Metrics and Evaluation for Farm Incubators

April 1st, 2014

Brought to you by the National Incubator Farm Training Initiative (NIFTI)

Made possible by generous support from the

CEDAR TREE FOUNDATION

Agenda

Technology Training – 3 min.

NIFTI Overview – 2 min.

UVM Web Assessment – Jessie Schmidt – 20 min..

Intervale Farmer Assessment – Maggie Donin – 15 min.

ALBA – Chris Brown and Kaley Grimland – 15 min.

The M&E Toolkit – 10 min.

Q & A – 20 minutes

Next Steps – 5 minutes

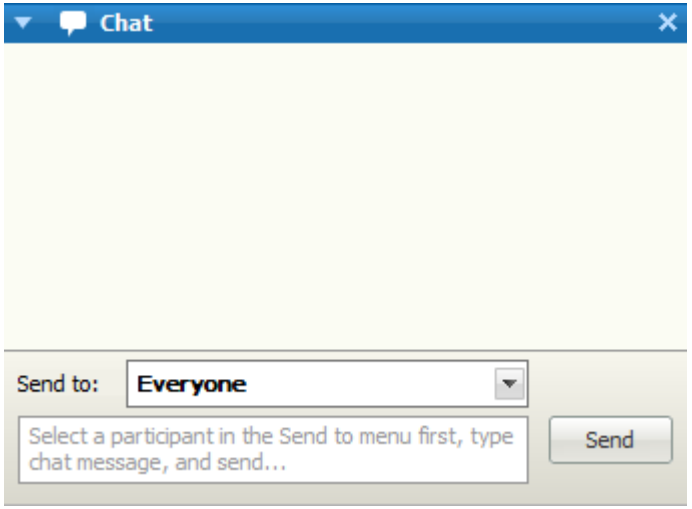
Technical Orientation

A quick overview of tools to help you get the most out of this webinar.

Communications Tools

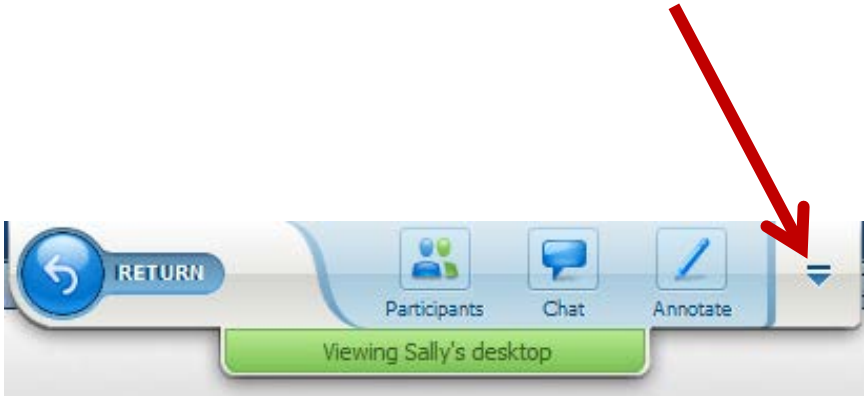
- Raise Hand

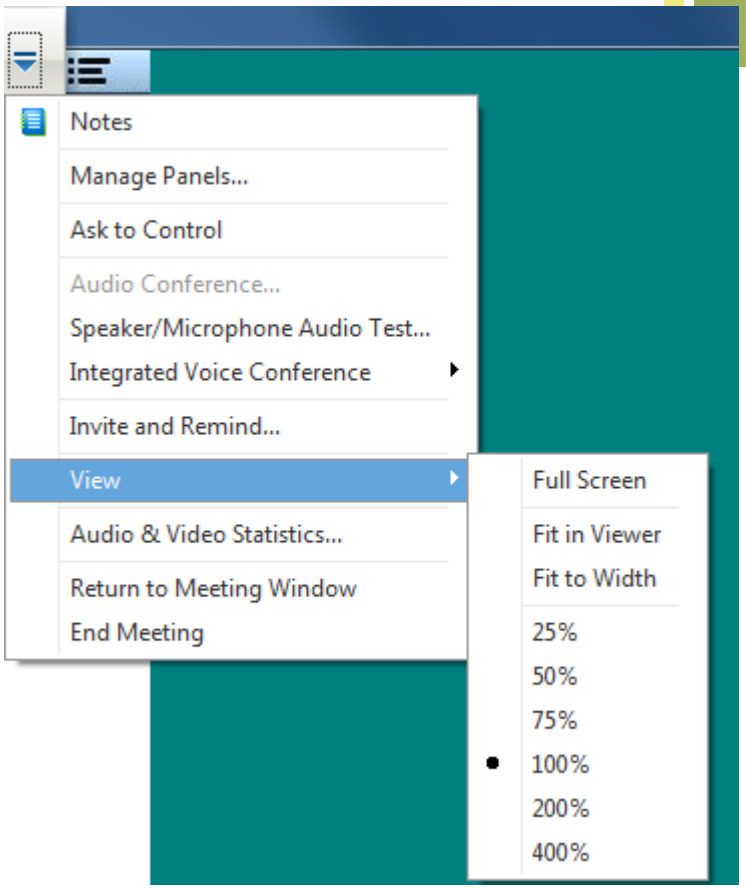
- Chat Window



Resizing the Share Window

- Click the Down Arrow
- Go to **View >**



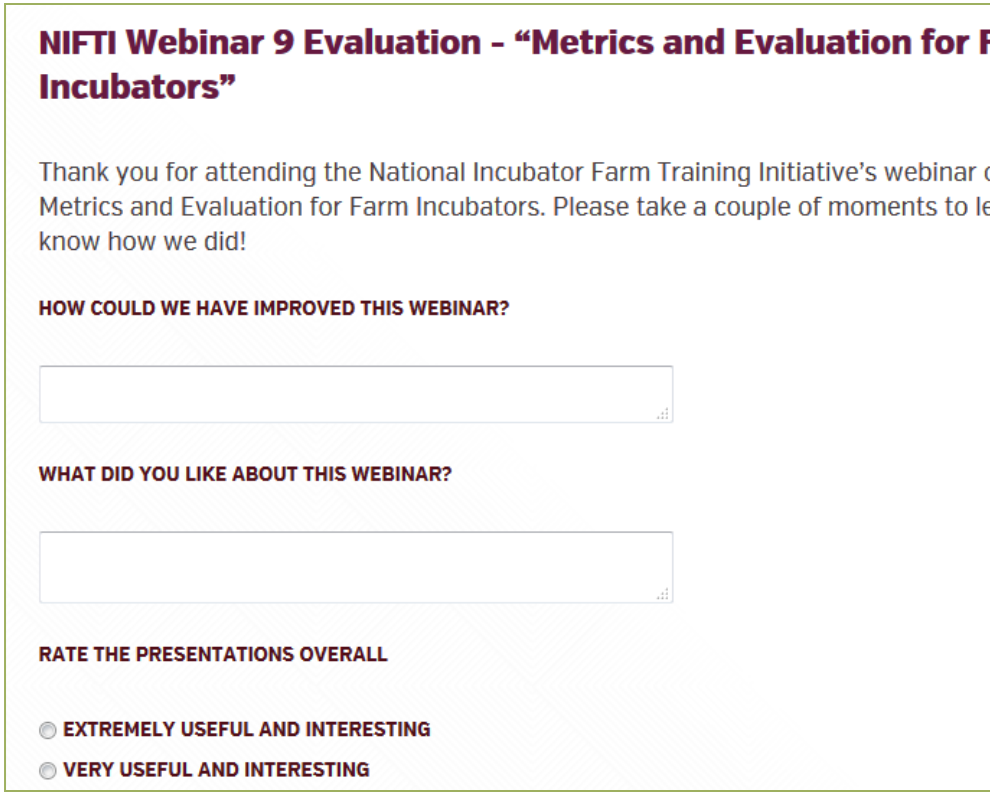


Navigating the Share Window

- Click Chat to access chat during screen sharing
- Click Participants to view the participant list

Follow Up

- **After the webinar you will receive an email with:**
  - A link to the follow up evaluation
  - A link to the recorded webinar and presentation slides
  - A link to NIFTI's other resources



The National Incubator Farm Training Initiative

National Incubator Farm Training Initiative (NIFTI)

- Proliferation of new incubator projects – over 100, many in the last 5 – 10 years
- Shared challenges
- Increasing requests for TA

National Incubator Farm Training Initiative (NIFTI)

- Started in January 2012
- Training the trainers
- Veteran incubator projects
- Services offered
  - Webinars
  - One-on-one TA
  - Field Schools
  - Online resources

NIFTI Training Materials

The National Incubator Farm Training Initiative (NIFTI) offers over 150 resources compiled from dozens of organizations across the country related to best practices for farm incubator projects.

