

Volunteer Program Manual

Greg Gale



Lincoln and Roxbury, Massachusetts

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Our Vision

*Creating personal and social change
through sustainable agriculture.*

Our Mission

*The Food Project's mission is to create
a thoughtful and productive community
of youth and adults from diverse backgrounds
who work together to build a sustainable food system.
Our community produces healthy food
for residents of the city and suburbs,
provides youth leadership opportunities,
and inspires and supports others
to create change in their own communities.*

Preface

The Food Project started in 1991 in Lincoln, MA, a wealthy Boston suburb, on two and a half acres of farmland. It was a small, noisy and energetic community of young people from very different races and backgrounds, working side by side with adults growing and distributing food to the hungry.

In the process of growing food together, we created a community which bridges the city and suburb, is respectful and productive, and models hope and purpose. We teach how one can love the land and it's bounty and how to care for and respect the rich matrix of life to which we all belong. In doing this we as individuals and as a society grow and develop in healthy and sustainable ways.

We have grown since 1991 and now we farm on twenty-one acres in Lincoln and on two acres of remediated land in Roxbury, a low-income neighborhood in Boston. We provide year-round stipended programs for one hundred youth, and with the additional help of 1,000 volunteers, grow 150,000 pounds of food for fifteen shelters, our two farmers' markets in low-income neighborhoods, and over one-hundred Community Supported Agriculture shareholders. Alumni interns are agricultural apprentices, support our technology, pilot food enterprise with our chef, and play pivotal roles in outreach and education. Alumni are also Food Project Staff, Trustees, and Advisors.

The Food Project's inspiring model addresses critical national issues: the need for race reconciliation, the decline in local agriculture, a growing concern for the well being and productivity of youth, and the need to create sustainable and healthy inner-city neighborhoods and metropolitan areas. The Food Project addresses these issues with an integrative model that allows young people to develop communication, teamwork, and leadership skills, find meaningful employment, and make a connection to the land and to the natural environment that will stay with them for a lifetime.

Ahead of us are exciting challenges and opportunities. We are committed to expanding our local food production and distribution network and collaborations while creating materials and workshops for those who wish to create similar programs around the country. This manual is one of many publications we created to share our work with those committed to a similar vision.



Patricia Gray,
Executive Director
The Food Project, Inc.

Acknowledgments

Few things are as satisfying in life as sharing a common vision with others and working together with dedication and purpose. Over the past nine years hundreds of young people and adults have shaped and developed both The Food Project and the Volunteer Program. The writing of this and other program manuals marks a turning point, where successful practices are committed to paper. This manual, like most things at The Food Project, was a collaborative effort. I was asked to work on behalf of our community to share the philosophy, methods and practices of our Volunteer Program.

The writing has been a privilege and a challenge. I thank my wife Maria and children Jonah, and Phoebe for supporting me in this endeavor. They were always interested in the progress and patient with the late nights required of me to complete this and other Food Project publications.

I want to acknowledge many others for their commitment to The Food Project and the development of the Volunteer Program. They include all the staff, past and present, who keep the community and organization moving forward, year in and year out. In particular I wish to thank founder Ward Cheney, and my co-worker of nine years, Pat Gray. Thanks also to staff members Cammy Mackenzie, Lis Cahill, Martha Boyd, Meg Coward, Colleen O'Brien, Nathan Lyczak, Sara Coblyn, Don Zasada, Karen Springer, and intern Lucy Graves. I also thank the thousands of youth and adult volunteers who work each year, rain or shine, to bring in the harvest, reclaim vacant land and do all else necessary for meeting our mission.

The Volunteer Program would not exist without five years of financial support and belief in our vision given by the Massachusetts Service Alliance and numerous other foundations and individuals. We are also grateful to the W. K. Kellogg Foundation for supporting us to create this publication. The Foundation's resources allowed our staff the time to document the organization's knowledge and commit our vision and practices to paper through this and other publications.

Finally, we give tribute to the farmers, activists, educators, philosophers, writers, and social experimenters whose lives demonstrated a vision of community and stewardship. We carry forward their tradition.

Greg Gale
Lincoln, September 2000

Additional Resources From The Food Project

French Fries and the Food System: A Year-Round Curriculum Connecting Youth with Farming and Food—From Seed to Market to Table

This agricultural curriculum features powerful, original lessons written and developed by The Food Project's growers and educators. Organized by seasons, the material teaches youth how to develop a deep understanding of and appreciation for the land and local food systems. Personal, first-hand stories of learning in the field complement each lesson and encourage further exploration. Lessons can be done both indoors and outside and can be easily adapted by instructors working in school-based plots, urban food lots, community gardens, rural farms, and environmental education programs.

