California Farm to School Incubator Grant Program

Evaluation Plan Overview
Cohorts 2 & 3

May 2023

California Farm to School Incubator Grant Program Evaluation

UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources

BERKELEY FOOD INSTITUTE
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Evaluation Team

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Overview

Farm to School Incubator Grant Program

Grants support projects that:

- cultivate equity
- nurture students
- build climate resilience
- create scalable, sustainable change

Funding Priorities

- Students from underserved communities
- Schools in priority populations
- Small to midsize CA producers
- Veteran, socially disadvantaged CA producers and/or limited resource farm households
- CA producers using climate smart practices or production systems
- Community organizations supporting F2S partnerships

Evaluation Goals and Priorities

Assess progress toward the goals and priorities in the Farm to School Roadmap

Identify barriers to implementation, best practices, areas for additional or continued investment

Inform the public, program administrators, agencies, and elected officials about program impacts + areas for improvement

Impact Areas

1. Equity
2. Economic
3. Environmental
4. Education
5. Enabling Factors & Barriers

Evaluation Focus and Timeframe

Cohort 2

- **Start:** April–June 2023
- **End:** March 2025

Cohort 3

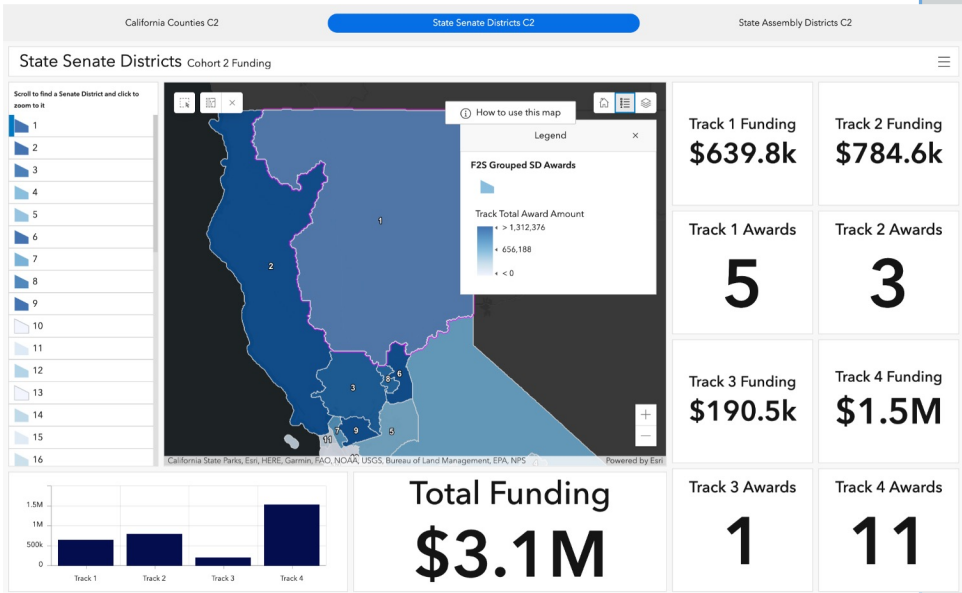
- **Start:** tbd (est. fall 2024)
- **End:** tbd

Note: The evaluation scope does not include Cohort 1 grants.