From sample curricula, to farmer leases and manuals, to site management protocols, NIFTI's library contains a wide range of tools to help your organization better serve beginning farmers.

Also take a look at our brand new Farm Incubator Toolkit; a comprehensive guide to starting and operating land-based beginning farmer training programs!

If you have a resource you would like see, or one you would like to share with the NIFTI community of practitioners, contact Eva: eagudelo@comteam.org.

I'M LOOKING FOR...

MEDIA
- [x] CD
- [x] Book
- [x] DVD
- [x] Periodical
- [x] Digital Download
- [x] Video
- [x] Web Page

NIFTI TRAINING TOPIC
- [ ] Advocacy
- [ ] How to Teach
- [ ] Marketing Support
- [ ] Multi-lingual Resources
- [ ] NIFTI Webinars
- [ ] Plain Language Materials

INCUBATOR TYPE
- [ ] Urban
- [ ] Rural
- [ ] Peri-urban

POPULATION TYPE
- [ ] Immigrant
- [ ] Refugee
- [ ] US Born
- [ ] Low-Income
- [ ] College Student

Annual Assessment for Farmers and Staff

Digital Download

A 144-point skills assessment from the New American Sustainable Agriculture Program in ME used to evaluate farmer progress. This simple, but comprehensive tool uses pictures and straightforward questions to find out how farmers are progressing towards meeting their learning goals.

Annual Farmer Survey Interview

Digital Download

Beginning farmer survey written by Agricultural Land Based Training Association (ALBA) to confidentially learn how farmers are doing after receiving one year of services from ALBA. Survey includes questions on experience with ALBA, growing practices, and business finances.

Applying for Environmental Quality Incentives Program (EQIP)

Digital Download

Plain language guide from New Entry for farmers interested in the Environmental Quality Incentives Program (EQIP), which pays farmers and ranchers to implement practices that protect water, soil, and air quality. The guide explains how the program works and outlines eligibility, the application process, and how the money can be used.

http://nesfp.org/nifti/library

The Farm Incubator Toolkit

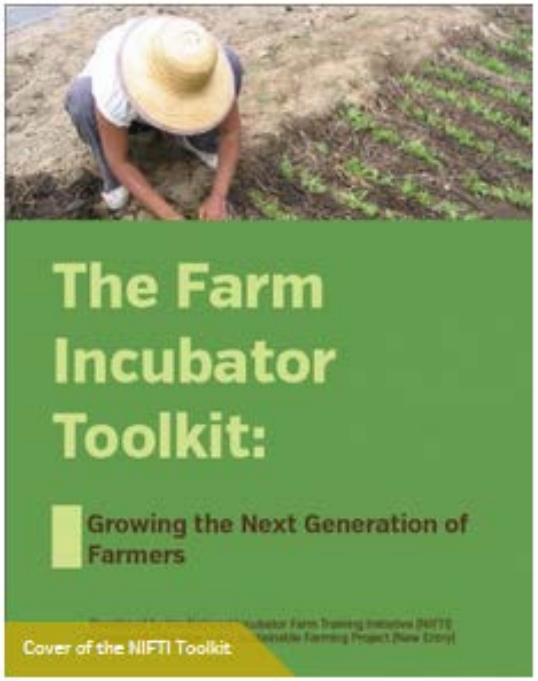
A comprehensive guide to starting and operating land-based beginning farmer training programs.

The National Incubator Farm Training Initiative has compiled the knowledge and experience of dozens of farm incubator projects across the U.S. to bring you the first edition of the NIFTI Farm Incubator Toolkit.

You can download the entire NIFTI Farm Incubator Toolkit here (2 MB).

For supplementary materials, such as budgets, full examples of curriculum, etc. that didn't fit in the toolkit here, visit the NIFTI Library.

NIFTI welcomes and appreciates feedback on these resources, including any suggestions on additional materials or topics you would like to see included in future editions of the toolkit. Contact the NIFTI Program Coordinator, Eva Agudelo Winther, at eagudelo@comteam.org.



Cover of the NIFTI Toolkit

http://nesfp.org/nifti/toolkit

University of Vermont New Farmer Project

Jessie Schmidt

VERMONT NEW FARMER PROJECT

Goal Driven Planning with the Farm Business Assessment Web

Jessie Schmidt, VT New Farmer Project Coordinator 4/1/2014

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CULTIVATING HEALTHY COMMUNITIES

VERMONT NEW FARMER PROJECT

Streamlining access to resources and services for beginning farmers.

This project was supported by the Beginning Farmer and Rancher Development Program of the National Institute of Food and Agriculture, USDA, Grant # 2011-49400-30500. To find more resources and programs for beginning farmers and ranchers please visit www.Start2Farm.gov, a component of the Beginning Farmer and Rancher Development Program.

Project Partners

- VT Women's Ag Network
- Intervale Center
- Vital Communities
- Association of Africans Living in VT
- Rutland Area Farm & Food Link
- Northeast Organic Farming Association of VT
- University of Vermont Extension

LADY T
LAURA
1-31-10

PURE
Honey

3.75
Red Norland
1/lb
Yukon Gold
1/lb
Butterscotch

VT New Farmer Project Goals

- **Decrease the time between conception and initiation of farm business**
- **Increase the % of family income earned from the farm business**

Common needs of a new farm business:

Access to Land

Articulated Goals & Decisions Making Skills

Commercial Scale Production Skills

Access to Capital

Access to Markets

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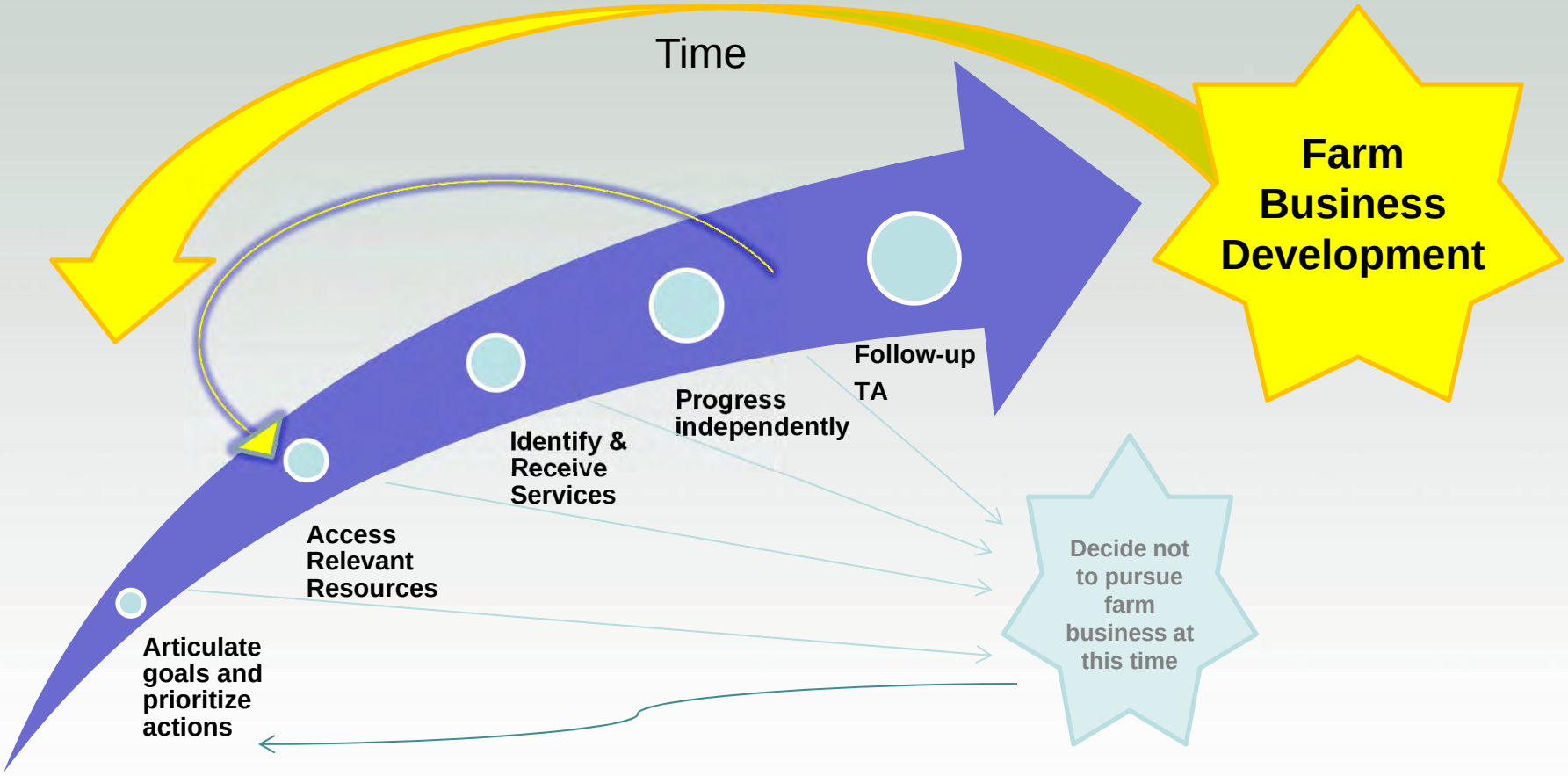
New Farmer Coaching Continuum



