

# Community Food Project Evaluation Toolkit

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COMMUNITY FOOD SECURITY COALITION



Sponsored by  
USDA Community Food Projects Program

Written by  
National Research Center, Inc.

First Edition, 2003  
Second Edition, 2004



# Community Food Project Evaluation Toolkit

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## COMMUNITY FOOD SECURITY COALITION

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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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# INTRODUCTION

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The *Community Food Project Evaluation Toolkit* contains a number of evaluation tools that community food projects (CFPs) 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.

This second edition of the *Community Food Project Evaluation Toolkit* is comprised of program-level<sup>1</sup> tools rather than system-level tools.<sup>2</sup> Because community food projects are unique in goals and activities, this Toolkit is not intended to provide all of the evaluation tools a program will need to demonstrate success. Instead, it provides tools that measure “outputs” and “outcomes” that are common to many programs aimed at promoting food security. Outputs represent the quantification of those 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 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.

The *Community Food Project Evaluation Toolkit* (the “Toolkit”) may not only help food projects gain evaluation resources but may also provide more uniformity in data collection and help provide opportunities to demonstrate the pooled effects of community food security efforts across the country.

This second edition of the Toolkit contains a draft *Common Output Tracking Form* and *Program Satisfaction Survey* that can be used by all community food projects, regardless of their unique program activities (Part I). In addition, there are tools specifically designed for farmers’ markets, community gardens, community supported agriculture projects and farm to school projects (Part II). Following is an overview of the tools provided in Part I and Part II of the Toolkit.

## ***Part I: Community Food Project Evaluation Tools***

The *Common Output Tracking Form* creates a uniform reporting system for program-level outputs such as the number of people served, pounds of food delivered, number of volunteers trained, acres of land purchased, etc. In the future, the United States Department of Agriculture (USDA) CFP Program will require all grantees to use this output matrix to report activities in a manner that can be more readily aggregated. The Community Food Security Coalition is currently in the process of working with the current Community Food Project grantees to pilot test and edit this form. A final version is expected to be completed in the fall of 2006. See Chapter 1 for more information on the current *Common Output Tracking Form*.

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<sup>1</sup> “Program-level” tools are used to measure the changes in individuals who participate in or receive direct services from a community food project.

<sup>2</sup> “System” may refer to a community, city, state, region or the entire US depending on the context. System-level tools measure changes in the food system (e.g. increased availability of locally grown food in stores, increased availability of supermarkets within walking distance of residents, increased presence of community food policies and councils, etc.) rather than changes to specific individuals participating in community food projects.

The Program Satisfaction Survey template creates a means to measure “program quality” outputs by measuring the satisfaction of participants in a specific project. A set of questions is presented that can be used with a variety of CFP workshops, activities and trainings. Chapter 2 presents the Program Satisfaction Survey template and information on its application.

## ***Part II: Project-Specific Evaluation Tools***

The Farmers’ Market Tools offer a variety of ways to measure the impact of a farmers’ market<sup>3</sup> 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 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 include a tracking form to record CSA characteristics and a shareholder survey developed to address the unique information needs of community supported agriculture projects.

The farmers’ market, community garden and community supported agriculture tools presented in this Toolkit are primarily devoted to program-level outputs and outcomes of CFPs offering such services. The following describes the various kinds of tools offered:

- 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.

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<sup>3</sup> This Toolkit is designed for the independent farmer as well as a collaborative farmers’ market. For consistency, the Toolkit authors have chosen to use “farmers’ market” to represent both independent and collaborative markets.

Preceding the Toolkit chapters on tools for farmers' markets, community gardens and CSAs is a chapter devoted to general survey adaptation and administration instructions. Although instructions precede each tool in these chapters, the instructions in Chapter 3 provide more universal recommendations on survey administration, tracking responses and steps for moving forward once surveys have been administered. It will be important for CFP staff to read the Chapter 3 recommendations as they consider use of the tools with their unique project, since the surveys offered in this Toolkit are merely templates, requiring some degree of customization.

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.

### ***Philosophy Behind the Toolkit***

As a primary goal of their evaluation program, the Community Food Security Coalition wanted to provide evaluation tools that addressed the specific needs of community food projects that work with a multitude of issues and that attempt to meet complex yet inter-related goals. Based on interviews with dozens of Community Food Project staff, it was determined that, first, a foundation of understanding must be built about how to conduct basic program evaluation. CFSC and NRC developed the *Community Food Project Evaluation Handbook* to provide this foundation. The *Community Food Project Evaluation Toolkit* was developed to provide specific evaluation resources that CFPs can incorporate into their evaluation plans. In addition to these benefits, the Toolkit can also help address the need for food projects and funders to have consistent evaluation measures for a growing and complex field.

This 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 this 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 this 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. The 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.

### **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 this 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 6 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 this 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.

## ***Toolkit Background***

The Community Food Security Coalition (CFSC) received generous funding from the United States Department of Agriculture (USDA) Community Food Project Competitive Grants Program to provide training and technical assistance to Community Food Project grantees in program evaluation. The CFSC collaborated with National Research Center, Inc. (NRC) of Boulder, Colorado to conceptualize, develop and implement the services and resources of the program. The resulting CFSC Evaluation Program has four major activities:

- ⊗ The *Community Food Project Evaluation Handbook*
- ⊗ Individual evaluation technical assistance
- ⊗ Workshops on program evaluation
- ⊗ The *Community Food Project Evaluation Toolkit*

The design of the *Community Food Project Evaluation Toolkit* is based on a synthesis of Community Food Project needs that were identified through responses to extensive assessment interviews of then current CFP grantees and by analyzing the activities and outcomes of other CFPs funded by the USDA. The tools in this Toolkit were pilot tested in five community food projects.

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.

Additional thanks go to the following Community Food Project Grantees and Advisory Committee members who participated in detailed reviews and pilot testing of these tools.

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

For more information on National Research Center, Inc., consult their website, [www.n-r-c.com](http://www.n-r-c.com).

For more information on the Community Food Security Coalition, consult their website, [www.foodsecurity.org](http://www.foodsecurity.org).



# **PART I: COMMUNITY FOOD PROJECT EVALUATION TOOLS**

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The tools in Part I may be used by any community food project, regardless of the unique services they provide.

Many community food projects keep track of a number of similar items related to the outputs of programs (e.g. number of people served, pounds of food distributed, and number of plots gardened). A common form can be used to help track these types of data and store them in a consistent manner to allow aggregation of common data across community food projects. Chapter 1 presents a newly developed form, the *Common Output Tracking Form*, designed to track these commonalities among community food projects. With the adoption of this form, CFPs may provide USDA with a shared reporting system that will provide a method to present the overall productivity of the Community Food Project Competitive Grants Program. Further, a set of information showing productivity across projects will serve as an important resource for advocacy and fundraising to promote community food security.

In fall 2004, the Community Food Security Coalition launched a project to pilot test the use and relevance of the *Common Output Tracking Form* in preparation for implementation by USDA in future grant years.

In addition to tracking common outputs, many community food projects will also want to collect information on the satisfaction of participants of community food projects, regardless of their focus or the activities they provide. The *Program Satisfaction Survey* template, once customized for a specific program, may also measure a number of knowledge, attitudinal or behavioral changes.



# Chapter 1. Common Output Tracking Form

## Instructions

At the beginning of the *Common Output Tracking Form* (COTF) is an area to track basic information about each community food project including: the name of the project, the date the form is completed, the name of the person completing the matrix, and the annual reporting period. The information provided on the form should represent data from a federal fiscal year. For example, if the form is used to record data for the 2004 fiscal year, it would be completed with “10/1/2004” as the start date, and “9/30/2005” as the end date.

There are six sections to the *Common Output Tracking Form*. Section 1 is designed to track activities provided by the community food project. Section 2 records the number of people served by the project. Section 3 records the amount of farmland and garden space operated by the project. Section 4 addresses the amount of food produced, distributed, sold, etc. Section 5 tracks the jobs created and financial assistance provided. Section 6 details the socio-demographic characteristics of participants. The *Common Output Tracking Form* is designed to report the actual or estimated total number of services provided, participants served, etc. during a specific reporting period. If there is a category that is not applicable to an organization, “N/A” can be recorded in that blank.

If an organization runs multiple programs, it may be more appropriate to complete a *Common Output Tracking Form* for each activity (see the COTF on following page). Unlike other tools in this *CFP Evaluation Toolkit*, the *Common Output Tracking Form* does not need customization. Rather, it should be used in its existing form.

## Common Output Tracking Form

Organization: \_\_\_\_\_

Community Food Project: \_\_\_\_\_

Date this form was completed: \_\_\_\_\_

Who completed this form: \_\_\_\_\_

Federal fiscal year covered by this report: \_\_\_\_\_  
(Start date) (End date)

Section 1	
Item	Output
<b>Activities</b>	
Type of service provided (check all that apply)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Community Garden</li> <li><input type="checkbox"/> Community Kitchen</li> <li><input type="checkbox"/> Community Supported Agriculture (CSA) Programs</li> <li><input type="checkbox"/> Education</li> <li><input type="checkbox"/> Entrepreneurial Food and Agricultural Activities</li> <li><input type="checkbox"/> Farm to Cafeteria</li> <li><input type="checkbox"/> Farmers' Market</li> <li><input type="checkbox"/> Food-buying Cooperative</li> <li><input type="checkbox"/> Food Distribution Network</li> <li><input type="checkbox"/> Food Policy Council</li> <li><input type="checkbox"/> Food Processing Network</li> <li><input type="checkbox"/> Food Stamp Outreach Program</li> <li><input type="checkbox"/> Gleaning Program</li> <li><input type="checkbox"/> Grower Cooperative</li> <li><input type="checkbox"/> Incubator</li> <li><input type="checkbox"/> Job Training</li> <li><input type="checkbox"/> Vermiculture</li> <li><input type="checkbox"/> Youth/School Project</li> <li><input type="checkbox"/> Other: _____</li> <li><input type="checkbox"/> Other: _____</li> </ul>
Number of farmers' markets operated	_____ <i>markets</i>
Number of farmers' markets participated in	_____ <i>markets</i>
Total number of hours markets were open	_____ <i>hours</i>

## Section 1

Item	Output
<p>Total number of hours of educational sessions/trainings provided</p> <p><i>Please check all the topics for which you offered education during the reporting period, and record how many total hours of education were provided.</i></p> <p><i>These educational sessions may be a class, workshop, meeting, etc. (E.g., if you held 5 two-hour workshops on pesticide-free gardening, and, 2 three-week one-hour classes on micro-enterprise, you would complete two boxes; the first would be “gardening/agriculture” for 10 hours, and the second would be “entrepreneurial/ starting a business” for 6 hours.)</i></p> <p><i>In addition, record the number of people that attended these sessions/trainings. (E.g. if you held 5 workshops on pesticide-free gardening with 10 people attending each workshop, and, 2 classes on micro-enterprise with 15 people attending each class, you would complete two boxes; the first would be “gardening/agriculture” for 50 people, and the second would be “entrepreneurial/ starting a business” for 30 hours.)</i></p>	<p><input type="checkbox"/> Nutrition _____Hours _____People</p> <p><input type="checkbox"/> Gardening _____Hours _____People</p> <p><input type="checkbox"/> Agriculture _____Hours _____People</p> <p><input type="checkbox"/> Life skills _____Hours _____People</p> <p><input type="checkbox"/> Job skills _____Hours _____People</p> <p><input type="checkbox"/> Entrepreneurial/ starting a business _____Hours _____People</p> <p><input type="checkbox"/> Business management _____Hours _____People</p> <p><input type="checkbox"/> Cooking _____Hours _____People</p> <p><input type="checkbox"/> Other _____ _____Hours _____People</p> <p><input type="checkbox"/> Other _____ _____Hours _____People</p> <p><b>Total # of Hours:</b> _____Hours</p> <p><b>Total # of People:</b> _____People</p>

