

Developing a Youth Program to Address Community Food Security in Milwaukee's Near North Side

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Introduction

Something is fundamentally wrong with a local food system, located within the world's most wealthy country, when residents of that community can find three to five varieties of fried chicken year-round, but finding fresh produce- even in the peak of summer- presents a logistical challenge. Add to this, the reality that it is often easier to obtain emergency pantry food than it is to receive and maintain food stamp benefits, and a bleak picture of failing community food security begins to come into focus. Unfortunately, this is not an isolated example but a common rendering of many of America's urban centers.

One such community is the near north side of Milwaukee, Wisconsin. This densely populated area (approximately two miles northwest of downtown Milwaukee) is one of the city's most impoverished and segregated areas. The neighborhood, corresponding to zip code 53206, is comprised of roughly 42,000 people, of which, 57% live below 150% of the poverty level, with a median annual household income of only \$15,000. About 40% of the neighborhood's population are children. As with many urban centers, segregation is common, and this is illustrated by the fact that 40,606 black people and 668 white people comprise the near north side community.

Many residents face educational limitations as shown by the fact that only 1,800 people attend college, and 49% of adults age 25 and older did not graduate from high school. Directly relating to educational experience is the high unemployment rate for this neighborhood. For the state of Wisconsin, the unemployment rate is 6%, compared to the 25% unemployment rate for the near north side neighborhood. The job opportunities in the community tend to be low-skill, low-paying work. This severe lack of quality employment opportunities increases the challenges of accessing affordable, nutritious food.

Strikingly, even those families with sufficient income and transportation still face difficulty in obtaining nutritious food due to the absence of high-quality food retailers in this community. The lack of quality food retailers often leads to poor nutritional choices and under-developed cooking skills, both of which increase residents' under-nutrition. Other major factors that reduce the quality of life for the near north side are a lack of safe, civic gathering spots and a variety of positive opportunities for neighborhood youth. Fortunately, the aforementioned socioeconomic challenges can be remedied and one organization working to find solutions to these problems is the Hunger Task Force of Milwaukee (HTFM).

In 1996, HTFM partnered with University of Wisconsin-Milwaukee (UWM) to complete a comprehensive geo-mapping of specific census tracts of Milwaukee's inner city including the near north side neighborhood. The research showed that 72% of the food retailers are equivalent to so-called "convenience stores," offering less-than-nutritious food at prices 24-29% higher than large suburban grocers. Data also showed that residents in the 5 near north side zip codes examined, redeem \$3 million worth of food stamp benefits annually. The Food System Advisory Council, an ad hoc coalition representing 26 institutions throughout Milwaukee's food system, reviewed the HTFM-UWM findings and recommended that a series of economic development strategies be implemented. Among these recommendations were the creation of farmers' markets and public markets, shared-use kitchens, community gardens, and establishing more food retail outlets.

In 1997, HTFM began surveying farmers' market patrons, growers, and distributors to learn about shopping patterns, customer demographics, and spending patterns; in a similar manner, HTFM surveyed caterers, community groups, and restaurants. Upon survey completion, it became clear that creating a public market and community kitchen "incubator" in the near north side neighborhood were viable possibilities. HTFM concluded that the creation of a facility where residents could not only purchase fresh, locally-produced food, but could also access a full-scale commercial kitchen for small-business development would address the social, health and economic needs of the near north side community. For these reasons, HTFM decided to spearhead the development of the \$4.75 million Fondy Food Center project.

The three phase Fondy Food Center project consists of: 1) expanding/rebuilding the existing outdoor farmer's market at 2200 W. Fond du Lac Avenue; 2) constructing an indoor, year-round public market, offering fresh and prepared foods; and 3) converting the 30 year old City of Milwaukee farmers' market into a community kitchen "incubator," offering rental kitchen space, equipment, and job-training. Currently, HTFM has finished phase 1 of the Fondy Food Center project and has completed one-third of the capital campaign for the entire project. [For a rendering of the Fondy Food Center see **Appendix II: 'Fondy Food Center'**.]

In order to address the varied needs of the community, a combination of short-term and long-term projects are necessary. Complementing the long-term goals of the Fondy Food Center project are the day-to-day operations of the emergency food distribution network that HTFM coordinates. Programs include organizing and distributing food to 80+ emergency food pantries in Milwaukee County, delivering surplus fresh/perishable food, and administering The Emergency Food Assistance Program (TEFAP) and the Commodity Supplemental Food Program (CSFP). Both programs are federally-funded USDA emergency food programs, administered by the state of Wisconsin.

HTFM's short and long term approaches to alleviating hunger are directly tied to its mission statement:

Hunger Task Force of Milwaukee believes that every person has a right to adequate food obtained with dignity. Hunger Task Force works to prevent hunger and malnutrition by providing food to people in need today and promoting social policies so people can obtain the food they need tomorrow.

This mission statement is derived from the concept of food security which states that individuals should have access to affordable, nutritious, and culturally appropriate food at all times. The programs previously mentioned (TEFAP, CSFP) are already in place to help near north side residents achieve food security.

Whenever possible, prevention is more effective than reaction and the same is true regarding socioeconomic development. It is senseless to enter a jungle teeming with snakes and insects, wearing shorts, and no insect repellent, and expect to emerge bite-free. But in many ways, this is what is happening- figuratively- in the near north side community. To better equip and strengthen the near north side neighborhood, HTFM has recently decided to expand its efforts to target one of the most underserved populations of the community—youth. In order to effectively address community problems such as lack of food security, education, and meaningful work, it is crucial that these devastating cycles be reversed as early as possible. We must provide youth the knowledge, skills, and tools necessary to succeed. In other words, we must prepare the youth to enter the jungle and emerge unscathed.

HTFM charged me with the creation of a youth program designed to educate and employ youth residing in the near north side communities of the Fond du Lac Avenue and North Avenue areas. What follows is a presentation of this youth program, still in its development stages. My goal is to take the reader through the various stages of my program development process, from conceptualization to steps for implementation. Although this program was developed for a specific agency working with a specific community, I am presenting the development process so that any individual or agency looking to develop a similar youth program can follow the steps and suggestions outlined.

The reader should recognize that what follows is but *one* framework for youth program creation. There are numerous resources that should be explored when developing a successful youth program and this is only one resource to consider when entering the challenging and frustrating, yet very important process of youth program development.

Before proceeding, I must acknowledge the following individuals and organizations for their influence and support: Jeff Boward and staff at the Youth Farm and Market Project (Minneapolis, MN), Dr. Marty O'Keefe- Outdoor Leadership professor at Warren Wilson College (Asheville, NC), and the USDA Community Food Projects Competitive Grants Program. A full list of acknowledgements and contact information is provided in **Appendix I: 'Acknowledgements'**.

“Pair a kid with a farmer, let ‘em hang out, and let’s call it a day.”
The Birth of the Fondy Market Youth Program

As previously stated, HTFM decided to start a youth program that would provide educational and employment opportunities for the youth in the Fond du Lac Avenue community (we’ll call this neighborhood *Fondy* for short). As a result, HTFM applied to receive a Bill Emerson National Hunger Fellow from the Congressional Hunger Center in Washington, DC. Bill Emerson Hunger Fellows are individuals eager to learn about and work in the anti-hunger and anti-poverty arenas. As part of a year-long hunger fellowship, they are placed throughout the country at a variety of organizations including not-for-profit agencies, government agencies, and community-based agencies.

Hunger Fellows spend six months at these agencies engaged in a variety of projects ranging from creating educational materials about the food stamp and earned income tax credit programs to organizing community members to create food policy councils and enroll their children in the school breakfast program. As the result of a very specific work plan, HTFM was granted the services of a Hunger Fellow (myself).

When I arrived in Milwaukee, I was faced with many of the unique challenges and opportunities that a consultant faces. The limited term (6 month duration) of my Milwaukee placement granted some advantages; I was able to approach the task-at-hand with a relatively objective eye. Not being a member of the near north side community allowed me to step back and look *in* at the issues, rather than trying to work within the midst of the issues. But with this advantage came the reality of many traditional community development strategies which is basically “fly in the out-of-town specialist, let them tell the community how to fix their problems, fly the specialist out—problem solved.” This approach sometimes works, but often, the changes and recommendations made cannot be sustained because the developer failed to establish the local, community-based infrastructure to implement the new programs or strategies.

An outside consultant has the advantage of being free from the drama and confusion of the community’s local politics, and therefore is more likely to cross the invisible turf lines that run throughout every community. However, the outsider lacks the credibility of a community member who has resided in the neighborhood their whole life. Often, without the support of such long-time community members (or “gatekeepers”), it is impossible for the outside developer to gain access to necessary information and social circles to begin the development work. This brings us to the first step—developing community connections and support.

Developing Community Connections and Support

When I began developing the youth program for HTFM, I made a list of all possible variables in the equation, and extrapolated this list as far as possible. For example: we knew that this program would involve *Fondy Food Center*—which includes a year-round *farmers' market*—which employs *farmers*...; we knew that this program would involve *youth*—some youth go to *school*—most schools have *teachers*—some teachers know their students' *parents*....

With this information, it would have been logical to form a list, or even better—a spreadsheet. But it seemed to be more functional to organize the information in a mind-map, a web of sorts. Many of the variables in the equation overlapped and reappeared in multiple circles several times (i.e.- youth, after-school programs, community centers, etc.), so I noted that these variables might evolve to be the key players in the creation of this youth program.

As this mind map of potential key players began unfolding, I was also noting what type of program might develop if we combined certain key players. For example, we could develop a very strong educational component to our program with the support of the school system, but could the school system support the necessary employment component that the program needed? Remember, we still had no solid idea of what this youth program would look like at the time; we knew what we wanted to accomplish, however, and that was a start.

I have never been one to sit at a desk for longer than 90 minutes at a time so I began thinking of ways to escape the confines of the cubicle. Little did I know that I was not wildly rebelling against office culture, but in fact I was preparing to go to the place that I should be for this first stage of program development—outside, in the community. Armed with my mind map of potential key players, I ventured out into the neighborhood that the youth program would target. But I did not enter the Fondy community alone, my supervisor, a seasoned Milwaukee resident, showed me the ropes. This process is essential. If the program developer is not familiar with the neighborhood where the project will be implemented, it is crucial to find someone who can help introduce them to the community. Even if the program developer is familiar with the community, it is helpful to still get out and take stock. The community is a dynamic entity which changes just like the weather. A program developer cannot risk building a program on outdated assumptions about a community. If it rains, and you have no umbrella, it doesn't matter who you are—you're bound to get wet.

We covered key landmarks in the community: churches, family-owned businesses, grocery stores, after school centers, liquor stores, barbershops, and bus stops. Find pertinent landmarks in your community, and do not underestimate the potential of any contact. The support of a local resident who frequents the liquor store and pushes all his belongings in a shopping cart can be just as valuable as the support from the head of the local business improvement council. I approached people at these community “hot-

spots” to learn—remember, at this point I had no concrete information to give to them—much less a soapbox to stand upon.

I usually told them I was new to the neighborhood and was trying to start a youth program to educate and employ youth—then I would step back. Sometimes people ranted and raved about the hopeless state of the youth: “I say ship ‘em off to Alaska! Kids got it too easy these days. We had to walk uphill in the snow, both ways...”. But more often than not, people were helpful, suggesting an alternative way to market the finished program, exchanging contact information, or pointing me in a direction that I had not considered. This first stage took a few weeks and seemed pointless more than once, but the benefits of feeling rooted in the community that I am working *for* and *with* and *in* are invaluable.

After this period, I felt confident to develop a set of questions for each of the key players that I had identified thus far. I kept all questionnaires under 10 questions, and I conducted all interviews face-to-face whenever possible. Flexibility and patience were my greatest allies during this stage. For example, when interviewing farmers, I often recorded responses after completing the interview (“Don’t just stand there, sweep up that dirt. You think the spinach is gonna get out of the crate and clean up after itself?”). In these early interviews my goal was to see how far I could push the envelope. The conversations helped me gain a sense of what was feasible for the program and helped me gauge the interest of the potential key players. This phase dramatically changed my early concept of what the youth program would be.

When I first arrived at HTFM, a small amount of funding from the USDA Community Food Projects Competitive Grants Program (CFP) had been secured for aiding the development of this youth program. [See **Appendix III**: ‘Funding’ for more information on the USDA CFP grants program.] In the original proposal, HTFM stated that youth would be trained in agricultural vending and matched with regional farmers to assist farmers’ vending at Milwaukee farmers’ markets. This seemed like a very straightforward plan, so I was a bit taken aback when again and again farmers’ market managers and individual farmers, throughout Milwaukee, expressed strong disinterest in such an idea.

Many times I walked away from interviews wondering if there was a farmer in the entire state of Wisconsin that actually *liked* kids. Again, this first step of developing community connections and support was instrumental in planning the direction of the youth program. An honest and emphatic “*No!*” is better than a dozen, polite but misleading “*hmmm... maybes*” when the entire future of a program is at stake. The first step was coming to a close (although developing community support continues once program implementation begins) and now at least we knew what would not work for this specific community. Now it was time to go back to the office and begin researching existing youth programs. Simply pairing a kid with a farmer would not work for this project.

“Humans came from Apes and Youth Programs came from... Salads?” The Growth of the Fondy Market Youth Program

I couldn't find any bloodhounds trained to sniff out successful food security and economic development-focused youth programs so I began my search process on the Internet. But instead of performing a keyword search for “youth programs” I decided to take a different approach. It seemed logical that if the USDA CFP program was supporting an initiative such as ours, the grant program had probably funded similar programs in the past. Upon examination, I indeed found programs (funded from 1996-2002), throughout the country with particularly relevant programs in Hawaii, Mississippi, Colorado, California, Massachusetts, and Minnesota. I began calling the existing programs to request additional information. Some organizations were no longer implementing youth-specific programs. I asked questions regarding their decision to discontinue their efforts and made note of the challenges, and general program shortcomings, that these organizations experienced.

