, e.g., eating more nutritious foods, making positive changes} is continuing with this behavior over time and making it a part of the rest of their lives. What can you tell us about some of the things that make it difficult for you or others you know to stick with _____ {customize, e.g., eating more nutritious foods, making positive changes}.

    PROBE: What issues make it difficult for some people to make lasting changes in _____ {customize, e.g., what they eat, what they cook, their health}?
    PROBE: What other things make it difficult for some people to _____ {customize}?

11. What are some of the ways that you think a good _____ {customize} project might be able to help people interested in _____ {customize} making long-term changes?

PROBE:  What are some of the things that you think would make a project successful in helping people?
PROBE:  What else would be helpful in a project like this?

### WRAPPING UP

12.  [IF TIME ALLOWS] Thinking back on our discussion, what do you think are the most important things we have learned today?

PROBE: What made these discussion points stand out for you?

13.  [IF TIME ALLOWS] What other issues would have been interesting for us to talk about today that we did not get to?

PROBE: What can you tell me about why this is an important issue to discuss?

### CONCLUSION

That concludes our discussion.  Thank you very much for participating. Your feedback will help us to strengthen {this project} and provide better services in the future.

OPTIONAL: On your way out, we'll give you your 'thank you' gift.

# Non-Participant Focus Group Moderator Discussion Guide Template

[TEXT IN ALL CAPS IS NOT READ ALOUD.]

## WELCOME AND OVERVIEW

Hello. Thank you all for coming and participating in this focus group discussion. My name is _____ and I will be helping to facilitate this discussion. _____ is with me today to help take notes for the group. _____ {customize organization name} asked us to hold this discussion to learn from individuals in the community who have not participated in the project.

You were invited to join this discussion because you have not participated in {this project} activities. We thank you for coming today to share your ideas with us and each other.

The information you share today is confidential. We ask that as a member of this discussion group that you do not share personal information that may be shared in this room with others outside of this room. _____ and I also will respect the confidentiality of our conversation and ask that you do the same: what is said in this room stays in this room. We will only share general findings from our discussion – no names or personally identifying information will be shared by us outside of this room.

Your participation in this discussion is very important to {this project} and their partners. They would like to know how to develop activities that better meet the needs of the community and serve individuals like you {customize statement on purpose of group}.

Our discussion today will be informal. My questions are about your individual experiences {this project}, your ideas and opinions. There are no right or wrong answers. We simply want to know what you think and why.

I will help guide our conversation, but I encourage each of you to ask questions yourselves. It is important that a wide range of ideas are expressed. If you would like to add to an idea, or if you have an idea that is different from others, please speak up. I do ask that you try to respect another person's opinion or experience, even if you don't agree with it.

We are going to tape record this session so that we accurately capture your thoughts. We will use our group notes and the tape recording to help us present the information back to {this project} staff and partners {customize above statement to reflect how results will be used}. But, your responses will remain confidential. No one will have access to the tape recording except _____ {customize: be specific as to who will have access}. Because we are taping, I may need to remind you occasionally to speak up or talk one at a time so that we can hear you clearly when we review the session tapes.

Thank you again for agreeing to participate in today's discussion. Our conversation will last about one hour {customize timing}. We will not be taking a formal break during this time, but please feel free to get up and move around as you need. The restrooms are located _____

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{customize whether break will be offered and location of restroom}. Please turn your cell phones and pagers off or on vibrate so that our discussion is not disturbed. Are there any questions before we begin?

### ICE BREAKER

OPTIONAL: Okay, let's get started. First, let's go around and briefly tell us your name and how long you have lived in the community. {Customize ice breaker as appropriate.}

### MAIN QUESTIONS

1. {This project} is a program that _____ {customize: briefly explain project goals}. To start I'd like to know more about what you have heard about {this project}. What are some of the things you have heard about {this project}?

    PROBE: What have you heard from friends or family who have experience with {this project}?
    PROBE: How do you or others you know most likely learn about _____ {Customize, e.g., local opportunities; projects like this one}?
    ▪ What kinds of things would make you want to learn more about a project like this one?

2. What experiences have you had with other community projects like {this project}?

    PROBE: What are some of the things that might make you or other people you know have a negative experience with _____ {customize} programs that focus on _____ {customize}?
    ▪ What more can you tell me about why these things are unhelpful?
    PROBE: What are some of the things that might make the experience with a _____ {customize} project more positive?
    ▪ What can you tell me about why these things are helpful?

3. What are some of the reasons that people who are interested in _____ {customize, e.g., gaining skills, expanding their farming skills, making positive health changes} might not participate in a project like this one?

    PROBE: Why do you think these things get in the way?

4. One issue many people have about _____ {customize, e.g., learning new skills, making positive changes} is getting started. What can you tell us about some of things that have made you or others you know want to get started on _____ {customize, e.g., learning new skills, making positive changes}?

    PROBE: What could a good _____ {customize} project do to help individuals get started?
    PROBE: What could a good _____ {customize} project do to encourage family members, including parents and children, start together?

{Question 5 may be appropriate only for projects focused on helping participants make life-long changes in their lives like eating more nutritious, locally grown and/or organic foods.}

5.  Another issue many people have about _____ {customize, e.g., eating more nutritious foods, making positive changes} is continuing with this behavior and making it a part of the rest of their lives.  What can you tell us about some of the things that make it difficult for you or others you know to stick with _____ {customize, e.g., eating more nutritious foods, making positive changes}.

    PROBE:  What issues make it difficult for some people to make lasting changes in _____ {customize, e.g., what they eat, what they cook, their health}?
    PROBE:  What other things make it difficult for some people to _____ {customize}?

6.  What are some of the ways that you think a good _____ {customize} project might be able to help people interested in _____ {customize} making long-term changes?

    PROBE:  What are some of the things that you think would make a project successful in helping people?
    PROBE:  What else would be helpful in a project like this?

*WRAPPING UP*

7.  [IF TIME] Thinking back on our discussion, what do you think are the most important things we have learned today?

    PROBE:  What made these discussion points stand out for you?

8.  [IF TIME] What other issues would have been interesting for us to talk about today that we did not get to?

    PROBE:  What can you tell me about why this is an important issue to discuss?

*CONCLUSION*

That concludes our discussion.  Thank you very much for participating. Your feedback will help us to strengthen our project and provide better services in the future.

OPTIONAL: On your way out, we'll give you your 'thank you' gift.

If you have any questions about {this project}, please feel free to pick up the materials we've provided on the table by the door. Thank you.

# Training and Technical Assistance Interview Guide Template

[TEXT IN ALL CAPS IS NOT READ ALOUD.]

## WELCOME AND OVERVIEW

Hello, my name is _____, and I am a consultant for _____ {customize: indicate relationship interviewer has to CFP}. Thank you for agreeing to talk with me. As the _____ comes to a close {customize: indicate timing of interview like end of grant, end of year}, {this project} would like to get your feedback on the training and technical assistance they have provided to you and your organization. I anticipate our interview will last about 30 to 45 minutes {customize}, and I appreciate any information you can provide.

We are interested in hearing your honest feedback. Your answers are completely confidential and will be recorded and coded without names. The responses you give will be reported back to {this project} in group form only. Although your responses will only be reported as part of a group, it is helpful for accuracy to tape record your responses. Do you mind if I tape record our conversation?

For any of the questions I ask, feel free to answer "Don't Know" if you can't remember or don't know how to answer.

## MAIN QUESTIONS

1. {This project} provided ___ {customize: number of trainings} regional trainings to applicants and grantees {customize to whom T&TA provided} throughout the initiative {customize, e.g., initiative, grant, year}. These workshops were conducted and/or coordinated by {this project}, _____ {customize: list other related T&TA providers} and others. Overall, how would you rate the trainings that were provided? Would you say Excellent, Good, Fair or Poor? Please explain your answer.

2. {If applicable} How well did these trainings provide you with opportunities for networking with other grantees? Would you say Excellent, Good, Fair or Poor?

3. I am now going to read a list of the trainings that were provided over the course of the {customize, e.g., initiative, grant, year}. Considering your entire organization, please tell me if you would say each training was Very Useful, Useful, Somewhat Useful or Not Useful in improving your programming or meeting your {customize initiative} goals. If you did not attend a training or don't know, please say that. (EVERY 2 OR 3 QUESTIONS, PROMPT INTERVIEWEE WITH *"Was the training Very Useful, Useful, Somewhat Useful or Not Useful in improving your programming or meeting your initiative goals."*)

| | Very useful | Useful | Somewhat useful | Not useful | Did Not attend | Don't know |
|---|---|---|---|---|---|---|
| a. {This project}'s workshop titled _____ held on _____ {date} ....................................... | , | , | , | , | , | , |
| b. {This project}'s training titled _____ held on _____ {date} ....................................... | , | , | , | , | , | , |
| c. {This project}'s training titled _____ held on _____ {date} ....................................... | , | , | , | , | , | , |
| d. {This project}'s training titled _____ held on _____ {date} ....................................... | , | , | , | , | , | , |
| e. {This project}'s training titled _____ held on _____ {date} ....................................... | , | , | , | , | , | , |

4.  Considering all of these trainings, what part or parts did you find most useful?

> PROBE: What part or parts of these trainings did you find least useful?

5.  {This project} provided individualized technical assistance to grantees in a variety of ways—through individual site visits and support, resource provision, assistance with budgets, work plans, program changes and more {customize}. Overall, how would you rate the individual technical assistance provided by {this project}? Would you say Excellent, Good, Fair or Poor? Please explain your answer.

6.  I am now going to read a list of the types of technical assistance {this project} provided to grantees over the course of the initiative {customize}. Considering your entire organization, please tell me for each if you would say the type of support was Very Useful, Useful, Somewhat Useful or Not Useful in improving your programming or meeting your initiative {customize} goals. If you did not receive any type of technical assistance, let me know that as well. (EVERY 2 OR 3 QUESTIONS, PROMPT INTERVIEWEE WITH *"was the training Very Useful, Useful, Somewhat Useful or Not Useful in improving your programming or meeting your goals.")*

| | Useful | Very useful | Somewhat useful | Not useful | Did not receive | Don't Know |
|---|---|---|---|---|---|---|
| **a. Site visits from _____ {Customize: name of TA provider}**............................. | ' | ' | ' | ' | ' | ' |
| **b. Assistance with budgets or financial matters**......................... | ' | ' | ' | ' | ' | ' |
| **c. Assistance with programmatic changes** ........................................ | ' | ' | ' | ' | ' | ' |
| **d. Providing _____ resources** ...... | ' | ' | ' | ' | ' | ' |
| **e. Providing on-line resources, books or written materials**.......... | ' | ' | ' | ' | ' | ' |
| **f. Email alerts on resources and trainings** ................................ | ' | ' | ' | ' | ' | ' |
| **g. General communication via e-mail** ............................................ | ' | ' | ' | ' | ' | ' |

7.  Looking back at all the technical assistance provided to your organization through this grant {customize}, what part or parts were most helpful to you?

    PROBE: What part or parts of the technical assistance were least helpful to you?

8.  How would you rate _____'s {customize: name or title of TA provider} availability and responsiveness to your needs, inquiries and requests? Would you say her responsiveness was Excellent, Good, Fair or Poor? Please explain your answer.

9.  What was the best part about the partnership between your program and _____ {customize: TA provider}?

10.  What about the frequency of _____'s {customize: TA provider} contacts with you. Would you say his/her contact with you was Too much, About right or Too little?

11.  How would you rate the range of expertise available through the {customize: TA provider}? Was it Excellent, Good, Fair or Poor? Please explain your answer.

{Repeat Question 12 for each TA provider.}

12.  Overall, how would you rate the specific expertise provided by _____ {customize: other TA provider organizations, e.g., CFSC}? Would you say their support was Excellent, Good, Fair or Poor? Please explain your answer.

13.  Consider all the ways in which your organizational capacities may have been strengthened as a result of training or technical support provided through the _____ grant {customize}. In what ways were your organizational capacities strengthened? Please give me some examples of what this looked like.

14. Following is a <u>list</u> of the areas in which your organization's capacity may have been strengthened as a result of _____ <mark>{customize, e.g., initiative, grant or year}</mark> training and technical support. Considering your entire organization, please tell me the <u>extent</u> to which your organization's capacity was strengthened. If your organization was already skilled in this area and the organization's capacity was not further enhanced by this support, you may answer Already Skilled. You may also answer Don't Know.

<mark>{Customize: Sample organizational capacities are listed in the below questions but should be customized to include the capacities that were intended to be strengthened.}</mark>

| | *A Lot* | *Some* | *A little bit* | *Not at all* | *Already skilled* | *Don't know* |
|---|---|---|---|---|---|---|
| a. Capacity for program evaluation ...................' | ' | ' | ' | ' | ' | ' |
| b. Capacity for program management...............' | ' | ' | ' | ' | ' | ' |
| c. Capacity for program sustainability ..............' | ' | ' | ' | ' | ' | ' |
| d. Capacity for other fund development ............' | ' | ' | ' | ' | ' | ' |
| e. Capacity for community outreach ..................' | ' | ' | ' | ' | ' | ' |
| f. Capacity for community coalition building....' | ' | ' | ' | ' | ' | ' |
| g. Capacity to integrate the initiative's objectives into future programming ............' | ' | ' | ' | ' | ' | ' |

15. Now consider all the ways in which your individual professional skills have been strengthened. In what ways were your professional skills strengthened? What are some examples of what this looked like?

16. Individually, to what extent were each of the following professional skills strengthened by the training and technical assistance provided through the _____ <mark>{customize, e.g., initiative, grant or year}</mark>. If you were already skilled in this area and your skills were not further strengthened, you may answer Already Skilled. You may also answer Don't Know.

<mark>{Customize: Sample professional skills are listed in the below questions but should be customized to include the skills that were intended to be strengthened.}</mark>

| | *A Lot* | *Some* | *A little bit* | *Not at all* | *Already skilled* | *Don't know* |
|---|---|---|---|---|---|---|
| a. Report writing ..................................................' | ' | ' | ' | ' | ' | ' |
| b. Developing goals and objectives .....................' | ' | ' | ' | ' | ' | ' |
| c. Refining goals and objectives .........................' | ' | ' | ' | ' | ' | ' |
| d. Understanding the importance of gathering and using data................................................' | ' | ' | ' | ' | ' | ' |
| e. Targeting specific populations .......................' | ' | ' | ' | ' | ' | ' |
| f. Networking with other grantees.....................' | ' | ' | ' | ' | ' | ' |

17. As part of your technical assistance, workshops were offered by _____ <mark>{customize, e.g., CFSC}</mark>. Overall, how useful were these workshops to your program work? Would you say Very Useful, Useful, Somewhat Useful, Not Useful, Did not Attend or Don't Know?

18. Do you have any recommendations that would help {this project} work better with organizations such as yours in the future?

## WRAPPING UP

19. Is there anything else you would like to tell me about your experiences with the {this project}?

## CONCLUSION

Thank you very much for your time.  Your responses are important to {this project}'s assessment of their work during this _____ {customize, e.g., initiative, grant, year}.

OPTIONAL: Sometimes, individuals we interview have additional comments they'd like to make after the end of the call.  If in the next few days, you feel there is additional information you'd like to share with me, here's my phone number if you'd like to give me a call, _____ {customize: phone number} and, again, my name is _____ {customize: name of interviewer}.

# Community Stakeholder Interview Guide Template

[TEXT IN ALL CAPS IS NOT READ ALOUD.]

## *WELCOME AND OVERVIEW*

Hello, my name is _____, and I am a consultant for _____ {customize: indicate relationship interviewer has to CFP}. Thank you for agreeing to talk with me about {this project}'s work. {This project} staff asked that you be interviewed because they consider you a vital stakeholder in the community and someone they hope can _____ {customize, e.g., provide insight and recommendations for how to better serve our community; help us better understand our impact in the community}. I anticipate our interview will last about 30 minutes {customize time}, and appreciate any information you can provide.

We are interested in hearing your honest feedback. Your answers are completely confidential and will be recorded and coded without names. The responses you give will be reported back to {this project} in group form only. Although your responses will only be reported as part of a group, it is helpful for accuracy to tape record your responses. Do you mind if I tape record our conversation?

## *MAIN QUESTIONS*

AWARENESS AND UNDERSTANDING

1.  {This project} was established to _____ {customize: describe project mission}. To start, I'd like to know what you have heard about {this project}.

    a. What do you know about {this project} and the services they provide?
    b. Do you remember how you first heard about {this project}?
    c. What do you believe are the biggest contributions made by {this project} in {this community}?

    {Repeat Questions 2 and 3 for each issue promoted by the project.}
2.  What have you heard about _____ {customize issue, e.g., the buy local campaign}?

    PROBE: Do you think _____ has become more important _____ {customize, e.g., since the coalition began 3 years ago OR over the last few years}?

COMMUNITY ACTION

3.  In what ways, if at all, has your organization changed policies, procedures or environments because of the community work on _____ {customize: issue}.

ACTIVITY/SERVICE PROVISION

4.  {This project} offers _____ {customize: indicate services or activities provided by project}. What activities do you feel are most important for {this project} to provide?

    a. What types of services do you think {this project} should add that are not currently being provided to help meet the needs of individuals in {this community}?
    b. How would you rate the overall quality of the services {this project} provides?  Would you say Excellent, Good, Fair or Poor?  Please explain your answer.

Part I. General Evaluation Tools

5. What do you see as the key challenges to providing _____ {customize: kinds of services/activities offered} services to {this community}?

   a. What barriers do you think individuals face to receiving the services they need?
   b. How can {this project} reduce these barriers?

VALUE TO THE COMMUNITY
6. How do you think {this project} has impacted {this community}?

7. If {this project} were not around, where would people go to get _____ {customize: activities/services offered} they need?

8. What would help {this project} become more sustainable to {this community}?

9. What would help {this project} become more valuable to {this community}?

OUTREACH, COMMUNICATIONS, PUBLIC RELATIONS
10. Do you think others in the community understand the services that {this project} provides?

11. What is the best way of informing the community about the _____ {customize: kinds of activities/services} provided by {this project}?

   a. How do you think individuals in our community most likely learn about these activities/services?
   b. How should {this project} target those that are not being served?
   c. What is the best way to let _____ {customize, e.g., low-income, Latino} community members in the greatest need of _____ {customize: kinds of activities/services} know these services are available?

12. What is the best way of informing individuals in your agency/business about the activities/services that {this project} provides?

13. {This project} is interested in strengthening their partnerships with individuals and organizations in the community. How do you suggest {this project} work more collaboratively and effectively?


*WRAPPING UP*
14. Is there anything else you would like to tell me about the _____ {customize: kinds of activities/services offered} needs of individuals in {this community}?

15. Do you have any further recommendations for {this project} to strengthen their services and presence in the community?

16. Would you like to receive more information about {this project} and the services they provide?

Part I. General Evaluation Tools

a. To what email or physical address should {this project} send this information?

*CONCLUSION*

Thank you very much for your time.  Your responses are very important to {this project} as they work to improve services in {this community}.

# PART II.

# Project-Level Evaluation Tools

❀ Chapter 4. Farmers' Market Tools

❀ Chapter 5. Community Garden Tools

❀ Chapter 6. Community Supported Agriculture (CSA) Tools

❀ Chapter 7. Farm to School Tools

# PART II: PROJECT-LEVEL EVALUATION TOOLS

Community food projects vary in the unique activities they provide and the ways in which they approach food security. CFPs may include community gardens, community supported agriculture programs, farm-to-cafeteria programs, farmers' markets and others. They may be youth, elder or culturally oriented and provide any number of entrepreneurial outlets. Part II of the Toolkit provides outcome measurement tools specifically designed for four kinds of community food projects:

- Farmers' Markets,
- Community & Home Gardens,
- Community Supported Agriculture Projects,
- Farm to School Projects.

Tools for these kinds of CFP activities were chosen for inclusion in the Toolkit because they appeared to be of greatest interest to CFPs (based on assessment interviews, discussions at the CFSC evaluation trainings and correspondence regarding technical assistance).

## Instructions for Adaptation and Administration of the Project-Level Tools

The evaluation tools for farmers' markets, community gardens, community supported agriculture (CSA) projects and farm to school projects provided Part II that are designed to measure the quality of community food projects and their impacts on participants. To make the best use of these tools, the following general information about tool adaptation and administration should be considered. Specific instructions for individual tools are provided on the pages preceding each tool.

Most of the questions included in these tools are more quantitative in nature with fixed-response options (except for a number of open-ended questions on each survey template).[1] A CFP may want to augment these quantitative data with more qualitative methods such as the focus group and interview templates in chapter 2, or with anecdotal information such as journals, photos, post cards from participants with drawings and/or narrative depicting what they have learned. (For more information on the use of qualitative evaluation data, see chapter 3 of the Toolkit and the *Community Food Project Evaluation Handbook*.)

### Customization

Although all of the surveys provided in Part II of the Toolkit could be administered with little change, they are intended to be used as *templates* that community food projects can adapt to fit their specific needs and populations. (For more information on designing or altering questions, see Chapter 6 in the *Community Food Project Evaluation Handbook*.) The questions provided within each tool are merely options. Staff should review each question to decide if it is important and congruent with the program's goals and interests.

Many of the surveys provided here will need to be customized, even if no other adaptations are made. For example, some of the questions included on farmers' market, community gardens, CSA and farm to school survey templates have placeholders for the specific name of the market, garden, CSA or project surrounded by brackets and highlighted in yellow or gray. Project staff should

replace {this market} or {this garden} or {this CSA} or {this project} with the name of the farmers' market, community garden, CSA or farm-to-school project to be evaluated before using the tools. With an electronic version of the tools, staff can use the search and replace function to make these changes.

Several survey templates in Part II contain a section asking respondents about their socio-demographic characteristics (such as age, highest level of education attained and annual household income). These are rather personal questions to ask of people, but are very useful data to collect. The questions not only provide managers and funders with valuable information about who is served by their program, they also allow for comparison of responses by various socio-demographic characteristics. (For example, satisfaction ratings could be compared by youth of different ages to ensure that the project is serving participants in an equitable manner.) In addition, such ratings may be compared by annual household income to ensure if low-income participants are being served well, thus meeting some funders' requirements.

Depending on the population served, a project may need to translate tools into other languages for administration to a diverse audience. (See Chapter 6 of the *Community Food Project Evaluation Handbook* for more information on developing culturally responsive evaluation tools.)

On the survey templates, response scale options span from positive to negative (e.g., Excellent, Good, Fair, Poor). Evaluators prefer this sequencing when surveying youth, less-educated populations or for individuals that speak English as a second language. However, adult surveys are most often designed with the negative scale options preceding the positive options in order to decrease the impact of "social desirability," that is, respondents may be less likely to give negative evaluations. CFP staff should feel free to reverse the order of the scales to a negative to positive sequence if they so desire.

Programs should always pilot-test tools on a few participants before full implementation. Although the surveys in the Toolkit have been pilot-tested with some CFPs, each participant population is unique. (See Chapter 6 of the *Community Food Project Evaluation Handbook* for more information on pilot-testing evaluation tools.)

### Selecting a Survey Administration Mode

Most survey templates in the Toolkit were designed to be self-administered and hand-distributed. As possible within a program's structure, staff or volunteers should hand out the surveys, and ask participants to complete and return them before leaving. For younger groups or participants of lower literacy levels, the surveys can be group-administered, whereby a staff member reads the questions aloud and participants write down their answers independently. (See Chapter 5 of the *Community Food Project Evaluation Handbook* for more information on how to select an appropriate survey administration mode.)

### Selecting Survey Participants

Every person working with, participating in or served by a community food project may be eligible to be a survey respondent, although new participants or persons with very little involvement or participation may not be good choices for a survey.

If possible, all eligible participants should be asked to complete the survey.  If resources permit, it is easier to survey all participants to avoid designing special data collection methods that survey only a representative sample of participants.   Plus, with data collected from many participants, a program will have greater strength to examine the impact of services on subgroups (e.g., various age groups, non-English speakers versus English speakers, etc.).

A program will need to decide if incentives will be offered as part of the survey administration process.  (See Chapter 7 of the *Community Food Project Evaluation Handbook* for more information on the use of incentives to increase participation in evaluation.) Appendix IIIof the Toolkit provides instructions for developing a sampling scheme for those programs unable to survey all participants.[2]

# Chapter 4.
# Farmers' Market Tools

❀    Farmers' Market Data Collection Worksheet

❀    Farmers' Market Customer Survey Template

❀    Farmers' Market Customer Survey Refusal Tracking Form

❀    Farmers' Market Merchant Survey Template

❀    Farmers' Market Merchant Survey Refusal Tracking Form

❀    Farmers' Market Cooking/Demonstration Survey Template

❀    Farmers' Market Overview Tracking Form for
     Attendance/Participation

❀    Farmers' Market Overview Tracking Form for
     Stands/Operators/Merchants

# Chapter 4.  Farmers' Market Tools

This chapter provides a set of tools that may be used to assemble information on the activities and accomplishments of a farmers' market.  The tools are designed for the independent farmer as well as a collaborative farmers' market. For consistency, the term "farmers' market" is used to represent both independent and collaborative markets.

The tools in this chapter offer a variety of ways to measure the impact of farmers' markets by asking questions of customers, merchants and cooking or demonstration attendants.  Tracking forms are also provided to present an overview of the market in terms of attendance, merchants, variety of stands and other market characteristics.  The Farmers' Market tools provided in this chapter are:

*Farmers' Market Data Collection Worksheet:*  a summary description of the data to collect and how it will be obtained through the Farmers' Market surveys and tracking forms

*Farmers' Market Customer Survey Template*:  to collect customer opinions and behaviors, and their socio-demographic characteristics

*Farmers' Market Customer Survey Refusal Tracking Form:*  to help track information on those who do not participate in the Customer Survey administration

*Farmers' Market Merchant Survey Template*:  to collect merchant sales and behaviors, and their socio-demographic characteristics

*Farmers' Market Merchant Survey Refusal Tracking Form:*  to help track information on those who do not participate in the Merchant Survey administration

*Farmers' Market Cooking/Demonstration Survey Template:*  to collect information from customers attending cooking classes or demonstrations

*Farmers' Market Overview Tracking Forms:*  to provide an "overview" of the market; to track the number of merchants and customers along with other characteristics about the market

It may be helpful to briefly review these farmers' market tools before reading the information about adapting and administering the tools that precedes each tool.

## Farmers' Market Data Collection Worksheet

The Farmers' Market Data Collection Worksheet has been included as an aid to CFPs that are in the evaluation planning stages of their farmers' market.  It outlines the types of information that can be collected using the Toolkit, and from what Farmers' Market surveys and tracking forms the information would be obtained.  It can be used as a checklist to help a program determine what tools in Chapter 4 should be used.

All the Farmers' Market tools are designed to be brief, placing little burden on merchants and customers. Because the goals and activities of community food projects are unique, these tools are not intended to provide all of the evaluation tools a farmers' market may need to demonstrate success. Instead, it provides tools that measure information common to many Farmers' Markets. CFP staff may review the tools to decide which questions suit their projects and which do not. In addition, staff will most likely add questions that address specific needs of their projects.

# Farmers' Market Data Collection Worksheet
## *(a menu of options)*

Market staff may use this worksheet to determine what farmers' market data will be collected.

| *Name of Market:* _____ | *Time Period:* _____ |
|---|---|

This worksheet can be used to help determine what outputs and outcomes staff may want to track about a project using the Toolkit. The first column lists the information to collect, and the third specifies which document from the Toolkit would be used to collect that piece of information along with the section of that document for reference.

| Market Information | To Be Collected? | Toolkit Document Used to Collect Data |
|---|---|---|
| Total hours of operation----------------------------- | ☐ | Farmers' Market Overview Tracking Form for Other Characteristics |
| Number of merchants/stands--------------------- | ☐ | Farmers' Market Overview Tracking Form for Stands/Operators/Merchants |
| Number of stands------------------------------------- (Individual and/or combined) | ☐ | Farmers' Market Overview Tracking Form for Stands/Operators/Merchants |
| Fruit and vegetables--------------------------------- Traditional/ethnic-------------------------------------- Meat, fish and poultry------------------------------- Organic foods-------------------------------------------- Value-added products (jams, salsas, etc.)--- Crafts-------------------------------------------------------- Other to add-------------------------------------------- | ☐ ☐ ☐ ☐ ☐ ☐ ☐ | |
| Cost per stand or per type/size of stand----- | ☐ | Farmers' Market Overview Tracking Form for Market Characteristics |
| Estimated gross sales------------------------------- | ☐ | Farmers' Market Overview Tracking Form for Market Characteristics |
| Estimated sales from food stamps------------- | ☐ | Farmers' Market Overview Tracking Form for Market Characteristics |
| Estimated number of customers----------------- | ☐ | Farmers' Market Overview Tracking Form for Attendance/Participation |
| *Socio-demographic characteristics of merchants\*:* Distance traveled to market ---------------------- Acres farmed-------------------------------------------- Employment status------------------------------------ Race/ethnicity------------------------------------------- Age---------------------------------------------------------- Education-------------------------------------------------- Sex---------------------------------------------------------- | ☐ ☐ ☐ ☐ ☐ ☐ ☐ | Farmers' Market Merchant Survey Template, Questions #4, #16 – #24 |

| | | |
|---|---|---|
| Household income---------------------------------------- | ☐ | |
| Zip code------------------------------------------------- | ☐ | |
| *Changes in lives of merchants:* | | Farmers' Market Merchant Survey Template, Question #10 |
| Development of new products-------------------- | ☐ | |
| Increased farming skills------------------------------ | ☐ | |
| Increased knowledge of organic farming---- | ☐ | |
| Increased business skills---------------------------- | ☐ | |
| Increased income from farming------------------ | ☐ | |
| Helped farm stay in business--------------------- | ☐ | |
| Increased customer base-------------------------- | ☐ | |
| Increased household food security ----------- | ☐ | |
| Other to add--------------------------------------------- | ☐ | |
| Other to add--------------------------------------------- | ☐ | |
| *Merchants' opinion of the market:* | | Farmers' Market Merchant Survey Template, Question #5, #6 |
| Location--------------------------------------------------- | ☐ | |
| Hours of operation------------------------------------ | ☐ | |
| Advertising----------------------------------------------- | ☐ | |
| Management---------------------------------------------- | ☐ | |
| Expense of operating a stand--------------------- | ☐ | |
| Ease of getting products to market------------ | ☐ | |
| Overall quality of markets sold at market--- | ☐ | |
| Other to add--------------------------------------------- | ☐ | |
| Other to add--------------------------------------------- | ☐ | |
| Overall experience of selling at market------ | ☐ | |
| *Socio-demographics of customers\*:* | | Farmers' Market Customer Survey Template, Questions #3, #4, #12, #18 – 25 |
| Distance traveled to market----------------------- | ☐ | |
| Mode of travel to market--------------------------- | ☐ | |
| Use of food assistance programs to purchase food at the market---------------------- | ☐ | |
| Age---------------------------------------------------------- | ☐ | |
| Education-------------------------------------------------- | ☐ | |
| Race/ethnicity------------------------------------------ | ☐ | |
| Sex---------------------------------------------------------- | ☐ | |
| Household size/composition---------------------- | ☐ | |
| Household income-------------------------------------- | ☐ | |
| Home zip code ------------------------------------------ | ☐ | |
| *Market behaviors of customers:* | | Farmers' Market Customer Survey Template, Questions #1, #2, #6, #11 |
| Amount and frequency of visits to market--- | ☐ | |
| Reasons for visit--------------------------------------- | ☐ | |
| Items purchased/purchasing---------------------- | ☐ | |
| Amount $ spent per visit---------------------------- | ☐ | |
| Size of party visiting market---------------------- | ☐ | |
| *Customers' opinion of market:* | | Farmers' Market Customer Survey Template, Questions #7, #8 |
| Convenience--------------------------------------------- | ☐ | |
| Availability of parking-------------------------------- | ☐ | |
| Hours of operation------------------------------------ | ☐ | |
| Cleanliness----------------------------------------------- | ☐ | |
| Safety------------------------------------------------------- | ☐ | |
| Social atmosphere------------------------------------ | ☐ | |

Part II. Project-Level Evaluation Tools

| | | |
|---|---|---|
| Quality of products------------------------------------- | ☐ | |
| Variety of products------------------------------------- | ☐ | |
| Cost of products---------------------------------------- | ☐ | |
| Value of products--------------------------------------- | ☐ | |
| Availability of culturally appropriate foods--- | ☐ | |
| Availability of familiar foods----------------------- | ☐ | |
| Availability of new foods------------------------- | ☐ | |
| Other to add: -------------------------------------- | ☐ | |
| Other to add:------------------------------------------- | ☐ | |
| *Changes in Customer Lives:* | | Farmers' Market Customer Survey |
| Eating more fruits and vegetables-------------- | ☐ | Template, |
| Eating more organic foods------------------------- | ☐ | Questions #15, #16 |
| Eating fresher foods------------------------------- | ☐ | |
| Eating less fast food------------------------------- | ☐ | |
| Eating more traditional/cultural foods------- | ☐ | |
| Eating new kinds of food------------------------- | ☐ | |
| Spending less money on food-------------------- | ☐ | |
| Increased ability to provide food for family- | ☐ | |
| Increased connection to food source--------- | ☐ | |
| Increased physical activity------------------------ | ☐ | |
| Other to add: ---------------------------------------- | ☐ | |
| Other to add: ---------------------------------------- | ☐ | |
| *Cooking Classes or Demonstrations:* | | Farmers' Market |
| Likelihood of preparing featured foods------- | ☐ | Cooking/Demonstration Survey |
| Likelihood of eating more fruits and vegetables as a result of attending demonstration----------------------------------- | ☐ | Template |
| Participation in food assistance programs-- | ☐ | |
| Home zip code of participants-------------------- | ☐ | |

* Some socio-demographic questions such as age, race/ethnicity and household income may be sensitive information for the survey respondent to reveal.  Keep in mind that these questions are optional as are all other questions on this worksheet. Consider pros and cons to using such sensitive questions and determine whether you need this information for a funder or other source.  If you will not benefit from this information, consider leaving out such questions.

Part II. Project-Level Evaluation Tools

## Customer Evaluation of Farmers' Markets

The primary audience of a farmers' market is its customers. Therefore it is of great value to collect and learn from customer opinions and behaviors, and their socio-demographic characteristics. This information may help managers guide their future market planning—providing information on the types of foods customers prefer, their perceived accessibility to the market and the changes they have experienced because of their market encounters, such as providing healthy foods for their family.

## Adaptation and Administration

The Farmers' Market Customer Survey template requires the following adaptation. Please also refer to the general instructions on adapting and administering evaluation surveys presented at the beginning of Part II.

Extensive modification may be desired on the Farmers' Market Customer Survey template. Questions #2, #5 and #8 may be adjusted to match the characteristics of a particular market.

- Question #2 asks about the primary purpose of an individual's trip to the market.

- Question #5 asks how the respondent heard about the market.

- Question #8 asks how likely or unlikely the respondent would be to buy certain products if they were offered at the market.

In addition, questions #6, #7 and #14 may be modified or have additional items added to measure outcomes important to a particular market.

- Question #6 asks the respondent to rate how he/she feels about certain aspects of the market such as convenience and safety.

- Question #7 asks the respondent to rate aspects of the products sold (e.g., quality and variety).

- Question #14 asks about some changes that the respondent may have experienced because of their market shopping (e.g., eating more organic foods).

Some question sets may be eliminated altogether if they are meant to measure an outcome that a market manager is not trying to effect. For example, question #14 measures changes in nutrition/diet and changes in behavior and attitude, and question #15 measures household food security. If the project is not working toward these goals it may be desirable to eliminate these questions altogether, or some of the items from question #14.

*Selecting the Survey Administration Mode and Survey Participants*

There are several ways the Farmers' Market Customer Survey can be administered. It has been designed as a self-administered hand-distributed survey, so that it can be handed to patrons of the market for them to complete during their visit. An area can be set up at the market where the surveying takes place for those invited to complete the survey to sit in the shade and fill it out. A box in which completed surveys can be deposited should be provided.

The survey can also be interviewer-administered, meaning the staff member or volunteer distributing the surveys reads the questions aloud to the respondent and records the answers on the form. This may be the most appropriate method for younger respondents, respondents whose principle language is not English, or respondents of lower literacy levels. The response rate will likely be somewhat higher with this method, but the total number of completed surveys will be lower, as each survey will take several minutes to read aloud and record the answers. Answers may not be as candid for some questions, as those being interviewed may be reluctant to give negative ratings when having to answer questions in person.

The interviewer should have plenty of surveys on hand; a number of clipboards or tables where those selected to receive the survey can complete it, pens or pencils for those completing the surveys, and a ballot-style box where completed surveys can be placed. He or she should also have a Farmers' Market Refusal Tracking Form (see below for more about "Keeping Track of Those Who Don't Participate in Your Survey").

A sample of customers will need to be selected for participation in the survey. For both interviewer-administered and self-administered methods, the interviewer should use a systematic sampling system to select visitors for the survey. A systematic sample can be selected by asking every Nth (e.g., 4th, 6th, etc.) person to complete a paper survey. If the person refuses, the interviewer counts again, selecting the nth person to complete the survey. At lower visitation times, every person might be asked to participate.

Oregon State University Extension Service has developed a methodology they call "dot surveys" for surveying farmers' market customers. This method allows only a few fixed-response option questions (up to four) to be asked on any particular day, but may be a way to get more respondents to participate. Boards or flip charts are set up in the market with these questions and boxes for each response. Respondents use stickers ("dots") to indicate their answer. For more information about this methodology, please see the report "Tools for Rapid Market Assessments" by Larry Lev, Linda Brewer and Garry Stephenson, Oregon Small Farms Technical Report Number 6, revised March 2003. [3]

*Keeping Track of Those Who Don't Participate in Your Survey*

A Farmers' Market Customer Survey Refusal Tracking Form is provided to help track information on those who do not participate in the Farmers' Market Customer Survey administration. This form is located on page 97.

This form should be maintained during the shift of the person conducting the Farmers' Market Customer Survey. If a person approached to be interviewed or given a survey refuses to participate, the number of people in the party should be recorded, along with a reason for the refusal. (A list of codes is provided; programs may wish to add to this list.) At the end of the shift the total number of refusals can be tallied and entered at the top of the form.

### Deciding When to Survey

Depending on the stability of the types of operators in a market, and the stability of attendance counts, farmers' market staff may choose to implement the Farmers' Market Customer Survey more or less frequently. If there are few changes throughout the season or year, each may only need to be done on an annual basis. If there are seasonal changes, a CFP may wish to collect this information quarterly or monthly. If the changes vary on the time of the season, a CFP might want to perform the survey three times: "early season," "height of the season" and "late season." It is not necessary to administer a Farmers' Market Customer Survey and Farmers' Market Merchant Survey at the same time. The data for each need only be collected as often as necessary to provide an accurate picture of the market.

Be sure enough hours of interviewing/surveying are scheduled to ensure that the responses of the customers who do participate in the survey are representative of all the customers. If there are multiple entrances or multiple days of the week that the market is in operation, be sure all times are covered.

