

*2000 Community Food Projects*

**Grantee 2003 Annual Report Summary**

**Project FIELD: Promoting Cross-Cultural Food Security in West Sacramento, CA**

Mercy Foundation  
Rancho Cordova, CA

FY 2000 grantee, funded at \$161,750 for three years

Report received December 5, 2003

Project goal: Project FIELD (Food Independence through Economic Literacy Development) proposes a cross-cultural community food security project to meet the needs of a diverse low-income community by building upon existing resources and structures, including school and community gardens, the traditional knowledge of immigrant populations, and a network of programs supported by the local school district.

**OBJECTIVES**

Proposed

1. Create and institutionalize an infrastructure to expand production and consumption of high quality, locally grown foods in West Sacramento through school-community gardens.

A. Hire a half-time immigrant parent with appropriate skills to manage each of two school-community garden sites.

B. Garden Managers will assign and monitor garden plots, oversee garden operations, coordinate use of garden food for the school, and coordinate parental

Performance

1. School-community gardens have been institutionalized at Evergreen and Westfield elementary schools with increasing numbers of plots and trained garden managers. Four types of gardens have evolved — parent garden plots, educational school gardens, collective school cafeteria gardens, and ornamental gardens. There were up to 50 garden plots at each school.

A. Part-time garden managers were hired for two school garden sites. At Evergreen Elementary, a Mien woman was hired, and a Hispanic woman was hired at Westfield and later replaced by an Hispanic man. They were all graduates of the FISH self-help program noted below, though for future projects an apprenticeship is recommended.

B. The garden managers have been successful at linking the school and immigrant parents in the community, while developing and maintaining the gardens,

involvement in the garden.

organizing family plots, and increasing parent participation. Garden teams, including the garden manager, teachers, Healthy Start staff, and language development specialists, have been formed at both schools and are functioning well, though more time has been spent in garden maintenance than in job training.

Garden sites included plots for families, teachers, and market gardening. Parents supported growing their own food, teaching their children, and gathering for special events. Teachers used the garden in their instructional programs and held a garden writing contest. Events utilizing the garden have included a school-wide Pumpkin Festival with educational activities and pumpkin soup served to children and ethnic food days. All these activities helped improve relations among the different ethnic communities.

C. Identify sustainable sources for Garden Manager positions.

C. Garden managers regularly identify needed improvements for the gardens and additional, outside resources were sought to meet needs the schools were unable to provide. No sustainable sources for funding the garden managers were found before the end of the project, although grant proposals had been submitted to two foundations.

2. Through the Families in Self Help (FISH) program, provide job training, employment, and/or economic development opportunities for immigrant and other low-income families through apprenticeships in school cafeterias, becoming garden managers, or becoming small farmers selling food to schools.

2. FISH has aided low-income families by providing job training, employment, and economic and educational opportunities for immigrant and other households, including English as a Second Language (ESL) and computer literacy classes.

A. A six-week program supervised by the school cafeterias — to include one apprentice per school in year one and two

A. The planning for food service training programs was initiated in year one and a one-week pilot training program was

per school in years two and three — will offer food service training.

B. Employ Garden Managers at each school site.

C. Facilitate and arrange mentoring for immigrant farmers to assist them in forming for-profit farming cooperatives.

3. Incorporate traditional knowledge of immigrant populations into existing food delivery systems.

A. Create and celebrate ethnic food days, to be held regularly in schools, to help provide a market for food grown in gardens at school sites.

B. Incorporate ethnic food menus into the school food services on a regular basis.

conducted for one parent from each school. The training was undertaken in year two, with both garden managers attending, though renovation of school cafeterias delayed further implementation. Project staff was challenged to identify parents willing to utilize the training and apprenticeship program.

B. In all three years, two low-income, ethnic garden managers were recruited and trained and provided 20 hours per week to maintain and improve the school garden sites and coordinate communications between teachers and parents.

C. Mentoring and immigrant-based farming cooperatives were addressed through the project. Staff from UC-Davis Extension facilitated mentoring for four Westfield families interested in production farming and in starting a farmer cooperative. Two began working a market garden but did not have production sufficient or reliable enough for regular school cafeteria use.

3. Ethnic food days as an educational initiative were started at the schools, though school cafeteria renovation projects limited the number of days held in year two. In year three, cafeteria meals on several days utilized garden produce and highlighted ethnic ties.

