

Community Food Projects

GRANTEE ANNUAL REPORT SUMMARY

Youth Entrepreneurial Farm and Food Preservation Project (FFPP)

Florida Certified Organic Growers and Consumers, Inc., Gainesville, FL

FY2003 grantee, funded at \$108,000 for three years

Report received January 27, 2005

Project goal: The project will create a replicable youth job training and social entrepreneurship model program with a continuous pool of trained teens who will teach their peers about local food, farm, and nutrition issues. Youth will be involved in building a business based on fresh produce, transplants, and value-added products, with some of the food going for donations to serve at-risk members of the community.

OBJECTIVES

Proposed

Performance

1. Conduct job training through training in agriculture and food processing.

1. Training took the form of employment for youth. In year one, 19 high school aged youth each completed 100 hours of employment and received the minimum wage of \$5.15 per hour.

A. Teach youth the basic precepts of horticulture and food preservation.

A. Youth received instruction in managing, producing, and maintaining an agricultural system of eight crops.

B. Instill self-confidence in youth to allow them to become stakeholders in development of the project.

B. Participating youth increased their employment knowledge and leadership skills.

C. Develop job orientation materials and workshops for new youth employees.

C. Project management forms were developed for use in tracking the learning of job tasks and crop management.

2. Increase civic responsibility and community involvement among youth.

2. Through participation in the project youth became more involved in their community.

A. Provide skills training in leadership, consensus building, and teamwork.

A. In year one, 10 youth and three adults completed a four-hour team building training session.

B. Youth grew over 2,700 pounds of

B. Train youth to grow and deliver produce in five underserved community groups in year one and in 10 community groups in years two and three.

C. Have youth deliver food to Elder Care participants.

D. Have youth prepare a monthly meal to be shared with a homeless shelter.

3. Develop a social entrepreneurship and value-added business to support the youth project and area agriculture.

A. Provide project income from sales of fresh produce, vegetable transplants, and value-added products.

B. Use seasonal produce to create value-added products.

C. Conduct a feasibility study to develop a business.

4. Increase the availability of affordable, fresh local produce, and healthy value-added products to low-income people.

A. Make fresh frozen soups and other products usable in Elder Care facilities.

5. Improve the eating habits of underserved members of the community.

A. Train project youth and their families about fresh food and healthy eating habits.

B. Teach nutrition education to Elder Care recipients.

produce for delivery to 10 local food service providers in year one.

C. During year one, vegetable soup was served to 30 elders.

D. Youth prepared 300 meals for homeless shelter residents during a six-month period in year one.

3. Youth engaged in direct sales at a farmers' market in year one.

A. Project youth sold nearly \$5,000 worth of produce and value-added products during the first year.

B. Local fruits and vegetables were used to make jams, soups, and greens.

C. First year production and sales data will be instrumental in devising a product feasibility study and business plan.

4. The project helped provide fresh food to people in need in the community.

A. Over 1,500 servings of frozen vegetable soup were provided to seniors in year one.

5. Information on nutrition and diet were included as part of the project.

A. Youth received instruction from county health education staff as part of their effort in preparing a weekly lunch.

B. A total of 300 Elder Care recipients received monthly deliveries of vegetable soup for five months. Forty elders participated in a healthy lunch workshop

with youth and adult staff.

PROJECT SELF-SUSTAINABILITY

Project sustainability will be based around ongoing agricultural production and sales by youth participants, combined with the establishment of systems to have youth leaders mentor other youth and the delivery of low-cost, nutritious food to elders.

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GRANTEE ANNUAL REPORT FORMAT

Linking Food and Water to Benefit Communities in Grand Canyon Country

Northern Arizona University Foundation

FY2003 grantee funded at \$196,000 for two years + one-year extension

Report received December 3, 2004

Project goal: The project will establish a food and water council to serve a four-county area of Northern Arizona near the Grand Canyon in which community food security is linked to the availability of water, due to frequent local drought conditions. The effort will aid small-scale producers in making more efficient and sustainable use of water and food resources and enhance local direct marketing.

OBJECTIVES

Proposed

Performance

1. Establish a multi-cultural Grand Canyon Country Food and Water Council

1. The project is on its way to establishing the Food and Water Council in later years, following the conduct of preliminary research, comprehensive surveys, and marketing information in year one. The project, initially planned for two years, has requested an extension to three.

A. The Council will identify threats and bottlenecks to community water and food security.

A. Through research and surveying, the planned Council will explore local water and food security concerns.

2. Survey small and medium-scale food producers to determine how drought is affecting their production, income, and competition for water with residential and industrial users.

2. During year one, the project, under the auspices of the University of Northern Arizona's Center for Sustainable Environments and Social Research Laboratory, conducted in-depth focus groups with producers, vendors, and consumers to assess the effects of the drought on their production, marketing, and consumption patterns.

3. Use survey results to identify opportunities and challenges for water conservation and implementation.

3. Water conservation opportunities and challenges were discussed and disseminated through the production and distribution of

briefing papers, including ones titled: “Linking Drought and Long-Term Water Scarcity to Food Security in the Four Corners States: A Food Policy Paper,” and “Direct Marketing of Range-Fed Beef, Lamb, and Wool in a Time of Drought.” Information was also provided through the monthly “Fresh News” newsletter.

4. Provide guidance on the promotion of foods grown with water-conserving techniques.

4. The grantee provided guidance to local producers through the academic papers described above, the newsletter, and a marketplace, expo, and awards banquet that highlighted sustainably-grown and water-conserving products.

5. Create a Grand Canyon Country eco-label.

5. A “Canyon Country FRESH” marketing campaign was initiated by the grantee in the first year of the project.

6. Produce a Directory of Sustainably-Grown Foods of the region to promote agriculture that improves regional infrastructure and supports community and environmental values.

6. A guide with listings of local producers, “Fresh, Organic & Native: Foods of the Four Corners,” subtitled “A Directory of Ecoregional Food Sustainability,” was published in year one.

7. Survey the region’s residents, especially low-income consumers, to gain their perceptions of how drought has affected food and water accessibility, safety, and sustainability.

7. Focus group survey efforts included a cross-section of Northern Arizona consumers as well as producers and vendors.

PROJECT SELF-SUSTAINABILITY

Commercial concerns – including restaurants, retailers, and markets – will be enlisted as “Founding Members” of the Food and Water Policy Council to help perpetuate it. The Council will also correspond and affiliate with the Four Corners Food Policy Council and conduct “farm-to-menu” trainings. Non-federal funds have already been secured to allow for a third year of project operations.

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GRANTEE ANNUAL REPORT SUMMARY

The SOL (Seeds of Leadership) Patrol: Cultivating Healthy Communities

Seeds of Solidarity Education Center, Inc., Orange, MA

FY2003 grantee funded at \$160,000 for three years

Report received December 3, 2004

Project goal: Expanding on several established initiatives, the project will teach low-income teenagers to grow food, build school gardens, encourage schools to source 20 percent of their produce from local farms, and facilitate small farmers in becoming mentors to schools. The project will recognize “Local School Heroes” to celebrate schools that grow or buy local food, create a “Local Food, Local Energy” slide show and curriculum, and demonstrate innovative ways to use renewable energy.

OBJECTIVES

Proposed

Performance

1. Engage low-income teenagers and college interns in leadership and food system activism as they learn to cultivate food and help to implement school-based gardens.

A. Twelve teens per year will participate in food cultivation and food systems training to implement vegetable gardens.

B. Four college students per year will have internships with the SOL Patrol project to further their studies.

2. Create a regional network of “Local School Heroes” to participate in farm-to-school buying and partner with existing Local Hero farmers who serve as mentors.

A. Initiate and expand a Local School Heroes campaign at six schools and involving six farmers.

1. The project successfully engaged low-income teens and college students in leadership and learning activities regarding the food system.

A. In year one, a total of 14 teens participated in the SOL garden program, with 12 of them completing training on garden cultivation, food distribution, and other activities.

B. Four college students interned for the project, with two from Antioch, one from Sterling College, and the fourth from the University of Massachusetts.

2. A regional network with schools and other non-profits was rapidly and successfully developed to share resources and advance farm-to-school efforts.

A. Surveys sent to local farmers delivered nine willing participants who assisted with school gardens and local sales.

B. Encourage school districts to purchase 20 percent of cafeteria produce from local farms.

3. Implement the SOL Patrol's "Local Food, Local Energy" curriculum tool kit in schools.

A. Involve at least 900 children, 48 teachers and staff, and 60 family and community volunteers in food producing gardens at six schools.

4. Promote the importance of locally produced food and renewable energy towards achieving community food security.

A. Project staff and participants will appear at eight festivals, farmers' and conferences annually to provide information to over 10,000 people on growing their own food.

B. Close relationships with school food service directors in two districts helped to initiate local food purchases. One school approached the goal of 20 percent local purchases during year one.

3. Work with schools was initiated in year one, and materials developed. included a handbook and power point presentations.

A. Food producing gardens were started at two elementary schools in year one, involving approximately 140 students and 12 teachers. An eight-week "pizza garden" program operated during the summer. In addition, a greenhouse was constructed at a high school with 35 special needs students and four teachers participating.

4. Information on growing food and using renewable resources was presented in various venues during year one.

A. Project staff and participants reached an estimated 4,000 people during year one through school celebrations, tours, farmers' markets, conference presentations and workshops, and festival booths.

PROJECT SELF-SUSTAINABILITY

The involvement of schools and encouraging them to increase purchases of local foods and make connections with local growers are what will ultimately make the project sustainable. Leadership development among teen participants will also carry the project forward and help sustain it, as captured in the following quote from a teen during the project evaluation: "I've learned how to be a leader. I never considered myself a leader until this program. It taught me how to talk, take my life seriously, to meet and respect people, to organize and present information."

Community Food Projects

GRANTEE ANNUAL REPORT SUMMARY

Growing a Future: Bringing Youth-Led Food Security to Fruition in Rhode Island

Rhode Island Association of Conservation Districts, Warwick, RI

FY2003 grantee funded at \$130,000 for three years

Report received January 11, 2005

Project goal: This project will form a sustainable Food Policy Council in Rhode Island by educating and empowering youth to develop linkages between sectors of the food system, build coalitions, and educate legislators and the public.

OBJECTIVES

Proposed	<u>Performance</u>
1. Build the long-term capacity of the food system <u>community</u> .	1. The grantee has been involved in a variety of activities to work with the community on food system issues.
A. Organize local volunteers to mentor urban gardeners in several languages.	A. In year one, four adult volunteers – three of whom were Master Gardeners and another gardener/teacher – aided youth and community gardeners with grant-writing, producing and packaging products for market, and using garden produce and herbs. All spoke English.
B. Improve student entrepreneurial knowledge by working at the farmers' market.	B. Two youth worked as interns at the farmers' market in year one, learning pricing, display, and sales techniques. When they returned to school in the fall, they set up a booth for produce sales.
C. Train youth in coalition building.	C. This objective was not addressed in year one, as youth need to gain confidence in public speaking first.
D. Hold a conference to begin the process of planning a Food Policy Council.	D. This activity will take place in year two.
E. Publish and sell a cookbook of slow food recipes.	E. This activity is tentatively scheduled for year three.

F. Have youth engage in team-building exercises.

2. Increase the food self-reliance of communities.

A. Provide hands-on training for youth in gardening techniques.

B. Teach up to 18 students how to build, plant, and tend grow box gardens.

C. Hold a Harvest Festival to celebrate the gardens, healthy eating, and nutrition.

D. Instruct 30 middle school students about horticulture, hunger, and teaching methods.

E. Build and maintain community gardens.

3. Increase food security by developing sustainable long-term linkages within the food community.

A. Have students meet with fishermen and women to discuss environmental and entrepreneurial issues.

B. Have youth visit a dairy farm and milk production operation.

F. Youth engaged in many team building exercises in year one, and learned to work effectively with one another.

2. Project activities focused on training people to grow food.

A. During year one, a Master Gardener taught indoor and outdoor gardening techniques to six youth. These youth taught 10 others to garden in the fall.

B. Six students learned how to construct a grow box in which they planted vegetables.

C. No festival was held in year one.

D. There was no instruction at the middle school, but in year one six high school students taught planting and grow box management to 24 elementary school students.

E. Youth, adults, and families built 14 raised beds which, along with seven others already constructed provided food for participants in the first year of the project.

3. The project helped participants learn and linked them with different sectors of the food system.

A. Youth spent a day with a fisherman and a person who raised oysters to learn about the coastal environment and the seafood industry.

B. The project was unable to arrange a visit to a dairy farm, however, field trips were made to a vegetable farm and earthworm farm.

C. University students will help other youth in the conduct of community food assessments.

C. Youth were mentored by students from Brown University and learned about food security from foundation representatives.