As I continued contacting existing youth programs, I began noticing that a handful stood apart as particularly successful. Two such programs were the Youth Farm and Market Project (Minneapolis, MN) and The Food Project (Boston/Lincoln, MA). These programs successfully presented the issues of community food security and economic development to youth using unique, community-specific approaches. After extensive contact and sharing of resources, I decided that my short time frame for program development would be best utilized if I were to simply visit one of these two programs. I arranged to spend a full day at the Youth Farm and Market Project where I was able to meet with the executive director, the majority of the staff, as well as two board members. To make the most of my time at the Youth Farm and Market Project, I developed specific questions addressing the following areas: program structure, organization and staff structure, program funding, and program evaluation. In addition to answering my general, process-oriented questions, the staff helped me troubleshoot practical topics such as where to find free compost in the city and where to purchase used farm equipment below cost. After visiting a model program, I had a tangible experience to help me conceptualize the program that we were developing at HTFM.

Establishing Core Topics

After researching existing youth programs and visiting a model program, I was ready to draft a set of core topics for our program to address, and a set of core skills for youth participating in our program to master. I took the following 6 core topics and 4 core skill sets into the community for feedback:

Core Topics:

1. Nutrition and Healthy Eating
2. Basic Horticulture
3. Sustainable Agriculture
4. Food Security
5. Cooperative & Traditional Business/Entrepreneurship
6. Leadership Development

Core Skills:

1. Work Maturity (ex: reliability, self-management, task management, motivation)
2. General Education Development (ex: writing, listening, problem-solving)
3. Job-Specific (ex: seed planting, garden maintenance, managing a market stand)
4. Career Planning (ex: job-seeking methods, resume creation, application process)

We chose this particular combination of core topics because it was important to present youth with a holistic, well-rounded program experience. Many of the youth programs that I encountered during my research only lasted for one or two years and it seemed that it was not a lack of funding or resources, but a lack of basic program substance. Ultimately, we wanted our program to address the issues of community food security and economic development, but *how* our program approached these two topics could ultimately decide the course of the program's future. I noticed that the successful programs approached the main program goal through a variety of angles.

For example, planting a carrot seed, at its most obvious level, is an exercise in basic horticulture. However upon further exploration, this simple activity is an exercise in:

- *leadership development*- having the group decide who will plant the seeds, how will the group maintain the crops...
- *sustainable agriculture*- what is the history of this seed, how will planting this seed affect the soil quality...
- *nutrition/healthy eating*- what vitamins will this plant produce, how can we best prepare it to retain these vitamins...
- *business development*- are there any value-added products that this crop can produce, is it a profitable crop to grow...
- *food security*- how does growing this plant affect the local food system, how can this crop be distributed to support the local food system...

With so many ways to approach one topic, it became clear that a multi-disciplinary approach would strengthen our youth program. Furthermore, with naturally overlapping topic areas it would be important to have measurable standards to ensure that each aspect of the program was being adequately presented to the youth participants.

Creating Goals and Objectives

To ensure that the youth program adequately addressed the topics and skill sets previously mentioned, I began developing a series of goals and objectives specific to each of the 6 core topics. When developing goals and objectives, it is important to note that goals are broad statements of the overall aims of the program and objectives are specific, measurable statements that define precisely what the program will achieve or what the learner will be able to do, think or feel as a result of the program (McDuff 1998). Furthermore, good objectives should address specific impacts, should be measurable, achievable, realistic, and time-bound.

By developing goals and objectives specific to each of the 6 core topics early in the program planning process, we saved time and energy later in the process. For example, it was easier to choose appropriate curriculum for our program once we knew exactly what goals and objectives needed to be addressed. [For a complete list of program goals and objectives, see **Appendix IV**: ‘Goals and Objectives’.] Following are the main goals and one sample objective for each of the 6 core topics:

1. Nutrition and Healthy Eating

Students will improve their understanding of basic food nutrition and preparation.

-By the end of the program, each student will have led or assisted in the preparation of 10 meals, at least 5 of which were planned by the student.

2. Basic Horticulture

Students will develop a thorough knowledge of garden ecology.

-By the midpoint of the program, students will suggest conventional and alternative remedies for at least 5 common plant diseases and nutrient deficiencies.

3. Sustainable Agriculture

By experiencing four seasons in a garden/urban farm, students will learn about the practical nature of local and global agriculture and how these agriculture systems affect the environment, local/global economies, and consumers.

-By the end of the fall, students will have analyzed their youth-run farmers’ market. This analysis includes developing and conducting a survey of market customers, organizing and presenting collected data, and using this information for future garden/urban farm planning.

4. Food Security

Students will be exposed to the complexities of local, regional, national, and global food system networks.

-By the end of the program, students will have visited several organizations and agencies involved in the food distribution system such as: grocery stores, farmer's markets, and convenient "corner" stores. Students will document their experiences and develop questions to be explored by the group.

5. Cooperative & Traditional Business/Entrepreneurship

Students will create a profitable community-owned business.

-By the mid-point of the program, students will create a basic business and marketing plan which includes goals and objectives for their project.

6. Leadership Development

Students will demonstrate increased confidence, positive interaction, and compassion for others by accepting challenging roles in the group, and showing responsibility in decision-making.

-By the end of the program, students will have completed select criteria from the Wisconsin Department of Public Instruction (DPI) 'Listening Skills', 'Speaking Skills', 'Mathematics', 'Consumer Economics', and 'Interpersonal Skills' as outlined in *Youth Employment Competencies* (Bulletin No. 5914).

Developing a Program Evaluation Strategy

During the goals and objectives process, we also discussed the development of our program evaluation strategy. A strong evaluation design is critical because an evaluation can inform the program directors, program sponsors, and program funders of how well the overall program is being facilitated, how well goals and objectives are being met, and what improvements are needed for increased program success. Evaluations can take on many formats, from the most basic recording of daily program observations (purely qualitative) to intensive, statistical based measurements (purely quantitative) such as those often required for federally-funded grant reports. We sought a combination of qualitative and quantitative evaluation strategies for our program. [See **Appendix V**: ‘Evaluation’ for a table comparing qualitative and quantitative research strategies.]

There are numerous ways to collect data from a program. When deciding the appropriate data collection method, it is important to keep in mind the desired outcome and the credibility of the collected data for your intended audience. For example, a personal testimonial from a program participant may not effectively demonstrate the influence of your program to a funder. However, combining a personal testimonial with survey data might provide a more compelling foundation of evidence. Combining formal and informal data collection methods can be an effective strategy for evaluating a program. [For further explanation of the data collection methods, see tables ‘Guidelines for Selecting a Formal Data Collection Method’ and ‘Selecting an Informal Data Collection Method’ in **Appendix VI & VII**: ‘Evaluation’.] Following, is a list of standard formal and informal data collection methods:

Formal Data Collection Methods:

1. Hand-distributed self-administered questionnaires
2. Mailed self-administered questionnaires
3. Phone interviews
4. In-person interviews
5. Group interviews (highly structured)
6. Focus groups (less structured group interview)
7. Audio computer-assisted self-interviewing (ACASI)
8. Observations
9. Document studies

Informal Data Collection Methods:

1. Testimonials
2. Anecdotes
3. Photographs, slides, and videos
4. Diaries/journals
5. Logs
6. Action cards
7. Simulations
8. Problem stories
9. Creative expression
10. Unobtrusive measures

For our youth program, we chose to use four formal data collection methods and four informal data collection methods for evaluation. Hand-distributed self-administered questionnaires, personal interviews, structured group interviews, and focus groups seemed to be the most appropriate formal evaluation methods to use with an active audience such as high school-aged youth. Recent research has also emerged, showing that youth prefer taking surveys on the computer when compared to paper and pencil tests (Vispoel et al 2001) and (Supple et al 1999). If possible, such technology could be incorporated into the evaluation strategy of a program.

We chose four informal data collection methods to complement the previously mentioned formal methods. By using testimonials, anecdotes, diaries/journals, and problem stories, we could collect a well-rounded pool of data from youth participants. The type of data provided by these 8 collection methods is fairly easy to interpret and, besides the personal interview and focus group methods, administering the strategies requires little additional staff training. The data from these 8 collection methods is versatile (i.e.- formal and informal) thus providing the staff more options for how to use the evaluation data. For example, personal anecdotes and testimonies are useful for developing advertisement materials and gaining program publicity, whereas surveys are helpful when applying for funding.

Fortunately, a number of evaluation tools exist for youth programs that focus specifically on gardening, leadership development, and business development. There are numerous advantages to using an existing evaluation tool. An existing tool has been pre-tested, it may have been validated already, and data from other programs can be used as a control or as reference data for comparison. To find existing tools, we contacted similar programs and asked what tools they used. Tools can also be found on the internet or by conducting a literature search, by topic, at a university library. It is important to note that copyright laws vary greatly regarding which tools can be freely accessed and which are privately owned. Often, taking portions of an instrument, but not the entire tool, makes a copyright violation less likely—but always contact the publisher to confirm this. [For a list of electronic evaluation resources, please see **Appendix VIII**: ‘Evaluation’.]

Because our youth program was originally funded by a USDA CFP grant, it made sense to see what evaluation support services existed. We learned that an evaluation support team was available for grant recipients. This team helps grantees choose their evaluation tools and assists with evaluation report preparation. The National Research Center, Inc. prepared an evaluation handbook specifically for the USDA CFP grant program and a series of workshops explaining this handbook was presented by The Community Food Security Coalition (CFSC). Naturally, we arranged for a HTFM staff member to attend the CFSC workshops to see what evaluation tools best suited our program. [For a sample CFSC evaluation tool which measures the collaboration skills of program participants, see the ‘Collaboration Rubric’ in **Appendix IX**: ‘Evaluation’.] Consultations similar to the CFSC workshops are available through a number of private organizations and often include additional assistance with engaging community leaders and evaluating community partnerships.

When choosing quantitative or qualitative tools, it is important to remember that there is not always one “perfect” evaluation tool and whichever tools you choose might need to be developed and adapted to fit the specific needs of your program. In essence, *some* type of program evaluation needs to be in place. A basic strategy such as collecting youth participants’ daily journals throughout the program is better than having no structure for program evaluation. I think of it like going through the line at the sub shop: if you order a meatball sub, everyone gets the standard four meatballs, but some people go heavy on the lettuce, some pile on the spicy peppers, and others opt for extra raw onions—it depends on the preferred tastes (“evaluation needs”) of each individual (and whether or not they have to speak in public after they eat lunch).

Strengthening Program Partnerships

During the midst of choosing evaluation tools and honing the program goals and objectives, I was also continuing to develop the community partnerships that HTFM needed to support the youth program. As I mentioned earlier, in our web of potential partners, several organizations overlapped and reappeared in different circles. These were the organizations on which we focused our energy.

I arranged hour-long meetings with the following organizations:

- a local social service/support agency
- a traditional Milwaukee public high school (MPS)
- an alternative Milwaukee public high school (MPS)
- the Wisconsin Department of Public Instruction (DPI)
- the University of Wisconsin Center of Cooperatives (UWCC)
- the Extension Service of the University of Wisconsin (UW-Ext)

I approached these meetings with the goal of not only sparking an interest in our youth program, but to form partnerships where the particular agency would contribute various resources to help HTFM facilitate the youth program. As with any form of personal networking, one connection led to the next, and again, we became more informed of what program possibilities were feasible and what ideas would be best implemented in the program's future. It was important to establish partnerships on the local, county, and state levels, thereby extending our program network beyond the boundaries of the community.

After these initial meetings I was able to create working drafts of the following: a program timeline, a weekly schedule, and a daily schedule [see **Appendix X, XI, XII:** 'Program Schedules'.] Because of these meetings, our program now had access to the following:

- an abandoned 4,000 sq ft city plot to be used for gardening/urban farming
- two distinct groups of high school-aged youth for recruiting purposes
- the support/resources of the Wisconsin Agricultural Education Department
- the support/resources of a cooperative business development specialist

From this point, I began concentrating my efforts on pursuing the possible program links within the circles of each of our key players. For example, when pursuing Milwaukee Public Schools (MPS): I presented the program to the MPS Superintendent, MPS School Board- Innovation/School Reform Committee, the MPS Office of Trade and Technical Education, and the principals and science faculty at various MPS high schools. Especially when working with(in) a bureaucracy such as a high school or university system, it was important to inform multiple departments of our efforts. Faulty communication and conflicting agendas can occur in any organization and a deliberate effort to connect people from different departments served our project well in the long run.

As more partners gained interest, it was important to understand how each partner would support our youth program. HTFM created an informal partnership agreement to address the roles and responsibilities of the various organizations involved in the youth program. We did not create this agreement to be a legally-binding contract, rather to serve as a tool to maintain the positive network of partners thus far in the program development. [See **Appendix XIII**: 'Project Agreement'.] It is imperative to have commitments in writing and an informal agreement such as this seemed to accomplish this goal in a clear, non-threatening way. Another advantage of having a signed project agreement becomes apparent when applying for program funding. Including a list of committed partners can significantly strengthen a proposal because it shows the funder that a system to increase program quality and maintain program sustainability is in place.

Curriculum Considerations

As we continued choosing evaluation tools we also began exploring curriculum. There are a fair number of excellent resources for facilitating gardening programs for children—finding one specific to teens was more challenging. First, I subscribed to the American Community Gardening Association’s email listserv [subscribe at <http://communitygarden.org/listserve/index.html>]. This provided me access to a nationwide network of master gardeners, youth workers, and environmental educators—with a fair share of international subscribers as well. I posted my queries regarding a teenage-specific curriculum that addressed issues of food security, business development, and gardening/urban farming. After following the various suggestions from the listserv, I realized it would better suit our program to compile a curriculum from 2-3 sources rather than relying on one curriculum. Picking and choosing appropriate lessons from a variety of possibilities would best allow us to address the specific goals and objectives of our program. We decided to use a combination of 6 different resources for our youth program. This number will vary according to program goals and the existing resources of the organization. [For a list and description of curriculum see **Appendix XIV**: ‘Curriculum’.]

After choosing curriculum, the youth program began to take on its own unique identity. Before this point, we only knew *what* youth participants would learn; however, after choosing curriculum, we knew *what* youth would learn and *how* they would learn it.

Basically, our youth program was designed to target 10-15 freshman and sophomore youth that attend Milwaukee Public Schools in the near north side neighborhood. Daily programs would be facilitated in both an outdoor garden/urban farm space, and an indoor community youth center. Each day, youth would cultivate the garden/urban farm space, prepare meals and eat as a group, and develop work and leadership skills by completing activities facilitated by the program staff. The program director would teach most lessons, with the assistance of part-time support staff, and individual consultants would be contracted for additional support when required. Examples of consultation include:

- contracting a state-certified Master Gardener to assist the program with issues such as soil testing and pest management
- contracting a nutritionist/cooking teacher to help youth participants learn the basics of healthy cooking and menu planning
- contracting a cooperative development specialist to teach youth participants the 10 Cooperative Principles and the various steps of forming a youth coop (to sell their produce at the nearby Fondy Food Center, for example)

With a concise design such as this, we were ready to analyze the fiscal structure needed to support our youth program. HTFM knew that for the youth program to succeed, we would need to have a good idea of its financial demands.