Growing Together: A Guide for Building Inspired, Diverse and Productive Youth Communities

This resource book is designed for communities of all ages and in almost any field. Designed as a comprehensive, practical and lively guide, it shares The Food Project's three-part model which encourages all members of a community to grow together through meaningful work, shared standards, and interactive learning. The book describes the role of meaningful work within communities, outlines a complete process of establishing and maintaining shared standards within a community, offers over 100 exercises that bring learning, reflection and energy to any program, provides tips for facilitating groups, processing activities and building inclusion, and includes rich photographs and inspiring stories to complement the text.

Program Manuals

These manuals describe the nuts and bolts of running all areas of The Food Project, including: the Summer Program, the Academic Year Program, the Volunteer Program, the Alumni Program, Farmers' Markets, Rural Agriculture, Urban Agriculture and Management. All together, these describe in detail the implementation and management of The Food Project. These manuals will assist those who want to develop similar work in their own communities.

D.I.R.T.: The Next Generation

This video is the story of a diverse group of teenagers who break through their stereotypes about one another to become a close-knit community learning leadership, public speaking and farming skills. The 22-minute video is a glimpse into the spirit of The Food Project from the eyes, words and voices of the young people who have experienced the program. An ideal way to learn more about The Food Project, this youth-produced video will also serve as a spring board for discussion about a model that is thoughtfully and creatively challenging youth to build a better future for themselves and their communities.

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Introduction

- *Welcome*
- *History of the Program*

Welcome

Welcome to the Volunteer Coordinator's Manual. This manual is designed to help you, the Volunteer Coordinator, effectively create and re-create excellence within this exciting and important program, the collective outcome of many peoples' thinking and experimentation over a number of years.

The Volunteer Program offers thousands of young people and adults the rare opportunity to serve the community through work on the land. It gives people the chance to labor close to the earth, test their bodies, and participate in the essential and life-giving act of farming.

Most volunteers encounter something new to their experience while with The Food Project. For some, it is seeing how a potato grows; for others, it is tasting a carrot straight from the ground, lifting a pumpkin, braiding garlic, making compost, forming beds on the city lots, loading a truck for shelter delivery, transplanting a pepper, or being asked to sweat in service to others. First-time experiences offer us an opportunity to see the world in a new way and ask questions that could not have been asked before. These experiences allow people to see themselves, others and the land differently.

You have to believe in the power and potential of short encounters. You have to be bold, inviting, courageous in leadership and committed to teaching and sharing with abandon. We who work with volunteers are privileged and often challenged as guides for the first time journey of others. This is not easy or predictable work, yet it is always varied and filled with interesting people, projects and conversation.

The volunteer program is a gateway into The Food Project. If those passing through the gate believe that they can make an impact on the world through being with us, great things become possible.

A series of introductory documents is provided (see Attachment 1: Operating Principles, Attachment 2: Annual Plan, Attachment 3: Activity Sheets) to help you understand the program. These attachments outline the values, plans and timelines that guide the Volunteer Program.

"I don't know what your destiny will be, but one thing I know— the only ones among you who will be really happy are those who will have sought and found how to serve"
—Albert Schweitzer

Attachment 1
Attachment 2
Attachment 3

The manual builds on these documents and describes the processes, protocols and approaches that make the volunteer experience successful for all involved.



Founder, Ward Cheney, working in the rain with one of the first groups of young people and volunteers at The Food Project, April 1991.

We hope this manual will be a powerful and practical tool as you enter into the most important work of the volunteer program: building and maintaining quality relationships with all people involved.

History of the Program

Volunteers are central to The Food Project story and success. We have always relied on the labor and service of volunteers to achieve our harvest goals and land reclamation efforts.

In The Food Project's first growing season, spring 1992, we had two acres of land in Lincoln, Massachusetts and our ambitious goal was to grow 25,000 pounds of vegetables. The Project began with a staff consisting of the director, Ward Cheney, one part-time employee and a collection of interns. To do the farm work the project needed volunteers, for, in addition to doing the farm work, we were creating our first summer program and launching a start-up organization.