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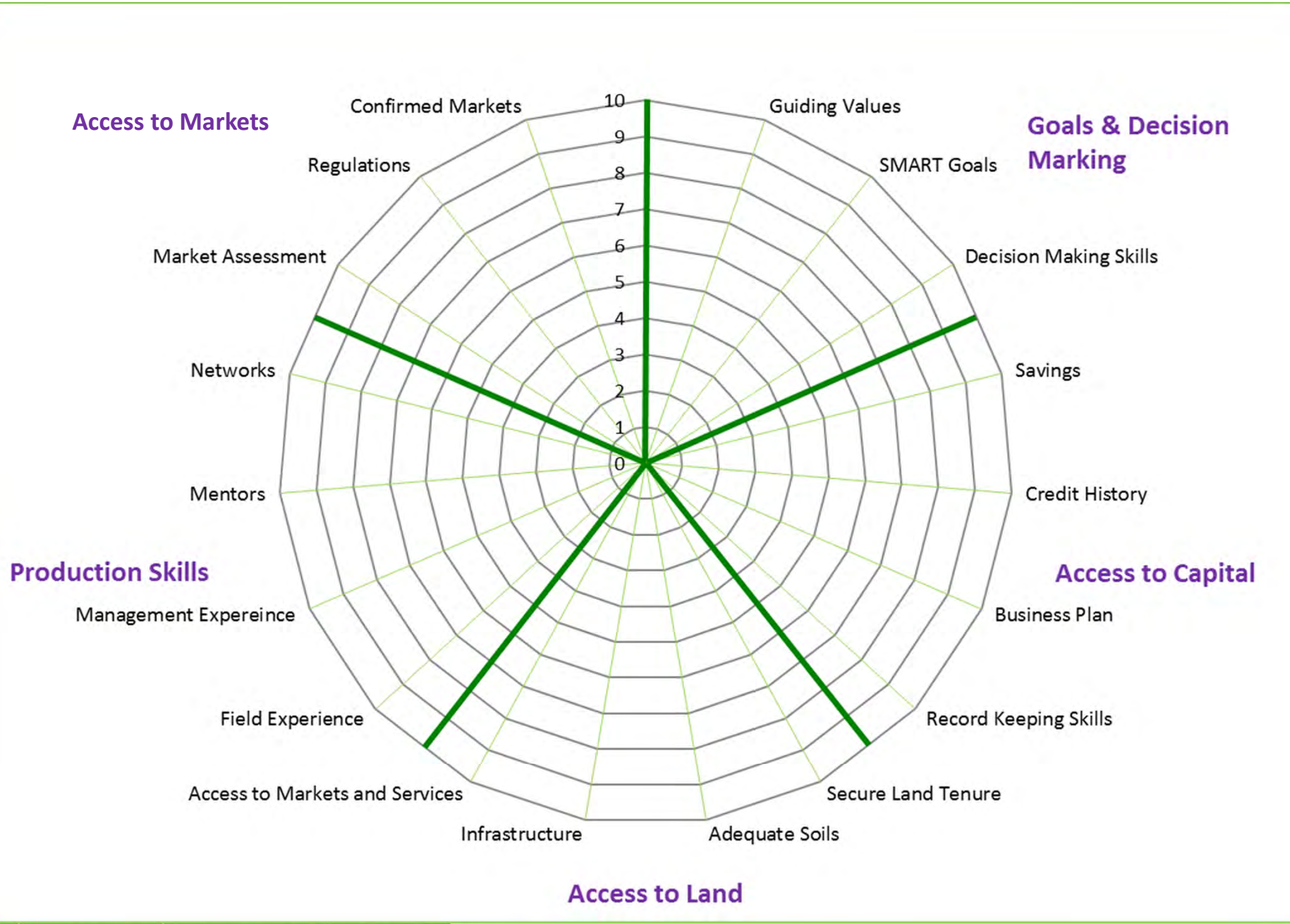

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product
marketing
business
organizations
development
land
information
customers
loan
regulations
farmland
need
resources
conservation
management
property
processing
selling
assistance
lender
credit
plan
help
USDA
dairy
technical
Food
requirements
working
support
contact
profit
time
income
quality
financing
access
small
sustainable
landowners
beginning
institutions
want
soil
skills
type
purchase
lease
fund
water
cost
sale
buy
website
money
family
opportunities
challenges
capital
local
livestock
price
direct
educate
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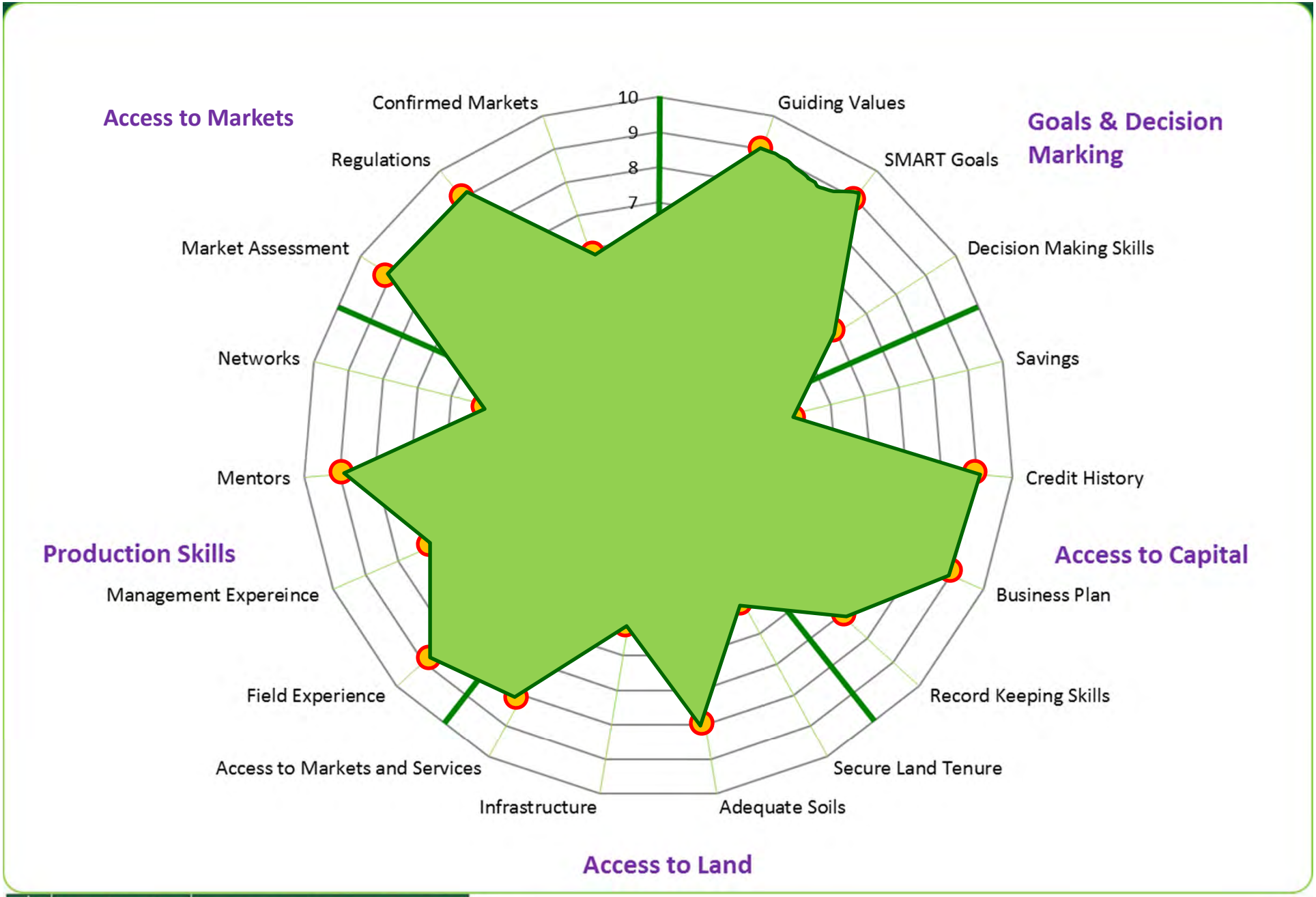
knowledge
commercial
people
internships



