



# Farm to Early Care and Education Shared Metrics: Outcomes, Indicators, and Measures for Farm to ECE Evaluation User Guide and Framing Resource

## PURPOSE AND SCOPE OF RESOURCE

The [Farm to Early Care and Education \(Farm to ECE\) Shared Metrics](#) resource is intended for farm to ECE practitioners and evaluators to guide planning, implementation, research, evaluation, and reporting efforts. The resource builds on National Farm to School Network's (NFSN) 2014 resource, [Evaluation for Transformation: A Cross Sectoral Evaluation Framework for Farm to School](#), but draws out and customizes outcomes, indicators, and measures specific to farm to ECE and emphasizes metrics related to equity. This work aligns with farm to ECE metrics and tools to move our collective work forward under shared priorities and language. This alignment of priorities can also guide and improve decision-making for policymakers and funders who will be able to make better-informed decisions on the growth and direction of the farm to ECE movement.

It is important to note that the resource includes a wide variety of metrics to be used across audiences and users. It is not intended to be used in its entirety, but as a "menu of options" for identifying appropriate metrics based on program or policy goals, community interests, and evaluation capacity.

This resource is intended to be both inspirational and aspirational. Although there are existing measures for many of the metrics listed, it is hoped that gaps identified here will also drive the development of new evaluation tools and new approaches to assessing farm to ECE impact and outcomes. The [Farm to ECE Shared Metrics Resource](#) is a living document that will continue to be updated with new support resources and information as the work of farm to ECE evaluation continues to evolve.

## WHAT IS FARM TO ECE?

Farm to ECE increases access to local foods, edible gardens, and food and agriculture education for our youngest learners and their families and caregivers. Farm to ECE enhances the quality of educational experiences in all types of ECE settings (e.g., preschools, child care centers, family child care homes, Head Start/Early Head Start, programs in K-12 school districts) with benefits that parallel the goals and priorities of the ECE community, including an emphasis on experiential learning opportunities; parent and community engagement; and life-long health and wellness for children, families, and caregivers. Farm to ECE also expands access to nutritious food options for children and families, provides additional market opportunities for farmers, and supports thriving communities. With purposeful and intentional implementation, farm to ECE has the potential to advance just and equitable food and ECE systems by supporting investments in local producers who are Black, Indigenous, and other people of color (BIPOC) and offering culturally reflective, high-quality educational experiences for BIPOC children and families.

## HOW DO I USE THIS RESOURCE?

Program and evaluation partners can use [Farm to ECE Shared Metrics](#) to:

### Gather Ideas, Inform Program Planning, and Expand Activities

When developing or redesigning program goals, activities, and strategies, practitioners can use these metrics to identify desired outcomes across multiple sectors. By first identifying potential outcomes, practitioners can develop programs and prioritize activities that better drive towards those desired outcomes. Program administrators can identify existing activities within the program measures and explore ideas for expansion. For example, if current efforts focus on offering local foods, consider expanding to support education on local foods offered or engaging families to create culturally specific recipes using local foods in order to deepen impact and drive additional outcomes of interest.

### Inform Evaluation Planning

Researchers and external evaluators can use the priority outcomes to guide research questions and study design. Grant program administrators and funders can also use priority outcomes to align funding priorities and reporting requirements. The Metrics Worksheet included in the Farm to ECE Shared Metrics spreadsheet can be used to organize activities, priority outcomes, and evaluation plans.

### Prioritize Community-Driven Outcomes

As a “menu of options” for farm to ECE metrics, practitioners and evaluators can select priority outcomes that align with the interests and desires of families, ECE providers, and community members. Community and stakeholder input can help hone and prioritize the selected metrics of interest.

### Document Activities and Impact

Program administrators, evaluators, and researchers can use program alignment resources such as the Metrics Worksheet and the logic model examples to document anticipated and actual impact and illustrate how indicators and outcomes interconnect under larger goals.

### Find Resources

The measurement tools and resources tied to specific measures throughout the Farm to ECE Shared Metrics resource provide guidance on farm to ECE evaluation and inform existing evaluation and research efforts. NFSN’s website also provides various resources on evaluation, including:

- [Evaluation for Transformation: A Cross Sectoral Evaluation Framework for Farm to School](#)
- [Farm to ECE Assessment and Evaluation Tools](#)
- [Equity in Evaluation Resources and Tools](#)
- [NFSN Resource Database](#)