Ward was clear from the beginning that volunteers would be essential to the labor and learning aims. He had run numerous farm programs with youth and adult volunteers and knew how to allow people to contribute powerfully to a farm season. He had special farming techniques and inventive training lessons that allowed anyone, ages 12 to 80, to contribute successfully to the goal: feeding people, while caring for the land.



Ward Cheney points out different insects found on the farm.

Ward's vision was for the community of staff, stipended youth and volunteers to produce food on a large scale, not as an experience in a garden, but as a rigorous, enjoyable and satisfying contribution to a highly productive and well-managed farm. It was a goal that wove together many purposes. Volunteers would work hard *and* learn. The farm would be both accessible to the novice *and* efficient as a vegetable operation. The staff would run a viable farm *and* introduce people to the challenges, satisfactions, beauties and trials of farming.

Over the past decade the goals have remained the same but the volume of people and the variety of methods to work effectively with them have

grown dramatically. In 1991 there were 300 volunteers who worked over a six-month period on two acres in Lincoln to grow 25,000 pounds of vegetables. In 1999 there were 1,000 volunteers who worked over an eight month period on two-and-a-half acres in Roxbury and 21 acres in Lincoln to grow 130,000 pounds of vegetables.

This quadrupling of volunteers and quintupling of production required energy, dedication, inventiveness and a deep commitment to feed the hungry, care for the land and offer people the gift of working and learning through agriculture.

The Volunteer Program is ever evolving to meet the needs of farming, youth, communities and hungry people. Its power lies in the staff members who bring a passion for teaching, leading and working with others. The program is not for the faint of heart. Some days, it is 45 degrees and raining and the potatoes need to be dug. Other days, it is 90 degrees and 100% humidity and people are throwing tomatoes and misusing tools. Some days, volunteers do not arrive on time or do not show up at all. Or they come with more or fewer participants than they promised. Or they arrive in brand new clothes and attempt to farm without touching the soil.

Yet on many, many days the harvest gets done. A weedy field comes clean. A trench is completed and a volunteer exclaims, "Before today I never knew....where a potato came from, that brussel sprouts grow on the stalk, how soft the dirt is on your knees." Often words are not the measure of what has happened. Instead, people eat lunch beneath a tree, compare whose clothes are dirtier, or look closely at a tomato hornworm that will soon become a swallowtail butterfly.

You have it within you to make this program come to life. This manual gives you the tools which, coupled with your full energy, can bring forth remarkable outcomes.



Digging potatoes at the alumni reunion volunteer day.

"The world is moved along, not only by the mighty shoves of its heroes, but also by the aggregate of the tiny pushes of each honest worker."—Helen Keller



Taking a break at the West Cottage Street site.

Recruitment

- *Who Volunteers at The Food Project*
- *When We Recruit Volunteers*
- *When Volunteers Serve*
- *What Volunteers Do*
- *How and When We Find Volunteers*
- *How We Handle Their Intake*

The Volunteer Program begins with recruiting and planning for volunteers. We must locate individuals and groups interested in working with us and bring them and other staff at The Food Project to full readiness for actual work. The recruitment phase requires attention to detail, excellent communication skills and an understanding that preparation is everything! Work done well in this phase avoids many pitfalls later.

We believe that there are more people in the Greater Boston area who want to serve than we could ever accommodate. We want to involve as many of them as possible in our work. However, we are selective about who works with us. We depend on the work of the volunteers. Therefore, you must look for groups and individuals who are organized and reliable.

You need to:

- actively recruit new groups;
- retain groups who worked well in the past;
- weed out groups who are clearly unsuited;
- reject groups who are unable to work towards improvement with our staff.

"People can be divided into three groups: those who make things happen, those who watch things happen, and those who wonder what happened. Showing up is 80 percent of life."—Woody Allen

In order to develop the program this way, the Volunteer Coordinator must commit to recruiting continuously and to creating opportunities for new people to get involved. We are flexible about letting people try it out because sometimes our assumptions may be proven wrong about a group's ability or enthusiasm. This flow of people keeps the program healthy and gives us choices about who comes. Our volunteers are an invaluable resource for the volume of work we have to accomplish.

All organizations have standards around volunteer conduct and ability. At Fair Foods, a food salvage and distribution warehouse, a group must commit to at least eight hours. At Pine Street Inn, Boston's largest homeless shelter, groups that behave in a way that takes staff time away from serving the homeless are not invited back.



Volunteers at the Langdon Street lot.