More information about scheduling the interviewing process is included Farmers' Market Overview Tracking Forms section of this chapter (beginning on page 115), as it is often an efficient use of resources to combine attendance tracking with surveys of customers.

# Farmers' Market Customer Survey Template

**Interviewer ID:** _____

## *{Farmers' Market} Customer Survey*

{You may want to customize the title of this survey with the name of your market.}

1. **How often do you visit {this market}? {Ranges will change based on market times}**
   - ☐ This is my first time
   - ☐ Less than once a month
   - ☐ Once a month
   - ☐ 2 times a month
   - ☐ 3 times a month
   - ☐ Once a week or more

2. **What is the primary purpose of your trip to {this market} today? (Please check all that apply.)**
   - ☐ Purchase fruits and vegetables
   - ☐ Purchase meat, poultry or fish
   - ☐ Purchase cheese, dairy items
   - ☐ Purchase baked goods
   - ☐ Eat a meal
   - ☐ Hang out
   - ☐ Visit with friends
   - ☐ Other:

   _____
   _____
   _____

3. **About how far do you live from {this market}?**

   _____blocks  OR    _____miles

4. **How did you get to {this market} today? Did you travel by…**
   - ☐ Car
   - ☐ Bus/Transit
   - ☐ Walking → about _____ blocks
   - ☐ Bicycle
   - ☐ Other: _____

5. **How did you hear about {this market}? (Please check all that apply.)**
   - ☐ Saw it while driving or walking by
   - ☐ From friends or family (word of mouth)
   - ☐ Signs
   - ☐ An advertisement→
     Where did you see the advertisement?
     _____
   - ☐ Other:
     _____

6. **With how many others were you shopping at {this market} today?**

   **(Please indicate a "0" if you were shopping by yourself.)**

   _____ other adults _____ other children

7. **How do you feel about each of the following aspects of {this market}?**

| | *Excellent* | *Good* | *Fair* | *Poor* | *Don't know* |
|---|---|---|---|---|---|
| a. Convenience of the location of {this market}.......... | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Availability of parking spaces................................. | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Hours of operation ................................................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Cleanliness............................................................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. Safety ....................................................................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. Social atmosphere ................................................... | ☐ | ☐ | ☐ | ☐ | ☐ |

OVER *{if double-sided}*

8. How would you rate the following aspects of products sold at {this market}?

| | Excellent | Good | Fair | Poor | Don't know |
|---|:---:|:---:|:---:|:---:|:---:|
| a. Quality of products for sale | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Variety of products for sale | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Cost of products for sale | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Value for the cost of products for sale | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. Availability of foods important to your family/culture/tradition | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. Availability of foods that are familiar to you and that you like to eat and cook | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. Availability of foods that are new to you that you would like to try | ☐ | ☐ | ☐ | ☐ | ☐ |

9. There are additional types of products that might be sold at {this market}. How likely or unlikely would you be to buy the following products if they were offered here? {customize: items will vary based on current stock}

| | Very likely | Somewhat likely | Somewhat unlikely | Very unlikely |
|---|:---:|:---:|:---:|:---:|
| a. Meat, poultry and fish | ☐ | ☐ | ☐ | ☐ |
| b. Jams and jellies | ☐ | ☐ | ☐ | ☐ |
| c. Baked goods such as cookies, breads or pies | ☐ | ☐ | ☐ | ☐ |
| d. Crafts such as soap, jewelry, local art | ☐ | ☐ | ☐ | ☐ |

10. Are there other products you would like to see sold here at {this market}?
   - ☐ No, I can't think of anything else
   - ☐ Yes → What are they? _____

11. How much did/do you expect to spend today at {this market}?
   - ☐ $0
   - ☐ Less than $1
   - ☐ $1 to $3
   - ☐ $4 to $5
   - ☐ $6 to $10
   - ☐ $11 to $15
   - ☐ $15 to $20
   - ☐ $21 to $30
   - ☐ $31 to $40
   - ☐ $41 to $50
   - ☐ more than $50

12. Will you use WIC or senior vouchers to pay for any products today?
   - ☐ Yes
   - ☐ No

13. What do you like best about {this market}? _____
   _____

14. What do you like least about {this market}? _____
   _____

15. **The following list contains some changes you may or may not have experienced because you shop at {this market}.  Please indicate how much you agree or disagree with following statements.**

*Because I visit {this market}, I now…*

|  | Strongly agree | Agree | Strongly disagree | Disagree | Don't know |
|---|---|---|---|---|---|
| a. I eat more fruits and vegetables................................ | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. I eat more organic food .............................................. | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. I eat food that is fresher (less packaged food) ........ | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. I eat less fast food...................................................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. I eat more foods that are traditional for my culture/ family background............................. | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. I eat new kinds of food ............................................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. I spend less money on food........................................ | ☐ | ☐ | ☐ | ☐ | ☐ |
| h. I am better able to provide food for my family and myself ................................................. | ☐ | ☐ | ☐ | ☐ | ☐ |
| i. I feel better about where my food comes from........ | ☐ | ☐ | ☐ | ☐ | ☐ |
| j. I am more physically active ................................. .... | ☐ | ☐ | ☐ | ☐ | ☐ |

16. **The following are statements people have made about the food in their household.  Please tell me how often this statement has been true for your household in the past 30 days.**

|  | Always | Often | Sometimes | Never | Don't know |
|---|---|---|---|---|---|
| a. We were not able to afford more food to eat............................................................. | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. We were not able to afford more of the kinds of food we wanted to eat .......................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. We were not able to afford to eat healthier meals.............................................. | ☐ | ☐ | ☐ | ☐ | ☐ |

17. **In what ways, if any, do you think your life is different because of {this market}?**

_____

OVER *{if double-sided}*

18. **What is your age?**
    - ☐ Under 18 → go to question 20
    - ☐ 18 – 24
    - ☐ 25 – 34
    - ☐ 35 – 44
    - ☐ 45 – 54
    - ☐ 55 – 64
    - ☐ 65 or older

19. **What is the highest level of formal education you have completed? (For those over 18)**
    - ☐ Less than 12 years
    - ☐ High school graduate/ GED
    - ☐ Some college
    - ☐ College graduate
    - ☐ Advanced degree

20. **What best describes your race/ ethnicity? (Please check all that apply.)**
    - ☐ American Indian, Eskimo or Aleut
    - ☐ Black or African American
    - ☐ Hispanic or Latino
    - ☐ Asian or Pacific Islander
    - ☐ White or Caucasian
    - ☐ Bi-racial/Multi-racial
    - ☐ Other _____

21. **What is your gender?**
    - ☐ Male
    - ☐ Female

22. **How many total people live in your household (please include yourself)**
    _____ people

23. **How many persons under the age of 18 live in your household?**
    _____ children under 18

24. **What is the total annual income for your household, before taxes?**
    - ☐ Under $9,000
    - ☐ $9,000 - $14,999
    - ☐ $15,000 - $21,999
    - ☐ $22,000 - $27,999
    - ☐ $28,000 - $35,999
    - ☐ $36,000 - $49,999
    - ☐ $50,000 or more
    - ☐ DON'T KNOW

25. **What is your home zip code?**
    _____

26. **Do you have any additional comments regarding {this market}?**

*Thank you!*

# Farmers' Market Customer Survey Refusal Tracking Form

*Name of Market:* _____
*Date:* _____*Time Start:* _____
*Location in market:* _____*Time End:* _____
*Weather:* _____
*Total number of surveys distributed* _____
*Total number of surveys returned* _____
*Response rate (number of surveys returned ÷ number of surveys distributed)* _____

**Refusal Codes:**

1=too busy

2=not interested

3=already been surveyed

4=doesn't speak language of interviewer

5=other

| Number in Party | Reason for Refusal | | Number in Party | Reason for Refusal | | Number in Party | Reason for Refusal |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
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## Merchants Evaluation of Farmers' Markets

Farmers' markets represent any place where provisions (primarily grown or produced by local farmers) are sold to local customers. It is often the quality of the relationship between the farmer (in this setting, merchant) and the market that determines the success of the market itself.

Therefore it is of great value to collect and learn from merchants' opinions and experiences along with their socio-demographic characteristics. This information may help managers guide their future market planning—providing information on the merchants' experiences selling their products, their perceived accessibility to the market and changes they have made because of their participation with the market, such as developing new products, building more sustainable farms, etc.

## Adaptation and Administration

The Farmers' Market Merchant Survey template requires the following adaptation. Please also refer to the general instructions on adapting and administering evaluation surveys presented in the early pages of Part II.

Most CFPs will need to modify questions #2 and #3 on the Farmers' Market Merchant's Survey template that ask how often a stand is in operation and what types of products are being sold. (Do all of the product types listed in question #3 above apply to your market? Are there other types of products that should be added?) In addition, question #18 asks part time workers to estimate the number of hours spent farming and selling products. If applicable, farming and selling can be separated into two questions.

If a farmer, merchant or vendor sells products at multiple markets operated by one organization, it may be necessary to customize a separate survey for each market.

### *Selecting the Survey Administration Mode and Survey Participants*

The Farmers' Market Merchant Survey template was designed to be a self-administered and hand-distributed. Program staff or volunteers should hand out the surveys and ask survey respondents to complete and return them before moving on. For younger respondents, respondents whose principle language is not English, or respondents of lower literacy levels, the surveys may be interviewer-administered; meaning the staff member or volunteer distributing the surveys reads the questions aloud to the respondent and records the answers on the form. This type of survey administration is more prone to "social desirability bias;" that is, respondents may be less likely to give negative evaluations. Merchant staff, rather than the primary merchant or farmer, may operate some stands. In this case programs may want to send the surveys by mail to the primary merchant or farmer. If only a few merchants are not present to complete surveys in person, a program may need to mail all Farmers' Market Merchant Surveys in order to maintain confidentiality of the respondents.

A variation of the interviewer-administration method is a group-administered method where a staff member reads the questions aloud and respondents answer the questions independently. This could work for the Farmers' Market Merchant Survey at a meeting of merchants (if applicable). See Chapter 5 of the *Community Food Project Evaluation Handbook* for more information on how to select an appropriate survey administration mode.

There are several ways in which the survey can be implemented, three of which are mentioned here:

1) On the day of the survey, hand-deliver the surveys to each merchant (or selected merchants) early in the day and ask them to complete the survey before the end of the day. Then, go back around near the end of the day with a box in which merchants can deposit the surveys. A couple rounds may be necessary to give merchants time to complete the survey.

2) Deliver the surveys to merchants with a postage-paid envelope in which they can mail their completed survey.

3) Mail the survey to the selected merchants with a postage-paid envelope in which they can return their completed surveys.

### Keeping Track of Those Who Don't Participate in Your Survey

A Farmers' Market Merchant Survey Refusal Tracking Form is provided to help track information on those who do not participate in the Farmers' Market Merchant Survey administration. This form is located on page 105.

The Farmers' Market Merchant Survey Refusal Tracking Form can be used for hand-distributed surveys. At the top of the form the person distributing the surveys should note the total number of merchants to be surveyed. Once he or she has made the rounds, then the total number of surveys actually distributed should be filled in. If merchants refuse as the surveys are distributed, these refusals should be noted. If confidentiality is an issue, the name of the merchant or stand does not need to be filled in, but it would be useful to note the type of merchant, and a reason for refusal or non-participation. This information can then be used to determine if those who refused to participate are different in some way from those who did participate, e.g., were those selling crafts more likely to refuse than those selling produce. For smaller markets, the type of goods sold may be less important.

When the surveys are collected, the person picking up the surveys should bring along the refusal tracking form, and again note when surveys were not returned. At the end of the data collection, the total number of surveys received can be filled in at the top of the form. To ensure candid responses, the person collecting the surveys should carry a ballot-style box for returns. Sealed envelopes may also help farmers feel their responses are given anonymously.

### Deciding When to Survey

Depending on the stability of the types and number of operators in its market, and the stability of attendance counts, a CFP may choose to implement the Farmers' Market Merchant Survey more or less frequently. If there are few changes throughout the season or year, each may only

need to be done on an annual basis.  If there are seasonal changes, a CFP may wish to collect this information quarterly or monthly.  If the changes vary on the time of the season, a CFP might want to perform the survey three times: "early season," "height of the season" and "late season."  It is not necessary to administer a Farmers' Market Customer Survey and Farmers' Market Merchant Survey at the same time.  The data for each need only be collected as often as necessary to provide an accurate picture of the market.

# Farmers' Market Merchant Survey Template

## {Farmers' Market} Merchant Survey

{You may want to customize the title of this survey with the name of your market.}

*This survey is being used to get your opinions on {this market} so we can improve it for you and other merchants.  We are interested in your honest answers.  Please do not put your name on this survey.  Your answers are completely private.*

1. **How long have you been selling at {this market}?**

   _____ weeks   OR   _____ months OR   _____ years

2. **How often do you operate a stand at {this market}?  {Modify as appropriate.}**

   ☐ Twice a week        ☐   Two times a month   ☐   Once a month
   ☐ Once a week         ☐   Three times a month  ☐   Less than once a month

3. **Please check the types of products you are selling today.  (Please check all that apply.)**

   ☐ Fruits and vegetables          ☐ Value-added products (like jams, salsas, etc.)
   ☐ Traditional/ethnic foods       ☐ Crafts
   ☐ Meat, fish and poultry         ☐ Other: _____
   ☐ Organic foods

4. **About how far did you travel to get your goods to market today?**

   _____ miles (one-way)

5. **Please rate each of the following aspects of selling products at {this market}.**

|  | *Excellent* | *Good* | *Fair* | *Poor* | *Don't know* |
|---|---|---|---|---|---|
| a. Location of {this market} for attracting customers .. | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Hours of operation of {this market} ........................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Advertising for {this market} ..................................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Management of {this market} ..................................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. Expense of operating a stand at {this market} .......... | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. Ease of getting your products to your stand .............. | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. Overall quality of products sold at {this market} ..... | ☐ | ☐ | ☐ | ☐ | ☐ |

6. **How would you rate your overall experiences selling at {this market}?**

   ☐ Excellent     ☐ Good     ☐ Fair     ☐ Poor

OVER*{if double-sided}*

7. What do you like best about selling at {this market}?

_____

8. What do you like least about selling at {this market}?

_____

9. Some people's lives change because they participate in {this market}. Others do not. In what ways do you think your life is different because of {this market}?

_____

_____

10. The following list contains some changes you may or may not have experienced because of participating in this market. Please indicate how much you agree or disagree with each of the following statements as a result of operating a stand here.

*Because I operate a stand at {this market} …*

| | *Strongly agree* | *Agree* | *Disagree* | *Strongly disagree* | *Don't know* | *Not applicable* |
|---|---|---|---|---|---|---|
| a. I have developed new products | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. I have learned new farming skills | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. I have learned more about organic farming | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. I have learned more about running a small business | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. I have earned more income from farming | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. I feel better about my future in farming | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. I have developed a larger customer base | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| h. I am more able to provide food for my family and myself | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

11. To what extent has {this market} helped you make a living at farming/ agriculture?

| | *A big difference* | *A moderate difference* | *A small difference* | *No difference* | *Don't know* |
|---|---|---|---|---|---|
| Does it make | ☐ | ☐ | ☐ | ☐ | ☐ |

12. About how much gross income did you make today at {this market}?

☐ less than $100     ☐ $400-$499
☐ $100-$199          ☐ $500-$749
☐ $200-$299          ☐ $750 or more
☐ $300-$399          ☐ Don't Know

13. **About how much gross income do you make on a typical day at {this market} during the height of the season?**

☐ less than $100     ☐ $400-$499
☐ $100-$199         ☐ $500-$749
☐ $200-$299         ☐ $750 or more
☐ $300-$399         ☐ Don't Know

14. **Are you able to accept WIC or senior vouchers?**

☐ Yes   ☐ No

15. **Are there other types of direct marketing assistance that {this market} could provide to you and other merchants?**

_____

*These last questions are about you and your family. The information will be used to help categorize your answers by these demographic descriptors.*

If the stand you operate at {this market} does not sell food you farm or help to produce, please skip to question #19.

16. **How many acres do you farm?**

☐ 3 acres or less
☐ 4 to 6 acres
☐ 7 to 9 acres
☐ 10 acres or more
☐ Don't know

17. **During the growing season, are you employed full-time or part-time as a farmer/food producer?**

☐ Self-employed, full time
☐ Employed by someone else, full time
☐ Self-employed, part time
☐ Employed by someone else, part time

18. **If you are employed part-time as a farmer/food producer, about how many hours per week (during the growing season) do you farm and sell produce?**

_____ hours

OVER {if double-sided}

19. **What best describes your race/ ethnicity? (Please check all that apply.)**

☐ American Indian, Eskimo or Aleut
☐ Black or African American
☐ Hispanic or Latino
☐ Asian or Pacific Islander
☐ White or Caucasian
☐ Other _____

20. **What is your age?**

☐ Under 18 → go to question 22
☐ 18 – 24
☐ 25 – 34
☐ 35 – 44
☐ 45 – 54
☐ 55 – 64
☐ 65 or older

21. **What is the highest level of formal education you have completed?**

☐ Less than 12 years
☐ High school graduate/ GED
☐ Some college
☐ College graduate
☐ Advanced degree

22. **Are you…**

☐ Male
☐ Female

**23. What is the total annual income for your household, before taxes?**

☐ Under $9,000
☐ $9,000 - $14,999
☐ $15,000 - $21,999
☐ $22,000 - $27,999
☐ $28,000 - $35,999
☐ $36,000 - $49,999
☐ $50,000 or more
☐ DON'T KNOW

**24. What is your home zip code?**

_____

**25. Do you have any additional comments regarding {this market}?**

_____
_____

## *Thank you!*

# Farmers' Market Merchant Survey Refusal Tracking Form

| Merchant | Type of Merchant | Reason for Refusal/Non-Participation |
|---|---|---|
| | □ Fruits and vegetables<br>□ Traditional/ethnic foods<br>□ Meat, fish and poultry<br>□ Organic foods<br>□ Value-added products (jams, salsas, etc.)<br>□ Crafts<br>□ Other | □ Too busy<br>□ Not interested<br>□ Doesn't speak/read language of interviewer/survey<br>□ Not present day of surveying<br>□ Other |
| | □ Fruits and vegetables<br>□ Traditional/ethnic foods<br>□ Meat, fish and poultry<br>□ Organic foods<br>□ Value-added products (jams, salsas, etc.)<br>□ Crafts<br>□ Other | □ Too busy<br>□ Not interested<br>□ Doesn't speak/read language of interviewer/survey<br>□ Not present day of surveying<br>□ Other |
| | □ Fruits and vegetables<br>□ Traditional/ethnic foods<br>□ Meat, fish and poultry<br>□ Organic foods<br>□ Value-added products (jams, salsas, etc.)<br>□ Crafts<br>□ Other | □ Too busy<br>□ Not interested<br>□ Doesn't speak/read language of interviewer/survey<br>□ Not present day of surveying<br>□ Other |
| | □ Fruits and vegetables<br>□ Traditional/ethnic foods<br>□ Meat, fish and poultry<br>□ Organic foods<br>□ Value-added products (jams, salsas, etc.)<br>□ Crafts<br>□ Other | □ Too busy<br>□ Not interested<br>□ Doesn't speak/read language of interviewer/survey<br>□ Not present day of surveying<br>□ Other |
| | □ Fruits and vegetables<br>□ Traditional/ethnic foods<br>□ Meat, fish and poultry<br>□ Organic foods<br>□ Value-added products (jams, salsas, etc.)<br>□ Crafts<br>□ Other | □ Too busy<br>□ Not interested<br>□ Doesn't speak/read language of interviewer/survey<br>□ Not present day of surveying<br>□ Other |
| | □ Fruits and vegetables<br>□ Traditional/ethnic foods<br>□ Meat, fish and poultry<br>□ Organic foods<br>□ Value-added products (jams, salsas, etc.) | □ Too busy<br>□ Not interested<br>□ Doesn't speak/read language of interviewer/survey<br>□ Not present day of surveying |

Part II. Project-Level Evaluation Tools

| | | |
|---|---|---|
| | ☐ Crafts<br>☐ Other | ☐ Other |
| | ☐ Fruits and vegetables<br>☐ Traditional/ethnic foods<br>☐ Meat, fish and poultry<br>☐ Organic foods<br>☐ Value-added products (jams, salsas, etc.)<br>☐ Crafts<br>☐ Other | ☐ Too busy<br>☐ Not interested<br>☐ Doesn't speak/read language of interviewer/survey<br>☐ Not present day of surveying<br>☐ Other |
| | ☐ Fruits and vegetables<br>☐ Traditional/ethnic foods<br>☐ Meat, fish and poultry<br>☐ Organic foods<br>☐ Value-added products (jams, salsas, etc.)<br>☐ Crafts<br>☐ Other | ☐ Too busy<br>☐ Not interested<br>☐ Doesn't speak/read language of interviewer/survey<br>☐ Not present day of surveying<br>☐ Other |
| | ☐ Fruits and vegetables<br>☐ Traditional/ethnic foods<br>☐ Meat, fish and poultry<br>☐ Organic foods<br>☐ Value-added products (jams, salsas, etc.)<br>☐ Crafts<br>☐ Other | ☐ Too busy<br>☐ Not interested<br>☐ Doesn't speak/read language of interviewer/survey<br>☐ Not present day of surveying<br>☐ Other |
| | ☐ Fruits and vegetables<br>☐ Traditional/ethnic foods<br>☐ Meat, fish and poultry<br>☐ Organic foods<br>☐ Value-added products (jams, salsas, etc.)<br>☐ Crafts<br>☐ Other | ☐ Too busy<br>☐ Not interested<br>☐ Doesn't speak/read language of interviewer/survey<br>☐ Not present day of surveying<br>☐ Other |
| | ☐ Fruits and vegetables<br>☐ Traditional/ethnic foods<br>☐ Meat, fish and poultry<br>☐ Organic foods<br>☐ Value-added products (jams, salsas, etc.)<br>☐ Crafts<br>☐ Other | ☐ Too busy<br>☐ Not interested<br>☐ Doesn't speak/read language of interviewer/survey<br>☐ Not present day of surveying<br>☐ Other |

Part II. Project-Level Evaluation Tools

## Evaluating Cooking Classes and Demonstrations offered by Farmers' Markets

In addition to selling foods and other products, some farmers' markets hold educational cooking classes and demonstrations for the community. To guide future planning of such classes and demonstrations, it will be helpful for instructors, as well as market managers, to learn from those individuals attending these educational opportunities. The survey provided in this section is designed to collect information on the knowledge participants gained and their satisfaction with a class or demonstration.

### Adaptation and Administration

The Farmers' Market Cooking/Demonstration Survey template may require some adaptation or additional questions to address the specific goals of the program. Please also refer to the general instructions on adapting and administering evaluation surveys presented in the early pages of Part II.

#### *Selecting the Survey Administration Mode and Survey Participants*

The Farmers' Market Cooking/Demonstration Survey template was designed to be self-administered and hand-distributed. Program staff or volunteers should hand out the surveys and ask survey respondents to complete and return them before moving on. For younger respondents, respondents whose principle language is not English, or respondents of lower literacy levels, the surveys may be interviewer-administered; meaning the staff member or volunteer distributing the surveys reads the questions aloud to the respondent and records the answers on the form. This type of survey administration is more prone to "social desirability bias;" that is, respondents may be less likely to give negative evaluations.

In most cases, a CFP will want to survey all participants of cooking classes or demonstrations. If resources do not permit, however, it is recommend that sampling be done at the class level; that is, rather than trying to select individuals from within a demonstration, sample demonstrations instead. For example, if a market runs a demonstration every week, staff may wish to sample half of the demonstrations, or every other week. Representative times should be chosen; if all surveys are completed during one week when just one demonstrator is working, the full picture across all types of demonstrations will not be obtained.

See Chapter 7 of the *Community Food Project Evaluation Handbook* for more information about selecting survey participants and sampling.

# Farmers' Market Cooking/Demonstration Survey Template

## *{Farmers' Market Cooking Class or Demonstration}* *Survey*

{You may want to customize the title of this survey with the name of your class or demonstration.}

*This survey is being used to get your opinions on {this market} so we can improve it for you and other merchants.  We are interested in your honest answers.  Please do not put your name on this survey.  Your answers are completely private.*

1. **What did you learn from {this cooking class or demonstration}?  (Please check all that apply.)**
   - ☐ I didn't learn anything from this demonstration
   - ☐ How to prepare or cook vegetables or fruits
   - ☐ Nutrition information
   - ☐ Food safety information
   - ☐ Other _____

2. **In the near future, how likely or unlikely are you to prepare some of the food items presented here today on your own?**
   - ☐ Very Likely
   - ☐ Somewhat Likely
   - ☐ Neither Likely nor Unlikely
   - ☐ Somewhat Unlikely
   - ☐ Very Unlikely

3. **As a result of {this cooking class or demonstration} and receiving the related materials, how likely or unlikely are you to plan to eat more fruits and vegetables?**
   - ☐ Very Likely
   - ☐ Somewhat Likely
   - ☐ Neither Likely nor Unlikely
   - ☐ Somewhat Unlikely
   - ☐ Very Unlikely

4. **What other programs are you currently participating in? (Please check all that apply.)**
   - ☐ WIC Farmers' Market Nutrition Program
   - ☐ Senior Farmers' Market Nutrition Program
   - ☐ Food Stamps
   - ☐ I am not participating in either the WIC or the Senior Farmers' Market Nutrition Program or Food Stamps at this time.

5. **What is your home zip code? _____**

6. **Do you have any comments or suggestions? (Please use back of survey if needed.)**

## *Thank you!*

## Capturing an Overall Farmers' Market View

There are three Farmers' Market Overview Tracking Forms provided in this chapter. The first form tracks attendance and participation counts, the second provides a profile of the types of merchants and merchandise at a market, and the third captures an overview of the characteristics of a market. These three forms can be collected separately, but it may be helpful to collect all at the same time to have an understanding of how a market's profile changes seasonally or over time. If there is little change or turnover in stand operators, or little change in the characteristics of the market being evaluation, staff may be able to complete the second and third segments less frequently.

### Farmers' Market Overview Tracking Form for Attendance/Participation

*Selecting Count Dates and Times*

The goal of the attendance count is to produce the most accurate estimate of the unduplicated number of people visiting the market on the given day. Because it can be very complicated and expensive to collect attendance counts at all times, this toolkit provides information on how to collect attendance counts for a representative timeframe of market times.

There are a couple of alternatives for deciding which times during the hours of operation the counts should take place. A "representative" week or day could be chosen, or two such weeks or days for a slightly larger sample. If attendance varies by season or time of year, then several "representative" times may have to be chosen. If a larger number of interviewers is required to adequately cover all the entrances into the market, but it is not possible to have that many staff or volunteers present at one time, the counts could be scheduled over multiple days; for example, if three interviewers are needed to cover the three entrances, an interview could take the first entrance the first Saturday, the second entrance the second Saturday, and the third entrance the third Saturday. The counts from all three Saturdays would be combined to create an estimate of total visitation on a typical Saturday. A few examples may help; the table on the next page shows three possible sampling schemes.

With any of the schemes, a good way to reduce the burden of counting is to only count for a 10-minute interval for each hour of operation. This is an ideal way to combine the attendance counts with customer surveys. The interviewer would only perform counts at the designated 10-minute periods, and distribute surveys to or conduct interviews with customers during the rest of the hour.

If the 10-minute alternative is chosen, counts will need to be "inflated" to create estimates for the entire hour. For example, if 22 people were counted during the 10-minute interval, the estimate for the hour would be 22 x 6 = 132. If a weekly, monthly or seasonal estimate of customers is needed, these hourly, daily or weekly rates must be "inflated" for the total number of hours the market is open. The more representative the count times are of all market operating times, the more accurate the estimates will be.

For this method to work, interviewers must be precise in counting for exactly 10 minutes. A stopwatch or timer should be used. If multiple interviewers are being used to cover a large market, they should coordinate so that each begins and ends counting at the same time.

Determining the optimal counting plan can be complex. As there may be no perfect sampling plan for most markets, it often will be influenced heavily by the number of volunteers and staff available to carry out the counting procedures.

| | | | Example Sampling Schemes | | | |
|---|---|---|---|---|---|---|
| Market | Days and Hours of Operation | Important Seasonal Differences | Number of Interviewers Needed to Cover Whole Market* | Sampling Scheme | | |
| Market #1 | Summer: Saturdays 6-2 Tuesdays 11-2 Thursdays 11-2 Fall and Spring: Saturdays 6-11 | Yes, but not predictable | 2 | Two interviewers during all hours of operation the third week of each month April through October | | |
| Market #2 | Summers only (May thru Sep): Saturdays 6-2 Sundays 10-4 | Yes: early, middle, late | 6 (Only 3 can be scheduled at a time; thus two days are required to cover the entire market) | *day & time* | *# of interviewers* | *section* |
| | | | | 2nd Sat in May, 6-10 | 3 | 2 |
| | | | | 2nd Sat in May, 10-2 | 3 | 1 |
| | | | | 3rd Sat in May, 6-10 | 3 | 1 |
| | | | | 3rd Sat in May, 10-2 | 3 | 2 |
| | | | | 2nd Sun in May, 10-1 | 3 | 1 |
| | | | | 2nd Sun in May, 1-4 | 3 | 2 |
| | | | | 3rd Sun in May, 10-1 | 3 | 2 |
| | | | | 3rd Sun in May, 1-4 | 3 | 1 |
| | | | | 3rd Sat in July, 6-10 | 3 | 2 |
| | | | | 3rd Sat in July, 10-2 | 3 | 1 |
| | | | | 4th Sat in July, 6-10 | 3 | 1 |
| | | | | 4th Sat in July, 10-2 | 3 | 2 |
| | | | | 3rd Sun in | 3 | 2 |

Part II. Project-Level Evaluation Tools

| Market | Days and Hours of Operation | Important Seasonal Differences | Number of Interviewers Needed to Cover Whole Market* | Sampling Scheme | | |
|---|---|---|---|---|---|---|
| | | | | July, 10-1 | | |
| | | | | 3rd Sun in July, 1-4 | 3 | 2 |
| | | | | 4th Sun in July, 10-1 | 3 | 2 |
| | | | | 4th Sun in July, 1-4 | 3 | 1 |
| | | | | 2nd Sat in Sep, 6-10 | 3 | 2 |
| | | | | 2nd Sat in Sep, 10-2 | 3 | 1 |
| | | | | 3rd Sat in Sep, 6-10 | 3 | 1 |
| | | | | 3rd Sat in Sep, 10-2 | 3 | 2 |
| | | | | 2nd Sun in Sep, 10-1 | 3 | 1 |
| | | | | 2nd Sun in Sep, 1-4 | 3 | 2 |
| | | | | 3rd Sun in Sep, 10-1 | 3 | 2 |
| | | | | 3rd Sun in Sep, 1-4 | 3 | 1 |
| Market #3 | Summers only (May thru Sep): Saturdays 6-2 Sundays 10-4 | Not really | 2 | All hours of operation with two interviewers, 2nd weekend in July and 3rd weekend in August | | |

\* The number of interviewers needed may vary based on the number of key market intercept points.  See the following section on *Selecting Areas of the Market for Counts*.

### Selecting Areas of the Market for Counts

Ideally, the counters should find a location in the market to stand where all people must cross once and count them as they enter or exit (e.g., a market entrance).  This may be more or less

challenging given the market set-up.  Some markets may have multiple exits and entrances.  One alternative in this case is to stand in the mid-section of the market or at the most popular spot in the market and count people traveling one direction. (Note: if you count people traveling both directions, you will likely count the same people twice.) An alternative is to divide the market into sections and assign each section to one person or for a certain time of counting.  Be sure the directions are understood by those performing the counts, with clearly delineated "lines of sight" or demarcations, so that they do not each count the same visitors.  A few examples are shown below.  In Example Market #1a, two counting stations are shown, one at the North, and one at the South.  Visitors entering at the dotted line around the perimeter of the market are counted.  The market is divided in the middle.  In Example Market #1b, only one counter will be used.  This person will have to monitor the entire perimeter.

**Example
Market #1a**

Counter #1

Counter #2

**Example
Market #1b**
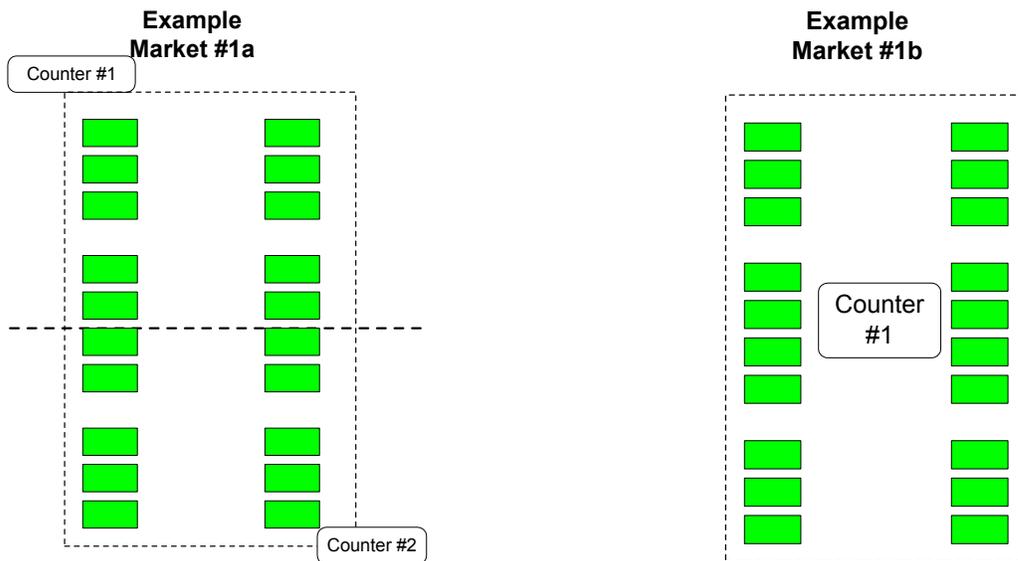
Counter
#1

In Example Market #2, a physical barrier or wall encircles most of the market, with three entrances into the market. Two counters are used, one for the two West entrances, and one at the South entrance. The market in Example #3 has a similar set-up, but there is no physical barrier ringing the market. Four counters are used, with specified areas of focus.



**Example Market #2**

**Example Market #3**
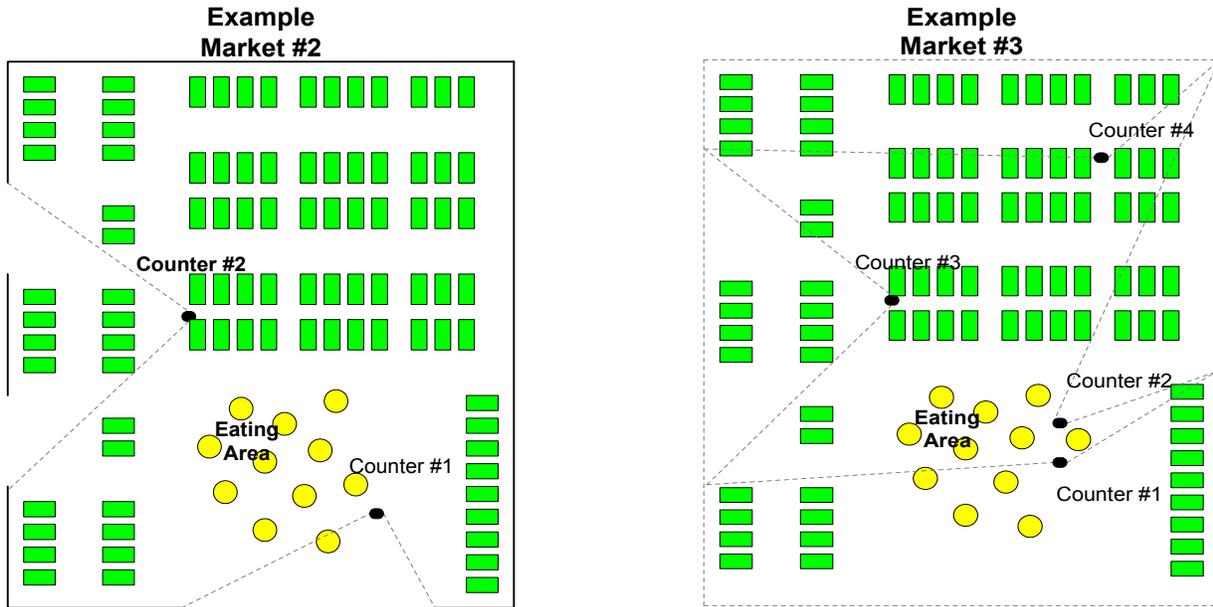
## Farmers' Market Overview Tracking Form for Attendance/Participation

Once the best location(s) for the count has been selected, the Farmers' Market Overview Tracking Form for Attendance/Participation will be used to record the number of visitors. Every person crossing the designated count point or line should be recorded, regardless of age or purpose for visiting the market. (Appendix VIII offers a more sophisticated "Version 2" tracking form that is designed to record the total number of adults and children in each "party" entering the market.)

A hand counter may be used to perform the counts, or the "customer tally" box can be used to make tick marks as visitors enter the market. These tick marks should be counted and the number entered into the customer count box. If the count is for a 10-minute interval, then to estimate the total number of customers for the hour; multiply the count by six.

# Farmers' Market Overview Tracking Form for Attendance/Participation

*Name of Market:*_____
*Date:*_____*Interviewer:*_____
*Location in market:* _____*Time Start:*_____
*Weather:*_____*Time End:*_____

Note:  A hand counter may be used, or the "customer tally" box can be used to make tick marks as visitors enter the market.  These tick marks should be counted and the number entered into the customer count box.  If the count is for a 10-minute interval, that number should then be multiplied by six to estimate the total number of customers for the hour.

| Time Period | Customer Tally | Customer Count | Customer Total (If doing 10-minute counts, this figure = the customer count X 6) |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| TOTAL |  |  |  |

**Farmers' Market Overview Tracking Form for Stands/Operators/Merchants**

It may be possible to pull this information from market records. If a physical count is needed, a staff member or volunteer can use the space under "tally" to make tick marks as they walk around the market. (This box can also be used if someone is perusing market records that do not already have this information aggregated.) Each stand should be identified in only one category, so the count in each category will sum to the total; or stands can be identified in multiple categories, with the understanding that the numbers do not sum to the total (as stands may be counted more than once). It may be less confusing to identify each stand only once, but for some purposes it may be useful to identify stands in multiple categories. For example, a CFP may wish to count the total number of fruit and vegetable stands, and the total numbers of meat/poultry/fish stands, but also know how many of the stands offer organic food. These stands may be a "subset' of the others, or just tracked separately, with organic fruit stands or free-range poultry stands being counted in two categories (e.g., "fruits and vegetables" and "organic"; or "meat/fish/poultry" and "organic"). CFPs may wish to customize the list of "types of stand" for their own market.

Depending on the stability of the types of operators in their market, a CFP may choose to collect these data more or less frequently. If there are few changes throughout the season or year, it may only need to be done on an annual basis. If there are seasonal changes, a CFP may wish to collect this information quarterly or monthly. If the changes vary on the time of the season, a CFP might want to perform the survey three times: "early season," "height of the season" and "late season."