Building the Budget

Developing the program budget requires a strong sense of the program's philosophy because where money is secured and spent, is a direct reflection of the priorities of the program. Usually a program budget consists of revenue/income *and* expenses. It is best to start with expenditures and then determine the income needed to cover the expenses. In budget development, it is common to overestimate expenditures because it provides "cushion", or protection, for unanticipated expenses. At this point, the sources of income must be determined.

In determining expenses, first note the fixed costs, or those expenses that will not change as the number of youth in the program change (i.e.- garden space rental, building utilities, salaries of full-time employees, etc.). Second, determine the variable expenses—those expenses that will change as the number of youth in the program change (i.e.- food for 10 youth vs. 30 youth). It may also be useful to make several budget projections based on various participant group sizes.

Revenue/income can appear in various forms. Clearly, any situation where goods or services are sold/provided can generate revenue. For example, if youth are selling produce at a farmers' market, money collected is considered revenue. But perhaps the most popular way to develop revenue is to seek in-kind support. In-kind support includes a specialist volunteering their time, a business granting a discount, a company giving a donation of equipment or supplies, and a number of other creative arrangements. If the in-kind support is not in the form of a tangible item, a monetary value is given to the particular service. For example, although volunteers would not be paid, the item could be presented as: 'Volunteers for 1,500 hrs @ 6.50/hr = \$9,750'. In-kind support can also strengthen a proposal for funding because it shows that the youth program has established connections with businesses, service providers, and specialists, outside of the agency sponsoring the youth program. The other major source of revenue/income is the financial support of foundations, grant programs, corporations, and businesses. (Searching for this type of funding will be addressed in the section 'Finding Funding').

Once all expenditures and income have been quantified, the budget can be constructed. There are numerous ways to lay out the budget—depending on the specifics of the youth program. I chose to divide expenditures in the categories of: salaries, benefits, consultant fees, supplies, equipment, postage, and "other". Several subdivisions within "supplies" and "equipment" are possible (i.e.- cooking supplies, garden equipment, art equipment). I chose not to subdivide the budget, leaving any additional line item grouping to HTFM—highlighting a group of items for funding purposes, for example. Also, certain fixed costs such as office space were not included in the budget. [For three sample budgets, see **Appendix XV, XVI, XVII**: 'Budget']. The budget is a planning tool to be revisited by HTFM as our youth program continues to develop.

Up until this point, we have been arranging a beautiful salad. We have crisp objectives, wholesome goals, flavorful curriculum, youth yearning to taste something new, and a host of partnering organizations—each one eager to add their own specialty crop to the salad bowl. But in our herbivorous metaphor, who exactly *is* the salad bowl? Who will be responsible for mixing the various program ingredients and (“*voila!*”) presenting the finished concoction- with flair, confidence, and finesse- to the youth participants? This brings us to one of our final steps in program development—conducting a successful staff search.

Searching for Staff

As the youth program developed I always had a nagging question in the back of my head: “Who is going to run this?” I asked directors of similar programs about their hiring practices, namely: where did they find their staff, and what are base salary ranges for this type of work? I was told that there is a short supply of well-rounded candidates for these types of youth programs. Often, a candidate is either very skilled at gardening or quite experienced working with youth—rarely both. Directors also asserted that it was far more important to find a candidate who was good at “the kid piece” because anyone can read enough books and eventually figure out “the garden piece.”

So I concentrated my efforts on finding sources of candidates who could address “the kid piece.” I came up with four possible options for finding a program director for our program. [For the pro’s and con’s considered in our program director selection, see **Appendix XVIII: ‘Hiring’**.] The best case scenario was to pursue a candidate in the environmental/adventure/experiential education areas. From my research, it followed that such a candidate typically has strong group work skills, an interest in working with youth, and experience with facilitating varied topics within an ecological framework.

Organizations such as the Wisconsin Center for Environmental Education/University of Wisconsin (Steven’s Point, WI) and Michael Field’s Agricultural Institute (East Troy, WI) produced such candidates in Wisconsin. Extending my search further led me to consider individuals trained in Outward Bound’s Expeditionary Learning Program (Garrison, NY). I also considered contacting alternative, wilderness-based high schools such as the Outdoor Academy of the Southern Appalachians/Eagle’s Nest Foundation (Pisgah Forest, NC) to find where they look for their applicants.

Once we had some ideas of where to look for candidates, we developed a job description for the position. I used existing job descriptions as the basis for developing a HTFM youth program director job description. [For a job description for our program director, see **Appendix XIX: ‘Hiring’**]. While deciding the salary range, I again surveyed the environmental education community, and also the Wisconsin Department of Natural Resources (DNR). The Wisconsin DNR advised me that the base salary for such a position in 2002 was \$11.72 per hour. The staff at the Youth Farm and Market Project (Minneapolis, MN) helped me reach a suitable base figure of \$16.00 per hour based on the high level of commitment required to facilitate a summer program—especially one as multi-faceted as we planned to implement. [For sample job descriptions from similar programs, see **Appendix XX & XXI: ‘Hiring’**.] Next, some basic job interview questions were discussed and, pending program funding, we were prepared to circulate the job description.

“Pending program funding.”

“Pending program funding.”

“Pending program funding.”

Finding Funding

“Pending program funding.” “Pending program funding.” “Pending program funding.”

I wanted to repeat it three more times to stress the importance of this concept, this idea—this law. Without program funding, you are left with a collection of excellent ideas simply waiting for implementation. So that’s why HTFM staff suggested that I begin looking for funding sources early in my second month of program planning. As mentioned, HTFM had a small portion of money from a larger USDA CFP grant allocated for developing this program; however, this money was earmarked to cover my travel expenses, conferences, and curriculum purchases—not to hire staff or purchase program equipment.

I began the funding search by exploring the publication ‘Foundations in Wisconsin: A Directory’ [for more information visit: <http://www.marquette.edu/library/fic/>]. This resource is updated annually and presents all registered foundations in the state, whether public or private, corporate or family. The publication divides foundations by category, thereby helping the program designer understand what type of projects each foundation typically supports. I also accessed online resources such as the Donor’s Forum of Chicago (http://www.donorsforum.org/resource/grant_start.html) which provide concise step-by-step strategies for deciding which types of funding to pursue.

The basic strategy that I settled upon was to find the areas of our program that were most likely to receive funding, and then to seek specialty grants relating to these areas. For example, our program aimed to create youth employment opportunities and offer work-based learning experiences. So following this lead, I inquired about funding from the U.S. Department of Labor. This inquiry lead me to research the Workforce Investment Act (WIA). Further exploration showed that WIA authorizes funds to state and local communities to support workforce training and related activities for youth who are 14-21 years of age, low income, basic skills deficient, a school dropout, homeless, a parent or parenting, an offender, or an individual—including disabled youth—that require additional assistance to complete an educational program or hold employment. The WIA is implemented throughout the country by local Workforce Investment Boards (WIB) and Youth Councils. These WIBs provide funding to community organizations who employ youth in work-based learning experiences. Other specialty grant programs that related to our youth program were available through the National Gardening Association. [For a list of funding sources to explore, please see **Appendix XXII: ‘Funding’**.] Creativity, versatility, and persistence are essential while exploring funding sources. A number of workshops and online resources focused on grant writing skills are also available to help strengthen proposals.

“He tugged on the shoots every night, and the corn still took its time.”
The Future of the Fondy Market Youth Program

When developing a program, one has to operate with the intentions of starting the program at a specific point in time: perhaps 6 months, 1 year, or 3 years. It is necessary to have a target start date in mind or else the planning process can become very abstract and lose focus. Imagine trying to develop community support by saying:

“Would you like to partner with us to facilitate this youth program?”

“Well, maybe. When does it start.”

“Oh, the program will start eventually.”

“Eventually?”

“Yes, in the near future.”

“The *near* future or the near *future*?”

“Yes!”

“Right...hmmm. Hey, nice weather we’ve been having lately, eh?”

This is not to say that a program designer should set a program schedule during the first week of planning and stick to it like the captain of the Titanic. There is absolutely no way to predict the roadblocks and setbacks that will arise during program design and implementation—7/8ths of an iceberg lies below water. This leads to my recommendations for HTFM as the organization continues to develop the Fondy Market Youth Program.

HTFM has completed research covering almost all areas of program design including: goals and objectives, curriculum selection, evaluation tools, budgeting, and hiring staff. HTFM has formed a variety of public and private sector partnerships on the city, county, and state levels. HTFM has performed this work with the expectations of leading this program effort for Milwaukee County, and the Fondy community in particular. However, after evaluating and assessing the program demands, specifically regarding staffing and fundraising, HTFM does not currently have the capacity to be the lead agent in facilitating this program effort. There are two possibilities as to what type of organization could better serve as the lead agent in facilitating this youth program.

Recommendations

First, a nonprofit service provider with a strong youth focus could be an ideal program sponsor. HTFM has always focused on youth by supporting various programs such as the School Breakfast Program and Summer Food Service Program. However, the organization does not directly implement any youth programs rivaling those of other nonprofit service providers in the Milwaukee community.

Second, a social work support agency could function as a strong program sponsor. Such an organization could offer youth participants valuable resources such as counseling services, case management, and childcare, that HTFM does not offer directly.

An ideal program sponsor would be an organization that:

- can offer some or all of the critically necessary supportive services
- is willing and able to take a programmatic and financial risk
- possesses a direct stake in the community
- has the experience and commitment of working directly with youth
- is capable of seeking fundraising opportunities

HTFM is seeking an organization in Milwaukee to take advantage of this unique opportunity. Building from the successes of similar programs, HTFM has developed a multi-disciplinary youth program, compiled youth-specific curriculum, and formed strategic alliances to support the program goals and objectives. Furthermore, HTFM is in a position to offer fundraising expertise and farmers' market management—both elements that can help this program succeed.

For these reasons, I feel that the Fondy Market Youth Program is a work in progress. This entire six-month process has been an example of how roadblocks require the program designer to change the direction of the program vision. HTFM had hoped to begin this youth program in the summer of 2003. As mentioned previously, we proceeded with a combination of confidence and flexibility, unable to anticipate the setbacks and challenges that would arise during the first six months of program planning. But just as we were unable to anticipate the challenges, we were also unable to foresee the many opportunities that presented themselves.

Conclusion

Within this youth program are opportunities for engaging youth by providing meaningful work, life skills, and job training- and at an even simpler level- a chance to do something *different*. I was able to make recruiting visits to neighborhood high schools and was surprised by the positive response. Again and again, it was made strikingly clear to me: youth crave something *different*.

The youth and myself made salads and sliced potatoes for French fries—conversations drifting from MTV videos and new Jordan shoes, to discussions of why it’s better to leave the skin on our potatoes and why oil-and-vinegar salad dressing might be healthier than ranch. We played environmental education games—exploring the connections between natural resources, plants, animals, and people (and their many, many by-products). [For recruitment suggestions, see **Appendix XXIII**: ‘Participant Recruitment’.]

I will never forget the sense of accomplishment, pride, and excitement radiating from 10 African-American young men—standing at the center of five dozen index cards that they had connected across the classroom floor:

“So like, more trees means more air-
“And more air is more birds so-
“More birds is more joy and-
“More joy is less depression and less depression-
“Is less drugs and less drugs is less crime-
“And less crime is less police and less police-
“Is less guns and less guns is... uhmm, more *love?*...”

Last week, youth from these recruitment sessions began calling my office asking if it was too late to get a job. It broke my heart to tell them that the youth program was not going to begin until the summer of 2004, but inside I truly believe, as does HTFM, that using the remainder of 2003 for planning will better suit the Fondy Market Youth Program in the long run.

There are key fundraising and program management issues that need to be addressed before we can confidently begin this youth program. With the support of committed youth and social service agencies in the Milwaukee community, HTFM feels confident that we can fully utilize the opportunities that this program holds. Wisdom takes time. It is wiser to water the corn everyday than to be like the eager farmer who tugged on the shoots every night, hoping that they would grow faster by morning. At the end of this planning season, we anticipate a promising harvest.

Appendix I: Acknowledgements

1 of 2

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- The Youth Fresh Food Initiative
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Appendix II: Fondy Food Center



Appendix III: Funding

Community Food Projects Competitive Grants Program

See the following resources for more information about the USDA Community Food Projects (CFP) program:

- Web Information: <http://www.reeusda.gov/crgam/cfp/>
- USDA contact: Liz Tuckermanty 202-205-0241 (phone)
- Community Food Security Coalition (CFSC) contact: Maya Hagege
 - 310-822-5410 (phone)
 - maya@foodsecurity.org (email)
 - <http://www.foodsecurity.org> (web)
- CFP Project Planning Guide: Hugh Joseph
 - 617-627-4102 (phone)
 - hjoseph@tufts.edu (email)
- CFP Evaluation Handbook: National Research Center
 - 303-444-7863 (phone)
 - nrc@n-r-c.com (email)
 - <http://www.n-r-c.com> (web)

1. Nutrition and Healthy Eating

Students will improve their understanding of basic food nutrition and preparation.

- By the end of the program, students will plan a balanced meal and explain their planning choices.
- By the end of the program, students will identify important macro & micro nutrients in a healthy diet and explain the effects of these nutrients on the human body.
- By the end of the program, each student will have led or assisted in the preparation of 10 meals, at least 5 of which were planned by the student.
- By the end of the program, students will identify various diets such as meat-eating, vegetarian, and vegan; students will also objectively critique each diet, and explain their conclusions to the group.

2. Basic Horticulture

Students will develop a thorough knowledge of garden ecology.

- By the midpoint of the program, students will creatively demonstrate the components of a plant's growth cycle (i.e.- germination, photosynthesis, pollination).
- By the midpoint of the program, students will identify common plant diseases and nutrient deficiencies.
- By the midpoint of the program, students will suggest conventional and alternative remedies for at least 5 common plant diseases and nutrient deficiencies.
- By the midpoint of the program, students will creatively present the concepts of plant and animal interdependence.

Students will use their broad ecology knowledge base to prepare and maintain a garden/urban farm.