Section 2	
Item	Output
<b>People Served</b>	
Number of gardeners/farmers	_____ Gardeners/farmers
Number of volunteers	_____ Volunteers
Number of customers or food recipients	_____ Recipients
Number of WIC recipients served <i>(As a subset of number above)</i>	_____ WIC recipients
Amount redeemed from WIC purchases	\$ _____ Redeemed
Number of “other” participants (specify: _____)	_____ Other
Number of people who attended sessions/trainings (Use total number recorded on previous page)	_____ People
Total number of participants in all categories	_____ Participants

Section 3	
Item	Output
<b>Farmland and Gardens</b>	
Acres or square feet of land farmed or gardened	_____ <i>Acres</i> OR _____ <i>Square feet</i>
Acres or square feet of land <u>acquired/preserved</u>	_____ <i>Acres</i> OR _____ <i>Square feet</i>
Acres or square feet of land <u>purchased</u>	_____ <i>Acres</i> OR _____ <i>Square feet</i>
Acres or square feet of land <u>leased</u>	_____ <i>Acres</i> OR _____ <i>Square feet</i>
Acres or square feet of land <u>accessed</u>	_____ <i>Acres</i> OR _____ <i>Square feet</i>
Acres or square feet of farmland preserved	_____ <i>Acres</i> OR _____ <i>Square feet</i>
Number of gardens planted and maintained	_____ Gardens
Number of garden plots planted and maintained	_____ Plots
Numbers of equipment built/acquired	_____ Greenhouses
	_____ Irrigation systems
	_____ Tools
	_____ Other _____
	_____ Other
	_____ Other

**Section 4**

Item	Output
<b>Food</b>	
Pounds of food produced	_____ <i>Pounds and/ or</i> \$ _____ <i>Value</i>
Pounds of food gleaned	_____ <i>Pounds and/or</i> \$ _____ <i>Value</i>
Pounds of food processed	_____ <i>Pounds and/or</i> \$ _____ <i>Value</i>
Pounds of food donated	_____ <i>Pounds and/or</i> \$ _____ <i>Value</i>
Pounds of food distributed	_____ <i>Pounds and/or</i> \$ _____ <i>Value</i>
Pounds of food sold	_____ <i>Pounds and/or</i> \$ _____ <i>Value</i>
Pounds of local food delivered to schools	_____ <i>Pounds and/or</i> \$ _____ <i>Value</i>
Pounds of food lost to spoilage and/or spillage	_____ <i>Pounds and/or</i> \$ _____ <i>Value</i>

<b>Section 5</b>	
<b>Item</b>	<b>Output</b>
<b>Jobs and Financial Assistance</b>	
Number of jobs created	_____Jobs
Number of people trained in food preparation, culinary arts or food service	_____People
Number of people trained in small business start-up or management	_____People
Number of people trained in organic farming, aquaculture and other sustainable agriculture practices	_____People
Number of micro-enterprise opportunities/micro-businesses started	_____Businesses
Number of restaurants and stores buying produce	_____Organizations _____Retailers
Number of kitchens built	_____Kitchens
Financial assets to farmers Dollars loaned	\$ _____
Dollars worth of contributions in materials and equipment	\$ _____
Financial assets to other business people Dollars loaned	\$ _____
Dollars worth of contributions in materials and equipment	\$ _____

**Section 6 (May be Optional)**

Item	Output
<b>Socio-demographics of participants</b>	<b>Percent of Participants</b>
Age	_____ % Under 18 years old _____ % 18-24 years old _____ % 25-34 years old _____ % 35-44 years old _____ % 45-54 years old _____ % 55-64 years old _____ % 65 or older
Sex	_____ % Male _____ % Female
Race/Ethnicity	_____ % American Indian/Eskimo/Aleut _____ % Asian or Pacific Islander _____ % Black or African-American _____ % Hispanic or Latino _____ % White or Caucasian _____ % Bi-racial/Multi-racial _____ % Other
Highest Level of Education Attained	_____ % Less than 12 years _____ % High school graduate/GED _____ % Some college _____ % College graduate _____ % Advanced degree
Annual Household Income	_____ % Less than \$9,000 _____ % \$9,000 to \$14,999 _____ % \$15,000 to \$21,999 _____ % 22,000 to \$27,999 _____ % \$28,000 to \$35,999 _____ % \$36,000 to \$49,999 _____ % \$50,000 or more
Household size	_____ % 1                      _____ % 5 _____ % 2                      _____ % 6 _____ % 3                      _____ % 7 _____ % 4                      _____ % 8 or more



## Chapter 2. Program Satisfaction and Quality Tool

The *Program Satisfaction Survey* template is designed to be brief, placing little burden on participants. Because the goals and activities of community food projects are unique, the program satisfaction and quality tool is not intended to provide all of the evaluation measures a program may need to demonstrate success. Instead, it provides a tool that measures information that is common to many community food projects. Project staff should review the tool and decide which questions suit their program and which do not. In addition, staff will most likely add questions that address specific needs of their program.

The tool is designed primarily to measure the perceived quality of the program. The customization of a number of questions may also help to measure the program's participant outcomes. To make the best use of the tool, the following information should be considered.

### Adaptation and Administration

This tool is intended to serve a wide range of programs so there are questions that may be appropriate for workshops (or trainings) and those that are more appropriate for a longer-term program. These types of questions are highlighted in the tool.

Further, included in the tool is a set of questions that serve as templates 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 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?**

	<u>Very Likely</u>	<u>Likely</u>	<u>Unlikely</u>	<u>Very unlikely</u>
No longer use pesticides in my farming.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 program dose.)

### Customization

The program satisfaction tool requires customization for use by individual community food projects. CFPs should change wording throughout the tool to fit their particular programs. For example, the heading of the tool 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*. Once each section of the tool is customized, those adapting the it should be sure to remove all highlighted areas and have another person proofread their work.

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 8 of the *Community Food Project Evaluation Handbook*.

### ***Selecting Survey Participants***

Every person participating in a program may be eligible for the survey, although new participants or persons with very little participation<sup>4</sup> may not be good choices for a satisfaction survey geared more at long-term behavior changes.

If possible, all eligible participants should be asked to complete the survey. If resources permit, it is less complicated to survey all participants and avoid having to design special data collection methods to sample only a portion of participants.<sup>5</sup> 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.).

### ***Deciding When to Survey***

The *Program Satisfaction Survey* may be administered after a workshop or at the end of a program cycle. If the program runs continuously without a true end date, staff should choose to administer the survey at planned intervals (e.g. the end of each growing season, annually, etc.). Workshop and other program leaders should schedule time near the end of their session to allow participants time for completing the survey.

### ***Selecting a Survey Administration Mode***

Program satisfaction surveys, in general, can be administered in a number of ways. This survey was designed to be hand-distributed to participants and to be self-administered (meaning that respondents complete the survey privately and individually). Program 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, meaning that a staff member reads the questions aloud and participants 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.)

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<sup>4</sup>It is important to note that this survey has been designed to measure change. Thus it assumes a certain amount of participation on behalf of the respondent. Surveying people who have just joined a program is unlikely to show much change as there has been insufficient exposure to show an impact.

<sup>5</sup>With only a small sample size of participants, it is best to retrieve information from all of them. If a program serves fewer than 100 individuals in a year, it is recommended that the program try to survey them all. 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. Chapter 8 of the *CFSC Evaluation Handbook* provides further information on sampling.

# Program Satisfaction 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 \_\_\_\_\_

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

- |   | <u>Excellent</u>         | <u>Good</u>              | <u>Fair</u>              | <u>Poor</u>              |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 3) The instructor's knowledge of the topics .....     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4) The instructor's presentation style/skills .....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5) The overall quality of the training/workshop ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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In questions 6-10, be sure to select the word "WORKSHOP" or the word "PROGRAM" as appropriate. Or insert the specific workshop or program name.

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

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

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

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**Over (if doubled 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 {lifestyle/farming practice/etc.} as a result of this {workshop/program}?

- Yes                     
  No

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

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}?

	<u>A lot</u>	<u>Quite a bit</u>	<u>Some</u>	<u>Not much</u>
a) Topic 1 .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Topic 2 .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Topic 3 .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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}?

	<u>Very confident</u>	<u>Pretty confident</u>	<u>Somewhat confident</u>	<u>Not confident</u>
a) Topic 1 .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Topic 2 .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Topic 3 .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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}?

	<u>Very likely</u>	<u>Likely</u>	<u>Unlikely</u>	<u>Very Unlikely</u>
a) Topic 1 .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Topic 2 .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Topic 3 .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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}.**

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Don't Know</u>
a) The location of the {workshop/program} .....	<input type="checkbox"/>				
b) The equipment provided .....	<input type="checkbox"/>				
c) The helpfulness of staff .....	<input type="checkbox"/>				
d) The knowledge of staff .....	<input type="checkbox"/>				
e) Topic x .....	<input type="checkbox"/>				
f) Topic y .....	<input type="checkbox"/>				
g) Topic z .....	<input type="checkbox"/>				

**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 will 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? (For those over 18)**

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

**Thank you!**



## **PART II: PROJECT-SPECIFIC 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. This 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 CFPs were chosen for inclusion in this second edition 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).



## Chapter 3. Instructions for Project-Specific Tools

Evaluation tools for farmers' markets, community gardens, community supported agriculture (CSA) projects and farm to school projects are provided within this Toolkit that are designed to measure the quality of a community food project and its impact 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).<sup>6</sup> A CFP may want to augment these quantitative data with other forms of more qualitative and anecdotal information such as journals, photos, post cards from participants with drawings and/or narrative depicting what they have learned, etc. (For more information on the use of qualitative evaluation data, see the *Community Food Project Evaluation Handbook*.)

### Adapting the Evaluation Surveys

Although all of the surveys provided in Part II of this Toolkit could be administered with little or no change, they are intended to be used as *templates* that community food projects can adapt to fit their specific needs and populations.<sup>7</sup> 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 the Toolkit contain a section asking respondents about their socio-demographic characteristics<sup>8</sup> (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

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<sup>6</sup> 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.

<sup>7</sup> For more information on designing or altering questions, see Chapter 7 in the *Community Food Project Evaluation Handbook*.