D. Develop food security issues training for teachers and students.

D. Food security training is under development.

PROJECT SELF-SUSTAINABILITY

Gardens started in year one will be re-planted and maintained by people at the schools during the summer. The grantee struggled in developing a relationship with a charter school in Providence and had difficulties in arranging transportation for field trips. To remedy the situation, in year two the grantee will partner with the Rhode Island Indian Council to direct future project activities – including gardening and microenterprise efforts – to Native American youth. Funding will be sought for hiring Native American staff.

Community Food Projects

GRANTEE ANNUAL REPORT SUMMARY

New Entry Sustainable Farming Project – Cooperative Marketing Initiative

Community Teamwork, Inc., Lowell, MA

FY2003 grantee funded at \$175,000 for two years

Project goal: This project follows-up on a previous CFP grant for training of immigrant (primarily Asian) farmers by establishing a marketing cooperative to aid the farmers in finding viable outlets for their produce and other specialty crops. The project will conduct outreach to WIC and food stamp recipients to encourage them to make purchases from the farmers.

OBJECTIVES

Proposed

Performance

1. Organize and set up a direct marketing cooperative with New Entry Sustainable Farming Project (NESFP) immigrant farmers based on the New American Farmer Initiative (NAFI) model.

1. Year one activities emphasized planning the cooperative marketing activities, while the second year of the project will focus on establishing operations.

A. Complete planning for the NESFP cooperative marketing structure and operations.

A. A three-month “Specialty Produce Cooperative Feasibility” study was undertaken by the project coordinator and several graduate students. The study covered such topics as economic conditions, governance and operations, market analysis, ethnic restaurants and markets, and a marketing plan. Another five-month study on marketing outlets – including farmers’ markets, retail groceries, and institutions – for new entry farmers was also completed in year one.

B. Set up Coop facilities

B. The grantee sought a central site for the Coop that would also provide space for cleaning, cooling, packaging, and product preparation. An accessible site in Dracut, offering 12 additional acres for organic production, was locate in year one and negotiations for it were initiated.

C. Establish Coop management and operations systems.

2. Provide farmer training and technical assistance (T&TA) to build market-based production and post-production capacities.

3. Promote the NESFP coop initiative and

C. Planning for the management and operational systems were completed in the first year. Two companion producer Coops were formed to accommodate an influx of new African farmers: the New England African Farmers Cooperative and the Worcester Liberian Association. Production by refugee and immigrant farmers got underway.

2. The project provided one-on-one technical assistance, risk management, and business and marketing planning. Farmers at the training site got help with crop planning, production, and equipment use. Workshops were held on a variety of topics, including vermicomposting and raised bed planting (20 attendees), crop planning (27), seed and transplant sourcing (27), soil stewardship (22), harvest and post-harvest handling (28), water resource management (25), irrigation management (23), and season extension techniques.

Off-site training opportunities were provided through a three-day workshop in Milwaukee, for five participants and two staff, and the attendance of 17 participants at the winter conference of the New England Vegetable and Berry Growers Association.

Additional training activities included the production of a 36-minute video on comprehensive pest management with a focus on Asian specialty crops, another 36-minute video on “Meet the Pests,” a 25-minute video on Rototiller Use and Maintenance, and two videos on Hoop Houses of 12 and seven minutes.

Lastly, workshops were held on marketing and the handling of farmers’ market coupons.

3. These activities will take place in year

product sales.

two.

4. Address additional Community Food Security opportunities.

4. This activity will take place in year two.

PROJECT SELF-SUSTAINABILITY

The project has been developing workshop materials and videos that can continue to be used after federal funding ends. The main goal of the project is to help immigrant and new entry farmers learn and practice agricultural and marketing skills that will help their farming businesses become self-sufficient.

Community Food Projects

GRANTEE ANNUAL REPORT SUMMARY

Small Farmer Cooperative Enhancement and Development of Alternative Marketing Systems in the Rural South

Federation of Southern Cooperatives, East Point, GA

FY2003 grantee funded at \$175,000 for two years

Report received January 11, 2005

Project goal: This project will expand existing cooperatives in Alabama, Georgia, Mississippi, and South Carolina through the provision of workshops, technical assistance, strengthening direct marketing outlets, and the development of a cooperative marketing manual geared to the needs of small black farmers in the four states.

OBJECTIVES

Proposed

Performance

1. Develop a cooperative marketing manual.

1. The grantee began the development of the marketing manual by interviewing successful cooperatives in Alabama and Mississippi and individual farmers in Alabama and South Carolina during year one. Additional interviews are planned for Georgia and South Carolina. By the end of year one, an outline for the manual was completed. Grantee staff followed up with a full day meeting to discuss interview findings and the components of the manual.

2. Strengthen and expand existing cooperatives in Alabama, Georgia, Mississippi, and South Carolina to include a marketing component through one-day workshops and one-on-one technical assistance.

2. Marketing workshops were held in Mississippi and Alabama during year one.

A. Conduct an analysis of each participating cooperative.

A. Analyses were conducted in year one of the Browntown Cooperative and the Selma/Dallas Farmers Cooperative in Alabama and Indian Springs Farmers Association in Mississippi through in-depth interviews.

3. Strengthen existing cooperatives through one-day workshops, technical assistance, and outreach.

A. Identify two new cooperatives per state for project purposes.

4. Strengthen direct market outlets for the marketing cooperatives in the major cities in the respective states and in smaller rural areas.

3. The grantee provided ongoing assistance to its member cooperatives during year one.

A. No new cooperatives were identified in the grantee's year one annual report.

4. The grantee distributed direct marketing materials to members in year one. The manual under development will also serve the purposed of strengthening markets for cooperatives.

PROJECT SELF-SUSTAINABILITY

The Cooperative Marketing Manual, once completed, will sustain the efforts of the project after federal funding ends.

Community Food Projects

GRANTEE ANNUAL REPORT SUMMARY

The Tribal Fish Market Connection Project

Ecotrust, Portland, OR

FY2003 grantee funded at \$125,000 for three years

Report received January 5, 2005

Project goal: The project will build the capacity of tribal fisher families to increase revenue and employment through salmon processing and product development. Specifically, the project will initiate a collaborative effort to improve the value of the underutilized “Tule,” a type of salmon, by developing salmon products in conjunction with four Indian Tribes in several states in the Columbia River region. Another goal is to provide fisheries products to tribal food programs for low-income families.

OBJECTIVES

Proposed

1. Identify product(s) for Chinook Tules and assist fisher families with packaging, labeling, nutritional analysis, and marketing for new products.

A. Showcase the potential value of value-added products developed by the Food Innovation Center.

Performance

1. The project involves two major partners – the Columbia River Intertribal Fish Commission (CRITFC) and Oregon State University’s Food Innovation Center (FIC), both with a strong interest in economic development for Tribes and fisher families in the area.

A. The Tule salmon run for 2003 ended before funds were released to initiate the project. However, stored salmon was available in sufficient quantities to develop 20 different test products at the FIC in year one, including spreads, sausage, smoked fish with natural flavorings, and candied salmon. These new products were presented to a meeting of 20 fishers in year one for written and oral feedback.

The three most well-received products were then presented at the Fisherman-Chef Connection conference in year one that drew 98 people, including 28 buyers, 15 tribal fisher family representatives, and 44 other

fishermen. Feedback from the conference was valuable for the next stage of product development.

B. Conduct outreach to encourage applications for the Food Innovation Center’s “Entrepreneur in Residence (EIR)” program.

B. The timeline for the EIR was driven by both salmon biology and fishery runs. Outreach was planned for the winter, when the fishing season is slower.

C. Conduct an application review under a due diligence process to provide useful business feedback.

C. CRITFC developed and circulated a specific outreach package in year one that resulted in three complete applications for EIR participation. Two excellently qualified fisher families were chosen to begin the EIR program early in year two of the project. Additional funding leveraged by the CRITFC will allow for expansion of the EIR program.

D. Professionalize the product through product development, label development and design, product compliance, and production efficiency.

D. Further product development will occur in year two.

2. Assist tribal fishers with specialty product development for other, higher-value species, including packaging, labeling, nutritional analysis, and marketing.

2. The next steps in product development are woven into the EIR effort during years two and three of the project.

A. Manage the market introduction of the product developed under the project.

A. Marketing will be addressed in conjunction with operation of the EIR program.

B. Evaluate the product introduction process.

B. The grantee will focus more on product evaluation once product development is complete.

C. Establish a fisherman-chef connection and initiative.

C. Two fisherman-chef conferences have been held in Portland, OR— one just prior to the receipt of CFP funds and one during the first year of the project. A third conference was planned for Seattle, WA early in year two. The conferences offered a wealth of workshops and opportunities for new business connections between fishers

and commercial buyers.

D. Expand the product marketing area.

D. Marketing activities will be engaged as products are developed.

E. Initiate planning for a fish processing facility.

E. Fundraising has begun for the planning and development of a fish processing facility. CRITFC received a \$79,000 grant for this purpose, put out an RFP for business plan/feasibility study proposals and received six qualified ones. A consultant will be selected early in year two.

PROJECT SELF-SUSTAINABILITY

The project intends to develop and help market Tule salmon products that will help fisher families become economically self-sufficient. The marketing will be tied to a fish processing facility to serve the four-state target area for the project.

Community Food Projects

GRANTEE ANNUAL REPORT FORMAT

Farm Fresh Choice

The Ecology Center, Berkeley, CA

FY2003 grantee funded at \$200,000 for three years

Report received December 7, 2004

Project goal: The project proposes to increase the consumption of high-quality, nutritious, and culturally appropriate fresh fruits and vegetables among low-income residents of South and West Berkeley and North Oakland by improving access. Produce would be obtained from small-scale and limited resource minority farmers and be resold in local neighborhoods through farm stands and mini-markets operated by the applicant. The project would provide job training and employment for local residents and better food for consumers.

OBJECTIVES

Proposed

1. Increase access to and consumption of fresh produce.

A. Increase access to fresh produce in West/South Berkeley and North Oakland.

B. Increase consumption of fresh produce among lower-income families.

Performance

1. The grantee increased access to and consumption of fresh produce in year one by opening a fourth site for its Farm Fresh Choice (FFC) program. The site was selected by staff and a Steering Committee through a competitive process in which six applications were received and reviewed. More than 1,000 families in the target area were served in the first year of the project. A fifth FFC site is planned for year two.

A. The new (fourth) site was established at a recreation center in San Pablo Park and began service for 75 families in South Berkeley. Produce is ordered in bulk, picked up at the farmers' market, and held in refrigerated storage overnight before being distributed the following day.

B. To measure the impact of the project on members of the community, the grantee is partnering with the City of Berkeley and the University of California at Berkeley to conduct a study using the "Fruit

and Vegetable Screener.” A member survey of FFC households is also being conducted.

1. Increase coordination of produce purchasing to reduce prices.

1. Farmers are paid slightly more than wholesale prices. Growers offer pre-ordering discounts based on volume, so the more produce purchased, the lower the cost to FFC consumers. Food stamp EBT is available at the new site to increase project access by food stamp program participants.

2. Link direct outreach and education efforts.

2. Outreach activities have included the distribution of educational materials and fruit samplings at a wide variety of community and sporting events, cooking classes in English and Spanish in conjunction with after-school programs, and camps.

2. Enhance farm livelihood for small scale/limited resource minority farmers in Northern California

2. The project has strengthened its relationships with local, family farmers and purchases produce weekly from at least 12 different growers, including Latino, Asian, and African American farmers. The project bought about \$30,000 in produce in year one.

3. Provide increased connections between communities and farmers.

3. The project has conducted field trips, farm visits, and a week-long camp for area youth and interns.

4. Enhance job training, employment, and community self-reliance.

4. In its first year of operation, the project employed seven youth and two adults. Youth interns, recruited locally, were employed for six months or longer. Adults serve as market site coordinators assisted by youth interns.

5. Create a community planning process for program sustainability and food security.

5. The grantee hopes to build a regional network that will replicate the FFC format in other communities. The FFC Steering Committee meets monthly to advance this objective.

PROJECT SELF-SUSTAINABILITY

As of the end of year one, the project had 150 paid members supporting FFC, although the membership fee is waived for low-income individuals unable to pay. Incentives are being offered to new and existing members to increase participation and income from memberships. As sales are still less than expenses, the grantee will be investigating foundation funding and other small business strategies to increase project sustainability.

Community Food Projects

GRANTEE ANNUAL REPORT SUMMARY

Community Supported Agriculture in New York City: New Approaches for Outreach, Development, and Sustainability

Just Food, New York, NY

FY2003 grantee funded at \$200,000 for two years

Report received December 18, 2004

Project goal: Working in partnership with over 50 organizations, the grantee will implement strategies to double the number of successful Community Supported Agriculture (CSA) sites initiated in the City each year, enabling increased numbers of low-income residents to gain access to fresh produce while simultaneously aiding local farmers. CSA sites will be piloted at churches, housing organizations, and WIC and food stamp offices, as well as at other social service agencies.

