










Assessment criteria / menu of tactics for:

Instructions

1. Review the assessment before beginning.
2. Check off statements that reflect your early learning site's experience at least 50% / the majority of the time.
3. Tally the score.
4. Discuss the results with your coalition / team / stakeholders.
5. Work with Montana Food Economy Initiative mentor and your team to choose unchecked strategies to implement in your farm to ECE program.




Education and Gardening

1. In-Classroom Activities




- “  Children are educated about locally grown food, how food grows and/or where it comes from.
-  Children are continuously exposed to new farm to early care activities and resources that engage them in a variety of Montana's Early Learning Standards. Students engage in cooking lessons with local or garden-harvested ingredients that meet Montana's Early Learning Standards.
-  Taste tests are conducted with the children using the Tried it, Liked it, or Loved it system.
- 2. Gardening Activities**
-  Our program manages an edible garden site.
-  Children are provided with hands-on experiential learning in an edible garden.
-  Garden harvests are used to supplement program meals.
- 3. Experiences (field trips, classroom visits, virtual tours)**
-  Children have the opportunity to connect with food system players (i.e. farmers, chefs, processors, etc.) through field trips.
-  Children have the opportunity to connect with food system players through classroom visits.
-  Children have the opportunity to connect with food system players through field videos and virtual tours.

Food Procurement and Preparation

4. Variety and Frequency of Local Food

-  Our program purchases locally grown foods once a month.
-  Our program purchases locally grown foods more than once a month.
-  Children are served a wide variety of locally grown foods.

5. Sources of Local Food

-  Our program purchases local food items directly from a farmer, farmers market, or CSA share.
-  Our program purchases local food items from a grocery store or broadline distributor (ex. Sysco)
-  Our program collaborates with community partners to purchase local food items.

6. Scratch cooking, preservation, and storage capacity

- ▶▶ Our program is well equipped and knowledgeable to scratch cook with local food items or garden produce.
- ▶▶ Our program is well equipped and knowledgeable to preserve and store local food items or garden produce.
- ▶▶ Our program is well equipped and knowledgeable to involve children in the preparation and cooking of local food items or garden produce.

Outreach and Promotion

7. Parent/Family engagement

- ▶▶ Family and community members are engaged in our farm to early care efforts through posters, educational materials, and newsletter updates.
- ▶▶ Our program holds family and community engagement events involving farm to early care such as garden days or cooking nights.
- ▶▶ Our program is engaged in community partnerships, enabling us to obtain benefits such as additional funds, volunteer work, mutual aid, etc.

Tally the scores

Education & Gardening _____ of 12

Local Food Procurement and Preparation _____ of

Outreach & Promotion _____ of


What are the top 3 areas where your team would like support from the MFEI mentors?

Tell us about the resources you need: equipment, supplies, training, new systems, funds


<https://www.montana.edu/teamnutrition/smartpleasantmeals/smartcafes.html>

From FoodCorps:

Menu and Action Planning



F2S MENU



HANDS-ON LEARNING


Required

- ☒ FoodCorps service member teaches or co-teaches ongoing hands-on, food-based lessons in the classroom or garden.*

** FoodCorps service members are typically available to teach 2–4 hours per day.
 * FoodCorps service members are expected to teach or co-teach a minimum of 80 students for 10+ instructional hours each.*

Additions

- ☒ FoodCorps service member supports development and/or maintenance of the school garden.
- ☒ FoodCorps service member teaches or co-teaches a before- or after-school club/program.
- ☐ Other activities: _____



HEALTHY SCHOOL MEALS


Required

- ☒ FoodCorps service member has a regular presence as a positive role model in the school cafeteria or primary mealtime location during lunch throughout the week, through at least one of the following:

- ☒ FoodCorps service member leads ongoing taste tests in partnership with cafeteria staff.
- ☒ FoodCorps service member partners with cafeteria staff to make the meal line and overall cafeteria environment inviting and welcoming.
- ☒ FoodCorps service member helps promote healthy meal options in partnership with cafeteria staff.

Additions

- ☒ FoodCorps service member has a regular presence as a positive role model during breakfast (in the cafeteria or classroom) and/or does breakfast promotion in partnership with cafeteria staff.
- ☐ Other activities: _____



SCHOOLWIDE CULTURE OF HEALTH

Required

- ☒ FoodCorps service member leads an introductory FoodCorps presentation to all school staff in August or September.
- ☒ FoodCorps service member joins school health/wellness/garden committee(s), if they exist.

Additions

- ☐ FoodCorps service member leads additional school staff engagement or training opportunities.
- ☒ FoodCorps service member leads family engagement opportunities (e.g., family newsletters, family cooking nights, etc.) in partnership with the school.
- ☐ Other activities: _____

National Farm to School Network

- **Procurement:** Local foods are purchased, promoted and served in the cafeteria or as a snack or taste-test;
- **School gardens:** Students engage in hands-on learning through gardening; and
- **Education:** Students participate in education activities related to agriculture, food, health or nutrition.

NFSN ECE 2018 survey

Shows what activities ECE is doing with F2S already

<http://www.farmtoschool.org/Resources/ECESurvey18-FactSheet.pdf>

<http://www.farmtoschool.org/Resources/ECESurvey18-Infographic.pdf>

F2S GA Assessment Tool

https://ncat.org-my.sharepoint.com/personal/keim_ncat_org/Documents/MDA%20Farm%20to%20School/Assessments,%20Surveys,%20Evaluations/GA-Assessment-Tool-1-April-2015-FINAL.pdf?CT=1605650675689&OR=ItemsView

USDA Farm to School Census Survey

7. From the list below, please select the most appropriate category your achievement (described above) would fall under. Please check one. The examples are offered to help you identify the best category, but don't feel limited by them.

Farm to School School Team (creating a team or working with project partners)

Vision, Goals, and Context (planning and setting goals for your project)

ü Local Foods Procurement (purchasing and serving local foods in school meals)

Food Service Supplies or Infrastructure (getting new equipment for transporting, processing, storing, preparing or serving local foods)

Menu Planning (program budgeting or menu and recipe development using local foods)

Food Safety (working with state or local requirements and training related to best practices)

Promotion and Outreach (promotion or outreach to students, parents, teachers, administrators, producers, food service staff, media, or the community)

School Gardens (planning, maintaining, training or using local foods from school gardens)

Education/Curriculum Integration (developing or implementing new educational programs or curriculum)

Evaluation (program planning or results from program evaluation activities)

Program Sustainability (creating greater institutional or community support or obtaining additional funds/funding streams)

Other (please specify) _____

Nothing at this time