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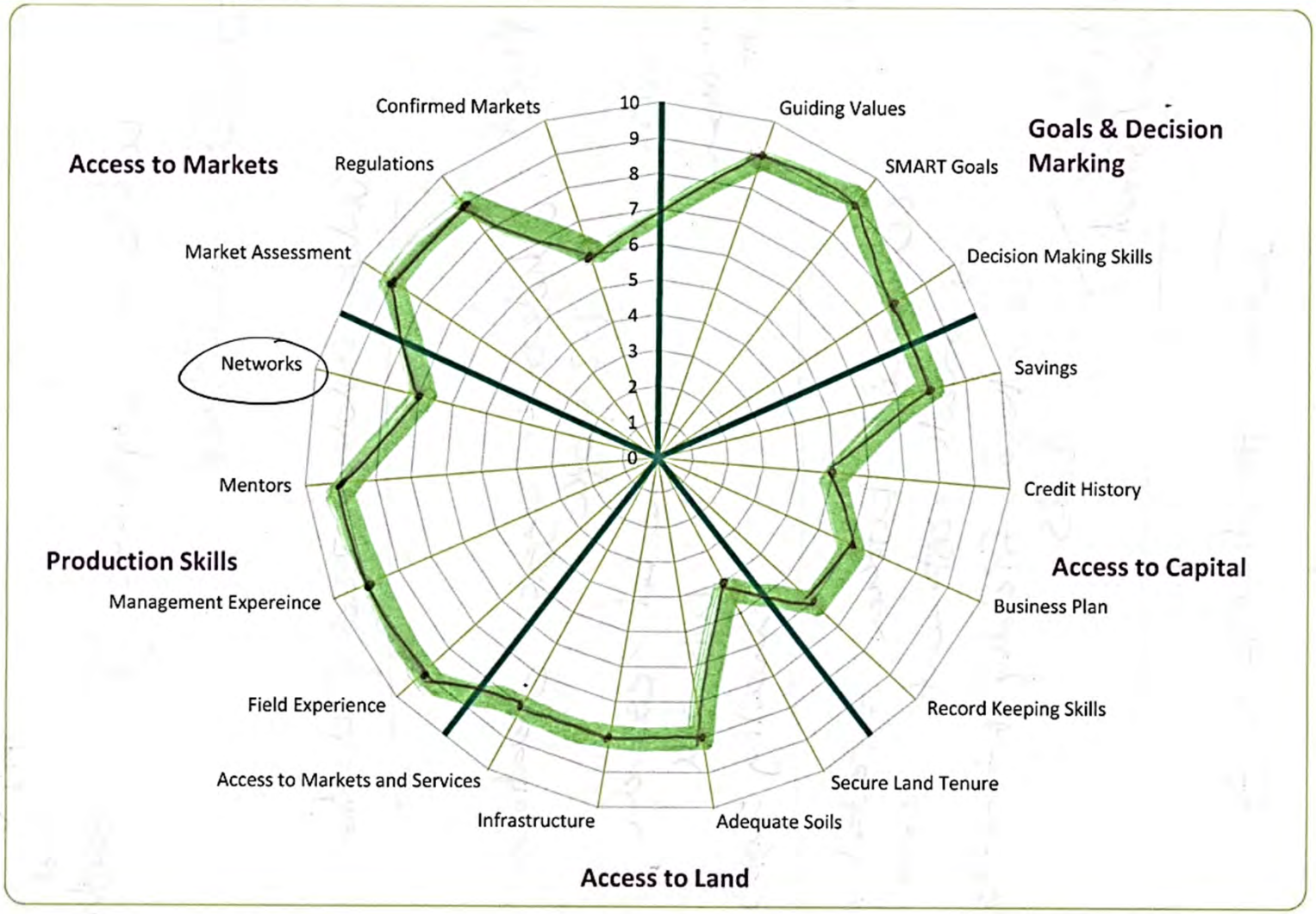

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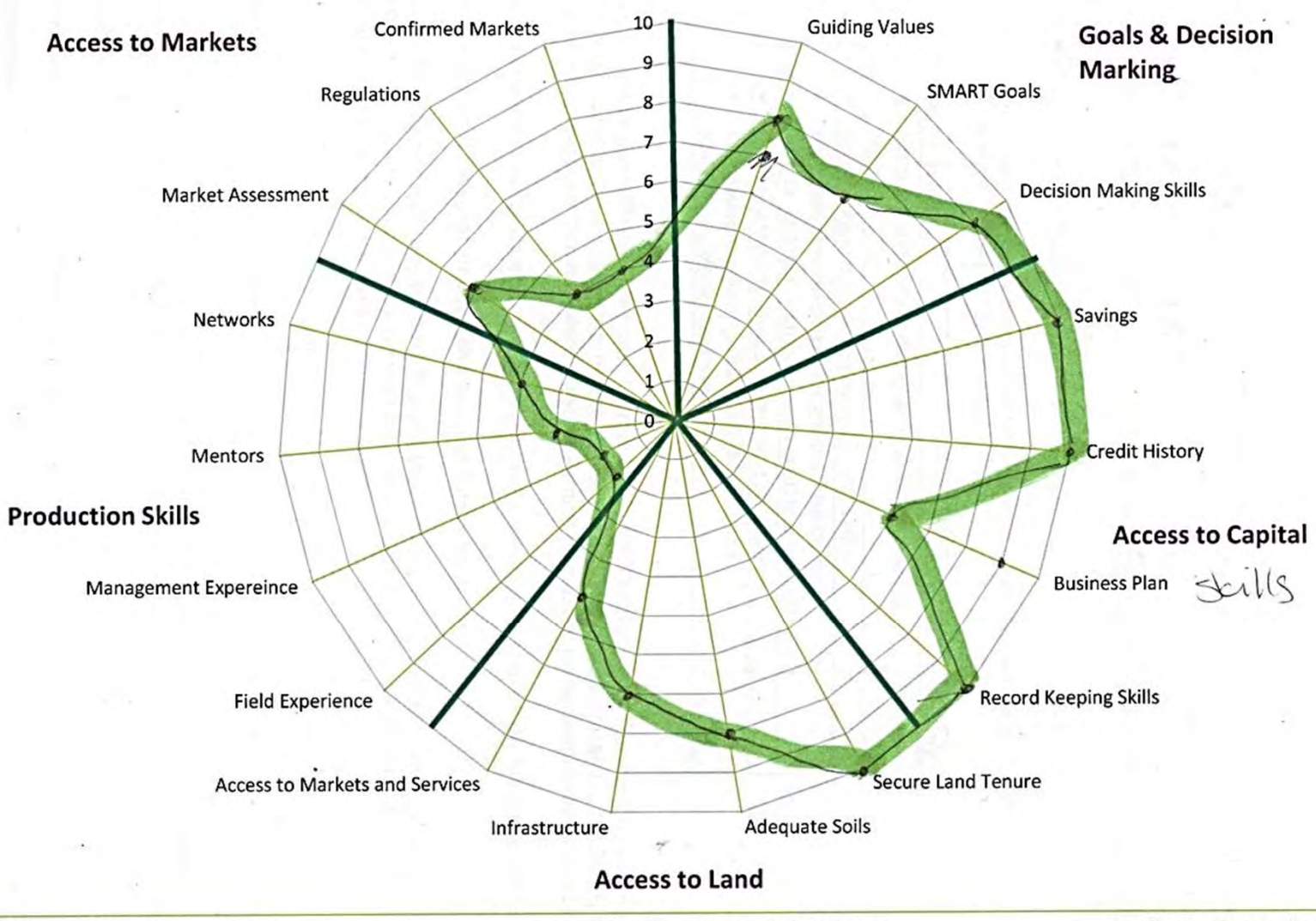
Farm Business Assessment