The Food Project's requirements for volunteers are:

- Volunteers must be over 12 years of age (given the precision, physical demands and focus required by farming)
- Volunteers must work for two or more hours and must give their best effort (given the set up time we need to spend and the amount of work we need to accomplish)
- Volunteers must follow instructions from the staff and meet the expectations they agreed to prior to their arrival (given the need for safe, quality work that goes as scheduled)

Who Volunteers at The Food Project

We want to have a wide variety of people work with us. Our volunteers differ in age, geography, cultural background, organizational affiliation (school, church, business), physical ability and knowledge or experience with service and agriculture. We try to balance the types of groups who come and to achieve a year-end percentage of 60/40 youth to adults. We also want to have a 60/40 mix of urban and suburban volunteers as a way to be in partnership with our host communities. Our volunteers can be categorized as:

- Youth Groups
- Adult Groups
- Individual Youth
- Individual Adults
- College Groups

Youth Groups

Our primary target group is grades 8-12 (ages 13 to18) . We serve this age group best and have built our expertise around this group. We do not work with K-5 (ages 4 to10). We will work with middle school (ages 11 to12) when the appropriate infrastructure (committed teachers, time to prep them well, informed students and low student-teacher ratio) is available. We have also developed a special, week long program for first-year college students (ages 18 to 20) during their orientation week (see Attachment 4: Harvard First-Year Urban Program). Youth volunteers come to us from public and private schools, faith based organizations, school clubs, sports teams, youth agencies, service learning programs, and as individuals. We also gather groups of Food Project alumni for service events on our land.



Young volunteers at The Food Project's Harvest for the Hungry Day. A structured program allowed middle school age youth to work with us.

Attachment 4

Adult Groups

We work with adults (ages 21 to 80). Many of our adult groups come from the business sector.



- Teams of employees often join us for a day to build community among their staff and to do service.
- Adults from faith-based organizations come with youth.
- Many of our adults come with young people from schools.
- Graduate school groups participate each year.
- Neighbors, in both Lincoln and Roxbury, work with us.
- Occasionally we work with special needs populations if the sponsoring organization or school is well equipped to support the individuals. In these cases, we work closely with the group leader ahead of time to describe what few accommodations we can make on the land and in the work.

Individual Youth Volunteers

High school students come to us occasionally from school internships or to fulfill individual service requirements. Often we ask them to join a weekend volunteer group. The greatest number of individual young volunteers come from our alumni. Alumni come for such events as strategic planning events, work on the land, fundraisers, mailing parties or alumni steering committee activities.

Individual Adult Volunteers

There are two groups of adults who volunteer.

- Professionals assist the organization with work in their field of expertise (financial, writing, public relations, etc.)
- General volunteers contribute skills in whatever areas we need assistance (field work, mailings, etc.)

College Volunteers

College and graduate students volunteer as either individuals or in groups. We run a special program for college students during their orientation week in late August and early September. Students from Harvard and Boston University, among others, participate in this program. The College Week Program brings us labor at an important time of the year and offers the students a microcosm experience of the summer program (see Attachment 4: Harvard First-Year Urban Program).

When We Recruit Volunteers

"If someone had told me that I would spend my week getting dirty, sweaty and exhausted on the farm, I would have been really upset. But that's what I did this week, and it made me feel awesome. Not only did we get the opportunity to perform palpable service for the community, we challenged ourselves and grew as educated and experienced people."

— Melissa Eccleston, Harvard First-Year Urban Program

Attachment 4

Recruitment takes place year round. The Volunteer Program is one of the best ways for people to experience our work, especially on days when Food Project youth are leading volunteers in work projects. Recruitment is a long-term, intensive process. Often it takes months for an interested group to organize itself and find a service day that works for us and for them.

You must raise the issue of volunteer recruitment constantly within the organization, seeking out new contacts and asking the staff to think about people they know who might enjoy volunteering. We also book volunteers for various seasons within the upcoming year. The details of the season closest at hand are the most specific, down to exact location, date, time and task. Dates further in the future may be specified only as to location and month with the final details remaining to be worked out as The Food Project schedule of that season gets updated and posted.



Groups and individuals are recruited year round, but most intensively January 1st to May 1st for spring work days, and June 1st to October 1st for fall work days.

When Volunteers Serve

People volunteer year round but most intensively during the growing season from April to December. You, the Volunteer Coordinator, need to find out the requirements of each team in the organization three to six months in advance and place volunteers into the areas where they can make a contribution. The needs change as the organization grows and takes on different projects.