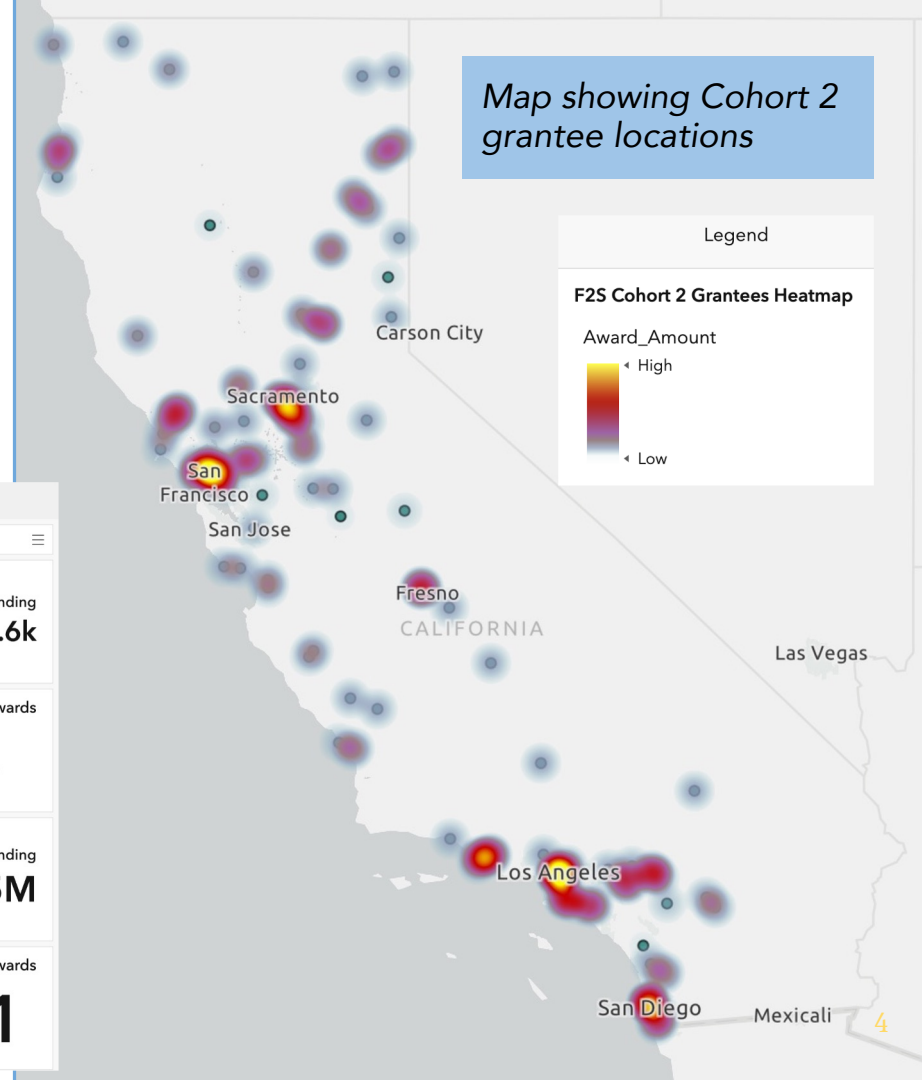
Grantee Map Snapshots

We have created a web mapping dashboard to show the data gathered on the grant program's reach so far. It shows funding by County, Senate, and Assembly District.

Map showing funding in State Senate District 1



Map showing Cohort 2 grantee locations



Outcomes and Conditions: The Five Es

	Equity	Environment	Economics	Education	Enabling factors & barriers
grant program administration	●				●
producers	●	●	●	●	●
aggregators and distributors	●	●	●		●
schools and districts	●	●	●	●	●
early care and education (ECE)	●	●	●	●	●
community organizations	●			●	●

Overarching Equity Questions

1. Are priority populations funded by the grant program?	E.g., small to midsize California producers; veteran, socially disadvantaged producers and/or limited resource farm households in California
2. Are priority populations served by the grant program?	E.g., student demographics, populations vulnerable to the impacts of climate change
3. Do grantee outcomes vary according to demographic or other equity-related variables?	E.g., producer identity or schools' free/reduced-price meal eligibility rates

4. What/how/why are power asymmetries and racial/farm income disparities manifested in various farm to school supply chains?

Overarching Enabling Factors & Barriers

1. To what degree was/is the grant program an enabling condition for changing practices among farm to school supply chain actors?
2. What are the key barriers faced by farm to school actors, and how does the grant help actors address them?
3. What are the characteristics of policies/regulations at different levels (local, state, and federal) that help or hinder farm to school programs and supply chains?
4. How–and to what extent–do both pre-existing and grant-generated social capital and networks hinder or facilitate successful implementation of farm to school?