# Farmers' Market Overview Tracking Form for Stands/Operators/Merchants

*Name of Market:* _____
*Date:*_____*Who Collected These Data:*_____

| Type of Stand | Tally of Stands in Operation | Count of Stands in Operation |
|---|---|---|
| TOTAL | | |
| Fruits and vegetables | | |
| Traditional/ethnic foods | | |
| Meat, fish and poultry | | |
| Organic foods | | |
| Value-added products (jams, salsas, etc.) | | |
| Crafts | | |
| Other: _____ | | |
| Other: _____ | | |

# Chapter 5.
# Community Garden Tools

❀    Community Garden Data Collection Worksheet

❀    Community Gardener Survey for Adults Template

❀    Community Gardener Survey for Youth Template

❀    Community Garden Overview Tracking Form for Attendance/Participation

❀    Community Garden Overview Tracking Form for Produce

❀    Community Garden Overview Tracking Form for Garden Characteristics

# Chapter 5. Community Garden Tools

This chapter provides a set of tools and data collection protocols that may be used to collect information on the activities and accomplishments of community gardens. This chapter also contains information on adapting the tools and suggested data collection methods. Following is a list of the tools provided:

*Community Garden Data Collection Worksheet:* a summary description of the data to collect and how it will be obtained through the Community Gardens tools.

**Community Gardener Survey Templates:**
a) *Community Gardener Survey for Adults Template*: to collect opinions, behaviors and socio-demographic information of adult participants

b) *Community Gardener Survey for Youth Template[4]*: to collect opinions, behaviors and socio-demographic information of youth participants

**Community Garden Overview Tracking Forms:**
a) *Community Garden Overview Tracking Form for Attendance/Participation*: to collect daily/weekly counts of garden participation
b) *Community Garden Overview Tracking Form for Produce*: to collect counts of food production and distribution
c) *Community Garden Overview Tracking Form for Garden Characteristics*: to collect days and hours of operation, land use, production totals and participation

These community garden tools are designed to be brief, placing little burden on garden participants. Because the goals and activities of community food projects are unique, the tools in this chapter are not intended to provide all of the evaluation tools a program may need to demonstrate success. Instead, it provides tools that measure information that is common to many community gardens. Project staff may review the tools deciding which questions suit their programs and which do not. In addition, staff will most likely add questions that address specific needs of their program.

## Community Garden Data Collection Worksheet

The Community Garden Data Collection Worksheet has been included as an aid to CFPs that are in the evaluation planning stages of their community gardens. It outlines the types of information that can be collected using the Toolkit, and from what community garden surveys and tracking forms the information would be obtained. It can be used as a checklist to help a program determine what tools in Chapter 5 should be used.

# Community Garden Data Collection Worksheet
## *(a menu of options)*

Use this worksheet to select the community garden data to be collected.

| Name of Garden: _____ | Time Period: _____ |
|---|---|

| Garden Information | To Be Collected? | Toolkit Document Used to Collect Information |
|---|---|---|
| Total hours of operation (sum of hours garden open for work over time period) --- | ☐ | Community Garden Overview Tracking Form for Garden Characteristics |
| *Land Gardened:*<br>Number of acres or square feet gardened<br>Number of plots gardened ---------------------<br>(Includes all operating gardens) ----------- | ☐<br>☐<br>☐ | Community Garden Overview Tracking Form for Garden Characteristics |
| *Pounds of food:*<br>Produced ---------------------------------------------<br>Sold ----------------------------------------------------<br>Donated -------------------------------------------------<br>Used by gardeners/volunteers ----------------<br>Lost to spoilage and spillage -------------------- | ☐<br>☐<br>☐<br>☐<br>☐ | Community Garden Overview Tracking Form for Produce |
| *Monetary value of food:*<br>Produced ---------------------------------------------<br>Sold ----------------------------------------------------<br>Donated -------------------------------------------------<br>Used by gardeners/volunteers ----------------<br>Lost to spoilage and spillage -------------------- | ☐<br>☐<br>☐<br>☐<br>☐ | Community Garden Overview Tracking Form for Produce |
| *Participation:*<br>Number of gardeners -----------------------------<br>Number of gardener hours --------------------<br>Number of volunteers ----------------------------<br>Number of volunteer hours -------------------<br>Number of garden visitors ---------------------- | ☐<br>☐<br>☐<br>☐<br>☐ | Community Garden Overview Tracking Form for Attendance/Participation |
| *Socio-demographics of gardeners\*:*<br>Age -----------------------------------------------------<br>Sex -----------------------------------------------------<br>Race/ethnicity ------------------------------------<br>Household income (adult form) --------------<br>Zip code ----------------------------------------- | ☐<br>☐<br>☐<br>☐<br>☐ | Frequencies from Community Gardener Survey |
| *Changes in lives of gardeners:*<br>Improved nutrition and health ------------------<br>Eating more healthfully (fresh, more<br>fruits and vegetables, organic) ---------------<br>Eating new types of food ------------------------<br>Increased physical activity ---------------------<br>Weight loss ---------------------------------------<br>Improved economic status -------------------- | ☐<br><br>☐<br>☐<br>☐<br>☐<br>☐ | Frequencies from Community Gardener Survey |

Part II. Project-Level Evaluation Tools

| | | |
|---|---|---|
| Increased income from gardening ---------- | ☐ | |
| Helped start micro-business -------------------- | ☐ | |
| Increased household food security  (adult form) ----------------------------------------------------- | ☐ | |
| Spending less income on food  (adult form)------------------------------------------------------ | ☐ | |
| New knowledge and skills ---------------------- | ☐ | |
| Increased gardening knowledge -------------- | ☐ | |
| Increased gardening skills ---------------------- | ☐ | |
| Increased business knowledge --------------- | ☐ | |
| Connection to environment --------------------- | ☐ | |
| Increased connection to food source ------ | ☐ | |
| Increased knowledge of the environment- | ☐ | |
| Increased care for the environment -------- | ☐ | |
| Connection to community and culture ----- | ☐ | |
| Increased connection to neighborhood/ community ------------------------------------------------ | ☐ | |
| Making new friends ---------------------------------- | ☐ | |
| Increased feelings of safety in neighborhood ------------------------------------------- | ☐ | |
| Meeting neighbors/new people -------------- | ☐ | |
| Eating more traditional/cultural foods ----- | ☐ | |
| Increased connection to culture/ background ----------------------------------------------- | ☐ | |
| Spending more time with family -------------- | ☐ | |
| Increased life skills (youth form) ------------- | ☐ | |
| Increased leadership skills ---------------------- | ☐ | |
| Improved decision making    -------------------- | ☐ | |
| Improved goal setting ----------------------------- | ☐ | |
| Increased planning skills ------------------------- | ☐ | |
| Improved problem solving skills -------------- | ☐ | |
| Increased conflict resolution skills ---------- | ☐ | |
| Improved communication skills --------------- | ☐ | |
| Improved social skills ------------------------------ | ☐ | |
| Increased teamwork -------------------------------- | ☐ | |
| Improved self concept (youth form) --------- | ☐ | |
| Improved sense of self --------------------------- | ☐ | |
| Increased empowerment ------------------------- | ☐ | |
| More positive view of future -------------------- | ☐ | |
| Increased sense of purpose -------------------- | ☐ | |
| *Garden Satisfaction:*<br>Overall experience at garden ------------------ | ☐ | Frequencies from Community Gardener Survey |
| Location ---------------------------------------------------- | ☐ | |
| Variety of food ------------------------------------------- | ☐ | |
| Equipment ------------------------------------------------- | ☐ | |
| Garden resources (soil, water) ----------------- | ☐ | |
| Staff (knowledge and helpfulness) (adult form) ----------------------------------------------------- | ☐ | |
| Garden organization/management (adult | | |

Part II. Project-Level Evaluation Tools

| | | |
|---|---|---|
| form) --------------------------------------------------- | ☐ | |
| Social atmosphere (adult form) ------------- | ☐ | |
| Things liked best and worst about | ☐ | |
| garden---------------------------------------------------- | ☐ | |
| How garden has affected/changed life ---- | ☐ | |
| External supports for youth (youth form) -- | ☐ | |
| Program rules and boundaries --------------- | ☐ | |
| Safe environment ---------------------------------- | ☐ | |
| Supportive, caring climate --------------------- | ☐ | |
| Cultural competency ------------------------------ | ☐ | |
| Positive adult relationships -------------------- | ☐ | |
| High expectations ---------------------------------- | ☐ | |
| Youth as partners and resources ----------- | ☐ | |
| Attractive, meaningful activities -------------- | ☐ | |

Some socio-demographic questions such as age, race/ethnicity and household income may be sensitive information for the survey respondent to reveal. Keep in mind that these questions are optional as are all other questions on this worksheet. Consider pros and cons to using such sensitive questions and determine whether you need this information for a funder or other source. If you will not benefit from this information, consider leaving out such questions.

## Evaluation of Community Gardens

The primary audience of a community garden is its gardeners.  Therefore it is of great value to collect and learn from gardener opinions and behaviors, and their socio-demographic characteristics.  This information may help garden managers guide their future planning—providing information on how often gardeners participate in garden activities, gardeners' perceived accessibility to the garden and the changes they experienced because of their participation in the garden, such as providing healthy foods for their families.

## Adaptation and Administration

General instructions on adapting and administering evaluation surveys are presented early in Part II and should be referenced in addition to the following information.  Two versions of the gardener tools have been provided here – one for adults, the other for youth.  There are three main distinctions between the versions:

- The youth survey contains questions not included in the adult form related to changes in life skills and external support provided by programs.

- The adult survey contains a number of questions not included in the youth form related to demographics, income and household food security.

- The youth survey is adapted for a lower literacy level – using a more basic vocabulary and smaller question response sets.

The Community Gardener Survey for Youth is designed for administration to participants between the ages of 12 and 17, although many 16 and 17 years olds may have little difficulty with the adult tool.  Programs may decide to use portions of the adult and youth tools to best fit their audience and unique intervention.  For example, a garden serving a neighborhood of immigrants may choose to use more of the youth questions because English is a second language to many participants.  Further, programs for adults aimed at changing life skills and self-concept may choose to use these youth tool question sets.  If a significant number of a program's participants are more comfortable with a language other than English, the tool should be translated into an alternative language.  (Please see Chapter 6 of the *Community Food Project Evaluation Handbook* for more information on developing culturally responsive tools.)

### Deciding When to Survey

The Community Gardener Surveys are evaluation tools designed to measure the impact of the program on participants at program end.  If a program runs continuously without a true end date, staff can choose to administer the survey at planned intervals (e.g., the end of each growing season, annually, etc.).

Generally, it works best to survey all participants in a similar timeframe (in a single day or over a one week period). Surveys can be collected from temporarily missing participants the following week if time allows.


### Selecting a Survey Administration Mode

These surveys were designed to be self-administered and hand-distributed. Program staff or volunteers should hand out the surveys, ask participants to complete and return them before leaving. For younger groups or participants of lower literacy levels, the surveys can be group-administered whereby a staff member reads the questions aloud and participants answer the questions independently. (See Chapter 7 of the *Community Food Project Evaluation Handbook* for more information on how to select an appropriate survey administration mode.)

# Community Gardener Survey for Adults Template

## ==*{Adult Community Gardener}*== *Survey*

==*{You may want to customize the title of this survey with the name of your garden and remove the word "adult."}*==

*This survey is being used to get your opinions on ==**{this garden}**== so we can improve it for you and others. We are interested in your honest answers. For example, some gardeners may have made changes to their diet as a result of participating in the garden. Others will not have changed. Please do not put your name on this survey. Your answers are completely private.*

1. **How long have you been working at ==this garden==?**

   _____ weeks   OR   _____ months   OR   _____ years

2. **How often do you usually participant in ==garden== activities?** ==**{will vary based on project}**==
   - ☐ Daily
   - ☐ 4-5 times a week
   - ☐ 2-3 times a week
   - ☐ Once a week
   - ☐ Two times a month
   - ☐ Three times a month
   - ☐ Once a month
   - ☐ Less than once a month

3. **What do you like best about coming to ==this garden==?**
   _____

4. **What do you like least about coming to ==this garden==?**
   _____

5. **Please rate each of the following aspects of working at ==this garden==.**

| | *Excellent* | *Good* | *Fair* | *Poor* |
|---|---|---|---|---|
| a. The location of the garden(s) (distance from your home) | ☐ | ☐ | ☐ | ☐ |
| b. The equipment provided to do the work | ☐ | ☐ | ☐ | ☐ |
| c. The quality of the garden resources (soil, water, etc.) | ☐ | ☐ | ☐ | ☐ |
| d. The variety of food produced at the garden | ☐ | ☐ | ☐ | ☐ |
| e. The organization/management of the garden | ☐ | ☐ | ☐ | ☐ |
| f. The helpfulness of staff/volunteers | ☐ | ☐ | ☐ | ☐ |
| g. The knowledge of staff/volunteers | ☐ | ☐ | ☐ | ☐ |
| h. The social atmosphere at the garden | ☐ | ☐ | ☐ | ☐ |

6. **How would you rate your overall experience working in ==this garden==?**
   - ☐ Excellent     ☐ Good     ☐ Fair     ☐ Poor

7. **In what ways do you think your life is different (better or worse) because of ==this garden==?**
   _____

OVER ==*{if double-sided}*==

---

*Questions 8 and 9 contain a list of changes that you may or may not have experienced because of your participation in* <mark>*{this garden}*</mark>*. For example, some gardeners may have increased their physical activity because of their work in the garden, yet some individuals' physical activity may not have changed. Those that are more physically active because of the garden should select the response that most closely matches their experience, either "agree" or "strongly agree." Those that were highly physically active before participating in the garden and/or do not feel that their level of physical activity changed should select the response that most closely matches their experience, either "disagree" or "strongly disagree."*

8. **Please indicate how much you agree or disagree with following statements.**

*Because I work in* <mark>*{this garden}*</mark>*... * <mark>*{customize: or Because I grow my own food...}*</mark>

| | Strongly agree | Agree | disagree | Strongly disagree | Don't know |
|---|---|---|---|---|---|
| a. I eat more fruits and vegetables............................ | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. I eat more organic food ........................................ | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. I eat food that is fresher (less packaged food)...... | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. I eat less fast food............................................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. I eat more foods that are traditional for my culture/family background ................................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. I eat new kinds of food ......................................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. I spend less money on food .................................. | ☐ | ☐ | ☐ | ☐ | ☐ |
| h. I am better able to provide food for my family and myself................................................................. | ☐ | ☐ | ☐ | ☐ | ☐ |
| i. I feel better about where my food comes from..... | ☐ | ☐ | ☐ | ☐ | ☐ |
| j. I am more physically active .................................. | ☐ | ☐ | ☐ | ☐ | ☐ |

9. **Please indicate how much you agree or disagree with following statements.**

*Because I work in* <mark>*{this garden}*</mark>*...*

| | Strongly agree | Agree | disagree | Strongly disagree | Don't know |
|---|---|---|---|---|---|
| a. I have learned more about gardening ................. | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. I have gained new gardening skills...................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. I have learned about running a small business.... | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. I know more about the environment.................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. I care more about the environment ..................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. I feel more involved in this neighborhood ............ | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. I spend more time with my family....................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| h. I am teaching my family and/or friends to garden................................................................. | ☐ | ☐ | ☐ | ☐ | ☐ |
| i. I am donating/giving extra food to other people .. | ☐ | ☐ | ☐ | ☐ | ☐ |

10. **The following are statements people have made about the food in their household. Please tell me how often this statement has been true for your household in the past 30 days.**

| | _Always_ | _Often_ | _Sometimes_ | _Never_ | _Don't know_ |
|---|---|---|---|---|---|
| a. We were not able to afford more food to eat............................................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. We were not able to afford more of the kinds of food we wanted to eat .................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. We were not able to afford to eat healthier meals ............................................. | ☐ | ☐ | ☐ | ☐ | ☐ |

11. **Has participating in {this garden} helped you start a small business or earn money from gardening?**

      ☐ Yes    ☐ No

12. **Do you have any additional comments regarding {this garden}?**
_____

> _These last questions are about you. The information will be used to help categorize your answers by these demographic descriptors._

13. **Are you…** ☐ Male    ☐ Female

14. **What is your age?**
    ☐ Under 18   ☐ 18-24
    ☐ 25-34    ☐ 35-44
    ☐ 45-54    ☐ 55-64
    ☐ 65 or older

15. **What best describes your race/ethnicity? [Check all that apply]**
    ☐ American Indian, Eskimo or Aleut
    ☐ Black or African American
    ☐ Hispanic or Latino
    ☐ Asian or Pacific Islander
    ☐ White or Caucasian
    ☐ Bi-racial/Multi-racial
    ☐ Other_____

16. **What is the highest level of formal education you have completed?**
    ☐ Less than 12 years
    ☐ High school graduate/GED
    ☐ Some college
    ☐ College graduate
    ☐ Advanced degree

17. **What is the total annual income for your household, before taxes? Please stop me when I reach the appropriate range.**
    ☐ Under $9,000
    ☐ $9,000 - $14,999
    ☐ $15,000 - $21,999
    ☐ $22,000 - $27,999
    ☐ $28,000 - $35,999
    ☐ $36,000 - $49,999
    ☐ $50,000 or more
    ☐ DON'T KNOW

18. **What is your home zip code?**
    _____

## _Thank you!_

# Community Gardener Survey for Youth Template

## {Youth Community Gardener} Survey

{You may want to customize the title of this survey with the name of your garden and remove the word "youth."}

*This survey is being used to get your opinions on {this garden} so we can improve it for you and others. We are interested in your honest answers. For example, some gardeners may have made changes to their diet as a result of participating in the garden. Others will not have changed. Please do not put your name on this survey. Your answers are completely private.*

1. **How long have you been working at {this garden}?**
   _____ weeks   OR   _____ months   OR   _____ years

2. **How often do you usually participate in {garden activities}? {Will vary based on program.}**

   ☐ Daily                 ☐ Once a week          ☐ Once a month
   ☐ 4-5 times a week      ☐ Two times a month    ☐ Less than once a month
   ☐ 2-3 times a week      ☐ Three times a month

3. **What do you like best about coming to {this garden}?**

   _____

4. **What do you like least about coming to {this garden}?**

   _____

5. **Please rate each of the following aspects of working at {this garden}.**

| | Excellent | Good | Fair | Poor | Don't know |
|---|---|---|---|---|---|
| **a. The location of the garden(s) (distance from your home)** | ☐ | ☐ | ☐ | ☐ | ☐ |
| **b. The equipment provided to do the work** | ☐ | ☐ | ☐ | ☐ | ☐ |
| **c. The quality of the garden resources (soil, water, etc.)** | ☐ | ☐ | ☐ | ☐ | ☐ |
| **d. The variety of food produced at the garden** | ☐ | ☐ | ☐ | ☐ | ☐ |

OVER {if double-sided}

6.  **Please check the box below that comes closest to your opinion about {this garden}:**

|  | *Yes* | *Kind of* | *Not really* |
|---|---|---|---|
| a. There are interesting activities at {this garden} ............ | ☐ | ☐ | ☐ |
| b. I like coming to {this garden} ....................................... | ☐ | ☐ | ☐ |
| c. There are rules I am expected to follow here................ | ☐ | ☐ | ☐ |
| d. I feel safe at {this garden} ............................................. | ☐ | ☐ | ☐ |
| e. I feel like people are happy to see me here.................... | ☐ | ☐ | ☐ |
| f. Staff care about me......................................................... | ☐ | ☐ | ☐ |
| g. Staff help me feel important.......................................... | ☐ | ☐ | ☐ |
| h. Staff can be trusted........................................................ | ☐ | ☐ | ☐ |
| i. Staff expect me to try hard and do my best................... | ☐ | ☐ | ☐ |
| j. Staff tell me when I do a good job ................................. | ☐ | ☐ | ☐ |
| k. I could go to a staff member at {this garden} for advice if I had a serious problem ............................... | ☐ | ☐ | ☐ |
| l. Staff listen to what I have to say.................................... | ☐ | ☐ | ☐ |
| m. Staff ask me to plan, choose or lead activities ............. | ☐ | ☐ | ☐ |
| n. Staff treat all kids fairly ............................................... | ☐ | ☐ | ☐ |

7.  **How would you rate your overall experiences working in {this garden}?**
    ☐ Excellent ☐ Good ☐ Fair ☐ Poor

8.  **In what ways do you think your life is different (better or worse) because of {this garden}?**

_____

_____

> *Questions 9 and 10 contain a list of changes that you may or may not have experienced because of your participation in {this garden}. For example, some gardeners may have increased their physical activity because of their work in the garden, yet some individuals' physical activity may not have changed. Those that are more physically active because of the garden should select the response that most closely matches their experience, either "agree" or "strongly agree." Those that were highly physically active before participating in the garden and/or do not feel that their level of physical activity changed should select the response that most closely matches their experience, either "disagree" or "strongly disagree."*

9.  **Please indicate how much you agree or disagree with following statements.**

    *Because I work in {this garden}…*

|  | *Yes* | *Kind of* | *Not really* | *Don't know* |
|---|---|---|---|---|
| a. I eat more fruits and vegetables........................................... | ☐ | ☐ | ☐ | ☐ |
| b. I eat more organic food ................................. ................... | ☐ | ☐ | ☐ | ☐ |
| c. I eat food that is fresher (less packaged food)...................... | ☐ | ☐ | ☐ | ☐ |
| d. I eat less fast food....................................... ...................... | ☐ | ☐ | ☐ | ☐ |

| | Yes | Kind of | Not really | Don't know |
|---|---|---|---|---|
| e. I eat more foods that are traditional for my culture/ /family background ............................................ | ☐ | ☐ | ☐ | ☐ |
| f. I eat new kinds of food .......................................... | ☐ | ☐ | ☐ | ☐ |
| g. I spend less money on food.................................... | ☐ | ☐ | ☐ | ☐ |
| h. I am better able to provide food for my family and myself ...................................... ...................... | ☐ | ☐ | ☐ | ☐ |
| i. I feel better about where my food comes from.................... | ☐ | ☐ | ☐ | ☐ |
| j. I am more physically active ........................... .................... | ☐ | ☐ | ☐ | ☐ |

10. Please indicate how much you agree or disagree with following statements.

   *Because I work in* {this garden}…

| | Yes | Kind of | Not really | Don't know |
|---|---|---|---|---|
| a. I have learned more about gardening ............................... | ☐ | ☐ | ☐ | ☐ |
| b. I have gained new gardening skills.............. .................... | ☐ | ☐ | ☐ | ☐ |
| c. I have learned about running a small business................ | ☐ | ☐ | ☐ | ☐ |
| d. I know more about the environment........... .................... | ☐ | ☐ | ☐ | ☐ |
| e. I care more about the environment .................................. | ☐ | ☐ | ☐ | ☐ |
| f. I feel more involved in this neighborhood .... .................... | ☐ | ☐ | ☐ | ☐ |
| g. I have made new friends........................................ | ☐ | ☐ | ☐ | ☐ |
| h. I feel a stronger connection to my culture ... .................... | ☐ | ☐ | ☐ | ☐ |
| i. I feel safer in this neighborhood ........................................ | ☐ | ☐ | ☐ | ☐ |
| j. I spend more time with my family................ .................... | ☐ | ☐ | ☐ | ☐ |

11. The following list contains some changes you may or may not have experienced because of participating in {this garden}. Please indicate how much you agree or disagree with following statements.

   *Because I work in* {this garden}…

| | Yes | Kind of | Not really | Don't know |
|---|---|---|---|---|
| a. I get along better with other people my age..................... | ☐ | ☐ | ☐ | ☐ |
| b. I am better at making friends ...................... .................... | ☐ | ☐ | ☐ | ☐ |
| c. I make better decisions ........................................... | ☐ | ☐ | ☐ | ☐ |
| d. I am better planning ahead....................... .................... | ☐ | ☐ | ☐ | ☐ |
| e. I am better at setting goals ......................................... | ☐ | ☐ | ☐ | ☐ |
| f. I am better at solving problems................... .................... | ☐ | ☐ | ☐ | ☐ |
| g. I am more of a leader............................................. | ☐ | ☐ | ☐ | ☐ |
| h. I work better with others on a team........... .................... | ☐ | ☐ | ☐ | ☐ |
| i. I am better at telling others about my ideas and feelings. | ☐ | ☐ | ☐ | ☐ |
| j. I am better at listening to other people......... .................... | ☐ | ☐ | ☐ | ☐ |
| k. I am better at taking care of problems without violence and fighting ...................... .................... | ☐ | ☐ | ☐ | ☐ |
| l. I feel I have more control over things that happen to me | ☐ | ☐ | ☐ | ☐ |
| m. I feel better about myself........................... .................... | ☐ | ☐ | ☐ | ☐ |
| n. I feel better about my future............................................ | ☐ | ☐ | ☐ | ☐ |
| o. I feel I can make more of a difference........... .................... | ☐ | ☐ | ☐ | ☐ |

**12. Has participating in this garden helped you start a small business or earn money from gardening?**

&#9744; Yes     &#9744; No

**13. Do you have any additional comments regarding** <mark>{this garden}</mark>**?**

_____

| *These last questions are about you.  The information will be used to help categorize your answers by these demographic descriptors.* |
|---|

**14. Are you …** &#9744; **Male**     &#9744; **Female**

**15. What is your age?**

&#9744; 12 years or younger    &#9744; 13 years    &#9744; 14 years    &#9744; 15 years
&#9744; 16 years    &#9744; 17 years    &#9744; 18 years or older

**16.  What best describes your race/ethnicity?  [Check all that apply]**

&#9744; American Indian, Eskimo or Aleut    &#9744; Black or African American    &#9744;Hispanic or Latino
&#9744; Asian or Pacific Islander    &#9744; White or Caucasian    &#9744; Bi-racial/Multi-racial
&#9744; Other_____

**17. What is your home zip code?**  _____

# *Thank you!*

## Capturing an Overall Community Garden View

There are three Community Garden Overview Tracking Forms provided in this section. The first form tracks attendance and participation counts, the second provides a profile of the kinds and amounts of produce grown at a garden, and the third captures an overview of the characteristics of a garden. These three forms can be collected separately, but it may be helpful to collect all at the same time to have an understanding of how a garden profile changes seasonally or over time. If there is little change or turnover in gardeners, or little change in the characteristics of a project's garden, staff may be able to collect data for the second and third segments less frequently.

## Community Garden Overview Tracking Form for Attendance/Participation

There are many ways to track garden participation. For programs without a tracking system, the following form might be useful for recording the participation of neighborhood residents, youth interns, volunteers and all other people working in the gardens. It can be completed daily or weekly depending on the frequency of garden participation. Some projects may also want to add a column and list the types of garden tasks participants worked on during the garden shift.

# Community Garden Overview Tracking Form for Attendance/Participation

*Name of Garden:*_____

*Date:*_____*Who Collected These Data:*_____

| Name | Time In | Time Out | Total Time Spent in Garden | Activities |
|---|---|---|---|---|
| | | | | |
| | | | | |
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**Total Count for Day/Week:_____Total People Hours for Day/Week: _____**

## Community Garden Overview Tracking Form for Produce

There are a number of ways to track the amount of food produced and distributed from a community garden. Some projects weigh the produce on a scale and other projects simply estimate how much the produce weighs. Whatever method is used, it is important to document whether the amount is an estimate or not. In addition some projects assign a monetary value. For projects without a tracking system, the following form might be useful for tracking the garden outputs. The form can be completed daily, weekly or at other intervals when measurement occurs.

# Community Garden Overview Tracking Form for Produce

*Name of Garden:* _____
*Date:* _____
*Period of time this report covers:* _____ *(particular day, week, month, etc.)*

| Item | Total Number of Pounds | Actual or Estimate | Monetary Value (if known) |
|---|---|---|---|
| Pounds of food distributed to sell | | ☐ Actual<br>☐ Estimate | |
| Pounds of food donated | | ☐ Actual<br>☐ Estimate | |
| Pounds of food used by garden participants and their families | | ☐ Actual<br>☐ Estimate | |
| Pounds of food lost through spillage or spoilage | | ☐ Actual<br>☐ Estimate | |
| Pounds of food lost through theft (estimated) | | ☐ Actual<br>☐ Estimate | |
| Total Pounds of food produced in garden(s) | (Note: this should total all of the pounds listed on the five rows above) | ☐ Actual<br>☐ Estimate | |

**Community Garden Overivew Tracking Form for Garden Characteristics**

Most of the information requested on the garden characteristics form should be available from garden records or "off the top of your head." As with the Community Garden Overview Tracking Form for Produce, the frequency of implementation will depend on the stability of these characteristics. A CFP may wish to collect this information every time they do the produce counts, so that the information can be compiled and correlated together.

# Community Garden Overview Tracking Form for Garden Characteristics

*Name of Garden:_____*
*Date:_____Who collected these Data:_____*

You may want to select from this list those characteristics that you can collect. A few items have been included that can be estimated from the Community Garden Overview Tracking Form for Attendance/Participation and the Community Garden Overview Tracking Form for Produce; these are summarized here to help make this form a "profile" of certain characteristics of your community garden.

| Item | Results |
|---|---|
| Days and hours of operation: | |
| Land Gardened:<br>Number of acres or square feet gardened<br>Number of plots gardened | |
| Land Owned or Leased:<br>Number of acres or square feet of land owned<br>Number of acres or square feet of land leased | |
| Pounds of Food:<br>Produced<br>Sold<br>Donated<br>Used by gardeners/volunteers<br>Lost to spoilage and spillage | |
| Estimated Garden Participation:<br>Number of gardeners<br>Number of volunteers<br>Number of garden visitors | |

# Chapter 6.
# Community Supported Agriculture (CSA) Tools

✤ Community Supported Agriculture (CSA) Data Collection Worksheet

✤ CSA Shareholder Survey Template

✤ CSA Overview Tracking Form for CSA Characteristics

# Chapter 6.  Community Supported Agriculture (CSA) Tools

This chapter provides a set of tools that may be used to collect information on the activities and accomplishments of Community Supported Agriculture (CSA) projects.  This chapter also contains information on survey adaptation and provides suggested data collection methods.  The tools provided are described below:

*CSA Data Collection Worksheet:* a summary description of the data to collect and how it will be obtained through the CSA survey and tracking form.

*CSA Shareholder Survey Template:* to collect opinions, behaviors and socio-demographic information from CSA shareholders.

*CSA Overview Tracking Form:* to provide an "overview" of the project, tracking the number of shareholders along with other characteristics of the CSA.

All the CSA tools are designed to be brief, placing little burden on farmers or shareholders.  Because the goals and activities of community food projects (CFPs) are unique, these tools are not intended to provide all of the evaluation tools a CSA may need to demonstrate success.  Instead, they are designed to measure information common to many CSAs.  Project staff may review the tools and decide which questions suit their projects and which do not.  In addition, staff will most likely add questions that address specific needs of their projects.  It may be helpful to briefly review these CSA tools before reading the information about adapting and administering the tools.

## CSA Data Collection Worksheet

The CSA Data Collection Worksheet has been included as an aid to projects that are in the evaluation planning stages of their community supported agriculture project.  It outlines the types of information that can be collected using the Toolkit, and from what survey or tracking form the information would be obtained.  It can be used as a checklist to help a project determine what tools within Chapter 6 should be used.

# Community Supported Agriculture (CSA) Data Collection Worksheet
## *(a menu of options)*

| Name of CSA: _____ | Time Period:_____ |

This worksheet can be used to help determine what outputs and outcomes staff may want to track about a project using this toolkit.  The first column lists the kinds of information that can be collected, the second allows a project to indicate which they want to collect, and the third specifies which document from the Toolkit would be used to collect that piece of information along with the section of that document for reference.

| CSA Information | To Be Collected? | Toolkit Document Used to Collect Information |
|---|---|---|
| *Land Farmed for CSA Production:* <br> Number of acres or square feet gardened -------------- ☐ | | CSA Overview Tracking Form |
| *Pounds of food produced for CSA:* <br> Produced -------------------------------------------------------- ☐ <br> Distributed  ----------------------------------------------------- ☐ <br> Donated  --------------------------------------------------------- ☐ <br> Used by farmers------------------------------------------------- ☐ <br> Lost to spoilage and spillage -------------------------------- ☐ | | CSA Overview Tracking Form |
| *Monetary value of CSA food:* <br> Produced -------------------------------------------------------- ☐ <br> Distributed------------------------------------------------------- ☐ <br> Donated ---------------------------------------------------------- ☐ <br> Used by farmers ----------------------------------------------- ☐ <br> Lost to spoilage and spillage -------------------------------- ☐ | | CSA Overview Tracking Form |
| Estimated gross sales/income for CSA------------------- ☐ | | CSA Overview Tracking Form |
| Estimated number of shareholders ----------------------- ☐ <br>   Whole shares--------------------------------------------------- ☐ <br>   Half shares----------------------------------------------------- ☐ <br>   Supplemental shares------------------------------------------ ☐ <br>     List supplemental shares---------------------------------- ☐ | | CSA Overview Tracking Form |
| Percent of total farm land used for CSA ------------------ ☐ <br> Percent of total pounds of food produced for CSA -- ☐ <br> Percent of total gross sales/income for CSA------------ ☐ | | CSA Overview Tracking Form |
| *Socio-demographics of shareholders\*:* <br> Age -------------------------------------------------------------------- ☐ <br> Education ------------------------------------------------------------ ☐ <br> Race/ethnicity ------------------------------------------------------ ☐ <br> Sex -------------------------------------------------------------------- ☐ <br> Household size/composition ------------------------------- ☐ <br> Household income ----------------------------------------------- ☐ <br> Home zip code ----------------------------------------------------- ☐ | | CSA Shareholder Survey Template, Questions #14-#21 |

Part II. Project-Level Evaluation Tools

| | | |
|---|---|---|
| _CSA-related behaviors of shareholders:_<br>Support local farmers---------------------------------------<br>Provide locally grown produce to my family-------------<br>Provide organic produce to my family----------------------<br>Opportunity to work on a farm-----------------------------<br>Opportunity to visit a farm----------------------------------<br>Know the farmer--------------------------------------------- | ☐<br>☐<br>☐<br>☐<br>☐<br>☐ | CSA Shareholder Survey Template,<br>Question #1 |
| _Shareholder opinions of CSA project:_<br>Convenience --------------------------------------------------<br>Social/community atmosphere-------------------------------<br>Food distribution hours-------------------------------------<br>Presentation of food products -----------------------------<br>Cleanliness of facility or farm-----------------------------<br>Opportunities to learn about farming---------------------<br>Opportunities to learn how to prepare foods-----------<br>Quality of products -----------------------------------------<br>Variety of products -----------------------------------------<br>Cost of products  -------------------------------------------<br>Value of products - -----------------------------------------<br>Availability of culturally appropriate foods-------------<br>Availability of familiar foods ------------------------------<br>Availability of new foods  ---------------------------------<br>Size of shares-----------------------------------------------<br>Other to add:_____ | ☐<br>☐<br>☐<br>☐<br>☐<br>☐<br>☐<br>☐<br>☐<br>☐<br>☐<br>☐<br>☐<br>☐<br>☐<br>☐ | CSA Shareholder Survey Template,<br>Questions #2, #3, #4 |
| _Changes in Shareholder Lives:_<br>Eating more fruits and vegetables -------------------------<br>Eating more organic foods ---------------------------------<br>Eating fresher foods ----------------------------------------<br>Eating less fast food ---------------------------------------<br>Eating more traditional/cultural foods ------------------<br>Eating new kinds of food -----------------------------------<br>Spending less money on food ------------------------------<br>Increased connection to food source --------------------<br>Increased ability to provide food for family ------------<br>Increased knowledge of how food is grown-------------<br>Increased connection to nature----------------------------<br>Share in financial risks-------------------------------------<br>Share in weather risks--------------------------------------<br>Share in production of high quality foods----------------<br>Understanding of running a small farm-------------------<br>Understanding of growing healthy crops-----------------<br>Support the success of small farmers--------------------<br>Other to add: _____ | ☐<br>☐<br>☐<br>☐<br>☐<br>☐<br>☐<br>☐<br>☐<br>☐<br>☐<br>☐<br>☐<br>☐<br>☐<br>☐<br>☐<br>☐ | CSA Shareholder Survey Template,<br>Questions #9, #10, #11 |

* Some socio-demographic questions such as age, race/ethnicity and household income may be sensitive information for the survey respondent to reveal.  Keep in mind that these questions are optional as are all other questions on this worksheet.  Considr pros and cons to using such sensitive questions and determine whether you need this information for a funder or other source.  If you will not benefit from this information, consider leaving out such questions.

## Evaluating Shareholders

### Adaptation and Administration

The CSA Shareholder Survey template can be adapted to fit the specific needs of unique community supported agriculture programs. Staff should review each question to decide if it is important and congruent with the program's goals and interests. Additional questions may be added to address the goals of the program. Please also refer to the general instructions on adapting and administering evaluation surveys presented early in Part II.

Extensive modification may be desired on the CSA Shareholder Survey template. Questions #2, #3 #9 and #10 and #11 may be modified or have additional items added to measure outcomes important to a particular CSA.

- Question #2 asks the respondent to rate how he/she feels about certain aspects of the CSA such as convenience. Option 2a, 2b and 2e ask the respondent to rate the cleanliness of the facility of farm. Option e will need to be customized for each CSA.

- Question #3 asks the respondent to rate aspects of the produce (e.g., quality and variety).

- Question #9, #10, and #11 asks about some changes that the respondent may have experienced because of their involvement with the CSA (e.g., eating more organic foods).

- Question #12 asks the respondent to rate CSA employees.

Some question sets may be eliminated altogether if they are meant to measure an outcome that a CSA farmer is not trying to effect. For example, questions #9, #10, and #11 measures changes in nutrition/diet and changes in behavior and attitude. If the project is not working toward these goals it may be desirable to eliminate these questions altogether, or some of the items from question #9, #10 and #11.

In addition, some CSA may ask both questions #4 and #5 or may select only one of the questions based on how shares are sold at the CSA.

### *Selecting the Survey Administration Mode and Survey Participants*

There are several ways the CSA Shareholder Survey can be administered. It has been designed as a self-administered survey that can be hand-distributed or mailed. CSA staff can hand the survey to shareholders for them to complete or the survey can be mailed to shareholders with a self-addressed stamped envelope. (See Chapter 5 of the *Community Food Project Evaluation Handbook* for more information on how to select an appropriate survey administration mode.)

### Deciding When to Survey

If there are few changes among shareholders throughout the harvest season or year, the CSA Shareholder Survey may only need to be administered on an annual basis. If there are seasonal changes, a CFP may wish to collect this information more often with staff administering the survey at planned intervals (e.g., the end of each growing season, bi-annually, etc.).