# HOW IS THIS FRAMEWORK STRUCTURED?

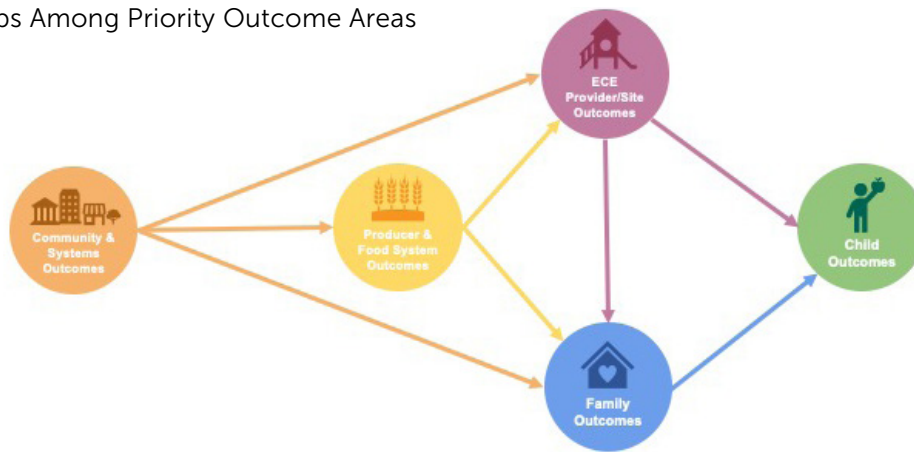
## Framework Organization

The [Farm to ECE Shared Metrics](#) resource is organized by the intended beneficiaries of farm to ECE:

1. Child Outcomes
2. Family Outcomes
3. ECE Provider and Site Level Outcomes
4. Producer and Food System Outcomes, and
5. Community/Systems Outcomes

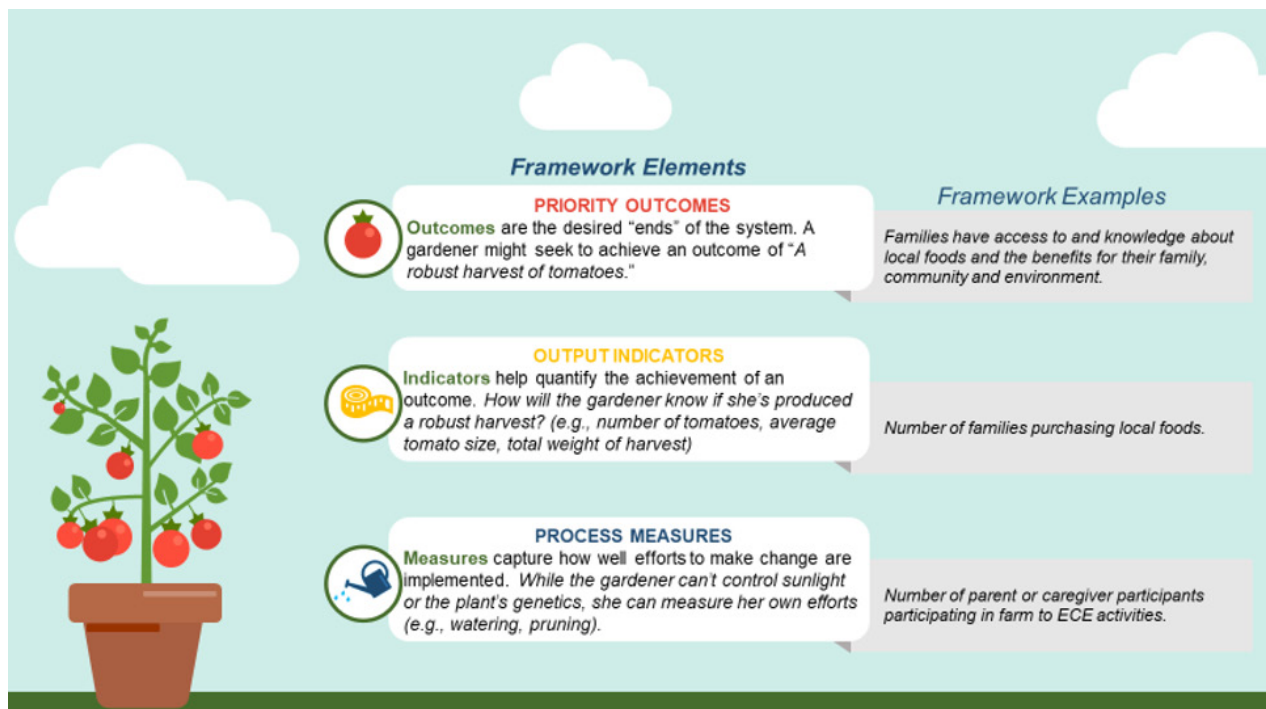
Although these are presented as separate outcome areas, they are interrelated. Figure 1 shows the relationships among outcome areas.