Use appropriate meetings and methods of communication to talk with staff about their volunteer needs. You will get input from program and production staff members at the weekly program/production meeting. Attend the administration team meeting to get other volunteer needs or ask for time in a staff meeting to gather all the needs at one time.

Volunteers come to us for varying amounts of time. The more time groups or individuals dedicate, the more they learn and contribute. A long commitment is more efficient for us because of the set-up time required by the Volunteer Coordinator and staff.

In general, we are flexible about hours and time. However, we require a

Attachment 5

fixed schedule on Saturdays when youth from the Academic Year Program work with volunteers. On those days, volunteers start no earlier than 9:45 a.m. and usually work until 12:45 p.m. (see Attachment 5: Sample Saturday Agenda). However, on weekdays and weekends when our youth are not involved, we can shift the schedule more easily or allow a group to continue working with staff even if the Academic Year Program youth need to shift to afternoon priorities.

Attachment 6

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The following are the time blocks we use with groups. (see both Attachment 6: School Partnerships Menu, and Attachment 7: Sample Agendas of 2-4-and 8-Hour and 2 to 5 Day Experience).

- 2 work hours: a minimum requirement for any group
- Half-day / 4 work hours: at one site with breaks, a meal possibly or time doing curriculum activities run by our staff
- Full day / 8 work hours: at one or two sites, plus breaks, a meal and time doing activities.
- 2 to 5 day service experience: at all sites, with curriculum activities built into each day

On either end of the work block, we allow time for introductions, a game, work explanations, reports on how the work went and evaluation of the overall experience. In general, 15 minutes are required before and after work for these activities. Complete information about these activities is given in the *Operations* Chapter.

What Volunteers Do

Most volunteers want to know how they will be contributing to our work in order to prepare themselves and others for the service work. In field and office work, many factors influence what the volunteers will do. In the field, weather strongly impacts what work they will do. In the office, other volunteers or staff may have moved a project to a new stage by the time volunteers arrive. So, in giving the volunteers an idea of their role, we leave room for changes in the plan.

We make a commitment to people that their time will be well used and that what they do will advance our goals. We pride ourselves on the fact that people leave feeling that their time was well spent and that they made a difference. We do not “make work” for people so they can feel this way. Instead you, as Volunteer Coordinator, work with our staff to find real tasks that need doing.



Volunteers from Eagle Corps clear weeds at the West Cottage Street lot.

Each staff member who works in an area that could use volunteer assistance should ask the senior staff in that area how volunteers were best used in the past.

Within agriculture, you respond to the growers' requests. You need to learn about the tasks that work best for certain types of groups: for example, transplanting is a good, large-group activity. You must be proactive and knowledgeable in steering people towards the correct time of year and set of tasks. We often use volunteer labor to do projects that others, faced with the same task and no volunteer assistance, would hire out or do with a machine. Our Volunteer Program keeps our costs down and allows us to engage many people in our work.

For example, one spring and summer, our grower asked youth to dig a trench for greenhouse water lines. The trench was an enormous undertaking that made the young people proud and the grower happy. Youth were proud because they solved a problem (*how would you get the dirt out of a 250 foot continuous trench that was only 2 feet wide but 4 feet deep?*). They had to work as a team, in shifts, with one youth at a time in the leadership position. The goal was tangible and required physical strength and stamina. The trench was their project, not the grower's.

Growers, office staff and the Volunteer Coordinator decide what is fair and reasonable to request of volunteers. From eight years experience, with at least 5,000 volunteers, we know this: volunteers will do anything that needs to get done if the staff believes it is important and works with the volunteers to accomplish the goal.

No work is "beneath" a volunteer if it helps us meet our goals. Sometimes, people pick up trash for hours in Roxbury, or braid garlic, lick envelopes, thin carrots, stain tables, dig potatoes, rake leaves or pull rocks from a field. Sometimes, tasks requiring a certain level of strength or precision are saved for our best group or individual volunteers.

The growers at times determine that a task is too difficult to execute with volunteers and choose to do it alone or with their support staff. Every task is important. The Food Project exists because the details are done with care and commitment. Volunteers do much of the physically challenging labor that allows us to grow a high volume of food for others.