New Farmer Learning Plan

Vermont New Farmer Network

Coach _____

www.uvm.edu/newfarmer
newfarmer@uvm.edu 802-223-2389

Date _____

Name_____ Daytime phone _____

Email Address: _____ Cell phone _____

Postal Address: _____ _____
Street Town State Zip VT County

Preferred contact method (circle one): Email day phone cell phone text message other_____

Based on your coaching session, please rate the most important learning areas for you for the next 3-6 months.
Rate your highest priority a "1" and the lowest priority area a "5."

Learning Areas	Rating
• Setting goals and/or developing decision-making skills.	
• Increasing production knowledge and skills.	
• Increasing business planning skills/knowledge and/or and increasing access to capital and credit	
• Gaining access to land and securing land tenure	
• Increasing marketing skills and information and/or gaining access to markets.	

Learning Plan:
Now, identify specific actions you will take in the next 3-6 months that will help you move forward in your top priority areas. You may choose to focus your efforts on one, two or three priority areas. The goal is to identify next steps to achieving your farming goals. You may also find your learning plan useful in communicating with advisors.

Directions: Action planning templates for each of the five learning areas are provided on the following pages.

1. **Briefly state your desired outcome or objective in up to 3 priority areas.**
2. **List specific action steps you will take to move toward those goals.** If you need more than 10 words to explain an action step, it is likely that you are combining several actions into one. Simplify your action steps so you can progress clearly toward your desired outcome.

   The second column provides educational opportunities offered by the partnering organizations of the Vermont New Farmer Network. Because several support multiple goals, you will see them listed under multiple learning areas. You are not required to select any of them but please check any that you plan to participate in.
3. **Identify resources you will need to accomplish each action step and list them in the "resources" box** at the bottom of each learning area. Resources may include time, money, financial records, as well as physical resources. Be as specific as possible, and keep in mind that you may need multiple resources to fully accomplish an action step.
4. **Set a date by which each action step should be completed.**
5. **Track your progress.**

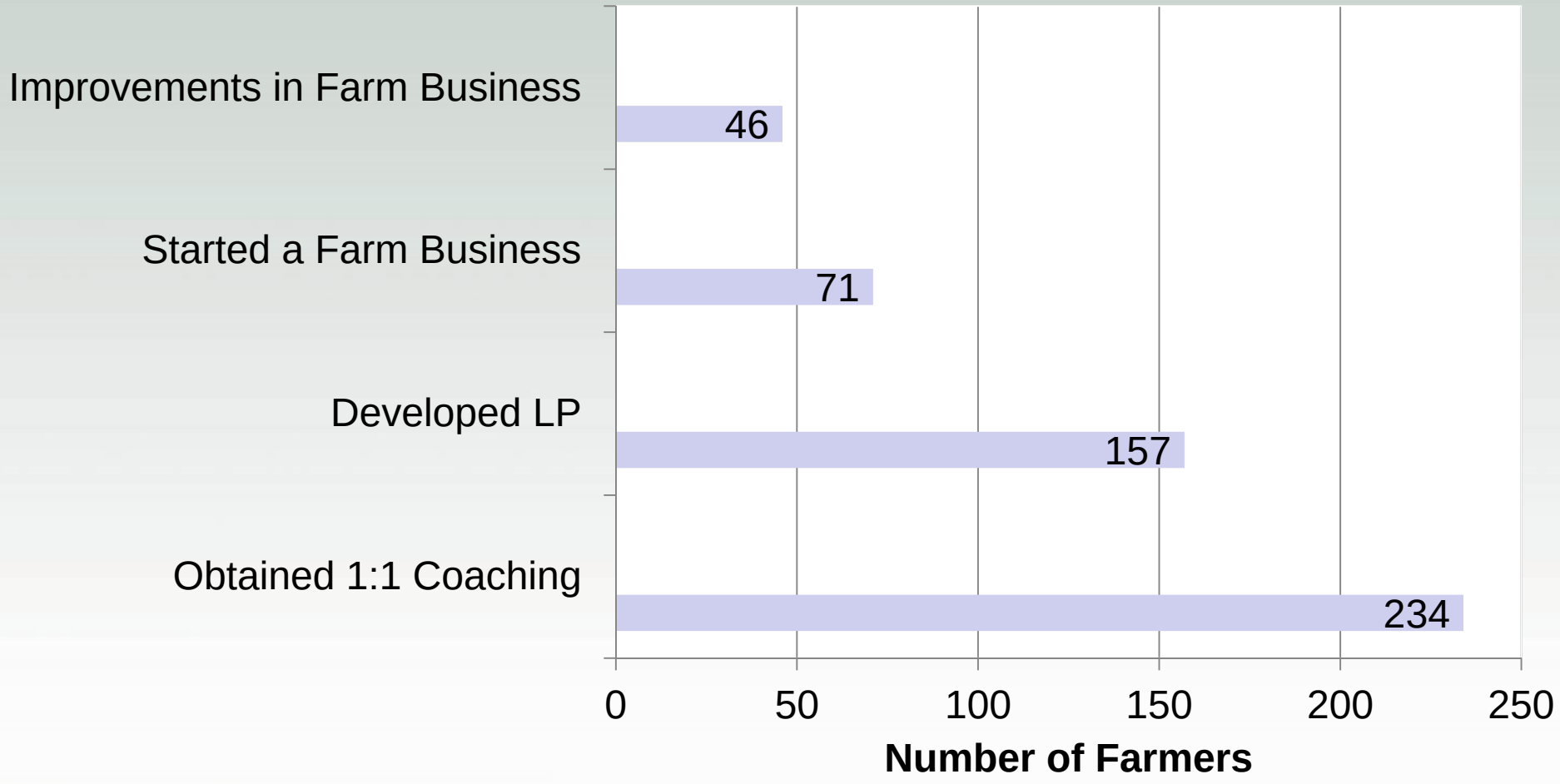
Goal Setting & Decision Making

Objective:			
Action Step(s)	Educational Opportunities	Target Date	Completed
	❑ Growing Places (course) ❑ Whole Farm Planning for Beginning Women Farmers (course) ❑ Taking Stock (course)		
Resources:			

Production knowledge and skills

Objective:			
Action Step(s)	Educational Opportunities	Target Date	Completed
	❑ Connect with a regional food & farming org. ❑ Review online resources ❑ On-farm apprenticeship ❑ Workshops/conferences ❑ Field days/pasture walks ❑ Intervale Success on Farms program ❑ NOFA-VT Journey Farmer Program ❑ College farming programs ❑ Mentoring from experienced farmer ❑ View webinars ❑ Join producer group		(Date)
Resources:			

Outcomes…



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For further information…

http://www.uvm.edu/newfarmer

newfarmer@uvm.edu

802-223-2389

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CULTIVATING HEALTHY COMMUNITIES

Metrics and Evaluation Incubator and Mentor Farms

Maggie Donin
Beginning Farmer Specialist
NIFTI April 2014

Brief Overview

- Lease land to 2 types of farms
- Mentor Farm
  - Established business
  - Longer term leases with the Intervale Center
  - Provide mentorship to incubator farmers
- Incubator Farm
  - Can lease land with us for up to 5 years
  - Go through an application process to access land

Evaluation Tools

- End of year Incubator Self-Evaluation
- Farm Reports
- Exit Interviews
- Qualitative – Stories of success and failure

End of Year Incubator Self-Evaluation

- List of questions given to incubators for them to answer
- Helps to inform short and long term business planning
- Don’t compile answers in to report
- Kept with their files
- Helps to inform work to be done in the “off-season”

Incubator Farm Self-Evaluation

Please submit this document with your updated business plan to Intervale Center staff at the time of lease renewal.