- By the third quarter of the program, students will demonstrate proper tool use and care.
- By the third quarter of the program, students will understand the various elements of plant care and demonstrate various plant care techniques (i.e.- sowing seeds, transplanting, weeding, harvesting, etc.).
- By the end of the program, students will collectively design and plan a "dream garden." As a group, students will make decisions such as what plants are to be grown, and will provide explanations for all of their decisions.

3. Sustainable Agriculture

By experiencing four seasons in a garden/urban farm, students will learn about the practical nature of local and global agriculture and how these agriculture systems affect the environment, local/global economies, and consumers.

SUMMER:

-At the start of the summer, students will develop goals for the season. These goals can range from which varieties and quantities of plants to grow, to what new fruits or vegetables they will taste during the season.

-At the end of the summer, students will evaluate the season—in a qualitative and quantitative manner. Their analysis will include explanations and suggestions to be used in future growing seasons.

FALL

-By the end of the fall, students will have completed the harvest of the garden/urban farm and closed the youth-run farmers' market for the season.

-By the end of the fall, students will have analyzed their youth-run farmers' market. This analysis includes developing and conducting a survey of market customers, organizing and presenting collected data, and using this information for future garden/urban farm planning.

WINTER

-At the start of winter, students will begin planning for the next season. Tasks include cover crop planting, seed ordering, and building new structures such as growing beds, sitting benches, or shelters.

-By the end of winter, students, using ideas from their individual "dream gardens" will complete an extensive garden/urban farm planning unit. The final product is a plan covering placement of growing beds, types and varieties of vegetables to be grown, planting schedule, etc.

SPRING

-At the start of spring, students will look for a community organization such as a shelter, senior center, or daycare where they can implement a newly designed garden/urban farm.

-Based on community response, students will either implement one garden/urban farm design or work with a community organization to customize an appropriate design for future implementation.

-By the middle of spring, students will have researched the origins of certain crops and crop families and will explain why certain plants can be planted earlier than others.

-By the end of spring, students will have completed a basic introduction to small-engine equipment (i.e.- lawnmowers, weed eaters, and tillers) and large machinery (i.e.- tractors and skidsteers). Students will demonstrate proper handling and maintenance, and where appropriate, demonstrate proper machine operation.

4. Food Security

Students will be exposed to the complexities of local, regional, national, and global food system networks.

- By the end of the program, students will have visited several organizations and agencies involved in the food distribution system such as: grocery stores, farmer's markets, and convenient "corner" stores. Students will document their experiences and develop questions to be explored by the group.
- By the end of the program, students will have visited several agencies within the emergency food distribution network such as: food banks, WIC clinics, and community kitchens. Students will document their experiences and develop questions to be explored by the group.
- By the end of the program, students will articulate at least 5 ways that their gardening experience affects the local food system.
- After discussing and analyzing the various site visits and presentations, students will collectively create a visual display showing how the local, regional, national, and global food systems affect one family.
- By the end of the program, students will collectively design a set of handouts addressing some of the community-specific food security issues that they have seen; additionally, the group will include their recommendations to solve some of these issues.

5. Cooperative & Traditional Business/Entrepreneurship

Students will create a profitable community-owned business.

- By the end of the program, students will understand the basics of starting a cooperative business.
- By the mid-point of the program, students will make decisions on the basic structure of the business and choose a board of directors.
- By the mid-point of the program, students will create a basic business and marketing plan which includes goals and objectives for their project.
- By the mid-point of the program, students will decide necessary job duties and divide them appropriately among the co-op members.
- By the end of the program, students will learn how a cooperative raises money to start, operate, and distribute the profits of the business.
- Throughout the program, students will monitor and change goals and objectives as needed.
- Throughout the program, students will create and review basic financial reports.

6. Leadership Development

Students will demonstrate increased confidence, positive interaction, and compassion for others by accepting challenging roles in the group, and showing responsibility in decision-making.

-By the end of the program, students will have completed select criteria from the Wisconsin Department of Public Instruction (DPI) 'Listening Skills', 'Speaking Skills', 'Mathematics', 'Consumer Economics', and 'Interpersonal Skills' as outlined in *Youth Employment Competencies* (Bulletin No. 5914).

-By the end of the program, each student will have written at least one standard thank-you letter to an individual who led a group activity or organization that hosted the group for a site visit.

-Throughout the program, students will maintain a 'Field Notebook'. This notebook will provide a place for personal reflection during their program experience.

-By the end of the program, students will complete a 'Job Seeking' workshop. Students will demonstrate mastery of skills by creating a resume, preparing letters of inquiry, and compiling a list of references.

-Throughout the program, students will have numerous opportunities to take on leadership roles. These include: facilitating a group discussion about an issue of their choice; being the group leader while on a site visit or field trip; and answering customer questions when selling produce.

Appendix V: Evaluation

Comparison of Quantitative and Qualitative Research*

Characteristic	Quantitative	Qualitative
Basic Belief about the nature of reality	Relative constancy assumed. "Nature is orderly and follows specific laws. Occurrences have causes that can be discovered.	Dynamic. "Reality is what you think it is." Reality is not purely objective, and does not exist independent of the humans who interpret it.
Basic Perspectives—lenses through which the researcher interprets the world	Data is measurable: based on the Natural scene worldview (empiricism, positivism)	Data is interpretive: based on the anthropological worldview (feminism, Marxism, humanism, race-based, multi-cultural)
Reasoning	Deductive (theory precedes research)	Inductive (theory emerges from research)
Goal	Results oriented: establishes relationships, demonstrates causation, makes confirmations	Process oriented: describes meaning, promotes discovery, exploratory
Role of Evaluator	Objective: evaluator is separate (outside centered)	Subjective: evaluator is part of process (insider centered)
Basic Strategies	Designs: descriptive, correlational, quasi-experimental, experimental, causal-comparative. Data collection methods: surveys, quantified observation, analysis of secondary datasets	Designs: phenomenology, grounded theory, ethnography Data collection methods: observations (case studies), in-depth interviews, focus groups, document studies, key informant interviews
Sampling	Random Large number of cases	Purposeful, non-random Small number of cases
Analysis tools	Statistical measures: means, medians, t-test, chi-square tests, ANOVA, MANOVA, non-parametric tests (wilcoxins), correlations, Type I and Type II errors	Narrative analysis, discourse analysis, textual analysis, ethnography
Quality assurance	Reliability: internal and external Validity: construct, content, face, predictive, discriminant, concurrent, convergent	Trustworthiness: credibility, confirmability, dependability, transferability
Depth	Surface glance	In-depth
Generalization	Strives for generalization (context free)	Strives for uniqueness (context dependent)
Reporting	Basic element of analysis is numbers	Basic element of analysis is words/ideas

*Table adapted from the following:

- J. Shcheurich, Dept. of Education Administration, University of Texas at Austin
<http://www.edb.utexas.edu/faculty/scheurich/proj1/inquiry.html>
- The Royal Windsor Society for Nursing Research
http://www.windsor.igs.net/~nhodgins/quant_qual.html
- D. Ratcliff, Dept. of Psychology, Biola University
<http://don.ratcliff.net/qual/qualquant.html>
- R. Anderson, Dept. of Sociology, University of Oxford
<http://www.crest.ox.ac.uk/andersen/methods/methods3.pdf>

Guidelines for Selecting a Formal Data Collection Method

Survey Mode	Recommended Circumstances	Not great when...
Hand-distributed Self-Administered Questionnaire	<ul style="list-style-type: none"> ▪ Captive audience ▪ Data needs to be collected in short time frame ▪ Minimal staff time is available for data collection ▪ Outcome can be measured in concise manner (survey must be fairly short) and at right literacy level ▪ Survey questions are self-explanatory and do not need interviewer/interviewee interaction ▪ Questions may be asked on sensitive topics ▪ Question order is not as important 	<ul style="list-style-type: none"> ▪ Instruments closely resemble a test ▪ Respondents are already over-surveyed or over-“tested” ▪ Respondents need varying lengths of time to complete the survey
Mailed Self-Administered Questionnaire	<ul style="list-style-type: none"> ▪ Respondents are not captive ▪ The respondent has little personal contact with staff ▪ Minimal staff time is available for data collection ▪ Respondent has a high concern for anonymity ▪ Respondents prefer to answer the questions in a setting comfortable and familiar to them 	<ul style="list-style-type: none"> ▪ Questions are longer and require more in-depth responses
Personal Interview	<ul style="list-style-type: none"> ▪ Questions are more complex and require more in-depth responses ▪ Questions may best be answered with interviewer-interviewee interaction ▪ Respondents vary significantly in terms of literacy levels ▪ A person perceived as neutral has time to schedule and administer the interviews 	<ul style="list-style-type: none"> ▪ Questions are asked on sensitive topics ▪ Minimal staff time is available for data collection ▪ Staff delivering service also ask questions of participants
Phone Survey	<ul style="list-style-type: none"> ▪ Respondent is not captive ▪ The respondent has little personal contact with staff ▪ Outcome can be measure in a concise manner (survey must be fairly short) 	<ul style="list-style-type: none"> ▪ Questions are asked on sensitive topics ▪ Minimal staff time is available for data collection ▪ A person perceived as neutral has time to administer the interviews

Appendix VI: Evaluation

Survey Mode	Recommended Circumstances	Not great when...
Group Interview using Written Surveys (Structured)	<ul style="list-style-type: none"> ▪ Captive audience ▪ Data needs to be collected in short time frame ▪ Minimal staff time is available for data collection ▪ Outcome can be measured in a concise manner (survey must be fairly short) ▪ Questions are asked on sensitive subjects 	<ul style="list-style-type: none"> ▪ Instruments closely resemble a test ▪ Respondents are already over-surveyed or over-“tested” ▪ Respondents need varying lengths of time to complete the survey ▪ There is no central location where respondents can convene
Focus Groups	<ul style="list-style-type: none"> ▪ Situations where group interaction is important ▪ In-depth information is needed ▪ There is limited staff time to collect information ▪ Staff is well trained to facilitate the focus group 	<ul style="list-style-type: none"> ▪ Questions are asked on sensitive topics ▪ Participants are at varying levels of power ▪ A broad sample of opinions is needed ▪ Participants can influence other areas of each other’s lives
Audio Computer Assisted Self Interviewing (ACASI)	<ul style="list-style-type: none"> ▪ Captive audience ▪ Minimal staff time is available for data collection ▪ Outcome can be measured in a concise manner (survey must be fairly short) ▪ Questions are asked on sensitive topics ▪ Respondents need varying lengths of time to complete the survey 	<ul style="list-style-type: none"> ▪ Program does not have technology necessary to administer the survey ▪ Data needs to be collected in a shorter time frame
Observations	<ul style="list-style-type: none"> ▪ Captive audience ▪ Participants are unaware, unwilling or unable to discuss a particular topic ▪ Understanding the context of events is as important as the event itself ▪ Outcome can be easily observed ▪ Trained observers are available to record events 	<ul style="list-style-type: none"> ▪ Outcome is difficult to observe or observation would be inappropriate/intrusive ▪ Program has little access to trained observers ▪ You can rely on participant self-report ▪ Staff make judgments about their own participants
Document Studies	<ul style="list-style-type: none"> ▪ The information exists to measure the outcome ▪ The information is reliable and accurate 	<ul style="list-style-type: none"> ▪ Data or documents do not exist

Appendix VII: Evaluation

Selecting an Informal Data Collection Method

Collection Method	Description
Testimonials	Individual statements by people indicating personal responses and reactions
Anecdotes	Individual statements by staff of participants indicating positive personal behaviors
Photographs, slides, and videos	Use of photography to capture visual images
Diaries/journals	Recording of events over time revealing the personal perspective of the writer/recorder
Logs	Recording of chronological entries, which are usually brief and factual
Action cards	Use of index cards on which participants record what they did—"the action"—and when they reach their goal; primarily used in self-assessment
Simulations	Use of models or mock-ups to solicit perceptions and reactions
Problem stories	Narrative accounts of past, present or future situations as a means of identifying perceptions using fictional characters to externalize the problem situation
Creative expression	Use of art forms to represent people's ideas and feelings as through stories, drama, dance, music, and art
Unobtrusive measures	The gathering of information without the knowledge of the people in the setting. (Ex: Noting the wear and tear on a floor mat "planted" in front of a display).

Appendix VIII: Evaluation

Electronic Evaluation Resources*

- Qualitative Research Resources: <http://don.ratcliff.net/qual/>
- American Evaluation Association: <http://www.eval.org>
- Empowerment Evaluation:
<http://www.stanford.edu/~davidf/empowermentevaluation.html#summary>
- UW Extension, Program Development and Evaluation Unit:
<http://www.uwex.edu/ces/pdande/>
- Program Manager's Guide to Evaluation: <http://www.acf.dhhs.gov/programs/core>
- The Evaluation Center: <http://www.wmich.edu/evalctr/ess.html>
- Innovation Network Helping Nonprofits Succeed: <http://www.innonet.org>
- U.S. General Accounting Office (GAO): <http://www.gao.gov/policy/guidance.htm>
- The International Society for Quality of Life Studies:
<http://www.cob.vt.edu/market/isqols/>
- Management Assistance Program for Nonprofits: <http://www.mapfornonprofits.org>
- Online Evaluation Resource Library: <http://www.oerl.sri.com>
- Online Evaluation Workbook: <http://www.tfn.net/%7Epolland/qbook.html>
- United Way's Outcome Measurement Resource Network:
<http://national.unitedway.org/outcomes/>
- Guide to Non-Profit Organizations: <http://www.idealists.org>

*Most resources excerpted from a comprehensive list compiled by Catherine Callow Elwell. Available at: <http://www.siu.edu/~ritz/courses/526/evaluation.htm>

Appendix IX: Evaluation

Sample Evaluation Tool from Community Food Security Coalition (CFSC)*

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Contribute					
Research and Gather Information	Does not collect any information that relates to the topic	Collects very little information—some relates to the topic	Collects some basic information—most relates to the topic	Collects a great deal of information—all relates to the topic	
Share Information	Does not relay any information to teammates	Relays very little information—some relates to the topic	Relays some basic information—most relates to the topic	Relays a great deal of information—all relates to the topic	
Take Responsibility					
Fulfill Team Role's Duties	Does not perform any duties of assigned team role	Performs very little duties	Performs nearly all duties	Performs all duties of assigned team role	
Share Equally	Always relies on others to do the work	Rarely does the assigned work—often needs reminding	Usually does the assigned work—rarely needs reminding	Always does the assigned work without having to be reminded	
Value Others' Viewpoints					
Listen to Other Teammates	Is always talking—never allows anyone else to speak	Usually doing most of the talking—rarely allows others to speak	Listens, but sometimes talks too much	Listens and speak a fair amount	
Make Fair Decisions	Usually wants to have things their way	Often sides with friends instead of considering all views	Usually considers all views	Always helps team to reach a fair decision	
				Total	

*Adapted from the Collaboration Rubric of Cabrillo Tidal Pool Study available at:
<http://edweb.sdsu.edu/triton/tidepoolunit/Rubrics/collrubric.html>

Appendix X: Program Schedules

Program Timeline

April 2003

- Fondy Market Youth Program (FMYP) Director contacts representatives of all partnering organizations to confirm FMYP summer program schedule.