Grant Program Administration

equity	- Has/how has CDFA developed a grant that is accessible to historically excluded groups and priority populations within California? How? - Was the grant program application process accessible and equitable? - Was the grant program implementation, support, and technical assistance provided by CDFA inclusive and equitable? - How has CDFA refined the program in response to feedback, in order to engage priority applicant and grantee populations? - What other grants can this program look to?
enabling factors and barriers	- Which agency, state, and federal policies and processes help or hinder the implementation of this grant? - How do these factors affect the engagement of priority groups that CDFA seeks to engage as applicants? - How do these factors affect the ability of grantees from priority groups in achieving their desired outcomes?

Producers

equity	- How does funding distribution compare with goals and funding priorities outlined in the farm to school roadmap and RFA? - Is the economic well being of <u>all</u> producers being prioritized, specifically BIPOC farmers who are participating in the grant? - Are BIPOC producers/farmers able to access all tools available for them to successfully engage in the project activities? - For BIPOC producers in particular, does the farm to school program represent a steady source of capital that allows for increased farm investments/viability? - **Process note:* Coordinate with other tracks and project leads to ensure barriers, obstacles to equitable outcomes for producers are identified during data collection.
environment	- To what extent, and how, does the grant program support producers using climate smart agricultural practices? - What are the environmental impacts of supporting these producers, especially related to climate?

Producers

economics	- How does resources (revenues from sales, grants, etc.), costs (direct and transaction) and technology affect the supply of the farm good? - Does the grant funding affect any perceived risk in the adoption of climate smart technology? Does the expansion of social networks as a result of this program also enable the adoption of climate smart technology? - What component of the production scheme is impacted by the grant the most? (E.g., land, labor, technology, other?)
enabling factors and barriers	- To what degree was/is the grant program an enabling condition for changing production practices? - What underlying values are farmers taking into consideration besides the bottom line? Social values? Environmental values? Local community presence? - Are the growers participating, or aspire to participate, in other programs that support climate-smart ag (e.g., Healthy Soils, RCD, or USDA grants)?

Aggregators & Distributors

equity	- Are the demographics of aggregator/distributor owner/operators representative of California's demographics? - In what ways do aggregators/distributors constrain or facilitate purchasing from socially disadvantaged producers?
environment	- To what extent do aggregators/distributors influence or support climate smart production practices and systems among small to mid-sized farms? (E.g., Does the grant program lead to expanded outreach by food hubs to organic producers?) - Does the grant incentivize a reduction in food miles?

Aggregators & Distributors

economics

- What does it take for regional distributors, food hubs, and other aggregators/distributors to participate in farm to school programs profitably?
- Does the spatial distribution of farms and distribution hubs influence the comparative advantage of some farms/distributors over others?
- Does the presence of aggregators/distributors facilitate or hinder information sharing?
- Do we see certain arrangements more commonly in one marketing channel than another (e.g., micro purchases and direct farm sales vs. large purchases through broadline distributors)?

enabling factors and barriers

- How and to what extent do aggregators/distributors act as gatekeepers in the farm to school supply chain, either facilitating or hindering access?
- What are the key barriers faced by aggregators/distributors and how does the grant help address them?
- How does the information flow from aggregators/distributors enable or hinder the ability for school districts to achieve the funding priorities?

Schools, Districts, and Early Care & Education

equity

- Are food buyers purchasing from the producers prioritized by the grant program (e.g., specific farm owner demographics)? To what extent? How are they doing that, and how are they institutionalizing their practices and systems?

economics

- What foods were purchased with grant funds? What do we know about their source?
- How do preferences (informed by regulations, demographics, school nutrition directors' values, grant requirements), resources (budgets, grants) and costs (food, transaction) affect the demand for farm goods by schools, districts, + ECE providers?
- **Systemic changes that support priority farm to school procurement practices within districts**
  - How and to what extent do grantees prioritize buying foods/from producers prioritized by the grant program? Did this process change over the course of the grant?
  - What does success look like to grantees? What is the relation to lasting change? What are the factors that make this possible?