<sup>8</sup> US Census categories are used for the demographic questions on race/ethnicity and highest level of education attained. CFP staff may wish to adjust categories to match their own needs or community characteristics, for example, adding Vocational/technical School or apprenticeship to the options of education achieved.

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 7 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 this Toolkit have been pilot-tested with some CFPs, each participant population is unique. (See Chapter 7 of the *Community Food Project Evaluation Handbook* for more information on pilot-testing evaluation tools.)

## **Administering the Surveys**

When considering the evaluation tools provided in this Toolkit, project staff will need to consider the most appropriate method for administering the survey, selection of the individual respondents, as well as develop protocol for administering the tools. Each of these tasks is briefly described below.

### *Selecting a Survey Administration Mode*

Most survey templates in this 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 6 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.<sup>9</sup> Plus, with data collected from many participants, a program

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<sup>9</sup> 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

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. Appendix I provides more information on the use of incentives to increase participation in evaluation. Appendix II provides instructions for developing a sampling scheme for those programs unable to survey all participants.

### *Designing 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 8 of the *Community Food Project Evaluation Handbook*.

### *Ensuring Candid Responses*

To increase the likelihood of honest responses, some survey templates in this Toolkit are designed so that respondents remain anonymous. That means no one will know the responses provided by each participant. To make sure a participant'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

## **Analyzing and Reporting Results**

The *Community Food Project Evaluation Handbook* provides four 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.

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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.



## Chapter 4. Farmers' Market Tools

This part of the Toolkit provides a set of tools that may be used to assemble information on the activities and accomplishments of a farmers' market. The tools 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

### 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 deciding 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 farmers' market tools before reading the information about adapting and administering the tools.

## 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 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.

Market Information	To Be Collected?	Toolkit Document Used to Collect Data
Total hours of operation -----	<input type="checkbox"/>	<i>Farmers' Market Overview Tracking Form for Other Characteristics</i>
Number of merchants/stands -----	<input type="checkbox"/>	<i>Farmers' Market Overview Tracking Form for Stands/Operators/Merchants</i>
Number of Stands ----- (Individual and/or combined)	<input type="checkbox"/>	<i>Farmers' Market Overview Tracking Form for Stands/Operators/Merchants</i>
Fruit and vegetables-----	<input type="checkbox"/>	
Traditional/ethnic-----	<input type="checkbox"/>	
Meat, fish and poultry-----	<input type="checkbox"/>	
Organic foods-----	<input type="checkbox"/>	
Value-added products (jams, salsas, etc.)--	<input type="checkbox"/>	
Crafts-----	<input type="checkbox"/>	
Other to add _____	<input type="checkbox"/>	
Cost per stand or per type/size of stand -----	<input type="checkbox"/>	<i>Farmers' Market Overview Tracking Form for Market Characteristics</i>
Estimated gross sales -----	<input type="checkbox"/>	<i>Farmers' Market Overview Tracking Form for Market Characteristics</i>
Estimated sales from food stamps -----	<input type="checkbox"/>	<i>Farmers' Market Overview Tracking Form for Market Characteristics</i>
Estimated number of customers -----	<input type="checkbox"/>	<i>Farmers' Market Overview Tracking Form for Attendance/Participation</i>

Market Information	To Be Collected?	Toolkit Document Used to Collect Data
<u>Socio-demographic characteristics of merchants<sup>10</sup>:</u> Distance traveled to market ----- Acres farmed ----- Employment status ----- Race/ethnicity ----- Age ----- Education ----- Sex ----- Household income ----- Zip code -----	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Farmers' Market Merchant Survey</i> Template, Questions #4, #16 – #24
<u>Changes in lives of merchants:</u> 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 _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Farmers' Market Merchant Survey</i> Template, Question #10
<u>Merchants' opinion of the market:</u> 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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Farmers' Market Merchant Survey</i> Template, Question #5, #6

<sup>10</sup> 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.

Market Information	To Be Collected?	Toolkit Document Used to Collect Data
<u>Socio-demographics of customers<sup>11</sup>:</u> 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 -----	<input type="checkbox"/> <input type="checkbox"/>	<i>Farmers' Market Customer Survey</i> Template, Questions #3, #4, #12, #18 – 25
<u>Market behaviors of customers:</u> Amount and frequency of visits to market --- Reasons for visit ----- Items purchased/purchasing ----- Amount \$ spent per visit ----- Size of party visiting market -----	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Farmers' Market Customer Survey</i> Template, Questions #1, #2, #6, #11
<u>Customers' opinion of market:</u> Convenience ----- Availability of parking ----- Hours of operation ----- Cleanliness ----- Safety ----- Social atmosphere ----- Other to add: _____ Other to add: _____ 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: _____	<input type="checkbox"/> <input type="checkbox"/>	<i>Farmers' Market Customer Survey</i> Template, Questions #7, #8

<sup>11</sup> 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.

Market Information	To Be Collected?	Toolkit Document Used to Collect Data
<u>Changes in Customer Lives:</u> Eating more fruits and vegetables ----- Eating more organic foods ----- 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: _____	<input type="checkbox"/> <input type="checkbox"/>	<i>Farmers' Market Customer Survey</i> Template, Questions #15, #16
<u>Cooking Classes or Demonstrations:</u> Likelihood of preparing featured foods ----- Likelihood of eating more fruits and vegetables as a result of attending demonstration----- Participation in food assistance programs --- Home zip code of participants-----	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Farmers' Market</i> <i>Cooking/Demonstration Survey</i> Template

## Customer Evaluation of Farmer's 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 in Chapter 3.

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. 4<sup>th</sup>, 6<sup>th</sup>, 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.<sup>12</sup>

### **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 36.

This form should be maintained during the shift of the person conducting the *Farmers' Market Customer Survey*. If a person/party 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

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<sup>12</sup> <http://smallfarms.oregonstate.edu/techreports/techreport6.pdf>

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 47), 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}?

	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Don't Know</i>
a. Convenience of the location of {this market}.....	<input type="checkbox"/>				
b. Availability of parking spaces .....	<input type="checkbox"/>				
c. Hours of operation .....	<input type="checkbox"/>				
d. Cleanliness .....	<input type="checkbox"/>				
e. Safety .....	<input type="checkbox"/>				
f. Social atmosphere .....	<input type="checkbox"/>				

*Over (if double sided)*

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

	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Don't Know</i>
a. Quality of products for sale.....	<input type="checkbox"/>				
b. Variety of products for sale.....	<input type="checkbox"/>				
c. Cost of products for sale .....	<input type="checkbox"/>				
d. Value for the cost of products for sale .....	<input type="checkbox"/>				
e. Availability of foods important to your family/culture/tradition.....	<input type="checkbox"/>				
f. Availability of foods that are familiar to you and that you like to eat and cook .....	<input type="checkbox"/>				
g. Availability of foods that are new to you that you would like to try .....	<input type="checkbox"/>				

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? **[ITEMS WILL VARY BASED ON CURRENT STOCK]**

	<i>Very Likely</i>	<i>Somewhat Likely</i>	<i>Somewhat Unlikely</i>	<i>Very Unlikely</i>
a. Meat, poultry and fish.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Jams and jellies .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Baked goods such as cookies, breads or pies .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Crafts such as soap, jewelry, local art.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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}**?

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

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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...*

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

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.

	<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Never</u>	<u>Don't Know</u>
a. We were not able to afford more food to eat .....	<input type="checkbox"/>				
b. We were not able to afford more of the kinds of food we wanted to eat .....	<input type="checkbox"/>				
c. We were not able to afford to eat healthier meals .....	<input type="checkbox"/>				

*Over (if double sided)*

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

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

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}**?

---

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Thank you!



## 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 <sup>13</sup>requires the following adaptation. Please also refer to the general instructions on adapting and administering evaluation surveys presented in Chapter 3.

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.

### **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 6 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:

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<sup>13</sup> If vendors sell products at multiple markets run by one organization it will be necessary to create a separate survey for each market.

- 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 43.

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}.

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Don't Know</u>
a. Location of {this market} for attracting customers ..	<input type="checkbox"/>				
b. Hours of operation of {this market} .....	<input type="checkbox"/>				
c. Advertising for {this market} .....	<input type="checkbox"/>				
d. Management of {this market} .....	<input type="checkbox"/>				
e. Expense of operating a stand at {this market} .....	<input type="checkbox"/>				
f. Ease of getting your products to your stand.....	<input type="checkbox"/>				
g. Overall quality of products sold at {this market} .....	<input type="checkbox"/>				

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

Excellent    Good    Fair    Poor    Don't Know

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

\_\_\_\_\_

\_\_\_\_\_

**Over (if double sided)**

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

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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}**?

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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 ...*

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't Know</i>	<i>Not Applicable</i>
a. I have developed new products.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I have learned new farming skills .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I have learned more about organic farming ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I have learned more about running a small business .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I have earned more income from farming .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I feel better about my future in farming .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I have developed a larger customer base .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I am more able to provide food for my family and myself .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>A Big Difference</i>	<i>A Moderate Difference</i>	<i>A Small Difference</i>		<i>No Difference</i>	<i>DON'T KNOW</i>

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

Does it make .....

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

- less than \$100
- \$100-\$199
- \$200-\$299
- \$300-\$399
- \$400-\$499
- \$500-\$749
- \$750 or more
- 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?

- \$100-\$199                       \$200-\$299                       \$400-\$499                       \$750 or more  
 less than \$100                       \$300-\$399                       \$500-\$749                       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

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?

\_\_\_\_\_

**Over (if double sided)**

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

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**Thank you!**

## Farmers' Market Merchant Survey Refusal Tracking Form

**Name of Market:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Number of merchants selected to be surveyed** .....

**Total number of surveys distributed** .....

**Total number of surveys returned** .....

**Response rate (number of surveys returned ÷ number of surveys distributed)** \_\_\_\_\_

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

# 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 Chapter 3.

### **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 8 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.}

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?

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**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  $22 \times 6 = 132$ .<sup>14</sup> 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.

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<sup>14</sup> 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.

Example Sampling Schemes						
Market	Days and Hours of Operation	Important Seasonal Differences	Number of Interviewers Needed to Cover Whole Market <sup>15</sup>	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)	<i>day &amp; time</i>	<i># of interviewers</i>	<i>section</i>
				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 July, 10-1	3	2
				3rd Sun in July, 1-4	3	2
				4th Sun in July, 10-1	3	2

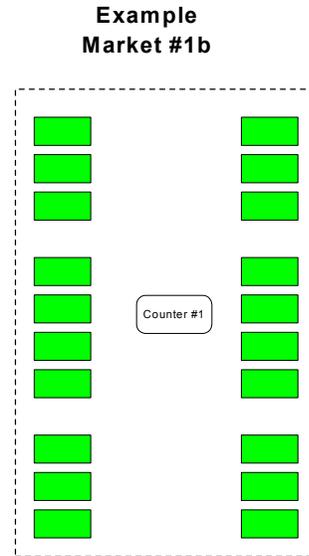
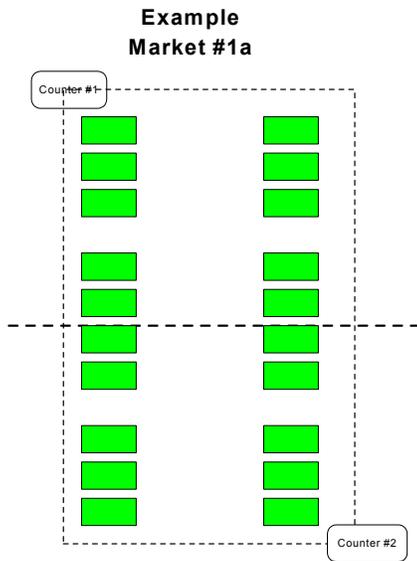
<sup>15</sup> The number of interviewers needed may vary based on the number of key market intercept points. See the following section on *Selecting Areas of the Market for Counts*.

