

Program: Farm Apples to Schools Logic Model

Situation: Two farmers in the county approached Cornell Cooperative Extension (CCE) with interest in developing new markets for their apples. There are (number) school districts in the county serving (number) students. School lunch menus include apples.

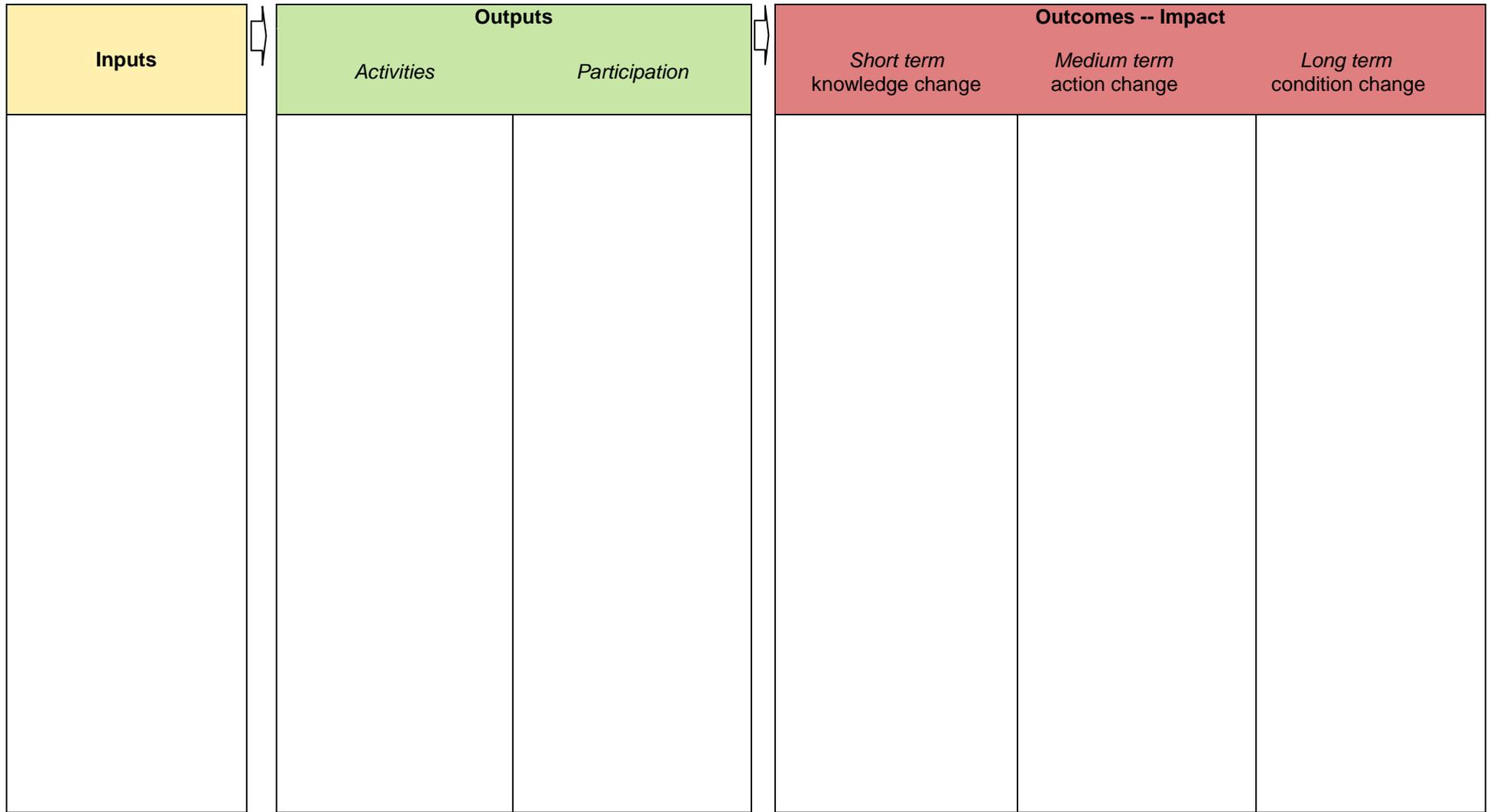
Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short term knowledge change	Medium term action change	Long term condition change
<p>CCE agricultural educators with knowledge of local farms and production</p> <p>CCE nutrition educators trained in ecological approach to food and nutrition education</p> <p>Relationships established between CCE and local farmers; between CCE and local school districts</p> <p>Summer intern hired by CCE to work on a special project</p>	<p>Survey school food service directors about current monthly use, source, and price of apples purchased. Assess interest in buying local apples.</p> <p>Survey farmers to determine availability of apple crop, current markets, and prices, and interest in selling to schools.</p> <p>Survey conventional food distributors to determine the extent to which they currently purchase and/or are interested in purchasing apples from local farmers.</p> <p>Host meeting for interested school food service directors, food distributors, and farmers to discuss mutual requirements for local apple sales (quantity, price, delivery, etc.)</p>	<p>(Number) county farmers, food service directors, food distributors who serve school districts surveyed.</p> <p>(Number) county farmers, food service directors, and food distributors who attend meeting to discuss mutual requirements.</p>	<p>Farmers will increase understanding about local school district purchases of apples, and district requirements for purchases.</p> <p>Farmers will increase understanding about how to sell apples to distributors who sell to schools.</p> <p>Farmers will assess interest and capacity to sell apples directly to schools and/or to a distributor who sells to schools.</p> <p>School food service directors will increase understanding about local apple production, and what farmers need in order to sell directly to schools.</p> <p>School food service directors will assess interest in and capacity to purchase local apples directly from a farmer and/or from a distributor.</p>	<p>One or more local farmers sell(s) (amount of) apples to local schools</p> <p>One or more food service directors purchase(s) (amount of) locally-grown apples from a local farmer or from a distributor.</p> <p>One or more distributor(s) will purchase apples from a local farmer and indicate that the apples are locally-grown.</p>	<p>A greater proportion of local farm income will come from sales directly to schools and/or to distributors who sell to schools.</p> <p>Schools will purchase local apples, either directly, or through a distributor, and students will have improved diet quality and health outcomes</p>

Assumptions Schools represent potential new market for local apple farmers. School purchases of local apples can: improve students' diets as they consume greater quantities of delicious-tasting apples; contribute to community development; and provide additional farm income. CCE, school food service directors, and farmers will agree to explore feasibility of local apple sales. Schools have necessary staff and equipment to use farm products.

External Factors State/federal regulations governing school food programs; months that schools are in session; NYS seasonal growing conditions

Program: _____ Logic Model

Situation:



Assumptions

External Factors