A. The planning process for ethnic food days began in year one with the planting of certain crops to be used in the food days. Bi-monthly ethnic food days started in the second year of the project.

B. Activities under this objective were delayed due to cafeteria renovations in year two. Although ethnic food days were held periodically, project staff would have liked to hold more.

## **PROJECT SELF-SUSTAINABILITY**

Both Westfield and Evergreen Elementary Schools instituted active garden committees to generate support for sustaining the gardens at each site. These committees include parents, Healthy Start coordinators, teachers, principals, and the garden manager-trainees. These committees feed into a steering committee, which includes representatives from both of the participating schools, as well as the school district administration, and the Food Service Director for the district. Additional participating representatives include a University of California Cooperative Extension Small Farm Advisor, representatives from Univ of CA, Davis, Dept. of Education, CSU, Sacramento.

The ultimate sustainability of the gardens depends upon the integration of garden activities into the curriculum and their linkage to standard-based education. Westfield garden team sponsored school-wide writing contest about the garden; Evergreen did a Spring Clean-up Day involving 185 students, and an "Art in the Garden" day for 170 students.

To continue to highlight the garden as a teaching and learning opportunity Westfield is collaborating with CSU Sacramento and UC Davis on Project CULTURES. Project CULTURES is an integrated science and literacy project which links classrooms and students to our school-community garden project at Westfield. Westfield has attempted to keep science alive through a professional development partnership with the two universities and a heritage garden project which celebrates the "funds of knowledge" of Mexican and international parents. An active school garden committee, a tradition of family science nights, and committed parent garden volunteers testify to the importance of science at Westfield and their commitment to the garden project.

Providentially, we have a new school district superintendent who actually spearheaded the USDA Field grant at its conception, and a new principal at Westfield who was formerly a farmer. Both are determined to continue what the 3-year grant has started. The seed has been planted, the two gardens are thriving, and the school district is collaborating with many community agencies to preserve the "open-door" classrooms.

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**Grantee 2003 Annual Report Summary**

**Growing Recruits for Urban Business (GRUB)**

South Plains Food Bank, Inc.  
Lubbock, TX

FY 2000 grantee, funded at \$150,000 for three years  
Report received December 29, 2003

Project goal: to use community and individual food security as a backdrop for youth to develop life skills and job skills that can serve as a foundation for future employment and business creation.

**OBJECTIVES**

Proposed

1. Hire and train a staff with experience in horticulture and/or agriculture to work with at-risk youth.
2. Establish a five-acre Youth Farm on land owned by the food bank where youth will prepare, plant, and harvest vegetable, fruit, and herb crops.

Performance

1. Experienced staff was hired for the project in year one. The Program Manager is experienced in sociology and working with youth. The GRUB supervisor is an ex-convict possessing excellent leadership and mentoring skills. The farm staff is qualified and has a background in working with youth in agriculture. In year two, a youth farm coordinator with a background in horticulture and agriculture was hired.
2. A 5.5-acre farm site was secured by the food bank that includes a building with a classroom, tool shed, and maintenance area. An existing irrigation system on two acres was expanded to water all five acres in year one, and then replaced with a new underground irrigation system. In year two, produce was grown chemical free.

Production increased significantly, from 2,288 pounds in year one to 160,000 pounds in year two. Of that amount, 105,000 pounds was distributed through a CSA and to project participants, while the remainder was donated to the food bank.

3. Annually recruit and train a total of 70 at-risk youth.

4. Develop individual sustainability through education classes while building character through life skills training and mentoring.

5. Increase community food security by selling produce at the farmers' market to WIC clients, sharing the harvest with local residents, and donating excess produce to the food bank.

6. Glean produce from local farms and gardens for distribution through the "Produce for the Plains" program.

3. Nineteen at-risk youth were recruited and trained in year one. This objective was reduced to a more realistic 35 youth in year two. With more emphasis on recruitment and retention and new strategies, 47 at-risk youth were recruited and trained in the second year.

4. A 12-session curriculum, with a variety of instructors, was developed and implemented in year one. A new curriculum was developed for year two that included 26 topics, including horticulture, volunteerism, money management, computer training, hygiene, and interpersonal relationships. With assistance from Texas Tech University (TTU), successful entrepreneurial classes for seven youth were held in year one and for all GRUB participants in year two.