# CSA Shareholder Survey Template

## {CSA Shareholder} Survey

{You may want to customize the title of this survey with the name of your CSA.}

*This survey is being used to get your opinions on {CSA} so we can improve it for you and others. We are interested in your honest answers. Please do not put your name on this survey. Your answers are completely private.*

1. **Why did you join the {CSA}? (Check all that apply)**
   - ☐ To support local farmers
   - ☐ To provide locally grown, fresh, {organic} produce for myself and/or my family
   - ☐ To know where my food is grown
   - ☐ To have the opportunity to work on a local farm
   - ☐ To have the opportunity to visit a local farm
   - ☐ I know the farmers
   - ☐ Other _____

2. **How do you feel about each of the following aspects of {this CSA}? Please rate each item below as either "excellent, "good," "fair" or "poor."**

| | Excellent | Good | Fair | Poor | Don't know |
|---|---|---|---|---|---|
| a. Convenience of the location of {this CSA} | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Social/community atmosphere of {this CSA} | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Food distribution hours | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Presentation of food products | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. Presentation of food products | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. Cleanliness of {facility or farm} | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. Opportunities to learn about farming | ☐ | ☐ | ☐ | ☐ | ☐ |
| h. Opportunities to learn how to prepare foods | ☐ | ☐ | ☐ | ☐ | ☐ |

3. **How would you rate the following aspects of products available at {this CSA}?**

| | Excellent | Good | Fair | Poor | Don't know |
|---|---|---|---|---|---|
| a. Quality of products | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Variety of products | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Cost of products | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Value for the cost of products | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. Availability of foods that are familiar to you and that you like to eat and/or cook | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. Availability of foods important to your family's culture and traditions | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. Availability of foods that are new to you that you would like to try | ☐ | ☐ | ☐ | ☐ | ☐ |
| h. Size of shares | ☐ | ☐ | ☐ | ☐ | ☐ |

OVER {if double-sided}

4.  **Given what you were told about the size of a share, would you say …**
    - ☐ A share provides more food than expected
    - ☐ A share provides as much food as expected
    - ☐ A share provides less food than expected

5.  **Given the number of people a share is said to feed, would you say …**
    - ☐ A share feeds more people
    - ☐ A share feeds the right number of people
    - ☐ A share feeds less people

6.  **Are there other products you would like to see available at {this CSA}?**
    - ☐ No, I can't think of anything else
    - ☐ Yes → What are they? _____

7.  **What do you like best about {this CSA}?**_____

8.  **What do you like least about {this CSA}?** _____

9.  **The following list contains some changes you may or may not have experienced because you joined {this CSA}.  Please indicate how much you agree or disagree with following statements.**

    *Because I joined {this CSA}, I now…*

| | Strongly agree | Agree | Disagree | Strongly disagree | Don't know |
|---|---|---|---|---|---|
| a. Eat more fruits and vegetables | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Eat more organic food | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Eat food that is fresher (less packaged food) | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Eat less fast food | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. Eat more foods that are traditional for my culture/ family background | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. Eat new kinds of food | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. Spend less money on food | ☐ | ☐ | ☐ | ☐ | ☐ |

10. The following list contains some changes you may or may not have experienced because you joined {this CSA}.  Please indicate how much you agree or disagree with following statements.

Because I joined {this CSA}, I now…

| | Strongly agree | Agree | Disagree | Strongly disagree | Don't know |
|---|---|---|---|---|---|
| a. Know more about how my food is grown ..... | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Know more about sustainable agriculture ... | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Have a better understanding of what is needed to run a small farm ........................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Have a better understanding of what is needed to grow healthy crops ..................................... | ☐ | ☐ | ☐ | ☐ | ☐ |

11. The following list contains some changes you may or may not have experienced because you joined {this CSA}.  Please indicate how much you agree or disagree with following statements.

Because I joined {this CSA}, I now…

| | Strongly agree | Agree | Disagree | Strongly disagree | Don't know |
|---|---|---|---|---|---|
| a. Feel more connected to farming .................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Am better able to provide food for my family and/or myself................................. | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Feel better about where my food comes from................................................................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Feel more connected to nature....................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. Share in the financial risks of farming .......... | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. Share in the weather and climate risks associated with farming................................. | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. Share in the production of high quality foods .............................................................. | ☐ | ☐ | ☐ | ☐ | ☐ |
| h. Am helping to support the success of the small farmer ......................................... | ☐ | ☐ | ☐ | ☐ | ☐ |

12. What was your impression of employees of {this CSA}? (Rate each characteristic below.)

| | Excellent | Good | Fair | Poor | Don't know |
|---|---|---|---|---|---|
| a. Knowledge ................................................. | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Responsiveness ............................................ | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Courtesy ...................................................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Overall impression....................................... | ☐ | ☐ | ☐ | ☐ | ☐ |

13. In what ways, if any, do you think your life is different because of {this CSA}?

_____

_____

OVER {if double sided}

> *These last questions are about you. The information will be used to help categorize your answers by these demographic descriptors.*

**14. What is your age?**
- ☐ 18 – 24
- ☐ 25 – 34
- ☐ 35 – 44
- ☐ 45 – 54
- ☐ 55 – 64
- ☐ 65 or older

**15. What is the highest level of formal education you have completed?**
- ☐ Less than 12 years
- ☐ High school graduate/ GED
- ☐ Some college
- ☐ College graduate
- ☐ Advanced degree

**16. What best describes your race/ ethnicity? (Please check all that apply.)**
- ☐ American Indian, Eskimo or Aleut
- ☐ Black or African American
- ☐ Hispanic or Latino
- ☐ Asian or Pacific Islander
- ☐ White or Caucasian
- ☐ Bi-racial/Multi-racial
- ☐ Other _____

**17. Are you...**
- ☐ Male
- ☐ Female

**18. How many people total live in your household? (please include yourself)**
_____ *people*

**19. How many persons under the age of 18 live in your household?**
_____ children under 18

**20. What is the total annual income for your household, before taxes?**
- ☐ Under $9,000
- ☐ $9,000 - $14,999
- ☐ $15,000 - $21,999
- ☐ $22,000 - $27,999
- ☐ $28,000 - $35,999
- ☐ $36,000 - $49,999
- ☐ $50,000 or more
- ☐ DON'T KNOW

**21. What is your home zip code?**
_____

**22. Do you have any additional comments regarding {this CSA}?**

_____
_____
_____

## *Thank You!*

## CSA Overview Tracking Form

Most of the information to be filled in on this form should be available from CSA records or "off the top of your head."  The frequency of implementation will depend on the stability of these characteristics.  A CFP may wish to collect this information during every harvest period, twice a year or some other time interval that is appropriate for the CSA.

There are a number of ways to track the amount of food produced and distributed by a CSA. Some projects weigh the produce on a scale and other projects simply estimate how much the produce weighs.  Whatever method is used, it is important to document whether the amount is an estimate or not.  In addition some projects assign a monetary value.  For projects without a tracking system, parts B and C might be useful for tracking these CSA outputs.  (See Part B- CSA and Part C- Total Farm of the CSA Overview Tracking Form.)

# CSA Overview Tracking Form for CSA Characteristics

<table>
<tr><td colspan="2"><i>Name of CSA:</i> _____</td></tr>
<tr><td><i>Date:</i>_____</td><td><i>Who collected these Data:</i>_____</td></tr>
</table>

You may want to select from this list those characteristics that you are able to collect. This form is designed to represent a "profile" of certain characteristics of your CSA project.

## Part A – CSA and Total Farm:

| Item | Results |
|---|---|
| *Land Farmed:*<br><br>Number of CSA acres farmed for CSA production<br><br>Total Number of acres farmed (CSA and non-CSA) | |
| *Total Land Owned or Leased:*<br><br>Number of acres of land owned for CSA Production<br>Number of acres of land leased for CSA Production<br><br>Total number of acres of land owned<br>   (CSA and non-CSA)<br>Total number of acres of land leased<br>   (CSA and non-CSA) | |
| *Estimated CSA Participation:*<br><br>Number of shareholders (if CSA)<br>Whole Shares<br>Half Shares<br>Supplemental Shares (list products) | |
| *Sales/Income:*<br><br>Gross sales/income for CSA<br>Total gross sales/income for farm<br>   (CSA and non-CSA) | |

**Part B - CSA:**

| Item | Total Number of Pounds | Actual or Estimate | Monetary Value (if known) |
|---|---|---|---|
| Pounds of food distributed to CSA shareholders | | ☐ Actual<br>☐ Estimate | |
| Pounds of CSA food donated | | ☐ Actual<br>☐ Estimate | |
| Pounds of CSA food used by farmer(s) and their families | | ☐ Actual<br>☐ Estimate | |
| Pounds of CSA food lost through spillage or spoilage | | ☐ Actual<br>☐ Estimate | |
| Pounds of CSA food lost through theft (estimated) | | ☐ Actual<br>☐ Estimate | |
| Total Pounds of CSA food produced | (Note: this should total all of the pounds listed on the five rows above) | ☐ Actual<br>☐ Estimate | |

**Part C– Total Farm:**

| Total pounds of food distributed by farm | | Actual or Estimate | |
|---|---|---|---|
| Total pounds of food donated | | ☐ Actual<br>☐ Estimate | |
| Total pounds of food used by farmer(s) and their families | | ☐ Actual<br>☐ Estimate | |
| Total pounds of food lost through spillage or spoilage | | ☐ Actual<br>☐ Estimate | |
| Total pounds of food lost through theft (estimated) | | ☐ Actual<br>☐ Estimate | |
| Total Pounds of food produced | (Note: this should total all of the pounds listed on the five rows above) | ☐ Actual<br>☐ Estimate | |

# Chapter 7.  Farm to School Tools

❀    Farm to School Data Collection Worksheet

❀    Farm to School Student Survey for Younger Youth Template

❀    Farm to School Student Survey for Older Youth Template

❀    Farm to School Parent/Guardian Survey Template

❀    Farm to School - School Teacher Survey Template

❀    Farm to School – School Administrator/Food Service Director
       Survey Template

❀    Farm to School Farmer Survey Template

❀    Farm to School Overview Tracking Form for Food Sold

❀    Farm to School Overview Tracking Form for Youth Education

❀    Farm to School Overview Tracking Form for Farm-Fresh Foods

# Chapter 7.  Farm to School Tools

This Chapter provides a set of tools and data collection protocols that may be used to collect information on the activities and accomplishments of farm to school projects.  These tools focus on the school meals program and the educational activities that often may accompany a farm to school project.  If project activities also include a school garden or farmers' market, the Community Gardens tools (Chapter 5) and Farmers' Market tools (Chapter 4) might be of interest.  This Chapter also contains information on adapting the tools and suggested data collection methods.  Following is a list of the tools provided in this Chapter:

*Farm to School Data Collection Worksheet:* a summary description of the data to collect and how it will be obtained through the farm to school project tools.

**Student Survey Templates:**
a) *Farm to School Student Survey for Younger Youth Template:*  to collect opinions, behaviors, knowledge levels and socio-demographic information of younger elementary school youth
b) *Farm to School Student Survey for Older Youth Template*:  to collect opinions, behaviors, knowledge levels and socio-demographic information of older elementary and middle school youth

**Parent Survey Template:**
*Farm to School Parent/ Guardian Survey Template*: to collect opinions of parents on how their children's knowledge, attitudes or behavior have changed as a result of the project

**School Survey Templates:**
a) *Farm to School - School Teacher Survey Template*:  to collect opinions on the impact of the project in the classroom and with students, satisfaction with the project, successes and challenges of the project
b) *Farm to School - School Administrator/Food Service Director Survey Template*:  to collect opinions and behaviors on purchasing from farmers, the impact of the project, satisfaction with the project, successes and challenges of the project

**Farmer Survey Template:**
*Farm to School Farmer Survey Template*: to collect information on farmer income from sales to schools, opinions and behaviors related to participation in the program as well as socio-demographic characteristics

**Farm to School Overview Tracking Forms:**
a) *Farm to School Overview Tracking Form for Food Sold*: to collect the number of youth who have been served local foods as part of the farm to school project
b) *Farm to School Overview Tracking Form for Youth Education*: to collect counts on student exposure to the farm to school project educational activities

c) *Farm to School Overview Tracking Form for Sales of Farm-fresh Foods*:  to collect counts of food produced and sold by the farm to the school, as well as income from food sales

These farm to school tools are designed to be brief, placing little burden on schoolchildren and other program stakeholders.  Because the goals and activities of community food projects are unique, the tools in this Chapter are not intended to provide all of the evaluation tools a project may need to demonstrate success.  Instead, it provides tools that measure information that is common to many farm to school projects.  Project staff may review the tools to decide which questions suit their programs and which do not.  In addition, staff will most likely add questions that address specific needs of their program.

Farm to school projects are cropping up across the nation.  As community food projects plan and develop these projects, needs assessments are conducted to identify community and school needs for such programs, as well as their readiness and willingness to engage in the collaborative effort.  A number of organizations have developed needs assessment tools that may assist projects that are in the planning and development stage.  Although farm to school project needs assessments are beyond the scope of this toolkit, several additional resources for conducting such an assessment are listed below:

- Changing the Scene, USDA, http://www.fns.usda.gov/tn/Resources/changing.html

- Linking Farms to Schools, Community Food Security Coalition, http://www.foodsecurity.org

- Rethinking School Lunch, Center for Ecoliteracy, http://www.ecoliteracy.org/pages/rethinking/rethinking-home.html

- School Health Index, Centers for Disease Control, http://apps.nccd.cdc.gov/shi/

- Survey for School Food Service Staff, Center for Food and Justice, http://www.farmtoschool.org

- Survey for Farmers Exploring their Involvement in Farm to School Projects, Center for Food and Justice, http://www.farmtoschool.org

- Survey of Institutional Food Buyers of Oklahoma http://www.kerrcenter.com/ofpc/publications/Farm-to-School_report.pdf

Further, as the farm to school movement has blossomed, there have been a number of evaluation tools that have been developed by individual programs to measure program impacts on youth, school systems and growers.  Additionally, universities, the Centers for Disease Control and Prevention and other government organizations have developed methods for measuring dietary changes in youth.  The instruments reviewed often fell outside the primary

criteria for inclusion in the Toolkit: low burden and low resource. Projects with greater evaluation resources may want to also review the following instruments:

- National Health and Nutrition Examination Survey (NHANES) Diet Behavior and Nutrition Sample Person Questionnaire (DBQ), Centers for Disease Control and Prevention, http://www.cdc.gov/nchs/nhanes.htm

- National Youth Risk Behavior Survey (YRBS), Centers for Disease Control and Prevention, http://www.cdc.gov/HealthyYouth/yrbs/index.htm

- Youth Physical Activity and Nutrition Survey (Y-PANS) Survey, Florida Department of Health, http://www.doh.state.fl.us/Family/obesity/documents/YPANS2003.pdf

## Farm to School Data Collection Worksheet

The Farm to School Data Collection Worksheet has been included as an aid to CFPs that are in the evaluation planning stages of their farm to school projects. It outlines the types of information that can be collected using the Toolkit, and from what farm to school project surveys and tracking forms the information would be obtained. It can be used as a checklist to help a program determine what tools in Chapter 7 should be used.

# Farm to School Project Data Collection Worksheet
## *(a menu of options)*

Use this worksheet to select the farm to school project data to be collected.

*Name of Program:* _____*Time Period:*_____

Note: If youth gardens or farmers' market tours are part of the farm to school project, additionally consult the data collection worksheets in the chapters on Farmers' Markets and Community Gardens.

| Project Information | To Be Collected? | Toolkit Document Used to Collect Information |
|---|---|---|
| *Students served in cafeteria program:* | | Farm to School Overview Tracking Form for Serving Farm-fresh Foods |
| Number of schools---------------------------------- | ☐ | |
| Number of elementary school students-- | ☐ | |
| Number of middle school students-------- | ☐ | |
| Number of high school students------------ | ☐ | |
| *Participation in education program:* | | Farm to School Overview Tracking Form for Youth Education |
| Number of schools---------------------------------- | ☐ | |
| Number of elementary school students-- | ☐ | |
| Number of middle school students-------- | ☐ | |
| Number of high school students------------ | ☐ | |
| *Amount of food ...* | | Farm to School Overview Tracking Form for Food Sold |
| Pounds of fruit sold to schools--------------- | ☐ | |
| Pounds of vegetables sold to schools----- | ☐ | |
| _____ sold to schools ------------- | ☐ | |
| _____ sold to schools ------------- | ☐ | |
| _____ sold to schools ------------- | ☐ | |
| *Monetary value of food ...* | | Farm to School Overview Tracking Form for Food Sold |
| Fruit sold to schools------------------------------ | ☐ | |
| Vegetables sold to schools -------------------- | ☐ | |
| _____ sold to schools-------------- | ☐ | |
| _____ sold to schools-------------- | ☐ | |
| _____ sold to schools-------------- | ☐ | |
| *Socio-demographics of students\*:* | | Frequencies from Farm to School Student Surveys AND/OR Community Gardener Survey(if also used) School Administrator/Food Service Director Survey |
| Age -------------------------------------------------------- | ☐ | |
| Sex -------------------------------------------------------- | ☐ | |
| Grade ----------------------------------------------------- | ☐ | |
| Race/ethnicity --------------------------------------- | ☐ | |
| Free or reduced-fee lunch program-------- | ☐ | |
| *Total number of educational activities:* | | Farm to School Overview Tracking Form for Youth Education |
| Number of farm tours/visits--------------------- | ☐ | |
| Number of farmers' market tour------------- | ☐ | |
| Number of farmer presentations in the classroom-------------------------------------------- | ☐ | |
| Number of cooking activities in the classroom-------------------------------------------- | ☐ | |

| | | |
|---|---|---|
| Number of other activities in the classroom---------------------------------------------- Describe: _____ Number of activities in the cafeteria------ Number of taste tests/product tastings-- Number of recycling or related activities----------------------------------------------- | ☐ ☐ ☐ ☐ ☐ | |
| Total number of educational activity hours: | ☐ | Farm to School Overview Tracking Form for Youth Education |
| *Changes in lives of students:* Increased consumption of school breakfast/lunch --------------------------------- Eating healthier foods---------------------------- Eating more healthfully (more fresh foods, more fruits and vegetables, more organic) ------------------------------------ Eating new kinds of food ----------------------- Eating more traditional/cultural foods --- Eating more local foods ------------------------- Visited a farm, garden or farmers market ------------------------------------------------- Increased involvement at home with food shopping or choices --------------------- | ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ | Frequencies from Farm to School Student Survey for Younger Youth and Farm to School Student Survey for Older Youth |
| *Changes in knowledge of students:* Increased knowledge of foods ---------------- Increased knowledge of health and diet-related issues -------------------------------------- Increased knowledge of hunger issues -- Increased knowledge of food origins ------ Increased knowledge of regionally grown foods, crops-------------------------------- Increased knowledge of seasonally grown foods ----------------------------------------- Increased knowledge of caring for farm animals------------------------------------------------ Increased knowledge of farming ----------- Increased interest in farming------------------ Learned new things at the farm, garden or farmers market ------------------------------ Increased knowledge of the environment ------------------------------------------- Increased connection to environment ---- Increased knowledge of distance food has traveled-------------------------------------- Increased knowledge of food processing | ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ | Frequencies from Farm to School Student Survey for Younger Youth and Farm to School Student Survey for Older Youth |
| *Student satisfaction with project:* Choices of school breakfast/lunch -------- Taste of school cafeteria food --------------- | ☐ ☐ | Frequencies from Farm to School Student Survey for Younger Youth and Farm to School Student Survey |

Part II. Project-Level Evaluation Tools

| | | |
|---|---|---|
| Attractive, meaningful activities ------------ Things liked best/least about farm, garden, farmers market ---------------------- | ☐ ☐ | for Older Youth |
| *Parent/guardian perceptions of changes in lives of their children:* Increased consumption of school breakfast/lunch --------------------------------- Eating healthier foods------------------------------- Eating more healthfully (more fresh foods, more fruits and vegetables, more organic) ------------------------------------- Eating new kinds of food ----------------------- Eating more traditional/cultural foods -- Eating more local foods ------------------------ Visited a farm, garden or farmers market------------------------------------------------- Increased involvement at home with food shopping or choices -------------------- | ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ | Frequencies from Farm to School Parent/Guardian Survey |
| *Parent/guardian perceptions of changes in knowledge of their children:* Increased knowledge of foods --------------- Increased knowledge of health and diet-related issues ------------------------------------- Increased knowledge of hunger issues -- Increased knowledge of food origins ---- Increased knowledge of regionally grown foods, crops-------------------------------- Increased knowledge of seasonally grown foods --------------------------------------- Increased knowledge of caring for farm animals------------------------------------------------- Increased knowledge of farming ----------- Increased interest in farming------------------ Learned new things at the farm, garden or farmers market ----------------------------- Increased knowledge of the environment---------------------------------------- Increased connection to environment----- Increased knowledge of distance food has traveled--------------------------------------- Increased knowledge of food Processing-------------------------------------------- | ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ | Frequencies from Farm to School Parent/Guardian Survey |
| *Changes in schools:* Increased use of locally grown foods in cafeteria----------------------------------------------- Better quality produce in cafeteria -------- Better image of school lunch program --- Increased use of cafeteria -------------------- | ☐ ☐ ☐ ☐ | Frequencies from Farm to School - School Teacher Survey, Farm to School -School Administrator/Food Service Director Survey |

Part II. Project-Level Evaluation Tools

| | | |
|---|---|---|
| Increased connection between cafeteria and classroom ----------------------------------- | ☐ | |
| Financial impact ----------------------------------- | ☐ | |
| Improved health/nutrition/farm curriculum ----------------------------------- | ☐ | |
| *School satisfaction with project:* | | Frequencies from Farm to School - Teacher Survey, Farm to School - School Administrator/Food Service Director Survey |
| Food quality and variety------------------------ | ☐ | |
| Food cost and value------------------------------- | ☐ | |
| Reliability of food delivery --------------------- | ☐ | |
| Cleanliness of food as delivered ------------ | ☐ | |
| Experience with farmer(s)--------------------- | ☐ | |
| Experience with project------------------------ | ☐ | |
| Agriculture or other related curriculum--- | ☐ | |
| Farmer presentations in classroom ------- | ☐ | |
| Farm tour, garden tour, farmers market tour ------------------------------------------------------- | ☐ | |
| *Changes in lives of farmers:* | | Frequencies from Farm to School Farmer Survey |
| Increased income from farming------------- | ☐ | |
| Helped farm stay in business---------------- | ☐ | |
| Increased customer base--------------------- | ☐ | |
| Increased farming knowledge/skills------- | ☐ | |
| Improved distribution of food products--- | ☐ | |
| Stronger connection to school and community ----------------------------------------- | ☐ | |
| Increased visibility of food products ------- | ☐ | |
| *Farmer satisfaction with project:* | | Frequencies from Farm to School Farmer Survey |
| Experience with the project --------------------- | ☐ | |
| Management of project by staff ------------ | ☐ | |
| Ease or difficulty in working with school food service staff -------------------------------- | ☐ | |
| Efficiency of project operations ------------ | ☐ | |
| Ease of selling food to project/school----- | ☐ | |
| Overall experience selling to project/school ----------------------------------- | ☐ | |
| Financial impact ----------------------------------- | ☐ | |

\* Some socio-demographic questions such as age, race/ethnicity and household income may be sensitive information for the survey respondent to reveal. Keep in mind that these questions are optional as are all other questions on this page. Consider pros and cons to using such sensitive questions and determine whether you need this information for a funder or other source. If you will not benefit from this information, consider leaving out such questions.

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## Evaluation of Farm to School Projects

The primary audiences of a farm to school project are the farmers and the school students. Therefore it is of great value to collect and learn from the opinions and behaviors of both. Secondary audiences include stakeholders such as parents, teachers, school administrators, school food service directors or farm to school project coordinators at the school. Information from each of these audiences may help project managers guide their future planning. Farmers may provide information on their experiences selling food products to the schools and/or projects and the changes they have made or encountered because of their participation in the project, such as growing new crops or feeling more connected to their community. Students may provide information on how often they eat the local foods provided by the program, their increased understanding of food systems and the changes they experienced because of their participation in the farm to school project, such as learning about healthy food choices. Parents may provide a secondary source of information on student changes and how these changes affect the family. Stakeholders may provide information on how well the mechanics of the project are going and give insight on the impact it is having on the farmers and schools overall.

## Adaptation and Administration

General instructions on adapting and administering evaluation surveys are presented in chapter 3 and should be referenced in addition to the following information. Two versions of the student tools have been provided here – one for youth in grades kindergarten through 3rd grade, the other for youth in 4th grade and older. Both tools use basic vocabulary and small question response sets. There are three main distinctions between the versions:

- The younger youth survey uses graphic response sets (e.g., smiley face scales).
- The older youth survey contains questions not included in the younger youth survey related to terms or concepts that may be more difficult to understand (e.g., organic, processed).
- Survey questions have been modified as needed to a lower literacy level.

The Farm to School Student Survey for Younger Youth is designed for administration to participants in grades K-3. Program staff may decide to use portions of the younger youth and older youth tools to best fit their program's audience and unique intervention. For example, a program serving schoolchildren for which English is a second language may choose to use more of the younger youth questions. If a significant number of a program's participants are more comfortable with a language other than English, the tool should be translated into an alternative language. (Please see Chapter 6 of the *Community Food Project Evaluation Handbook* for more information on developing culturally responsive tools.) Program staff may additionally wish to combine sections of the Farm to School Survey with the youth form of the Community Gardener Survey if their program encompasses outcomes related to both.

The Farm to School Parent Survey mirrors the youth surveys. It should be modified in the same way the youth surveys are modified for individual projects. Some parents may not know a lot about what happens to their children at school so project staff should consider the intervention

with students and determine whether parents may have reasonably noticed changes in their children.

The Farm to School-School Teacher Survey may be modified according to the project activities that occur in the classroom. Questions may be added or deleted for activities including the use of agriculture or other related curriculum provided by the farm to school project, farmer presentations, farm or garden tours and farmers' market visits.

The Farm to School-School Administrator/Food Service Director Survey may be modified for any school-related stakeholder, including program coordinators, principals or school board members. Because farm to school projects vary, staff may wish to create multiple surveys, adding or excluding questions based on the school personnel involved.

### Deciding When to Survey

The farm to school surveys are evaluation tools designed to measure the impact of the program on participants at program end. If a program runs continuously without a true end date, staff can choose to administer the survey at planned intervals (e.g., the end of each semester, annually, etc.). Farm to school projects may alternatively consider administration of pre-post surveys rather than the post-only survey format presented herein. Although considered stronger methodologically, a pre-post format requires more response scale points to be sensitive enough to measure change, making its use more difficult with youth of younger ages or lower literacy levels who are better served by 3-point scales. Pre-post survey administration also creates additional burden on respondents and staff. (See Chapter 5 of the *Community Food Project Evaluation Handbook for* more information on study designs.)

Depending on the stability of the farmers involved in the project, and the stability of the schools' commitment to the project, farm to school project staff may choose to implement the stakeholder surveys more or less frequently. If there are few changes throughout the season, semester or year, each may only need to be administered on an annual basis. If there are seasonal changes, project staff may wish to collect this information quarterly or monthly.

It is not necessary to administer a Farm to School Student Survey, Farm to School Parent Survey, Farm to School-Teacher Survey, Farm to School -School Administrator/Food Service Director Survey or Farm to School Farmer Survey at the same time. The data for each need only be collected as often as necessary to provide an accurate picture of the farm to school project.

Generally, it works best to survey all students or stakeholders in a similar timeframe (in a single day or over a one week period). Surveys can be collected from students who missed school or stakeholders the following week if time allows.

### Selecting a Survey Administration Mode

These surveys were designed to be self-administered and hand-distributed. Project staff, teachers or volunteers should hand out the surveys, ask participants to complete and return

them before leaving. For younger students or those of lower literacy levels, the surveys can be group-administered whereby a staff member reads the questions aloud and students answer the questions independently. (See Chapter 6 of the *Community Food Project Evaluation Handbook* for more information on how to select an appropriate survey administration mode.)

The Farm to School-School Teacher Survey, Administrator/Food Service Director Survey and the survey created for farmers were designed to be self-administered. However they may also be used as a foundation for telephone or in-person interviews at the end of a program. Unlike the student surveys, anonymity may not be an option for these stakeholder surveys as often only one or a few individuals are involved at a school or farm. In addition, it will be helpful to know how individual schools or farmers respond in order to improve the project. If multiple teachers will be asked to complete the survey, copies of the survey may be delivered to a school with the assignment of a point person (e.g., the school secretary) who would coordinate the distribution and collection of surveys.

# Farm to School Student Survey for Younger Youth Template

## {Name of Project} Survey

{You may want to customize the title of this survey with the name of your farm to school project.}

*This survey is being used to get your ideas about {this project} so we can make it better for you and other kids.  Please be honest when you answer.  Do not put your name on this survey.  Your answers are completely private.  An adult will read each question to you out loud. Then he or she will wait for you to mark your answer.*

**1.  Please check the box that fits for you.**

*Because of {this project} …*

> If students are not familiar with the name of the project, wording might be changed to, "Because fresh, local food is served in the cafeteria…"

|  | ☺ | 😐 | ☹ |
|---|---|---|---|
| **a. I eat the school breakfast more often** | ☐ | ☐ | ☐ |
| **b. I eat the school lunch more often** | ☐ | ☐ | ☐ |
| **c. I like the choices for school breakfast better** | ☐ | ☐ | ☐ |
| **d. I like the choices for school lunch better** | ☐ | ☐ | ☐ |
| **e. I eat healthier foods at the school cafeteria** | ☐ | ☐ | ☐ |
| **f. The food tastes better at the school cafeteria** | ☐ | ☐ | ☐ |

**2.  Please check the box that fits for you.**

*{This project} has helped me to eat …*

|  | ☺ | 😐 | ☹ |
|---|---|---|---|
| **a. More fruits and vegetables** | ☐ | ☐ | ☐ |
| **b. More foods that are grown around here** | ☐ | ☐ | ☐ |
| **c. Less fast food (like McDonald's)** | ☐ | ☐ | ☐ |
| **d. New kinds of food** | ☐ | ☐ | ☐ |
| **e. Healthy snacks more often** | ☐ | ☐ | ☐ |
| **f. Food that is good for me at home more often** | ☐ | ☐ | ☐ |
| **g. Food that is good for me at school more often** | ☐ | ☐ | ☐ |

OVER{if double-sided}

**3. Please check the box that fits for you.**

*Because of {this project}…*

           ☺    😐    ☹

| | ☺ | 😐 | ☹ |
|---|---|---|---|
| a. I know more about fats and sweets. | ☐ | ☐ | ☐ |
| b. I know more about foods made with dairy products or milk | ☐ | ☐ | ☐ |
| c. I know more about meats and proteins. | ☐ | ☐ | ☐ |
| d. I know more about breads and grains. | ☐ | ☐ | ☐ |
| e. I know how to identify more kinds of fruits and vegetables | ☐ | ☐ | ☐ |

**4. Please check the box that fits for you.**

*Because of {this project}…*

| | ☺ | 😐 | ☹ |
|---|---|---|---|
| a. I know more about where the food I eat comes from | ☐ | ☐ | ☐ |
| b. I know more about foods that are grown around here | ☐ | ☐ | ☐ |
| c. I know more about the kinds of foods that grow in different seasons | ☐ | ☐ | ☐ |
| d. I know more about which foods are healthy and which foods are not healthy | ☐ | ☐ | ☐ |
| e. I make healthier food choices | ☐ | ☐ | ☐ |

**5. Did you visit a farm as a part of {this project}?**

**6. Had you ever been to a farm before coming to {this project}?**
        ☐ Yes    ☐ No

> Duplicate and reword Questions 5-7 if project includes garden visits and/or farmers' market visits in addition to or instead of farm visits.

**7. Please check the box that fits for you.**

| | ☺ | 😐 | ☹ |
|---|---|---|---|
| a. The activities at the farm are fun | ☐ | ☐ | ☐ |
| b. I learn new things at the farm | ☐ | ☐ | ☐ |
| c. I like coming to the farm | ☐ | ☐ | ☐ |
| d. I know more about caring for farm animals | ☐ | ☐ | ☐ |
| e. I know more about why farms are important to me | ☐ | ☐ | ☐ |
| f. I now know some farmers I did not know before | ☐ | ☐ | ☐ |

**8. Are you …** ☐ a boy    ☐ a girl?

**9. How old are you?**
    ☐ 5 years or younger  ☐ 6 years
    ☐ 7 years    ☐ 8 years

**10. What grade are you in?** _____

*Thank you!*

# Farm to School Student Survey for Older Youth Template

*This survey is being used to get your opinions about {this project} so we can improve it for you and others. We are interested in your honest answers. For example, some students may have made changes to their diet as a result of participating in the project. Others will not have changed. Please do not put your name on this survey. Your answers are completely private.*

**1. Please check the box that comes closest to how you feel about {this project}.**

*Because of {this project} …*

> If students are not familiar with the name of the project, wording might be changed to, "Because fresh, local food is served in the cafeteria…"

| | Yes | Kind of | Not really |
|---|---|---|---|
| a. I eat the school breakfast more often | ☐ | ☐ | ☐ |
| b. I eat the school lunch more often | ☐ | ☐ | ☐ |
| c. I like the choices for school breakfast better | ☐ | ☐ | ☐ |
| d. I like the choices for school lunch better | ☐ | ☐ | ☐ |
| e. I eat healthier foods at the school cafeteria | ☐ | ☐ | ☐ |
| f. The food tastes better at the school cafeteria | ☐ | ☐ | ☐ |

**2. Please indicate how much you agree or disagree with following statements.**

*{This project} has helped me to eat …*

| | Yes | Kind of | Not really | Don't know |
|---|---|---|---|---|
| a. More fruits and vegetables | ☐ | ☐ | ☐ | ☐ |
| b. More locally grown foods | ☐ | ☐ | ☐ | ☐ |
| c. Food that is fresher (less packaged food) | ☐ | ☐ | ☐ | ☐ |
| d. More organic food | ☐ | ☐ | ☐ | ☐ |
| e. Less fast food (like McDonald's) | ☐ | ☐ | ☐ | ☐ |
| f. More foods that are traditional for my culture/family background | ☐ | ☐ | ☐ | ☐ |
| g. New kinds of food | ☐ | ☐ | ☐ | ☐ |
| h. Healthy snacks more often | ☐ | ☐ | ☐ | ☐ |
| i. Food that is good for me at home more often | ☐ | ☐ | ☐ | ☐ |
| j. Food that is good for me at school more often | ☐ | ☐ | ☐ | ☐ |

OVER{if double-sided}

**3. Please check the box that comes closest to how you feel about {this project}.**

*Because of {this project} …*

| | Yes | Kind of | Not really |
|---|---|---|---|
| a.  I know more about fats and sweets | ☐ | ☐ | ☐ |
| b.  I know more about dairy products or foods made with milk | ☐ | ☐ | ☐ |
| c.  I know more about meats and proteins. | ☐ | ☐ | ☐ |
| d.  I know more about breads and grains. | ☐ | ☐ | ☐ |
| e.  I know how to identify more kinds of fruits and vegetables | ☐ | ☐ | ☐ |

**4. Please indicate how much you agree or disagree with following statements.**

*Because of {this project} …*

| | Yes | Kind of | Not really | Don't know |
|---|---|---|---|---|
| a.  I know more about where the food I eat comes from | ☐ | ☐ | ☐ | ☐ |
| b.  I know more about foods that are grown around here | ☐ | ☐ | ☐ | ☐ |
| c.  I know more about the kinds of foods that grow in different seasons | ☐ | ☐ | ☐ | ☐ |
| d.  I know more about which foods are healthy and which foods are not healthy | ☐ | ☐ | ☐ | ☐ |
| e.  I make healthier food choices | ☐ | ☐ | ☐ | ☐ |
| f.  I help my family make healthier food choices | ☐ | ☐ | ☐ | ☐ |
| g.  I help my family more with grocery shopping | ☐ | ☐ | ☐ | ☐ |
| h.  I better understand the food labels that list ingredients | ☐ | ☐ | ☐ | ☐ |
| i.  I know more about distance foods travel before they get to me | ☐ | ☐ | ☐ | ☐ |
| j.  I know more about how food is processed | ☐ | ☐ | ☐ | ☐ |
| k.  I know more about health and diet-related issues | ☐ | ☐ | ☐ | ☐ |
| l.  I know more about issues related to hunger | ☐ | ☐ | ☐ | ☐ |

**5. Did you visit a farm as a part of {this project}?**

> Duplicate and reword Questions 5-9 if project includes garden visits and/or farmers' market visits in addition to or instead of farm visits.

**6. Had you ever been to a farm before coming to {this project}?**

☐ Yes  ☐ No

7. **Please check the box below that comes closest to how you feel about {this project} activities:**

*Because of {this project}…*

|  | | Yes | Kind of | Not really | Don't know |
|---|---|---|---|---|---|
| a. | There are interesting activities on the farm | ☐ | ☐ | ☐ | ☐ |
| b. | The activities at the farm are fun | ☐ | ☐ | ☐ | ☐ |
| c. | I learn new things at the farm | ☐ | ☐ | ☐ | ☐ |
| d. | I like coming to the farm | ☐ | ☐ | ☐ | ☐ |
| e. | I know more about crops grown in this region | ☐ | ☐ | ☐ | ☐ |
| f. | I know more about caring for farm animals | ☐ | ☐ | ☐ | ☐ |
| g. | I am more interested in farming | ☐ | ☐ | ☐ | ☐ |
| h. | I better understand why farms are important to me and my community | ☐ | ☐ | ☐ | ☐ |
| i. | I know more about the environment | ☐ | ☐ | ☐ | ☐ |
| j. | I care more about the environment | ☐ | ☐ | ☐ | ☐ |

8. **What did you like best about the visit to the farm?**

   _____

9. **What did you like least about the visit to the farm?**

   _____

10. **Do you have any additional comments regarding {this project}?**

   _____

> *These last questions are about you. The information will be used to help categorize your answers.*

11. **Are you …** ☐ a boy/male    ☐ a girl/female?

12. **How old are you?**
    - ☐ 9 years or younger  ☐ 10 years   ☐ 11 years   ☐ 12 years
    - ☐ 13 years      ☐ 14 years   ☐ 15 years or older

13. **What grade are you in?** _____

14. **What best describes your race/ethnicity? [Check all that apply]**
    - ☐ American Indian, Eskimo or Aleut   ☐ Black or African American
    - ☐ Hispanic or Latino         ☐ Asian or Pacific Islander
    - ☐ White or Caucasian        ☐ Bi-racial/Multi-racial
    - ☐ Other _____

*Thank you!*

# Farm to School Parent/Guardian Survey Template

## *{Name of Project}* *Survey for Parents/Guardians*

{You may want to customize the title of this survey with the name of your farm to school project.}

*Your completion of this survey is important. We are interested in your honest opinions about the development of your child as a result of {this project}. Please answer the following questions by checking the responses that come closest to your opinion. Your responses to this survey are anonymous and will be reported in group form only.*

1. **Please check the box that comes closest to how you feel about {this project}.**

If parents/guardians are not familiar with the name of the project, wording might be changed to, "Because fresh, local food is served in the cafeteria…"

*Because of {this project} …*

|  | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Don't know |
|---|---|---|---|---|---|---|
| a. **My child eats the school breakfast more often** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. **My child eats the school lunch more often** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. **My child eats healthier foods at the school cafeteria** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. **I am happier with the choices my child has for school breakfast** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. **I am happier with the choices my child has for school lunch** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

2. **Please indicate how much you agree or disagree with following statements.**

If project staff think a parent will have knowledge of the child's eating habits at school as well as home, consider duplicating this question set with the wording changed to "This project has helped my child to eat at school…" Do not ask about eating habits at home and at school in the same question as parents may view both differently.