OBJECTIVES

Proposed

Performance

1. Implement and assess new strategies to increase the number of CSA sites more quickly, working through larger networks to identify and target organizations by mission and location.

1. Seven new CSA sites were developed during the first year of the project as a result of working with existing networks. Ten organizations had submitted completed applications to initiate CSAs in year two. The grantee is also targeting faith-based networks for further expansion.

2. Pilot new strategies to recruit low-income individuals for CSAs, recruiting them via WIC and food stamp offices, and other public and private agencies that serve them.

2. The grantee has had success in developing relationships with WIC and food stamp offices, in addition to working with groups that conduct pre-screening for these programs. Although food stamp offices do not allow advertisement of CSAs on-site, the grantee has presented workshops, distributed materials, and counseled individuals one-on-one to increase CSA enrollments.

3. Test new strategies to strengthen CSAs, incorporating institutional buying into family-share CSAs.

3. The grantee worked with United Way to test a new CSA model, with United Way purchasing shares at a premium price, which were donated to five emergency food providers – food pantries and soup kitchens.

The CSA farmer grew pre-determined items for the five, including greens, white roots, and colored roots. The five providers received about 750 pounds per week for 22 weeks and developed a real connection with the farmer. In addition, the Community Food Resource Center bought 12 CSA shares for delivery directly to a local senior center.

4. Test the effectiveness of the new workshop series, revising the series as necessary to ensure that new sites each year are well prepared for successful start-up and management.

4. Participant evaluations at CSA workshops helped refine the workshop presentations. The main accomplishment under this objective was the completion and publication of the “CSA in NYC Toolkit,” a 314-page resource for the start-up and management of CSAs in the City.

5. Develop greater awareness and understanding of food and farm issues on the part of CSA members and prospective members.

5. During year one, the grantee held its annual “CSA in NYC Mini-Conference” attended by 100 people, including farmers, and sponsored a first-ever “CSA City-Fair,” a wine and cheese event for 50 people. The grantee also drafted a weekly article for inclusion in CSA newsletters.

6. Enhance CSA members’ and prospective members’ cooking and preservation skills.

6. To help familiarize CSA shareholders about the different vegetables they received, the grantee initiated a “Community Food Education Program” that included cooking demonstrations, tastings, and recipes. The program was delivered in conjunction with CSA workshops. A draft “Veggie Tip Sheet Book” was being developed and a part-time Community Food Educator was also hired.

7. Assist groups to implement new payment plans.

7. To help make CSAs more accessible to low-income households, the grantee implemented payment options, including subsidized shares and acceptance of food stamp benefits. Further options will be reviewed by an advisory Low-Income Outreach Committee and focus groups.

8. Create, distribute, and evaluate new materials to support and better prepare

8. A “CSA Farmer Toolkit” is in the early stages of development. The grantee also

incoming growers.

attended a number of farmer-related events in New York to conduct outreach and began to make contacts with farm representatives in the neighboring states of New Jersey, Connecticut, and Pennsylvania.

9. Expand the CSA in New York City model by training one or two other regional organizations.

9. The project director has made contacts with other groups in New York and in at least four other states.

PROJECT SELF-SUSTAINABILITY

CSA operations, by design, are intended to be self-sustaining for growers and consumers alike, without any need for outside subsidies. The “CSA in NYC Toolkit” will be a lasting guide to assist in the start-up and perpetuation of CSAs for a major urban area.

Community Food Projects

GRANTEE ANNUAL REPORT SUMMARY

Developing Expertise and Capacity for Successful Community Food Projects in the South – A Training and Technical Assistance Project

Southern Sustainable Agriculture Working Group, Elkins, AR

FY2003 grantee, funded at \$177,743 for three years

Report received November 30, 2004

Project goal: This project will improve community food security in the Southern United States by increasing understanding of food security within the sustainable agriculture community in that region of the nation. The work will help increase self-reliance within poor communities, assist in training CFP project personnel as leaders in this area through information and consultations, and aid at least six groups in successfully applying for CFP grants.

OBJECTIVES

Proposed

1. Increase understanding in the Southern sustainable agriculture community of the concepts of community food security and the role and potential of local agriculture in creating food security.

A. Conduct community food security education and training at the annual Southern SAWG Conference in 2004, 2005, and 2006.

B. Create a Southern Community Food Projects Model Handbook.

Performance

1. The grantee has promoted community food security among its network in a variety of ways – conferences, web site information, and hands-on trainings – to increase understanding and adaptation of the concept.

A. At the annual SSAWG conference in January 2004, a “track” with seven educational sessions was provided, with between 23 and 61 people in attendance at each session, with an average of 38. Over half of participants said they were attending the conference specifically for that track.

A series of eight workshops or educational sessions has been scheduled for the SSAWG conference in January 2005.

B. A Handbook with at least seven chapters has been planned and a professional writer contracted to produce it. Completion is anticipated in December 2004.

2. Improve the capacity of groups and individuals in the South working to increase food self-reliance within their communities.

3. Equip new and existing Southern Community Food Project leaders to be trainers capable of presenting useful information and consultation to emerging groups.

A. Provide training for new leaders in the Southern community food security arena.

4. Equip at least six groups in the South to successfully seek and utilize federal funds and leverage other funds to create effective Community Food Projects in their communities.

A. Provide consultation to existing and new groups working to create successful community food projects.

B. Provide technical assistance to six competitively selected emerging project groups to ensure their creation of a successful CFP proposal and a successful, enduring project.

2. The grantee has compiled a list of 57 organizations involved/interested in food security work in their communities, plus a wider email list of individuals. They are being assisted with capacity-building on an ongoing basis.

3. The grantee has been working to develop local expertise on food security and food systems within the region. CFP-funded projects are developing and expanding their technical assistance to others in conjunction with the grantee.

A. A Community Food Systems Leadership Training has been scheduled for January 2005, immediately following the annual SSAWG conference.

4. One additional sustainable agriculture organization won a CFP grant in 2004. The grantee will offer application assistance before and during the 2005 funding competition.

A. A free consulting service for Southern groups was initiated in March 2004 and received 21 assistance requests in the first seven months, from simple questions to complex food system planning. Responses are made by experience people within the region, when available, or other outside consultants.

B. Technical assistance is ongoing.

PROJECT SELF-SUSTAINABILITY

CFP training and technical assistance projects are not required to become self-sustaining.

Community Food Projects

GRANTEE ANNUAL REPORT SUMMARY

Tillamook County Collaborative Food Security Project

Community Action Resource Enterprises, Inc., Tillamook, OR

FY2003 grantee funded at \$206,000 for three years

Report received December 3, 2004

Project goal: This comprehensive project will address the physical and social isolation of the target area where winter storms can severely limit access to food. Elements of the project include a local food policy council, community kitchen, education programs, community gardens, and other activities.

OBJECTIVES

Proposed

1. Implement a strategic plan for CARE, Inc.'s food security program to increase operating efficiencies, increase program capacity to sustain existing models, and identify new food security projects to meet local needs.
2. Build capacity for community and economic development with VISTA volunteers.
3. Establish a matrix for activities, administration, communications, assessment, and the handling of data to maximize positive outcomes.

Performance

1. Internal staff visioning meetings were held in year one, leading up to a full-day strategic planning retreat with grantee staff and other key players. The grantee also conducted an agency-wide strategic planning process that identified food security goals as goals of the entire organization.
2. Four VISTAs (two at a time) were on board throughout year one to advance project objectives. The volunteers were substantially and successfully engaged in: bringing EBT to the farmers' market; economic development activities; development of the community kitchen; and youth and community gardening. A Volunteer Appreciation Dinner in year one was also a big success.
3. Visioning meetings helped set the framework for developing the matrix and in improving intra-agency

4. Maintain and build community communications and collaborations.

5. Offer systematic, structured, and also less formal outreach, service learning, and education opportunities for consumer, youth, producers, and other audiences to improve community awareness about local food systems.

6. Support and create community and small business kitchen facility infrastructure, resources, and market opportunities for agricultural and value-added producers.

7. Increase capacity for school, Oregon Youth Authority, and community gardens.

communications. An organizational chart of programs and staff was created as a result of this objective.

4. The Tillamook Community Food Security Council met quarterly during year one and broadened its reach and stakeholder participation. The Business Incubator Group (BIG) also met regularly to plan and promote economic development. Collaboration with church and recreational interests helped deliver over 3,500 summer meals to children in the north portion of the county. Useful coordination with other advocacy groups was ongoing.

5. The grantee participated in numerous outreach activities and events to raise awareness about food security and to amass resources. Funding for youth service learning projects allowed for the employment of four youth in gardening and food bank activities during year one. Other major events included “Taste of Tillamook County,” “Grow a Row for the Hungry,” nutrition education, and a Plant Sale.

6. Funding was secured to study the feasibility of the community kitchen, business incubation, and a local branding campaign. A downtown building was obtained for \$1.00 per year to advance planning. The local farmers’ market included 65 vendors, more than 25,000 customers, and gross sales of \$149,000, including more than \$3,000 in Farmers’ Market Nutrition Program sales.

7. Gardens were started at a middle school in the south part of the county

8. Create a plan for a food system and community economic development planning group.

in year one to be integrated with the Head Start program. However, efforts to organize and continue gardening activities at the Oregon Youth Authority (OYA) facility outside of town were curtailed due to a change in the inmate population. New inmates are sex offenders who were not allowed outside the facility's security fence. Consultations with OYA staff are continuing to find an alternative.

8. Planning continues for food system and economic development activities and is focused primarily on fund-raising.

PROJECT SELF-SUSTAINABILITY

The grantee's assumption of regional food banking responsibilities has helped deliver resources and more extensive contact with other emergency food groups within the state. Though extensive collaborations have been and are being further developed, sustainability for value-added food production and marketing through the farmers' market and other venues will depend upon the successful development of the community kitchen.

GRANTEE ANNUAL REPORT SUMMARY

Developing a Sustainable Food Policy Council and Community Food System Model for Illinois

Illinois Stewardship Alliance, Rochester, IL

FY2003 grantee, funded at \$120,000 for two years

Report received December 3, 2004

Project goal: The project will establish a statewide food policy council (FPC) for Illinois that would bring together public and private interests to increase local marketing opportunities, foster local FPCs, and facilitate sustainable community food systems. Statewide FPC activities would include holding statewide and regional meetings, identifying research priorities, setting up a speakers' bureau, and fostering leadership development.

OBJECTIVES

Proposed

1. Establish a statewide Illinois Sustainable Food Policy Council with a formal structure and membership criteria for policy recommendations, community and educational activities, and facilitation of local FPCs.
2. Identify current and future research needs that support Council recommendations for policy and infrastructure changes.
3. Create a toolkit of resources to facilitate local FPC development, including a speakers' bureau.

Performance

1. The grantee took steps to establish a statewide Sustainable FPC by circulating a draft document with Council purposes, structure, and action items and holding meetings to discuss the document. Local and regional councils are also planned, with a statewide entity to be established in year two.
2. Two organizing meetings prior to the start of the grant were held. During year one, meetings to engage stakeholders were held in Alton and in the Chicago area. The focus of both meetings was the improvement of farmers' markets and farmers to supply them. Coordination with food policy advisory council activities in Chicago also took place.
3. Two key resources developed in year one were a "Legal Guide to Direct Marketing" and an "Artesanal

4. Develop a pilot training course in holistic management for community leaders and educators.

5. Create an access network for Illinois farmers interested in providing food to institutions and emergency food providers.

6. Develop strategies for long-term, self-sustaining funding for the state FPC and other activities that support community-based food systems.

Food Production and Processing Guide.” The Legal Guide was distributed to county extension offices and the Artesanal Guide will be published early in year two. A “Farm Direct” guide, listing sustainable food suppliers, was developed by the University of Illinois and distributed by the grantee.

4. Training course development will occur in year two of the grant.

5. Though not specifically developed for institutions and emergency food providers, the “Farm Direct” guide provides some access for Illinois farmers seeking broader markets.

6. Draft FPC documents call on the state government to “support statewide activities and research that enhances sustainable food systems.”

PROJECT SELF-SUSTAINABILITY

Walkathons and other activities are being held to raise funds for local food security organizing efforts. Tentative plans are to urge the state government to support ongoing policy council operations after the establishment of the Council.

GRANTEE ANNUAL REPORT SUMMARY

Appalachian FoodNet Project

Appalachian Center for Economic Networks, Athens, OH

FY2003 grantee funded at \$200,000 for two years

Report received January 11, 2005

Project goal: This project will enhance the food system in a three-county area of Southeastern Ohio by developing linkages between low-income residents, food businesses, consumers, and non-profit and faith-based organizations. The project will develop a gleaning and food processing program, provide training and assistance to food-related businesses started by low-income people, expand a regional branding program, and convene a local Food Congress.