May 2003

- Youth Training workshops begin:
 - Approx. 8 sessions, 90 min. ea., after school
 - Approx. 2 sessions, 4 hrs. ea., on weekends
- Workshop topics relate to the following primary topics:
 - General Education Skills
 - Co-operative Business Development
 - Horticulture/Agriculture Skills
 - Entrepreneurial Business Skills

June 2003

- Milwaukee Public School (MPS) term ends by 6/18
- Youth Employment begins at Fondy Market
 - Employment Program Weeks 1 & 2

July 2003

- Youth Employment at Fondy Market continues
 - Employment Program Weeks 3, 4, 5, & 6
- Saturday field trip to visit Dane County Farmer's Market (Madison)
- Policy Field Trip #1- agriculture committee, city-county-state legislative meeting

August 2003

- Youth Employment at Fondy Market continues
 - Employment Program Weeks 7, 8, & 9
- Saturday field trip designed by youth participants
- Policy Field Trip #2- attend non-profit/grass-roots organizing meeting
- FMYP End of Season Weekend Retreat
 - August 22nd-24th, travel to a local retreat center or campground
 - Youth participants complete self-evaluation and FMYP Evaluation
 - Career planning workshop conducted

September 2003 (to April 2004)

- MPS starting class date wk of 9/2-9/6
- Begin weekly after-school and weekend partnerships (Loyola Academy greenhouse, Center for Teaching Entrepreneurship, Boerner Botanical Gardens, Growing Power, MATC- Landscape Horticulture Dept.)
- FMYP Director completes summer program evaluation

Appendix XI: Program Schedules

Weekly Schedule

<u>SUMMER</u>		<u>SCHOOL YEAR</u>	
Monday-Thursday		Tuesday	
9am-12pm	3 hrs garden/market work	4pm-6pm	2 hrs after-school
12pm-1pm	1 hr lunch		workshops/greenhouse
1pm-3pm	2 hrs market/garden work		work
Friday		Thursday	
9am-3pm	5 hrs group enrichment time	4pm-6pm	(same as Tuesday)
Saturday		Saturday	
8am-2pm	5 hrs youth stand/market work	8am-2pm	garden work/field trips
	-----		-----
	30 hrs/week total		10 hrs/week total
	9 weeks total		25 wks total

Notes...

- Monday—Thursday: 2 youth will prepare lunch for all participants.
- Each Friday: all participants will come together for group enrichment time.
- Group Enrichment Time allows youth to:
 - 1) continue the training/education elements of the program
 - 2) take field trips
 - 3) develop leadership skills, teamwork, group accountability
- Examples of Group Enrichment activities:
 - gleaning trip
 - assisting farmers harvesting for Saturday market
 - city or county government agriculture-related meeting
 - environmental education center workshop
 - WIC clinic visit
 - community garden tour
 - lunch at a value-added restaurant
 - youth-planned trip/activity
 - culinary workshop with local chef
 - tree climbing workshop with a local arborist
- Each Saturday: youth will share/alternate Market tasks including:
 - setup of youth vendors' stand
 - produce harvesting
 - assisting other farmers in the market
 - assisting market manager
 - preparing lunch/distributing to group members
 - passing out literature/advertising
 - special event assistance (music, cooking demos, etc)
 - youth vendors' stand clean up

Appendix XII: Program Schedules

Daily Schedule

Session #1-
Monday June 23, 2003

		Location	Alternate
9:00	Arrival and welcome	Garden Plot	Project Focal Point Cmty Center (PFP)
9:15	Introductions and Overview		
9:40	Name games and icebreakers		
10:00	Activity #1: 'Garden Sensory Observations'		
11:00	Activity #2: 'Trace the French Fry: An Intro to the Food System' part I-II		
11:45	Discuss Lunch rules and Kitchen Safety		
12:00	Prepare and Eat Lunch	PFP Kitchen	Same
1:00	Activity #3: 'Trace the French Fry: An Intro to the Food System' part III	Garden Plot	PFP
1:30	Group and Individual Goal Setting		
2:00	Make Journals	PFP	Same
2:30	Journal Time	Garden Plot	PFP
2:45	Closing		
3:00	Departure		

**Project Agreement
Fondy Market Youth Program**

This document outlines the agreement among the parties involved in the Fondy Market Youth Program (FMYP) project.

PROJECT PURPOSE

The purpose of this project is to facilitate the creation of an educational and job-training program for youth (ages 14-17) in the Fond du Lac Avenue/North Avenue neighborhoods of Milwaukee, WI.

PARTIES

The parties to the agreement are:

- The Hunger Task Force of Milwaukee (HTFM)
- The Fondy Food Center (FFC)
- The University of Wisconsin Center of Cooperatives (UWCC)
- The University of Wisconsin Extension- Milwaukee County (UWEX)
- Milwaukee Area Technical College- North Campus (MATC-N)
- Center for Teaching Entrepreneurship (CTE)
- Project Focal Point Community Center (PFP)

TERM

This agreement covers the parties' work efforts undertaken since September 27, 2002 and continues until the FMYP project is terminated according to the terms in the "Termination and Withdrawal" section below.

OWNERSHIP

Because all parties are donating time and/or resources free of charge, ultimate ownership of land, building space, tools, equipment, curriculum, documents, and inventions will remain with the appropriate party. If at any time during the FMYP project, parties need to adjust their roles (as listed below), verbal *and* written correspondence with the FMYP project coordinator is required.

PARTICIPANT ROLES

The roles and expectations of the parties are:

- **HTFM:** HTFM will monitor all partnerships outlined in this agreement. HTFM will hire, supervise, and support the FMYP director and all FMYP support staff. HTFM development and advocacy staff will identify program funding opportunities and where appropriate, solicit partnering agencies to pursue joint-funding opportunities.
- **FFC:** FFC will oversee all FMYP activities at the Fondy Farmer's Market. These activities include: providing a vendor stall for FMYP use, and providing safety training and vendor orientation to program participants. As FFC expands its resources and staffing, coordination of the FMYP will shift from HTFM to FFC,

- until all FMYP duties are assumed by FFC—this will include, but is not limited to, the supervision and support of the FMYP director and FMYP support staff.
- **UWCC:** UWCC will facilitate a series of workshops addressing cooperative business development; to maintain the effectiveness of the FMYP project, UWCC will coordinate with CTE—as they will also conduct workshops of a business nature. UWCC will assist HTFM advocacy and development staff in preparing evaluations and/or grant reports for the 2002-2003 USDA Community Food Projects Competitive Grant where UWCC committed as a partnering agency. Where appropriate, UWCC will support the FMYP director in developing curriculum specific to cooperative business management/development for future program use.
 - **UWEX:** UWEX will identify land within Milwaukee’s central city that is suitable for cultivating small-scale production garden operations. UWEX will coordinate horticulture assistance, particularly through Milwaukee County’s network of certified Master Gardeners. Where appropriate, UWEX will coordinate with HTFM development staff to apply for joint and/or matching funding to support the continuation of the FMYP project.
 - **MATC-N:** MATC-N will conduct on-site and off-site workshops supported by the Horticulture, Environmental Science, and Business/Marketing departments. In addition to meeting FMYP curriculum objectives, MATC-N will use workshops as a potential recruiting tool with the goal of engaging FMYP participants in post-high school education. MATC-N will designate a primary contact to coordinate with the FMYP director. MATC-N will investigate the feasibility of a future partnership with the FMYP and the Culinary Arts department at the MATC main campus, in downtown Milwaukee. Where appropriate, MATC-N will coordinate with HTFM development staff to apply for joint and/or matching funding to support the continuation of the FMYP project.
 - **CTE:** CTE will facilitate a series of workshops addressing entrepreneurial business development; to maintain the effectiveness of the FMYP project, CTE will coordinate with UWCC—as they will also conduct workshops of a business nature. Where appropriate, CTE will support the FMYP director in developing curriculum specific to cooperative business management/development for future program use.
 - **PFP:** PFP will provide classroom/workshop space and kitchen access for the FMYP. Youth enrolled in the after-school and/or summer programs of PFP will be encouraged to enroll in the STEP-UP and/or REACH programs facilitated by the Private Industry Council (PIC); a portion of the FMYP funding is received from PIC, therefore PFP youth enrolled in the STEP-UP and/or REACH programs have a greater likelihood of being paid for FMYP participation. Regardless of PFP youth’s enrolment in STEP-UP and/or REACH programs, they will be allowed to participate in the FMYP—space permitting.

TERMINATION AND WITHDRAWAL

FFC, UWCC, UWEX, MATC-N, CTE, and PFP may each withdraw from this agreement at any time by providing written notice to HTFM. The agreement may be terminated by HTFM at any time by providing written notice to the other parties.

Appendix XIII: Project Agreement

AGREED AND ACCEPTED

Hunger Task Force of Milwaukee

By: _____

Name: _____

Title: _____

Date: _____

Fondy Food Center

By: _____

Name: _____

Title: _____

Date: _____

**University of Wisconsin
Center of Cooperatives**

By: _____

Name: _____

Title: _____

Date: _____

**University of Wisconsin Extension-
Milwaukee County**

By: _____

Name: _____

Title: _____

Date: _____

**Milwaukee Area Technical College-
North Campus**

By: _____

Name: _____

Title: _____

Date: _____

Center for Teaching Entrepreneurship

By: _____

Name: _____

Title: _____

Date: _____

Project Focal Point Community Center

By: _____

Name: _____

Title: _____

Date: _____

Appendix XIV: Curriculum

List of Curriculum for Fondy Market Youth Program

Garden/Sustainable Agriculture Activities Guides

- French Fries and the Food System: *A Year Round Curriculum*
Connecting Youth with Farming and Food
Available from the Food Project
781-259-8621 (phone)
<http://www.thefoodproject.org/newtftp/ftpstore/ftpstore.shtml>
- Food, Land, & People
Available from Food, Land, and People
330-627-5712 (phone)
<http://www.foodlandpeople.org/resources/index.html>
- Growing Communities
Available from the American Community Gardening Association
<http://communitygarden.org/pubs/index.html>
- WI Agriculture Education Activities Guide
Available from Wisconsin DPI Agricultural Education Department
(800) 243-8782 (phone)
http://www.dpi.state.wi.us/dpi/dltcl/eis/pubsales/stnd_ag.html

Group Activities Guides

- Growing Together: *A Guide to Building Inspired, Diverse and Productive Youth Communities*
Available from the Food Project
781-259-8621 (phone)
<http://www.thefoodproject.org/newtftp/ftpstore/ftpstore.shtml>
- Quicksilver: *Adventure Games, Initiative Problems, Trust Activities and a Guide to Effective Leadership*
Available from Project Adventure
(800) 796-9917 (phone)
<http://www.pa.org/pubdescription.asp?prodid=292>

Business Development Curriculum

- Center for Teaching Entrepreneurship: ReDonna Rodgers
414-263-1833 or ReDonnaRod@aol.com
- University of Wisconsin Center of Cooperatives: Anne Reynolds
608-263-4775 or reynolds@aae.wisc.edu
- Wisconsin Farmers Union: Cathy Statz
(800) 272-5531 or cstatz@yahoo.com

Appendix XV: Budget

1 of 5

Sample Budget #1- Fondy Market Youth Program (FMYP)

Salaries

Community Youth Program Coordinator:	
Full time, year-round at \$16/hr	\$ 31,000
<i>or</i>	
Full time (summer), part time (off-season) at \$16/hr	\$ 28,260
Program Assistant #1	
½ time for 3 months	\$ 7,500
Program Assistant #2	
½ time for 3 months	\$ 7,500
Total Salaries	\$ 46,000 or \$ 43,260

Benefits

Community Youth Program Coordinator:	
Full time, year-round at \$16/hr	\$ 9,300
<i>or</i>	
Full time (summer), part time (off-season)	\$ 8,478
Total Benefits	\$ 9,300 or \$ 8,478

Consultants

Master Gardener: 30.00 hrs at 30.00/hr	\$ 900.00
Nutritionist/Cooking Teacher: 8.00 hrs at 30.00/hr	\$ 240.00
Cooperative Development Specialist: 20.00 hrs at 30.00/hr	\$ 600.00
Entrepreneurial Business Specialist: 20.00 hrs at 30.00/hr	\$ 600.00
Total Consultant Fees	\$ 2,340

Supplies

Soil: \$10 / yd x 20 yds	\$ 200.00
Compost: \$8 / yd x 10 yds	\$ 80.00
Wood chips: \$5 / yd x 10 yds	\$ 50.00
Plants:	\$ 150.00
Seeds:	\$ 40.00
Row covers:	\$ 20.00
Weed barriers:	\$ 20.00
¼" Dowel rods: 30 segments- 8ft x ¼"	\$ 20.00
Trellises	\$ 20.00
Tomato cages	\$ 20.00
Scouring pads	\$ 10.00
Biodegradable dish soap	\$ 10.00
Multi-purpose field notebooks: 10 x \$xx ea	\$ 70.00
Pens, pencils, cray-pas, watercolors:10 sets	\$ 175.00
Sunscreen and Benadryl™	\$ 10.00
Total Supplies	\$ 895.00

Appendix XV: Budget

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Postage

2 bulk mailings x \$100 ea	\$ 200.00
Total Postage	\$ 200.00

Food

Cost per person per meal (\$2.73) (x 10 person x 54 meals)	\$ 1,474.20
Food & Recipe List (enclosed)	
Total Food	\$ 1,474.20