"Digging the irrigation trench was a hard project, but I'm glad we got it done because it will be there long after I'm gone"— John DaVeiga, 1999 Agricultural Intern with The Food Project

Attachment 1

Attachment 2

Attachment 3

A series of introductory documents are provided to help you understand the program. The first, Attachment 1: Operating Principles, outlines the principles that guide actions and decision making in the Volunteer Program. The second, Attachment 2: 2000 Annual Plan shows the commitments made by The Food Project for one year. You will find the Volunteer Program initiatives listed there. The third, Attachment 3: Activity Sheets, shows the timeline throughout the year for accomplishing the initiatives.

The manual builds on these documents and describes the processes, protocols and approaches that make the volunteer experience successful for all involved.

We hope this manual will be a powerful and practical tool as you enter into the most important work of the volunteer program: building and maintaining quality relationships with all people involved.

There are many types of work to be done at The Food Project. The following are what volunteers can expect to do with us:

Group Activities

Working in the field in Lincoln or Roxbury takes place on Saturdays and weekdays (determined by growers) April 1 - June 30/ August 25 - December 20. Tasks can include the following:

- Spring: preparing the fields, cleaning up, moving tools, seeding, transplanting, weeding
- Fall: harvesting, weeding, preparing the farm for winter special infrastructure projects, clean-up
- Greenhouse work out at our Lincoln fields occurs during the same time period as fieldwork and can include:
 - Spring: filling soil trays, seeding, transplanting, watering
 - Fall: drying field crops, construction and repair
- Office tasks take place throughout the year and can include:
 - Bulk mailings of newsletter, annual appeal, annual report, special event notices
 - Special events help: invitations, set-up, registration, cooking, errands



Weeding the Baker Bridge Fields in Lincoln.



The urban food lot at West Cottage Street on the Dorchester/Roxbury line in Boston.

Individual Activities

Individuals are a very important part of our organization and can often work at a more in-depth level than groups. Following are some of the tasks that individual volunteers can accomplish.

- Greenhouse: Watering and maintenance, February 15 - June 30.
- Field work: (Times and dates to be determined by growers) with special emphasis on weekday harvest in the fall where individual volunteers are more often available than groups.
- Office work: As needed with various projects. Individual volunteers can learn the mailing system from a staff member and take leadership completing mailings. Also as special events are being planned or implemented individuals can play a similar role. Volunteers have contributed to nearly every activity including fundraising, publications, management, landscape design, etc.
- Special projects by expertise: Year-round individuals with professional or special skills contribute at all levels to the organization. We are constantly advertising and inquiring about who can contribute special skills.

When communicating with potential volunteers whether in a group or as individuals, you must be clear about your needs, schedules and structures, but must also remain open as to how volunteers may contribute in a new and different way. As the Volunteer Coordinator, you create opportunities for groups and individuals in addition to managing a high volume of specific, clearly coordinated activity. As you respond to the interests and ideas others have for working with you, your project grows and benefits.

For example, we evolved our full-day agenda at both Lincoln and Roxbury sites through working with City Year, a non-profit organization, and *Inc. Magazine*, a for-profit company. *Inc. Magazine* wanted to volunteer with City Year but no project was available. City Year contacted us and, together, we set up a remarkable full-day program. *Inc. Magazine* employees harvested 6,000 pounds of winter squash in Lincoln and shoveled compost in Roxbury. In addition, they went through team-building activities and information sessions about our two communities. Having a group go to both communities was not something we had tried before. Once we tried it, we saw the power of having a group with us for a full day to experience both our Lincoln and Roxbury work. This collaboration was complex and, at times, frustrating due to the demands of the three organizations. However, through this opportunity we realized we could offer others, including schools, a great experience if they would dedicate a full day.



Our current and much loved Lincoln office!

A fine example of an individual volunteer is Mark Hopkins, a retired Lincoln resident, who contacted us after reading a request in our newsletter for help with communications. Given his background in advertising, Mark helped with communication strategies and reviewed text for a general brochure. He eventually came onto the board because it turned out he had non-profit board experience. Additionally, he is also a talented wood worker and eventually he built picnic tables, a pump house and bulletin board for the program and production staff. He also assisted our rural grower, Don, in building the greenhouse and made his many tools available to us for construction projects. Mark is an invaluable volunteer who gives a great deal and derives satisfaction from helping The Food Project succeed.

How and When We Find Volunteers

Most of our first-time volunteers are located by the Volunteer Coordinator. People also seek out volunteer opportunities at The Food Project.