*{This project} has helped my child to eat at home…*

|  | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Don't know |
|---|---|---|---|---|---|---|
| a. **More fruits and vegetables** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. **More locally grown foods** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. **Food that is fresher (less packaged food)** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

OVER {if double-sided}

|   |   | | | | | | |
|---|---|---|---|---|---|---|---|
| d. | More organic food | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. | Less fast food (like McDonald's) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. | More foods that are traditional for our culture/family background | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. | New kinds of food | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| h. | Healthy snacks more often | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| i. | Food that is good for my child at home more often | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| j. | Food that is good for my child at school more often | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**3. Please check the box that comes closest to how you feel about {this project}.**

*Because of {this project} …*

|   |   | *Strongly agree* | *Agree* | *Neither agree or disagree* | *Disagree* | *Strongly disagree* | *Don't know* |
|---|---|---|---|---|---|---|---|
| a. | My child knows more about fats and sweets | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. | My child knows more about dairy products or foods made with milk | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. | My child knows more about meats and proteins | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. | My child knows more about breads and grains | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. | My child knows how to identify more kinds of fruits and vegetables | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**4. Please indicate how much you agree or disagree with following statements.**

*Because of {this project} …*

|   |   | *Strongly agree* | *Agree* | *Neither agree or disagree* | *Disagree* | *Strongly disagree* | *Don't know* |
|---|---|---|---|---|---|---|---|
| a. | My child knows more about where the food he/she eats comes from | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. | My child knows more about foods that are grown around here | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. | My child knows more about the kinds of foods that grow in different seasons | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. | My child knows more about which foods are healthy and which foods are not healthy | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. | My child makes healthier food choices | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. | Our family makes healthier food choices | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. | My child helps me more with grocery shopping | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| h. | My child better understands food labels that list ingredients | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| | | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree | Don't Know |
|---|---|---|---|---|---|---|---|
| i. | My child knows more about distance foods travel before they are consumed | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| j. | My child knows more about how food is processed | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| k. | My child knows more about preparing fresh foods | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| l. | My child helps prepare meals at home more often | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| m. | My child is more interested in cooking and preparing food at home | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| n. | My child knows more about the health and diet-related issues | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| o. | My child knows more about issues related to hunger | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

5. Did your child visit a farm as a part of {this project}?

6. Had your child ever been to a farm before coming to

{this project}?

☐ Yes ☐ No

> Duplicate and reword Questions 5-7 if project includes garden visits and/or farmers' market visits in addition to or instead of farm visits.

7. Please check the box below that comes closest to how you feel about {this project} activities:

*Because of* {this project}…

| | | *Strongly Agree* | *Agree* | *Neither Agree or Disagree* | *Disagree* | *Strongly Disagree* | *Don't Know* |
|---|---|---|---|---|---|---|---|
| a. | There are interesting activities for my child at the farm | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. | The activities at the farm are fun for my child | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. | My child learns new things at the farm | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. | My child likes coming to the farm | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. | My child knows more about crops grown in this region | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. | My child knows more about caring for farm animals | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. | My child is more interested in farming | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| h. | My child better understands why farms are important to him/her and our community | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| i. | My child knows more about the environment | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| j. | My child cares more about the environment | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

OVER {if double-sided}

Part II. Project-Level Evaluation Tools

8. **Do you have any additional comments regarding {this project}?**
_____

> *These last questions are about your child.  The information will be used to help categorize your answers.*

9. **Is your child …** ☐ male  ☐ female?

10. **How old is your child?**
    ☐ 5 years or younger  ☐ 8 years   ☐ 11years  ☐ 14 years
    ☐ 6 years             ☐ 9 years   ☐ 12 years ☐ 15 years or older
    ☐ 7 years             ☐ 10 years  ☐ 13 years

11. **What grade is your child in?** _____

12. **What best describes your child's race/ethnicity? [Check all that apply]**
    ☐ American Indian, Eskimo or Aleut  ☐ Black or African American  ☐ Hispanic or Latino
    ☐ Asian or Pacific Islander         ☐ White or Caucasian         ☐ Bi-racial/Multi-racial
    ☐ Other _____

# *Thank you!*

# Farm to School Project Teacher Survey Template

## *{Name of Project}* Survey

==*{You may want to customize the title of this survey with the name of your farm to school project.}*==

*This survey is being used to gather information on the students served by* ==*{this project}*== *and your opinions about* ==*{this project}*== *so we can improve it for you and for other schools.  We are interested in your honest answers.*

**Background Information**

*Name: _____   Position: _____*

*Name of School:  _____*

*Project Start Date:  _____*

*Current enrollment of your class:  _____ students*

**Grade level(s):**

☐ Kindergarten    ☐ 3rd grade    ☐ 6th grade    ☐ 9th grade
☐ 1st grade    ☐ 4th grade    ☐ 7th grade    ☐ 10th grade
☐ 2nd grade    ☐ 5th grade    ☐ 8th grade    ☐ 11th grade
                                                   ☐ 12th grade

**1. What elements are included in your Farm to School curriculum?  Please check all that apply.**

☐ Farm tours and/or farm-based field studies
☐ Agriculture related curriculum
☐ Nutrition and food related curriculum
☐ Classroom cooking
☐ Cafeteria tours
☐ Farmers' market tours
☐ Farmer presentations in the classroom
☐ Taste tests of local products
☐ School gardens and/or greenhouses
☐ Community garden tours
☐ Other _____

> Project may wish to duplicate this series of questions on agriculture related curriculum if other curriculums (e.g.,in-class cooking, nutrition and food) are offered.

==**For programs that provide agriculture related curriculum to teachers:**==

**2. Did you receive a set of** ==**{agriculture related curriculum}**== **as part of the** ==**{this project}**==**?**

☐    ☐    ☐
Yes    No    Don't know   → if No or Don't know, skip to Q3
                                  OVER==*{if double-sided}*==

**2a. How would you rate the usefulness of the {agriculture related curriculum} in helping you to conduct activities in your classroom?**

| ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|
| Not very useful | Somewhat useful | Useful | Very useful |

**2b. To what extent, if at all, did the {agriculture related curriculum} prepare you for the following activities?**

> May also include world studies, geography or history lessons.

| | *Not really* | *Some* | *Quite a bit* | *A lot* |
|---|---|---|---|---|
| **a. Link agriculture to math lessons** | ☐ | ☐ | ☐ | ☐ |
| **b. Link agriculture to science lessons** | ☐ | ☐ | ☐ | ☐ |
| **c. Link agriculture to language arts lessons** | ☐ | ☐ | ☐ | ☐ |
| **d. Develop lesson plans on agriculture and the food system** | ☐ | ☐ | ☐ | ☐ |
| **e. Identify interesting activities for the classroom** | ☐ | ☐ | ☐ | ☐ |
| **f. Promote student interest in agriculture and the food system** | ☐ | ☐ | ☐ | ☐ |
| **g. Increase student knowledge of agriculture and the food system** | ☐ | ☐ | ☐ | ☐ |
| **h. Use agriculture as a teaching tool in the classroom** | ☐ | ☐ | ☐ | ☐ |
| **i. Use the cafeteria as a teaching tool in the classroom** | ☐ | ☐ | ☐ | ☐ |

**2c. How would you rate the overall quality of the {agriculture related curriculum}?**

| ☐ | ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|---|
| Poor | Fair | Good | Very good | Excellent |

**2d. What did you like most about the {agriculture related curriculum}?**

_____

**2e. What are ways in which {agriculture related curriculum} may be improved?**

_____

**For programs with farmer presentations in the classroom:**

**3. Were farmer presentations a part of {this project} curricula?**

| ☐ | ☐ | ☐ | |
|---|---|---|---|
| Yes | No | Don't know | → if no or don't know, skip to Q4 |

**3a. Please rate the farmers on presentation style and knowledge of content:**

### Presentation Style

| | *Excellent* | *Very good* | *Good* | *Fair* | *Poor* |
|---|---|---|---|---|---|
| **a. Speaker 1 (name, topic)** ................................ ☐ | ☐ | ☐ | ☐ | ☐ | |
| **b. Speaker 2 (name, topic)** ............................... ☐ | ☐ | ☐ | ☐ | ☐ | |
| **c. Speaker 3 (name, topic)** ............................... ☐ | ☐ | ☐ | ☐ | ☐ | |

### Knowledge of Content

| | *Excellent* | *Very good* | *Good* | *Fair* | *Poor* |
|---|---|---|---|---|---|
| **a. Speaker 1 (name, topic)** ............................... ☐ | ☐ | ☐ | ☐ | ☐ |
| **b. Speaker 2 (name, topic)** ............................... ☐ | ☐ | ☐ | ☐ | ☐ |
| **c. Speaker 3 (name, topic)** ............................... ☐ | ☐ | ☐ | ☐ | ☐ |

**3b. How would you rate the overall quality of the farmer presentations?**

☐       ☐       ☐       ☐       ☐
Excellent    Very good    Good    Fair    Poor

**3c. What did you like most about the farmer presentations?**

_____

**3d. What are ways in which the farmer presentations may be improved?**

_____

> May alter wording or duplicate Question 4a.-e. for farm-based field studies.

**For programs with Farm tours:**

**4. Did you take your class on a farm tour as part of {this project}?**

☐       ☐       ☐
Yes    No    Don't know     → if no or don't know, skip to Q5

**4a. What activities did you participate in during your farm tour?**

☐       Toured farm
☐       Pet animals
☐       Helped with planting and/or harvesting
☐       Tasted farm-fresh food
☐       Gleaned farm-fresh food
☐       Brought back farm-fresh food to classroom
☐       Brought back farm-fresh food for use in cafeteria
☐       Performed service for farm (Explain: _____)

OVER {if double-sided}

**4b. Please rate each of the following aspects of the farm tour.**

| | Excellent | Good | Fair | Poor | Don't know |
|---|---|---|---|---|---|
| a. Farmer's presentation style .................. | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Farmer's knowledge .............................. | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Farmer's ability to connect with the students.............................................. | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Educational experiences on the farm ... | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. Food provided for tasting ..................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. Hands on activities.................................. | ☐ | ☐ | ☐ | ☐ | ☐ |

**4c. How would you rate the overall quality of the farm tour?**

| ☐ | ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|---|
| Excellent | Very good | Good | Fair | Poor |

**4d. What did you like most about the farm tour?**

_____

**4e. What are ways in which farm tours may be improved?**

_____

==For programs with Farmers' Market tours:==

**5. Did you take your class on a farmers' market tour as part of the {==this project==}?**

| ☐ | ☐ | ☐ | |
|---|---|---|---|
| Yes | No | Don't know | → if no or don't know, skip to Q6 |

**5a. Please rate each of the following aspects of the field trip.**

==Customize tour guide.==

| | Excellent | Good | Fair | Poor | Don't know |
|---|---|---|---|---|---|
| a. ==Tour guide's== presentation style............. | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. ==Tour guide's== knowledge ......................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Friendliness of farmers ......................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| d.Food provided for tasting....................... | ☐ | ☐ | ☐ | ☐ | ☐ |

**5b. How would you rate the overall quality of the farmers' market tour?**

| ☐ | ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|---|
| Excellent | Very good | Good | Fair | Poor |

**5c. What did you like most about the farmers' market tour?**

_____

**5d. What are ways in which farmers' market tours may be improved?**

_____

**For all programs, regardless of activities:**

**6. Now thinking about all of the elements of {this project}, please indicate how much you agree or disagree with following statements.**

*Because of {this project} …*

|  | | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Don't know |
|---|---|---|---|---|---|---|---|
| a. | Students have learned more about local foods systems | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. | Students have learned more about health and diet related issues | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. | Students know more about issues related to hunger | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. | Students have learned more about the importance of eating fruits and vegetables | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. | Students have learned more about the importance of avoiding fats and sweets | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. | Students have a greater appreciation for farming and food production | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**7. Please indicate how much you agree or disagree with following statements.**

*{This project} has helped students…*

|  | | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Don't know |
|---|---|---|---|---|---|---|---|
| a. | Eat healthy snacks more often at school | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. | Makes healthier food choices at school. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. | Enjoy their experience in the cafeteria more | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. | Become more aware of food choices available at school | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. | Inquire more about foods | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. | Inquire more about farms | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

OVER{if double-sided}

**8. How much did you learn about the following topics as a result of this project?**

| | *Not much* | *Some* | *Quite a bit* | *A lot* |
|---|---|---|---|---|
| a. Farming and food production | ☐ | ☐ | ☐ | ☐ |
| b. The local food system | ☐ | ☐ | ☐ | ☐ |
| c. Health and other diet related issues | ☐ | ☐ | ☐ | ☐ |
| d. Issues related to hunger | ☐ | ☐ | ☐ | ☐ |
| e. The importance of eating fruits and vegetables | ☐ | ☐ | ☐ | ☐ |
| f. The importance of avoiding fats and sweets | ☐ | ☐ | ☐ | ☐ |
| g. Farming and food production | ☐ | ☐ | ☐ | ☐ |

**9. How would you rate your classroom's overall experiences with {this project}?**

☐ Excellent     ☐ Good     ☐ Fair     ☐ Poor

    **9a. Do you have any concerns about continuing a partnership with {this project}?**

      ☐ Yes          ☐ No

    **9b. If yes, what types of concerns?**

    _____

**10. How would you measure the success of {this project}?**

_____

**11. What do you like most about {this project}?**

_____

**12. What are ways in which {this project} may be improved?**

_____

**13. Do you have any additional comments regarding {this project}?**

_____

# *Thank you!*

# Farm to School Project School Administrator/Food Service Director Survey Template

 *{Name of Project}* **Survey**

{You may want to customize the title of this survey with the name of your farm to school project.}

*This survey is being used to gather information on the students served by {this project} and your opinions about {this project} so we can improve it for you and for other schools. We are interested in your honest answers.*

**Background Information**

*Name: _____ Position: _____*

*Name of School: _____*

*Project Start Date: _____*

**Current enrollment of your school: _____ *students***

**Grade levels served by your school:**

☐ Kindergarten    ☐ 3rd grade    ☐ 6th grade    ☐ 9th grade
☐ 1st grade    ☐ 4th grade    ☐ 7th grade    ☐ 10th grade
☐ 2nd grade    ☐ 5th grade    ☐ 8th grade    ☐ 11th grade
                                                                ☐ 12th grade

**1. Approximately how many students do you believe have been reached by {this project} in the 2004-2005 academic year? _____**

**2. What elements are included in your Farm to School project? Please check all that apply.**

☐    Purchasing food from one or more local farmers and serving it in the school cafeteria
☐    Farm tours
☐    Agriculture related curriculum
☐    Nutrition and food related curriculum
☐    Classroom cooking
☐    Cafeteria tours
☐    Farmers' market tours
☐    Farmer presentations in the classroom
☐    Taste tests of local products
☐    School gardens and/or greenhouses
☐    Other _____

OVER{if double-sided}

3. Why did your school choose to participate in {this project}?

_____

4. How many students were served by the school meal program on average per day this past week?

_____

5. What percentage of these students participated in the free or reduced-fee school meal program? _____

6. Please indicate how much you agree or disagree with following statements.

*Because of {this project} …*

| | *Strongly agree* | *Agree* | *Neither agree or disagree* | *Disagree* | *Strongly disagree* |
|---|---|---|---|---|---|
| a. Fresh, locally grown fruits were used more in the cafeteria | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Fresh, locally grown vegetables were used more in the cafeteria | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Better quality produce was served to students | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Students increased the number of fruits and vegetables they consumed at lunch | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. Students have tasted new foods | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. The image of the school lunch program improved | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. The number of students eating the school lunch increased | ☐ | ☐ | ☐ | ☐ | ☐ |

7. How would you rate the following aspects of the food products you receive from the farmer(s) participating in {this project}?

| | *Excellent* | *Good* | *Fair* | *Poor* | *Don't know* |
|---|---|---|---|---|---|
| a. Quality of the food | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Variety of food | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Cost of the food | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Value for the cost of the food | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. Reliability of the food delivery | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. Cleanliness of food as delivered | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. Processing/preparation of food provided by farmer | ☐ | ☐ | ☐ | ☐ | ☐ |

8. **What has been the financial impact of participating in {this project} for the school lunch program?**
   ☐ The food cost is more expensive.
   ☐ The food cost is less expensive.
   ☐ The food cost is the same as before participation in {this project}.
   ☐ Don't know

9. **What was your impression of the farmer(s) participating in {this project}? (Rate each characteristic below.)**

|  | Excellent | Good | Fair | Poor | Don't know |
|---|---|---|---|---|---|
| a. Responsiveness | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Courtesy | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Knowledge of food products | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Overall impression | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. Reliability | ☐ | ☐ | ☐ | ☐ | ☐ |

**For programs with {this project} educational component:**

10. **Please indicate how much you agree or disagree with following statements.**

*Because of {this project} …*

|  | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Don't know |
|---|---|---|---|---|---|---|
| a. Students have learned more about the local food system | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Students have learned more about health and other diet-related issues | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Students have learned more about the importance of eating fruits and vegetables | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Students have a greater appreciation for farming and food production | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

11. **How would you rate your school/school district's overall experiences with {this project}?**
    ☐ Excellent    ☐ Good    ☐ Fair    ☐ Poor

12. **Do you have any concerns about continuing a partnership with {this project}?**
    ☐ Yes    ☐ No

12.a. **If yes, what types of concerns?**

_____

OVER {if double-sided}

13. How would you measure the success of {this project}?

_____

14. What do you like most about {this project}?

_____

15. What are ways in which {this project} may be improved?

_____

16. Do you have any additional comments regarding {this project}?

_____


# *Thank you!*

# Farm to School Project Farmer Survey Template

## {Name of Project} Survey

{You may want to customize the title of this survey with the name of your project.}

*This survey is being used to get your opinions on {this project} so we can improve it for you and other farmers. We are interested in your honest answers. Please do not put your name on this survey. Your answers are completely private.*

1. **How long have you been selling your products to {this project or this/these schools}?**

   _____ weeks   OR   _____ months OR   _____ years

2. **Please check the kinds of food products you sell to {this project or this/these schools}. (Please check all that apply.)**
   - ☐ Fruits
   - ☐ Vegetables
   - ☐ Meat, fish and poultry
   - ☐ Eggs and dairy products (cheese, milk, yogurt)
   - ☐ Value-added products (like jams, salsas, etc.)
   - ☐ Other: _____

3. **About how far does your food travel to get to the school?** _____ miles (one-way)

4. **Who transports the food?**
   - ☐ Myself or my employees
   - ☐ {This project}
   - ☐ A broker, another farmer or cooperative
   - ☐ Other _____

5. **Please rate each of the following aspects of your involvement with {this project}.**

| | Excellent | Good | Fair | Poor | Don't know |
|---|---|---|---|---|---|
| a. **Management of {this project}** | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. **Ease of working with school food service staff** | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. **Efficiency of {this project} operations** | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. **Ease of getting your food to the {project or school}** | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. **Overall experience selling to {this project}** | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. **Timeliness of receiving payments** | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. **Price received for products sold** | ☐ | ☐ | ☐ | ☐ | ☐ |
| h. **Volume of product required** | ☐ | ☐ | ☐ | ☐ | ☐ |

OVER {if double-sided}

6. What do you like best about selling food to {this project or this/these schools}?

_____

7. What do you like least about selling food to {this project or this/these schools}?

_____

8. The following list contains some changes you may or may not have experienced because of participating in {this project}. Please indicate how much you agree or disagree with each of the following statements as a result of your farm being a part of {this project}.

*Because my farm is a part of {this project} …*

| | *Strongly agree* | *Agree* | *Neither agree or disagree* | *Disagree* | *Strongly disagree* | *Don't know* |
|---|---|---|---|---|---|---|
| a. I have learned new farming skills | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. I have learned more about organic farming | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. I have earned more income from farming | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. I feel better about my future in farming | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. I have developed a larger customer base | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. I am more able to provide food for my family and myself because of the income I have earned being a part of this project | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. My access to institutional markets has improved | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| h. I have improved the way in which the food I grow is distributed | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| i. I have a stronger connection to my local community | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| j. I have a stronger connection to my local schools | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| k. I have a larger local market base | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| l. I have increased visibility of my products in the community | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

9. To what extent has {this project} helped you make a living at farming/ agriculture?

| *Does it make…* | ☐ | ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|---|---|
| | A Big Difference | A Moderate Difference | A Small Difference | No Difference | Don't Know |

10. **About how much gross income did you make this school year from being a part of {this project}?**

    ☐ Under $1,000     ☐ $15,000 to $19,999
    ☐ $1,000 to $4,999  ☐ $20,000 or more
    ☐ $5,000 to $9,999  ☐ Don't Know
    ☐ $10,000 to $14,999

11. **What percent of your total income comes from selling your food to {this project}?** ____

12. **Do you have any additional comments regarding {this project}?**

_____

## *Thank you!*

## Capturing an Overall Farm to School Project View

There are three Farm to School Overview Tracking Forms provided in this section. The first form tracks the numbers of youth served local foods as a result of the farm to school project. The second form tracks student exposure to farm to school project education programs. The third form provides a profile of the kinds and amounts of local farm foods purchased from the farm and served by the school. These three forms can be collected separately, but it may be helpful to collect all at the same time to have an understanding of how the farm to school project profile changes seasonally or over time. If there is little change or turnover in farmers, or little change in the food purchased or served, staff may be able to collect data for each segment less frequently.

## Farm to School Overview Tracking Form for Serving Farm-fresh Foods

There are many ways to track student participation in the farm to school project. For programs without a tracking system, the following form might be useful for recording the students served local, farm-fresh foods as part of the school meal program as a result of the farm to school project. It can be completed daily, weekly or per semester depending on the fluctuation in student participation or to see results of project changes. Some projects may also want to add a column and track which of the local foods youth ate more or less often (e.g., salad bar versus fresh vegetables in hot lunch). Depending on the relationship between project staff and food service staff, either may be asked to complete the form.

# Farm to School Project Overview Tracking Form for Serving Farm-fresh Foods

*Name of School: _____*
*Person Collecting Data: _____ Date: _____*
*Period of time this report covers: _____ (particular day, week, semester, etc.)*

| Item | Results |
|---|---|
| Grade levels of students served by school meal program | |
| Number of students that COULD be served by school meal program (from all grades listed above) | |
| Number of ACTUAL students served by school meal program | |
| Number of ACTUAL students served _____ (describe kind of local food) as part of the school meal program | |
| Number of ACTUAL students served _____ (describe kind of local food) as part of the school meal program | |

Note: Projects may want to customize this form to include school breakfast program only, school lunch program only, or both breakfast and lunch separately.

**Farm to School Project Overview Tracking Form for Youth Education**

This tracking form can be used for tracking exposure to a variety of educational programs offered by a farm to school project including those in the classroom, at a garden or on a farm. A project may wish to collect this information every time an educational session is offered so that the information can be compiled and correlated together. Or this form can be completed at the end of a semester or school year, combining information on all sessions onto one form. If farm to school project educational sessions are held at more than one school, separate forms may be advised to track student exposure at each school.

# Farm to School Project Overview Tracking Form for Youth Education

Name of Project: _____
Name of School: _____
Person Collecting Data: _____ Date: _____
Period of time this report covers: _____ (particular day, week, semester, etc.)

| Item | Results |
|---|---|
| Name of Program: <br><br> Dates Offered <br><br> Number of classrooms participating <br><br> Number of students participating | |
| Name of Program: <br><br> Dates Offered <br><br> Number of classrooms participating <br><br> Number of students participating | |
| Name of Program: <br><br> Dates Offered <br><br> Number of classrooms participating <br><br> Number of students participating | |
| Name of Program: <br><br> Dates Offered <br><br> Number of classrooms participating <br><br> Number of students participating | |
| Name of Program: <br><br> Dates Offered <br><br> Number of classrooms participating <br><br> Number of students participating | |

## Farm to School Overview Tracking Form for Food Sold

There are a number of ways to track the amount of food produced and sold by farms to schools. Some farmers weigh the produce on a scale and other farmers simply estimate how much the produce weighs. Whatever method is used, it is important to document whether the amount is an estimate or not. In addition, farmers may have varied ways of assign a monetary value to their food products. For farm to school projects without a tracking system, the following form might be useful for tracking the farm outputs. The form can be completed daily, weekly, by school semester or at other intervals when measurement occurs.

Part II. Project-Level Evaluation Tools

# Farm to School Project Overview Tracking Form for Food Sold

*Name of Farm: _____*
*Person Collecting Data: _____ Date: _____*
*Period of time this report covers: _____ (particular day, week, semester, etc.)*

| Item | Total Number of Pounds | Actual or Estimate | Monetary Value (if known) |
|---|---|---|---|
| Pounds of fruit sold to school(s)/project | | ☐ Actual<br>☐ Estimate | |
| Pounds of vegetables sold to school(s)/project | | ☐ Actual<br>☐ Estimate | |
| Pounds of other food sold to school(s)/project<br>Name of food: _____ | | ☐ Actual<br>☐ Estimate | |
| Pounds of other food sold to school(s)/project<br>Name of food: _____ | | ☐ Actual<br>☐ Estimate | |
| Pounds of other food sold to school(s)/project<br>Name of food: _____ | | ☐ Actual<br>☐ Estimate | |
| Total Pounds of food sold | (Note: this should total all of the pounds listed on the rows above) | ☐ Actual<br>☐ Estimate | |

| Describe Fruits Sold | Describe Vegetables Sold | Describe Other Food Products Sold |
|---|---|---|
| | | |

# Part III.
# System-level Evaluation Tools

❀     Chapter 8. Evaluating Food Coalitions, Networks and Councils

# PART III: SYSTEM-LEVEL EVALUATION TOOLS

Most community food projects do much more than just grow or distribute food. They work to create empowered and competent communities and to develop sustainable food systems within and across those communities. Systematic change of this nature is often accomplished through strategic partnerships of several community organizations and individuals. For many food projects, the way they work with people and the partnerships they develop are key elements of how they create change in their communities. These working relationships generate important outcomes such as skill-building and empowerment for community members, and better coordination and new collaborative efforts among community organizations and institutions.

Many CFPs work with diverse partners through some sort of organizational structure such as a food coalition or network that brings these groups together to work toward shared goals.

The following chapter is devoted to the evaluation of these types of partnerships. Community food projects working with coalitions or networks may find the tools within this chapter helpful in evaluating their progress toward achieving their established goals. In addition, such projects should consult the qualitative tools featured in chapter 3, including the Community Stakeholder Interview Guide Template.

# Chapter 8.
# Evaluating Food Coalitions, Networks and Councils

❀    Coalition Data Collection Worksheet #1:  Key Participants

❀    Coalition Data Collection Worksheet #2:  Structures and Processes

❀    Coalition Data Collection Worksheet #3:  Assessment and Planning

❀    Coalition Data Collection Worksheet #4:  Implementation of Strategies

❀    Coalition Data Collection Worksheet #5:  Synergy

❀    Coalition Data Collection Worksheet #6:  Community Change

❀    Coalition Leadership and Staffing Tracking Form

❀    Coalition Member Participation Form

❀    Coalition Participation Tracking Form

❀    Coalition Structure Tracking Form

❀    Community Food Assessment Tracking Form

❀    Coalition Action Plan Tracking Form

❀    Coalition Technical Assistance Tracking Form

❀    Coalition Evaluation Tracking Form

❀    Coalition Pilot Project Tracking Form

❀    Coalition Policy Advocacy Tracking Form

❀    Coalition Media/Education Tracking Form

❀    Coalition Community Profile Tracking Form

❀    Coalition Resource Mobilization Tracking Form

# Chapter 8. Evaluating Food Coalitions, Networks and Councils

5,6,7,8,9,10,11,12,13,14,15,16,17,18

## Introduction and Terms

Community food projects contribute to the development of empowered and competent communities that work to improve community quality of life. Because community food projects work on complex and interwoven issues, their work is often accomplished through people and organizations working together in strategic partnership.

Various terms are used to describe different models for working together, including networks, partnerships, collaboratives, coalitions and others. Figure 1 provides one example of how these terms are defined, although it is common to see these same terms defined in different ways. The organizational model that is appropriate for any given situation will depend on the community context, the culture(s) of participants, the goals for the collaboration, and other factors. Rusmore and Mavrolas (2005) provide a useful guide to forming collaboratives which describes the benefits of various models for structuring cooperative work.

For the purposes of this chapter, we focus on approaches that will be appropriate for groups working together in a more formal way, and on the organizational model of the "coalition," defining it as follows:

> "Organizations of diverse interest groups that combine their human and material resources to effect a specific change the members are unable to bring about independently" (Brown, 1984, p. 3).

Whatever their scale and focus, coalitions tend to have much in common. They often work to solve health and social problems through developing the community's planning capacity, increasing collaborative problem solving, promoting cooperation, developing advocacy capacity and increasing information access (Wolff, 1992). Coalition building has been a primary focus for many community food projects, because it can be a powerful way to engage diverse organizations and individuals in working together to create positive change in their community.

---

**Figure 1. One Framework of Organizational Relationships**
(Abi-Nader, Dunnigan, & Markley, 2001)

A coalition is a formalized structure for organizations working together. Other options for organizational relationships include:

Network: exchange information

Alliance: exchange information and share tasks

Partnership: exchange information, share and/or merge resources, and create activities of mutual benefit

Coalition: exchange information, share and/or merge resources, create activities for mutual interest with formal links and commitment, joint budget and fundraising, formal decision-making structure and shared leadership

Collaboration: all of the above, plus consensus decision-making and formal evaluation process (The goal is building an interdependent system to address issues and opportunities.)

---

Thomas Wolff (2002), who has studied collaborations extensively, has concluded that effectiveness of the various forms of collaborations, whether large-scale or small-scale, varies widely. Although significant resources have been devoted to coalition building and experienced practitioners may have a keen understanding of what makes coalitions work, formal knowledge about the effectiveness of many of these coalitions is limited (Berkowitz, 2001; Granner & Sharpe, 2004; Roussos & Fawcett, 2000). There is relatively little consensus on best practices in coalition work and, thus, no gold-standard evaluation tools for measuring coalition effectiveness or community change outcomes. This may be partly a reflection of the fact that different types of coalitions are appropriate in different contexts.

Given the lack of a framework, unlike other Toolkit chapters that provide a full set of outcome-based evaluation tools, this chapter provides resources to help guide CFP staff through the vast literature and instrumentation work on coalitions as well as a set of worksheets to quantify coalition progress and activities. The following evaluation aids are provided:

- A brief summary of the literature on successful coalition building;
- Characteristics to consider measuring when evaluating community food coalition work;
- A set of worksheets to track outputs of community food coalition work;
- A list of tools CFP staff might use to further evaluate a coalition's process and outcomes.

## Common Coalition Activities

There are many ways to build and maintain community coalitions, and many different strategies for addressing food security issues. Community context often plays an important role choosing both organizing models and specific strategies. But there are some activities that are common to many coalitions, including recruitment, establishment of operating structures and processes, community food assessments, and development and implementation of action plans. Evaluation can be used to measure the effectiveness of each one of these activities. Garrett and Feenstra (1999) recommend the activities listed below for coalitions focused on community food security. (Additional recommendations for building food-related networks and coalitions are presented in Appendix X).

- Strategic planning,
- Community food system assessment,
- Developing project resources,
- Developing organizational infrastructure,
- Integrating policy with projects,
- Project evaluation,
- Celebration of successes.

The activities of a coalition will also vary based on its stage of organizational development. Florin, Mitchell, and Stevenson (1993) categorize the stages of development as initial mobilization, establishing organizational structure, building capacity for action, planning for action, implementation, refinement and institutionalization. Butterfoss and Kegler (2002) have created a simpler framework with three primary stages: formation, maintenance and institutionalization. Evaluation activities will vary based upon which stage a coalition is in. For

example, a coalition might evaluate the diversity of its membership in the formation phase and then measure levels of public awareness related to food security issues later.

There are a variety of models and promising practices promoted for coalition building. A summary of the models from the literature on coalition functioning and specifically from community food security advocates is presented in Appendix X. The tables within this appendix also list suggested activities and outcome measures for coalitions. Although not everyone agrees on the most important components of successful coalitions, some practices receive stronger support than others (see Figure 2). For a more detailed look at various ideas on components of successful coalitions, see Appendix X.

+-----------------------------------------------------------------------+
|             **Figure 2. Components of Successful Coalitions**          |
|                                                                       |
|   •  Strong leadership                                                |
|   •  Paid staffing                                                    |
|   •  Broad community representation                                   |
|   •  Formalized mission and structures for coalition functioning      |
|   •  Frequent communication and information exchange                  |
|   •  Shared decision-making                                           |
|   •  Conflict management                                              |
+-----------------------------------------------------------------------+

## A Model for Coalitions

One model for coalition building is the Community Coalition Action Theory developed by Butterfoss and Kegler (2002). This model identifies 23 characteristics related to successful coalition functioning, based on the evaluations of many community coalitions formed to tackle issues such as alcohol and drug dependence, AIDS, teen pregnancy and more.  The model is based on a more formalized coalition with significant resources, so it may be less relevant to CFPs that are in the early stages of coalition formation, or that have more limited resources. Still, it provides the best information available from the literature on coalition functioning on how successful coalitions function. The Community Coalition Action Theory was modified for community food security work by NRC, Inc. and is presented in Figure 3.
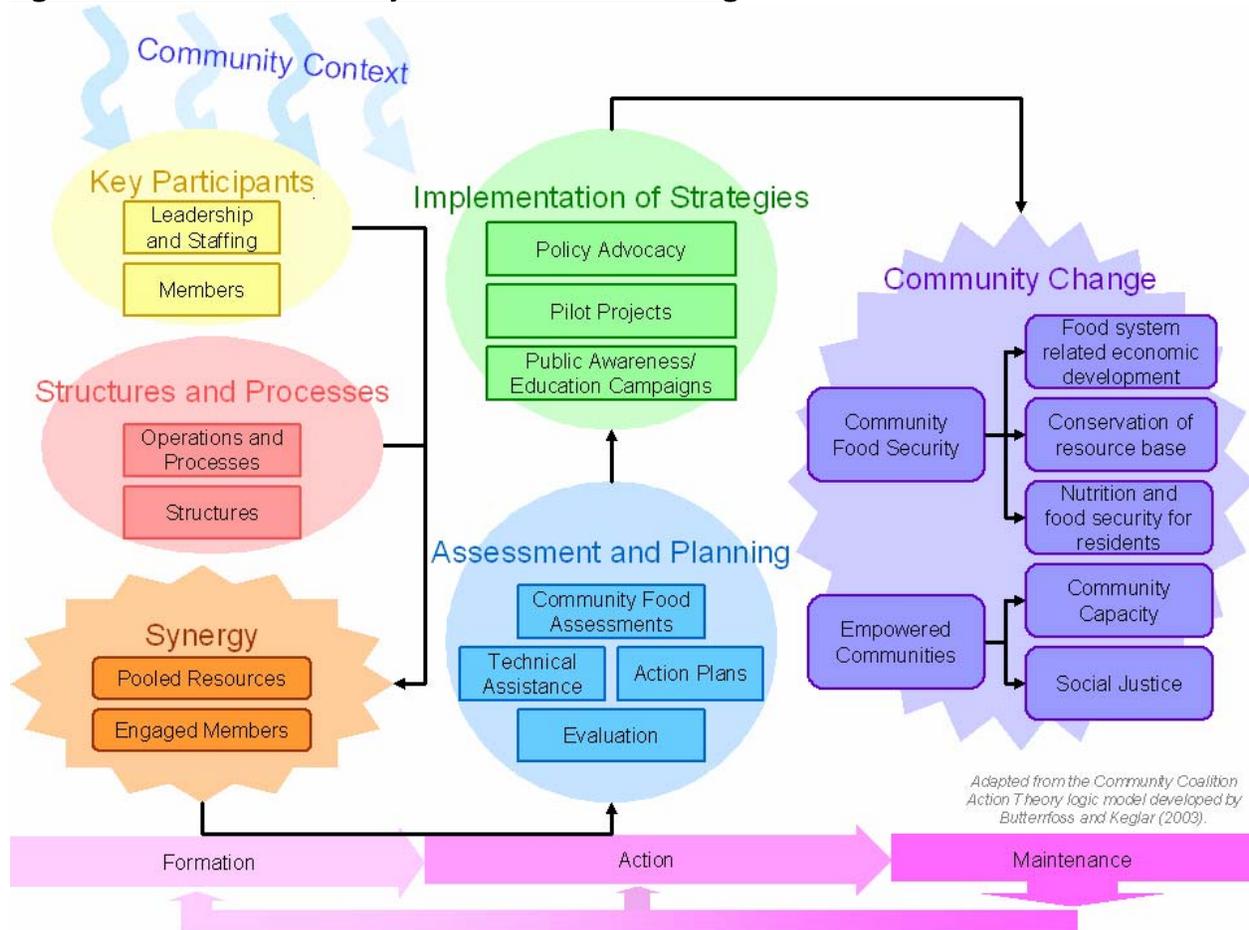
This adapted model is broken into three developmental stages: formation, action and maintenance. In reality, the development of a coalition is not a linear process. Some of these stages will be ongoing or revisited at various points in the development of the coalition (e.g., new partners may be recruited and/or operations and processes change because of a new project or campaign).

## Formation Stage

Key participants of a community food coalition, including leaders and members, must all be involved in the formation stage. Together, they determine collaboration structures such as shared mission statements and objectives, and the establishment of group functioning processes such as decision-making and communication. With the right combination of participants, structures and processes, a coalition produces synergy whereby members are all engaged and willing to pool resources.

## Action Stage

Once the coalition is formed, the members pool resources to plan their strategies for action and implementation. A community food coalition might work on activities such as community food assessments, strategic planning, technical assistance to coalition members and the community and evaluation planning. After assessing both the community's and the coalition's current status and planning for the future, coalitions might focus on implementing more externally focused strategies, such as policy advocacy, public education and pilot programs in the community. Some coalitions work on a specific project or campaign to build interest and momentum before going through broader assessment and planning.

## Maintenance Stage

A coalition's ultimate goal is usually to create positive changes in the community. As community change is a long-term goal; it is usually detected in the later stages of the coalition. In the arena of community food security, community change might mean improved community food security so that (1) economic development related to food systems increases, (2) resources are better conserved, and (3) overall nutrition and food security for community residents is developed. Community change might also include the empowerment of communities as a result of work toward building social justice and improving community capacities. However, while a coalition's work may contribute to important changes like these, it can be difficult to measure community change over a short period of time or demonstrate that it has resulted from the coalition's work.