Schools, Districts, and Early Care & Education

environment	- To what extent is farm source readily identifiable from from the procurement data? - Are food buyers purchasing from the priority producers (climate smart)? To what extent? How are they doing that and institutionalizing their practices?

education	- **Systemic changes that support priority farm to school <u>educational</u> practices**
	  - How are grantees facilitating and sustaining culturally relevant meals and food education?
	  - How were students engaged in these activities and changes?
	  - What does success in these areas look like to grantees? What is the relation to lasting change? What are the factors that make this possible?

enabling factors and barriers	- To what extent do school districts/ECE providers influence or support climate smart production practices and systems among small to mid-sized farms? - How–and to what extent–do internal program attributes (e.g., staffing and staffing characteristics, meal program characteristics, internal policies) influence farm to school/ECE capacity?

Early Care & Education (ECE)

* *While there is overlap in the evaluation questions for Schools/Districts and ECE Providers and Partners, the following questions are specific to the ECE grant track.*

enabling factors and barriers

- How are ECE providers and their partners embedded in broader farm to school supply chains (or not)?
- What is the unique role this grant program plays in the landscape of farm to ECE supports?
- What does success look like to grantees? Why, and what is the relation to lasting change?

Community Organizations

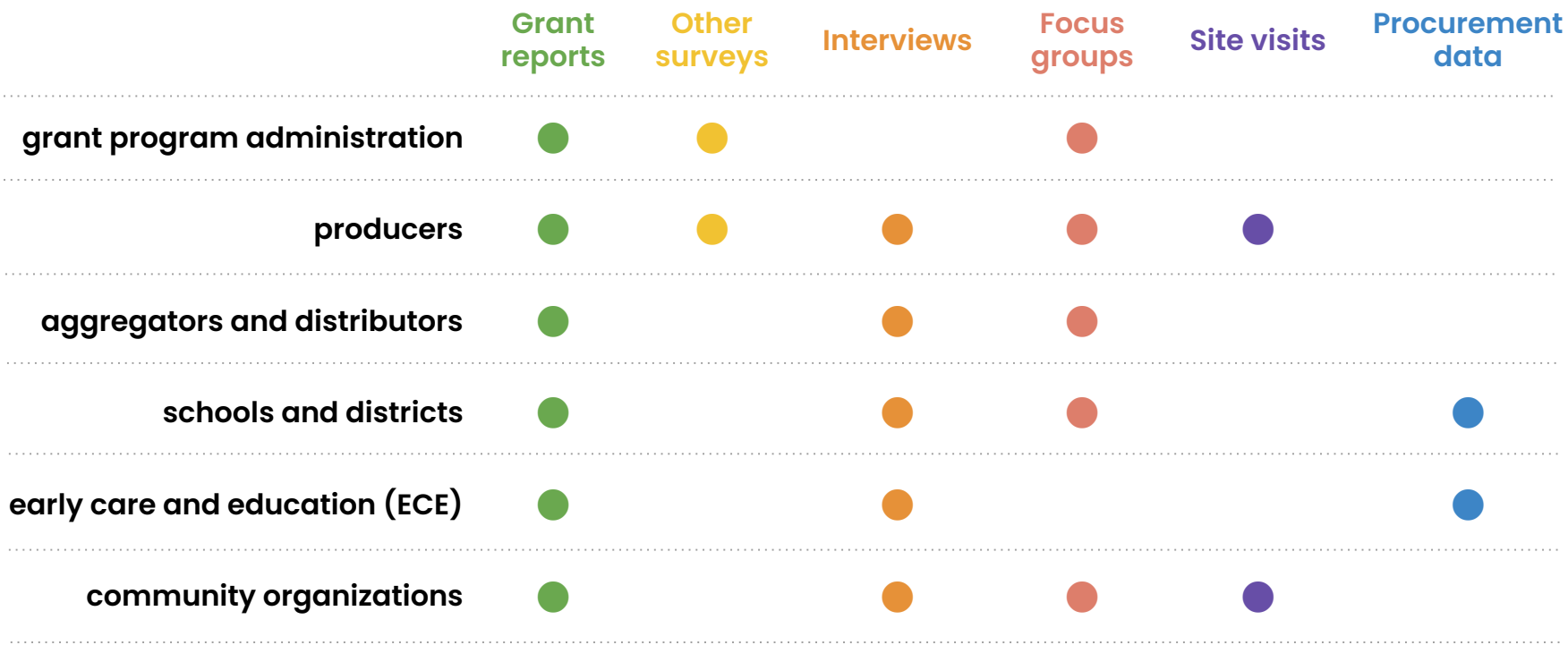
equity + environment + economics + education