5. Due to the belated installation of the irrigation system and unusually dry weather, no produce was sold at the farmers' market in year one. Staffing shortages and an emphasis on CSA operations precluded farmers' market sales in year two, although project youth did assist with a relocation of the market site.

During the first year, over 5,200 pounds of fresh produce was grown and donated to the food bank. In year two, over 100,000 pounds of produce was grown and distributed to 31 members of the CSA, and over 55,000 pounds of fresh produce was donated to the food bank.

6. A total of 147,000 pounds of produce was gleaned in year one, mostly from a local pumpkin farmer. Transportation challenges limited the amount of produce that could be gleaned. In year two, 38,200 pounds of produce were gleaned and distributed through the food bank and the "Produce for the Plains" program, though priority was

given to CSA production over gleaning.

7. Achieve project self-sustainability through contracts with residents and businesses for landscaping, farm shares, farmers' market sales, retail contracts, and value-added products.

7. In year one, the project bid successfully on three landscaping and lawn maintenance contracts with the Lubbock Housing Authority to provide youth participants with work and business experience. Landscaping contracts increased to six in year two. The CSA program, begun in year two, was "very successful." Farmers' market sales are anticipated in year three. In addition, retail contracts and value-added products (such as cider from the food bank's apple orchard) are being considered.

8. Complete a business plan and market analysis for a GRUB product, with the assistance of Texas Tech University.

8. TTU staff are assisting the grantee in identifying and developing a product that can be marketed locally and in devising a business plan.

9. Contract with Texas Tech University for evaluation of the project.

9. A contract for project evaluation has been signed with the Education, Nutrition, and Restaurant/Hotel Management Department at TTU.

### **SELF-SUSTAINABILITY**

The grantee is committed to ensuring the project's success and maintaining staff for the project following the termination of federal funding. In addition, landscaping contracts, continuation and expansion of the CSA, sales to retail outlets, and value-added production are projected to provide revenues to sustain the project.

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**Grantee 2003 Annual Report Summary**

**Stardusters Topeka Urban Farm — Youth Job Training and Community Revitalization**

Stardusters Crime Prevention, Inc.

Topeka, KS

FY 2000 grantee, funded at \$150,000 for three years

Report received December 29, 2003

Project goal: to reduce nutrition problems in low-income communities by expanding existing comprehensive and collaborative approaches to developing and implementing long-term solutions to food security, and to reduce school drop-out and unemployment rates by creating economic opportunities and community revitalization in urban Topeka.

**OBJECTIVES**

Proposed

Performance

1. Improve the local food system.

1. Efforts to improve the food system included increased participation in the CFP project, gardening, and training for youth.

A. Continue and expand the membership of the Stardusters Topeka Urban Farm (STUF) advisory board.

A. The STUF advisory board met on a regular basis throughout all three years of the project but did not add any new members after the first year.

B. Seek input on garden layout and expansion.

B. Six additional parcels of land were acquired for garden expansion in year one. Six blocks of land were available for farming in years two and three. During years two and three, Kansas State University (KSU) designated the project as an official intern work site. Grantee staff and students used university greenhouses for starter plants. STUF youth also toured the KSU College of Agriculture in year three.

C. Establish training schedules for youth and staff.

C. Youth obtained hands-on experience in farming during all three years of the project. The grantee purchased a house in year one that was renovated for use as a project office with training classrooms.

2. Provide nutritious, quality food to low-income persons.

A. Prepare, plant, and harvest STUF vegetable gardens.

B. Set up a vegetable market.

C. Sell fresh produce at discount prices to low-income individuals.

D. Distribute a portion of the food produced through emergency food sources.

E. Open markets to local farmers.

2. Vegetables were grown to help feed low-income members of the community.

A. Youth planted, cultivated, and harvested more than a dozen different vegetables in year one, 17 in year two, and 16 in year three. Food was provided to low-income senior citizens and was also available to other low-income residents for pick-up on site, for volunteers, and for delivery to homebound seniors.

B. During year one, a market site was acquired and began being renovated. However, lack of funds to pay youth workers during the second half of the year two growing season prevented timely harvesting of the crops for market sales.

In year three, however, youth instituted the Shade Tree Market, using donated tables and booths, to sell their produce to the public. The youth also offered prepared foods at the market site.