Figure 1. Relationships Among Priority Outcome Areas



Within each area, metrics are organized into priority outcomes, output indicators, and process measures. Figure 2 provides definitions and examples for each of these terms.

Figure 2. Framework Definitions



Farm to ECE evaluation efforts can focus on output indicators, process measures, or a combination depending on the purpose and scope of the evaluation.

Although **output indicators** are more closely related to demonstrating successful attainment of priority outcomes, they are also often influenced by many outside factors. For example, the number of families purchasing local foods (output indicator) might be influenced by participation in farm to ECE activities, but it may also be affected by families' access to food systems and financial resources.

**Process measures**—though not as tightly linked to achievement of priority outcomes—can be used by on-the-ground practitioners (e.g., ECE providers, producers) or external evaluators to gauge how well and how much farm to ECE activities are being implemented (sometimes referred to as *fidelity* and *dosage*) and to guide program improvement.

Access to data, information of interest, and evaluation capacity are likely to determine use of measure versus indicators. For example, ECE providers are most likely to focus on process measures whereas an external evaluator or researcher may focus more on outcome indicators. It should be noted that while the Framework references existing research tools as potential ways to capture output indicators and process measures, there are some areas that will require the development of new tools and resources.

### ***Alignment with Existing Metrics***

This resource aims to build on and align with existing metrics of farm to ECE and related activity where applicable. Alignment with established metrics is indicated with a numeral at the end of the indicator or measure. Numerals align with the following resources:

1. [Evaluation for Transformation: A Cross Sectoral Evaluation Framework for Farm to School](#), National Farm to School Network<sup>1</sup>
2. [Measuring Racial Equity in the Foodsystem](#), Michigan State University Center for Regional Food Systems<sup>2</sup>
3. [National Farm to Institution Metrics Collaborative](#), National Farm to Institution Metrics Collaborative<sup>3</sup>
4. Go NAPSACC\*, Go NAPSACC University of North Carolina Chapel Hill<sup>4</sup>  
\*Go [NapSACC](#) indicators may not align with specific language of Go NAPSACC, but instead with the overall concept and best practices.

### ***Additional Sorting and Tagging Mechanisms***

**Sector:** The “Sector” column indicates which cross-sectoral areas the indicator addresses, including Public Health, Education, Environment, Community Economic Development, and Equity.

**Data Sources:** Where applicable, the “Data Sources” column includes recommendations for publicly available data sets or frequently used data collection where practitioners can access indicator/measure information.

**Sample Tools:** If available, “Sample Tools” will include links to resources and tools that can be used to capture information on specific indicators and measures. This may include existing surveys, questionnaires, or program or organizational assessments.

Data Sources and Sample Tools will continue to be updated as new resources are identified and become available.

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<sup>1</sup> [Evaluation for Transformation: A Cross Sectoral Evaluation Framework for Farm to School](#), National Farm to School Network

<sup>2</sup> [Measuring Racial Equity in the Foodsystem](#), Michigan State University Center for Regional Food Systems

<sup>3</sup> [National Farm to Institution Metrics Collaborative](#), National Farm to Institution Metrics Collaborative

<sup>4</sup> [Go NAPSACC\\*](#), Go NAPSACC University of North Carolina Chapel Hill

## WHAT EVALUATION FRAMEWORKS EXIST?

### *Equitable Evaluation*

Evaluation has the potential to be both in service of and contribute to equity.<sup>5</sup> The evaluation metrics outlined in this resource aim to uplift measures of equity in farm to ECE implementation and identification of equity-related outcomes. Farm to ECE evaluation should prioritize examining and addressing inequities in efforts to utilize farm to ECE as a tool to shift power in communities. To expand equitable practice and policy, we must first uncover evidence related to both the positive and negative equity impacts of farm to ECE. Through shared priorities and language that specifically contextualize, prioritize, and promote equity, we can collaboratively strengthen the evidence for and understanding of farm to ECE equity impacts. The process and practices of evaluation must also be centered in equity. For more context and background on equity-centered evaluation, see the many resources available in this compilation of [Equity in Evaluation Resources](#).

### *Framing Tools*

Articulating the “how and why” of farm to ECE program components, implementation, and impacts is critical to the program’s effectiveness. The following tools help provide context to support effective program implementation and evaluation.

### *CDC Spectrum of Opportunity*

Developed by the Centers for Disease Control and Prevention, this framework can provide context for farm to ECE’s place in the opportunities available to develop high quality ECE environments, as well as the relationships between these opportunities. The Spectrum of Opportunity outlines how both standards and support for ECE providers to achieve these standards can be embedded into a state’s ECE system. The focus is on system-level changes, as these have the potential for statewide impact. View and learn more here: [The Spectrum of Opportunities Framework for State Action to Prevent Obesity in the Early Care and Education Setting](#).