OBJECTIVES

Proposed

1. Meet the short and long-term economic needs of low-income residents.

A. Each year, at least 100 low-income residents will participate in or benefit from gleaning, gardening, and/or food processing activities.

B. At least 75 low-income residents will annually be involved in a food-related activity to increase family income.

Performance

1. The project helped meet the immediate food needs of low-income residents through gleaning.

A. During year one, ten adults and ten youth participated in gleaning and turned field tomatoes into stewed tomatoes in the grantee's community kitchen. The stewed tomatoes were converted into sauce, bottled, and delivered to food pantries. In addition, gardening activities were expanded for 73 low-income families in year one by obtaining tomato start plants from two farmers.

B. With the grantee's assistance, low-income families began selling food products, including meat marinades, jerky, breads and confections, chocolate-covered products, jams, jellies, and chutneys. Sales outlets included farmers' markets and local retail stores.

C. At least 10 low-income people will be involved in the Food Congress.

2. Enhance community food self-reliance through increased consumer and community involvement in the food system, expansion of a regional brand to mobilize consumer purchasing of local products, and development of local food assets.

A. An additional 40 farmers and food entrepreneurs – including low-income residents – will increase sales of local food through a regional branding campaign.

B. At least 500 local consumers will support a more self-reliant food system through a “buy local” listserv and information campaigns.

C. At least 50 farm families and low-income residents will participate in projects to expand acreage and develop more local food products to meet local needs.

C. Partner organizations prepared for involvement in the Food Congress in year one by identifying policy change priorities. Low-income involvement on the boards of these organizations helped influence policy selection.

2. The grantee organized a variety of activities to aid in the production, promotion, consumption, and marketing of local foods.

A. Under the campaign logo “Food We Love,” a project partner built wooden retail display units displaying products produced in the grantee’s kitchen that were installed in two area stores. Additional displays are planned in year two. Seven businesses participated in the effort to display their products.

B. The “buy local” campaign has been facilitated through an increase in the locally-oriented listserv, via informational booths at two local food festivals – the Pawpaw Festival and the Jambalaya Jam, both of which drew 1,000 people, and by tasting events and retail food stores and other venues.

C. Acreage was expanded through: a documented increase in aquaculture farms producing freshwater shrimp; a workshop encouraging more 18 families to become pawpaw growers; and adding 17 new gardeners at the community garden.

3. In year one, the grantee initiated

3. Promote a comprehensive response to food issues through development of a Food Congress to help develop model food system policies.

A. Project partners will enhance their response to food issues and collaborate with others.

B. A regional Food congress will develop a plan for a comprehensive response to food issues and the need for food security collaborations.

C. A food system policy platform will be developed and communicated to elected officials at the state and local levels.

Food Congress planning with project partners, as noted above.

A. Project partners collaborated on gleaning and the distribution of free plants.

B. Food Congress partners met in year one to discuss three key policy initiatives: the Edible Schoolyard; expansion of gleaning activities; and establishing a farmers' market. A final decision on the Food Congress policy agenda will be made in year two.

C. The policy platform will be developed in year two, following the Food Congress.

PROJECT SELF-SUSTAINABILITY

Various elements of the project have been designed to provide for the sustaining of activities after the termination of federal funds. The gleaning activities have included the production of products that have been available for retail sales, the first product being a shrimp cocktail sauce. The proceeds from these sales are used to purchase additional supplies for further production of gleaned vegetables. The Food Congress has also added other members through the faith-based community to begin managing the project and raising awareness and additional funds and volunteers so that the project may continue past year two.

ACEnet is committed to providing the continuing project with access to the commercial kitchen and is working to add other commercial kitchens to assist in the project. The branding of local foods is a long term commitment of the project and in the first year of the funding, the project began a distribution model that will generate an income to sustain the branding campaign. The Food Congress will continue to work on policy issues and they have begun seeking additional funds at local and state levels to move policy issues forward.

Community Food Projects

GRANTEE ANNUAL REPORT SUMMARY

The Connecticut Food Policy Council

Hartford Food System, Hartford, CT

FY2003 grantee, funded at \$150,000 for two years

Report received December 3, 2004

Project goal: Using a variety of different strategies, the project will build and expand the food policy-making capacity of the Connecticut Food Policy Council, with emphases in the areas of: 1) regional and local planning; 2) child nutrition education in response to obesity; 3) development of food stores in urban areas, including transportation access; 4) farmland preservation; and 5) economic vitality of state agriculture.

OBJECTIVES

Proposed

1. Promote regional planning for food security.
 - A. Two Councils of Government will develop food system plans.
2. Promote local planning for food security.
 - A. Foster the development and establishment of local food policy councils.
3. Document successful farmland preservation policies.
 - A. Generate three success stories, document, and package for media reporting
4. Move toward adoption of new agricultural policy in Connecticut.

A. Publish “New Directions” report and host a forum.

5. Review and analyze proposed state legislation.

A. Develop a bill tracking system.

6. Gather information about the performance of the food system in Connecticut.

A. Conduct a formal Community Food Security Factor Analysis and report upon it.

7. Raise public awareness of the Connecticut Food Policy Council and food policy issues.

A. Publish an annual Food Security Indicators report.

8. Coordinate efforts to improve best practices for healthy schools.

A. Publish a "What's Cooking In Connecticut's Schools" report.

B. Host a Nutrition Education Summit among stakeholders.

C. Work with the Hartford Food Policy Commission to address the obesity crisis.

9. Support food retail solutions in communities with food access challenges.

A. Identify target communities and work with the

Department of Economic and
Community Development to gain
support.

10. Increase state procurement of local food
for institutional food service.

A. Host a forum on Institutional
Food Purchases with stakeholders.

Community Food Projects

GRANTEE ANNUAL REPORT SUMMARY

**Developing a Sustainable Food Policy Council and Community Food System Model
for Illinois**

Illinois Stewardship Alliance, Rochester, IL

FY2003 grantee, funded at \$120,000 for two years

Report received December 3, 2004

Project goal: The project will establish a statewide food policy council (FPC) for Illinois that would bring together public and private interests to increase local marketing opportunities, foster local FPCs, and facilitate sustainable community food systems. Statewide FPC activities would include holding statewide and regional meetings, identifying research priorities, setting up a speakers' bureau, and fostering leadership development.

OBJECTIVES

Proposed

1. Establish a statewide Illinois Sustainable Food Policy Council with a formal structure and membership criteria for policy recommendations, community and educational activities, and facilitation of local FPCs.

2. Identify current and future research needs that support Council recommendations for policy and infrastructure changes.

3. Create a toolkit of resources to facilitate local FPC development, including a speakers' bureau.

Performance

1. The grantee took steps to establish a statewide Sustainable FPC by circulating a draft document with Council purposes, structure, and action items and holding meetings to discuss the document. Local and regional councils are also planned, with a statewide entity to be established in year two.

2. Two organizing meetings prior to the start of the grant were held. During year one, meetings to engage stakeholders were held in Alton and in the Chicago area. The focus of both meetings was the improvement of farmers' markets and farmers to supply them. Coordination with food policy advisory council activities in Chicago also took place.

3. Two key resources developed in year one were a "Legal Guide to Direct Marketing" and an "Artesanal Food Production and Processing Guide." The Legal Guide was distributed to county extension offices and

the Artesanal Guide will be published early in year two. A “Farm Direct” guide, listing sustainable food suppliers, was developed by the University of Illinois and distributed by the grantee.

4. Develop a pilot training course in holistic management for community leaders and educators.

4. Training course development will occur in year two of the grant.

5. Create an access network for Illinois farmers interested in providing food to institutions and emergency food providers.

5. Though not specifically developed for institutions and emergency food providers, the “Farm Direct” guide provides some access for Illinois farmers seeking broader markets.

6. Develop strategies for long-term, self-sustaining funding for the state FPC and other activities that support community-based food systems.

6. Draft FPC documents call on the state government to “support statewide activities and research that enhances sustainable food systems.”

PROJECT SELF-SUSTAINABILITY

Walkathons and other activities are being held to raise funds for local food security organizing efforts. Tentative plans are to urge the state government to support ongoing policy council operations after the establishment of the Council.

Community Food Projects

GRANTEE ANNUAL REPORT SUMMARY

Growing Communities Training and Technical Assistance

American Community Gardening Association, Boston, MA

FY2003 grantee funded at \$74,738 for one year + one-year extension

Report received January 7, 2005

Project goal: This project will provide regional training sessions on community gardening based on the organization's "Growing Communities Curriculum" and the successful "From the Roots Up" mentorship program. These efforts will enhance the quality and effectiveness of community food security projects, especially those that involve growing food. Activities will also help strengthen leadership development, improve understanding of diversity issues, make more effective coalitions, and assist with horticultural issues and growing techniques.

OBJECTIVES

Proposed

Performance

1. Improve the leadership abilities of Community Food Projects Competitive Grants Program (CFPCGP) participants towards enhancing the success of their food security programs.
2. Improve participant understanding of diversity issues.
3. Enable more effective participation of CFPCGP in coalitions to broaden the impact of their programs.

1. Grantee workshops focused on enhancing leadership skills for CFP grantees and other local, community-based, and gardening groups. During year one, Growing Communities Curriculum workshops were held in Baltimore, MD, Wichita, KS, Los Angeles, CA, Cincinnati, OH, and Dearborn, MI. A total of 153 persons attended the workshops, including representatives from at least half a dozen CFP grantees. Second year efforts will be made to increase the participation of CFP grantees.
2. Diversity training exercises are part of the workshop curriculum.
3. The grantee is working with CFP grantees to extend their impact by forming coalitions and gardening programs with national, regional, and local organizations, including gardening groups, academia, government, AmeriCorps and VISTA, and master gardeners. All CFP grantees received a copy of the Curriculum in year one.

4. Provide facilitation and other skills and confidence related to program delivery and organizational development for sustained program effectiveness.

5. Assist with regional horticultural issues and growing techniques.

6. Initiate a continuous assessment program through a participatory evaluation process.

4. Workshop sessions include principles in community organizing, learning behaviors, and facilitation, in addition to gardening information.

5. Each workshop focuses on regional needs and local growing conditions. In addition, the grantee also responds to regional horticultural issues upon request.

6. Workshop attendees complete an evaluation following each training that has been useful in re-ordering the workshop format.

PROJECT SELF-SUSTAINABILITY

As a training and technical assistance provider, the grantee is not required to attain project self-sustainability. However, this grantee reports significant events in this regard during the grant period, as the previously unstaffed, all-volunteer organization terminated a contract with a management company, hired a part-time staff person, and is currently seeking a full-time executive director. In addition, self-sustainability is enhanced by having participants from prior “train the trainer” workshops serve as trainers at subsequent events.

GRANTEE ANNUAL REPORT SUMMARY

Building Capacity for Successful Community Food Projects: A National Training and Technical Assistance Program

Community Food Security Coalition, Venice, CA

FY2003 grantee, funded at \$247,519 for two years

Report received November 30, 2004

Project goal: The project will help capacity-building for successful Community Food Projects (CFP) on a nationwide basis by: 1) increasing awareness of the CFP program, especially in high need areas; 2) assisting potential applicants in understanding the purposes and application process for the program; 3) assisting CFP grantees in implementing successful and effective projects; and 4) aiding grantees' ability to conduct meaningful evaluations of their projects.

OBJECTIVES

Proposed

Performance

1. Increase awareness of the CFP program.

1. Much of the grantee's efforts are directed toward familiarizing people about the CFP.

A. Conduct publicity on the CFP for targeted audiences.

A. The grantee conducted extensive outreach, by various methods, to publicize the CFP, particularly around the release of the annual request for applications (RFA).

B. Deliver workshops on the CFP program and on community food security issues.

B. Grantee staff and trainers led a total of 60 workshops during the year, reaching an estimated 2,640 people, to inform them about the CFP and related food security issues. Included among the total were workshops on community food assessments.

2. Assist potential applicants in better understanding the purposes, application process, and components of a successful proposal to the CFP program.

2. Materials developed by the Coalition are geared toward applicant understanding of what constitutes a successful proposal.

A. Develop a Community Food Projects planning guide.

A. For the fifth consecutive year, the grantee developed an updated, 34-page, planning guide and made it available free-of-charge to CFP applicants.