A quick response is necessary to take advantage of their interest. You are responsible for seeking people out to ensure the right number of volunteers is available. Our experience indicates that one third of the groups and individuals who sign up will not show for various reasons. Therefore, you need to book one third more volunteers than you actually need. Below are methods to recruit and retain excellent volunteers.



Clearing brush after the winter thaw.

Mailings

- You mail a general volunteer brochure and an announcement of upcoming activity to our active volunteer groups and individual volunteers in February and August.
- You announce upcoming volunteer opportunities in the following other newsletters (alumni, organizational, CSA, Farmers' Market).

Phone Calls

The phone is an important tool for following up on the mailings. After people receive their mail we call all the groups and individuals that worked in the previous season to offer them a place in the upcoming season. We want to retain our best groups and individuals and allow these committed groups and individuals the first opportunity to schedule dates.

- After these initial calls , we phone the other groups who received the mailing.
- When there are volunteer shortages, you must call the active volunteer list to mobilize people. To do this, we develop and maintain a phone and email list of individuals and groups who can respond quickly to a request. We inevitably end up with labor gaps in the season or special circumstances (rain that cancels some large groups). For these gaps, we rely on a rapid response from others.

Web Site

The Web site is another tool for getting people involved with The Food Project. We update the Web site each quarter to announce upcoming volunteer opportunities. The site should have a copy of the brochure and contact information. The site should also ask people to call for further information.

Email

The volunteer list serves as a way to contact our loyal group and indi-

vidual volunteers. You learn from other groups how to use this and other methods of communication to meet volunteer needs.

Word of Mouth

Each volunteer who works with us is a potential connection to other people who might volunteer. We have brochures available for people to take with them and we ask them to actively recruit for our needs. When we are in a pinch, the Volunteer Coordinator comes to the staff and asks whom they know (friends, family, church) who could volunteer.

Targeting School Partnerships

- We are trying to build long-term relationships with schools. We would like schools to work with us in depth and develop with us ways their school could benefit from a long-term partnership.
- Developing partnerships requires building quality relationships with teachers and administrators. We actively seek ways to invite new schools into partnership and build on existing relationships.
- The School Partnerships Menu (see Attachment 6: School Partnerships Menu) describes models for how schools can get involved. We circulate this document widely through mailings and we give it, in person, to school personnel who come to volunteer.

How We Handle Their Intake

Scheduling Groups

When a new or returning group wants to work with us, we go through the following steps:

INTAKE CHECKLIST

- We look them up in the database while on the phone with them. If their information is not there, we get it and put it in while we are talking on the phone (see Attachment 8: Sample Events Database Layout).
- We find out as many details as possible about the group because it helps us make the day a success. We ask:
 - What types of people are they bringing?
 - Have they volunteered elsewhere? How did that go?
 - What kind of leadership are they bringing?
 - How is the service experience being described to their participants?
 - How enthusiastic are the volunteers?



Reverend Chris Chase worked with The Food Project when he lived in Lincoln. Later, he brought this group all the way from St. Francis Episcopal Church in Norris, Tennessee to work for a week at the shelters, the farmers' markets and at our farms.

Attachment 6

Attachment 8



Volunteers from St. Francis Church work with Don, our grower, to stake tomatoes.



- What other activity does this outing relate to for their group?
- Do they have access to the right clothing?
- How did they hear about us?
- We explain how a volunteer day with us typically runs, what they will get out of it, and what they will need to bring (appropriate clothes) and provide (hard work!). We explain that the work period on a Saturday lasts from 9:45 a.m. to 12:45 p.m., and that they are welcome to bring a lunch to eat with us from 12:45 p.m. to 1:15 p.m. They should plan on being with us until 1:00 p.m. even if they are not going to eat lunch, since we need to do a wrap-up. If they would like to work longer we can arrange that though they will not be with the DIRT crew.
- We emphasize the importance of everyone showing up on time and staying the length of the time agreed upon.
- If they want to come on a weekday, we ask them to pick from the days and times agreed upon by field or office staff. If they need accommodations in the schedule (due to school bus availability etc.), we tell them that we need to call them back after speaking with the sponsoring staff about what accommodations are possible. We do not alter the agreed schedule without speaking to the other staff the change impacts. Often we can make accommodations but not always.