- Are partner organizations successful in facilitating network and relationship building within and among F2S supply chains, thus improving equity, environmental, economic, and educational outcomes? How, why and to what extent?

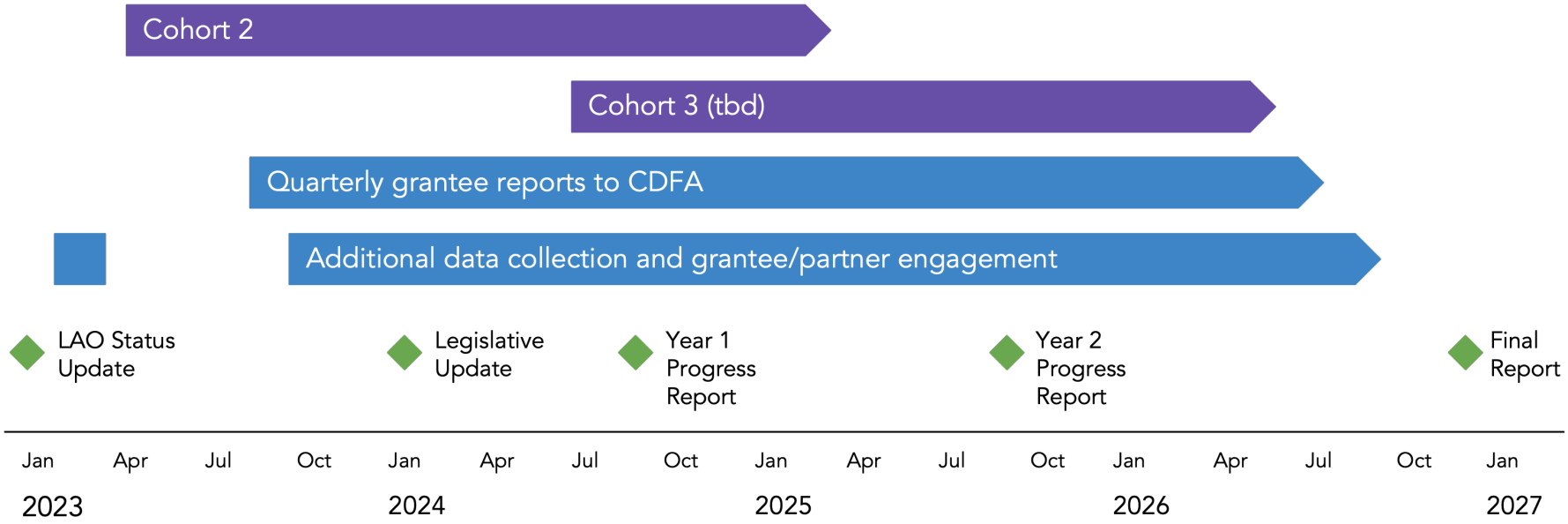
enabling factors and barriers

- Are partner organizations successful in: 1) facilitating enabling conditions and 2) mitigating barriers for F2S supply chains, thus improving equity, environmental, economic, and educational outcomes? How, why and to what extent?