C. Fresh produce was provided at no charge to low-income persons during the first two years of the project. In year three, at the Shade Tree Market, vegetables were priced below grocery store prices.

D. Vegetables grown by the project were distributed through two food banks and three senior centers in year one. In year two, crop yields declined due to an absence of funds to pay youth workers, effectively precluding food bank donations. Even though planting was behind schedule, crop yields were abundant in year three, allowing for substantial donations to food banks and low-income households.

E. Extensive research was conducted to identify farmers to sell at the farmers' market during year three. The project

identified one Hispanic farmer who was interested in selling in the neighborhood the year after the CFP project ends.

F. Plant grape vines and fruit trees.

F. Clean-up operations on the farm land continued through years one and two. Fourteen fruit trees were planted in year three.

3. Increase the self-reliance of the community in providing for their own food needs.

3. Training and information activities were carried out to help improve food self-reliance within the community.

A. Coordinate training sessions open to the public on various topics.

A. No formal training sessions were held during the grant period, however, the project provided assistance and the loan of tools and equipment to home gardeners.

B. Maintain STUF vegetable gardens.

B. Over 45 youth were employed by the project in working on the Urban Farm. All year one at-risk youth remained in the program throughout the summer and returned to school in the fall, with two entering college. In year two, the depletion of youth wage funds caused the program to be terminated in mid-summer. Year three youth worked at the farm daily during the summer.

C. Construct a greenhouse.

C. No greenhouse activity took place during the first two years. In year three, greenhouses at KSU were utilized to grow most of the plants used on the farm. The grantee was unable to secure resources for a greenhouse of its own.

D. Open a STUF market to provide business and marketing skills for youth.

D. In years one and two, youth began preparing for market operations by learning about fundraising, public relations, volunteer coordination, and developing computer skills. Donations of equipment and furniture allowed the project to open a youth-run market in year three for two months of operation. Youth created menus for market distribution and developed

4. Promote community revitalization.

A. Work with the Kansas Army National Guard to clean up properties in low-income neighborhoods.

B. Identify resources for beautification or rehabilitated properties.

C. Continue landscaping efforts with plants and flowers.

D. Cut weeds and take other actions to keep properties in good condition.

5. Enhance project self-sustainability.

A. Conduct process and outcome evaluations of project activities.

publicity for the market.

4. Project participants were active in other community development activities in addition to gardening.

A. Clean-up of the six blocks of urban land for garden expansion continued throughout the grant period, though it was hampered by the break-down of the project's tractor during year two. Youth built and maintained walkways and kept the gardens weeded, while the Kansas Army National Guard assisted with the removal of rocks and trash.

B. The grantee raised funds to purchase two houses that are being renovated for office and training purposes. The City of Topeka provided funding to help pay for the renovations.

C. Project youth participants did landscaping and maintained flower beds and walkways at the garden sites throughout the grant period.

D. Debris is removed from vacant lots on an ongoing basis with the use of heavy equipment.

5. Various avenues were tested to deliver self-sustainability.

A. Youth provided nearly 7,900 hours of service during year one which, when paid at the minimum wage rate, yielded over \$40,000 in resources for the project. Over 3,400 hours of service were provided in year two at a cost of over \$17,000. In year three, 3,330 hours were donated and valued at \$17,147. Demographically, 87% of the youth were African American, with 60% of them came from households below 50% of the area's median income.

B. Increase knowledge of horticulture and sustainable farming practices.

C. Identify additional project resources.

B. KSU is assisting in the development of a horticulture curriculum and is providing interns at the site. During year three, two youth attended the Community Food Security Coalition conference in Seattle.

C. The grantee received \$10,000 from the City of Topeka in year one to pay for project costs. Another \$20,000 grant from the City assisted in the purchase of two dilapidated houses that are being renovated for use by the project. In year two, the City provided another \$5,000 grant, in addition to a \$20,000 state contract. During year three, office and restaurant furnishings were donated to the project for use in the market operations.

### **PROJECT SELF-SUSTAINABILITY**

Sustainability was enhanced by the purchase of two homes that were renovated for office and training space and by the clearance of six blocks for garden use. The involvement of KSU in the project will help provide ongoing resources. Other grant opportunities, including SARE, were being investigated as the grant period ended.