Farm Name:
Season:
Date of Evaluation:

Did your farm meet its financial goals? Y / N

If not, did your farm break even? Does your farm have a realistic plan to improve income or production? Why do you think you were successful? Do you feel satisfied by the financial return from your time and investment in the business?

Did your farm meet its production goals? Y/ N

What went wrong? What went right? What do you plan to do to improve production in the future?

Are you satisfied with your farm's operations this year? Y / N

Do you have plans to achieve satisfactory return in the future? Include both financial and non-financial considerations, keeping in mind that we are interested in farm viability.

If you are not already, do you plan to become organic certified? Y / N

Why or why not? Do you think certification might help your business?

What do you plan to change next year?

Farm Reports

- Most comprehensive data collection process that we have
- Sent out each fall and collected from the farms each February
- Compiled in a annual report
- Gross sales data is collected in an internal spreadsheet to track total $ of food grown, business growth

Intervale Center
Farms Program Farm Report
2013 Season

Farm Name:
Best e-mail for Intervale Center to use to contact the farm:
Best phone number for Intervale Center to use to contact the farm:
Principle Operators/Owners:
Total Acres Leased:
Acres Cover Cropped:

What are your farm's primary markets?

Direct Marketing
How many CSA shares did you sell this year? Please break down by season if appropriate.

How many farmers' markets did you attend each week? Which ones?

What other kinds of direct marketing did you do (eg. PYO, Veggie Truck, etc) ? How many customers do you think you served in these other venues?

Wholesale Marketing
Who are your wholesale customers? What types of customers are they? Are they in Burlington, in Chittenden County or beyond Chittenden County? *Eg,. 2 coops/natural foods stores in Burlington, 4 restaurants, 1 statewide distributor*

Estimated amount (volume) or dollar value of farm products donated or provided at reduced cost to low income community members through the following venues:
Eg. Intervale Center Gleaning Project donated 7,000 lbs
Intervale Center Gleaning Project
ONE Farmers' Market (provided at reduced cost)
Direct Farm-to-Food Bank Delivery
Donation of transplants and/or Supplies
Volunteer Time
Farm-to-School Program
Other (specify)

Total Farm Income (please indicate whether owners draw is included as an expense)
Gross Sales:
Total Expenses:
Net income:

People
How many people own this farm enterprise?
How many people***, outside of the owners***, are employed by this farm as **year round, full time workers?**
How many people, ***outside of the owners***, are employed by this farm as **year round, part time workers?**
How many people, ***outside of the owners***, are employed by this farm as **seasonal, full time workers?**
How many people, ***outside of the owners***, are employed by this farm **as seasonal, part time workers?**

Total number of employees and owners:
Number of **new** positions and/or owners created in the 2013 season?
Were any of your employees considered apprentices? If so, how many?
Number or work share and/or volunteers?

Below is a chart used to determine household income levels. For Intervale Center grant reporting, it is important to know how many farm workers and owners are considered low or moderate income.

# in Household*	1	2	3	4	5	6	7	8
EXTREMELY LOW INCOME (30% of median)	$16,100	$18,400	$20,700	$23,000	$24,850	$26,700	$28,550	$30,400
LOW INCOME (50% of median)	$26,850	$30,700	$34,550	$38,350	$41,450	$44,500	$47,600	$50,650
MODERATE INCOME (80% of median)	$42,950	$49,100	$55,250	$61,350	$66,300	$71,200	$76,100	$81,000

To the best of your knowledge, **of all the owners and farm workers on your farm**, how many fall into the following categories?

Extremely low income? _____
Low income? _____
Moderate income? _____

Race and Ethnicity Information

Below is a chart used to track race and ethnicity of farmers working at the Intervale. For Intervale Center grant reporting, it is important to know this information. Please fill in the chart for all owners and farm workers on your farm. (Please note: Data for this purpose is collected on those who consider themselves Hispanic. For example, an individual could be a non-owner Hispanic farm worker who is white or black or another individual could be a farm owner Hispanic who is black or Asian.

	White	Black / African American	American Indian / Alaskan Native	Asian	Native Hawaiian / Pacific Islander	Black / African American *and* White	American Indian / Alaskan Native *and* White	Asian *and* White	American Indian / Alaska Native *and* Black / African American	Balance of persons reporting more than one race
Current: Farm owners non-Hispanic										
Current: Farm owners Hispanic										
Non-owner non-Hispanic farm workers										
Non-owner Hispanic farm workers										
Total										

Land Use Protocol Compliance

Is your farm in compliance with the VOF Organic Standards? *You do not have to be VOF Certified Organic to answer yes, but you do have to follow the VOF protocols.*

Is your farm certified organic?

If not, what practices are not compatible with VOF certification?

Do you have a copy of the latest standards?

Cover Cropping

Acres in winter cover crop:
Acres in perennial crops:
If not all acres are covered or in perennials, please explain why:

Livestock
Did you or someone keep **bee hives** on your farm this year? If so, were they registered, as required by state law, with the apiculturist?

Did you keep **animals** on your farm this year? If so, what kinds and how many?

What are your plans for keeping animals next year?

Please report any significant **pest, disease** or **weed** problems. How are your insect, weed and disease management techniques working?

Did you experience any acts of **vandalism or theft** in the Intervale this year?
If so, please explain:

Did you complete any **infrastructure improvements** on your farm this year? If so, what?

Do you have plans for infrastructure projects next year? If so, what?

For Mentor Farms Only: How did you use your mentor hours this year?

Submit this completed form, along with copies of any soil tests taken in the last year, to Maggie@intervale.org by February 14, 2013. Thank you.

Exit Interviews

- When farms transition out after incubation, many years, or close their business, we try our best to conduct an interview with them.
- Tool for learning and improving programs
- Can be difficult to track people down when they leave

Farms Program – Exit Interview

Farmer Name(s)
Date

Reason for Leaving

Topics for Discussion:
Successes
- Financial
- Production

How accurate was your business plan?

Failures & Lessons Learned

Future Plans/Next Steps

Staff
- Interaction
- Support

Application Process

Experience During the First Year

Other Farmers

Equipment

Irrigation

Billing

Rates

Land and Soil Quality

Can potential applicants contact you? Y/N

Can we contact you about future collaborations or support? Y/N

Anything else?

Metrics

What do we measure and why?

- Types and number of markets
- Number of shares
- Donated product and/or time
- Gross sales and net income
- Number of owners and employees
- Household income level
- Race and ethnicity
- Organic compliance
- Cover cropping
- Livestock
- Pests and disease
- Vandalism and theft
- Infrastructure improvements
- Mentorship

Incubator Metrics

- Goals!!
  - Financial
  - Personal
  - Production
- Decision Making Skills
- Confidence
- Knowledge
- Change made to the farm

Additional Data We collect

- Number of people interested in the incubator program
- Number of people who apply
- Number of new farms each year
- Ratio of mentor farms to incubator farms
- Business planning metrics

Failure?

- Important to collect qualitative data
- Stories hold powerful information and insight
- Successes through the learning process are much harder to capture
- A failure through the lens of data may not really be a failure

Thank You!