Example Sampling Schemes						
Market	Days and Hours of Operation	Important Seasonal Differences	Number of Interviewers Needed to Cover Whole Market <sup>15</sup>	Sampling Scheme		
				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		

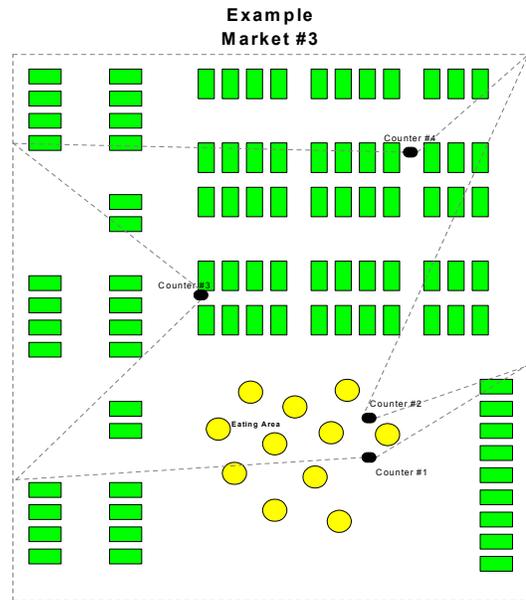
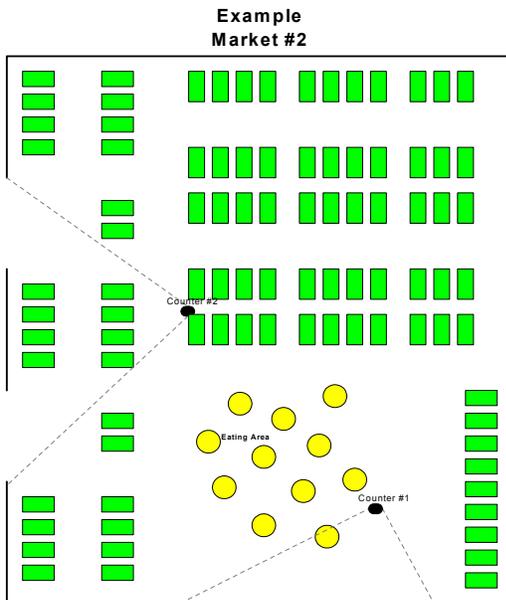
### Selecting Areas of the Market for Counts

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.<sup>16</sup> 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.

<sup>16</sup> Note if you count people traveling both directions, you will likely count the same people twice.



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.



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.<sup>17</sup>

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.

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<sup>17</sup> We have included a “version 2” of the Attendance Count tracking form in Appendix III. This version requires the interviewer to record the total number of people and number of children in each “party” entering the market. This allows more sophisticated tracking of customers: the number of parties, the total number of people, the total number of adults, the total number of children, and the average party size entering the market. However, 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.

## 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	<b>Customer Total</b> <i>(If doing 10-minute counts, this figure = the customer count X 6)</i>
<b>TOTAL</b>			

### *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
<b>TOTAL</b>		
<i>Fruits and vegetables</i>		
Traditional/ethnic foods		
Meat, fish and poultry		
Organic foods		
Value-added products (jams, salsas, etc.)		
Crafts		
Other: _____		
Other: _____		

## *Farmers' Market Overview Tracking Form for Market Characteristics*

Most of this information should be available from market records or “off the top of your head.” As with the *Farmers' Market Overview Tracking Form for Stands/Operators/Merchants*, 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 merchant counts, so that the information can be compiled and correlated together.

### **Farmers' Market Overview Tracking Form for Market Characteristics**

**Name of Market:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Interviewer:** \_\_\_\_\_

**Time Period:** \_\_\_\_\_

You may want to select from this list those characteristics that you are able to collect. A few items have been included that can be estimated from *Farmers' Market Overview Tracking Form for Attendance/Participation and Stands/Operators/Merchants*; these are summarized here to help make this form a “profile” of certain characteristics of your market.

Item	Results
Days and hours of operation	
Cost per Stand or Cost per Type/Size of Stand	
Total number of stands	
Total number of farmers selling produce/food	
Estimated attendance <i>(From the Farmers' Market Overview Tracking Form for Attendance/Participations)</i>	
Estimated gross sales <i>(From records or estimate based on the Farmers' Market Merchant Survey Questions #12 and/or #13)</i>	
Estimated sales from food stamps <i>(If possible)</i> <i>(From records, EBT machines, or the Farmers' Market Merchant Survey)</i>	
Number of cooking classes/demonstrations	



## 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: 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) -----	<input type="checkbox"/>	<i>Community Garden Overview Tracking Form for Garden Characteristics</i>
<u>Land Gardened:</u> Number of acres or square feet gardened --- Number of plots gardened ----- (Includes all operating gardens) -----	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Community Garden Overview Tracking Form for Garden Characteristics</i>
<u>Pounds of food ...</u> Produced ----- Sold ----- Donated ----- Used by gardeners/volunteers ----- Lost to spoilage and spillage -----	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Community Garden Overview Tracking Form for Produce</i>
<u>Monetary value of food ...</u> Produced ----- Sold ----- Donated ----- Used by gardeners/volunteers ----- Lost to spoilage and spillage -----	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Community Garden Overview Tracking Form for Produce</i>
<u>Participation:</u> Number of gardeners ----- Number of gardener hours ----- Number of volunteers ----- Number of volunteer hours ----- Number of garden visitors -----	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Community Garden Overview Tracking Form for Attendance/Participation</i>
<u>Socio-demographics of gardeners<sup>18</sup>:</u> Age ----- Sex ----- Race/ethnicity ----- Household income (adult form) ----- Zip code -----	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Frequencies from Community Gardener Survey</i>

<sup>18</sup> 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.





# 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 in Chapter 3 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:

- 1) The youth survey contains questions not included in the adult form related to changes in life skills and external support provided by programs
- 2) The adult survey contains a number of questions not included in the youth form related to demographics, income and household food security.
- 3) 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 7 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 6 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]

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Daily            | <input type="checkbox"/> Once a week         | <input type="checkbox"/> Once a month           |
| <input type="checkbox"/> 4-5 times a week | <input type="checkbox"/> Two times a month   | <input type="checkbox"/> Less than once a month |
| <input type="checkbox"/> 2-3 times a week | <input type="checkbox"/> 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}.

	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Don't Know</i>
a. The location of the garden(s) (distance from your home) .....	<input type="checkbox"/>				
b. The equipment provided to do the work .....	<input type="checkbox"/>				
c. The quality of the garden resources (soil, water, etc.) .....	<input type="checkbox"/>				
d. The variety of food produced at the garden .....	<input type="checkbox"/>				
e. The organization/management of the garden .....	<input type="checkbox"/>				
f. The helpfulness of staff/volunteers .....	<input type="checkbox"/>				
g. The knowledge of staff/volunteers .....	<input type="checkbox"/>				
h. The social atmosphere at the garden .....	<input type="checkbox"/>				

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 **{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."

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

*Because I work in **{this garden}**... or Because I grow my own food...*

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

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

*Because I work in **{this garden}**...*

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Don't Know</u>
a. I have learned more about gardening .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I have gained new gardening skills .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I have learned about running a small business.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I know more about the environment .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I care more about the environment.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I feel more involved in this neighborhood .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I have made new friends .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I feel a stronger connection to my culture.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I feel safer in this neighborhood.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I spend more time with my family .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I am teaching my family and/or friends to garden ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I am donating/giving extra food to other people .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

	<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Never</u>	<u>Don't Know</u>
a. We were not able to afford more food to eat.....	<input type="checkbox"/>				
b. We were not able to afford more of the kinds of food we wanted to eat .....	<input type="checkbox"/>				
c. We were not able to afford to eat healthier meals.	<input type="checkbox"/>				

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  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  \$15,000 - \$21,999  \$28,000 - \$35,999  \$50,000 or more  
 \$9,000 - \$14,999  \$22,000 - \$27,999  \$36,000 - \$49,999  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
- 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}.

	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Don't Know</i>
a. The location of the garden(s) (distance from your home) ..	<input type="checkbox"/>				
b. The equipment provided to do the work .....	<input type="checkbox"/>				
c. The quality of the garden resources (soil, water, etc.) .....	<input type="checkbox"/>				
d. The variety of food produced at the garden .....	<input type="checkbox"/>				

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

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

*Over (if double sided)*

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}**...*

	<u>Yes</u>	<u>Kind of</u>	<u>Not really</u>	<u>Don't know</u>
a. I eat more fruits and vegetables.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I eat more organic food .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I eat food that is fresher (less packaged food).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I eat less fast food.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I eat more foods that are traditional for my culture/family background .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I eat new kinds of food.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I spend less money on food .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I am better able to provide food for my family and myself.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I feel better about where my food comes from .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I am more physically active .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

*Because I work in **{this garden}**...*

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

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}...*

	<u>Yes</u>	<u>Kind of</u>	<u>Not really</u>	<u>Don't know</u>
a. I get along better with other people my age .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am better at making friends .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I make better decisions.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I am better planning ahead .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I am better at setting goals .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I am better at solving problems.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I am more of a leader .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I work better with others on a team.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I am better at telling others about my ideas and feelings.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I am better at listening to other people.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I am better at taking care of problems without violence and fighting.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I feel I have more control over things that happen to me.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. I feel better about myself.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. I feel better about my future.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. I feel I can make more of a difference .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Has participating in this garden helped you start a small business or earn money from gardening?