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**Grantee 2003 Annual Report Summary**

**Healthy Harvests: Building Boston's Food Security From the Ground Up**

The Food Project, Inc.  
Lincoln, MA

FY 2000 grantee, funded at \$150,000 for two years + one-year extension  
Report received December 10, 2003

Project goal: to demonstrate the viability of a sustainable metropolitan food system by linking food production with youth and community-based enterprises, while also imparting healthy food production and consumption skills to youth and urban neighbors by teaching and modeling skills in land remediation, culinary arts, and nutrition.

**OBJECTIVES**

Proposed

1. Demonstrate the viability of a sustainable metropolitan food system by linking food production with youth and community-based enterprise.

A. Form a 10-person advisory group for neighborhood input and local knowledge and experience.

B. Open and equip a 1,500 square-foot urban center that includes a commercial kitchen.

Performance

1. Funding complications delayed start-up and first year activities. Nonetheless, the project was able to address and accomplish most of its objectives.

A. In year one, relationships were established with local food businesses, neighborhood groups and community development organizations. During year two, instead of an advisory group, the grantee formed a "Lead Coalition," enlisting experts to help with the removal of lead from contaminated soils and to promote soil testing. In year three, the group became the Lead-Free Dudley Gardens Working Group and continued to work toward remediation and safe food production.

B. A local foundation donated \$100,000 for construction of the kitchen, which was completed in year one. In year two, the necessary permits were obtained so that the kitchen could begin production of a salsa product, as well as preparing meals for a weekly food delivery business. In year

three, the kitchen was used for introductory programs for 50 elementary school students, advanced culinary training for over 20 high school students, and for the production of salsa and for catering.

C. Research, design, and test a processed food enterprise and a fresh food enterprise to involve youth in business start-up and management.

C. At the end of the first year, two pilot food products had been considered for distribution. In year two, youth and staff researched, developed, designed, and tested products. In year two, the grantee's Farm Fresh Salsa began being sold to commercial and cooperative grocery stores and through the project's CSA. Year three increased sales to 2,200 units of salsa distributed through 10 stores in the area and added a catering service.

D. Research the economic viability of a youth-involved food service enterprise.

D. Project staff reviewed materials on youth food enterprises and worked with youth on the development of food products during the first year of the project. In year two youth-led enterprises were launched. Youth-led businesses begun in year two continued operations in year three.

E. Expand the grantee's community supported agriculture (CSA) program by increasing the number of shareholders by 50 percent.

E. The grantee's CSA program was increased from 100 to 150 shareholders in year one. In year two, the number of CSA shareholders increased from 150 to 208, plus another 42 shareholders in an Extended Season CSA. By year three, there were 225 regular shareholders and 70 Extended Season shareholders. These two activities combined generated over \$132,000 in revenue that year.

F. Transform the one-half acre Langdon Street lot into a site that is growing specialty and niche crops to supply other grantee enterprises.

F. A field plan for the Langdon Street lot was devised but not implemented in year one, as the greens to be grown depended upon use of the kitchen, for which completion was delayed. Instead, a contract was let with City Fresh Foods to provide greens in the early part of the season.

In year two, produce from the Langdon and Albion Street lots was used to create the salsa product and for vegetable-based baked goods. These items were distributed through the community lunch series, the CSA, and other local vendors.

In year three, 10 new acres of land in Lincoln were utilized by the project to increase production of specialty crops and those needed for value-added production.

G. Evaluate the success of the food enterprises created.

G. Salsa sales grew from 25 pints the first week to over 200 pints per week by the end of year two. Salsa sales generated \$5,000 in revenue in year two. In year three, production rose to 2,200 units of salsa, generating nearly \$8,500, which was supplemented by over \$3,000 in produce sales. Also in year three, a new service of weekly food deliveries – Harvest Bags – was initiated to serve 75 regular customers.

H. Launch a small-scale food enterprise that employs and trains at least five local youth and adults.

H. During the project's second year, a catering and take-out food operation was started, serving primarily fresh, vegetable-based foods. A lunch meal delivery service, serving up to 30 customers per day, two days a week, was employing three youth and generated earnings of over \$2,000. The lunch service, though attracting as many as 40 customers per day in year three, was discontinued due to lack of volume to make it viable.