B. Update the Guide to Community Food Projects.

C. Operate a CFP applicant hotline service.

D. Provide regional training and technical assistance support.

3. Assist CFP grantees to implement successful projects.

A. Conduct skill-building sessions at the Coalition's annual conference.

B. Promote community food assessments.

C. Highlight CFP projects and grassroots leaders in the Coalition's newsletter.

B. The 16-page Guide was updated with revised information early in 2004.

C. For the fourth year in a row, the Coalition offered a free hotline for prospective CFP applicants, with one hour of free consultation and an option to pay for additional time. The service was provided more than a month in advance of release of the RFA and was used by a total of 66 organizations. Of those availing themselves of the hotline service, 93 percent rated the assistance "good" or "excellent."

D. The Coalition works with all other T&TA providers and collaborated with the Southern SAWG to deliver T&TA to groups in the South and Southeast through an advisory committee, presentations at the annual SSAWG conference, and consulting services. The grantee also coordinated with First Nations Development Institute and conducted workshops at the Native Food Summit.

3. The Coalition's T&TA activities are focused on helping CFP grantees be successful in running their projects.

A. Four, intensive, half-day skill-building sessions were presented at the Coalition's annual conference in Boston in November 2003 and attended by a total of 137 participants.

B. Community food assessments have been promoted through conference short courses, the ongoing availability of assessment tools, and other materials.

C. The grantee's newsletter, with a circulation of approximately 6,000 individuals, highlights food security projects and leaders.

D. Distribute Coalition reports and guidebooks.

E. Sponsor the COMFOOD Listserve.

4. Build CFP grantees capacity to conduct effective project evaluations.

A. Provide resources and support for CFP grantees.

D. The Coalition has developed ten guidebooks on various topics, for distribution and provided about 900 to interested parties during the project year.

E. The grantee facilitates a food security listserv, with an estimated 1,000 subscribers exchanging information daily.

4. The Coalition's Evaluation Program has been actively developing evaluation materials to aid CFP grantees in evaluating their projects.

A. Evaluation resources have included a Grantee Evaluation Team to help guide the Coalition's efforts, the conduct of an annual Evaluation Workshop for 30 grantee staff, the development and distribution of an Evaluation Handbook and Toolkit, and Toolkit trainings by phone for 26 grantee staff.

PROJECT SELF-SUSTAINABILITY

As a training and technical assistance effort, the project is not required to become self-supporting under program guidelines.

GRANTEE ANNUAL REPORT SUMMARY

Fresno Fresh Access Project

Fresno Metropolitan Ministry, Fresno, CA

FY2003 grantee, funded at \$200,000 for two years

Report received December 7, 2004

Project goal: This comprehensive project will address problems in the local food system through community food assessments conducted by neighborhood organizations, the establishment of a Fresno Food Policy Council, support for sustainable agriculture, gleaning and food recovery, marketing, mobile produce vending, school usage of community garden produce, and expanded participation in federal nutrition programs.

OBJECTIVES

Proposed

1. Conduct a community food assessment by training neighborhood leaders to conduct the assessment and utilize the results to inform a food policy council and aid in planning to improve fresh food access and improve health.

A. Implement a planned community food assessment.

Performance

1. The grantee undertook numerous activities and several different formats to collect data in its efforts to assess area food needs. Activities included: surveys; use of assessment software; GIS mapping; and local task forces. These various methods provided different perspectives on assessing food and nutrition needs in the county.

A. Over 50 volunteers were trained and paid a stipend to assess their neighborhoods using retail and consumer surveys. Some 75 retail and 375 consumer surveys, conducted in five languages, were completed in year one, primarily from low-income areas.

Using software and GIS mapping tools, a base map of the food system in Fresno County is being developed.

Task Forces were formed to contribute in-depth information to the assessment on certain subjects. Task Forces were organized and operated in year one on community gardens, food stamps, child

nutrition and healthy school environments, senior nutrition, food resources (including gleaning and emergency food), and better overall health.

B. Create an evaluation tool for measuring systemic change.

B. The grantee is using an outside evaluator and has reviewed other evaluation plans and documents. At the end of year one, a draft evaluation plan was under review by the various project task forces and the project will work with the Community Food Security Coalition on piloting its evaluation process.

C. Address privatization of public benefit and safety net food programs at the local level.

C. The two primary activities under this objective were to increase the user friendliness of EBT for food stamp recipients at local markets and development of a one-stop food pantry to meet a broader variety of client needs. The grantee organized a meeting with the private-sector EBT contractor to advance the first issue and held meetings with the food bank and faith-based groups to further the second.

2. Link the success of abundant produce production in the area to solving hunger and poverty, provide access to fresh food, and support economic development and food recovery.

2. Additional research on food production in the area was conducted as part of the project's overall assessment of the food system.

A. Create a local coop system to rescue fresh, local produce.

A. The Food Resources Task Group examined the issues of production and rescuing produce, along with a cooperative system for its distribution. Monthly meetings were held on the subject in year one, and discussions were held with the food bank, which is purchasing cold storage capacity to help overcome the lack of local infrastructure to handle fresh produce. A community gardens collaborative was also initiated to address fresh produce concerns and to work with schools.

B. The grantee convened numerous

B. Convene local summits with stakeholders on an annual basis.

3. Utilize federal nutrition programs and local economic assets to increase use of local produce and support local agriculture.

A. Increase use of federal nutrition program funds.

B. Increase public education and involvement in addressing poverty, hunger, and health concerns.

meetings to involve stakeholders. In addition to monthly Hunger and Nutrition forums and regular Task Force meetings held during the first year of the project, the grantee hosted a Summer Lunch Summit and convened Roundtable sessions with farmers, job developers, federal and county staffers working on food issues, and consumers.

3. The grantee focused on expanding the use of federal nutrition assistance programs and on tying them more extensively to local agriculture.

A. The grantee initiated monthly meetings with county food stamp staff to review policies that inhibit food stamp enrollments. Two Congressional Hunger Fellows were placed with the grantee to bolster food stamp outreach efforts.

The Summer Lunch Summit drew 70 meal sponsors in the region to help identify and develop additional feeding sites for children during summer vacations and for those “off-track” in year-round school schedules. The project also promoted school breakfast and after school snack programs and coordinated with Head Start to improve child care food programs.

B. During year one, monthly public forums were held to publicize the project and its assessment work. Two news conferences were held and the school district, at the request of the grantee, appointed a diverse, 25-member Healthy School Environment Policy Committee, which the grantee was charged with convening.

Also in year one, the Healthy School Environment Policy Committee of the Fresno Unified School District (the state’s fourth largest district) confirmed plans to adopt wellness policies well ahead of federal

requirements to do so.

PROJECT SELF-SUSTAINABILITY

The local food assessments being carried out by the grantee are designed to lay the groundwork for development of a Food Policy Council, which can continue the work started by the project. In addition, involving grassroots community members in conducting the neighborhood assessments means that the people who will benefit from improved access are participating in creating that access, a scenario that should, long-term, help take the project to its next stage.

GRANTEE ANNUAL REPORT FORMAT

Fort Berthold Farmers' Market and Nutrition Project

Parshall Resource Center

Parshall, ND

Fiscal year 2003 grantee, funded at \$150,000 for three years

Project goal: To establish a permanent, sustainable network of gardens, markets, and nutrition-related activities and practices that will correct, in part, current dietary, employment, job skills, economic, and social needs of rural Native American communities.

Objectives:

1. Establish large fruit and vegetable gardens that revive the use of traditional seeds for three segment sites located east of "the river" in the rural communities of New Town, Parshall, and White Shield.
2. Expand the current emergency food pantry at the Parshall Resource Center with the addition of fresh produce and preserved garden vegetables.
3. Educate, empower, and nurture a viable workforce of paid and volunteer community members, including summer youth, elders, community service workers, assistance recipients, and faith-based organizations and individuals.
4. Develop and implement a voucher system to be utilized by individuals and referral agencies to include the WIC Program, North Dakota EBT, and others.
5. Develop a traveling healthy foods kitchen and fresh produce stands/tents to be scheduled at community, cultural, and educational events for direct marketing purposes.
6. Establish an extensive network and infrastructure for collaborative wellness efforts based on the use of fresh and preserved fruits, vegetables, and other foods.
7. Improve local dietary practices to increase the consumption of fresh and preserved fruits, vegetables, and traditional foods to address health, morbidity, and mortality concerns.
8. Research and investigate the feasibility of a physical plant for the project, including central office, storefront grocery, and greenhouse.

Project Self-Sustainability:

What efforts have been made for the project to become self-sustaining following the termination of federal funding?

Community Food Projects

GRANTEE ANNUAL REPORT SUMMARY

Farm to School Program

Los Angeles Leadership Academy, Los Angeles, CA

FY2003 grantee funded at \$100,000 for three years

Report received January 14, 2005

Project goal: The grantee, a new charter school with a middle school student population that is almost exclusively children of color, intends to implement a farm-to-school project that will purchase produce directly from area small farmers, support a rooftop garden to provide produce for the kitchen, encourage better nutrition through parent education, offer job training to unemployed parents, support farmers' markets, allow children to assist in community food assessments, and achieve self-sustainability through an income generating activity, such as a catering service or value-added production.

OBJECTIVES

Proposed

1. Expand the farm-to-school program for the Academy.

A. Evaluate kitchen equipment and staffing needs.

B. Upgrade, repair, and purchase equipment, as needed.

C. Hire and train additional staff, as necessary.

D. Send food overages from the cafeteria and catering services to Immanuel Presbyterian Church's food outreach

Performance

1. The grantee opened a new high school campus in year one, adding to the Academy's facilities.

A. The grantee evaluated kitchen needs for its middle school and purchased equipment, such as a salad bar, hot table, stove, and ovens.

B. The equipment necessary for on-site preparation of fresh foods, as well as for daily salad and fruit bar offerings, was obtained.

C. An additional cook, the parent of a student, was hired, trained, and licensed. Four employees at the middle school received food handler's certifications. A full-time accountant was hired for the Nutrition Services Department.

D. Leftover food is provided to the food pantry at Immanuel Presbyterian Church.

program.

2. Use the project to support local farmers.

A. Purchase locally grown, farm fresh produce for use in the farm-to-school meal program.

B. Disseminate information about farmers as part of student-created food needs and resources.

3. Support urban agriculture in the rooftop garden through self-sustainability and environmentally safe practices.

A. Students and volunteers will construct and maintain the Cesar Chavez Rooftop Garden.

B. Gardening will be linked to the nutrition curriculum.

C. Student-led tours of the garden will be available to interested parties.

D. Regular family garden days will teach container gardening techniques.

E. Master Gardeners will use the garden to demonstrate environmentally responsible methods.

4. The project will encourage better nutrition through education.

A. The Nutrition Network will teach

2. The grantee's farm-to-school program is designed to assist local farmers.

A. The farm-to-school program operated in cooperation with the Hollywood Farmers' Market.

B. Students participating in the rooftop garden program received information about farmers and relevant farm issues.

3. The rooftop garden was an important part of the overall project and was maintained on a regular basis by students under the guidance of a Master Gardener.

A. The garden was constructed by students, parents, and community volunteers and provided vegetables and herbs for use in the grantee's kitchen.

B. With the assistance of the California Nutrition Network (CNN), daytime and after-school classes were offered for students and parents.

C. Tours of the garden were given upon request and the garden was profiled in a regional magazine.

D. The CNN taught popular container gardening classes to students and parents.

E. Environmentally responsible gardening was practiced under the tutelage of the Master Gardener.

4. Cooking instruction was offered as part of the project in year one.

A. CNN taught five bilingual classes from low-fat cooking to healthy holiday

five night-time classes or cooking demonstrations.

B. Nutrition and food security curricula will be researched, obtained, and implemented, integrated into various subject areas.

5. Focus community self-sustainability on job training and placement for unemployed parents.

A. St. Joseph Center will train and place parents in jobs at the Academy and other locations.

B. Kitchen staff trained through St. Joseph will have access to the Center's summer job placement services.

C. The Parent and Family Services director will research and disseminate job training and educational information.

6. Define local food resources and link them to the school community.

A. Conduct a community food assessment as part of a 9th grade service learning project and distribute the results to businesses, agencies, and families.

B. Strengthen links with local government and Chamber(s) of Commerce.

C. Acquire a bus to take families and students to farmers' markets and farms.

D. Implement a monthly or bi-

meals.

B. A food safety course is being offered to students annually.

5. The project provided advantages for both students and their parents.

A. Six parents worked in the grantee's kitchen and received training and certification, in addition to a living wage and benefits.

B. Parents had access to summer job placement services and the grantee worked to create summer programs to provide ongoing employment.

C. The Family Services Director provided employment and educational information.

6. The grantee is involved in community activities that will be enhanced in future years.

A. As the high school just opened during year one, the community food assessment had not yet been performed.

B. Contact with local elected officials is ongoing.

C. Parents initiated fundraising for the funds necessary to purchase a school van that was used for field trips other than to the farmers' market, which is located within one block of the school.

D. School families have ready access to a farmers' market near the school.

monthly market trip to help families access local produce.