## Measuring the Quality of Coalition Work

A large number of tools have been developed to evaluate coalition work at various stages of the model, yet CFP staff may find that no single existing tool will be adequate to evaluate their many activities. After reviewing 26 articles and 146 measurement scales/indexes on coalitions, Granner and Sharpe (2004) concluded that the literature in coalition functioning depicts a "diverse array of concepts" and a "fragmented collection of tools" (p. 517). They recommend selecting an overarching framework, such as our Model of Community Food Coalition Functioning. Once a framework is chosen, then the CFP staff can select the measures that match their community context, stakeholder expectations, evaluation resources and developmental phase. The following tables list coalition characteristics that might be included in an evaluation of coalition or network functioning. The categories in the following tables are linked to the Model of Community Food Coalition Functioning presented in Figure 3. The first table lists process characteristics (e.g., key participants, implementation of strategies), while the second shows the outcomes of coalition functioning (e.g., engaged members, pooled resources as well as longer-term community change outcomes).

## Table 1. Process Characteristics to Consider When Measuring the Quality of Coalitions[19]

| Characteristic | Description |
|---|---|
| **KEY PARTICIPANTS** | |
| **Leadership and Staffing** | |
| Convening group | Supports provided to group: financial or material support, technical assistance, valuable contacts and networks |
| Leadership | Support style, decision style, effectiveness, skills, incentive and cost management |
| Staff performance | Staff time devoted to coalition, capacity building, staff skills, staff-committee relationship |
| **Coalition Membership** | |
| Representation | Sectoral representation, member diversity, community representation |
| Skills and experience | Member experience, expertise, competence |
| Participation | Attendance, participation type (voluntary versus paid), length of group participation, level of membership (active/inactive), hours of participation, roles and contributions of each participant |
| Recruitment | Recruitment pattern, success, steps to ensure representation |
| **STRUCTURES AND PROCESSES** | |
| **Structures** | |
| Organizational structure | Formalized rules and operating procedures |
| Role clarity | Role clarity, operational understanding (members' understanding of role, mission, structure and operations) |
| **Operations and processes** | |
| Community cohesion | Sense of community connection, support and collective problem solving |
| Purposeful meetings | Task focus of meetings, meeting effectiveness |
| Communication | Quality and frequency of member communications, quality and frequency of staff/member communications |
| Conflict management | Conflict management and tension reduction strategies |
| Decision-making | Coalition influence, involvement/inclusion |
| **Assessment and Planning** | |
| Community food assessment | Comprehensiveness, target group reached |
| Action plan | Clarity, scope, comprehensiveness |
| Technical assistance | Quality and frequency of communications/aids, quality of assistance, impact on recipients' work |
| Evaluation | Planning and activities |
| **Implementation of Strategies** | |
| Pilot food projects | Number launched, funds generated, quality of technical assistance provided |
| Policy advocacy | Number and types initiated |
| Education/awareness campaigns | Number and types initiated |

Part III. System Level Evaluation Tools

| Table 2. Outcomes to Consider When Measuring the Quality of Coalitions | |
|---|---|
| Outcome | Description |
| **SYNERGY (Coalition-Level Outcomes)** | |
| **Pooled Resources** | |
| Resources | Resource mobilization, financial resources |
| Engaged Members | |
| Satisfaction | Satisfaction with accomplishments, organization, specific aspects of group, membership |
| Commitment | Strength of commitment, endorsement of mission, sense of pride |
| Participation benefits/costs | Benefits to participation, perceived knowledge and skill development, participation costs (time commitment, lack of need for immediate gratification) |
| Sense of ownership | Commitment, sense of pride, cares about future of organization |
| **COMMUNITY CHANGE (Community-Level Outcomes)** | |
| **Community Food Security (Intermediate Outcomes)** | |
| Public awareness | Raised awareness of residents and public leaders |
| Public policy change | Policies initiated and institutionalized, reach of policies |
| Community Food Security (Long-term Outcomes) | |
| Food system related economic development | Increased food system related economic development |
| Conservation of resource base | Resources sustained |
| Nutrition and food security for residents | Prevalence of health and social problems or strengths |
| **Community Empowerment** | |
| Social capital and social justice | Collaboration, cooperation and networking of agencies, community linkages |

## Tools for Evaluating Coalitions

In the remainder of this chapter, we provide 12 tools to track the many outputs of community food coalition work, as well as references for additional tools to measure coalition processes and outcomes. Many of the characteristics listed in this chapter and included in the tools are most relevant to a formal coalition with significant resources. Still, some of the tools will be useful for CFP staff involved in informal collaborative activities as well. CFP staff are encouraged to review the model and tracking forms and determine which, if any, of the tools are appropriate to use as part of their evaluation.

Although there is no perfect tool for evaluating the coalition-level and community-level outcomes of food coalitions, tools developed by others may still be quite useful. Many tools have been created to assess such group processes as communication, decision-making, conflict resolution, as well as the quality of leadership and staffing. The synergy of pooled resources and member engagement is also addressed in some coalition evaluation instruments. Appendix XI provides a listing of tools that measure the opinions of coalition members and staff in regard to group cohesion and coalition effectiveness.

Beyond evaluation tools, much has been written about building and evaluating successful coalitions. Appendix XII provides a list of resources that might be helpful to CFP staff working on forming, maintaining or sustaining a community food coalition or network.

## Summary of Tools Included in this Chapter

This chapter of the Toolkit provides a set of tracking tools that may be used to assemble information on the activities and accomplishments of food coalitions and networks. The tools are intended to measure many aspects of collaboration and will be most relevant for more established and formal coalitions with significant resources. As with all of the tools included in the Toolkit, CFP staff should select the tools that are relevant to their particular program and modify them as needed.

There are 12 coalition tracking forms provided in this chapter. They are designed to help CFP staff track attendance and participation, community representation, structures put in place for organizational development, the hours and activities of the network and the reach of these activities. Most of the information to be completed on these forms should be available from coalition records or "off the top of your head" by coalition staff. How often you complete the forms will depend on the how often the characteristics of your coalition change during the reporting period. The Coalition Member Participation Tracking Form is the only form that is distributed to group members. The remaining forms can be completed by a coalition staff person or coordinator.

The following tools are provided in this chapter to present an overview of the coalition participation, membership, structures and activities:

**Coalition Data Collection Worksheets**:
a) *Worksheet #1: Key Participants*: summary descriptions of the data to collect on key participants and how it will be obtained through the coalition tracking forms.
b) *Worksheet #2: Structures and Processes*: summary descriptions of the data to collect on structures and processes and how it will be obtained through the coalition tracking forms.
c) *Worksheet #3: Assessment and Planning*: summary descriptions of the data to collect assessment and planning efforts and how it will be obtained through the coalition tracking forms.
d) *Worksheet #4: Implementation of Strategies*: summary descriptions of the data to collect on implementation of strategies and how it will be obtained through the coalition tracking forms.
e) *Worksheet #5: Synergy*: summary descriptions of the data to collect on synergy of coalition efforts and how it will be obtained through the coalition tracking forms.
f) *Worksheet #6: Community Change*: summary descriptions of the data to collect on community change and how it will be obtained through the coalition tracking forms.

**Key Participant Tracking Forms**:
a) *Coalition Leadership and Staff Tracking Form*: to track the supports and staffing provided to the coalition.
b) *Coalition Member Participation Form*: to track community representation and skills and contributions of members.
c) *Coalition Participation Tracking Form*:  to track the number of coalition meetings, attendance and recruiting.

**Structures and Processes Tracking Forms**:
a) *Coalition Structure Tracking Form:*  to track activities related to coalition structure and processes completed in the reporting period.

**Assessment and Planning Tracking Forms**:
a) *Community Food Assessment Tracking Form*:  to track activities related to community food assessment for the reporting period.
b) *Coalition Action Plan Tracking Form*: to track activities related to action planning for the reporting period.
c) *Coalition Technical Assistance Tracking Form*: to track activities related to technical assistance for the reporting period.
d) *Coalition Evaluation Tracking Form*: to track activities related to evaluation for the reporting period.

**Implementation of Strategies Tracking Forms**:
a) *Coalition Pilot Project Tracking Form:*  to track activities related to pilot projects for the reporting period.
b) *Coalition Policy Advocacy Tracking Form*: to track activities related to policy advocacy for the reporting period.
c) *Coalition Media and Education Tracking Form*: to track activities related to media and education for the reporting period.
d) *Coalition Community Profile Tracking Form*:  to track the reach of activities conducted by the coalition in the community

e) *Coalition Resource Mobilization Tracking Form:* to track financial and in-kind support as well as valuable contacts obtained by coalition.

## Instructions for Adaptation and Administration of the Coalition Tools

All the tracking forms are designed to be brief, placing little burden on coalition staff. Because the goals and activities of community food projects are diverse and far-ranging, this chapter is not intended to provide all of the evaluation tools a coalition may need to demonstrate successes. Instead, it provides tools that measure outputs common to many coalitions. CFP staff may review the tools, decide which tools and which questions suit their projects and which do not, and adapt the tools accordingly. In addition, as networks progress in their development, staff will most likely pursue the use of tools to measure coalition outcomes as well as outputs. Potential evaluation tools are listed in Appendix XI.

As noted earlier in this chapter, community change is, although an ultimate goal of a coalition, a difficult long-term impact to measure in the first few years of work. Many projects may not see visible changes in their community for awhile. Therefore, coalitions may wish to hold off on use of the community change worksheet (Worksheet #6) or related output or outcome measurement tools until significant work has been accomplished.

### Customization

The coalition worksheets in this chapter require no customization as they represent check lists for project staff to determine which outcomes they desire measuring and which tools could be used to collect this data.

The coalition tracking forms require minimal customization, if any. Coalition staff may wish to add additional rows to a form if they intend to collect additional data not indicated on the form. Or existing rows on a tracking form could be deleted if staff do not intend to collect certain data. The Coalition Member Participation Form is the only coalition tracking form intended for use by individuals other than coalition staff. Of all the coalition forms, this one may require some customization so that language fits a particular project's work.

Once a tool is customized, those adapting it should be sure to remove all highlighted areas and have another person proofread their work.

## Coalition Data Collection Worksheets

A set of coalition data collection worksheets has been included as an aid to CFPs that are in the evaluation planning stages of their food networks and coalitions. These worksheets coincide with the elements of A Model of Community Food Coalition Functioning presented as Figure 3 on page 204. They include:

- Worksheet #1: Key Participants,
- Worksheet #2: Structures and Processes,
- Worksheet #3: Assessment and Planning,
- Worksheet #4: Implementation of Strategies,
- Worksheet #5: Synergy,
- Worksheet #6: Community Change.

Each worksheet outlines the types of information that can be collected and from what tracking forms the information would be obtained. They can be used as checklists to help programs determine which coalition tracking forms should be used to collect the data needed.

On many of the worksheets, member ratings are suggested as the way in which data should be collected to obtain particular information relevant to a coalition. Member ratings are best collected through member surveys or facilitated group discussions (e.g., focus groups). See the tools in Part I of the Toolkit for more information on relevance and use of these instruments.

# Coalition Data Collection Worksheet #1: Key Participants

| Name of Coalition/Network: _____ Time Period: _____ |
|---|

This worksheet can be used to help determine what kinds of information staff may want to track about key participants in the project.. The first column lists the kind of information that can be collected, the second allows a program to indicate which they want to collect, and the third specifies which document from the Toolkit would be used to collect that piece of information. The broader content areas coincide with a Model of Community Food Coalition Functioning presented on page 204 of the Toolkit.

| Coalition Information | To Be Collected? | Toolkit Document Used to Collect Data |
|---|---|---|
| **Key Participants** | | |
| **Leadership and Staffing** | | |
| *Convening group* | | Coalition Leadership and Staffing Tracking Form |
|   Supports provided by group------------- | ☐ | |
|     Financial/material------------------------ | ☐ | |
|     Technical assistance---------------------- | ☐ | |
|     Contacts/networks------------------------ | ☐ | |
| *Leadership* | | Not included in this toolkit; best collected through member ratings |
|   Support style --------------------------------- | ☐ | |
|   Decision style--------------------------------- | ☐ | |
|   Effectiveness --------------------------------- | ☐ | |
|   Skills ------------------------------------------- | ☐ | |
|   Incentive and financial management- | ☐ | |
| *Staff performance* | | Coalition Leadership and Staffing Form for log of staff hours. |
|   Staff time devoted to coalition---------- | ☐ | |
|   Staff skills ------------------------------------ | ☐ | |
|   Capacity building by staff------------------ | ☐ | Ratings of staff skills, capacity building and relationship with members; best collected through member ratings |
|   Staff-committee relationship------------- | ☐ | |
| **Coalition Membership** | | |
| *Representation* | | |
|   Sectorial representation-------------------- | ☐ | |
|   Demographic diversity ---------------------- | ☐ | Coalition Member Participation Form |
|   Community representation---------------- | ☐ | |
|   Participation type (volunteer/paid)----- | ☐ | |
| *Skills and experience* | | |
|   Member experience-------------------------- | ☐ | Coalition Member Participation Form |
|   Expertise -------------------------------------- | ☐ | |
|   Competence------------------------------------ | ☐ | |
| *Participation* | | |
|   Attendance------------------------------------- | ☐ | |
|   Length of group participation------------- | ☐ | Coalition Member Participation Form |
|   Membership (active/inactive) ----------- | ☐ | Coalition Participation Tracking Form |
|   Hours of participation ---------------------- | ☐ | |
|   Roles and contributions ------------------- | ☐ | |

| Coalition Information | To Be Collected? | Toolkit Document Used to Collect Data |
|---|---|---|
| **Key Participants** | | |
| _Recruitment_<br>  Pattern ------------------------------------------- ☐<br>  Success ------------------------------------------- ☐<br>  Steps to ensure representativeness-- ☐ | | Coalition Member Participation Form |

# Coalition Data Collection Worksheet #2: Structures and Processes

| Name of Coalition/Network: _____ | Time Period: _____ |
|---|---|

This worksheet can be used to help determine what kinds of information staff may want to track about the structure and processes of a project. The first column lists the kind of information that can be collected, the second allows a program to indicate which they want to collect, and the third specifies which document from the Toolkit would be used to collect that piece of information. The broader content areas coincide with the Model of Community Food Coalition Functioning presented on page 204 in Chapter 8 of the Toolkit.

| Coalition Information | To Be Collected? | Toolkit Document Used to Collect Data |
|---|---|---|
| **Structures and Processes** | | |
| **Structures** | | |
| Formalized rules and operating procedures---------------------------------------- | ☐ | Coalition Structure Tracking Form |
| *Role clarity* Members understanding of role, mission structure and operations--------- | ☐ | Not included in the Toolkit; best collected through member ratings |
| **Operations and processes** | | |
| *Community cohesion* Sense of community (connection, support , collective problem solving) - | ☐ | Not included in the Toolkit; best collected through member ratings |
| *Purposeful meetings* Task focus of meetings--------------------- Meeting effectiveness----------------------- | ☐ ☐ | Not included in the Toolkit; best collected through member ratings |
| *Communication* Quality and frequency of member communications------------------------------ Quality and frequency of staff/member communications-------- | ☐ ☐ | Not included in the Toolkit; best collected through member ratings |
| *Conflict management* Conflict management/tension reduction strategies--------------------------- | ☐ | Not included in the Toolkit; best collected through member ratings |
| *Decision-making* Influence, Involvement/inclusion---------------------- | ☐ | Not included in the Toolkit; best collected through member ratings |

# Coalition Data Collection Worksheet #3: Assessment and Planning

| *Name of Coalition/Network:* _____ | *Time Period:* _____ |

This worksheet can be used to help determine what kinds of information staff may want to track about assessment and planning for a project. The first column lists the kind of information that can be collected, the second allows a program to indicate which they want to collect, and the third specifies which document from the Toolkit would be used to collect that piece of information. The broader content areas coincide with the Model of Community Food Coalition Functioning presented on page 204 in Chapter 8 of the Toolkit.

| Coalition Information | To Be Collected? | Toolkit Document Used to Collect Data |
|---|---|---|
| **Assessment and Planning** | | |
| *Community food assessment* | | Community Food Assessment Tracking Form |
|   Comprehensiveness------------------------- | ☐ | Community Profile Tracking Form |
|   People involved-------------------------------- | ☐ | |
|   Hours of work--------------------------------- | ☐ | |
|   Reach------------------------------------------------ | ☐ | |
| *Action plan* | | Action Plan Tracking Form |
|   Comprehensiveness------------------------- | ☐ | Community Profile Tracking Form |
|   People involved-------------------------------- | ☐ | |
|   Hours of work--------------------------------- | ☐ | |
|   Reach------------------------------------------------ | ☐ | |
| *Technical assistance* | | Technical Assistance Tracking Form |
|   Quality and frequency of communications/aids----------------------- | ☐ | Quality not included in the Toolkit; best collected through recipient ratings |
| *Evaluation* | | Evaluation Tracking Form |
|   Planning and activities---------------------- | ☐ | |
|   People involved-------------------------------- | ☐ | |
|   Hours of work--------------------------------- | ☐ | |

Part III. System Level Evaluation Tools

# Coalition Data Collection Worksheet #4: Implementation of Strategies

*Name of Coalition/Network:* _____ *Time Period:* _____

This worksheet can be used to help determine what kinds of information staff may want to track about implementation of project strategies. The first column lists the kind of information that can be collected, the second allows a program to indicate which they want to collect, and the third specifies which document from the Toolkit would be used to collect that piece of information. The broader content areas coincide with the Model of Community Food Coalition Functioning presented on page 204 in Chapter 8 of the Toolkit.

| Coalition Information | To Be Collected? | Toolkit Document Used to Collect Data |
|---|---|---|
| **Implementation of strategies** | | |
| *Pilot food projects* | | Pilot Project Tracking Form |
| Number launched --------------------------- | ☐ | Technical Assistance Tracking Form |
| Funds generated------------------------------ | ☐ | Community Profile Tracking Form |
| Technical assistance provided--------- | ☐ | |
| Reach--------------------------------------------- | ☐ | |
| *Policy advocacy* | | |
| Number and types initiated-------------- | ☐ | |
| People involved-------------------------------- | ☐ | Policy Advocacy Tracking Form |
| Hours of work----------------------------------- | ☐ | Community Profile Tracking Form |
| Reach--------------------------------------------- | ☐ | |
| *Education/awareness campaigns* | | Media/Education Tracking Form |
| Number and types initiated-------------- | ☐ | Community Profile Tracking Form |
| Reach--------------------------------------------- | ☐ | |

# Coalition Data Collection Worksheet #5: Synergy

| *Name of Coalition/Network:* _____ | *Time Period:* _____ |
|---|---|

This worksheet can be used to help determine what kinds of information staff may want to track about implementation of project strategies. The first column lists the kind of information that can be collected, the second allows a program to indicate which they want to collect, and the third specifies which document from the Toolkit would be used to collect that piece of information along with the section of that document for reference. The broader content areas coincide with the Model of Community Food Coalition Functioning presented on page 204 in Chapter 8 of the Toolkit.

| Coalition Information | To Be Collected? | Toolkit Document Used to Collect Data |
|---|---|---|
| **Synergy** | | |
| **Pooled Resources** | | |
| *Resources* | | |
| Financial/material---------------------------- ☐ | | Resource Mobilization Tracking Form |
| Technical assistance------------------------ ☐ | | |
| Contacts/networks-------------------------- ☐ | | |
| **Member Engagement** | | |
| *Satisfaction* | | |
| Satisfaction with: | | |
| Accomplishments------------------------------ ☐ | | Not included in the Toolkit; best collected through member ratings |
| Organization------------------------------------- ☐ | | |
| Specific aspects of group------------------- ☐ | | |
| Membership-------------------------------------- ☐ | | |
| *Member commitment* | | |
| Strength of commitment-------------------- ☐ | | Not included in the Toolkit; best collected through member ratings |
| Endorsement of mission ------------------- ☐ | | |
| Sense of pride---------------------------------- ☐ | | |
| *Participation benefits/costs* | | |
| Benefits to participation (perceived knowledge and skill development)----- ☐ | | Not included in the Toolkit; best collected through member ratings |
| Participation costs (time commitment, lack of immediate gratification) ---------------------------------- ☐ | | |
| *Sense of ownership* | | |
| Commitment------------------------------------- ☐ | | Not included in the Toolkit; best collected through member ratings |
| Sense of pride---------------------------------- ☐ | | |
| Cares about future of organization----- ☐ | | |

# Coalition Data Collection Worksheet #6: Community Change

| Name of Coalition/Network: _____Time Period: _____ |
|---|

This worksheet can be used to help determine what kinds of information staff may want to track about community change. The first column lists the kind of information that can be collected, the second allows a program to indicate which they want to collect, and the third specifies which document from the Toolkit would be used to collect that piece of information along with the section of that document for reference. The broader content areas coincide with the Model of Community Food Coalition Functioning presented on page 204 in Chapter 8 of the Toolkit.

| Coalition Information | To Be Collected? | Toolkit Document Used to Collect Data |
|---|---|---|
| **Community change** | | |
| *Public awareness*<br>Raised awareness of residents--------<br>Raised awareness of public leaders--------------------------------------------- | ☐<br><br>☐ | Not included in the Toolkit; best collected through survey of public or key leader survey. |
| *Public policy change*<br>Policies initiated------------------------------<br>Policies institutionalized-----------------<br>Reach of policies---------------------------- | ☐<br>☐<br>☐ | Policy Advocacy Tracking Form<br>Community Profile Tracking Form |
| *Capacity/social capital*<br>Collaboration --------------------------------<br>Cooperation/networking of agencies--------------------------------------<br>Community linkages---------------------- | ☐<br><br>☐<br>☐ | Not included in the Toolkit; best collected through member survey of perceived benefits. |
| *Health/social outcomes of residents*<br>Community food security (prevalence health and social problems and strengths related to community food security) --------------- | <br><br><br><br>☐ | Not included in the Toolkit; best collected through use of secondary data and community food assessment tools provided in the Community Food Security Assessment Toolkit at http://www.ers.usda.gov/publications/efan02013/ |

## Key Participant Tracking Forms

Three key participant tracking forms are provided to track coalition leadership and participation:

- Coalition Leadership and Staff Tracking Form,

- Coalition Member Participation Form,

- Coalition Participation Tracking Form.

# Coalition Leadership and Staffing Tracking Form

*Name of Coalition:* _____
*Date:* _____ *Time Period:* _____
*Person Completing Form:* _____

| Item | Output |
|---|---|
| Convening group financial support provided *(Include any financial support given to coalition and items such as funds for supplies, printing, refreshments, office and meeting space, etc.)* | $ _____ |
| In-kind support and other resources | $ _____ (approximate value) |
| Hours of technical assistance/training provided to coalition members | _____ *hours* |
| Hours of volunteer support | _____ *hours* |
| Number of valuable contacts/networks provided by convening groups | _____ *contacts/networks* |
| Staff time devoted to coalition | _____ *staff involved* <br> _____ *total hours* |

# Coalition Member Participation Form

| |
|---|
| *Name of Coalition:* _____<br>*Date:* _____ *Time Period:* _____<br>*Person Completing Form:* _____ |

**1. Please list the type of primary focus of the group you represent:**

Locally elected leaders
Food/agriculture agency representatives
Social service agency representatives
Farmers
Farm organizations
Food banks and anti-hunger groups
Faith-based organizations
Cooperative extension and other university faculty
Public health workers and nutritionists

Environmental and sustainable community advocates
Parks and recreation departments
Community gardening organizations
Food processors/retailers or restaurants [could separate out]
Small business support and local lending institutions
Community-based or neighborhood organizations
Interested community member(s)
Other_____

**2. How long have you participated in this coalition?** _____years _____ months

**3. What kinds of roles have you played as part of your participation in this group?**

Attend meetings
Talk at meetings (make comments, express ideas, etc.)

Serve as member of subcommittee
Chair a sub-committee
Help organize activities other than meetings

Work for coalition outside of regular meetings
Work on evaluation outside of regular meetings
Work on policy development outside of regular meetings
Work on assessment outside of regular meetings

Direct the implementation of a particular program
Serve as an officer
Chair/lead the entire group
Help with outreach/recruiting
Other

OVER {if double-sided}

Part III. System Level Evaluation Tools

4.  **Which of the following best describes your situation as a participant in the group:**

        I am a volunteer
        I receive a salary, paid with regular salary dollars from my organization
        I receive a salary, part of which comes from coalition funds
        I am a paid consultant
        Other _____

5.  **During the past _____ {customize} months about how many hours, in an average month, have you spent carrying out the following activities:**

_____ Hours for regular community group meetings
_____ Hours for subcommittee work outside of meetings
_____ Hours for group sponsored activities outside of meetings
_____ Hours preparing for meetings or activities
_____ Hours for administration, paperwork
_____ Hours networking and communicating outside of meetings
_____ Hours facilitating group process
_____ Hours teaching subject matter/providing technical assistance
_____ Hours fund raising, including grant writing
_____ Hours on other activities not mentioned above _____

6. **How would you rate your level of experience related to community food security issues prior to joining the group? Would you consider your experience to be...**

    Significant      □ Moderate     □ Very little     □ None

7. **How long had you worked in the area of community food security before joining this community group?** _____years _____ months

---
*These last questions are about you.  Please check the response boxes that best describe you.*
---

8. **Are you...**
    Female       □ Male

9. **What best describes your race/ethnicity?**
   **(Please check all that apply.)**
    American Indian, Eskimo or Aleut
    Asian or Pacific Islander
    Black or African American
    White or Caucasian
    Hispanic or Latino
    Bi-racial/Multi-racial
    Other_____

10) **What is your age?**
    Under 18 years
    18 to 24 years
    25 to 34 years
    35 to 44 years
    45 to 54 years
    55 to 64 years
    65 years or older

*A number of these questions were adapted from the appendix of :  Taylor-Powell, E., Rossing, B., & Geran, J. (1998). Evaluating collaboratives: Reaching the potential. Retrieved September 30, 2005, from the Program Development and Evaluation, University of Wisconsin-Extension, Cooperative Extension Web site: http://cecommerce.uwex.edu/pdfs/G3658_8.PDF

Part III. System Level Evaluation Tools

# Coalition Participation Tracking Form

Name of Coalition: _____
Date: _____ Time Period: _____
Person Completing Form: _____

## Participation Activities

| Activity | Month | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Jan | Feb | March | April | May | June | July | August | Sept | Oct | Nov | Dec |
| Number of meetings held | | | | | | | | | | | | |
| Number of participants at meeting (Total) | | | | | | | | | | | | |
| Number of sub-committee meetings | | | | | | | | | | | | |
| Number of members leaving | | | | | | | | | | | | |
| Number of members joining | | | | | | | | | | | | |
| Number of potential members contacted | | | | | | | | | | | | |

*Adapted from Collaborative Monitoring Chart inTaylor-Powell, E., Rossing, B., & Geran, J. (1998). Evaluating collaboratives: Reaching the potential. Retrieved September 30, 2005, from the Program Development and Evaluation, University of Wisconsin-Extension, Cooperative Extension Web site: http://cecommerce.uwex.edu/pdfs/G3658_8.PDF

## Structures and Processes Tracking Forms

One tracking form is provided to document coalition structures and processes:

- Coalition Structure Tracking Form.

# Coalition Structure Tracking Form

| | |
|---|---|
| *Name of Coalition:* _____ | |
| *Date:* _____ *Time Period:* _____ | |
| *Person Completing Form:* _____ | |

| Item | Output |
|---|---|
| Completion of stages in organizational or project development (Please check those that you have completed.)<br><br>Below indicate the estimate number of persons involved and the estimate total number of hours spent. | ❑ Partnerships defined<br>❑ Mission & vision statement completed<br>❑ Goals & objectives defined<br>❑ Project activities defined<br>❑ Defined measures for each activity<br>❑ Project logic model developed<br>❑ Evaluation plan developed<br>❑ By-laws established<br>❑ Decision-making strategy defined<br>❑ Sub-committees established<br>❑ Communication strategies defined |
| Partnerships defined for coalition | _____ *persons involved*          _____ *hours* |
| Mission & vision statement completed | _____ *persons involved*          _____ *hours* |
| Goals and objectives defined | _____ *persons involved*          _____ *hours* |
| Project activities defined | _____ *persons involved*          _____ *hours* |
| Defined measures for each activity | _____ *persons involved*          _____ *hours* |
| Project logic model developed | _____ *persons involved*          _____ *hours* |
| Evaluation plan developed | _____ *persons involved*          _____ *hours* |
| By-laws established | _____ *persons involved*          _____ *hours* |
| Decision-making strategy defined | _____ *persons involved*          _____ *hours* |

Part III. System Level Evaluation Tools

| | | |
|---|---|---|
| Sub-committees established | _____ *persons involved* | _____ *hours* |
| Communication strategies defined | _____ *persons involved* | _____ *hours* |
| *Total hours spent on these organizational development activities (sum of above)* | | _____ *hours* |

## Assessment and Planning Tracking Forms

Four assessment and planning tracking forms are provided to document activities related to community food assessment, action planning, technical assistance and evaluation:

- Community Food Assessment Tracking Form,

- Coalition Action Plan Tracking Form,

- Coalition Technical Assistance Tracking Form,

- Coalition Evaluation Tracking Form.

# Community Food Assessment Tracking Form

*Name of Coalition:* _____
*Assessment Area:* _____
*Date:*   _____ *Time Period:*  _____
*Person Completing Form:*  _____

## Part A: CFA Components

| Component Included in Assessment | Completed | Number of Individuals Involved | Number of Paid Hours | Number of Volunteer Hours |
|---|---|---|---|---|
| Community socio-economic and demographic characteristics | □ Yes □ No | | | |
| Community food resources | □ Yes □ No | | | |
| Household food security | □ Yes □ No | | | |
| Food resource availability | □ Yes □ No | | | |
| Food availability and affordability | □ Yes □ No | | | |
| Community food production | □ Yes □ No | | | |
| Other _____ | □ Yes □ No | | | |
| *Totals:* | | | | |

## Part B: Stages of CFA Development[20]

| Stages of Development | Accomplished |
|---|---|
| **ORGANIZE** | |
| Identify a group of key stakeholders | ☐ |
| Organize initial meeting(s) | ☐ |
| Determine the group's interest in conducting an assessment | ☐ |
| Identify and recruit other participants, representing diverse interests and skills | ☐ |
| Continue to organize and engage consitutents throughout project | ☐ |
| **PLAN** | |
| Review other assessments | ☐ |
| Determine assessment purposes and goals | ☐ |
| Devep an overall plan and decision-making process | ☐ |
| Clarify roles of participants, including community residents and defining various levels of participation | ☐ |
| Define geographic and population boundaries for the assessment | ☐ |
| Develop outreach plan and materials | ☐ |
| Recruit and train staff and volunteers as needed | ☐ |
| Develop budget; secure grants, in-kind resources and/or project sponsor | ☐ |
| Create evaluation plan | ☐ |
| **RESEARCH** | |
| Develop assessment questions and indicators | ☐ |
| Identify existing data and information needed | ☐ |
| Determine appropriate research methods | ☐ |
| Develop research tools, pilot test and revise | ☐ |
| Collect and analyze data from existing and original sources | ☐ |
| Sumarize assessment findings | ☐ |
| **ADVOCATE** | |
| Develop recommendations and action plan | ☐ |
| Develop communications strategy | ☐ |
| Advocate for policy changes | ☐ |
| Evaluate and celebrate assessment outcomes | ☐ |

# Coalition Action Plan Tracking Form

*Name of Coalition*_____

*Action Plan Area:* _____

*Date:* _____ *Time Period:* _____

*Person Completing Form:* _____

| Organizational Stages | Completed | Number of Individuals Involved | Number of Paid Hours | Number of Volunteer Hours |
|---|---|---|---|---|
| Partnerships defined | □ Yes<br>□ No | | | |
| Mission and vision statement completed | □ Yes<br>□ No | | | |
| Goals and objectives defined | □ Yes<br>□ No | | | |
| Project activities defined | □ Yes<br>□ No | | | |
| Defined measures for each activity | □ Yes<br>□ No | | | |
| Project logic model developed | □ Yes<br>□ No | | | |
| Evaluation plan developed | □ Yes<br>□ No | | | |
| Decision-making strategy defined | □ Yes<br>□ No | | | |
| *Totals:* | | | | |

# Coalition Technical Assistance Tracking Form

*Name of Coalition:*_____

*Technical Assistance Recipient:*_____

*Technical Assistance Provider (as applicable):* _____

*Date:* _____ *Time Period:* _____

 *Person Completing Form:* _____

## Individual Technical Assistance

| Type of Assistance (Enter code from legend below) | How Assistance was Provided | Hours Spent on Assistance | Paid or Volunteer |
|---|---|---|---|
| Food Policy Councils | □ Phone<br>□ E-mail<br>□ In person | | □ Paid<br>□ Volunteer |
| Farm to Cafeteria | □ Phone<br>□ E-mail<br>□ In person | | □ Paid<br>□ Volunteer |
| Program Evaluation | □ Phone<br>□ E-mail<br>□ In person | | □ Paid<br>□ Volunteer |
| Community Food Assessments | □ Phone<br>□ E-mail<br>□ In person | | □ Paid<br>□ Volunteer |
| Nutrition | □ Phone<br>□ E-mail<br>□ In person | | □ Paid<br>□ Volunteer |
| Fundraising/Mobilizing Resources | □ Phone<br>□ E-mail<br>□ In person | | □ Paid<br>□ Volunteer |
| Strategic Planning | □ Phone<br>□ E-mail<br>□ In person | | □ Paid<br>□ Volunteer |
| Other _____ | □ Phone<br>□ E-mail<br>□ In person | | □ Paid<br>□ Volunteer |
| Total for Time Period | | | |

## Presentations and Workshops

| Number of workshops/conferences held: | _____conferences/workshops |
|---|---|
| Number of participants at workshops/conferences: | _____participants |

# Coalition Evaluation Tracking Form

**Name of Coalition:** _____

**Date:** _____ **Time Period:** _____

**Person Completing Form:** _____

| Evaluation Components | Completed | Number of Individuals Involved | Number of Paid Hours | Number of Volunteer Hours |
|---|---|---|---|---|
| Logic model | □ Yes <br> □ No | | | |
| Performance indicators | □ Yes <br> □ No | | | |
| Evaluation plan | □ Yes <br> □ No | | | |
| Tool development | □ Yes <br> □ No | | | |
| Data collection | □ Yes <br> □ No | | | |
| Data analysis | □ Yes <br> □ No | | | |
| Data reporting | □ Yes <br> □ No | | | |
| Data review and discussion | □ Yes <br> □ No | | | |
| Evaluation action plan | □ Yes <br> □ No | | | |
| Evaluation data dissemination | □ Yes <br> □ No | | | |
| Other _____ | □ Yes <br> □ No | | | |
| Totals: | | | | |

## Implementation of Strategies Tracking Forms

Three implementation strategies tracking forms are provided to record activities related to pilot projects, policy advocacy as well as media and public education. A final tracking form is provided to track the reach of coalition activities:

- Coalition Pilot Project Tracking Form,

- Coalition Policy Advocacy Tracking Form,

- Coalition Media Education Tracking Form,

- Coalition Community Profile Tracking Form,

- Coalition Resource Mobilization Tracking Form.

# Coalition Pilot Project Tracking Form

*Name of Coalition:* _____
*Date:* _____ *Time Period:* _____
*Person Completing Form:* _____

| Organization Selected | Number of Peopled Served by Organization | Amount of Funding Granted | Number of Projects Implemented |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| *Totals:* | | | |

*Note: Technical assistance offered to grantees should be recorded as part of Technical Assistance Tracking Form.*

# Coalition Policy Advocacy Tracking Form

*Name of Coalition:* _____

*Policy Area:* _____

*Date:* _____ *Time Period:* _____

*Person Completing Form:* _____

## Policy Information

| | |
|---|---|
| Policy action | Removing barriers |
| | Providing resources |
| | Guiding or restricting development |
| | New or revised guidelines or standards |
| Type of policy | Creating access for consumers |
| | Market and economic development |
| | Procurement policy |
| | Infrastructure development for local food system |
| | Nutritional guidelines |
| | City planning, zoning |
| | Policy requiring better coordination among various sectors and agencies |
| | Emergency food/safety net |
| | Access to land for food protection |
| | Other: |
| Intended policy impact | Behavior or business practice changes |
| | Institutional relationship changes |
| | Measurable health impacts of residents |

| | | |
|---|---|---|
| Level of policy jurisdiction | Institutional | City |
| | County | State |
| | Regional | Federal |
| Status of policy | Introduced | Rejected |
| | Authorized | Enacted |
| | Implemented | Unknown |

| | |
|---|---|
| Length of time since policy enacted | _____ *months* |
| Does the policy target underserved populations? | □ Yes   □ No |
| Time spent in policy advocacy activities | _____ *persons involved*<br>_____ *hours* |

# Coalition Media/Education Tracking Form

*Name of Coalition:* _____

*Date:* _____ *Time Period:* _____

*Person Completing Form:* _____

## Media Contact or Exposure

| | |
|---|---|
| Number of press releases distributed | _____ press releases |
| Number of press conferences | _____ press conferences |
| Number of media (e.g., radio, television, newspaper) interviews conducted | _____ interviews |
| Number of letters to the editor written | _____ letters |
| Number of articles written for publication | _____ articles |
| Number of media advertisements/sponsorships | _____ advertisements |
| Number of PSA's produced | _____ PSAs |
| Number of contacts or referrals made (that are not counted above) | _____ contacts |
| Number of "other" media contacts | _____ |
| Total of all media contacts/exposures | _____ |

## Production and Distribution of Educational Materials

| Material Produced | Number Produced | Number Distributed |
|---|---|---|
| Newsletters | | |
| Activity/Event flyer | | |
| Informational brochures or packets | | |
| Reports, toolkits or handbooks | | |
| Audio tapes, video tapes, or CDs | | |
| Internet Web site/ Web pages | | |
| Other _____ | | |

# Coalition Community Profile Tracking Form

*Name of Coalition:* _____
*Date:* _____ *Time Period:* _____
*Person Completing Form:* _____

---

## Community Profile Characteristics

| | |
|---|---|
| Number of residents living in regions included in coalition | _____residents |
| Acres of land covered | _____acres |
| Populations living in area: (As possible, use secondary data sources such as the US Census to provide information on the population that is potentially affected by the policy.) | **Gender Groups Served:**<br>❑ Male ❑ Female<br><br>**Age Groups Served:**<br>❑ Infants (birth-2)      ❑ Children (3-12)<br>❑ Teens (13-18)         ❑ College Age (18-22)<br>❑ Adults (20-55)        ❑ Seniors (55+)<br><br>**Ethnic Groups Served:**<br>❑ African American   ❑ Asian<br>❑ Caucasian          ❑ Hispanic, Latino<br>❑ Multi-ethnic        ❑ Native American, American Indian<br><br>**Special Populations Served:**<br>❑ Abused persons ❑ Blind/visually impaired<br>❑ Homeless          ❑ Deaf/hearing impaired<br>❑ Terminally ill     ❑ Substance abusers<br>❑ Low income       ❑ Mentally/physically challenged |

# Coalition Resource Mobilization Tracking Form

*Name of Coalition:* _____

*Date:* _____ *Time Period:* _____

*Person Completing Form:* _____

| Item | Output |
|---|---|
| Financial support obtained by coalition | $ _____ |
| Hours of technical assistance/training obtained | _____ hours |
| Number of valuable contacts/networks obtained | _____ contacts/networks |
| Other _____ | |

# APPENDICES

# Appendix I: COTF Activity Tally Sheet

# COTF Activity Tally Sheet

This tally sheet may be completed prior to beginning work on the Common Output Tracking Form (COTF) to help track the services and activities your project offers and on which you are reporting. This may be especially useful if you need to complete the form in more than one sitting. This sheet is for your own use and does not need to be returned to USDA, CFSC or NRC.