### *Farm to ECE Logic Models*

Logic models provide a visual depiction of the relationship across resources, activities, outputs, outcomes, and impact for a program. A logic model can help organize and communicate the anticipated outcomes of your farm to ECE initiatives and how your initiatives will result in the targeted outcomes and impacts. Examples of farm to ECE logic models are [available here](#).

Figure 3. The Spectrum of Opportunities Framework



<sup>5</sup> <https://www.equitableeval.org/framework>

## Theory of Change

A theory of change describes how a process of change can occur to achieve a desired outcome. Especially for sites looking to make larger family- and community-level changes, developing a farm to ECE theory of change can be a useful action to guide program planning and design by helping to identify inputs and activities that best address stakeholder needs and reach priority goals. It can also support evaluation efforts by helping to determine desired outcome indicators. Developing a theory of change for a farm to ECE program involves identifying the problem, assessing community needs, determining the desired results, and identifying other factors that could improve or worsen the problem. For more on developing a theory of change, see this guide from The Aspen Institute: [The Community Builder's Approach to Theory of Change](#).

## ACKNOWLEDGMENTS

The farm to early care and education work of the National Farm to School Network and the Policy Equity Group are generously supported by the W.K. Kellogg Foundation.

The authors would like to thank the following partners for their input and feedback in the development of this resource:

- Dara Bloom, North Carolina State University & Center for Environmental Farming Systems (CEFS)
- Carrie Dooyema, Centers for Disease Control and Prevention
- Brianna Dumas, Centers for Disease Control and Prevention
- Kristen Giombi, RTI International
- Diane Harris, Centers for Disease Control and Prevention
- Emia Oppenheim, Association of State Public Health Nutritionists
- Isel Otero-Vera, The Food Trust
- Meagan K. Shedd, PhD, Michigan State University Center for Regional Food Systems
- Falon Smith, University of North Carolina - Chapel Hill

The authors would also like to thank the practitioners and program partners who have shared their evaluation resources, tools, and examples.

## Appendix A. Child Priority Outcomes, Indicators, and Measures for Farm to ECE Evaluation

<i>Outcomes</i>	<i>Indicators and Measures</i>
<p><b>Priority Outcome 1.</b> Children eat a variety of nutrient-dense, minimally processed, local foods in ECE settings.</p>	<p><b>Indicator 1.</b> Amount of local fruits, vegetables, and other nutrient-dense and minimally processed foods children are consuming in farm to ECE programs.<sup>1,4</sup></p>
	<p><b>Indicator 2.</b> Amount of highly processed foods and beverages children are consuming in farm to ECE programs.<sup>1,4</sup></p>
	<p><b>Indicator 3.</b> Amount of fruit, vegetables, and other nutrient-dense and minimally processed local foods children in farm to ECE programs discard after snacks or meals.<sup>1</sup></p>
	<p><b>Program Measure 1.</b> Amount of local, nutrient-dense, minimally processed foods offered to young children in farm to ECE programs.<sup>1,4</sup></p>
	<p><b>Program Measure 2.</b> Number/frequency of food preparation strategies that increase accessibility or appeal of local, nutrient-dense, minimally processed foods, including use of culturally appropriate foods.<sup>1,4</sup></p>
<p><b>Priority Outcome 2.</b> Children show emerging preferences for a variety of nutrient-dense, minimally processed, local foods and a willingness to try new foods.</p>	<p><b>Indicator 1.</b> Children’s willingness to try new foods and nutrient-dense, minimally processed options.<sup>1</sup></p>
	<p><b>Indicator 2.</b> Children’s preferences for nutrient-dense, minimally processed, local foods.<sup>1</sup></p>
	<p><b>Program Measure 1.</b> Proportion of teachers using culturally appropriate food and nutrition lessons and curriculum, including recipes that align with diverse student ethnic or cultural heritage.<sup>1</sup></p>
	<p><b>Program Measure 2.</b> Number and variety of opportunities in classrooms to try nutrient-dense, minimally processed, local foods.<sup>4</sup></p>