Yes

No

13. 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.**

14. Are you ...  Male  Female

15. What is your age?

12 years or younger

13 years

14 years

15 years

16 years

17 years

18 years or older

16. 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 \_\_\_\_\_

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.<sup>21</sup> 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 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		<input type="checkbox"/> Actual <input type="checkbox"/> Estimate	
Pounds of food donated		<input type="checkbox"/> Actual <input type="checkbox"/> Estimate	
Pounds of food used by garden participants and their families		<input type="checkbox"/> Actual <input type="checkbox"/> Estimate	
Pounds of food lost through spillage or spoilage		<input type="checkbox"/> Actual <input type="checkbox"/> Estimate	
Pounds of food lost through theft (estimated)		<input type="checkbox"/> Actual <input type="checkbox"/> Estimate	
Total Pounds of food produced in garden(s)	(Note: this should total all of the pounds listed on the five rows above)	<input type="checkbox"/> Actual <input type="checkbox"/> Estimate	

## *Community Garden Overview 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:	
<u>Land Gardened:</u> Number of acres or square feet gardened Number of plots gardened	
<u>Land Owned or Leased:</u> Number of acres or square feet of land owned Number of acres or square feet of land leased	
<u>Pounds of Food:</u> Produced Sold Donated Used by gardeners/volunteers Lost to spoilage and spillage	
<u>Estimated Garden Participation:</u> Number of gardeners Number of volunteers Number of garden visitors	

## 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
<u>Land Farmed for CSA Production:</u> Number of acres or square feet gardened -----	<input type="checkbox"/>	<i>CSA Overview Tracking Form</i>
<u>Pounds of food produced for CSA ...</u> Produced ----- Distributed ----- Donated ----- Used by farmers----- Lost to spoilage and spillage -----	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>CSA Overview Tracking Form</i>
<u>Monetary value of CSA food ...</u> Produced ----- Distributed----- Donated ----- Used by farmers ----- Lost to spoilage and spillage -----	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>CSA Overview Tracking Form</i>
Estimated gross sales/income for CSA-----	<input type="checkbox"/>	<i>CSA Overview Tracking Form</i>
Estimated number of shareholders ----- Whole shares Half shares Supplemental shares List supplemental shares	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>CSA Overview Tracking Form</i>
Percent of total farm land used for CSA ----- Percent of total pounds of food produced for CSA ----- Percent of total gross sales/income for CSA--	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>CSA Overview Tracking Form</i>





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 6 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.”

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Don't Know</u>
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. Cleanliness of {facility or farm} .....	'	'	'	'	'
f. Opportunities to learn about farming .....	'	'	'	'	'
g. Opportunities to learn how to prepare foods.....	'	'	'	'	'

### 3. How would you rate the following aspects of products available at {this CSA}?

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Don't Know</u>
a. Quality of products .....	<input type="checkbox"/>				
b. Variety of products .....	<input type="checkbox"/>				
c. Cost of products .....	<input type="checkbox"/>				
d. Value for the cost of products.....	<input type="checkbox"/>				
f. Availability of foods that are familiar to you and that you like to eat and/or cook .....	<input type="checkbox"/>				
e. Availability of foods important to your family's culture and traditions .....	<input type="checkbox"/>				
g. Availability of foods that are new to you that you would like to try .....	<input type="checkbox"/>				
h. Size of shares .....	<input type="checkbox"/>				

**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...*

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't Know</i>
a. Eat more fruits and vegetables.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Eat more organic food.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Eat food that is fresher (less packaged food).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Eat less fast food.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Eat more foods that are traditional for my culture/ family background.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Eat new kinds of food.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Spend less money on food.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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...*

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't Know</i>
a. Know more about how my food is grown.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Know more about sustainable agriculture.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Have a better understanding of what is needed to run a small farm.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Have a better understanding of what is needed to grow healthy crops.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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...*

	<i><u>Strongly Agree</u></i>	<i><u>Agree</u></i>	<i><u>Disagree</u></i>	<i><u>Strongly Disagree</u></i>	<i><u>Don't Know</u></i>
a. Feel more connected to farming .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Am better able to provide food for my family and/or myself .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Feel better about where my food comes from .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Feel more connected to nature .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Share in the financial risks of farming .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Share in the weather and climate risks associated with farming .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Share in the production of high quality foods .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Am helping to support the success of the small farmer .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. What was your impression of employees of **{this CSA}**? (Rate each characteristic below.)

	<i><u>Excellent</u></i>	<i><u>Good</u></i>	<i><u>Fair</u></i>	<i><u>Poor</u></i>	<i><u>Don't Know</u></i>
a. Knowledge .....	<input type="checkbox"/>				
b. Responsiveness .....	<input type="checkbox"/>				
c. Courtesy .....	<input type="checkbox"/>				
d. Overall impression .....	<input type="checkbox"/>				

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

---



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**Over (if double sided)**

These last questions are about you and your family. 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}?**

---

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---

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**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.

### **CSA Overview Tracking Form for CSA Characteristics**

**Name of CSA:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Who collected these Data:** \_\_\_\_\_

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:**

<b>Item</b>	<b>Results</b>
<u>Land Farmed:</u> Number of CSA acres farmed for CSA production Total Number of acres farmed (CSA and non-CSA)	
<u>Total Land Owned or Leased:</u> Number of acres of land owned for CSA Production Number of acres of land leased for CSA Production  Total number of acres of land owned (CSA and non-CSA) Total number of acres of land leased (CSA and non-CSA)	
<u>Estimated CSA Participation:</u> Number of shareholders (if CSA) Whole Shares Half Shares Supplemental Shares (list products)	
<u>Sales/Income:</u> Gross sales/income for CSA Total gross sales/income for farm (CSA and non-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, the following form might be useful for tracking these CSA outputs.

**Part B - CSA:**

Item	Total Number of Pounds	Actual or Estimate	Monetary Value (if known)
Pounds of food distributed to CSA shareholders		<input type="checkbox"/> Actual <input type="checkbox"/> Estimate	
Pounds of CSA food donated		<input type="checkbox"/> Actual <input type="checkbox"/> Estimate	
Pounds of CSA food used by farmer(s) and their families		<input type="checkbox"/> Actual <input type="checkbox"/> Estimate	
Pounds of CSA food lost through spillage or spoilage		<input type="checkbox"/> Actual <input type="checkbox"/> Estimate	
Pounds of CSA food lost through theft (estimated)		<input type="checkbox"/> Actual <input type="checkbox"/> Estimate	
Total Pounds of CSA food produced	(Note: this should total all of the pounds listed on the five rows above)	<input type="checkbox"/> Actual <input type="checkbox"/> Estimate	

**Part B – Total Farm:**

Total pounds of food distributed by farm		<input type="checkbox"/> Actual <input type="checkbox"/> Estimate	
Total pounds of food donated		<input type="checkbox"/> Actual <input type="checkbox"/> Estimate	
Total pounds of food used by farmer(s) and their families		<input type="checkbox"/> Actual <input type="checkbox"/> Estimate	
Total pounds of food lost through spillage or spoilage		<input type="checkbox"/> Actual <input type="checkbox"/> Estimate	
Total pounds of food lost through theft (estimated)		<input type="checkbox"/> Actual <input type="checkbox"/> Estimate	
Total Pounds of food produced	(Note: this should total all of the pounds listed on the five rows above)	<input type="checkbox"/> Actual <input type="checkbox"/> Estimate	



## 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 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 Serving Farm-fresh Foods*: 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](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 this 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:** \_\_\_\_\_

Project Information	To Be Collected?	Toolkit Document Used to Collect Information
<u>Students served in cafeteria program:</u> Number of schools----- Number of elementary school students-- Number of middle school students----- Number of high school students -----	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Farm to School Overview Tracking Form for Serving Farm-fresh Foods</i>
<u>Participation in education program:</u> Number of schools----- Number of elementary school students-- Number of middle school students----- Number of high school students-----	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Farm to School Overview Tracking Form for Youth Education</i>
<u>Amount of food ...</u> Pounds of fruit sold to schools----- Pounds of vegetables sold to schools--- _____ sold to schools ----- _____ sold to schools ----- _____ sold to schools -----	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Farm to School Overview Tracking Form for Food Sold</i>
<u>Monetary value of food ...</u> Fruit sold to schools----- Vegetables sold to schools ----- _____ sold to schools----- _____ sold to schools----- _____ sold to schools-----	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Farm to School Overview Tracking Form for Food Sold</i>
<u>Socio-demographics of students<sup>23</sup>:</u> Age ----- Sex ----- Grade ----- Race/ethnicity ----- Free or reduced-fee lunch program-----	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Frequencies from <i>Farm to School Student Surveys AND/OR Community Gardener Survey(if also used)</i>  <i>School Administrator/Food Service Director Survey</i>
<u>Total number of educational activities:</u> Number of farm tours/visits----- Number of farmers' market tours----- Number of farmer presentations in the classroom----- Number of cooking activities in the classroom----- Number of other activities in the classroom----- Describe: _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<i>Farm to School Overview Tracking Form for Youth Education</i>

Project Information	To Be Collected?	Toolkit Document Used to Collect Information
Number of activities in the cafeteria--- Number of taste tests/product tastings- Number of recycling or related activities-----	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<u>Total number of educational activity hours:</u>	<input type="checkbox"/>	<i>Farm to School Overview Tracking Form for Youth Education</i>
<u>Changes in lives of students:</u> 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 -----	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Frequencies from <i>Farm to School Student Survey for Younger Youth</i> and <i>Farm to School Student Survey for Older Youth</i>
<u>Changes in knowledge of students:</u> 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 -----	<input type="checkbox"/> <input type="checkbox"/>	Frequencies from <i>Farm to School Student Survey for Younger Youth</i> and <i>Farm to School Student Survey for Older Youth</i>

Project Information	To Be Collected?	Toolkit Document Used to Collect Information
<u>Student satisfaction with project:</u> Choices of school breakfast/lunch ----- Taste of school cafeteria food ----- Attractive, meaningful activities ----- Things liked best/least about farm, garden, farmers market -----	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Frequencies from <i>Farm to School Student Survey for Younger Youth</i> and <i>Farm to School Student Survey for Older Youth</i>
<u>Parent/guardian perceptions of changes in lives of their children:</u> 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 -----	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Frequencies from <i>Farm to School Parent/Guardian Survey</i>
<u>Parent/guardian perceptions of changes in knowledge of their children:</u> 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 -----	<input type="checkbox"/> <input type="checkbox"/>	Frequencies from <i>Farm to School Parent/Guardian Survey</i>

Project Information	To Be Collected?	Toolkit Document Used to Collect Information
<u>Changes in schools:</u> Increased use of locally grown foods in cafeteria----- Better quality produce in cafeteria ----- Better image of school lunch program -- Increased use of cafeteria ----- Increased connection between cafeteria and classroom ----- Financial impact ----- Improved health/nutrition/farm curriculum -----	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Frequencies from <i>Farm to School - School Teacher Survey, Farm to School -School Administrator/Food Service Director Survey</i>
<u>School satisfaction with project:</u> 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 -----	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Frequencies from <i>Farm to School - Teacher Survey, Farm to School - School Administrator/Food Service Director Survey</i>
<u>Changes in lives of farmers:</u> 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 ----	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Frequencies from <i>Farm to School Farmer Survey</i>
<u>Farmer satisfaction with project:</u> 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 -----	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Frequencies from <i>Farm to School Farmer Survey</i>

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.

## 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 3<sup>rd</sup> grade, the other for youth in 4<sup>th</sup> grade and older. Both tools use basic vocabulary and small question response sets. There are three main distinctions between the versions:

1. The younger youth survey uses graphic response sets (e.g. smiley face scales).
2. 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).
3. 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 7 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 6 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 .....          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. I eat the school lunch more often .....              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. I like the choices for school breakfast better ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. I like the choices for school lunch better .....     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. I eat healthier foods at the school cafeteria.....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. The food tastes better at the school cafeteria.....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### 2. Please check the box that fits for you.