This tally sheet also contains a list of terms used in the COTF with definitions specific to their meaning. We realize that there are various ways of interpreting each of these terms and are offering these definitions to provide consistency in reporting. Please consider the following definitions as you complete the COTF and adjust your answers accordingly.

1. Write the name of each service or activity offered next to the service or activity type in column 3 on the following pages. (Definitions of these service and activity types appear in column 2.) Services or activities in which your project is not involved can be left blank or crossed off.

2. Go to Part A of the electronic COTF by double clicking on the following address or copying and pasting this address into your Web browser: http://www.n-r-c.com/survey/cotfa.htm.

3. Complete questions 1 and 2 of the COTF Part A: Overview by describing general information about your organization and grant.

4. Complete the COTF Part A: Overview, Section 1, by selecting the services and activities in which your project is involved (that correlate to this tally).

5. Complete the remaining Part A: Overview sections and click submit. Then begin on Part B: Activity Reporting by posting this address into your Web browser: http://www.n-r-c.com/survey/ cotfb.htm. You will be prompted to complete Part B one time for each service or activity type.  If multiple services or activities are offered by your project that fall within the same service or activity type, answer each question on the COTF collectively for all.

6. If you are unable or do not wish to complete the COTF in one session and want to save your work, click on the "Save" button in the lower left corner of any page. You will receive a message indicating that your work has been saved. To return to your incomplete form, double-click on the Web address and you will be prompted with the message, "Do you wish to load your previously saved responses for this questionnaire?", then click OK. The save option only applies to the form currently being completed. Once you have clicked "Submit", the form is no longer available for modification.

7. Document the work that has been saved for a particular service or activity by marking an X or the date of partial completion in column 4. After each service or activity is completed, mark an X or indicate the date it was completed in column 5 on the following pages. When Part B has been completed for all the services and activities your project works with, you are finished with the form.

| 1.Service or Activity Type | 2. Definition | 3. Service or Activity Name | 4. COTF saved; not completed/ submitted | 5. Completed COTF? | 6. Notes |
|---|---|---|---|---|---|
| Community Food Assessment | A Community Food Assessment is a collaborative and participatory process to systematically examine a broad range of community food assets and resources, so as to inform on local issues that need attention and change actions to make the community more food secure. | | | | |
| Community Garden | A community garden is a garden where people share basic resources - land, water, and sunlight. Community gardens are the sites of a unique combination of activities such as food production, recreation, social and cultural exchange, and the development of open space, community spirit, skills, and competence. | | | | |
| Community or Incubator Kitchen/ Value-Added Production / Processing | A community kitchen is a shared use facility that enables growers and small business people to process their own agricultural or food products to add additional added prior to sale. | | | | |
| Community Supported Agriculture (CSA) Program | CSA is a mutual commitment between a nearby farmer and the people who eat the food that the farmer produces. The farm feeds the CSA members; the members support the farm and share the inherent risks and potential bounty. | | | | |
| Emergency Food Collection and Distribution | Collection and procurement of edible foods that are then distributed through food banks, food pantries, and congregate feeding programs. Including but not limited to, gleaning, farmer/grower donations, food drives, and institutional donations of prepared and perishable foods. | | | | |
| Entrepreneurial Food and Agricultural Activity | Any activity related to the marketing of food products. Examples of these could include a single farm stand (as opposed to a farmers' market) and a value-added food product cottage industry. | | | | |

| 1.Service or Activity Type | 2. Definition | 3. Service or Activity Name | 4. COTF saved; not completed/ submitted | 5. Completed COTF? | 6. Notes |
|---|---|---|---|---|---|
| Farm/ Grower Cooperative | A group of farmers who are working together to market their products. This group may or may not have articles of incorporation or other agreed upon guidelines or rules. | | | | |
| Farm to Cafeteria Project | Included in this category are Farm to School, Farm to College and Farm to Institution projects. Farm to Cafeteria projects link local farmers with nearby schools or institutions to increase consumption of fresh, nutritious fruits and vegetables. Students and/or other community members learn about the origin of their food, while small and medium-sized farmers are able to avail themselves of a local market to supplement their income. One project may include single or multiple schools, school districts or institutions depending on the structure of project activities. | | | | |
| Farmers' Market | Organization that provides resources and a gathering place for farmers and consumers to exchange products. | | | | |
| Food Access and Outreach | Informational and educational activities and campaigns to inform low-income people of their potential eligibility for and benefits available from government nutrition assistance programs, including but not limited to, food stamps, school lunch and breakfast, WIC, summer food, elderly meals, and farmers' market nutrition programs. | | | | |
| Food-buying Cooperative | A group of people or organizations that purchases food together in bulk to receive discounted prices or increased access. | | | | |

| 1.Service or Activity Type | 2. Definition | 3. Service or Activity Name | 4. COTF saved; not completed/ submitted | 5. Completed COTF? | 6. Notes |
|---|---|---|---|---|---|
| Food Policy Council/ Network | A Food Policy Council (FPC) is comprised of stakeholders from various segments of a state or local food system. Councils can be officially sanctioned through a government action (such as legislation or an Executive Order) or can be a grassroots effort. While this category is not limited to policy initiatives, many FPCs' primary goal is to examine the operation of the local food system and provide ideas or recommendations for how it can be improved. | | | | |
| Immigrant/ Migrant Farm Project | A project that works with immigrant or migrant farm workers to support their ability to make a living in agriculture through providing additional social services or employment development support. | | | | |
| Job Skills Training | Training to support someone in developing the necessary skills to obtain and keep a job. | | | | |
| Micro-enterprise/ Entrepreneur Skill Training | Training to support someone in starting and maintaining a small-scale, food-related business venture. These projects are typically capitalized at under $35,000 with three or fewer employees initially. | | | | |
| Promoting Local Food Purchases | An education, outreach or public relations campaign that highlights the benefits of purchasing raw and value-added local foods and food products. This may encompass support for activities such as buy-local campaigns, community supported agriculture, farm-to-cafeteria efforts, and farmers' markets. | | | | |
| Restoration of Traditional Foods/ Agriculture | Activities (other than immigrant farmer projects) that focus on supporting the use of traditional food and agriculture and rely on agricultural knowledge bases held by indigenous people. | | | | |

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| 1. Service or Activity Type | 2. Definition | 3. Service or Activity Name | 4. COTF saved; not completed/ submitted | 5. Completed COTF? | 6. Notes |
|---|---|---|---|---|---|
| Training and Technical Assistance | Most of the community food project activities listed will include some element of training and technical assistance focused on that activity. There will be an opportunity to report on these education efforts in Part B for each project activity. This category is for programs that are primarily T & TA in focus and are not part of another core activity. | | | | |
| Youth/ School Gardening or Agriculture Project | This category is to include all youth activities related to community food systems, other than farm to school projects. These activities could include composting and vermiculture. | | | | |

# Appendix II: COTF Activity and Section Mapping Sheet

| | COTF Part A: Overview | | |
|---|---|---|---|
| | Instructions: Sections 1 through 3 of Part A should be completed once per project. | | |
| Part A Sections | 1: Services and Activities | 2: Media Contact | 3: Production & Distribution of Educational Materials |
| Community Food Assessment | ✓ | ✓ | ✓ |
| Community Garden | ✓ | ✓ | ✓ |
| Community or Incubator Kitchen/Value-Added Production/Processing | ✓ | ✓ | ✓ |
| Community Supported Agriculture (CSA) Program | ✓ | ✓ | ✓ |
| Emergency Food Collection and Distribution | ✓ | ✓ | ✓ |
| Entrepreneurial Food and Agricultural Activity | ✓ | ✓ | ✓ |
| Farm/ Grower Cooperative | ✓ | ✓ | ✓ |
| Farm to Cafeteria Project | ✓ | ✓ | ✓ |
| Farmers' Market | ✓ | ✓ | ✓ |
| Food Access and Outreach | ✓ | ✓ | ✓ |
| Food-buying Cooperative | ✓ | ✓ | ✓ |
| Food Policy Council/Network | ✓ | ✓ | ✓ |
| Immigrant/Migrant Farm Project | ✓ | ✓ | ✓ |
| Job Skill Training | ✓ | ✓ | ✓ |
| Micro-Enterprise/ Entrepreneur Skill Training | ✓ | ✓ | ✓ |
| Promoting Local Food Purchases | ✓ | ✓ | ✓ |
| Restoration of Traditional Foods/Agriculture | ✓ | ✓ | ✓ |
| Training and Technical Assistance | ✓ | ✓ | ✓ |
| Youth/School Gardening or Agriculture Project | ✓ | ✓ | ✓ |

| Part B Sections | 1: Training, Technical Assistance and Professional Development | 2: People Served | 3: Populations Served | 4: Affiliated Groups | 5: Farmland and Gardens | 6: Food | 7: Economic Impact | 8: Community Food Assessments | 9: Food Policy Councils/Networks | 10: Food Policies |
|---|---|---|---|---|---|---|---|---|---|---|
| Community Food Assessment | ✓ | N/A | ✓ | ✓ | N/A | N/A | N/A | ✓ | N/A | N/A |
| Community Garden | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N/A | N/A | N/A |
| Community or Incubator Kitchen/Value-Added Production/Processing | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N/A | N/A | N/A |
| Community Supported Agriculture (CSA) Program | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N/A | N/A | N/A |
| Emergency Food Collection and Distribution | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N/A | N/A | N/A |
| Entrepreneurial Food and Agricultural Activity | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N/A | N/A | N/A |
| Farm/ Grower Cooperative | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N/A | N/A | N/A |
| Farm to Cafeteria Project | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N/A | N/A | N/A |
| Farmers' Market | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N/A | N/A | N/A |
| Food Access and Outreach | ✓ | ✓ | ✓ | ✓ | N/A | N/A | N/A | N/A | N/A | N/A |
| Food-buying Cooperative | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N/A | N/A | N/A |
| Food Policy Council/Network | ✓ | N/A | ✓ | ✓ | N/A | N/A | ✓ | N/A | ✓ | ✓ |
| Immigrant/Migrant Farm Project | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N/A | N/A | N/A |
| Job Skill Training | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N/A | N/A | N/A |
| Micro-Enterprise/ Entrepreneur Skill Training | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N/A | N/A | N/A |
| Promoting Local Food Purchases | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N/A | N/A | N/A |
| Restoration of Traditional Foods/Agriculture | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N/A | N/A | N/A |
| Training and Technical Assistance | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N/A | N/A | N/A |
| Youth/School Gardening or Agriculture Project | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | N/A | N/A | N/A |

# Appendix III:  Selecting a Sample of Participants to Survey

If resources do not permit all individuals (participants, merchants, clients, etc.) to be surveyed, a sampling scheme can be developed.  ("Sample" is a term that as a noun refers to a subgroup of a total group, or as a verb refers to selecting a subgroup.)  If sampling is used, be sure that the sample selected is "representative" of all the individuals; that is, that the individual profile (type of stand operated, ethnicity of the individuals, etc.) of the sample is similar to the profile of all individuals.

"Systematic" sampling is often the easiest way to choose a sample.  To select a systematic sample, divide the total number of individuals by the number to be surveyed.  The nearest whole number will be the "skip factor."  For example:

- If a CFP has the resources to survey 50 individuals,
- And there are 230 individuals at the project,
- The skip factor would be $230 \div 50 = 4.6$
- If 4 is used as the skip factor, there will be about 57 or 58 individuals to survey. ($230 \div 4 = 57.5$)
- If 5 is used as the skip factor, there will be about 46 individuals to survey. ($230 \div 5 = 46$)

Once the skip factor is chosen (a program could use either 4 or 5 in the example above), the list of individuals can be used to select the sample.  A random number between one (1) and your skip factor should be chosen as the place to begin on the list.  For example, if the number three (3) is chosen as the first number, start with the third individual on the list.  That individual would be the first to include in the survey.  Then count down the list by the skip factor, selecting every "Nth" (where N equals the skip factor) individual.  These are the individuals to survey.  If a list is not available, start at a designated area and begin counting with the first individual as "1."  Give every "Nth" individual the survey.

# Appendix IV:  Sample Customized Focus Group Moderator Discussion Guide

Note: This fictitious focus group moderator discussion guide was customized for use with a food network in order to better understand the progress the network has made in the community.

[TEXT IN ALL CAPS IS NOT READ ALOUD.]

WELCOME AND OVERVIEW
Hello.  Thank you all for coming and participating in this focus group discussion.  My name is Jose and I will be helping to facilitate this discussion.  Julia is with me today to help take notes for the group. The Northside Food Coalition asked us to hold this discussion to learn from individuals who have participated in the food network.

You were invited to join this discussion because you have been participating in this food network for the past 12 months.  We thank you for coming today to share your ideas with us and each other.

The information you share today is confidential.  We ask that as a member of this discussion group you do not share personal information that may be shared in this room with others outside of this room.  Julia and I also will respect the confidentiality of our conversation, and will only share general findings from our discussion – no personally identifying information will be shared by us outside of this room.

Your participation in this discussion is very important to the Northside Food Coalition.  They would like to know how to modify current activities or develop new ones that will better serve communities around food issues.

Our discussion today will be informal.  There are no right or wrong answers.  We simply want to know what you think and why.

I will help guide our conversation, but I encourage each of you to ask questions yourselves.  It is important that a wide range of ideas are expressed.  If you would like to add to an idea, or if you have an idea that is different from others, please speak up.  I do ask that you try to respect another person's opinion or experience, even if you don't agree with it.

The discussion today will last about an hour and a half.  If you need to take a break, feel free to stand up and walk around. A bathroom is located down the hall to the right.

Thank you again for agreeing to participate in today's discussion.  Are there any questions before we begin?

ICE BREAKER
Let's start the discussion by having each of you tell the group why you originally chose to participate in this network and what you had hoped to achieve through participation both personally and professionally.

MAIN QUESTIONS
1. Let's talk about what you are taking away from participating in this network.  In what ways have you changed as a result of participating in this project?

2. The group has undertaken a number of activities this year – creating the network, establishing structures and processes, conducting a food assessment and working on some media contacts.  Can you tell me which of the activities have met with the most success?

    PROBE:  What about network development?  How successful was the network in recruiting the right members?  Who was missing?

    PROBE:  What about establishing network structures and operations – are these guidelines clear and useful to members?  Have they helped facilitate or hinder the network's progress?

    PROBE:  What about the food assessment? How do you feel about the amount of time that has been spent on the assessment?  Are there areas where we could or should have done more?

    PROBE:  What about media contacts?  How do you feel the network's media outreach is working?

3. Now let's talk about outcomes.  Although this network is still young, I would like to understand your perceptions of the changes made in the larger community. To what extent, if any, do you think the community has changed as a result of the network's efforts to date?

    PROBE: How has the community changed in the area of public awareness of food related issues?

    PROBE: How has the community changed in the area of social capital?  Do you think community organizations and individuals are better prepared to work on community problems?

    PROBE: In what ways, if at all, has the community changed in the area of community food security? Has the network made any progress towards its end goal yet?

WRAPPING UP
Thinking back on our discussion, what do you think are the most important things we have learned today?

What other issues would have been interesting for us to talk about today that we did not get to?

CONCLUSION
That concludes our discussion.  Thank you very much for participating.

# Appendix V: Sample Customized T&TA Interview Guide

Note: This fictitious T & TA Interview Guide was customized for use with a collaborative that has offered T & TA to a number of initiative grantees.

[TEXT IN ALL CAPS IS NOT READ ALOUD.]

WELCOME AND OVERVIEW

Hello, my name is Sarah, and I am a consultant for Tri State Agricultural Collaborative. Thank you for agreeing to talk with me. As the Healthy Families Initiative comes to a close Tri State Agricultural Collaborative would like to get your feedback on the training and technical assistance they have provided to you and your organization. I anticipate our interview will last about 30 to 45 minutes, and I appreciate any information you can provide.

We are interested in hearing your honest feedback. Your answers are completely confidential and will be recorded and coded without names. The responses you give will be reported back to the Collaborative in group form only. Although your responses will only be reported as part of a group, it is helpful for accuracy to tape record your responses. Do you mind if I tape record our conversation?

For any of the questions I ask, feel free to answer "Don't Know" if you can't remember or don't know how to answer.

MAIN QUESTIONS

1. Tri State Agricultural Collaborative provided five regional trainings to applicants and grantees throughout the initiative. These workshops were conducted and/or coordinated by the Collaborative, GrantWriters, Inc., Community Food Security Coalition (CFSC) and others. Overall, how would you rate the trainings that were provided? Would you say Excellent, Good, Fair or Poor? Please explain your answer.

   a. How well did these trainings provide you with opportunities for networking with other grantees? Would you say Excellent, Good, Fair or Poor?

2. I'm now going to read a list of the trainings that were provided over the course of the initiative. Considering your entire organization, please tell me if you would say each training was Very Useful, Useful, Somewhat Useful or Not Useful in improving your programming or meeting your initiative goals. If you did not attend a training or don't know, please say that.

   (EVERY 2 OR 3 QUESTIONS, PROMPT INTERVIEWEE WITH "Was the training Very Useful, Useful, Somewhat Useful or Not Useful in improving your programming or meeting your initiative goals.")

| | Not useful | Somewhat useful | Useful | Very useful | Did not attend | Don't know |
|---|---|---|---|---|---|---|
| a. The Collaborative's application training, November 2002 in Fort Collins........................... | | | | | | |
| b. CFSC's training on evaluation processes and logic models May 2003 in Loveland ................. | | | | | | |
| c. GrantWriters, Inc. training on expanding funding Opportunities, September 2003 in Fort Collins ..................................................... | | | | | | |
| d. The Collaborative's training on sustainability, January 2004 in Dillon ..................................... | | | | | | |
| e. CFSC's training on coalition building, June 2004 in Golden ............................................................. | | | | | | |

3. Considering all of these trainings, what part or parts did you find most useful? (PROBE FOR DETAILS.)

   PROBE: What part or parts of these trainings did you find least useful? (PROBE FURTHER FOR DETAILS.)

4. The Collaborative provided individualized technical assistance to grantees in a variety of ways—through individual site visits and support, resource provision, assistance with budgets, work plans, program changes and more. Overall, how would you rate the individual technical assistance provided by Tri State Agricultural Collaborative? Would you say Excellent, Good, Fair or Poor? Please explain your answer.

5. I am now going to read a list of the types of technical assistance the Collaborative provided to grantees over the course of the initiative. Considering your entire organization, please tell me for each if you would say the type of support was Very Useful, Useful, Somewhat Useful or Not Useful in improving your programming or meeting your initiative goals. If you did not receive any type of technical assistance, let me know that as well.
(EVERY 2 OR 3 QUESTIONS, PROMPT INTERVIEWEEE WITH "was the training Very Useful, Useful, Somewhat Useful or Not Useful in improving your programming or meeting your initiative goals.")

| | Not useful | Somewhat useful | Useful | Very useful | Did not receive | Don't know |
|---|---|---|---|---|---|---|
| a. Site visits from grantee advocate Maria Vasquez | | | | | | |
| b. Assistance with budgets or financial matters | | | | | | |
| c. Assistance with programmatic changes | | | | | | |
| d. Providing data resources (like access to existing food assistance data) | | | | | | |
| e. Providing on-line resources, books or written materials | | | | | | |
| f. Email alerts on resources and trainings | | | | | | |
| g. General communication via e-mail | | | | | | |

6. Looking back at all the technical assistance provided to your organization through this grant, what part or parts were most helpful to you?

7. What part or parts of the technical assistance were least helpful to you?

8. How would you rate the grantee advocate's availability and responsiveness to your needs, inquiries and requests? Would you say her responsiveness was Excellent, Good, Fair or Poor? Please explain your answer.

9. What was the best part about the grantee advocate-grantee partnership?

10. What about the frequency of the grantee advocate's contacts with you. Would you say her contact with you was Too much, About right or Too little? (AS NEEDED: Please explain your answer.)

11. How would you rate the range of expertise available through the grantee advocate? Was it Excellent, Good, Fair or Poor? Please explain your answer.

12. Overall, how would you rate the specific expertise provided by GrantWriters Inc.? Would you say their support was Excellent, Good, Fair or Poor? Please explain your answer.

13. Overall, how would you rate the specific expertise provided by CFSC? Would you say their support was Excellent, Good, Fair or Poor? Please explain your answer.

14. Consider all the ways in which your organizational capacities may have been strengthened as a result of training or technical support provided through the Healthy Families grant. In what ways were your organizational capacities strengthened? Please give me some examples of what this looked like.

15. Following is a list of the areas in which your organization's capacity may have been strengthened as a result of Healthy Families Initiative training and technical support. Considering your entire organization, please tell me the extent to which your organization's capacity was strengthened. If your organization was already skilled in this area and the organization's capacity was not further enhanced by this support, you may answer Already Skilled. You may also answer Don't Know.

| | _Not at all_ | _A little bit_ | _Some_ | _A lot_ | _Already skilled_ | _Don't know_ |
|---|---|---|---|---|---|---|
| **a. Capacity for program evaluation** ...................... | | | | | | |
| **b. Capacity for program management**................... | | | | | | |
| **c. Capacity for program sustainability** ................. | | | | | | |
| **d. Capacity for other fund development**............... | | | | | | |
| **e. Capacity for community outreach**..................... | | | | | | |
| **f. Capacity for community coalition building**....... | | | | | | |
| **g. Capacity to integrate the Healthy Families Initiative's objectives into future programming** ................................................. | | | | | | |

16. Now consider all the ways in which your individual professional skills have been strengthened. In what ways were your professional skills strengthened? Give me some examples of what this looked like.

17. Individually, to what extent were each of the following professional skills strengthened by the training and technical assistance provided through the Healthy Families grant. If you were already skilled in this area and your skills were not further strengthened, you may answer Already Skilled. You may also answer Don't know.

| | *Not at all* | *A little bit* | *Some* | *A lot* | *Already skilled* | *Don't know* |
|---|---|---|---|---|---|---|
| a. Report writing ................................................. | | | | | | |
| b. Developing goals and objectives ..................... | | | | | | |
| c. Refining goals and objectives ......................... | | | | | | |
| d. Understanding the importance of gathering and using data.............................................................. | | | | | | |
| e. Targeting specific populations ........................ | | | | | | |
| f. Networking with other grantees...................... | | | | | | |

18. As a grantee of the Healthy Families Initiative, you had the opportunity to attend annual conferences held by Community Food Security Coalition. Overall, how useful were these conferences in improving your programming? Would you say Very Useful, Useful, Somewhat Useful, Not Useful, Did not Attend or Don't Know?

19. Do you have any recommendations that would help Tri State Agricultural Collaborative work better with organizations such as yours in the future?

WRAPPING UP
20. Is there anything else you would like to tell me about your experiences with the Tri State Agricultural Collaborative?

CONCLUSION
Thank you very much for your time.  Your responses are important to the Collaborative's assessment of their work during this initiative.

OPTIONAL: Sometimes, individuals we interview have additional comments they'd like to make after the end of the call.  If in the next few days, you feel there is additional information you'd like to share with me, here's my phone number if you'd like to give me a call at  303-555-1234 and, again, my name is Sarah.

# Appendix VI: Sample Customized Community Stakeholder Interview Guide

Note: This fictitious Stakeholder Interview Guide was customized for use by a community food coalition.

[TEXT IN ALL CAPS IS NOT READ ALOUD.]

WELCOME AND OVERVIEW

Hello, my name is Franco and I am a consultant for Montgomery County Local Foods Coalition. Thank you for agreeing to talk with me about the Coalition's work. Coalition staff asked that you be interviewed because they consider you a vital stakeholder in the community and someone they hope can provide insight and recommendations for how to better serve residents of Montgomery County and surrounding areas. I anticipate our interview will last about 30 minutes, and appreciate any information you can provide.

We are interested in hearing your honest feedback. Your answers are completely confidential and will be recorded and coded without names. The responses you give will be reported back to Montgomery County Local Foods Coalition in group form only. Although your responses will only be reported as part of a group, it is helpful for accuracy to tape record your responses.

MAIN QUESTIONS

1. Montgomery County Local Foods Coalition was established to improve access to local foods, to create a better market for local foods and to create a better delivery system of local foods in South Central Iowa. To start, I'd like to know what you have heard about the Montgomery County Local Foods Coalition.

   a. What do you know about the Montgomery County Local Foods Coalition and the services they provide?

   b. Do you remember how you first heard about the Montgomery County Local Foods Coalition?

   c. What do you believe are the biggest contributions made by the Montgomery County Local Foods Coalition in South Central Iowa?

2. Montgomery County Local Foods Coalition offers economic development training and technical support to local farmers and food-oriented businesses. What services do you feel are most important for the Coalition to provide?

   a. What types of services do you think the Coalition should add that are not currently being provided to help meet the needs of individuals in South Central Iowa?

   b. How would you rate the overall quality of the services the Coalition provides? Would you say Excellent, Good, Fair or Poor? Please explain your answer.

3. What do you see as the key challenges to providing educational and support services to farming communities in South Central Iowa?

    a. What barriers do you think individuals face to receiving the services they need?

    b. How can Montgomery County Local Foods Coalition reduce these barriers?

4. How do you think the Montgomery County Local Foods Coalition has impacted farming communities in South Central Iowa?

5. If Montgomery County Local Foods Coalition were not around, where would people go to get the business and market support services they need?

6. What would help Montgomery County Local Foods Coalition become more sustainable, more valuable to the community?

7. What do you think others in the community understand about the services that Montgomery County Local Foods Coalition provides?

8. What is the best way of informing the community about the Coalition's services and activities?

    a. How do you think individuals in our community most likely learn about such services and activities?

    b. How should Montgomery County Local Foods Coalition target those that are not being served?

    c. What is the best way to let low-income community members in the greatest need of training and technical support for their farm or business know these services are available?

9. What is the best way of informing individuals in your agency/business about the services and activities that the Coalition provides?

10. Montgomery County Local Foods Coalition is interested in strengthening their partnerships with individuals and organizations in the community. How do you suggest the Coalition work more collaboratively and effectively?

WRAPPING UP
11. Is there anything else you would like to tell me about the farming and local food business needs of individuals in the South Central Iowa community?

12. Do you have any further recommendations for Montgomery County Local Foods Coalition to strengthen their services and presence in the community?

13. Would you like to receive more information about Montgomery County Local Foods Coalition and the services they provide?

    a. To what email or physical address should the Coalition send this information?

CONCLUSION

Thank you very much for your time. Your responses are very important to Montgomery County Local Foods Coalition as they work to improve services in South Central Iowa.

OPTIONAL: Sometimes, individuals we interview have additional comments they'd like to make after the end of the call. If in the next few days, you feel there is additional information you'd like to share with me, here's my phone number if you'd like to give me a call at 303-555-1234 and, again, my name is Franco.

# Appendix VII: Sample Data Collection Instructions for Farmers' Market Customer Survey

The following narrative details instructions that may be provided to data collectors at a fictitious farmers' market. These instructions should be customized for actual use.

## Background

We will be surveying and counting visitors at the market for a representative week during the summer months. Interviews and observations will occur in three-hour shifts on randomly selected weeks of the summer season (these time ranges will change based on hours of market operation and peak times of visitation). Interviews and observations will occur at the market during the following times:

| Date | Shift | Attendance Tracking Intervals |
|---|---|---|
| First Saturday in June | 11 am-2 pm | 11:25 am to 11:35 am<br>12:25 pm to 12:25 pm<br>1:25 pm to 1:25 pm |
| Third Saturday in June | 10 am-1 pm | 10:25 am to 10:35 am<br>11:25 am to 11:35 am<br>12:25 pm to 12:25 pm |
| Second Saturday in July | 11 am -2 pm | 11:25 am to 11:35 am<br>12:25 pm to 12:25 pm<br>1:25 pm to 1:25 pm |
| Fourth Saturday in July | 10 am -1 pm | 10:25 am to 10:35 am<br>11:25 am to 11:35 am<br>12:25 pm to 12:25 pm |
| First Saturday in August | 10 am-1 pm | 10:25 am to 10:35 am<br>11:25 am to 11:35 am<br>12:25 pm to 12:25 pm |
| Third Saturday in August | 11 am-2 pm | 11:25 am to 11:35 am<br>12:25 pm to 12:25 pm<br>1:25 pm to 1:25 pm |

During each survey period, two types of data will be collected: counts of visitors and their opinions about the market. In most cases two volunteers will be assigned to a market shift. Each will count for a 10-minute interval of each hour, and conduct surveys for the other 50 minutes of the hour.

## Counting Farmers' Market Visitors

The goal of the customer count is to produce the most accurate estimate of the unduplicated number of people visiting the market on the given day. This may be more or less challenging given the market set-up. We have set up two stations for the interviewers, one at the West Entrance, one at the South Entrance.

Count visitors as they enter. If you see someone enter through one of the stands instead of through the regular entrance, please include them in your count. The volunteer stationed at the West Entrance will count people who enter to the North of the Munson Farm stand at the

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Southwest corner, while the volunteer stationed at the South entrance will count those who enter to the East of the Munson Farm stand. We know that some people may enter from the North or East, but it is fairly rare, so we will not worry about capturing those visitors.

Once you have selected the best place for the count, use the Farmers' Market Overview Tracking Form for Attendance/Participation form to record the number of visitors. Every person coming through the entrance or into the market between stands should be recorded, regardless of age or purpose for visiting the market. If you know you have already counted someone, do not double-count. However, we understand that some people enter and exit the market multiple times, so some double counting may occur. We only have one click counter, so one volunteer can use it, while the other must use tick marks in the "Customer Tally" column.

You should use an accurate watch or stopwatch to ensure you count for exactly 10 minutes. The two volunteers on shift should be able to signal each other as to when they are beginning and ending the count.

## Surveying Farmers' Market Visitors

During the time of the shift when the count is not taking place, the interviewer will survey a representative group of market visitors. The survey will gauge customer satisfaction, life changes due to market visitation and visitor demographic characteristics.

Administering the Survey: Before conducting the survey with market visitors, the interviewer should practice the interview with others to make sure he/she understands the questions, survey flow and response options. We have set up tables at each entrance where visitors can complete the survey. If they struggle with a paper version, the interviewer may read aloud the questions to the visitor and the visitor can record the answers on the form. The interviewers should make sure before the beginning of their shift that there are a number of pencils and surveys available. Also be sure you have the ballot-style box on your table where respondents can place their completed surveys.

Approaching Customers: We recommend you use the script below as you approach the visitor identified as the next individual to be surveyed.

Hello, my name is _____ and I represent [Market], the organization that helps provide this market. We are trying to find out the opinions of visitors to make the market better. I have a short survey I would like you to fill out. If it's more convenient, I can walk with you as you shop and ask you the questions. If you want to fill out the survey by yourself, you can sit at the table just over here, and drop the survey into the box when you are done.
I want you to know that we are interested in hearing your honest opinions. Your responses to this survey are completely confidential.

{IF YOU ARE READING THE SURVEY TO THEM:} If there is any question you do not want to answer, just let me know and I will skip it.

When administering the survey, it is important to stick to the survey text as much as possible so that results of surveys across markets can be compiled. {USE THESE INSTRUCTIONS IN

ONLY FOR THE PILOT PHASE: If you find that visitors are having trouble with some of the language or questions in the survey, please adjust the questions and let [X staff member] know the changes made.   This is the pilot-test period for this evaluation process, so we anticipate a number of changes to the administration methods and tools.   FOR REGULAR IMPLEMENTATION:  If you find that visitors are having trouble with some of the language or questions in the survey, please have respondents answer the questions as best they can, but let [X staff member] know what problems are being encountered.}

Selecting participants: To ensure an accurate representation of customers, systematic sampling will be used to select the people chosen to participate.  A systematic sample is selected by counting every Nth (e.g., 4th, 6th, etc.) person after an interview is complete, and then asking that person to be the next interviewee.  If the person refuses, you count again and approach the next person.  At lower visitation times, every person might be asked to participate. At higher volume times we recommend the following skip factors:

| Date and Time | Skip Factor | Customers visiting per day (estimate) | Desired # of Surveys to Complete per Shift* |
|---|---|---|---|
| First Saturday in June | Every 2nd | 100-200 | 20-30 each shift |
| Third Saturday in June | Every 2nd | 100-200 | 20-30 each shift |
| Second Saturday in July | Every 3rd or 4th | 200-400 | 30-40 each shift |
| Fourth Saturday in July | Every 3rd or 4th | 200-400 | 30-40 each shift |
| First Saturday in August | Every 3rd or 4th | 200-400 | 30-40 each shift |
| Third Saturday in August | Every 3rd or 4th | 200-400 | 30-40 each shift |

* 10 surveys per hour might be a general goal.  At some sites this means asking all customers to complete the survey (but not all will).


The goal is to achieve ten completed surveys an hour.  If you are not able to achieve this number because of lower volume, use a smaller skip factor.  If you complete more than 10 per hour, that is great.

Every visitor you think is over the age of 15 should be counted as part of the skip factor, regardless of purpose to market.  If the person selected to survey is under the age of 16, please ask the adult in the party to answer the questions.  If the teenager is unaccompanied by an adult, try to survey him/her.

If the person appears reluctant or refuses to participate, ask them if you can walk along with them as they shop and ask the questions.  If the person still refuses, complete the Survey Refusal Tracking Form.  Some people may prefer to answer the questions themselves using a clipboard. Note: it is very important to keep track of the refusals, as they will be used to calculate how representative this survey was for all market customers.

## Survey Equipment

You need to remember to bring the necessary supplies to the market:  surveys, refusal sheets, a watch or clock, a clipboard and pencils.  Be prepared to survey by wearing appropriate clothing for the weather, as you will be outside for more than three hours.  Also remember water and sunscreen for warmer days.

# Appendix VIII: Sample Completed Farmers' Market Tools

*Tom's Market Customer Survey Refusal Tracking Form*

| | |
|---|---|
| Name of Market:  Tom's Market | Interviewer:  Isabella |
| Date:  8/16/2003    Time Start: | 11:00 am |
| Location in market:  South Entrance | Time End:    2:00 pm |
| Weather: mostly sunny, hot | Total refusals: 15 |

**Refusal Codes:**

**1=too busy**

**2=not interested**

**3=already been surveyed**

**4=doesn't speak language of interviewer**

**5=other**

| Number in Party | Reason for Refusal | | Number in Party | Reason for Refusal | | Number in Party | Reason for Refusal |
|---|---|---|---|---|---|---|---|
| 3 | 1 | | 1 | 2 | | | |
| 2 | 2 | | 1 | 1 | | | |
| 1 | 2 | | 3 | 1 | | | |
| 4 | 4 | | | | | | |
| 1 | 1 | | | | | | |
| 2 | 3 | | | | | | |
| 3 | 1 | | | | | | |
| 1 | 2 | | | | | | |
| 1 | 1 | | | | | | |
| 1 | 3 | | | | | | |

# Tom's Market Merchant Survey Refusal Tracking Form

| Name of Market: _Tom's Market_ | Date: _8/16/2003_ |
|---|---|

**Number of merchants selected to be surveyed**     _77_

**Total number of surveys distributed**     _76_

**Total number of surveys returned**     _64_

**Response rate (number of surveys returned ÷ number of surveys distributed)**     _84%_

| Merchant | Type of Merchant | Reason for Refusal/Non-Participation |
|---|---|---|
| Bessie's Peaches | ☑ Fruits and vegetables<br>☐ Traditional/ethnic foods<br>☐ Meat, fish and poultry<br>☑ Organic foods<br>☐ Value-added products (jams, salsas, etc.)<br>☐ Crafts<br>☐ Other | ☐ Too busy<br>☐ Not interested<br>☐ Doesn't speak/read language of interviewer/survey<br>☑ Not present day of surveying<br>☐ Other |
| Munson Farms | ☐ Fruits and vegetables<br>☐ Traditional/ethnic foods<br>☐ Meat, fish and poultry<br>☐ Organic foods<br>☐ Value-added products (jams, salsas, etc.)<br>☐ Crafts<br>☐ Other | ☑ Too busy<br>☐ Not interested<br>☐ Doesn't speak/read language of interviewer/survey<br>☐ Not present day of surveying<br>☐ Other |
| Three Sisters Catering | ☐ Fruits and vegetables<br>☑ Traditional/ethnic foods<br>☐ Meat, fish and poultry<br>☐ Organic foods<br>☐ Value-added products (jams, salsas, etc.)<br>☐ Crafts<br>☑ Other: _Vietnamese meals_ . | ☐ Too busy<br>☐ Not interested<br>☑ Doesn't speak/read language of interviewer/survey<br>☐ Not present day of surveying<br>☐ Other |
| Haystack Mountain Goat Cheese | ☐ Fruits and vegetables<br>☐ Traditional/ethnic foods<br>☐ Meat, fish and poultry<br>☐ Organic foods<br>☑ Value-added products (jams, salsas, etc.)<br>☐ Crafts<br>☐ Other | ☑ Too busy<br>☐ Not interested<br>☐ Doesn't speak/read language of interviewer/survey<br>☐ Not present day of surveying<br>☐ Other |
| Sunflower Farms | ☑ Fruits and vegetables<br>☐ Traditional/ethnic foods<br>☐ Meat, fish and poultry<br>☐ Organic foods<br>☐ Value-added products (jams, salsas, etc.)<br>☐ Crafts<br>☐ Other | ☑ Too busy<br>☐ Not interested<br>☐ Doesn't speak/read language of interviewer/survey<br>☐ Not present day of surveying<br>☐ Other |
| Hata Farms | ☑ Fruits and vegetables<br>☐ Traditional/ethnic foods | ☑ Too busy<br>☐ Not interested |

| | Products | Reason not surveyed |
|---|---|---|
| | ☐ Meat, fish and poultry<br>☐ Organic foods<br>☐ Value-added products (jams, salsas, etc.)<br>☐ Crafts<br>☐ Other | ☐ Doesn't speak/read language of interviewer/survey<br>☐ Not present day of surveying<br>☐ Other |
| Frank's Chickens | ☐ Fruits and vegetables<br>☐ Traditional/ethnic foods<br>☑ Meat, fish and poultry<br>☐ Organic foods<br>☐ Value-added products (jams, salsas, etc.)<br>☐ Crafts<br>☐ Other | ☑ Too busy<br>☐ Not interested<br>☐ Doesn't speak/read language of interviewer/survey<br>☐ Not present day of surveying<br>☐ Other |
| Trujillo Organic Produce | ☑ Fruits and vegetables<br>☐ Traditional/ethnic foods<br>☐ Meat, fish and poultry<br>☑ Organic foods<br>☐ Value-added products (jams, salsas, etc.)<br>☐ Crafts<br>☐ Other | ☑ Too busy<br>☐ Not interested<br>☐ Doesn't speak/read language of interviewer/survey<br>☐ Not present day of surveying<br>☐ Other |
| Margarite's Jams | ☐ Fruits and vegetables<br>☐ Traditional/ethnic foods<br>☐ Meat, fish and poultry<br>☐ Organic foods<br>☑ Value-added products (jams, salsas, etc.)<br>☐ Crafts<br>☐ Other | ☐ Too busy<br>☐ Not interested<br>☐ Doesn't speak/read language of interviewer/survey<br>☐ Not present day of surveying<br>☐ Other |
| Designs by Pearl | ☐ Fruits and vegetables<br>☐ Traditional/ethnic foods<br>☐ Meat, fish and poultry<br>☐ Organic foods<br>☐ Value-added products (jams, salsas, etc.)<br>☑ Crafts _jewelry_ .<br>☐ Other | ☑ Too busy<br>☐ Not interested<br>☐ Doesn't speak/read language of interviewer/survey<br>☐ Not present day of surveying<br>☐ Other |
| Maybelle Farms | ☑ Fruits and vegetables<br>☐ Traditional/ethnic foods<br>☐ Meat, fish and poultry<br>☐ Organic foods<br>☐ Value-added products (jams, salsas, etc.)<br>☐ Crafts<br>☐ Other | ☑ Too busy<br>☐ Not interested<br>☐ Doesn't speak/read language of interviewer/survey<br>☐ Not present day of surveying<br>☐ Other |
| South Creek Ranch | ☐ Fruits and vegetables<br>☐ Traditional/ethnic foods<br>☑ Meat, fish and poultry<br>☑ Organic foods<br>☐ Value-added products (jams, salsas, etc.)<br>☐ Crafts<br>☐ Other | ☐ Too busy<br>☑ Not interested<br>☐ Doesn't speak/read language of interviewer/survey<br>☐ Not present day of surveying<br>☐ Other |
| Joy Luck Club | ☐ Fruits and vegetables<br>☐ Traditional/ethnic foods<br>☐ Meat, fish and poultry<br>☐ Organic foods | ☑ Too busy<br>☐ Not interested<br>☐ Doesn't speak/read language of interviewer/survey |

| | | |
|---|---|---|
| | ☐ Value-added products (jams, salsas, etc.)<br>☑ Crafts<br>☐ Other | ☐ Not present day of surveying<br>☐ Other |
| MacIntosh Orchard | ☑ Fruits and vegetables<br>☐ Traditional/ethnic foods<br>☐ Meat, fish and poultry<br>☐ Organic foods<br>☐ Value-added products (jams, salsas, etc.)<br>☐ Crafts<br>☐ Other | ☑ Too busy<br>☐ Not interested<br>☐ Doesn't speak/read language of interviewer/survey<br>☐ Not present day of surveying<br>☐ Other |

# *Tom's Market Overview Tracking Form for Attendance/ Participation*

**Name of Market:** _Tom's Market_

**Date:** _8/16/2003_  **Interviewer:** _Isabella_

**Location in market:** _South Entrance_  **Time Start:** _11:00 am_

**Weather:** _mostly sunny, hot_  **Time End:** _2:00 pm_

Note: A hand counter may be used, or the "customer tally" box can be used to make tick marks as visitors enter the market. These tick marks should be counted and the number entered into the customer count box. If the count is for a 10-minute interval, that number should then be multiplied by 6 to estimate the total number of customers for the hour.

| Time Period | Customer Tally | Customer Count | Customer Total (if doing 10-minute counts, this figure = the customer count X 6) |
|---|---|---|---|
| 11:25 am to 11:34 am | ~~卌~~ ~~卌~~ ~~卌~~ ~~卌~~ ~~卌~~ ~~卌~~ ~~卌~~ I | 36 | 216 |
| 12:25 pm to 12:34 pm | ~~卌~~ ~~卌~~ ~~卌~~ ~~卌~~ ~~卌~~ III | 28 | 168 |
| 1:25 pm to 1:34 pm | ~~卌~~ ~~卌~~ IIII | 14 | 84 |
| TOTAL | | 78 | 468 |

*Farmers' Market Overview Tracking Forms for Attendance/Participation (version 2)*

| Name of Market: _____ |
| Date: _____Interviewer: _____ |
| Location in market: _____Time Start: _____ |
| Weather:_____ Time End: _____ |

Note: When using this form, it may be difficult to determine exactly which groupings of customers constitute "parties" versus individuals entering the market, particularly when the volume of visitation is high.