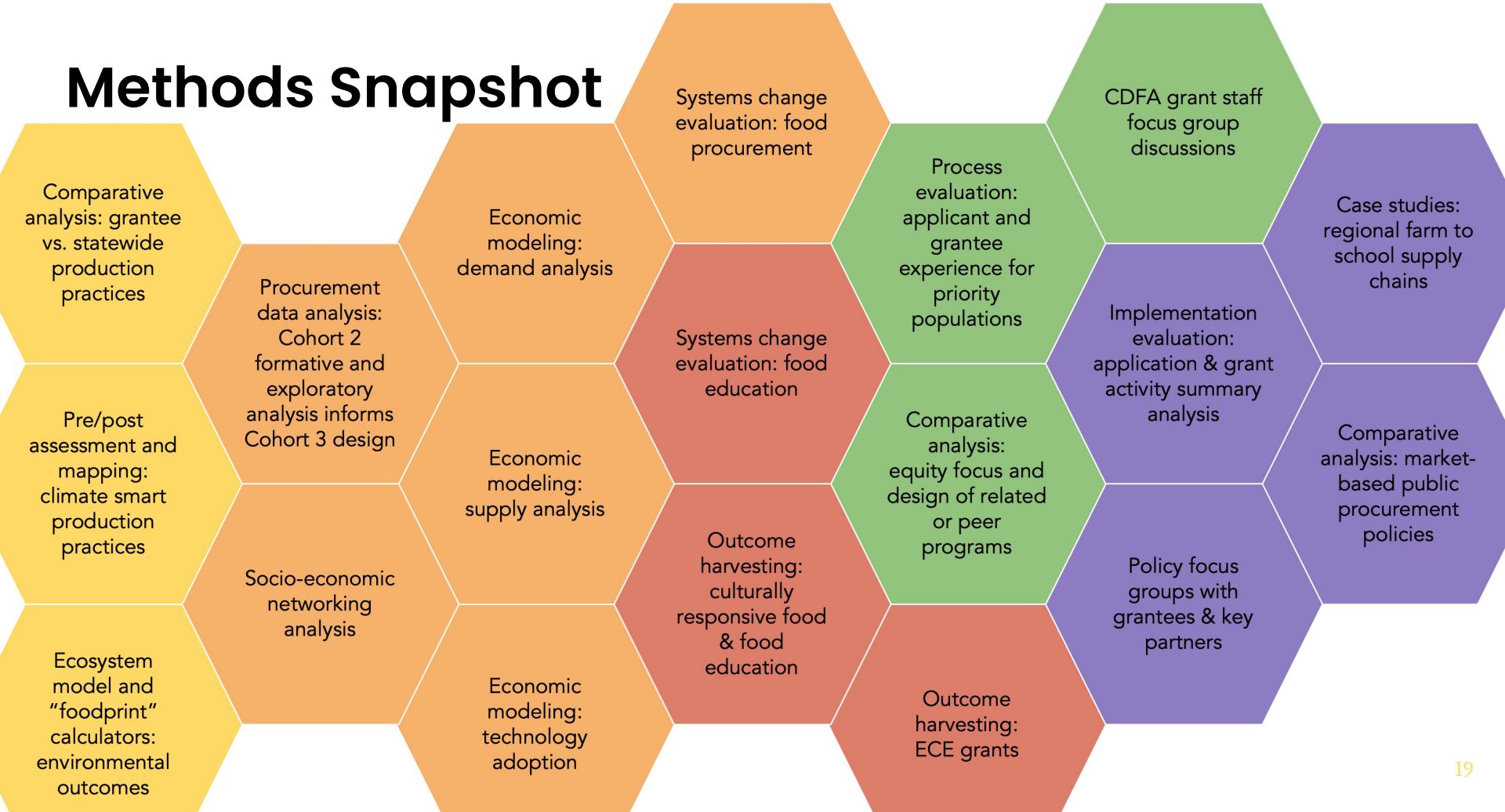
Data Sources



Timeline


Cohort 2
Cohort 3 (tbd)
Quarterly grantee reports to CDFA
Additional data collection and grantee/partner engagement
LAO Status Update
Legislative Update
Year 1 Progress Report
Year 2 Progress Report
Final Report
Jan Apr Jul Oct Jan Apr Jul Oct Jan Apr Jul Oct Jan Apr Jul Oct Jan
2023
2024
2025
2026
2027

Methods Snapshot



Methods Snapshot: Spatial Analysis & Visualization

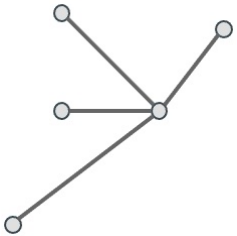
Information Table

ID	Latitude	Longitude	Crop	Yield
1	36.53	-118.50	*Lettuce*	23
2	37.03	-119.34	*Leeks*	45
3	34.34	-118.89	*Tomato*	202
4	36.79	-119.12	*Corn*	67
5 …				

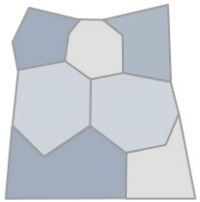
Spatial (location) data

Attribute data

Points: addresses, farm locations, people



Lines: transport, networks, communication links

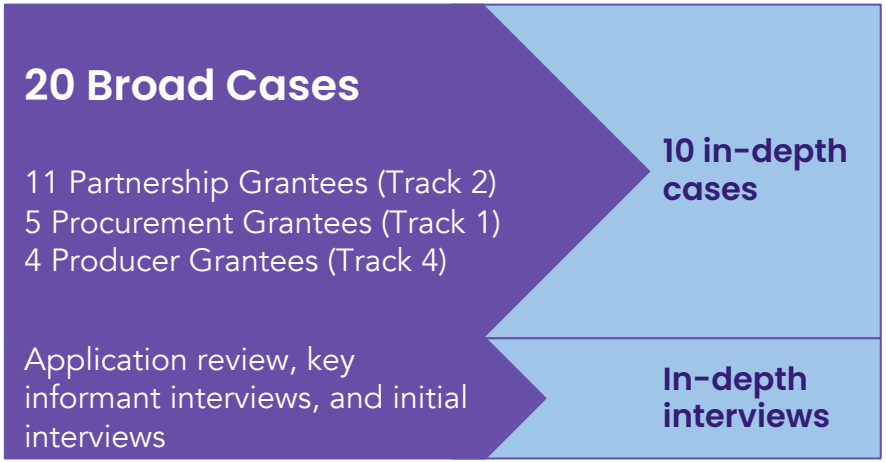


Polygons: summarize data by census, county, etc. Farm boundaries; land cover

Grids: continuous display of population, temperature, climate

When we have spatial (location) data, we can: map these data, measure, analyze patterns and connections, model & predict, and visualize results. We will be creating additional maps related to the grant program and its farm to school supply chains.

Integrated Look: Regional Farm to School Supply Chains



Case Study Approach

- Qualitative comparative analysis will explicate supply chains supported by CDFA F2S grant funding.

Key Case Study Questions

- How and why do F2S program outcomes vary across different social, environmental and political-economic contexts?
- What are the enabling conditions and barriers that affect whether and to what extent farm to school programs improve environmental, economic and social/equity outcomes?

Integrated Look: Case Study StoryMaps

StoryMaps are content-rich websites with embedded images, videos, maps, and text. They are purpose-driven, journalistic in style, and tell important stories. We will create StoryMaps to illustrate case studies.

Example from IGIS group about UC ANR

Example from San Diego Food System Alliance: Uprooting Segregation Through Our Food System