Equipment

Tools (list enclosed): 8 sets x \$90 ea.	\$ 720.00
Wheelbarrows: 2 x \$40 ea.	\$ 80.00
100' Hoses: 2 x \$30 ea	\$ 60.00
Spray nozzle	\$ 5.00
Watering cans: 3 x \$10 ea	\$ 30.00
Harvesting baskets: 8 x \$6 ea	\$ 50.00
Washing bin	\$ 20.00
Gardening gloves 10 pairs x \$2	\$ 20.00
2-Burner propane camp stove: 1 x \$75.00ea	\$ 75.00
Large skillet: 2 x \$30 ea	\$ 60.00
Large saucepan: 2 x \$30 ea	\$ 60.00
Assorted mixing bowls: 1 set of 4 bowls	\$ 50.00
Eating utensils	\$ 20.00
Cooking utensils	\$ 40.00
Plastic dishware	\$ 10.00
3-gallon, 2-gal, 1-gal dry-storage food bins (4 of ea size)	\$ 120.00
Assorted food storage containers	\$ 30.00
Cutting boards: 3 x \$12 ea	\$ 36.00
Knives: 5 x \$20 ea	\$ 100.00
Aprons: 3 x \$8 ea	\$ 24.00
Towels: 2 dozen x \$15 / dozen	\$ 30.00
5-gallon insulated water cooler	\$ 30.00
First Aid Kit	\$ 35.00
8ft x 8ft Storage Shed	\$ 500.00
Total Equipment	\$ 2,205

Appendix XV: Budget

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Transportation

Used pick-up truck	\$ 5,000
Vehicle fuel:	\$ 250.00
15-passenger van rental: \$70 / day x 17 days	\$ 1,190
Total Transportation	\$ 6,440

Other

Farmer's Market stand rental fee (one season)	\$ 400.00
Admission fees for field trips: \$100 / trip x 2 trips	\$ 200.00
Water bill: \$75 / mo. x 6 mo.	\$ 450.00
Total other	\$ 1,050

Total Expenditures \$ 69,904.20 or \$ 66,342.20

Food & Menu List

Products available through Blooming Prairie Organic and Natural Products Distributor:
<http://www.bpcop.com/catalog/products.aspx>

Beginning Inventory:

Grains/Flours:

- 25# brown rice
- 25# white rice
- 20# spaghetti noodles
- 1 case flour tortillas
- 10# unbleached flour
- 5# cornmeal

Beans/Legumes/Other Canned Vegetables:

- 10# black beans
- 5# red beans
- 1 case canned tomatoes
- 5# walnuts
- 10# lentils

Oil/Baking products/Other:

- 1 case coconut milk
- 1 case mock duck (cans)
- 3 liters olive oil
- 1 quart balsamic vinegar
- 10# sugar
- 10# peanut butter
- 1/2 gallon honey
- 1/2 gallon maple syrup
- 1 quart tamari/soy sauce
- 1 pt baking yeast
- 1 gallon canola or soy oil
- 1 pt toasted sesame oil

Fresh Fruits/Vegetables (weekly purchase):

- apples
- bananas
- oranges

Meat/Dairy (weekly purchase):

- tofu
- ground beef
- chicken breasts
- milk
- cheese

Appendix XV: Budget

5 of 5

[NOTE: All meals served with salad and fresh fruit]

Ratatouille with cooked grains and tofu or chicken
Tofu or chicken cacciatore over noodles
Spaghetti with red sauce and meat or tofu balls, with veggie sauté
Tempeh or chicken fajitas with rice, beans and salsa
Black bean soup with cornbread and Mexican rice
Tostadas or burritos with rice, salsa and guacamole
African couscous with tofu or fish
African peanut stew with millet and bread
jambalaya with fish cakes and bread
Tempeh and veggies with rice noodles in coconut milk
Veggie cashew curry stir fry
Mushroom stroganoff with chicken or tofu
Macaroni and cheese with veggies
Lentil walnut burgers with homemade buns, condiments
Quiche with veggies, wild rice salad
Shepherds pie with wild rice pilaf
Tofu or chicken kebobs with potato salad, baked beans and cornbread

Appendix XVI: Budget

1 of 2

Sample Budget #2- Youth Program (not FMYP)

EXPENSES		
<u>Staff Salaries</u>	Program Manager's Salary @ 40 hrs/wk @ \$11.33/hr for one year	\$23,567
	Fringe @ 30%	\$7,070
<u>Youth Salaries</u>	Education Coordinator's Salary @ 30 hrs/wk @ \$10.30/hr for one year	\$16,068
	Fringe @ 30%	\$4,820
	Total Staff Salaries	\$51,525
	Youth Participant Salaries (min. wage plus taxes): 18 youth x 6 hrs/wk Mid-May - Mid-June (5 wks) @ \$7.35/hr	\$3,969
18 youth x 16 hrs/wk Mid-June - August (11 wks) @ \$7.35/hr	\$23,285	
10 youth x 6 hours/wk Sept - October (9 wks) @ \$7.35/hr	\$3,969	
Total Youth Salaries	\$31,223	
<u>Farm Supplies</u>	*Tools (General)	\$300
	*Irrigation Supplies: Youth Farm	\$300
	*Seeding Mix and Planting Trays	\$500
	* Organic Fertilizers	\$100
	* Water	\$1100
	*Seeds	\$800
	*CSA & Farmstand Supplies (Boxes, Bags)	\$50
<u>Youth Supplies</u>	Tools (Youth)	\$250
	Lesson Binders and Copies	\$100
	*Transportation - Bus Passes	\$522
	Incentives	\$100
	T-shirts with Youth created design (\$8 x 15 youth)	\$120
	Raingear	\$250
	Gloves	\$50
<u>Advertising</u>	CSA, Farmstand, & Workshop Advertising	\$500
	Interpretive Signs	\$200
	*T-Shirts for Staff and Sale (30 @ \$8)	\$240
<u>Vehicles & Mileage</u>	Tractor (Maintenance, Repairs & Gas)	\$250
	Truck (Maintenance, Repairs & Gas)	\$250
	Staff Mileage (600 miles @ .315/mile)	\$190
	Fieldtrip Mileage (150 miles @ .315/mile)	\$47
	Total Supplies	\$6,219
<u>Overhead</u>	Administrative Overhead @ 10% of Total Expenses	\$8,897
	TOTAL PROGRAM EXPENSES	97,864

Appendix XVI: Budget

REVENUE			
<u>Farmstand</u>	Youth Run Saturday Farmstand – 18 wks (July - Oct.) @ \$150/wk	\$2,700	
	<u>CSA</u>	30 customers for 17 wks (July - Oct.) @ \$12.50/wk	\$6,375
	<u>Community</u>	24 plot rentals @ \$20/yr	\$480
	<u>Garden</u>	25 t-shirts @ \$12 each (\$4 profit)	\$100
	<u>T-Shirts</u>	Value-Added Product	\$1,000
		Total Revenue	10,655
IN-KIND			
<u>Budgeted In-Kind</u>	Volunteers (approx. 1500 hrs @ 6.50/hr = \$9,750)	--	
	Manure (approx. 100 yards @ \$15/yard = \$1,500)	--	
	Van for field trips (approx. 3 trips @ \$40/trip = \$120)	--	
	Hauling Service for Amendment (\$300)	--	
	T-shirt Discount (50% discount = \$275)	--	
	Water	\$350	
	Seeds	\$800	
	Seeding Mix and Planting Trays	\$100	
	Transportation -- Bus Passes	\$522	
	Tools	\$300	
	Organic Fertilizers	\$100	
	CSA and Farmstand Supplies	\$50	
	Irrigation	\$300	
	Gloves	\$50	
		Total In-Kind	\$2,572
	Total Revenue & In-Kind	\$13,227	
FINANCIAL SUPPORT			
	Paul G. Allen Charitable Foundation (confirmed)	\$20,000	
	PacifiCare Foundation (confirmed)	\$11,000	
	Lamb Foundation (confirmed)	\$8,000	
	Private Foundations	\$15,000	
	Local Support (Businesses and Individuals)	\$18,637	
		Total Support	\$85,864
		Support Requested from The United Way	\$12,000
	Total Revenue, In-Kind & Support	\$97,864	

Appendix XVI: Budget

1 of 2

Sample Budget #2- Youth Program (not FMYP)

EXPENSES		
<u>Staff Salaries</u>	Program Manager's Salary @ 40 hrs/wk @ \$11.33/hr for one year	\$23,567
	Fringe @ 30%	\$7,070
<u>Youth Salaries</u>	Education Coordinator's Salary @ 30 hrs/wk @ \$10.30/hr for one year	\$16,068
	Fringe @ 30%	\$4,820
	Total Staff Salaries	\$51,525
	Youth Participant Salaries (min. wage plus taxes):	
18 youth x 6 hrs/wk Mid-May - Mid-June (5 wks) @ \$7.35/hr	\$3,969	
18 youth x 16 hrs/wk Mid-June - August (11 wks) @ \$7.35/hr	\$23,285	
10 youth x 6 hours/wk Sept - October (9 wks) @ \$7.35/hr	\$3,969	
Total Youth Salaries	\$31,223	
<u>Farm Supplies</u>	*Tools (General)	\$300
	*Irrigation Supplies: Youth Farm	\$300
	*Seeding Mix and Planting Trays	\$500
	* Organic Fertilizers	\$100
	* Water	\$1100
	*Seeds	\$800
	*CSA & Farmstand Supplies (Boxes, Bags)	\$50
<u>Youth Supplies</u>	Tools (Youth)	\$250
	Lesson Binders and Copies	\$100
	*Transportation - Bus Passes	\$522
	Incentives	\$100
	T-shirts with Youth created design (\$8 x 15 youth)	\$120
	Raingear	\$250
	Gloves	\$50
<u>Advertising</u>	CSA, Farmstand, & Workshop Advertising	\$500
	Interpretive Signs	\$200
	*T-Shirts for Staff and Sale (30 @ \$8)	\$240
<u>Vehicles & Mileage</u>	Tractor (Maintenance, Repairs & Gas)	\$250
	Truck (Maintenance, Repairs & Gas)	\$250
	Staff Mileage (600 miles @ .315/mile)	\$190
	Fieldtrip Mileage (150 miles @ .315/mile)	\$47
	Total Supplies	\$6,219
<u>Overhead</u>	Administrative Overhead @ 10% of Total Expenses	\$8,897
TOTAL PROGRAM EXPENSES		97,864

Appendix XVI: Budget

REVENUE			
<u>Farmstand</u>	Youth Run Saturday Farmstand – 18 wks (July - Oct.) @ \$150/wk	\$2,700	
	<u>CSA</u>	30 customers for 17 wks (July - Oct.) @ \$12.50/wk	\$6,375
	<u>Community</u>	24 plot rentals @ \$20/yr	\$480
	<u>Garden</u>	25 t-shirts @ \$12 each (\$4 profit)	\$100
	<u>T-Shirts</u>	Value-Added Product	\$1,000
		Total Revenue	10,655
IN-KIND			
<u>Budgeted In-Kind</u>	Volunteers (approx. 1500 hrs @ 6.50/hr = \$9,750)	--	
	Manure (approx. 100 yards @ \$15/yard = \$1,500)	--	
	Van for field trips (approx. 3 trips @ \$40/trip = \$120)	--	
	Hauling Service for Amendment (\$300)	--	
	T-shirt Discount (50% discount = \$275)	--	
	Water	\$350	
	Seeds	\$800	
	Seeding Mix and Planting Trays	\$100	
	Transportation -- Bus Passes	\$522	
	Tools	\$300	
	Organic Fertilizers	\$100	
	CSA and Farmstand Supplies	\$50	
	Irrigation	\$300	
	Gloves	\$50	
		Total In-Kind	\$2,572
		Total Revenue & In-Kind	\$13,227
FINANCIAL SUPPORT			
	Paul G. Allen Charitable Foundation (confirmed)	\$20,000	
	PacifiCare Foundation (confirmed)	\$11,000	
	Lamb Foundation (confirmed)	\$8,000	
	Private Foundations	\$15,000	
	Local Support (Businesses and Individuals)	\$18,637	
		Total Support	\$85,864
		Support Requested from The United Way	\$12,000
	Total Revenue, In-Kind & Support	\$97,864	

Appendix XVII: Budget

Sample Budget #3- Youth Program (not FMYP)

Continual Expenses

Salaries:

Garden Director	
\$11.50/hour x 40 hours/week for 50 weeks	23,000
Assistant Gardener (during school year)	
\$10/hour x 15 hours/week for 32 weeks	4,800
Summer Gardener	
\$10/hour x 40 hours/week for 14 weeks	5,600

Insurance:

Worker's Compensation (5% of salaries)	1,670
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Seeds:

List enclosed	90
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Classroom materials:

List enclosed	500
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Miscellaneous expenses:

(Includes replacement tools and soil amendments)	500
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Total Annual Expenses: \$36,160

Start-Up Expenses

Topsoil:

60 cubic yards @ \$20/yd	1,200
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Raised bed materials:

Includes lumber and hardware	1,000
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Tools:

List enclosed	1,250
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Total Start-Up Costs: \$3,450

Grand Total: \$39,610

Garden Tools List

Item	Number	Price (dollars)
Trowels	5	25
Spades	5	60
Digging forks	5	100
Iron rake	5	100
Leaf rake	2	32
Hoes	5	65
Shovels	5	50
Wheelbarrows	2	100
Watering cans	5	25
Hose	2	16
Hose nozzles	2	6
Twine	1	25
Scissors	5	15
Harvest baskets	5	30
Rain barrels	2	20
Tool cleaning brushes	5	25
Compost forks	2	56
Hand-weeder	5	20
Cultivator	5	75
Sledgehammer	1	15
Soil test kit	2	26
5-gallon buckets	4	3
Kids gloves	20	20
Adult gloves	5	10
Kid-sized tools	40	240

TOTAL: **\$1159 x .06 = \$1228**

Appendix XVII: Budget

3 of 4

Seed List

Priced from Fedco Seed Catalog, 2002

(Except collards and garlic- from Southern Exposure Seed Exchange Catalog, 2002)