<p><b>Priority Outcome 3.</b> Children develop a food vocabulary and knowledge base and understand the impact of nutrition and different foods on health.</p>	<p><b>Indicator 1.</b> Child awareness and knowledge about different foods and how they affect our bodies.<sup>1,4</sup></p>
	<p><b>Indicator 2.</b> Emergent knowledge of food heritage, such as foods unique to different cultures, ethnicities, and religions and including food histories native to the region/community/their own family.<sup>4</sup></p>
	<p><b>Indicator 3.</b> Development of food-related skills, such as food-preparation, gardening, and cooking.<sup>4</sup></p>
	<p><b>Indicator 4.</b> Emergent knowledge and awareness about gardening, agriculture, healthy eating, local foods, and seasonality.<sup>4</sup></p>
	<p><b>Program Measure 1.</b> Number of settings in which food literacy learning opportunities are provided, such as interest areas (e.g., block play, dramatic play, art, library, outdoors, toys &amp; games, science area, sensory play), small- and large-group settings, meal times, transitions, etc.<sup>1</sup></p>
	<p><b>Program Measure 2.</b> Quality and quantity of activities and experiences in which food literacy learning opportunities occur.</p>
<p><b>Priority Outcome 4.</b> Children understand where food comes from, including how it grows and how it gets to us.</p>	<p><b>Indicator 1.</b> Emergent knowledge of local foods, where food comes from, how it is grown, and how materials from plants and animals are transformed into food and fibers.<sup>1,4</sup></p>
	<p><b>Program Measure 1.</b> Number of settings in which learning opportunities about food origins/systems are provided, such as interest areas (e.g., block play, dramatic play, art, library, outdoors, toys &amp; games, science area, sensory play), small- and large-group settings, meal times, transitions, etc.</p>
	<p><b>Program Measure 2.</b> Quality and quantity of activities and experiences in which food origins/systems learning opportunities occur.</p>



<p><b>Priority Outcome 5.</b> Children develop knowledge of and an empathic connection with the people, animals, and plants that provide us with food.</p>	<p><b>Indicator 1.</b> Emergent knowledge of characteristics of plants and animals that provide us food (e.g., life cycles, plant/animal needs, animal sounds/movements, plant parts).</p>
	<p><b>Indicator 2.</b> Emergent knowledge of different people and places in the food system (e.g., farmers, chefs, grocery store employees, beekeepers, cheesemakers, truck drivers; farms, factories, restaurants, ecological systems where food grows, such as deserts and rainforests, etc.)</p>
	<p><b>Indicator 3.</b> Emergent understanding that all living things are interconnected; relationships between our actions, the food system, and the natural world; and that healthy communities are created when people, animals, and plants share resources and nourish each other.</p>
	<p><b>Program Measure 1.</b> Number of settings in which learning opportunities about animals, plants, people in the food system, and communities are provided such as interest areas (e.g., block play, dramatic play, art, library, outdoors, toys &amp; games, science area, sensory play), small- and large-group settings, meal times, transitions, etc.</p>
	<p><b>Program Measure 2.</b> Quality and quantity of activities and experiences in which learning opportunities about animals, plants, people in the food system, and communities occur.</p>
<p><b>Priority Outcome 6.</b> Children develop the foundational skills to achieve their full potential as learners.</p>	<p><b>Indicator 1.</b> Child observation assessment (e.g., TS Gold, Work Sampling System) indicators across areas of learning and development (e.g., language, math, literacy, physical development, social-emotional development, science, social studies, approaches to learning).</p>
	<p><b>Indicator 2.</b> Child feelings of success, belonging, and self-esteem when engaged in farm to ECE activities.<sup>1</sup></p>
	<p><b>Program Measure 1.</b> Number of teachers using farm to ECE curricula/ activities aligned to early learning standards (e.g., Head Start Early Learning Outcomes Framework, state early learning and development guidelines).</p>
	<p><b>Program Measure 2.</b> Quality and quantity of activities and experiences in which farm to ECE learning opportunities align with early learning standards.<sup>1</sup></p>
	<p><b>Program Measure 3.</b> Child engagement during farm to ECE learning opportunities (e.g., interest and participation in activities, absence of disruptive behavior).</p>