{This project} has helped me to eat ...



- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| a. More fruits and vegetables                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. More foods that are grown around here         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Less fast food (like McDonald's)              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. New kinds of food                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Healthy snacks more often                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Food that is good for me at home more often   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Food that is good for me at school more often | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I know more about foods made with dairy products or milk.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I know more about meats and proteins. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I know more about breads and grains. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I know how to identify more kinds of fruits and ..... vegetables.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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 ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I know more about foods that are grown around here ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I know more about the kinds of foods that grow in different seasons .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I know more about which foods are healthy and which foods are not healthy .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I make healthier food choices .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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 .....             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. I learn new things at the farm .....                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. I like coming to the farm.....                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. I know more about caring for farm animals.....       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. I know more about why farms are important to me..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. I now know some farmers I did not know before .....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**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

## {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 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..."

	<u>Yes</u>	<u>Kind of</u>	<u>Not really</u>
a. I eat the school breakfast more often .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I eat the school lunch more often .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I like the choices for school breakfast better .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I like the choices for school lunch better.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I eat healthier foods at the school cafeteria .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The food tastes better at the school cafeteria .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

*{This project} has helped me to eat ...*

	<u>Yes</u>	<u>Kind of</u>	<u>Not really</u>	<u>Don't know</u>
a. More fruits and vegetables .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. More locally grown foods .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Food that is fresher (less packaged food).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. More organic food .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Less fast food (like McDonald's).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. More foods that are traditional for my culture/family background .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. New kinds of food.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Healthy snacks more often .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Food that is good for me at home more often .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Food that is good for me at school more often.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3. Please check the box that comes closest to how you feel about {this project}.**

*Because of {this project} ...*

	<u>Yes</u>	<u>Kind of</u>	<u>Not really</u>
a. I know more about fats and sweets .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I know more about dairy products or foods made with milk .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I know more about meats and proteins. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I know more about breads and grains. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I know how to identify more kinds of fruits and vegetables.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Over (if double sided)**

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

*Because of {this project} ...*

	<u>Yes</u>	<u>Kind of</u>	<u>Not really</u>	<u>Don't know</u>
a. I know more about where the food I eat comes from.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I know more about foods that are grown around here.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I know more about the kinds of foods that grow in different seasons.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I know more about which foods are healthy and which foods are not healthy .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I make healthier food choices .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I help my family make healthier food choices .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I help my family more with grocery shopping.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I better understand the food labels that list ingredients...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I know more about distance foods travel before they get to me.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I know more about how food is processed.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I know more about health and diet-related issues .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I know more about issues related to hunger .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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 5-9 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}...*

	<u>Yes</u>	<u>Kind of</u>	<u>Not really</u>	<u>Don't know</u>
a. There are interesting activities on the farm.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The activities at the farm are fun.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I learn new things at the farm.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I like coming to the farm.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I know more about crops grown in this region.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I know more about caring for farm animals.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I am more interested in farming .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I better understand why farms are important to me and my community.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I know more about the environment .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I care more about the environment.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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}**?

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**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} ...

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neither Agree or Disagree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Don't Know</u>
a. My child eats the school breakfast more often .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My child eats the school lunch more often .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My child eats healthier foods at the school cafeteria .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I am happier with the choices my child has for school breakfast .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I am happier with the choices my child has for school lunch .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 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...

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neither Agree or Disagree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Don't Know</u>
a. More fruits and vegetables .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. More locally grown foods .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Food that is fresher (less packaged food)....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. More organic food .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Less fast food (like McDonald's).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. More foods that are traditional for our culture/family background .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. New kinds of food .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Healthy snacks more often .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Food that is good for my child at home more often .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Food that is good for my child at school more often .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Over (if double sided)**

**3. Please check the box that comes closest to how you feel about {this project}.**

*Because of {this project} ...*

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither Agree or Disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't Know</i>
a. My child knows more about fats and sweets...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My child knows more about dairy products or foods made with milk .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My child knows more about meats and proteins.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My child knows more about breads and grains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My child knows how to identify more kinds of fruits and vegetables .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

*Because of {this project} ...*

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither Agree or Disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't Know</i>
a. My child knows more about where the food he/she eats comes from .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My child knows more about foods that are grown around here.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My child knows more about the kinds of foods that grow in different seasons.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My child knows more about which foods are healthy and which foods are not healthy ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My child makes healthier food choices.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Our family makes healthier food choices.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. My child helps me more with grocery shopping .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. My child better understands food labels that list ingredients .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. My child knows more about distance foods travel before they are consumed.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. My child knows more about how food is processed .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. My child knows more about preparing fresh foods.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. My child helps prepare meals at home more often .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. My child is more interested in cooking and preparing food at home .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. My child knows more about the health and diet-related issues .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. My child knows more about issues related to hunger.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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}**...

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither Agree or Disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't Know</i>
a. There are interesting activities for my child at the farm .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The activities at the farm are fun for my child .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My child learns new things at the farm .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My child likes coming to the farm .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My child knows more about crops grown in this region.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. My child knows more about caring for farm animals .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. My child is more interested in farming .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. My child better understands why farms are important to him/her and our community .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. My child knows more about the environment.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. My child cares more about the environment.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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  11 years  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):

- |  |  |  |   |
|--|--|--|---|
| <input type="checkbox"/> Kindergarten          | <input type="checkbox"/> 3 <sup>rd</sup> grade | <input type="checkbox"/> 6 <sup>th</sup> grade | <input type="checkbox"/> 9 <sup>th</sup> grade  |
| <input type="checkbox"/> 1 <sup>st</sup> grade | <input type="checkbox"/> 4 <sup>th</sup> grade | <input type="checkbox"/> 7 <sup>th</sup> grade | <input type="checkbox"/> 10 <sup>th</sup> grade |
| <input type="checkbox"/> 2 <sup>nd</sup> grade | <input type="checkbox"/> 5 <sup>th</sup> grade | <input type="checkbox"/> 8 <sup>th</sup> grade | <input type="checkbox"/> 11 <sup>th</sup> grade |
|  |  |  | <input type="checkbox"/> 12 <sup>th</sup> 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*

### 2a. 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)**

2b. 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

2c. 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 .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Link agriculture to science lessons .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Link agriculture to language arts lessons .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Develop lesson plans on agriculture and the food system .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Identify interesting activities for the classroom .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Promote student interest in agriculture and the food system .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Increase student knowledge of agriculture and the food system .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Use agriculture as a teaching tool in the classroom .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Use the cafeteria as a teaching tool in the classroom .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2d. How would you rate the overall quality of the **agriculture related curriculum**?

- Poor     
  Fair     
  Good     
  Very good     
  Excellent

2e. What did you like most about the **agriculture related curriculum**?

---

2f. What are ways in which **agriculture related curriculum** may be improved?

---

*For programs with farmer presentations in the classroom:*

3a. Were farmer presentations a part of **{this project}** curricula?

- Yes     
  No     
  Don't know     
 → if no or don't know, skip to Q4

3b. Please rate the farmers on presentation style and knowledge of content:

	<u>Presentation Style</u>					<u>Knowledge of Content</u>				
	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Very Good</i>	<i>Excellent</i>	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Very Good</i>	<i>Excellent</i>
a. <b>Speaker 1 (name, topic)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. <b>Speaker 2 (name, topic)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. <b>Speaker 3 (name, topic)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3c. How would you rate the overall quality of the farmer presentations?**

- Poor                       Fair                       Good                       Very good                       Excellent

**3d. What did you like most about the farmer presentations?**

---

**3e. 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:*

**4a. Did you take your class on a farm tour as part of the {this project}?**

- Yes                       No                       Don't know                      → if no or don't know, skip to Q5

**4b. 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: \_\_\_\_\_)

**4c. Please rate each of the following aspects of the farm tour.**

	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Don't Know</i>
a. Farmer's presentation style .....	<input type="checkbox"/>				
b. Farmer's knowledge.....	<input type="checkbox"/>				
c. Farmer's ability to connect with the students .....	<input type="checkbox"/>				
d. Educational experiences on the farm .....	<input type="checkbox"/>				
e. Food provided for tasting .....	<input type="checkbox"/>				
f. Hands on activities.....	<input type="checkbox"/>				

**4d. How would you rate the overall quality of the farm tour?**

- Poor                       Fair                       Good                       Very good                       Excellent

**4e. What did you like most about the farm tour?**

---

**4f. What are ways in which farm tours may be improved?**

---

*For programs with Farmers' Market tours:*

**5a. 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

**5b. Please rate each of the following aspects of the field trip.**

	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Don't Know</i>
a. Tour guide's presentation style.....	<input type="checkbox"/>				
b. Tour guide's knowledge .....	<input type="checkbox"/>				
c. Friendliness of farmers .....	<input type="checkbox"/>				
d. Food provided for tasting.....	<input type="checkbox"/>				

**5c. How would you rate the overall quality of the farmers' market tour?**

- Poor     
  Fair     
  Good     
  Very good     
  Excellent

**5d. What did you like most about the farmers' market tour?**

---

**5e. 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} ...*

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither Agree or Disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't Know</i>
a. Students have learned more about local foods systems .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Students have learned more about health and diet related issues .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students know more about issues related to hunger .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Students have learned more about the importance of eating fruits and vegetables .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Students have learned more about the importance of avoiding fats and sweets .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Students have a greater appreciation for farming and food production .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

**{This project}** has helped students...

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither Agree or Disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't Know</i>
a. Eat healthy snacks more often at school .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Makes healthier food choices at school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Enjoy their experience in the cafeteria more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Become more aware of food choices available at school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Inquire more about foods .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Inquire more about farms .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. How much did you learn about the following topics as a result of this project?

	<i>Not much</i>	<i>Some</i>	<i>Quite a bit</i>	<i>A lot</i>
a. Farming and food production.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The local food system .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Health and other diet related issues.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Issues related to hunger .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The importance of eating fruits and vegetables .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The importance of avoiding fats and sweets .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Farming and food production.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. 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:

- |  |  |  |   |
|--|--|--|---|
| <input type="checkbox"/> Kindergarten          | <input type="checkbox"/> 3 <sup>rd</sup> grade | <input type="checkbox"/> 6 <sup>th</sup> grade | <input type="checkbox"/> 9 <sup>th</sup> grade  |
| <input type="checkbox"/> 1 <sup>st</sup> grade | <input type="checkbox"/> 4 <sup>th</sup> grade | <input type="checkbox"/> 7 <sup>th</sup> grade | <input type="checkbox"/> 10 <sup>th</sup> grade |
| <input type="checkbox"/> 2 <sup>nd</sup> grade | <input type="checkbox"/> 5 <sup>th</sup> grade | <input type="checkbox"/> 8 <sup>th</sup> grade | <input type="checkbox"/> 11 <sup>th</sup> grade |
|  |  |  | <input type="checkbox"/> 12 <sup>th</sup> 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}** ...*

	<i><u>Strongly Agree</u></i>	<i><u>Agree</u></i>	<i><u>Disagree</u></i>	<i><u>Strongly Disagree</u></i>	<i><u>Don't Know</u></i>
a. Fresh, locally grown fruits were used more in the cafeteria.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Fresh, locally grown vegetables were used more in the cafeteria.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Better quality produce was served to students .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Students increased the number of fruits and vegetables they consumed at lunch .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Students have tasted new foods .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The image of the school lunch program improved .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The number of students eating the school lunch increased .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. How would you rate the following aspects of the food products you receive from the farmer(s) participating in **{this project}**?