Vegetables	Flowers:
KY wonder pole beans @ \$0.80	Blue Boy Bachelor's button @ \$0.80
Chioggia beets @ \$0.60	New England Aster Mix @ \$0.80
Packman broccoli @ \$1.00	Panorama Red Shades Bee Balm @ \$0.80
Canada Gold carrots @ \$0.80	Butterfly Weed @ \$0.80
Green Glaze collards @ \$2.25	Mrs. Scott Eliot Mixed Columbine @ \$0.80
Silver Queen sweet corn @ \$1.20	Early Sunruse Coreopsis @ \$0.80
Robust White popcorn @ \$1.20	Summer Skies Pacific Blue Delphinium @ \$0.80
Hopi Blue Flour ornamental corn @ \$1.20	Foxy Digitalis @ \$0.80
Marketmore cucumbers @ \$0.60	Black Hollyhock @ \$0.80
Elephant garlic @ \$12.80	Russell Hybrids Choice Mix Lupine @ \$0.80
Salad Bowl lettuce @ \$0.50	New Hybrids Mix Phlox @ \$0.80
Red Salad Bowl lettuce @ \$0.50	Gartford Giants Mix Poppy @ \$0.80
Butercrunch Bibb lettuce @ \$0.50	Alaska Shasta Daisy @ \$0.80
Rouge d'hiver Romaine lettuce @ \$0.50	Figaro Dahlia @ \$1.80
Antares Oakleaf lettuce @ \$0.80	Jewel Mix Nasturtium @ \$0.80
Speckled Bibb lettuce @ \$0.80	Ruffles Mix Zinnia @ \$0.80
Crystal white wax onions @ \$0.80	Indian Summer Black-Eyed Susan @ \$0.80
Sugarsnap peas @ \$1.00	Bright Lights Mix Cosmos @ \$0.80
Amish Pimiento peppers @ \$1.00	Mixed Larkspur @ \$0.80
King of the North peppers @ \$0.60	Striped Marvel Marigold @ \$0.80
Kennebec potatoes @ \$4.50	Ziar Breadseed Poppy @ \$0.80
Sangre red potatoes @ \$4.00	Autumn Beauty Mix Sunflowers @ \$0.80
Connecticut Field pumpkins @ \$0.80	Lemon Queen Sunflowers @ \$0.80
Longstanding Bloomsdale spinach @ \$0.60	
Crookneck summer squash @ \$0.80	
Garden Peach tomatoes @ \$0.80	
Brandywine tomatoes @ \$0.80	
Yellow Plum tomatoes @ \$0.80	
Early Girl tomatoes @ \$1.20	
Amish Paste tomatoes @ \$0.80	
Sugar Baby watermelon @ \$0.80	
Total vegetable price: \$45.35	Total Flower Price: \$19.40

Cover Crops:
Japanese Buckwheat @ \$5.00
Winter rye @ \$3.00
Madison Hairy Vetch @ \$7.00
Total Cover Crop Price: \$15.00

Appendix XVII: Budget

Classroom Materials	Kitchen Equipment	Art Materials
Hand lenses	Cups	Pencils
Masking tape	Plates	Markers
Glass jars	Bowls	Crayons
Permanent markers	Cutting board	Poster board
Buckets	Knives	Construction paper
String	Spoons	Glue
Soil thermometers	Measuring cups	Scissors
Milk cartons	Mixing bowls	String
Sand	Baking pan	
Rulers	Frying pan	
Poster board	Blender	
Root view boxes		
Food coloring		
Graph paper		
Mesh screen		
Sponges		
Yard stick		
Glass jars		
Outdoor thermometers		
Rain gauge		
Birdseed		
Paper towels		
Ziploc bags		
Weight scale		
Flexible measuring tapes		
World map		
Recycling containers		
Large trash bags		
Toothpicks		
Stopwatch		
Seed flats		
Potting soil		
Labels		
Grease pencils		
Transplant pots		
Worms		
*Egg cartons		
*Popsicle sticks		
*Magazines		
*Cereal boxes		
*Petri dishes		
*Microscopes		
Books		
Total Classroom Materials Price: \$500		

* Denotes In-Kind Item

Considerations in Program Director Hiring Process

- Following are the *best case to least best case* scenarios that HTFM considered for hiring the Fondy Market Youth Program (FMYP) director.

1. HTFM could pursue a candidate in the environmental/adventure/experiential education areas. Such a candidate typically has strong group work skills, an interest in working with youth, and experience with facilitating varied topics within an ecological framework.

Organizations such as the Wisconsin Department of Natural Resources, Wisconsin Center for Environmental Education/University of Wisconsin (Steven's Point, WI), and Michael Field's Agricultural Institute (East Troy, WI) produce possible candidates in Wisconsin. Individuals certified in Outward Bound's Expeditionary Learning program (Garrison, NY) are also possible candidates. Furthermore, the staff of alternative, wilderness-based high schools such as the Outdoor Academy of the Southern Appalachians/Eagle's Nest Foundation (Pisgah Forest, NC) are often connected to the environmental/adventure/experiential education community.

The drawback to this option is that it would require creating additional financial *and* organizational support to bring on a seasonal employee. The base pay for such limited term employment (LTE) positions, for the state of Wisconsin, is \$11.793 per hour. Qualified candidates in this field are in high demand, therefore, salaries are competitive. Furthermore, more experienced candidates are post-college, often with families, etc., and benefits such as healthcare, 401K, etc. become very important. There are numerous positions being created in these education areas, and many can employ a candidate year-round. If HTFM does not have the ability to support a full-time, year-round position, then attaining such a candidate could prove challenging.

2. HTFM could pursue a co-op approach. Basically HTFM would pair with 1-3 more local organizations with similar interests. The youth agency, Neighborhood House, and Loyola Academy, an alternative Milwaukee Public School (MPS), are very good possibilities. A co-op approach with these two organizations would address the social support services *and* the strong educational foundation that HTFM cannot provide.

Another way to utilize the co-op approach is to find or create a specialty niche within a traditional MPS school and then find a social service agency to complete the partnership. Either way, the FMYP director would split their time between the 1-3 co-op partnering organizations.

One organization would provide a physical home base (ie- office space, computer, email, phone, etc.) and all co-op partnering organizations would combine fundraising efforts to ensure that the FMYP director can remain as a year-round, full-time employee. Finally, one organization would function as the primary fiscal agent for the co-op.

The challenge inherent in pursuing this option is quite simply, "more cooks in the kitchen." The co-op approach requires more networking for the FMYP director. It also raises logistical questions such as: *who the director answers to, does one organization have more decision-making power and/or responsibility for the director, and can the director's time really be distributed evenly, year-round, amongst the co-op organizations?*

3. HTFM could pursue the University of Wisconsin- Milwaukee (UWM) Social Work Graduate Studies Department. A social work graduate student should be well-rounded regarding management and youth work skills. Furthermore, the essential “group work” skills tend to be more refined than in other possible candidates. Basically, this candidate would have the ideal collection of “people skills” needed to facilitate the individual *and* group development of 8-10 youth on a daily basis.

A challenge with this approach is acquiring transient program leadership. A graduate student’s field placement work will not last more than one year and this fact alone jeopardizes program sustainability. Of course, there is the possibility that this candidate would be willing to continue after their *required* field work is completed, but upon completion, many students might pursue more social work-specific job. Furthermore, because of their newly acquired educational experience, such candidates would most likely require higher pay.

When considering this approach, it should also be noted that a heavier reliance on the various program consultants (Master Gardener, Nutrition Consultant, etc.) may occur because a social work student will not necessarily have a strong background in the issues of gardening, food systems education, etc.

4. HTFM could pursue a UWM or Marquette University undergraduate student— newly graduated or nearing graduation. Directly out of college, such a candidate might be particularly enthusiastic, willing and able to dedicate time and energy to directing the FMYP. In looking at undergraduate programs, the following possibilities should be considered:

UWM alumnus with a degree in the following:

- Community Education (Dept. of Educational Policy and Community Studies)
- Youth Work or Youth Development Certificate (Dept. of Continuing Education)

Marquette University alumnus with a degree in the following:

- Social Welfare and Justice (Dept. of Social and Cultural Sciences)

The major drawback when considering this option, is that HTFM would again stand the possibility of transient program leadership. A recent undergraduate alumnus does not always remain routed in the community/city of their university for a long period of time. Multiple job opportunities often “lure” them away.

Furthermore, such a candidate may possess strong knowledge of the theory involved in youth work and program facilitation, however, the applied and experiential knowledge is often lacking. In a sense, HTFM might stand to gain a candidate with significant vision and energy, however lacking in experience and long-term commitment.

Appendix XIX: Hiring

Job Description #1- Fondy Market Youth Program Director

The Hunger Task Force of Milwaukee (HTFM), a not-for-profit organization operating in Milwaukee, WI is seeking a program director for our new program in the Fond du Lac Avenue- North Avenue neighborhoods of Milwaukee. Since 1974, the HTFM has maintained the belief that every person has a right to adequate food obtained with dignity. As a result, HTFM works to prevent hunger and malnutrition by providing food to people in need today and by promoting social policies to achieve food security tomorrow. In continuing this mission, HTFM is spearheading the development of the Fondy Market Youth Program (FMYP).

The FMYP provides youth an educational and work-development experience encompassing areas ranging from gardening and leadership development to healthy eating and cooperative business development. By centering on these various topic areas, the FMYP specifically targets: youth empowerment and employment as well as community-based economic development focusing on the local food system. The ideal candidate should have experience and/or knowledge in some or all of the following areas:

- Program development and management
- Youth development (working directly with minority youth ages 14-17)
- Curriculum development, hands-on teaching, and/or experiential education
- Staff management and supervision
- Urban agriculture and Community Food Systems
- Nutrition and healthy cooking
- Farm and market management
- Small business operations
- Community organizing

This position requires strong organizational and management skills, resourcefulness and innovation in planning, and a passion for youth work. This position coordinates all aspects of our 9-week summer program for Fond du Lac Avenue/North Avenue neighborhood youth. During the school year, job activities include developing and leading after school and/or weekend youth programs, summer program evaluation and planning, fundraising, and participant recruitment.

Starting salary: \$28,000 - \$31,000 based on experience, plus benefits, three weeks paid vacation. This is a full time position.

Please send a cover letter, resume and 3 references to: Karen Harris, Fondy Food Center Director, Hunger Task Force of Milwaukee, 201 S. Hawley Court, Milwaukee, WI 53214. *Applications should be received by Monday, April 14th, 2003.* For additional information visit our website at <http://www.hungertaskforce.org> or contact Karen Harris: 414-777-0483 x118 or karen@hungertaskforce.org.

The Hunger Task Force of Milwaukee is an equal opportunity and affirmative action employer.

Job Description #2- Youth Program Director (not FMYP)

POSITION TITLE: Grassroots Youth Farm Manager
REPORTS TO: Executive Director
HOURLY PAY: 30 hours per week @ \$10/hr for one year

The Grassroots Youth Farm is an innovative entrepreneurial farm project that provides part-time jobs for 12 at-risk youth and affordable organic produce for Springfield residents and local emergency food programs. Youth participants will gain business and horticulture skills, learn about teamwork and responsibility, build self-esteem, and connect in a positive way with the surrounding community by growing and selling fresh, organic produce.

OVERVIEW OF RESPONSIBILITIES:

The Grassroots Youth Farm Manager will:

- Manage all aspects of organic food production on a 2-acre urban farm site in Springfield
- Supervise and work with a core “crew” of 12 at-risk youth on-site 6 hours per week during the spring and fall and 16 hours per week during the summer
- Work with youth “crew” to market produce—including selling weekly produce boxes to nearby residents and a weekly farm stand
- Assist in planning, teaching, and overseeing weekly horticulture and small business classes for youth participants
- Involve the surrounding community and Organization volunteers in the farm project
- Maintain linkages with community groups, schools, and local farmers
- Participate in fundraising activities and long-term program planning
- Assist with youth recruitment and intake
- Keep accurate records in regards to youth participation, planting schedule, production levels, revenue, and expenses

QUALIFICATIONS:

- **Education:** Two years college education, vocational or technical training. Relevant experience may be substituted for the education requirement if closely related to the position.
- **Experience:** Two years experience working on an organic farm, preferably in a management capacity. Horticultural education may be substituted for a portion of the on-farm experience. Experience or demonstrated interest in working with at-risk teenage youth. Understanding of small-business operations.
- A desire to share your horticultural knowledge and build community
- A willingness to work irregular hours when necessary. Hours may be longer during the growing season and shorter during the winter months.
- Demonstrated ability to work effectively as a member of a team
- Demonstrated ability to relate effectively with youth, parents, community, sponsors and suppliers
- Good communication skills – written and oral
- Ability to maintain confidentiality
- Commitment to organic farming methods
- A desire to take on an exciting and challenging project in its start-up phase
- Current driver's license and acceptable driving record

ADDITIONAL DESIRED QUALIFICATIONS:

- Teaching experience, especially with teenagers
- Grant writing experience
- Knowledge of safe working practices
- Ability to operate a tractor and other farm equipment
- Comfortable working in a physically demanding environment

COMPENSATION:

30 hours per week @ \$10/hr for one year plus benefits

APPLICATION PROCESS:

Please submit the following:

- Current resume
- Cover letter detailing your experience with organic farming, and your background and/or demonstrated interest in working with teenage youth
- Three references including phone numbers

The position closes April 8th at 5 p.m. We will schedule interviews for the week of April 13- 17. The position is available immediately.

Job Description #2- Youth Program Director (not FMYP)

POSITION TITLE: Grassroots Youth Farm Manager
REPORTS TO: Executive Director
HOURLY PAY: 30 hours per week @ \$10/hr for one year

The Grassroots Youth Farm is an innovative entrepreneurial farm project that provides part-time jobs for 12 at-risk youth and affordable organic produce for Springfield residents and local emergency food programs. Youth participants will gain business and horticulture skills, learn about teamwork and responsibility, build self-esteem, and connect in a positive way with the surrounding community by growing and selling fresh, organic produce.