I. Research and pilot the utilization of the grantee's urban commercial kitchen as an incubator for resident-driven food enterprises.

I.. Incubator kitchens and a seasonal community cannery were researched by the project in year one. The kitchen has been made available to local residents for food enterprises, but none were started in year two. A larger commercial kitchen in an adjoining neighborhood, opened near the end of year two, cut into furtherance of the project's value-added production activities.

2. Impart healthy food production and consumption skills to youth and urban neighbors by teaching and modeling skills in land remediation, culinary arts, and nutrition.

A. Transform the Leyland Street lot into a food production asset.

B. Host up to 16 community lunches annually to provide culinary arts training and nutrition education for 80 youth and 300 community members.

C. Develop an advisory committee to assist in the creation of healthy eating/nutrition program.

D. Open a resource and education center for food security, agriculture, enterprise, and health and nutrition issues that will include a library and audio-visual resources.

E. Develop and pilot a nutrition and culinary arts education program.

2. Efforts were ongoing to expand urban food production through land remediation and to develop community models for growing and preparing food. Culinary arts programs were also initiated.

A. The organization that owned the half-acre Leyland Street lot that was to be remediated changed its mind about land use mid-way through year one. However, while doing neighborhood outreach, another local land owner on Albion Street offered the project a small piece of property for use that is near other lots and the grantee's office. The Albion Street property was cleared, tested, composted, and used to grow herbs and vegetables in years two and three.

B. Eleven community lunches were held during the summer of year one, with youth and a local chef preparing project-grown food for each lunch. Over 200 individuals attended the lunches. In year two, another 11 community lunches were hosted for over 350 people. Year three saw 11 community lunches for over 800 people. The meals were prepared by project youth.

C. In place of an advisory committee, the grantee partnered with Operation Frontline and the Chefs' Collaborative to provide educational and cooking classes.

D. Five hundred dollars worth of books and videos were purchased in year one to use as reference resources for the development of food enterprises. New cookbooks with a focus on healthy and nutritious meals were purchased in year two and made available to the public through the education center.

E. In conjunction with Operation Frontline, a series of cooking classes was

begun. The kitchen space is also available to local growers for canning food grown in their gardens. In year three, 25 youth were involved in advance kitchen staff positions and participated in a 10-week cooking class.

### **PROJECT SELF-SUSTAINABILITY**

Long-term financial self-sufficiency was addressed through income generating activities. The grantee's revenue-generating enterprises earned \$130,000 in 2001, double the amount of the previous year. Revenues in year two reached \$166,000 and rose to \$200,000 in year three, based on enterprise sales, event registrations, and CSA memberships. Corporate, foundation, and government funding also support the grantee's activities. The grantee has invested heavily in the Dudley Street neighborhood, as evidenced by the opening of an office and commercial kitchen near to the lots for food production, and community support continues to grow.

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**Grantee 2003 Annual Report Summary**

**Cultivating the Seeds of Change: Community Food Projects T&TA Program**

Community Food Security Coalition  
Venice, CA

FY 2000 grantee, funded at \$246,000 for three years

Report received December 30, 2003

Project goal: To provide a comprehensive package of technical assistance programs designed to improve Community Food Projects (CFP) projects and proposals nationwide by integrating training focused on community food projects with education on the principles and practices of community food security.

**OBJECTIVES**

Proposed

1. To assist potential applicants in understanding the purposes and application process of the Community Food Projects program.

A. Publish a full-color brochure on training services available.

B. Hold a two-day “Train the Trainer” workshop.

Performance

1. The Coalition provided a wide range of activities and services in response to applicant and grantee needs under the Community Food Projects program and met or exceeded all initial objectives.

A. The grantee’s web site, newsletters, emails, and conference announcements were used to provide information about training services available and as resources for trainers. A one-page flier was also developed and updated as necessary. The color brochure idea was scrapped to allow for easier updating of T&TA services.

B. A “Train the Trainer” workshop was held in May 2001 in Kansas City, MO. A total of 24 persons received training at the workshop and all agreed to lead five community food security workshops over a three-year period. Sixteen persons also attended a half-day training meeting in Washington, D.C. at the start of year two.

By the end of year three, the grantee reported that all but two of the 24 trainers actively led workshops. Another full-day trainer meeting was held in conjunction with the grantee's annual conference in Seattle in October 2002.