	<i><u>Excellent</u></i>	<i><u>Good</u></i>	<i><u>Fair</u></i>	<i><u>Poor</u></i>	<i><u>Don't Know</u></i>
a. Quality of the food.....	<input type="checkbox"/>				
b. Variety of food.....	<input type="checkbox"/>				
c. Cost of the food.....	<input type="checkbox"/>				
d. Value for the cost of the food .....	<input type="checkbox"/>				
e. Reliability of the food delivery .....	<input type="checkbox"/>				
f. Cleanliness of food as delivered .....	<input type="checkbox"/>				
g. Processing/preparation of food provided by farmer ..	<input type="checkbox"/>				

**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.)**

	<u><i>Excellent</i></u>	<u><i>Good</i></u>	<u><i>Fair</i></u>	<u><i>Poor</i></u>	<u><i>Don't Know</i></u>
a. Responsiveness .....	<input type="checkbox"/>				
b. Courtesy .....	<input type="checkbox"/>				
c. Knowledge of food products.....	<input type="checkbox"/>				
d. Overall impression.....	<input type="checkbox"/>				
e. Reliability.....	<input type="checkbox"/>				

For programs with {this project} educational component:

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

*Because of {this project} ...*

	<u><i>Strongly Agree</i></u>	<u><i>Agree</i></u>	<u><i>Disagree</i></u>	<u><i>Strongly Disagree</i></u>	<u><i>Don't Know</i></u>
a. Students have learned more about the local food system.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Students have learned more about health and other diet-related issues.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students have learned more about the importance of eating fruits and vegetables .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Students have a greater appreciation for farming and food production.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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?** \_\_\_\_\_  
 \_\_\_\_\_

13. How would you measure the success of this program? \_\_\_\_\_

\_\_\_\_\_

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

{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}.

	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Don't Know</i>
a. Management of {this project} .....	<input type="checkbox"/>				
b. Ease of working with school food service staff .....	<input type="checkbox"/>				
c. Efficiency of {this project} operations .....	<input type="checkbox"/>				
d. Ease of getting your food to the {project or school} .....	<input type="checkbox"/>				
e. Overall experience selling to {this project} .....	<input type="checkbox"/>				
f. Timeliness of receiving payments .....	<input type="checkbox"/>				
g. Price received for products sold .....	<input type="checkbox"/>				
h. Volume of product required .....	<input type="checkbox"/>				

6. What do you like best about selling food to {this project or this/these schools}?

\_\_\_\_\_  
\_\_\_\_\_

*Over (if double sided)*

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}** ...*

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't Know</i>	<i>Not Applicable</i>
a. I have learned new farming skills .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I have learned more about organic farming ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I have earned more income from farming .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I feel better about my future in farming .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I have developed a larger customer base .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. My access to institutional markets has improved .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I have improved the way in which the food I grow is distributed .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I have a stronger connection to my local community .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I have a stronger connection to my local schools .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I have a larger local market base.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I have increased visibility of my products in the community .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. To what extent has **{this project}** helped you make a living at farming/ agriculture?  
Does it make .....

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>A Big Difference</i>	<i>A Moderate Difference</i>	<i>A Small Difference</i>	<i>No Difference</i>	<i>Don't Know</i>

10. About how much gross income did you make this school year from being a part of **{this project}**?

- Under \$1,000
- \$1,000 to \$4,999
- \$5,000 to \$9,999
- \$10,000 to \$14,999
- \$15,000 to \$19,999
- \$20,000 or more
- Don't Know

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}**?

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**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 lunch 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 lunch program	
Number of students that COULD be served by school lunch program (from all grades listed above)	
Number of ACTUAL students served by school lunch 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	

### *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.)

<b>Item</b>	<b>Results</b>
<u>Name of Program:</u>  Dates Offered  Number of classrooms participating  Number of students participating	
<u>Name of Program:</u>  Dates Offered  Number of classrooms participating  Number of students participating	

<p><u>Name of Program:</u></p> <p>Dates Offered</p> <p>Number of classrooms participating</p> <p>Number of students participating</p>	
<p><u>Name of Program:</u></p> <p>Dates Offered</p> <p>Number of classrooms participating</p> <p>Number of students participating</p>	
<p><u>Name of Program:</u></p> <p>Dates Offered</p> <p>Number of classrooms participating</p> <p>Number of students participating</p>	

### *Farm to School Overview Tracking Form for Sales of Farm-fresh Food*

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.

## **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		<input type="checkbox"/> Actual <input type="checkbox"/> Estimate	
Pounds of vegetables sold to school(s)/project		<input type="checkbox"/> Actual <input type="checkbox"/> Estimate	
Pounds of other food sold to school(s)/project Name of food: _____		<input type="checkbox"/> Actual <input type="checkbox"/> Estimate	
Pounds of other food sold to school(s)/project Name of food: _____		<input type="checkbox"/> Actual <input type="checkbox"/> Estimate	
Pounds of other food sold to school(s)/project Name of food: _____		<input type="checkbox"/> Actual <input type="checkbox"/> Estimate	
<b>Total Pounds of food sold</b>	(Note: this should total all of the pounds listed on the rows above)	<input type="checkbox"/> Actual <input type="checkbox"/> Estimate	

Describe Fruits Sold	Describe Vegetables Sold	Describe Other Food Products Sold



# APPENDICES

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# Appendix I: The Use of Incentives in Evaluation

A community food project may choose to use incentives, such as a monetary donation, as a way of enticing individuals to participate in their evaluation. Incentives are a good way to increase participation and demonstrate that a program values participants' time. One of the downsides of incentives is the cost, although some argue that incentives may introduce more bias because they compel participants to answer more favorably because of payment received or may select for specific sub-populations based on the type of incentive.<sup>24</sup>

Many CFPs may not need incentives because participants are often motivated and place a high value on the program. Further, some programs employ their participants or provide services in a way where the participants serve as captive audiences for the evaluation (e.g. they are all on site). In these cases it may be unnecessary to provide incentives for participation in evaluation activities.

However, some CFPs may need incentives to help increase participation in their efforts. If low response rates are expected or become an issue, incentives can be used to increase participation. Incentives can be used in a variety of ways:

- Advance payment for future work: incentives are given to all participants asked to take part in the evaluation regardless of their response. These incentives are often less significant and play more on the “guilt factor” rather than reward people with reasonable compensation for the work performed. (This approach is often used by charitable organization asking for donations. For instance personalized address labels, pens, a penny, etc. are mailed to motivate people to give.)
- Payment for work completed: participants who complete the survey are given an incentive. These incentives are often more significant like t-shirts, hats, snacks, bumper stickers, coupons for use at farmers' market, etc. A good option for programs with limited budgets is the use of a lottery or drawing. Every participant completing a survey is entered in the lottery to win a prize.

Note that if incentives are paid for work completed, there must be a system in place to protect the anonymity or confidentiality of the respondents (e.g. people cannot be asked to sign the survey so they get their prize). A common way to get around this dilemma is to ask individuals turn in a second form indicating the survey is complete at the same time the actual completed survey is returned. The surveys and completion forms are kept in two different boxes.

Instead of offering money as an incentive, consider alternatives such as a coupon to the local farmers' market, gift certificate to a local eatery, a jar of locally made salsa, etc.

Other tips to ensure high response rates follow (from the *Community Food Project Evaluation Handbook*):

- Keep the survey tool short, simple and attractive
- Guarantee anonymity or confidentiality
- Explain purpose of survey either verbally or with a cover letter, including an appeal for help to improve services

- Make survey completion is as convenient as possible – e.g., the last 15 minutes of an already scheduled meeting
- Ask participants to complete the survey while on premises
- Charge program staff with the responsibility for making sure surveys are administered and collected appropriately.

## Appendix II: 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.<sup>25</sup>

“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 III: 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 12:25 pm to 12:25 pm 1:25 pm to 1:25 pm
Third Saturday in June	10 am-1 pm	10:25 am to 10:35 am 11:25 am to 11:35 am 12:25 pm to 12:25 pm
Second Saturday in July	11 am -2 pm	11:25 am to 11:35 am 12:25 pm to 12:25 pm 1:25 pm to 1:25 pm
Fourth Saturday in July	10 am -1 pm	10:25 am to 10:35 am 11:25 am to 11:35 am 12:25 pm to 12:25 pm
First Saturday in August	10 am-1 pm	10:25 am to 10:35 am 11:25 am to 11:35 am 12:25 pm to 12:25 pm
Third Saturday in August	11 am-2 pm	11:25 am to 11:35 am 12:25 pm to 12:25 pm 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 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. {KEEP 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:

<b>Date and Time</b>	<b>Skip Factor</b>	<b>Customers visiting per day (estimate)</b>	<b>Desired # of Surveys to Complete per Shift<sup>26</sup></b>
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

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 IV: 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	<input checked="" type="checkbox"/> Fruits and vegetables <input type="checkbox"/> Traditional/ethnic foods <input type="checkbox"/> Meat, fish and poultry <input checked="" type="checkbox"/> Organic foods <input type="checkbox"/> Value-added products (jams, salsas, etc.) <input type="checkbox"/> Crafts <input type="checkbox"/> Other	<input type="checkbox"/> Too busy <input type="checkbox"/> Not interested <input type="checkbox"/> Doesn't speak/read language of interviewer/survey <input checked="" type="checkbox"/> Not present day of surveying <input type="checkbox"/> Other
Munson Farms	<input type="checkbox"/> Fruits and vegetables <input type="checkbox"/> Traditional/ethnic foods <input type="checkbox"/> Meat, fish and poultry <input type="checkbox"/> Organic foods <input type="checkbox"/> Value-added products (jams, salsas, etc.) <input type="checkbox"/> Crafts <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Too busy <input type="checkbox"/> Not interested <input type="checkbox"/> Doesn't speak/read language of interviewer/survey <input type="checkbox"/> Not present day of surveying <input type="checkbox"/> Other
Three Sisters Catering	<input type="checkbox"/> Fruits and vegetables <input checked="" type="checkbox"/> Traditional/ethnic foods <input type="checkbox"/> Meat, fish and poultry <input type="checkbox"/> Organic foods <input type="checkbox"/> Value-added products (jams, salsas, etc.) <input type="checkbox"/> Crafts <input checked="" type="checkbox"/> Other: <u>Vietnamese meals</u>	<input type="checkbox"/> Too busy <input type="checkbox"/> Not interested <input checked="" type="checkbox"/> Doesn't speak/read language of interviewer/survey <input type="checkbox"/> Not present day of surveying <input type="checkbox"/> Other
Haystack Mountain Goat Cheese	<input type="checkbox"/> Fruits and vegetables <input type="checkbox"/> Traditional/ethnic foods <input type="checkbox"/> Meat, fish and poultry <input type="checkbox"/> Organic foods <input checked="" type="checkbox"/> Value-added products (jams, salsas, etc.) <input type="checkbox"/> Crafts <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Too busy <input type="checkbox"/> Not interested <input type="checkbox"/> Doesn't speak/read language of interviewer/survey <input type="checkbox"/> Not present day of surveying <input type="checkbox"/> Other