Maggie Donin
maggie@intervale.org
(802) 660-0440 ext 116

Agriculture and Land-Based Training Association (ALBA)

Salinas, California

Farm Business Incubator Program

Monitoring and Evaluation Challenges

Overview

1) Organizational overview
   - Farmer Development Program and Food Hub
   - Serve 75 aspiring farmers in a given year - mostly low-income Latino participants
   - 150 acres at 2 sites in Monterey County
2) Numbers since 2001
   - 300 have entered education course (200 graduated)
   - 90 have entered incubator (45 still on our land)
     - Just 20 have moved off and are still farming
3) M&E Goals
   - Register demographics and baseline farmer info
   - Track program activities, participation and compliance
   - Evaluate individual farmer performance
   - Measure overall economic impact of ALBA programs

Data Collected

1. Basic (Salesforce)– Baseline data; used for reporting and proposal development
    - Demographic (upon intake) - Income, gender, age, ethnicity, business status, etc.
    - Output (activity) data – trainings, events, publications, attendance
2. Programmatic (Excel) - for management more than evaluation
    - Farmer reference info – Acreage, tenure, lease rates, crop planning, soil management
    - Compliance – Organic/food safety cert., mandatory trainings, insurance, lease, etc.
3. Food Hub sales data (Quickbooks) – overall impact
    - Overall and individual farmer
    - Sales by product; by farmer; per acre
4. Outcomes (Excel?) – Most important, most difficult
    - Productivity: per acre output, revenue by crop
    - P&L: Farmer revenue; cost structure; profitability
    - Balance Sheet: loans obtained, investments made
    - Employment: Jobs created/retained
    - Careers?: For those who didn't continue farming

M&E Tools/Methods

1) Salesforce Database – for demographic information and outputs
    - Set up to collect 50+ data points

2) Quickbooks – for food hub sales data
    - Routinely updated by Finance Director

1) Excel - Programmatic data
    - Farmer performance data – annual survey

4) (Un-) Planned Interactions
    - Daily technical assistance in field
    - Meetings – monthly ‘all farmer’ meeting; meet with Farmer Executive Committee
    - Open door policy→ e.g. grievances, conversations with farmers

System Shortcomings

- No centralized database for all M&E information

- Salesforce
  - Rigid and difficult/expensive to change
  - Records mostly output data; little outcome data
- Incubator Farmer Outcomes
  - Still piloting methods to collect outcome data
  - Responses based on (erratic) farmer record-keeping and reluctance to share
- Alumni Outcomes
  - Database of participants incomplete
  - Haven't kept in touch with PEPA and incubator graduates

M&E Vision

- Report on all ALBA farmers served since founding

- Quantify impact on key outcomes:
  - No. Successful farm enterprises started
  - Total revenue/profit generated
  - Total jobs created/retained
  - Avg. income growth of participants
  - Total acreage farmed by ALBA alumni
  - $ invested into local economy

- Use improved data to:
  - Project expected income/investment for new farmers
  - Define farm business models/career trajectories
  - Improve program design to better meet farmer needs
  - Learn about small farm business model→program des
  - Set organizational performance targets

Next Steps

- Re-construct ALBA database
  - Ensure inclusion of all participants
  - Categorize levels of participation
  - Crunch data for promotion and profile analysis
- Survey past ALBA participants and graduates to:
  - Gauge long term impact of program
  - Connect alumni with newer farmers for mentoring
  - Develop an alumni network (association?)

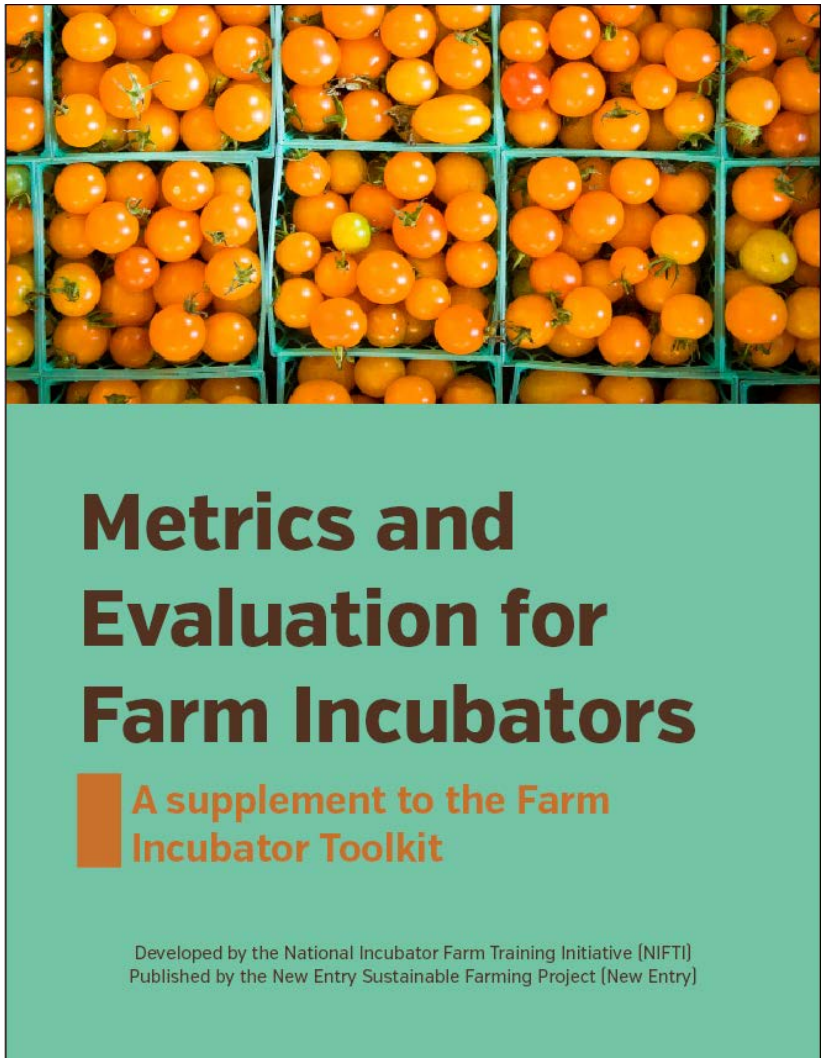
- Improve Data Collection
  - Refine/simplify survey for better impact assessment of program participants
  - Start seasonal ‘progress & planning’ meetings to formalize farmer monitoring/learning
  - Add season-end comprehensive Farmer Evaluation (on technique, compliance, conduct, etc.)
  - Develop or adopt method of measuring production yields
  - Contract professional M&E firm (scientific and objective supplemental data)

Questions?

Chris Brown
chris@albafarmers.org
Kaley Grimland
kaley@albafarmers.org

NIFTI Metrics and Evaluation Toolkit for Farm Incubators

M&E Toolkit



- Stated need from projects
- Lack of resources, and…
- Too many resources!
- Content gathered from dozens of projects via surveys, field school workshop, list serve, etc.
- Formulate achievable goals, develop tools, tell a powerful story.

Why Metrics and Evaluation?

- Setting goals
  - Internal
    - Using resources wisely
    - Is it working?
    - Increasing buy-in
  - External
    - Community Support
    - Funding
  - For the org
  - For the farmers
  - For the community

Best Practices of Data Gathering

- What can/can't you attribute to your program?
- Who gathers data?
- How do you conduct surveys, measure outcomes?
- What do you do with the data once you have it?
  - Reporting and storytelling
- The ethics of evaluation

Worksheets

- What **outcomes** do you currently measure?
    - Quantitative
        -
        -
        -
    - Qualitative
        -
        -
        -

1. List up to three purposes for developing better metrics for your program

2. Provide examples of how you/will you use your program metrics and evaluations for different audiences

3. List up to three strategies that you use/will use to address the challenges of measuring your program outcomes

4. Who will be involved in the process of measuring outcomes and how will you involve them?

Tools – Common Metrics

Metric	Tracking Mechanisms
Outputs (program activities)	
Volume of materials produced to educate farmers	Number of fact sheets, class handouts, guides, toolkits, etc. created per year
Workshops and events produced	Track and count number of events and make sure participants sign in at each event
Program participation	Count number of people who participate in classes, field schools, etc.
Access to markets and marketing support	Track number of participants who access cooperative CSA or marketing avenues
Program accessibility	Track diversity (ethnic, income, education, gender, etc.) of participants
Short-term outcomes (attributable to incubator's services)	
Production knowledge gained	Pre- and post skills surveys with entering farmers and at least yearly during program participation and program graduation rates
Leadership qualities developed (committees, decision-making, engagement in advocacy, etc.)	Determine potential indicators of incubator and community leadership based on specific context and include questions about these activities in quarterly or annual surveys
Completed business plans	Number of completed business plans
Farmers connected to mentorship	How many farmers have a mentor? How much time have they spent with their mentor over the past year/quarter?
Farmer understanding of contracts and leases	Pre- and post survey before and after workshops or events on land access
Farmers connected to farmland	All farmers on the incubator site would be considered to have land access. For land access post-incubator, you must have a method of tracking once farmers have left the site - an annual email survey or phone call with a few key questions should be sufficient

Tools – Annual Surveys

CONFIDENTIAL BEGINNING FARMER SURVEY

Toda

Client ID # _____

Enrollment Date: ____/_____/_____

Business status at entry:_____

Most recent business status: _____

Most Recent Business Status Date: ____/_____/_____

THIS SECTION TO BE COMPLETED BY INTERVIEWER AFTI

Interviewer Name:	
Interview Method:	
	Follow-Up Tasks and/or Referrals for Client
	Survey Follow Up Tasks
	Post coding:
	Business status updates
	Business growth events updates
	Data cleaning
	Data entry
	Thank you card to client

Interviewer Comments:

Graduate Farmer Annual Survey

Thank you so much for completing this survey and evaluation. It helps us update our records so we can help you better and make our program more successful.