7. Demonstrate and disseminate best practices to education and community-based organizations.

8. Build school-community coalitions for resource sharing and input.

A. Publish a parent directory to facilitate family linkages.

B. Hold meetings at the end of each school year to involve stakeholders in planning, implementation, and evaluation.

C. Insure the availability of the Family and Student Services director to hear concerns and find solutions.

9. Ensure self-sustainability for the farm-to-school program.

A. Develop a business plan for a catering service and microenterprises.

B. Research marketing strategies.

C. Develop a catering service business.

D. Train and hire parents for the business.

E. Encourage community input,

7. The grantee's Kitchen Director will be consulting with other schools operating similar programs for coordination and enhancement.

8. The grantee will be reaching out to the community for coordination of activities and coalition-building.

A. The parent directory was not completed in year one.

B. In year one, rather than a meeting, a survey was distributed to families to capture useful information for planning purposes.

C. The grantee's administrative team meets regularly to discuss and resolve issues and concerns.

9. Sustainable operations have been initiated.

A. The Nutrition Services section began in-house catering in year one to provide meals for grantee events.

B. Current facilities will not support expanded catering operations at this time. A larger facility is being investigated for the future.

C. During year one, the grantee was occupied in providing three meals a day to students and did not have the capacity to expand into a larger catering business.

D. This objective was not addressed in year one.

E. This objective was not addressed in year one.

including a recipe contest.

F. Host and cater the grantee's annual fundraising event.

F. The grantee did hold an annual dinner event that was catered by the kitchen staff.

PROJECT SELF-SUSTAINABILITY

The grantee is successfully developing a self-sufficient, health-oriented food system for its students, along with parental involvement and opportunities, including jobs. Future plans for a school-based catering business will help the project attain self-sustainability in the long run.

GRANTEE ANNUAL REPORT SUMMARY

MISSING LINK: Using Conventional Distribution Systems to Serve Low-Income Consumers With the Freshest Locally Grown Produce Available

Red Tomato, Inc., Canton, MA

FY2003 grantee funded at \$150,000 for two years

Report received December 10, 2004

Project goal: The project will provide a channel for locally-grown produce to reach places where low-income people shop through normal, commercial distribution networks. The non-profit grantee will work with farmers and a large regional supermarket chain to bring fresh fruits and vegetables into markets more accessible for low-income residents.

OBJECTIVES

Proposed

1. Provide thousands of low-income residents in the Boston area with a sizable and steadily growing supply of the region's freshest, locally-grown fruits and vegetables in the places they already shop for food by creating and managing distribution partnerships with supermarkets and a food service purveyor(s).

A. Create and manage distribution partnerships with independent trucking companies and Stop & Shop (S&S) supermarkets and City Fresh (CF) Foods, two primary local suppliers, utilizing their distribution infrastructures.

1. Make an annual plan with Stop & Shop.

2. Make an annual plan with City Fresh Foods.

Performance

1. The grantee was successful in working with retailers and food service purveyors to purchase and distribute locally grown fruits and vegetables and make them available for sale in locations where low-income shoppers go to buy food on a regular basis. This system provided advantages to farmers, retailers, and consumers.

A. The grantee reached agreement with S&S early in the first year for branded products shipped through the S&S system. However, the agreement had to be re-negotiated after S&S built a new warehouse and changed their distribution system.

1. The revised arrangement established a direct store delivery program for a product line of fruits and vegetables sold through five stores in low-income communities.

2. In year one, CF purchased small apples for its food service operations, but prices paid were low and transportation problems arose. An alternative

3. Make verbal agreements and plans with independent truckers.

4. Manage the flow of locally-grown fruits and vegetables.

B. Promote the availability of locally-grown produce, and the health benefits of eating fresh produce, both through community agencies and schools, and inside participating stores and food service purveyors.

1. Make and implement community outreach plans with participating WIC agencies, public schools, cooperative extension, and Tufts School of Nutrition.

2. Make and implement plans for promotion in Stop & Shop stores.

3. Make and implement plans for promotion to City Fresh customers.

C. Ensure steady growth in the supply of produce reaching low-income

transportation solution was found, however, before the end of the year.

3. The initial utilization of independent truckers was curtailed after CF worked out a way to move the product locally after it was received from the farmer.

4. Weekly manager meetings aided in managing the flow of local produce.

B. Educational presentations on locally-grown produce and healthful eating were made in a variety of venues during the first year of the project.

1. Five fruit and vegetable tastings/demonstrations were conducted by an intern for the grantee at WIC offices with very positive results. About 200 women and children were reached this way. In addition, apple events were conducted for third grade students at three schools in low-income areas. Presenters from Tufts University joined grantee staff in making the school presentations, which generated enthusiasm among the students. At both the WIC offices and the schools, participants were given fresh produce to take home.

2. Throughout year one, the grantee continued to strengthen relationships with S&S produce managers and monitor product quality in the stores.

3. The grantee took one class of ninth graders attending a school that was a CF customer on a field trip to an apple orchard and followed up with in-school lessons.

C. The grantee conducted ongoing evaluation with its retail partners in year one

residents in the Boston area through Stop & Shop and City Fresh each year through ongoing evaluation, improvement of service, and product planning with farmers.

1. Conduct a perpetual informal evaluation of the project through routine phone conversations with Stop & Shop trade buyers, with City Fresh managers, and with farmers.

2. Formally review and renegotiate the parameters of the project once a year with participating farmers, community partners, and distribution partners, with an eye to improving service to low-income consumers, and increasing the sales volume.

2. Provide 25 small- and medium-sized Northeast fruit and vegetable farmers with sizable and steadily growing wholesale markets in which their products are valued and identified as locally-grown, and to provide them with a satisfying financial return.

- A. Establish the right price relationships along the entire supply chain to meet the requirements of supermarkets and food service providers, so that family farmers are satisfied with the price they receive and so that Red Tomato can cover its operating cost and achieve self-sufficiency.

1. Hold dignity pricing discussions with farmers, a planning tool the grantee developed to explore and set agreeable prices with farmers.

2. Obtain agreement on a

to assure quality service. S&S store managers liked the local produce, reported strong sales, and noted that produce quality was better than what they received through their own warehouse system.

1. Grantee staff made weekly calls to S&S store managers for evaluation purposes and kept in regular contact with CF managers and farmers.

2. Annual contacts with retail partners and farmers kept the project working smoothly. Sales were slightly higher than expenses at S&S during year one, with an average of \$7,000 in sales for each store in a low-income neighborhood; \$35,000 overall. In addition, there were \$137,000 in sales to the S&S warehouse.

2. Analysis of year one operations caused the project to narrow its scope somewhat to concentrate on fewer products and fewer farmers (decreasing from over 30 to 20), in order to increase sales for the amount of labor and funds invested.

- A. The project was successful in its first year in increasing local trade and sales of fresh produce. Sales covered operating costs by a slim margin. Discussions with customers helped refine the details of the program in regard to products, distribution, pricing, and promotions.

1. The grantee held two all-grower meetings during the winter of year one – one with tree fruit growers and one with tomato growers – to discuss plans, strategies, product mix, expected volumes, and pricing. Consultations continued on an individual basis.

pricing proposal from Stop & Shop and City Fresh.

B. Develop the right mix of products, with the appropriate packaging, branding, and promotional attributes that satisfy project goals and customer needs.

1. Make the annual product plan; align farmers and customer desires.

2. Project product volume, sales, payment returns, and prepare working capital plan.

C. Develop new evaluation tool to measure farmers' satisfaction toward prices received and toward their overall satisfaction with the project.

1. Develop, test, and use new evaluation tool.

3. Create an economically viable model of distribution and promotion that other organizations and projects can learn from and replicate.

A. Lower the overhead and variable costs of getting locally grown produce to low-income consumers.

1. Develop the Missing Link, distribution channels that utilize others' infrastructure.

B. Document the project costs, income, and systems in a manner that can be readily reported and shared with other organizational and project leaders.

1. Align internal reports

2. Plans were presented to both S & S and CF during year one. Agreements were reached, as noted above.

B. The grantee conducted ongoing surveys of growers and consumers, as well as analyses of sales, to help the project function smoothly.

1. The grantee made annual program and financial plans to meet farmer and customer preferences.

2. Working capital plans resulted from meetings and ongoing consultations with growers.

C. The grantee developed an evaluation questionnaire for farmers in order to learn more about their reaction to and involvement with the project.

1. The evaluation tool, or questionnaire, was implemented in year one.

3. The project was focused on designing a viable and replicable model for the expansion of local sales and trade.

A. Local sales for year one were reported at \$403,000; gross sales for all trade down exceeded expectations but was down slightly from the previous year. However, local trade increased 128 percent.

1. The grantee's model of utilizing other commercial distribution systems was successful in its first year.

B. Project costs were reported and analyzed thoroughly. Income and costs were tracked in five major categories.

1. The detailed tracking and

generated from produce database at Red Tomato to the reporting needs of the project.

C. Disseminate lessons learned, successful and unsuccessful aspects of the model, and the financial profile through national and regional conferences.

1. Missing Link project leader and grantee employees speak at regional and national conferences.

reporting aided the grantee in training staff and implementing a sound management system for following operational and administrative expenses.

C. The grantee submitted a chart, along with its annual report, that listed “lessons learned” and how they were disseminated.

1. The grantee presented information on the project to at least 13 regional and national meetings.

PROJECT SELF-SUSTAINABILITY

The project is well on its way to becoming self-sustaining, in that a roster of growers willing to sell produce locally has been developed and that relatively secure markets with commercial grocers have been established, contracted, and maintained. The project (and program) objectives of promoting and utilizing local foods are being accomplished.

Community Food Projects

GRANTEE ANNUAL REPORT SUMMARY

Urban Detroit Agriculture and Education

Capuchin Soup Kitchen, Detroit, MI

FY2003 grantee funded at \$150,000 for two years

Report received December 6, 2004

Project goal: The project will advance urban agriculture in Detroit through home and community gardens, with activities that will include tilling services, seed saving, seedling production, gardening workshops, community tool banks, resource centers, and model gardens.

OBJECTIVES

Proposed

Performance

1. Increase household food security through home and community garden food production.

1. During the first year of the project, the grantee, in partnership with the MSU Extension and two non-profit organizations, launched a garden resource program to aid community and backyard gardeners. In year one, a total of 300 households at 33 community gardens and 47 family gardeners participated in the project, resulting in the cultivation of over 24 acres in the city.

A. Work with partners to develop a system of communication, leadership, and service delivery.

A. The grantee and its partners implemented a communication system based on city-designated "planning clusters," to encourage gardeners to work together. Of ten such clusters within the City of Detroit, the four with the largest number of active gardeners were selected for the delivery of services.

B. Develop a brochure and other public relations materials to describe the program and services.

B. Information and gardener applications were developed in year one to facilitate project enrollment.

C. Begin advertising services.

C. The grantee developed promotional materials in year one to publicize the project and services offered.

D. Send informational materials to Farm-A-Lot mailing list.

E. Order seeds and plant materials.

F. Establish resource centers in each Detroit Agriculture Network (DAN) neighborhood cluster.

G. Teach neighbors how to use, maintain, and track tools and equipment.

H. Create a tilling schedule.

I. Distribute seeds, instructions, and phone networks.

J. Perform small-scale tilling services and distribute survey.

2. Foster agriculture, nutrition, ecology, and food system education among youth and adults.

A. Develop an urban master gardener curriculum.

B. Arrange for workshops with volunteer speakers and lecturers.

C. Send informational materials to

D. Farm-A-Lot participants were among those notified of the project's operation.

E. In year one, nearly 1,900 packets of seed were ordered and distributed. In addition, the project conducted soil testing, and distributed compost, wood chips, and coffee bags to gardeners.

F. In year one, each of the four planning clusters made progress toward choosing a leader and establishing a neighborhood resource center.

G. Project staff and numerous volunteers taught gardening techniques. Approximately 60 tools were delivered to one of the resource centers.

H. A tilling schedule was created to maximize services to gardeners.

I. As noted above, approximately 1,900 packets of seeds were distributed to gardeners, as were some 20,000 locally grown plants.

J. Twenty-five gardens were tilled or plowed in year one.

2. The grantee and its partners organized educational opportunities for community and backyard gardeners.

A. The proposed curriculum was not developed during year one.

B. A "Fall and Winter Garden Series" and a "Summer Topics in Gardening" series were offered, consisting of a total of 10 workshops. Up to 40 people attended each workshop.

C. Informational materials were

publicize the workshops and recruit participants.