Merchant	Type of Merchant	Reason for Refusal/Non-Participation
Sunflower Farms	<input checked="" type="checkbox"/> Fruits and vegetables <input type="checkbox"/> Traditional/ethnic foods <input type="checkbox"/> Meat, fish and poultry <input type="checkbox"/> Organic foods <input type="checkbox"/> Value-added products (jams, salsas, etc.) <input type="checkbox"/> Crafts <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Too busy <input type="checkbox"/> Not interested <input type="checkbox"/> Doesn't speak/read language of interviewer/survey <input type="checkbox"/> Not present day of surveying <input type="checkbox"/> Other
Hata Farms	<input checked="" type="checkbox"/> Fruits and vegetables <input type="checkbox"/> Traditional/ethnic foods <input type="checkbox"/> Meat, fish and poultry <input type="checkbox"/> Organic foods <input type="checkbox"/> Value-added products (jams, salsas, etc.) <input type="checkbox"/> Crafts <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Too busy <input type="checkbox"/> Not interested <input type="checkbox"/> Doesn't speak/read language of interviewer/survey <input type="checkbox"/> Not present day of surveying <input type="checkbox"/> Other
Frank's Chickens	<input type="checkbox"/> Fruits and vegetables <input type="checkbox"/> Traditional/ethnic foods <input checked="" type="checkbox"/> Meat, fish and poultry <input type="checkbox"/> Organic foods <input type="checkbox"/> Value-added products (jams, salsas, etc.) <input type="checkbox"/> Crafts <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Too busy <input type="checkbox"/> Not interested <input type="checkbox"/> Doesn't speak/read language of interviewer/survey <input type="checkbox"/> Not present day of surveying <input type="checkbox"/> Other
Trujillo Organic Produce	<input checked="" type="checkbox"/> Fruits and vegetables <input type="checkbox"/> Traditional/ethnic foods <input type="checkbox"/> Meat, fish and poultry <input checked="" type="checkbox"/> Organic foods <input type="checkbox"/> Value-added products (jams, salsas, etc.) <input type="checkbox"/> Crafts <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Too busy <input type="checkbox"/> Not interested <input type="checkbox"/> Doesn't speak/read language of interviewer/survey <input type="checkbox"/> Not present day of surveying <input type="checkbox"/> Other
Margarite's Jams	<input type="checkbox"/> Fruits and vegetables <input type="checkbox"/> Traditional/ethnic foods <input type="checkbox"/> Meat, fish and poultry <input type="checkbox"/> Organic foods <input checked="" type="checkbox"/> Value-added products (jams, salsas, etc.) <input type="checkbox"/> Crafts <input type="checkbox"/> Other	<input type="checkbox"/> Too busy <input type="checkbox"/> Not interested <input type="checkbox"/> Doesn't speak/read language of interviewer/survey <input type="checkbox"/> Not present day of surveying <input type="checkbox"/> Other
Designs by Pearl	<input type="checkbox"/> Fruits and vegetables <input type="checkbox"/> Traditional/ethnic foods <input type="checkbox"/> Meat, fish and poultry <input type="checkbox"/> Organic foods <input type="checkbox"/> Value-added products (jams, salsas, etc.) <input checked="" type="checkbox"/> Crafts <u>jewelry</u> <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Too busy <input type="checkbox"/> Not interested <input type="checkbox"/> Doesn't speak/read language of interviewer/survey <input type="checkbox"/> Not present day of surveying <input type="checkbox"/> Other

Merchant	Type of Merchant	Reason for Refusal/Non-Participation
Maybelle Farms	<input checked="" type="checkbox"/> Fruits and vegetables <input type="checkbox"/> Traditional/ethnic foods <input type="checkbox"/> Meat, fish and poultry <input type="checkbox"/> Organic foods <input type="checkbox"/> Value-added products (jams, salsas, etc.) <input type="checkbox"/> Crafts <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Too busy <input type="checkbox"/> Not interested <input type="checkbox"/> Doesn't speak/read language of interviewer/survey <input type="checkbox"/> Not present day of surveying <input type="checkbox"/> Other
South Creek Ranch	<input type="checkbox"/> Fruits and vegetables <input type="checkbox"/> Traditional/ethnic foods <input checked="" type="checkbox"/> Meat, fish and poultry <input checked="" type="checkbox"/> Organic foods <input type="checkbox"/> Value-added products (jams, salsas, etc.) <input type="checkbox"/> Crafts <input type="checkbox"/> Other	<input type="checkbox"/> Too busy <input checked="" type="checkbox"/> Not interested <input type="checkbox"/> Doesn't speak/read language of interviewer/survey <input type="checkbox"/> Not present day of surveying <input type="checkbox"/> Other
Joy Luck Club	<input type="checkbox"/> Fruits and vegetables <input type="checkbox"/> Traditional/ethnic foods <input type="checkbox"/> Meat, fish and poultry <input type="checkbox"/> Organic foods <input type="checkbox"/> Value-added products (jams, salsas, etc.) <input checked="" type="checkbox"/> Crafts <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Too busy <input type="checkbox"/> Not interested <input type="checkbox"/> Doesn't speak/read language of interviewer/survey <input type="checkbox"/> Not present day of surveying <input type="checkbox"/> Other
MacIntosh Orchard	<input checked="" type="checkbox"/> Fruits and vegetables <input type="checkbox"/> Traditional/ethnic foods <input type="checkbox"/> Meat, fish and poultry <input type="checkbox"/> Organic foods <input type="checkbox"/> Value-added products (jams, salsas, etc.) <input type="checkbox"/> Crafts <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Too busy <input type="checkbox"/> Not interested <input type="checkbox"/> Doesn't speak/read language of interviewer/survey <input type="checkbox"/> Not present day of surveying <input type="checkbox"/> Other









# Appendix V: Sample Customized Community Garden Tools



## Community Gardener Survey for Adults

Garden Name: \_\_\_\_\_

*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?**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Daily            | <input type="checkbox"/> Once a week         | <input type="checkbox"/> Once a month           |
| <input type="checkbox"/> 4-5 times a week | <input type="checkbox"/> Two times a month   | <input type="checkbox"/> Less than once a month |
| <input type="checkbox"/> 2-3 times a week | <input type="checkbox"/> 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:**

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Don't Know</u>
a. The location of the gardens (distance from your home) .....	<input type="checkbox"/>				
b. The equipment provided to do the work .....	<input type="checkbox"/>				
c. The quality of the garden resources (soil, water, etc.).....	<input type="checkbox"/>				
d. The variety of food produced at the gardens.....	<input type="checkbox"/>				
e. The organization/management of the gardens .....	<input type="checkbox"/>				
f. The helpfulness of staff/volunteers .....	<input type="checkbox"/>				
g. The knowledge of staff/volunteers .....	<input type="checkbox"/>				
h. The social atmosphere at the gardens.....	<input type="checkbox"/>				

**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."*

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

*Because I work in these gardens...*

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

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

*Because I work in these gardens...*

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Don't Know</u>
a. I have learned more about gardening .....	<input type="checkbox"/>				
b. I have gained new gardening skills .....	<input type="checkbox"/>				
c. I have learned about running a small business.....	<input type="checkbox"/>				
d. I know more about the environment .....	<input type="checkbox"/>				
e. I care more about the environment.....	<input type="checkbox"/>				
f. I feel more involved in this neighborhood .....	<input type="checkbox"/>				
g. I have made new friends .....	<input type="checkbox"/>				
h. I feel a stronger connection to my culture.....	<input type="checkbox"/>				
i. I feel safer in this neighborhood.....	<input type="checkbox"/>				
j. I spend more time with my family .....	<input type="checkbox"/>				
k. I am teaching my family and/or friends to garden ...	<input type="checkbox"/>				
l. I am donating/giving extra food to other people .....	<input type="checkbox"/>				

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.

	<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Never</u>	<u>Don't Know</u>
a. We were not able to afford more food to eat.....	<input type="checkbox"/>				
b. We were not able to afford more of the kinds of food we wanted to eat .....	<input type="checkbox"/>				
c. We were not able to afford to eat healthier meals.	<input type="checkbox"/>				

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?

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**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!**



# Valley Garden 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:**

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Don't Know</u>
a. The equipment provided to do the work	<input type="checkbox"/>				
b. The quality of the garden resources (soil, water, etc.)	<input type="checkbox"/>				
c. The variety of food produced at the garden	<input type="checkbox"/>				
d. Wednesday's Web page training	<input type="checkbox"/>				
e. Thursday's agricultural lessons	<input type="checkbox"/>				

**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:**

	<u>Yes</u>	<u>Kind of</u>	<u>Not really</u>
a. There are interesting activities at Valley Garden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I like coming to Valley Garden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. There are rules I am expected to follow here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I feel safe at Valley Garden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I feel like people are happy to see me here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7. Please check the box below that comes closest to your opinion about Valley Garden:**

	<u>Yes</u>	<u>Kind of</u>	<u>Not really</u>
a. Staff care about me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Staff help me feel important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. staff can be trusted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Staff expect me to try hard and do my best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Staff tell me when I do a good job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I could go to a staff member at Valley Garden for advice if I had a serious problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Staff listen to what I have to say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Staff ask me to plan, choose or lead activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Staff treat all kids fairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8. In what ways do you think your life is different (better or worse) because of Valley Garden?**

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**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 ...*

	<u>Yes</u>	<u>Kind of</u>	<u>Not really</u>	<u>Don't know</u>
a. I eat more fruits and vegetables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I eat more organic food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I eat food that is fresher (less packaged food)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I eat less fast food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I eat more food from my culture/family background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I eat new kinds of food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I spend less money on food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I am better able to provide food for my family and myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I feel better about where my food comes from	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I am more physically active	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**10. 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...*

	<u>Yes</u>	<u>Kind of</u>	<u>Not really</u>	<u>Don't know</u>
a. I have learned more about gardening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I have gained new gardening skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I have learned about running a small business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I know more about the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I care more about the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I feel more involved in this neighborhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I have made new friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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 ...***

	<u>Yes</u>	<u>Kind of</u>	<u>Not really</u>	<u>Don't know</u>
a. I get along better with other people my age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am better at making friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I make better decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I am better planning ahead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I am better at setting goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I am better at solving problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I am more of a leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I work better with others on a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I am better at telling others about my ideas and feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I am better at listening to other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I am better at taking care of problems without violence and fighting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I feel I have more control over things that happen to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. I feel better about myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. I feel better about my future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. I feel I can make more of a difference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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**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!**