## Appendix B. Parent and Family Priority Outcomes, Indicators and Measures for Farm to ECE Evaluation

<i>Outcomes</i>	<i>Indicators and Measures</i>
<p><b>Priority Outcome 1.</b> Children and their families eat a variety of nutrient-dense, minimally processed, local foods at home.</p>	<p><b>Indicator 1.</b> Amount of local fruits, vegetables, and other nutrient-dense, minimally processed, local foods children and families participating in farm to ECE programs are consuming at home.</p>
	<p><b>Indicator 2.</b> Amount of highly processed foods and beverages children and families participating in farm to ECE programs are consuming at home.</p>
	<p><b>Indicator 3.</b> Changes in parents' knowledge about food and nutrition's impact on health and use of strategies around incorporating nutrient-dense, minimally processed foods in family diets and guiding children to make healthy choices.<sup>1</sup></p>
	<p><b>Indicator 4.</b> Number of families who report changes in food purchasing, growing, and/or preparation (e.g., purchasing nutritious and local foods, engaging in gardening at home or in a community garden, cooking more meals at home) after involvement in farm to ECE activities.</p>
	<p><b>Indicator 5.</b> Number of families who experience greater access to local, nutrient-dense, minimally processed food through participation in farm to ECE programs (e.g., garden harvest baskets; coupons given and redeemed from farmers' markets, farm stands, etc.)</p>
	<p><b>Program Measure 1.</b> Number of parent or caregiver participants participating in farm to ECE activities, such as classroom visits or celebrations, garden volunteers, field trips, etc.<sup>1</sup></p>
	<p><b>Program Measure 2.</b> Number of families who receive resources or participate in family outreach events that provide information or training around accessing local, nutrient-dense, minimally processed foods and/or engaging in family activities centered around nutrition or growing and preparing their own food.<sup>4</sup></p>
	<p><b>Program Measure 3.</b> Number of access points for families to obtain local, nutrient-dense, minimally processed foods (e.g., farmers' markets, on-site farm stands, Community Supported Agriculture (CSA), etc.)</p>

<p><b>Priority Outcome 2.</b> Families have access to and knowledge about local foods and the benefits for their family, community and environment.</p>	<p><b>Indicator 1.</b> Awareness and knowledge of food and nutrition issues facing community.</p>
	<p><b>Indicator 2.</b> Attainment of food-related skills, such as recipe development, food-preparation, gardening, and cooking.<sup>4</sup></p>
	<p><b>Indicator 3.</b> Knowledge and understanding of potential for local food procurement to affect systemic changes for social and economic equity.</p>
	<p><b>Indicator 4.</b> Knowledge of how purchasing local food affects the local economy.</p>
	<p><b>Indicator 5.</b> Number of families purchasing local foods.<sup>1</sup></p>
	<p><b>Program Measure 1.</b> Number of parent or caregiver participants participating in farm to ECE activities, such as classroom visits or celebrations, garden volunteers, field trips, etc.<sup>1</sup></p>
	<p><b>Program Measure 2.</b> Number of families who receive resources or participate in family outreach events that provide information or training around accessing local, nutrient-dense, minimally processed foods and/or engaging in family activities centered around nutrition or growing and preparing their own food.<sup>1,4</sup></p>
	<p><b>Program Measure 3.</b> Number of access points for families to obtain local, nutrient-dense, minimally processed foods (e.g., farmers' markets, on-site farm stands, Community Supported Agriculture (CSA) etc.)</p>
<p><b>Priority Outcome 3.</b> Families have choice, autonomy, and control in their food system.</p>	<p><b>Indicator 1.</b> Families access to affordable, culturally appropriate, nutrient-dense, minimally processed food choices.</p>
	<p><b>Indicator 2.</b> Change in family food insecurity, diaggregated by race.<sup>2</sup></p>
	<p><b>Indicator 3.</b> Number of families utilizing Supplemental Nutrition Assistance Program (SNAP) and Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) benefits to buy local, nutrient-dense, minimally processed foods, whole foods, edible plants, and seeds; and/or use at farmers' markets, food stands, or other access points.<sup>2</sup></p>
	<p><b>Program Measure 1.</b> Pathways provided to using SNAP and WIC benefits to buy local, nutrient-dense, minimally processed, whole foods, edible plants, and seeds; and/or use at farmers' markets, food stands or other access points.<sup>2</sup></p>
	<p><b>Program Measure 2.</b> Number of families growing their own foods through home or community gardening.</p>