D. Operate an urban master gardener program.

E. Organize hands-on learning opportunities for both youth and adults.

F. Advertise hands-on learning opportunities to schools and youth and community organizations.

G. Conduct at least 14 hands-on learning opportunities and tours annually.

H. Assist at least five community gardening programs in integrating a youth education component.

3. Create an anchor and destination for urban agriculture in Detroit.

A. Work with project partners to aid City representatives in developing roles and responsibilities.

B. Survey neighborhoods regarding the Farm Park concept.

distributed to publicize the workshops.

D. The master gardener program did not operate in year one.

E. Workshop topics included composting, canning, rain barrels, grant writing, youth gardening, and project planning. The grantee also conducted four youth and 11 adult canning workshops, seven planting demonstrations, two harvesting demonstrations, and two seed saving demonstrations in year one as part of its Growing Healthy Kids program.

F. Outreach was conducted for youth at school and those involved with community groups.

G. See section E. above.

H. See section E. above.

3. The grantee and numerous partners met throughout year one as an advisory committee to organize, design, and plan concepts for the Romanowski Farm Park. Nearly a half million dollars was raised for the project, with construction slated to begin in year two, starting with a playground, teaching gardens, an outdoor classroom, and athletic fields.

A. The City Recreation Department is supporting the Farm Park idea and other partners, including schools, MSU, social service organizations, and the grantee, are contributing.

B. Two community meetings in year one solicited input on Farm Park

C. Test soil for possible contaminants and perform soil remediation as necessary.

D. Secure water, fencing, and perennial plants.

E. Make tours and hands-on learning experiences available.

F. Produce vegetables and value-added products for distribution to low-income outlets.

4. Strengthen community collaborative capacity for project sustainability.

A. Identify training and leadership opportunities for leaders of partner organizations.

B. Conduct public relations campaigns semi-annually.

C. Recruit at least 25 new members for DAN.

D. Organize a marketing cooperative for groups involved in the project.

components and activities. The Farm Park will include cover crops, an orchard, vegetable gardens, and other features.

C. Soil samples tested in year one from the proposed Farm Park land found no heavy metal contamination.

D. Regular farm amenities are planned for the site. An irrigation system will be installed in year two.

E. The Farm Park will offer such hands-on opportunities as orchard planting and vegetable production. There will also be a playground and teaching garden.

F. Vegetables produced in the first year were distributed at low-income health clinics. Four value-added products were developed and marketed in year one, including honey, jam, hand balm, and spice blends. A farmers' market will be added as a sales outlet for these products.

4. Concrete steps were taken in year one to enhance project sustainability.

A. An interim board of directors was formed in year one and met throughout the year. Actions were taken to incorporate DAN and establish non-profit status.

B. Outreach and public relations efforts in the first year included garden tours, production of a newsletter, and a leader training workshop.

C. Though DAN is growing, membership numbers were not reported by the grantee.

D. New market outlets are being explored, with assistance from the local food bank, the state Department of Health, and

local churches.

PROJECT SELF-SUSTAINABILITY

A grant was received from the Kellogg Foundation to further project activities. The new DAN board of directors will assume primary responsibility for continuing the gardening activities following the termination of CFP funding.

Community Food Projects

GRANTEE ANNUAL REPORT SUMMARY

Southwest Community Food and Agriculture Outpost

Farm to Table, Inc., Santa Fe, NM

FY2003 grantee funded at \$190,000 for two years

Report received May 25, 2005

Project goal: This project seeks to build a network of food policy councils in four states – Arizona, Colorado, New Mexico, and Utah – with their main focus upon the increased use of local foods through expansion of farmers’ markets, farm-to-school mechanisms, and other delivery systems promoted by the project. A health and wellness program, newsletter for growers, and conference scholarships for low-income consumers will also be part of the effort.

OBJECTIVES

Proposed

1. Develop and enhance innovative linkages between non-profit and for-profit sectors in Arizona, Colorado, New Mexico, and Utah.

A. The project will assist in the development and enhancement of farm and ranch marketing opportunities in the four states in collaboration with the Southwest Marketing Network.

B. Conduct 16 training and technical assistance “Collaborative Working Sessions.”

C. Convene two conferences serving farmers, ranchers, organizations, agencies, and community and regional projects.

Performance

1. The grantee worked in all four states to assist organizations and communities in developing farmers’ markets, marketing traditional Native foods, promoting local, sustainable foods, establishing food policy councils, and implementing farm-to-school programs, among other activities.

A. The Southwest Marketing Network aided in the development of six new farmers’ markets during year one – two in Colorado, three in Arizona, and one in New Mexico.

B. First year activities included the provision of more than 50 training and technical assistance collaborative working sessions (over three times the number anticipated) to 470 individuals.

C. The grantee assisted, during year one, in conducting the 4th Annual Small Farm Conference in Colorado, the Southwest Marketing Network Conference in Arizona, and the 2nd Annual Utah’s Own Conference

D. Collect articles, resources, and information for a quarterly newsletter.

E. Provide materials for the Southwest Marketing Network website.

2. Build the long-term capacity of communities to plan, develop, and enhance new and existing food and agriculture policy initiatives statewide as a four-state Southwest collaborative.

A. Provide initial start-up support for food and agriculture policy initiatives in Arizona, Colorado, New Mexico, and Utah.

B. Conduct one training seminar in each of the four states.

C. Provide assistance for each state to conduct a minimum of eight community-based stakeholder meetings.

D. Hold one, annual four-state training meeting.

3. Coordinate and conduct a food and

in Utah.

D. The grantee published six newsletters in year one that were distributed to more than 3,000 recipients.

E. The grantee did not address web site development in its annual report.

2. The project assisted all four states in the development of policy initiatives during year one, tailored to the needs of different communities.

A. In year one, the grantee provided two trainings in Arizona that resulted in three regional and three Tribal community food policy groups. A Colorado training helped initiate five regional food policy groups. The already-developed New Mexico Food and Agriculture Policy Council increased its capacity with input from the grantee. The Utah Food Strategy Team focused on developing and implementing a “buy local” campaign.

B. As noted above, trainings on various topics specific to local needs, were held in each state in year one.

C. Numerous stakeholder meetings were held on community-based topics during the first year, with over 50 local level working sessions provided.

D. The Southwest Marketing Network conference held in Flagstaff, AZ in year one involved 149 attendees. Four policy-building sessions, a food assessment workshop, and a policy workshop at the conference attracted more than one-third of participants.

3. In addition to the food assessment

agriculture system assessment in each of the four states.

workshop held at the Flagstaff conference mentioned above, the New Mexico Food and Agriculture Policy Council organized to conduct a statewide food assessment in year one, Northern Arizona completed a food assessment, and Colorado and Utah initiated discussions to undertake assessments.

PROJECT SELF-SUSTAINABILITY

The project itself is an organizing vehicle, not necessarily striving for self-sustainability. However, various activities spawned by the project – such as farmers’ markets, food policy councils, and buy local campaigns – are designed to continue after federal project funding ends.

Community Food Projects

GRANTEE ANNUAL REPORT SUMMARY

West Oakland Food Project

Environmental Science Institute, Oakland, CA

FY2003 grantee, funded at \$225,000 for three years

Report received December 6, 2004

Project goal: The project, a collaboration of nine organizations, addresses linkages, economic development, and improved access to healthful foods through: support of a farmers' market; the development of local corner stores; conversions of liquor stores into groceries; planning for a cooperative market; support for neighborhood farms; and pilot school and church-based community supported agriculture programs.

OBJECTIVES

Proposed

1. Establish a viable, self-sufficient farmers' market that reflects and meets the cultural needs and expectations of the local community.

A. Provide support for small, family farmers who do not have access to other markets and who are committed to responding to community needs and sustainable farming practices.

2. Provide business and entrepreneurial opportunities and entrepreneurship training.

Performance

1. The Mandela Farmers' Market was established in year one and operates every Saturday with approximately four farmers, jewelry vendors, and local home-based businesses. Food stamp EBT cards are accepted at the market. Efforts are ongoing to attract more farmers, vendors, and customers.

The grantee engaged in extensive outreach – coupons, donation of produce boxes, distribution of fliers in the neighborhood, advertisements, etc. – to increase customer traffic with modest results.

A. The grantee is in the process of forming the Inner City Farmers' Market Association to develop and promote additional sales venues for farmers using the Mandela market. The grantee purchased a walk-in refrigerator in year one to help store and distribute produce in the area.

2. The project provided assistance in year one to two youth to begin a sewing business

making shopping bags and aprons. Assistance was also provided to a local baker to sell baked goods at the market.

A. Aid small scale entrepreneurship for harvesting and selling from neighborhood farms at the farmers' market, including foods, herbs, flowers, starter plants, and compost.

B. Assist large school entrepreneurship through business planning, marketing, outreach, and education to support existing corner store businesses and cooperative markets.

C. Assist in the conversion of liquor stores into groceries with business planning and development, market research, outreach and education, a technical assistance.

3. Support the establishment of a neighborhood farm on every block.

4. Develop relationships with established institutions.

A. The project is providing guidance, materials, and support to young entrepreneurs. Other opportunities for the sale of value-added products are being promoted.

B. Three activities are being pursued under this objective: a cooperative market; large-scale produce distribution; and a food box program similar to a CSA. The SoulFoods Cooperative is being pursued with a grocery partner and a store location is being sought in a publicly-financed, mixed-use development. Produce distribution is being investigated in conjunction with another local, full-service grocery, with other stores and restaurants being developed as potential customers. A small-scale box program was begun near the end of year one and a staff person hired part-time to run it.

C. A pilot liquor store was identified in year one and the grantee is working with the owner to increase fresh and healthful food choices offered. Produce sales have more than doubled as a result of the effort.

3. This objective was not a top priority in year one, as additional funding was sought. However, the grantee did contribute funds to turn one vacant, blighted lot into a playground and garden. Community planning is proceeding for the effort and other potential properties are being evaluated for conversion to Greenspaces.

4. During year one, positive working relationships were established with the county health department, senior facilities, education organizations, a college, and a church.

PROJECT SELF-SUSTAINABILITY

The centerpiece of the project, the farmers' market, was still being subsidized by the grantee at the end of year one. Additional farmers, other vendors, and more customers will be needed to make it viable and free-standing. Start-ups of small and large businesses will continue, along with neighborhood greening efforts, to maintain the benefits of the project following the termination of federal funding.

Community Food Projects

GRANTEE ANNUAL REPORT SUMMARY

Growing Farms – Growing Minds: The Burlington School Food Project

Shelburne Farms, Shelburne, VT

FY2003 grantee funded at \$175,000 for three years

Report received January 3, 2005

Project goal: Partners in this project will develop new farm and food educational opportunities and improve school meals through: the establishment of a Food Council to conduct an assessment of the school and develop a purchasing policy; marketing, production, processing and distribution of local foods; and community gardens and food production attuned to school needs.

OBJECTIVES

Proposed

Performance

1. Build the capacity of the community of Burlington to better meet the food needs of the low-income student population.

1. The City of Burlington's Legacy Project was the lead partner for capacity-building initiatives undertaken in year one.

A. Establish a school Food Council for Burlington to address local food security and food system needs.

A. The project established a multi-stakeholder Community Food Council (CFC) in year one to: build knowledge and experience; develop food appreciation and access; and further local food systems. Activities to accomplish these ends included interviews, surveys, and focus forums.

B. Conduct a community food assessment

B. Buoyed by the enthusiasm and work of a diverse group of stakeholders, a thorough (66 pages plus appendices) assessment document was drafted during the first year of the project.

C. Implement a School Food Policy and Action Plan

C. The community food assessment will provide the foundation for a sound, realistic, and detailed School Food Policy and Action Plan in year two.

2. Increase awareness of and encourage healthy food choices for Burlington school children and their families.

2. The grantee and three project partners – Vermont FEED, the Intervale Foundation, and the Sustainable Schools Project (SSP) –

A. Facilitate planning and coordination between education stakeholders.

B. Survey students to research and test menu options for a healthy student menu.

C. Train a cadre of volunteers to support teachers and after-school program instructors in food, farming, and nutrition education.

3. Support Burlington School District in implementing a school food policy that provides greater opportunities for use of food from local farms.

A. Strengthen the farm/school infrastructure through collaboration on an entrepreneurial Food Enterprise Center.

B. Work with school food services in an elementary and middle school to support purchase and use of foods directly from farmers in the community.

provided leadership in year one for the development and implementation of appropriate educational activities for school children and their families.

A. Vermont FEED conducted a 10-week mentoring program for middle and elementary school students, along with a summer institute for teachers and food service personnel. The SSP offered a Food Fun Science Camp for 60 students and 10 teachers during the summer of year one. A summer gardening program for low-income students was also available.

B. A Burlington School Food Committee was formed to coordinate efforts at the middle and elementary schools and helped involve more than 675 students in taste tests of new products – from carrot muffins to squash soup – to assess student food preferences.

C. The grantee reported that the community at-large supported the project and that volunteers, teachers, and others became involved in food security concerns.