Thank you for taking the time to help us update our records and give us more information so that we can improve our programming.

First Name *

Last Name *

How many years have you been farming?

- ☐ New to farming
- ☐ Farming 1-3 years
- ☐ Farming 4-6 years
- ☐ Farming 7-10 years
- ☐ Farming more than 10 years
- ☐ Other

Are you currently farming (growing or raising items for sale)?

- ☐ Yes, I own and operate my own farm business
- ☐ Yes, I manage someone else's farm
- ☐ Yes, I work on someone else's farm
- ☐ No, I am not farming, but I am involved with food production
- ☐ No, I am not farming or involved in food production

Please select the choice that best reflects your land access.

- ☐ I own my own farmland
- ☐ I rent my own farmland
- ☐ I farm for an organization that owns farmland
- ☐ I farm for an organization that rents farmland
- ☐ I have access to farmland without a formal agreement
- ☐ I do not have access to land
- ☐ Other

Farmer Self Sufficiency Matrix Farmer:

	Soil Prep	Year 1	Year 2	Year 3	Year 4
	I prepare the soil by myself in the spring.	1	3		
	I prepare raised beds.	5	3		
	I can work a roto-tiller.	0	1		
	I can prepare soil by myself in the fall.	1	5		
	I add soil amendments by myself.	5	5		
	Transplants	3.4	3.4		
	I plant my seeds in the greenhouse at the right time.	3	3		
	I care for my seedlings by myself.	3	4		
	I plant my seedlings outside at the right time.	1	4		
	Farm Planning				
	I make a garden map	1	1		

Tools – Sample evaluations

Name: _____ **Today's Date:** _____

Farm Business Planning Course Pre-Assessment

1. Please list the resources (for market assessment, equipment sourcing, crop planning, etc.) you anti complete your business plan.

2. What is the difference between direct and indirect marketing?

3. How do you plan to go about identifying your consumers?

4. Name three reasons why writing a business plan is essential to the success of your venture.

5. What is an executive summary?

6. Name at least four factors to consider as you select your enterprises.

7. What is the difference between fixed and variable costs?

Name: _____ **Today's Date:** _____

Week 4 Post-Assessment: Equipment, Supplies, and Sourcing

Learning objectives:

- Students will review the things we have covered so far, including homework assignments
- Students will understand the crop planning process, planning worksheet and materials ID worksheet
- Students will learn how to translate the information in the improved crop planning worksheet to field and greenhouse schedules
- Students will identify what materials they will need, where/when to source the materials, and how much materials and supplies cost

1. Give an example of a situation where growing your crops or raising your animals in successions might be a good strategy.

2. Why should you select the variety of each crop or breed of animal will grow before you complete the improved crop planning worksheet?
   a. So you know what your soil will smell like
   b. So you can effectively plan for the appropriate space required by each variety
   c. So you make sure to get the most "new and improved" varieties before they sell out
   d. So you're sure you like the way they look

3. Once completed, a _____ will assist you in determining exactly when each of your crops will be seeded, how many seeds/trays/plants you will need, the total number of rows to plant, when to transplant, and when your crops will be ready to harvest and sell. It will be necessary both for your business plans and to assist you as you as you work in your fields.

4. What does a production plan accomplish?

5. Explain the difference between row feet and bed feet. (optional for livestock-only enterprises)

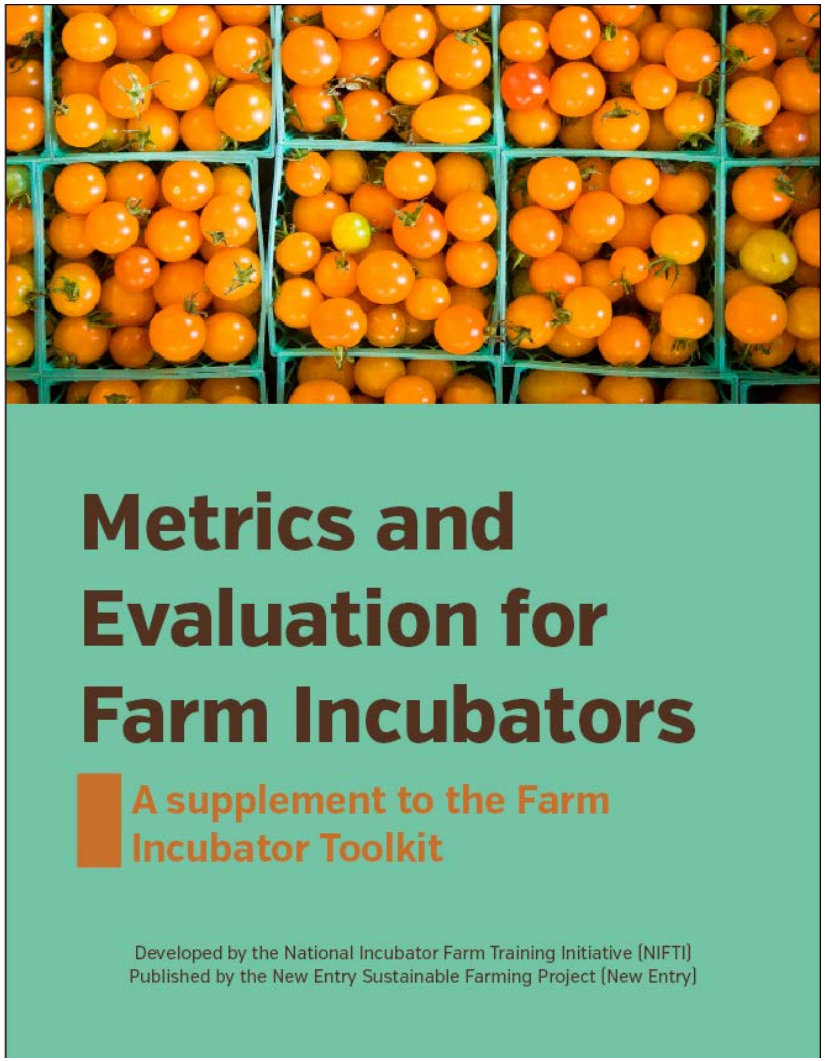
6. From where do you anticipate you will order your seeds or starter animals? When will you do that?

7. What equipment and supplies will you need for your specific enterprises? Where will you buy these?

Check the answer or statement that best describes you. Please do not skip any items.

	1 No, not at all	2 No, not really	3 Yes, mostly	4 Yes, definitely
1. Was tonight's class effective in achieving its stated learning objectives?				
2. Did your knowledge about tonight's topic increase?				
3. Did the layout of tonight's class (balance of presentations, discussion, Q&A, and hands-on activities) meet your learning needs?				
4. Were the instructors available to assist in answering your questions and/or direct you to other relevant resources?				
5. Were the instructors well-informed in answering your questions and/or directing you to other relevant resources?				
6. Do you feel confident in your ability to complete the assigned homework for next week?				
7. Do you feel comfortable seeking help from the instructors if you encounter difficulty with the homework?				

M&E Toolkit



Available for download April 5th at http://nesfp.org/nifti

NIFTI Next Steps

- **Technical Assistance**
  - One-on-one TA is available through project partners
  - Initial intake and first 5 hours free
  - Contact New Entry for more info (eagudelo@comteam.org)

- **Online Resources**
  - Website
  - List Serve
  - Toolkit
  - Case Studies

- **Incubator Field School!**
  - Portland, OR – Fall 2014

- **Webinars**
  - Fundraising – Spring 2014
  - Teaching financial literacy
  - Advanced topics in land access

- **Your input is critical!**
  - Please complete the evaluation
  - Email us with ideas, feedback or questions

Questions?

Contact NIFTI:

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