C. Develop a standardized curriculum and materials for training workshops on community food security.

C. "Enhancing Community Food Security: Facilitator's Reader," a resource of more than 130 pages, was developed for participants at the Kansas City training noted above. A tool kit for trainers with different workshop designs, slides, and resource lists is available on a CFSC trainers' web page, though access is restricted.

D. Hold at least 80 community food security workshops (10 in the first year and 35 each in years two and three) at the local, state, or national level.

D. During year one, the trainers noted in section (1) (B) above delivered 28 workshops and presentations on the concepts and practices of community food security, reaching approximately 1,300 persons. In year two, an additional 50 workshops and trainings were delivered to some 2,800 people. In year three, 58 more workshops and trainings were delivered to some 2,900 people. In total, 134 workshops were given during the grant period in a wide range of venues and locations.

E. Create a Power Point slide library for use by trainers in their workshops.

E. A collection of 103 Power Point slides were developed for use by Coalition trainers. They are available, though access is restricted, on the CFSC trainers web page.

F. Annually update *A Guide to Preparing a Winning Proposal for the Community Food Projects Program* to be made available through training workshops.

F. The Guide, first published in 2000, was updated in 2001, 2002, and 2003 to reflect program changes, and is available at no cost on the grantee's web site.

G. Publish a mini resource guide to the CFP.

G. The 16-page publication, "A Guide to Community Food Projects," was completed early in year two and posted on the grantee's web site. It includes case studies of seven CFP grantees around the nation. The guide was updated during year

H. Operate a CFP hotline to provide direct, personalized assistance to program applicants.

2. To assist CFP grantees in building their capacity to develop a successful project.

A. Establish a mentoring program and create a database of mentors to provide one-on-one assistance.

B. Augment staff and activities of the COMFOOD listserv.

C. Publish a variety of guidebooks for community food security practitioners.

D. Continue to publish *Community Food Security News*.

three.

H. The hotline was offered during year one and provided one hour of free consultation to 38 applicant organizations. Additional consultation was available for a fee. The hotline served 48 organizations during year two and 61 in year three. More than a third of applicants who received assistance from the grantee were funded in the fiscal year 2003 competition.

2. The grantee provided individualized assistance to CFP grantees to further their project goals and activities.

A. A pool of 20 persons were identified to act as mentors during year one and 15 of them were paired with grantee organizations for assistance purposes. However, due to the time involved in mentoring, this method of assistance was found to be unworkable and was discontinued in year two.

B. The list serve has been a useful forum for distributing information. There were over 500 subscribers as of the end of the first year of the project. By the end of year two, there were over 650 subscribers, a 30% increase over year one. By the end of year three, number of subscribers totaled over 700.

C. The grantee has published six guidebooks in areas related to community food security. The most recent addition was "What's Cooking in Your Food System? A Guide to Community Food Assessment." Approximately 500 other grantee guidebooks were distributed in each of years two and three.

D. Three editions of "Community Food Security News" were published during

year one and distributed to a mailing list of approximately 5,000 individuals and organizations. Two issues of the newsletter were published in year two and three in year three to a mailing list of some 5,000 people.

E. Offer scholarships for attendance at the Coalition's annual conference.

E. The grantee has made a priority of securing scholarship funds and was able to assist 41 of the 270 persons attending the Coalition's annual conference in Santa Fe, New Mexico in October 2000. In year two, 60 of the 295 people attending the annual Coalition conference in Washington, D.C. in October 2001 received scholarships. In year three, 52 of 554 participants received scholarships to attend the annual conference in Seattle.

F. Continue to hold half-day short courses at the Coalition's annual conference.

F. Four short courses were held at the Santa Fe conference involving 144 persons. Two courses at the D.C. conference trained 80 people. There were three short courses for 134 people held at the Seattle conference in 2002.

### **PROJECT SELF-SUSTAINABILITY**

The grantee charges fees to cover a portion of the cost of providing training and technical assistance on the CFP. Funds from other sources have helped defray costs and a decentralization of training services has also been accomplished to also lower expenses. However, the grantee asserts that self-sustainability "is a difficult and perhaps inappropriate goal for training and technical assistance programs serving non-profit and community organizations." Indeed, under the CFP statute, T&TA grants do not have to meet sustainability requirements.