3. The District's food service director and staff were substantially involved in education and student awareness activities during year one.

A. A Food Enterprise Center was not addressed in first year activities.

B. Baseline data on what local farmers could supply to the School District were captured in a detailed Feasibility Report prepared in year one. The report concluded that it would be necessary to build farm to school connections over time and to change menus or raise meal prices in order to achieve the volumes necessary for local farm

purchases.

C. Support a half-time Education Coordinator to insure long-term sustainability.

C. This objective was not addressed in year one.

PROJECT SELF-SUSTAINABILITY

A third-party evaluation of year one activities (by the Center for Rural Studies at the University of Vermont) provided in-depth assessments of all project objectives. The evaluation documented increased awareness of local food and the “buy-in” from community stakeholders and school food service personnel. Recommendations were made to keep stakeholders active, increase community awareness, increase farmer involvement, and enhance communication to help sustain the project in the long run.

Community Food Projects

GRANTEE ANNUAL REPORT SUMMARY

New American Sustainable Agriculture Project

Coastal Enterprises, Inc., Portland, ME

FY2003 grantee funded at \$200,000 for three years

Report received December 5, 2004

Project goal: Focused on aiding immigrant populations in the Lewiston area, the project will develop a program to support immigrant farmers in transitioning to sustainable agriculture, enhance food production and preservation through establishment of a community kitchen, community gardens, and farmland, and support innovative marketing activities.

OBJECTIVES

Proposed

1. Develop a comprehensive farm program to assist recent immigrants with farming backgrounds to successfully transition to be sustainable farmers.

A. Complete development of a holistic farm training program will be documented and evaluated by the end of year one.

B. Hire training farm manager by the end of six months.

C. Establish a permanent immigrant farm training site by the end of year two.

Performance

1. During year one, the grantee explored avenues to successfully outreach and train immigrants with farming backgrounds to operate successful agricultural enterprises in the U.S.

A. The project director and farm manager attended agricultural business classes and made field trips during year one to advance their operational knowledge. The grantee contracted with an Extension educator for training and curriculum development to enhance one-on-one training with project participants. The project also received another USDA grant to hire a training coordinator.

B. An experienced farmer who is a native of Honduras was hired as farm manager within the first six months. He has excellent farming skills and coordinated training throughout the first growing season.

C. A location for a permanent training site was identified during year one. Arrangements to use the nearly 100-acre site

D. At least 12 farmers will have whole farm plans, including business and marketing plans, by the end of year one.

E. Develop a comprehensive land identification and access resource by the end of year one.

2. Increase the capacity of the immigrant and low-income communities to provide for their own food needs and the food needs of the larger community.

A. Transition at least 24 immigrant farmers into production operations during the project.

B. Increase food production in Lots to Garden and Hilltop Community Gardens by expanding sites and food production by 20 percent by the end of year two.

C. Access more culturally appropriate and fresh foods for the Good Shepherd Food Pantry by directing produce donations to the pantry.

D. Link immigrant farmers and low-income and immigrant consumers through federal nutrition programs.

E. Increase the availability of fresh and culturally appropriate foods in local ethnic markets.

3. Link low-income rural producers and small-scale urban processors by infrastructure enhancements that enable them to increase local food production.

were successfully negotiated with the owner.

D. It took more time than expected for participants to establish reasonable farm plans. This objective has been revised to have six to eight farmers generate income from farming in year two.

E. The Extension educator developed a survey to circulate to farmers and landowners.

2. Immigrant farmers had modest success during year one in meeting their own food needs and supplying food for members of their community.

A. This goal is still expected to be achieved within the three-year project period.

B. The two gardens combined produced approximately 8,000 pounds of food in the first year of the project.

C. The project donated about 1,000 pounds of produce to the Food Pantry plus 700 pounds to two other emergency food operations.

D. WIC Farmers' Market Nutrition Program coupons and food stamp EBT benefits were accepted at the new Lewiston Farmers' Market.

E. Fresh produce from the project was sold at Latino bodegas and Somali restaurants in Lewiston and Portland.

3. Partnerships with individual growers and other organizations were formed to advance this objective.

A. Preserve existing farmland and create new farms by preserving or creating at least eight farms during the project period.

B. Establish a new farmers' market during year three of the project.

4. Create innovative marketing activities that mutually benefit agricultural producers and low-income consumers.

A. Increase production of Halal processed meat in Maine and develop a strategy to address demand by the end of year one.

B. Grow and process products new to Maine but in demand among immigrant populations.

C. Identify at least 20 new products and produce or process ten.

D. Test-market locally produced and processed products to generate income.

E. Develop marketing strategies and materials for new products.

F. At least two immigrant farmers will grow food that will be brokered to institutions through Farm Fresh Connections.

A. A partnership with a local farmer resulted in potential access to a 100-acre site for the development of farmsteads, but transportation and infrastructure concerns must be resolved.

B. A farmers' market in Lewiston was initiated during year one of the project. The market, located in an Empowerment Zone, was successful and has led to the conduct of a feasibility study, in conjunction with public and private partners, for a year-round market.

4. Producer and consumer connections are still being explored by project staff.

A. Cost-effective strategies for the production of meats meeting Halal standards were explored in year one, but not finalized.

B. New products using seeds that immigrants got from their home countries are being tested.

C. Several new products were produced and tested in year one with positive results.

D. Latino farmers made a salsa and a bean and tomato product that show promise for future sales.

E. The grantee's agricultural marketing program is exploring ethnic branding possibilities.

F. Immigrant farmers are expected to be working with Farm Fresh Connections in year two.

PROJECT SELF-SUSTAINABILITY

The project has revised its operations to implement an enterprise approach that will require contracts with participating immigrant farmers, detailing services offered by the grantee and results expected from participants. This new approach will hopefully increase participant retention, along with implementation of another USDA grant for outreach. Negotiations are underway for use of a greenhouse to abet extension of the growing season. Options to help participants raise animals (primarily goats and chickens) are being explored. Efforts to secure use of a production and processing kitchen are also being undertaken.

Community Food Projects Program

Grantee Annual Report Summary

Pride of the Prairie: Fostering Community Foods from the Ground Up

Land Stewardship Project

Montevideo, MN

FY2003 grantee, funded at \$127,000 for two years

Project goal: The project will develop and implement an extensive consumer education and marketing program, “Pride of the Prairie,” to promote local foods in retail and institutional settings in western Minnesota, including grocery stores, restaurants, and group homes. In addition, the project will aid low-income beginning farmers by providing training and greater access to viable markets for their products.

OBJECTIVES

Proposed

Performance

1. Research, develop, and establish a self-sustaining local food distribution service.

1. In year one, the grantee worked with a core group of 20 farmers to plan a workable, local distribution model under the name “PrairieGrown.:

A.. Cooperatively research existing local food distribution models.

A. The grantee and its core group interviewed and visited cooperatives and similar operations throughout the region and held a planning retreat to consider the information gathered.

B. Hire a Food Sales Coordinator.

B. A part-time regional sales coordinator was hired in year one to sell and deliver farmers’ products brought to a centralized location to area restaurants and cooperative grocery stores.

C. Hold widely publicized meetings and events to engage communities and present the findings and consensus from the distribution research models.

C. During the project’s first year, the PrairieGrown effort served local foods meals to more than 200 people in Wilmar and Alexandria, displayed at the University of Minnesota, Morris’ Spring Food and Farm Expo, and participated in other events to publicize the project.

D. Develop a business plan for and launch the distribution and marketing system.

E. Work with the University of Minnesota and food service distributors to include local foods in their student food service, catering, and cafeteria operations.

F. Develop e-commerce capacity into the project's web site.

G. Locate and investigate opportunities to sublease or time share existing certified kitchens.

2. Conduct an extensive communications and marketing campaign.

A. Plan and organize at least one large community food event.

B. Design and distribute point-of-sale materials.

C. Organize and promote in-store outreach events with farmers and local retailers.

D. Work with are religious congregations to increase the use of locally raised food.

E. Establish a pilot project to connect the newly established food distribution entity with area group homes.

D. Development of a business plan will occur in year two of the project.

E. The grantee worked with the University to provide two "all local" meals during year one. Sodexho, the University's food service manager, has begun purchasing local products through its distributors.

F. A local food directory and a PrairieGrown sell sheet are available on the grantee's web site.

G. Due to the press of other project activities, development of a shared-use kitchen was not investigated during year one.

2. The grantee and its core group of farmers is working to raise knowledge and awareness about the importance of the local food system.

A. Two large events – in Wilmar and Alexandria – were held in year one.

B. The grantee finalized a label and logo in year one and developed grocery store "shelf talkers." A shared label for PrairieGrown products is in the works.

C. These activities will occur in year two.

D. The grantee has been working with the regional ministerial association and participated in the local Crop Walk in year one.

E. Addressing this objective has proved challenging, but the grantee is exploring establishment of a farmers' market in a low-income neighborhood in Minneapolis.

3. Conduct targeted consumer education and farmer training activities.

A. Train and mentor young farmers.

B. Teach gardening skills to children and teach young families how to use fresh produce in cooperation with the Children's Gardening Program and others.

C. Sponsor events and classes that teach skills needed to make maximum use of fresh, local foods.

D. Train producers and purchasers to ensure that all licensing, food safety, and food handling requirements are being met.

3. Consumer education is a primary focus of the project. The possibility of combining a community kitchen with a teaching kitchen is being explored.

A. The project is cooperating with the grantee's "Farm Beginnings" program for new growers, which includes farmer forums on business planning, organic production, post harvest produce handling, and other topics.

B. The project's Children's Garden hosts over 500 visitors annually. In conjunction with project partners, gardening and cooking courses are offered in the community.

C. See section B. above.

D. The grantee is developing fact sheets on food safety, licensing, and food handling for general use, farmers' markets, and food sampling.

PROJECT SELF-SUSTAINABILITY

The long-term success of the project will be challenged by the high cost of land, the need to increase production capacity to meet consumer demand, and the need for food processing to offset the area's short growing season. But education of community leaders and elected officials is expected to help overcome the challenges and boost the local food economy.

GRANTEE ANNUAL REPORT SUMMARY

Mino-Mijim and Traditional Community Agriculture

White Earth Land Recovery Project, Ponsford, MN

FY2003 grantee funded at \$170,000 for two years

Report received February 3, 2005

Project goal: The project will help restore traditional Indian agriculture based on the corn-beans-squash gardening method. Project activities will increase production of heirloom crops through family and greenhouse production, in addition to local and national marketing initiatives.

OBJECTIVES

Proposed

1. Continue the food distribution program and expand it to the elders lunch program and the school lunch program, as well as traditional feasts.
2. Develop a reservation-wide collaborative initiative to enhance traditional food options and work with elderly nutrition programs, food shelves, and other programs designed to primarily serve the at-risk population to implement it.
3. Develop a broad set of educational and informational presentations related to diabetes and work with elders and community health programs to inform people as to their choices.
4. Strengthen local agricultural production in the Native community through a

Performance

1. In year one, the project distributed traditional foods to 176 individuals, most of whom are suffering from Type 2 diabetes. The grantee had an expression of interest from the Elderly Nutrition Program in using traditional foods for meal preparation and the project began to develop mechanisms to supply traditional foods for the Tribal School Lunch Program.
2. The grantee hosted numerous community meetings on organic gardening, heirloom seeds, and traditional agriculture based around the "Three Sisters" – corn, beans, and squash. Activities also centered around securing buffalo meat and harvesting and processing maple syrup.
3. In addition to community meetings and trainings, the grantee hosted the first annual Indigenous Farming Conference; staff participated in two other farming conclaves, and three youth and two adults attended a 10-day Permaculture design course in New Mexico.
4. The project aided in the promotion of traditional agriculture by constructing five

collaborative that supports traditional production practices.

5. Distribute a traditional foods cookbook to the community.

6. Conduct an annual workshop for young women to teach preparation of traditional foods.

7. Enhance the Tribal School lunch program to promote local buying and support local agriculture.

8. Build an ongoing feedback and evaluation system into the project.

greenhouses, 40 grow boxes, and providing garden tilling services to 100 community members in year one. A significant supply of traditional seeds was also procured and the grantee established a produce stand.

5. The grantee produced a 37-page book, *Food Is Medicine*, in year one to emphasize the use of traditional foods in healing.

6. The workshop was not held in year one.

7. The grantee is working on the development of mechanisms to supply and deliver traditional foods to the lunch program.

8. Participant feedback is provided through community events and training.

PROJECT SELF-SUSTAINABILITY

The project has generated a renewed interest in traditional Tribal agriculture and food use for preventive health measures that will be continued after federal funding ends. The restoration of Anishnaabe life-ways and knowledge will also help perpetuate the project. The establishment of the farm stand and a storage area for the distribution of food items will remain, too.