## Appendix C. ECE Provider and Site Level Priority Outcomes, Indicators and Measures for Farm to ECE Evaluation

<i>Outcomes</i>	<i>Indicators and Measures</i>
<p><b>Priority Outcome 1.</b> ECE programs offer local, nutrient-dense, minimally processed, culturally appropriate food to young children in an accessible and appealing way.</p>	<p><b>Indicator 1.</b> Number/frequency of food preparation strategies that increase accessibility or appeal of local, nutrient-dense, minimally processed foods, including use of culturally appropriate foods.<sup>1</sup></p>
	<p><b>Indicator 2.</b> Amounts of fruits, vegetables, and other local, nutrient-dense, minimally processed foods offered to young children in farm to ECE programs.</p>
	<p><b>Program Measure 1.</b> Number of professional development opportunities for teachers, foodservice workers, and growers that include farm to ECE strategies (e.g., curriculum, project-based and hands-on learning activities, procurement requirements and procedures, food safety requirements, budgeting best practices and innovations, safe growing standards, and socio-cultural aspects of food and gardening education).<sup>1</sup></p>
	<p><b>Program Measure 2.</b> Amount of food purchased from local growers and producers (total dollar value or percent off total food purchases).<sup>1</sup></p>
	<p><b>Program Measure 3.</b> Percentage of ECE sites that have adequate kitchen equipment and staffing for fresh produce preparation, by predominant race and/or ethnicity of children enrolled.<sup>2</sup></p>
<p><b>Priority Outcome 2.</b> ECE providers promote positive food experiences and adult role-modeling to support children's attitudes toward and relationship with food.</p>	<p><b>Indicator 1.</b> Changes in ECE staff diet and lifestyles, including increase in amount of local fruits and vegetables ECE staff report eating.<sup>1</sup></p>
	<p><b>Indicator 2.</b> ECE staff preferences for local nutrient-dense, minimally processed foods.<sup>1</sup></p>
	<p><b>Indicator 3.</b> Positive attitudes about integrating farm to ECE related content in curriculum and across practice, positive changes in teachers' diets and lifestyles.</p>
	<p><b>Program Measure 1.</b> Number and methods of incorporating farm to ECE activities in staff wellness policy efforts.<sup>1</sup></p>
	<p><b>Program Measure 2.</b> Number and types of ways adults are involved in training, activities, or other learning experiences related to food literacy.<sup>1</sup></p>
	<p><b>Program Measure 3.</b> ECE staff awareness and knowledge about food and nutrition's impact on health.<sup>1</sup></p>

<p><b>Priority Outcome 3.</b> ECE programs institute policies and initiatives that demonstrate health and nutrition as a program priority.</p>	<p><b>Indicator 1.</b> ECE providers, administrators, nutrition service staff, producers, and community partners have resources they need to implement farm to ECE activities as a collaborative team.</p>
	<p><b>Indicator 2.</b> Participation in and adherence to Child and Adult Care Food Program (CACFP) meal standards, by predominant race and/or ethnicity of children enrolled.<sup>2</sup></p>
	<p><b>Program Measure 1.</b> Number of ECE site wellness policies that include language on farm to ECE activities as part of addressing nutrition and wellness efforts.<sup>4</sup></p>
	<p><b>Program Measure 2.</b> Time provided staff for professional development and activity and program planning for farm to ECE initiatives.<sup>4</sup></p>
<p><b>Priority Outcome 4.</b> ECE programs integrate values-based food purchasing practices (including economic justice, environmental justice, health impact, prioritizing racial equity, respecting workers and educators, animal welfare).</p>	<p><b>Indicator 1.</b> Number of producers and/or food businesses partners that either self identify or have values-based certifications (e.g., organic or regenerative production, Animal Welfare Approved, Fair Trade Certified).</p>
	<p><b>Indicator 2.</b> Percent of purchasing from Black, Indigenous, and other People of Color (BIPOC) producers.</p>
	<p><b>Program Measure 1.</b> Number of ECE programs that have written policies regarding purchasing practices that prioritize values-aligned purchasing.</p>
	<p><b>Program Measure 2.</b> Number of ECE programs reporting mutually beneficial relationships with producers and food systems partners that reflect priority purchasing values.</p>

## Appendix D. Producer and Food Systems Priority Outcomes, Indicators and Measures for Farm to ECE Evaluation

<i>Outcomes</i>	<i>Indicators and Measures</i>
<p><b>Priority Outcome 1.</b> Farm to ECE Programs and purchasing advance local and regional food system infrastructure, market opportunities, and economic impacts.</p>	<p><b>Indicator 1:</b> Amount of market opportunities/income generation for local producers, processors and distributors through sales to ECE and potentially to other institutions through procurement activity.<sup>1,4</sup></p>
	<p><b>Indicator 2:</b> Number of new jobs created by food producer, processor, or distributor due to farm to ECE market demand.<sup>1</sup></p>
	<p><b>Indicator 3:</b> Availability of financial and material capital for small and mid-sized producers and food businesses.</p>
	<p><b>Indicator 4:</b> Producer and consumer access to aggregators and distributors to connect producers to wholesale markets.</p>
	<p><b>Indicator 5:</b> Amount of new income generated from local farm to ECE sales for local producers.<sup>1</sup></p>
	<p><b>Program Measure 1:</b> Number, demographics (i.e., gender, ethnicity, age) and type of local producers, processors and distributors supplying local products to ECEs, and other institutional markets.<sup>1</sup></p>
	<p><b>Program Measure 2:</b> Percentage of total ECE program food budgets spent on local foods, including breakout of budget spent with BIPOC and historically disenfranchised producers.<sup>1</sup></p>
	<p><b>Program Measure 3:</b> Amount of funding or investments committed to producers and local food-based businesses through farm to ECE programs and policy.</p>
<p><b>Priority Outcome 2.</b> Farm to ECE purchasing advances racial equity in local and regional food systems.</p>	<p><b>Indicator 1:</b> ECE site food purchasing practices prioritize purchasing from BIPOC producers and BIPOC-owned food businesses.</p>
	<p><b>Indicator 2:</b> Access to training, resources, and market opportunities for producers of color.</p>
	<p><b>Indicator 3:</b> BIPOC-led food business and food movement organizations have access to resources and capital.</p>
	<p><b>Indicator 4:</b> Amount of funding attracted by food movement organizations, by race of organizational leadership.<sup>2</sup></p>
	<p><b>Program Measure 1:</b> Number of farm operators and food-based business owners supported by farm to ECE purchasing, by race and ethnicity.<sup>2</sup></p>
	<p><b>Program Measure 2:</b> Percent set aside for BIPOC-owned businesses in purchasing plans and contracts.<sup>2</sup></p>
	<p><b>Program Measure 3:</b> Number of training opportunities created for BIPOC producers.<sup>1</sup></p>