OVERVIEW OF RESPONSIBILITIES:

The Grassroots Youth Farm Manager will:

- Manage all aspects of organic food production on a 2-acre urban farm site in Springfield
- Supervise and work with a core “crew” of 12 at-risk youth on-site 6 hours per week during the spring and fall and 16 hours per week during the summer
- Work with youth “crew” to market produce—including selling weekly produce boxes to nearby residents and a weekly farm stand
- Assist in planning, teaching, and overseeing weekly horticulture and small business classes for youth participants
- Involve the surrounding community and Organization volunteers in the farm project
- Maintain linkages with community groups, schools, and local farmers
- Participate in fundraising activities and long-term program planning
- Assist with youth recruitment and intake
- Keep accurate records in regards to youth participation, planting schedule, production levels, revenue, and expenses

QUALIFICATIONS:

- **Education:** Two years college education, vocational or technical training. Relevant experience may be substituted for the education requirement if closely related to the position.
- **Experience:** Two years experience working on an organic farm, preferably in a management capacity. Horticultural education may be substituted for a portion of the on-farm experience. Experience or demonstrated interest in working with at-risk teenage youth. Understanding of small-business operations.
- A desire to share your horticultural knowledge and build community
- A willingness to work irregular hours when necessary. Hours may be longer during the growing season and shorter during the winter months.
- Demonstrated ability to work effectively as a member of a team
- Demonstrated ability to relate effectively with youth, parents, community, sponsors and suppliers
- Good communication skills – written and oral
- Ability to maintain confidentiality
- Commitment to organic farming methods
- A desire to take on an exciting and challenging project in its start-up phase
- Current driver's license and acceptable driving record

ADDITIONAL DESIRED QUALIFICATIONS:

- Teaching experience, especially with teenagers
- Grant writing experience
- Knowledge of safe working practices
- Ability to operate a tractor and other farm equipment
- Comfortable working in a physically demanding environment

COMPENSATION:

30 hours per week @ \$10/hr for one year plus benefits

APPLICATION PROCESS:

Please submit the following:

- Current resume
- Cover letter detailing your experience with organic farming, and your background and/or demonstrated interest in working with teenage youth
- Three references including phone numbers

The position closes April 8th at 5 p.m. We will schedule interviews for the week of April 13- 17. The position is available immediately.

Job Description #3- Youth Program Director (not FMYP)

POSITION TITLE: Springfield Youth Farm Education Coordinator
REPORTS TO: Executive Director
SALARY: 30 hrs/week - \$1200/month - March 1 – October 30

The Springfield Youth Farm is an innovative farm project that provides part-time jobs for at-risk teenage youth and organic gardening opportunities for the general public. The farm produced over 20,000 pounds of organic produce in 1998! The majority of the produce goes to The Organization's 60-plus emergency food programs. A small portion of the produce is sold through an on-site farmstand, and through a growing community supported agriculture (CSA) program.

OVERVIEW OF RESPONSIBILITIES:

The Garden Education Coordinator will:

- Manage all aspects of the youth and community organic gardening education program on a 2-acre urban farm site in Springfield— includes planning a horticulture, small business and nutrition education curriculum for the youth crew and setting up community garden workshops
- Co-supervise and work with a core “crew” of 15 at-risk youth on-site 6 hours per week during spring and fall and 16 hours per week during the summer.
- Co-supervise and work with additional youth crews from several alternative high school programs
- Work with the farm manager to develop and manage a community garden at the site
- Work with the farm manager and youth crew to coordinate marketing of produce through an on-site farmstand and CSA program
- Coordinate volunteer recruitment—establish linkages with community groups, including churches and schools
- Assist with youth recruitment process and ongoing youth evaluation and case management
- Work with student interns throughout the season

QUALIFICATIONS:

Education: Two years college education, vocational or technical training. Relevant experience may be substituted for the education requirement if closely related to the position.

Experience: One season of experience working on an organic farm. Horticultural education may be substituted for a portion of the on-farm experience. At least one year of experience teaching and/or working with youth.

Other:

- Experience with marketing and/or customer service
- A desire to share your horticultural knowledge and build community
- A willingness to work irregular hours when necessary. Hours may be longer during the height of the growing season.
- Demonstrated ability to work effectively as a member of a team
- Demonstrated ability to relate effectively with youth, parents, community, sponsors, and suppliers
- Good communication skills – written and oral
- Ability to evaluate and keep accurate records in regards to youth participation and educational assessment
- Ability to maintain confidentiality
- Commitment to organic farming methods
- A desire to take on an exciting and evolving project in its second season
- Current driver's license and acceptable driving record

ADDITIONAL DESIRED QUALIFICATIONS:

- Ability to operate a tractor and other farm equipment
- Knowledge of safe working practices
- Comfortable working in a physically demanding environment

COMPENSATION:

30 hours per week @ \$10/hr for eight months (March 1 – November 1) with the possibility of employment during the winter months as The Organization develops new programs

APPLICATION PROCESS:

Please submit the following to the name and address below:

- Current resume
- Cover letter detailing your experience with organic farming/gardening and youth education
- Three references including phone numbers

The position closes Friday, February 19 at 5 p.m. We will schedule interviews for the week of February 22 – 26. The position is available as of March 1.

Appendix XXII: Funding

List of Funding Sources to Consider

The following list includes national and regional organizations funding youth, environmental, economic and workforce development, nutrition, or food security initiatives. Similar organizations that fund on the local level, should also be considered.

Note: Many local and family foundations do not have web addresses but can be accessed through local funding information centers called Cooperating Collections. A list of the 200+ Cooperating Collections is available at: <http://fdncenter.org/collections/index.html>

- The Foundation Center: <http://fdncenter.org/>
- Donors Forum of Chicago: http://www.donorsforum.org/resource/grant_start.html
- The Chronicle of Philanthropy: <http://www.philanthropy.com>
- Skoll Community Fund: <http://www.skollfund.org/index.asp>
- The Trickle Up Program: <http://www.trickleup.org/default.htm>
- National Gardening Association: <http://www.kidsgardening.com/grants.asp>
- U.S. Department of Labor:
http://www.doleta.gov/youth_services/Programs_Services.asp
- W.K. Kellogg Foundation: <http://www.wkkf.org/>
- The Pew Charitable Trusts: <http://www.pewtrusts.com/>
- The Trust for Public Land: <http://tpl.org/>
- Resource Center on Urban Agriculture and Forestry: <http://www.ruaf.org/>
- City Farmer: <http://www.cityfarmer.org/>
- Toyota Tapestry Grant Program: <http://www.nsta.org/programs/tapestry/program.htm>
- State Farm Companies Foundation: <http://www.statefarm.com/foundati/foundati.htm>
- California Environmental Education Office:
<http://www.cde.ca.gov/cilbranch/oe/comgrtrfa.html>
- Foundation for Exceptional Children: <http://yesican.sped.org/>
- The Lorrie Otto Seeds for Education Fund: <http://www.for-wild.org/seedmony.htm>
- National 4-H Feeding the Hungry Grants Program:
www.fourhcouncil.edu/programs/category.asp?scatid=21&catid=1&subid=6
- *SchoolGrants*: www.schoolgrants.org/welcome.htm
- The Melinda Gray Ardia Environmental Foundation: <http://www.mgaef.org/>
- Ben & Jerry's Foundation Grants:
<http://www.benjerry.com/foundation/guidelines.html>
- Global Gardening Program: <http://www.squarefootgardening.com/>
- American Honda Foundation: 310-781-4090 (phone)
- Operation Green Plant: <http://www.freeseeds.org/>

Various Strategies and Suggestions

Following are some ideas that I found helpful when doing youth participant recruitment for the Fondy Market Youth Program (FMYP).

- It is important that the recruiter be an individual directly involved in the design or implementation of the youth program. If this is not possible, it is important that the recruiter is confident presenting information and answering questions about the program.
- The amount of time spent talking about the program should be kept to a minimum. If possible, “show” and “do”, rather than “tell”. This creates a better atmosphere for the recruitment presentation and gives the youth a better sense of the program.
- “Food is the key to a person’s heart.” If appropriate, a cooking demonstration or food preparation activity can be used. If not, simply providing ready-to-eat foods can improve a recruitment presentation.
- Beginning a recruitment presentation with an “icebreaker” helps change the pace of the group and simultaneously set the tone for the remainder of the presentation. Icebreakers can include name games and physical warm-ups. The publication *Quicksilver* from Project Adventure (listed in Appendix XIII- Curriculum) is a comprehensive resource guide for such activities.
- Having a more involved activity that relates specifically to the youth program is also useful. Such an activity gives the recruiter a chance to gauge the responsiveness of individuals within the group. The recruiter can actively target youth who showed particular interest in a certain topic of the activity. A standard activity that I used for recruitment visits is titled ‘More or Less’. This activity was adapted from Project WILD. This interdisciplinary, environmental and conservation education program is available at <http://www.projectwild.org/>. Following is a description of the activity:
 - ‘More or Less’ explores the connections between natural resources and people. Basically a series of natural items (i.e.- water, soil, trees, air) and human-made items (i.e.- cars, oil, roads, buildings) are connected with either the words ‘more’ and ‘less’. (For example: ‘more’ ‘cars’ means ‘more’ ‘roads’ which means ‘less’ ‘trees’ which means ‘less’ ‘air’...)
 - To prepare the activity, collect enough index cards (4”x 6”) for each participant to have 2-4 ‘more’ cards, 2-4 ‘less’ cards, and 4-8 ‘item’ cards. Next, write the word ‘more’ on the appropriate number of cards and do the same for the ‘less’ cards.
 - To make the ‘item’ cards, write a natural resource or a human-made item on the card. I tailor the human-made ‘item’ cards to the particular group of youth. This allows demographic, cultural, age-appropriate, etc. adjustments to be made. It also engages the youth more fully to make connections with topics that they are familiar with.
- If there is a program application or job description, let the group view/complete it, or simply leave copies with the adult contact. Following these suggestions is a sample youth program application and youth participant job description.
- It is also important to collect names and appropriate contact information from the youth, even if they do not appear to be interested in the program. Leaving your cards and/or program fliers with all youth and their teacher/adult contact is a good idea, too.

Appendix XXIII: Participant Recruitment

2 of 4

Application for Fondy Market Youth Program (FMYP)

Name: _____

Phone Number: _____

Mailing Address: _____

Email Address: _____

GENERAL INTERESTS: Please mark the following items that interest you. Perhaps you participate in them now, or have in the past.

◇ Reading	◇ Walking	◇ Writing in a journal
◇ Drawing	◇ Auto mechanics	◇ Taking care of dogs
◇ Meditating	◇ Making crafts	◇ Gardening/planting
◇ Dancing	◇ Storytelling	◇ Playing cards
◇ Riding bicycles	◇ Childcare/babysitting	◇ Collecting things
◇ Participating in school clubs	◇ Spending time with friends	◇ Hairstyling
◇ Tutoring	◇ Playing board games	◇ Watching sports
◇ Sleeping-in on weekends	◇ Yard work	◇ Listening to talk radio
◇ Attending church/religious services	◇ Watching music videos	◇ Putting things together
◇ Taking things apart	◇ Running	◇ Singing
◇ Writing poetry	◇ Taking care of cats	◇ Shopping
◇ Sewing	◇ Talking on the phone	◇ Cooking
◇ Church youth group participation	◇ Spending time with family	◇ Interior decorating
◇ Cleaning	◇ Playing an instrument	◇ Going out to eat
◇ Listening to music radio	◇ Playing sports	◇ Camping
◇ Watching movies	◇ Barbecuing	◇ Listening to CDs/tapes
◇ Spending time with the elderly	◇ Using the internet	◇ Other: _____

Appendix XXIII: Participant Recruitment

3 of 4

PERSONAL QUESTIONS: Please answer the following questions in brief sentences.

- If you could immediately change 2 things in your community, what would they be- and why?
- What are the 2 greatest issues/challenges that you feel people your age are facing?
- What are 3 unique qualities about yourself that you hope to bring to this program?
- What are the 2 main things that you hope to gain from this experience- and why?
- If you had a theme song that played, *every* time you entered a room- what would it be?
- What are some of your favorite foods to eat? Who usually prepares these foods?
- In 5 years, where do you see yourself living and what do you see yourself doing- and why?

Participant Job Description

1. Job Title: Horticulture and Culinary Entrepreneur
 2. Requesting Agency: The Hunger Task Force of Milwaukee
 3. Worksite: Fondy Market Youth Program (FMYP) Field Site
 4. Work Address: Community Garden Plot located at N. 9th St. & W. Burleigh St.
 5. Supervisor: Karen Harris
 6. Hours Per Week: (summer): 30 hours
(school year): 10 hours
 7. Work Days: Monday-Saturday
 8. Start/End Date: June 9, 2003- August 22, 2003 (summer)
September 8, 2003- April 2, 2004 (school year)
 9. Start/End Time: (summer): 9 am- 3 pm (Monday-Friday)
8 am- 2 pm (Saturday)
(school year): 4 pm- 6pm (Tuesday & Thursday)
8 am- 2 pm (Saturday)
 10. Lunch Break: 1 hour
-

Job Duties:

- Participate in daily educational workshops addressing, but not limited to, the following topics: plant care, garden maintenance, hand-tool use, food preparation, food cooking, cooperative and entrepreneurial business development, group-building and teamwork.
 - Help manage a 4,000 sq ft garden plot from crop planting to harvesting.
 - Help organize a youth-run cooperative business to sell produce at a neighborhood Farmer's Market.
 - Help prepare healthy meals for co-workers weekly.
 - Actively participate in leadership development activities.
 - Represent both the Fondy Market Youth Program and the Hunger Task Force of Milwaukee at community events and field trips.
-

Job Qualifications:

- A positive attitude and a desire to be a strong young adult leader.
 - An interest in plants and a willingness to work outside 3-5 hrs a day.
 - Ability to work, learn, and interact in a small group (8-15 youth) on a daily basis.
 - A creative spirit and the openness to try new physically and mentally challenging experiences.
-

Tools and Equipment Used:

- Basic garden tools including: shovels, rakes, hoes, trowels, and garden clippers
- Tree climbing equipment including: boots, ropes, safety harnesses, and helmets
- General kitchen/cooking equipment including: stoves, ovens, knives, and pans
- Computer equipment including: internet access, word processing, and graphic design software
- Basic art supplies including: pen and pencil, watercolors, charcoal, and crayons

Appendix XXIV: Works Cited

- Mcduff, M.D. (1998). Participatory evaluation for environmental education workshop. Wildlife Clubs of Kenya. Nairobi, Kenya. Unpublished document.
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- Supple, A.J., Aquilino, W.S. & DL Wright. (1999). Collecting sensitive self-report data with laptop computers: impact on the response tendencies of adolescents in a home interview. Journal of Research on Adolescence, 9, 467-488.
- Vispoel, W.P., Boo J. & T Bleiler. (2001). Computerized and paper-and-pencil versions of the Rosenberg self-esteem scale: a comparison of psychometric features and respondent preferences. Educational and Psychological Measurement, 61, 461-474.