You will want to break the shift into time intervals that should be recorded at the top of the sheet; for example, even if you are counting from 7:30 am to 12:30 pm, this shift may be broken into five 1-hour intervals to allow analysis of the flow of customers during the day. Thus, the "time start" and "time end" blanks above should reflect these intervals; e.g., 7:30 am to 8:30 am, 8:30 am to 9:30 am, 9:30 am to 10:30 am, etc.

| Total Number of People in Party | Total Number of Children in Party | | Total Number of People in Party | Total Number of Children in Party | | Total Number of People in Party | Total Number of Children in Party |
|---|---|---|---|---|---|---|---|
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## *Farmers' Market Overview Tracking Form for Attendance/Participation Summary (version 2)*

| Name of Market: _____ |
| Date: _____Interviewer: _____ |
| Location in market: _____Time Start: _____ |
| Weather:_____ Time End: _____ |

Note: this form is used to summarize the information from the Farmers' Market Overview Tracking Form for Attendance /Participation (version 2).

| Time Period | Total Number of Parties | | Total Number of People | | Total Number of Children | | Total Number of Adults | | Average Party Size (# of People ÷ # of Parties) |
|---|---|---|---|---|---|---|---|---|---|
| | Total for the Interval | Total Estimate* | Total for the Interval | Total Estimate* | Total for the Interval | Total Estimate* | Total for the Interval | Total Estimate* | |
| | | | | | | | | | |
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| | | | | | | | | | |
| *TOTAL* | | | | | | | | | |

*\*The total estimate would be the same as the total for the interval if counts are conducted continuously.  If counts are conducted only for 10 minutes each hour, then the total estimate would be the total for the interval multiplied by 6.*

# Appendix IX: Sample Customized Community Garden Tools

*Smith Gardens Adult Survey*

> *This survey is being used to get your opinions on the Smith Gardens so we can improve it for you and others. We are interested in your honest answers. For example, some gardeners may have made changes to their diet as a result of participating in the garden. Others will not have changed. Please do not put your name on this survey. Your answers are completely private.*

1. **How long have you been working at the Smith Gardens?**

   _____ weeks   OR   _____ months   OR   _____ years

2. **How often do you usually participant in the Smith Gardens activities?**

   ☐ Daily              ☐ Once a week            ☐ Once a month
   ☐ 4-5 times a week   ☐ Two times a month      ☐ Less than once a month
   ☐ 2-3 times a week   ☐ Three times a month

3. **What do you like best about coming to the Smith Gardens?**

   _____

4. **What do you like least about coming to the Smith Gardens?**

   _____

5. **Please rate each of the following aspects of working at the Smith Gardens:**

| | Excellent | Good | Fair | Poor | Don't know |
|---|---|---|---|---|---|
| a. The location of the gardens (distance from your home) | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. The equipment provided to do the work | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. The quality of the garden resources (soil, water, etc.) | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. The variety of food produced at the gardens | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. The organization/management of the gardens | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. The helpfulness of staff/volunteers | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. The knowledge of staff/volunteers | ☐ | ☐ | ☐ | ☐ | ☐ |
| h. The social atmosphere at the gardens | ☐ | ☐ | ☐ | ☐ | ☐ |

6. **How would you rate your overall experience working in these garden?**

   ☐ Excellent    ☐ Good        ☐ Fair ☐ Poor

7.  **In what ways do you think your life is different (better or worse) because of these gardens?**

> **Questions 8 and 9 contain a list of changes that you may or may not have experienced because of your participation in the Smith Gardens.**  *For example, some gardeners may have increased their physical activity because of their work in the gardens, yet some individuals' physical activity may not have changed.  Those that are more physically active because of the gardens should select the response that most closely matches their experience, either "agree" or "strongly agree."  Those that were highly physically active before participating in the gardens and/or do not feel that their level of physical activity changed should select the response that most closely matches their experience, either "disagree" or "strongly disagree."*

8.  **Please indicate how much you agree or disagree with following statements.**

*Because I work in these gardens…*

| | Strongly agree | Agree | Disagree | Strongly disagree | Don't know |
|---|---|---|---|---|---|
| a. I eat more fruits and vegetables..................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. I eat more organic food .................................. | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. I eat food that is fresher (less packaged food)........................................ | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. I eat less fast food........................................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. I eat more foods that are traditional for my culture/family background ........................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. I eat new kinds of food .................................. | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. I spend less money on food ........................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| h. I am better able to provide food for my family and myself........................................... | ☐ | ☐ | ☐ | ☐ | ☐ |
| i. I feel better about where my food comes from.................................................................. | ☐ | ☐ | ☐ | ☐ | ☐ |
| j. I am more physically active ........................... | ☐ | ☐ | ☐ | ☐ | ☐ |

9. **Please indicate how much you agree or disagree with following statements.**

*Because I work in these gardens…*

| | Strongly agree | Agree | Disagree | Strongly disagree | Don't know |
|---|---|---|---|---|---|
| **a. I have learned more about gardening** | ☐ | ☐ | ☐ | ☐ | ☐ |
| **b .I have gained new gardening skills** | ☐ | ☐ | ☐ | ☐ | ☐ |
| **c. I have learned about running a small business** | ☐ | ☐ | ☐ | ☐ | ☐ |
| **d. I know more about the environment** | ☐ | ☐ | ☐ | ☐ | ☐ |
| **e.I care more about the environment** | ☐ | ☐ | ☐ | ☐ | ☐ |
| **f. I feel more involved in this neighborhood** | ☐ | ☐ | ☐ | ☐ | ☐ |
| **g.I have made new friends** | ☐ | ☐ | ☐ | ☐ | ☐ |
| **h. I feel a stronger connection to my culture** | ☐ | ☐ | ☐ | ☐ | ☐ |
| **i. I feel safer in this neighborhood** | ☐ | ☐ | ☐ | ☐ | ☐ |
| **j. I spend more time with my family** | ☐ | ☐ | ☐ | ☐ | ☐ |
| **k. I am teaching my family and/or friends to garden** | ☐ | ☐ | ☐ | ☐ | ☐ |
| **l. I am donating/giving extra food to other people** | ☐ | ☐ | ☐ | ☐ | ☐ |

10. **The following are statements people have made about the food in their household. Please tell me how often this statement has been <u>true</u> for your household in the past 30 days.**

| | Always | Often | Sometimes | Never | Don't know |
|---|---|---|---|---|---|
| **a. We were not able to afford more food to eat.** | ☐ | ☐ | ☐ | ☐ | ☐ |
| **b. We were not able to afford more of the kinds of food we wanted to eat** | ☐ | ☐ | ☐ | ☐ | ☐ |
| **c. We were not able to afford to eat healthier meals** | ☐ | ☐ | ☐ | ☐ | ☐ |

11. **Has participating in the Smith Gardens helped you start a small business or earn money from gardening?**

        ☐ Yes     ☐ No

12. **Do you have any additional comments regarding the Smith Gardens?**

_____

_____

*These last questions are about you. The information will be used to help categorize your answers by these demographic descriptors.*

13. **Are you…**    ☐ Male      ☐ Female

**14. What is your age?**

☐ Under 18 ☐ 25-34 ☐ 45-54 ☐ 65 or older
☐ 18-24 ☐ 35-44 ☐ 55-64

**15. What best describes your race/ethnicity? [Check all that apply]**

☐ American Indian, Eskimo or Aleut ☐ Black or African American
☐ Hispanic or Latino ☐ Asian or Pacific Islander
☐ White or Caucasian ☐ Bi-racial/Multi-racial
☐ Other _____

**16. What is the highest level of formal education you have completed?**

☐ Less than 12 years
☐ High school graduate/GED
☐ Some college
☐ College graduate
☐ Advanced degree

**17. What is the total annual income for your household, before taxes? Please stop me when I reach the appropriate range.**

☐ Under $9,000 ☐ $9,000 - $14,999
☐ $15,000 - $21,999 ☐ $22,000 - $27,999
☐ $28,000 - $35,999 ☐ $36,000 - $49,999
☐ $50,000 or more ☐ DON'T KNOW

**18. What is your home zip code?** _____

# *Thank you!*

# *Valley Garden Teen Gardener Survey*

> *This survey is being used to get your opinions on Valley Garden so we can improve it for you and others. We are interested in your honest answers. Please do not put your name on this survey. Your answers are completely private.*

**1. How long have you been working at Valley Garden?**

_____ weeks     OR     _____ months     OR     _____ years

**2. What do you like best about coming to Valley Garden?**

_____

**3. What do you like least about coming to Valley Garden?**

_____

**4. Please rate each of the following aspects of Valley Garden:**

|  | *Excellent* | *Good* | *Fair* | *Poor* | *Don't know* |
|---|---|---|---|---|---|
| **a. The equipment provided to do the work** | ❑ | ❑ | ❑ | ❑ | ❑ |
| **b. The quality of the garden resources (soil, water, etc.)** | ❑ | ❑ | ❑ | ❑ | ❑ |
| **c. The variety of food produced at the garden** | ❑ | ❑ | ❑ | ❑ | ❑ |
| **d. Wednesday's Web page training** | ❑ | ❑ | ❑ | ❑ | ❑ |
| **e. Thursday's agricultural lessons** | ❑ | ❑ | ❑ | ❑ | ❑ |

**5. If you returned to Valley Garden next summer, what additional things would you like to do?**

_____

**6. Please check the box below that comes closest to your opinion about Valley Garden:**

|  | *Yes* | *Kind of* | *Not really* |
|---|---|---|---|
| **a. There are interesting activities at Valley Garden** | ❑ | ❑ | ❑ |
| **b. I like coming to Valley Garden** | ❑ | ❑ | ❑ |
| **c. There are rules I am expected to follow here** | ❑ | ❑ | ❑ |
| **d. I feel safe at Valley Garden** | ❑ | ❑ | ❑ |
| **e. I feel like people are happy to see me here** | ❑ | ❑ | ❑ |

**7. Please check the box below that comes closest to your opinion about Valley Garden:**

|  | *Yes* | *Kind of* | *Not really* |
|---|:---:|:---:|:---:|
| a. Staff care about me ........................................................ | ❑ | ❑ | ❑ |
| b. Staff help me feel important ........................................... | ❑ | ❑ | ❑ |
| c. Staff can be trusted ........................................................ | ❑ | ❑ | ❑ |
| d. Staff expect me to try hard and do my best.................... | ❑ | ❑ | ❑ |
| e. Staff tell me when I do a good job................................. | ❑ | ❑ | ❑ |
| f. I could go to a staff member at Valley Garden for advice if I had a serious problem ........................... | ❑ | ❑ | ❑ |
| g. Staff listen to what I have to say.................................... | ❑ | ❑ | ❑ |
| h. Staff ask me to plan, choose or lead activities ............. | ❑ | ❑ | ❑ |
| i. Staff treat all kids fairly ................................................ | ❑ | ❑ | ❑ |

**8. In what ways do you think your life is different (better or worse) because of Valley Garden?**

_____

_____

**9. The following list contains some changes you may or may not have experienced because of participating in this garden. Please indicate how much you agree or disagree with following statements.**

*Because I work at Valley Garden …*

|  | *Yes* | *Kind of* | *Not really* | *Don't know* |
|---|:---:|:---:|:---:|:---:|
| a. I eat more fruits and vegetables.............................. | ❑ | ❑ | ❑ | ❑ |
| b. I eat more organic food ........................................... | ❑ | ❑ | ❑ | ❑ |
| c. I eat food that is fresher (less packaged food)......... | ❑ | ❑ | ❑ | ❑ |
| d. I eat less fast food.................................................... | ❑ | ❑ | ❑ | ❑ |
| e. I eat more food from my culture/family background.................................................................. | ❑ | ❑ | ❑ | ❑ |
| f. I eat new kinds of food ............................................ | ❑ | ❑ | ❑ | ❑ |
| g. I spend less money on food ..................................... | ❑ | ❑ | ❑ | ❑ |
| h. I am better able to provide food for my family and myself................................................................. | ❑ | ❑ | ❑ | ❑ |
| i. I feel better about where my food comes from........ | ❑ | ❑ | ❑ | ❑ |
| j. I am more physically active ..................................... | ❑ | ❑ | ❑ | ❑ |

**10.** The following list contains some changes you may or may not have experienced because of participating in Valley Garden.  Please indicate how much you agree or disagree with following statements.

*Because I work at Valley Garden…*

|  | Yes | Kind of | Not really | Don't know |
|---|---|---|---|---|
| a. I have learned more about gardening ..................... | ❑ | ❑ | ❑ | ❑ |
| b. I have gained new gardening skills.......................... | ❑ | ❑ | ❑ | ❑ |
| c. I have learned about running a small business....... | ❑ | ❑ | ❑ | ❑ |
| d. I know more about the environment....................... | ❑ | ❑ | ❑ | ❑ |
| e. I care more about the environment ........................ | ❑ | ❑ | ❑ | ❑ |
| f. I feel more involved in this neighborhood ............... | ❑ | ❑ | ❑ | ❑ |
| g. I have made new friends........................................... | ❑ | ❑ | ❑ | ❑ |

**11.** The following list contains some changes you may or may not have experienced because of participating in this garden.  Please indicate how much you agree or disagree with following statements.

*Because I work at Valley Garden …*

|  | Yes | Kind of | Not really | Don't know |
|---|---|---|---|---|
| a. I get along better with other people my age............ | ❑ | ❑ | ❑ | ❑ |
| b. I am better at making friends .................................. | ❑ | ❑ | ❑ | ❑ |
| c. I make better decisions ............................................ | ❑ | ❑ | ❑ | ❑ |
| d. I am better planning ahead...................................... | ❑ | ❑ | ❑ | ❑ |
| e. I am better at setting goals ..................................... | ❑ | ❑ | ❑ | ❑ |
| f. I am better at solving problems............................... | ❑ | ❑ | ❑ | ❑ |
| g. I am more of a leader................................................ | ❑ | ❑ | ❑ | ❑ |
| h. I  work better with others on a team....................... | ❑ | ❑ | ❑ | ❑ |
| i. I am better at telling others about my ideas and feelings ..................................................................... | ❑ | ❑ | ❑ | ❑ |
| j. I am better at listening to other people................... | ❑ | ❑ | ❑ | ❑ |
| k. I am better at taking care of problems without violence and fighting................................................. | ❑ | ❑ | ❑ | ❑ |
| l. I feel I have more control over things that happen to me ............................................................. | ❑ | ❑ | ❑ | ❑ |
| m. I feel better about myself........................................ | ❑ | ❑ | ❑ | ❑ |
| n. I feel better about my future................................... | ❑ | ❑ | ❑ | ❑ |
| o. I feel I can make more of a difference..................... | ❑ | ❑ | ❑ | ❑ |

**12. Do you have any additional comments regarding your experience with Valley Garden?**
_____

*These last questions are about you.  The information will be used to help classify your answers.*

**13. Are you…**         ☐ Male        ☐ Female

**14.  What is your age?**
    ☐ 15 years     ☐ 16 years     ☐ 17 years     ☐ 18 years

**15.  What best describes your race/ethnicity?  [Check all that apply]**
   ☐ American Indian, Eskimo or Aleut     ☐ Black or African American     ☐ Hispanic or Latino
   ☐ Asian or Pacific Islander                       ☐ White or Caucasian             ☐ Bi-racial/Multi-racial
   ☐ African                                             ☐ Other _____

**16.  What is your home zip code?** _____

## *Thank you!*

# Appendix X: Promising Practices for Food Coalitions, Networks and Councils

| | Table 1. Practices Suggested by Community Food Security Advocates | | |
|---|---|---|---|
| Categories | Growing Communities Curriculum: Community Building and Organizational Development through Community Gardening Abi-Nader J., Dunnigan K. and Markley K. (2001) | Growing a Community Food System Garrett S. and Feenstra G. (1999) | Strategies, Policy Approaches, And Resources For Local Food System Planning And Organizing: A Resource Guide Prepared by The Local Food System Project Team Dahlberg K., Clancy K., Wilson RL. And O'Donnel J. (2002) |
| **Key Participants** | | | |
| Leadership and staffing | • Savvy staff | • Facilitation is key (professional who is viewed as neutral and trusted)<br>• Leadership structure (coalition, non-profit organization, stays under parent organization) | • Good staff and budget support<br>• Presence of consultants/advisors<br>• Presence of liaison staff (organizational linkages and leverage) |
| Coalition membership | • Hard-working and dedicated membership<br>• Equal representation and involvement from community members<br>• Clear understanding and respect for coalition members self interest<br>• Opportunities for members to share stories and backgrounds | • Broad, cross section of community (elected officials, food and ag agencies, farmers, food banks, cooperate extension, public health workers, environmentalists, parks and recreation departments, urban gardening organizations, food processors, retailers, small business support, local lenders, interested community members) | • Representative councils<br>• Dedicated, competent, compatible and savvy individuals<br>• Strong emphasis on hunger issues negatively affects longer-term successes |

| Structures and Processes | | | |
|---|---|---|---|
| Structures | • Identification of unifying issues to work on<br>• Mission and purposes<br>• Shared assumptions about future<br>• Memberships development and retention strategies<br>• Set roles, responsibilities, staffing<br>• Establishment of steering committee/decision making process<br>• Financial projections | • Personnel management | |
| Operations and processes | | • Members need be kept informed<br>• Leadership development opportunities offered<br>• Celebrate successes | |
| Assessment and Planning | | | |
| Assessment and planning | • A commitment to strategic planning<br>• Financial projections<br>• Fundraising strategies<br>• Public relations<br>• A clear understanding of how successful coalitions work | • Strategic planning<br>• Community food assessment<br>• Evaluation | |
| Implementation of Strategies | | | |
| Implementation of strategies | | • Developing project resources<br>• Policy work<br>• Short-term projects to demonstrate success | |

| Coalition-Level Outcomes (Synergy) | | | |
|---|---|---|---|
| Improved democracy and leadership skills for members Creation of new community resources and relationships | • Institutionalization | • Degree to which council meets its own goals<br>• Scope of proposals adopted given what is possible in a local context<br>• Goals related to sustainability | |

| | | | | Table 2. Practices Suggested through Literature Review | | | |
|---|---|---|---|
| Category | Boydell (2003) | Butterfoss and Kegler (2002) | Granner and Sharpe (2004) | Hays, Hays, Deville and Mulhall (2000)[21] |
| **Key Participants** | | | | |
| Leadership and Staffing | • Competent leadership<br>• Full time leader/project manager | • Lead organization provides technical assistance, financial or material support, credibility and valuable networks and contacts<br>• Strong leadership<br>• Paid staff with interpersonal and organizational skills | • Technical assistance resources available<br>• Strong leadership | • Effective leadership (fosters inclusivity, manages conflict, enhances success in acquiring funding and mobilizing resources) |
| Membership | • Linkages with other organizations<br>• Designation of different levels of membership<br>• Formal recruitment process to attract under-represented sectors<br>• Opportunities for many levels of commitment | • Includes community gatekeepers who understand community and help to develop credibility and trust with others in community<br>• Membership should include broad constituency | • Member participation<br>• Member skills and training<br>• Representativeness<br>• Member recruitment<br>• Member expectations<br>• Ownership | • Sectorial representation<br>• Member diversity |
| **Structures and Processes** | | | | |
| Structures | • Formal structures and processes within 1st six months<br>• Clear and detailed communication strategy<br>• Creation of mission, goals and objectives<br>• Decision making process method determined | • Formalized rules, roles, structures and procedures | • Clear mission<br>• Formalized rules and procedures | |

| Category | Boydell (2003) | Butterfoss and Kegler (2002) | Granner and Sharpe (2004) | Hays, Hays, Deville and Mulhall (2000)[21] |
|---|---|---|---|---|
| Operations and processes | • Shared decision making<br>• Supportive group environment<br>• Frequent and multimodal communication<br>• Benefits of membership outweighing costs<br>• Frequent meetings<br>• Conflict defined away, avoided or circumvented<br>• Transparent process to deal with conflict<br>• Demonstration of short-term success<br>• Document early success of accomplishments | • Open and frequent communication<br>• Shared and formalized decision making processes<br>• Conflict management<br>• Benefits of participation must outweigh costs<br>• Positive relationships among members | • Conflict resolution<br>• Decision making<br>• Group relationships/<br>• collaboration<br>• Communication | • Shared decision making<br>• Common vision<br>• Collaboration (information exchanged, shared activities, etc.) |
| **Assessment and Planning** | | | | |
| Assessment and planning | | • Comprehensive assessment and planning | • Quality action plan | |
| **Implementation of Strategies** | | | | |
| Implementation of strategies | | • Implementation aimed at multiple levels | | |

<div align="center">Table 2. Practices Suggested through Literature Review</div>

| Coalition-Level Outcomes (Synergy) | | | | |
|---|---|---|---|---|
| Coalition-Level Outcomes | | • Member satisfaction<br>• Committed members<br>• Pooled member and community resources | • Member benefits<br>• Member satisfaction and commitment<br>• Institutionalization | • Members feel they are effectively used |
| Community-Level Outcomes (Community change) | | | | |
| Community-Level Outcomes | | • Policy, practice or environmental changes<br>• Health and social outcomes of residents<br>• Increased social capital to apply to other health and social issues | • Linkages to other groups/community<br>• Policy advocacy/ change<br>• Empowerment/social capital<br>• Community capacity | • System impact (increased awareness, increased resources, built skills, increased community capacity)<br>• Community has comprehensive plan<br>• Public policy change |

# Appendix XI: Tools Measuring Group Processes and Coalition Effectiveness

Note: The order of the tools presented in this appendix does not imply relative endorsement by CFSC.

Table 3. Evaluation Tools to Measure Group Processes and Coalition Effectiveness

| Tool | Citation/Web Address | Description | Additional Comments |
|---|---|---|---|
| A Collaboration Checklist | Borden, L. M., & Perkins, D. F. (1999). Assessing your collaboration: A self evaluation tool. Journal of the Extension. 37(2). Retrieved October 4, 2005, from http://www.joe.org/joe/1999april/tt1.html | A checklist of 12 items including communication, sustainability, research and evaluation, political climate, resources, catalysts, policies/laws/regulations, history, connectedness, leadership, community development and understanding community<br><br>5 point scale: strongly agree to strongly disagree | Might be best used as a guided group discussion or focus group |
| Building Coalition Effectiveness for Sustainability: An Evaluation Rubric | The Center for Prevention Research and Development Institute of Government and Public Affairs, University of Illinois June 1999 http://www.cprd.uiuc.edu/SIG/Illinois/PDF files/coalition rubric.pdf | 35 items including community ownership, organizational effectiveness, comprehensive prevention approach commitment to results orientation, linkage relationship between coalition and communities funded prevention programs<br><br>3 point scale: low to high | Might be best used as a guided group discussion or focus group |
| Coalition Effectiveness Inventory (CEI) Self Assessment Tool | Butterfoss, F. D., Center for Pediatric Research; Center for Health Promotion, South Carolina DHEC, 1994. Revised 1998. | 77 items including lead agency, staff, leaders, members, structures, processes, stages of formation<br><br>3 point scale: characteristic absent to characteristic present | |

| Community Partnership Evaluation Tool | El Ansari, W. (1999). A Study of the Characteristics, Participant Perceptions and Predictors of Effectiveness in Community Partnerships in Health Personnel Education: The Case of South Africa (University of Wales College. Newport, United Kingdom, 1999). (Unpublished Doctoral thesis). http://futurehealth.ucsf.edu/pdf_files/El Ansari Partnership Questionnaire.pdf | 200+ items including management capabilities, rules and procedures, operational understanding, operational understanding, experience with partnership, involvement in partnership, community representation in the partnership, staff-community member communication., community members communication, contributions to the partnership, partnership benefits, partnership costs, role clarity, satisfaction with partnership, sense of ownership, member organization commitment, leadership skills, communication mechanisms, staff and member expertise, resource allocation satisfaction, participation benefits/difficulties, partnership activities, partnership interaction, decision making, flow of information, outcomes, organizational barriers, personal barriers, perceived effectiveness, perceived activity<br><br>Scales vary throughout tool | Very comprehensive tool. A shortened version of the tool may be more feasible. |
|---|---|---|---|
| Evaluating collaboratives: Reaching the potential | Taylor-Powell, E., Rossing, B., & Geran, J. (1998). Retrieved September 30, 2005, from the Program Development and Evaluation, Univ. of WI-Extension, Coop Extension Website: http://cecommerce.uwex.edu/pdfs/G365 8_8.PDF | Various tools listed throughout handbook as well as presented in appendix. Topics include mission, structures and processes, key participants, group functioning, participation, etc.<br><br>Scales vary throughout tools | |
| How are WE doing? A Self Assessment Tool for Partnerships | The Child Care Partnership Projects US Dept. of Health and Human Services, Admin. for Children and Families, Child Care Bureau http://www.nccic.org/ccpartnerships/self assessment.pdf | 58 items used to measure 10 dimensions: clarity of goals, partnerships, representation, powerful champions, governance structure, ground rules, flexibility, member contribution, sustainability<br><br>5 point scale: Disagree to Agree; coding sheet to compute score for 10 dimensions | A couple of sections and questions would need to be adapted to fit with CFP work. |
| National Network for Health Self-evaluation Tool | National Network for Health of the Children, Youth, and Families at Risk National Initiative, USDA and Land Grant Univ. System and Cooperate State | 7 items including goals, outcomes, leadership, commitment, communication, turf, and diversity | Might be best used as a guided group discussion or focus group |

| | Research Education and Extension System<br>http://www.nnh.org/tobacco/appe-18-2.htm | 5 point scale: low to high | |
|---|---|---|---|
| Partnership Self-Assessment Tool | The Center for the Advancement of Collaborative Strategies in Health at <u>The New York Academy of Medicine</u><br><br>http://www.partnershiptool.net | 66 items including: synergy, leadership, efficiency, administration and management, non-financial resources, financial and other capital resources, decision-making, benefits of participation, drawbacks of participation, comparing benefits and drawbacks, satisfaction with participation<br><br>Scales vary throughout tool -- scoring is done on web through the Center | Web-based tool provided at no charge. Was developed with funding from the <u>W. K. Kellogg Foundation</u>. |
| 9 Tools for Evaluating Coalitions | Wolff, T. (2002). A practical approach to evaluating coalitions. In T. Backer (Ed.) Evaluating community collaborations (pp. 95-165). Springer Publishing.<br><br>http://www.tomwolff.com/resources/backer.pdf | The appendix of the book contains the following tools:<br><br>-Annual Satisfaction Survey for Members<br>-Diagnosing Your Coalition: Risk Factors for -Participation<br>-Assessing Your Collaboration's Commitment to<br> Agency Based and Community Based Approaches<br>-Climate Diagnostic Tool: The 6 R's of Participation<br>-Responsibility Charting<br>-Inclusivity Checklist<br>-Task Force Evaluation and Resource Allocation<br>-Sustainability Benchmarks | A chapter from a book with a series of articles on coalition evaluation. Thomas Wolff recommends nine different evaluation tools. |

# Appendix XII: Additional Resources for Evaluating Coalition Work

## Coalition-Building Papers

### Community Food Security

Abi-Nader, J., Dunnigham, K., & Markley, K. (2001). Growing communities curriculum: Community building and organizational development through community gardening. Abi-Nader, J., & Buckley, D. (Eds.). Philadelphia PA: American Community Gardening Association.

Garret, S., & Feenstra, G. (1999). Growing a community food system. Partnerships in education and research. Retrieved September 30, 2005, from Washington State University, Small Farm Connection Website:
http://smallfarms.wsu.edu/publications/PublicationsFoodFarmTeam.html

Dahlberg, K. A., Clancy, K., Wilson, R. L., & O'Donnell, J. (2002). Strategies, policy approaches, and resources for local food system planning and organizing: A resource guide prepared by the Local Food System Project Team (chap. F-4).Retreived September 29, 2005, from:
http://homepages.wmich.edu/~dahlberg/Resource-Guide.html

### General Coalition Functioning

Boydell, K. M. (2003). Overview of the current literature on coalition development. Retrieved September 29, 2005, from: http://www.ccsmh.ca/pdf/LiteratureCoalitionDev.pdf

Butterfoss, F. D., & Kegler, M.C. (2002) Toward a comprehensive understanding of community coalitions: Moving from practice to theory. In R. Di Clemente, L. Crosby, & M. C. Kegler. (Eds.) Emerging theories in health promotion practice and research (p. 157-193). San Francisco, CA: Jossey-Bass Publishers. (Included in packet)
Community Partners: Health Access Network:
http://www.compartners.org/component/option,search/?searchword=coalitions
Community Tool Box; Work Group on Health Promotion & Community Development, Lawrence, KS: http://ctb.ku.edu/index

Rusmore B. and Mavrolas P. (2005). When Groups Work Together: A Toolkit for Activists Working in Cooperative Efforts. Institute for Conservation Leadership, Takoma Park MD.

Taylor-Powell, E., Rossing, B., & Geran, J. (1998). Evaluating collaboratives: Reaching the potential. Retrieved September 30, 2005, from the Program Development and Evaluation, University of Wisconsin-Extension, Cooperative Extension Web site:
http://cecommerce.uwex.edu/pdfs/G3658_8.PDF

## Coalition Evaluation Resources

Granner M. L., & Sharpe, P. A. (2004). Evaluating community coalition characteristics and functioning: a summary of measurement tools. Health Education Research, 19(5), p. 514-532. National Community Anti-drug Coalition Institute. http://www.coalitioninstitute.org/er.asp#CAT (Website presents a series of tools that have been used to evaluate in Alcohol and Tobacco coalitions.)

Taylor-Powell, E., Rossing, B., & Geran, J. (1998). Evaluating collaboratives: Reaching the potential. Retrieved September 30, 2005, from the Program Development and Evaluation, University of Wisconsin-Extension, Cooperative Extension Web site: http://cecommerce.uwex.edu/pdfs/G3658_8.PDF

Wolff, T. (2002). A practical approach to evaluating coalitions. In T. Backer (Ed.) Evaluating community collaborations (pp. 95-165). Springer Publishing. Can also be found here: http://www.tomwolff.com/resources/backer.pdf

# Endnotes

1 A fixed-response option question is one where a set of response options is listed on the survey.  Those taking the survey respond to each option listed.  Open-ended questions have no answer choices from which respondents select their response.  Instead, the respondent must "create" their own answers and state them in their own words.

2 If a program serves fewer than 100 individuals in a year, it is recommended that the program try to survey them all.  With only a small sample size of participants, it is best to retrieve information from all of them.  If a program serves over 100 individuals in a year and cannot afford to have them all surveyed (due to staff time expense or the expense of data collection and analysis when successful), sample as many as possible but no fewer than 100.

3 http://smallfarms.oregonstate.edu/techreports/techreport6.pdf

4 Some constructs (improved self-concept and external supports) were adapted from The Colorado Trust Toolkit for Evaluating Positive Youth Development, produced by National Research Center, Inc (Fall 2003).  The constructs were identified through a review of the following:  J. Quinn (1999).  Where need meets opportunity:  youth development programs for early teens.  The Future of Children When School is Out, vol 9; Leffert, Saito, Blyth, and Kroenke (1996).  Making the case:  measuring the impact of youth development programs.  Search Institute.  Commissioned by the YMCA of the USA; Judd, B. Elements of Successful Youth Programs, Alaska Division of Public Health  (summary of information from Konopka Institute's (2000). Review of best practices to improve adolescent health; Urban Institute's Promising prevention programs and approaches (2000). Schorr L. and J. Dryfoos (1990) Review of 100+ evaluated youth programs; P. Benson's (1998) Assets, K. Pittman's (1999) Youth Development frameworks.

5 Abi-Nader, J., Dunnigham, K., & Markley, K. (2001). Growing communities curriculum: Community building and organizational development through community gardening. Abi-Nader, J., & Buckley, D. (Eds.). Philadelphia PA: American Community Gardening Association.

6 Berkowitz, B. (2001). Studying the outcomes of community based coalitions. American Journal of Community Psychology, 29, 213-227.

7 Boydell, K. M. (2003). Overview of the current literature on coalition development. Retrieved September 29, 2005, from: http://www.ccsmh.ca/pdf/LiteratureCoalitionDev.pdf

8 Brown, C. (1984). The art of coalition building: A guide for community leaders. New York: American Jewish Committee.

9 Butterfoss, F. D., & Kegler, M.C. (2002) Toward a comprehensive understanding of community coalitions: Moving from practice to theory. In R. Di Clemente, L. Crosby, & M. C. Kegler. (Eds.) Emerging theories in health promotion practice and research (157-193). San Francisco, CA: Jossey-Bass Publishers.

10 Dahlberg, K. A., Clancy, K., Wilson, R. L., & O'Donnell, J. (2002) Strategies, policy approaches, and resources for local food system planning and organizing: A resource guide prepared by the Local Food System Project Team (chap. F-4).Retreived September 29, 2005, from: http://homepages.wmich.edu/~dahlberg/Resource-Guide.html

11 Florin, P., Mitchell, R., & Stevenson, J. (1993). Identifying training and technical assistance needs in community coalitions: A developmental approach. Health Education Research, 8, 417-432.

12 Garrett, S., & Feenstra, G. (n.d.) Growing a community food system. Partnerships in education and research. Retrieved September 30, 2005, from Washington State University, Small Farm Connection Web site: http://smallfarms.wsu.edu/publications/PublicationsFoodFarmTeam.html

13 Granner, M. L., & Sharpe, P. A. (2004). Evaluating community coalition characteristics and functioning: a summary of measurement tools. Health Education Research, 19(5), 514-532.

14 Hays, C. E., Hays, S. P., DeVille, J. O., & Mulhall, P.F. (2000). Capacity for effectiveness: The relationship between coalition structure and community impact. Evaluation and Program Planning, 23, 373-379.

15 Rusmore B. and Mavrolas P. (2005). When Groups Work Together: A Toolkit for Activists Working in Cooperative Efforts. Institute for Conservation Leadership, Takoma Park MD.

16 Roussos, S. T., & Fawcett, S. B. (2000). A review of collaborative partnerships and a strategy for improving community health. Annual Review of Public Health, 21, 369-402.

17 Wolff, T. (1992). Coalition building:  One path to empowered communities. Amherst MA:  AHEC Community Partners.

18 Wolff, T. (2002). A practical approach to evaluating coalitions. In T. Backer (Ed.) Evaluating community collaborations (pp. 95-165). Springer Publishing

19 The table is based on the Coalition Action Theory Model, Granner and Sharpe's (2004) review of 146 coalition characteristics as well as other published literature on coalitions to produce a list of important characteristics that CFP staff might consider when evaluating coalition work (for review see Boydel, 2003, and Hays, Hays, Deville, & Mulhall, 2001).

20 Community Food Security Coalition (n.d.). Steps in Conducting a Community Food Assessment.

21 This article was not a review of the literature but a study of 28 coalitions.