## Appendix E. Community and Systems Priority Outcomes, Indicators and Measures for Farm to ECE Evaluation

<i>Outcomes</i>	<i>Indicators and Measures</i>
<p><b>Priority Outcome 1.</b> Increased community access to nutritious, local food.</p>	<p><b>Indicator 1.</b> Awareness of local food availability in community.<sup>1</sup></p>
	<p><b>Indicator 2.</b> Number of outlets for local food purchasing in community.</p>
	<p><b>Program Measure 1.</b> Number of farm to ECE activities or initiatives that engage community members in local food activities (e.g., community garden days, on-site farmers markets).</p>
<p><b>Priority Outcome 2.</b> State, federal, local, and organizational policies prioritize and support equitable and just food and ECE systems.</p>	<p><b>Indicator 1.</b> Number of food policy councils or taskforces at the state, city, county, or regional level that identify farm to ECE as a major priority and include representation of farm to ECE stakeholders (e.g., ECE providers, local producers) and members of BIPOC and historically marginalized communities.<sup>1</sup></p>
	<p><b>Indicator 2.</b> Number of ECE policies and system standards (e.g., Quality Rating and Improvement Systems, licensing, Child Care Development Fund Plan) that include farm to ECE as an indicator or leverage point for increasing quality in ECE settings.</p>
	<p><b>Indicator 3.</b> Number and reach of standards that address nutrition, feeding, and health behaviors in ECE settings.</p>
	<p><b>Indicator 4.</b> Economic viability of food-related interventions/projects in BIPOC communities (e.g. projected annual revenue, jobs created, etc.)<sup>1</sup></p>
	<p><b>Indicator 5.</b> Number of state, local, and tribal institutions with local, healthy food procurement policies.<sup>1</sup></p>
	<p><b>Indicator 6.</b> Funding allocated through federal, state, and local funding streams for farm to ECE.<sup>1</sup></p>
	<p><b>Program Measure 1.</b> Number and reach of advocacy efforts (e.g., submitting policy comment, policy-maker visits/relationships) aimed at integrating farm to ECE into food and ECE policy and systems.</p>
<p><b>Priority Outcome 3.</b> Social capital and mutually supportive relationships built between the community and ECE programs.</p>	<p><b>Indicator 1.</b> Number and type of promotional and training activities related to local foods in the ECE environment and in the community.<sup>1</sup></p>
	<p><b>Indicator 2.</b> Number and type of food-related businesses (i.e., farmers, ranchers, distributors, retailers) partnering with ECE sites to support farm to ECE through education, gardening, and procurement efforts (i.e., field trips, site visits.)<sup>1</sup></p>
	<p><b>Program Measure 1.</b> Financial value estimation of in-kind support provided by community volunteers, food donations, guest speakers, site visits, field trips, and equipment donations provided to ECE sites in support of farm to ECE activities.<sup>1</sup></p>

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<sup>1</sup> Indicator or measure aligns with [Evaluation for Transformation: A Cross Sectoral Evaluation Framework for Farm to School](#), National Farm to School Network

<sup>2</sup> Indicator or measure aligns with [Measuring Racial Equity in the Foodsystem](#), Michigan State University Center for Regional Food Systems

<sup>3</sup> Indicator or measure aligns with [National Farm to Institution Metrics Collaborative](#), National Farm to Institution Metrics Collaborative

<sup>4</sup> Indicator or measure aligns with [Go NAPSACC\\*](#), Go NAPSACC University of North Carolina Chapel Hill

\*Go NapSACC indicators may not align with specific language of Go NAPSACC, but instead with overall concept and best practices