POST-INTAKE CHECKLIST

The following strategies help to minimize volunteer attrition and to keep both sides clear on the arrangement:

Attachment 9

Attachment 10

Attachment 11

Attachment 12

- As soon as the date is booked, we send the volunteer leader a confirmation letter which details the time, place and number of people expected. We ask them to reply to our letter so that we know we are in agreement (see Attachment 9: Confirmation Letter). We also include a one-page sheet on The Food Project, a sign-up sheet, the one-page explanation of the role of volunteer leaders, and directions to the site where they will be working (see Attachments 10: Site Map, 11: Sign-In Sheet, 12: Information Sheets).
- We make sure that the volunteer leader understands that we rarely cancel due to weather. If we decide to cancel, we will call them; otherwise they should come.
- We call the volunteer leader one week before the group is scheduled to work to confirm that everything is rolling along smoothly. We ask them to call if anything changes before the work day and we explain again how important it is that they stick to their commitment. We count on each and every volunteer group. If they do not show or follow through on their agreement with us, our effort is severely affected.

Scheduling Individuals

Individuals need to be scheduled either to join volunteer groups or to come on their own. If they want to come with a group:

- We send them the same information that we send to the groups.
- We follow up with a confirmation call to check that the individual is coming.
- We make sure to meet the person or have another staff greet them (it is too easy to forget an individual).

If they come on their own, we go through the following steps:

- We confirm the volunteer's address in the database and enter it if the information is new.
- We agree to a date, time and place based upon volunteer opportunities available.
- We fill out an individual volunteer confirmation sheet.
- We get the sheet to the sponsoring staff so they can keep it in their volunteer notebook until the volunteer arrives.



The Food Project gets its seeds from Johnny's Seeds in Maine and no longer buys transplants because of the new greenhouse.

Operations

- *Staff Preparation*
- *Site Preparation*
- *When Volunteers Arrive*
- *While They Work*

Staff Preparation

Volunteer opportunities need to be coordinated throughout the organization so that all staff members can be aware of opportunities to work with volunteers and can make preparations to do so. In order to be effective, you need to have dates from all staff who want volunteer assistance in their area. The opportunities the staff defines must be firm because they will be advertised widely. When you are filling slots, you will not have time to double check each date and opportunity to make sure it still exists. Once the staff submits a date to you, the sponsoring staff is responsible for communicating any changes to the Volunteer Coordinator.



Compost spreading at the West Cottage Street lot.

Seasonal Schedule Decisions

Staff members who desire individual or group volunteers need to have dates prepared on the following schedule:

- For the months of April, May, June, requests are due by December 30th
- For the months of July and August, requests are due by March 30th
- For the months of September through December, requests are due by May 30th
- For the months of January, February, March, requests are due by September 30th

We communicate with the entire staff about the submission dates. We give calendars to the staff so that they can schedule individual or group volunteer needs. With these schedules, we can book people three months in advance as well as manage current volunteer activity.

Once the schedules are done, we create a master list of opportunities for the upcoming volunteer period. Then, we display this master list, by posting it in the office, putting it on the Web page and giving it to the staff members who are sending out newsletters.

"Gardens are not just places to plant a few vegetables or flowers, they are not just a little break from the endless stretch of pavement, they are gathering places, cultural and social centers, and they are as important for the health of our civic life as are the art museums, the symphony halls, the theaters and the great restaurants."

— Michael Ableman

Volunteers frequently comment on the quality of staff they meet at The Food Project. Volunteers return because preparation was done well and the sponsoring staff helped the people feel included and productive. To be most effective, the staff needs training in what works with volunteers and how to improve their own skills in leading and managing people.

Toward this end, we train staff on all systems related to preparation for volunteers (requests for, sign in, etc.) and how to work effectively with volunteers. The training sessions are done twice a year, in early March and early September. These dates just precede the time of year when the greatest number of volunteers are working. Anyone planning on having volunteers should attend a training session before the volunteer period.

The Safety Manual is a critical part of the training and must be presented in detail in March prior to the full volunteer season. If a new staff member joins the organization and will be working with volunteers, we make certain that person gets trained on the Safety Manual (see Attachment 13: Safety Manual).

Leading a group in field work is the most demanding type of volunteer event. This event requires a very different type of facilitation from one working with individuals or leading two to three people in a task. Staff members who work only with individuals may not need to go through the training it requires to do group events. Volunteer introductions are important. “Role playing” is a highly effective method for training people. Other games like Family Feud are described in “Growing Together,” the Food Project’s social curriculum.

Staff Training

The staff training agenda should include:

- greeting people when they arrive
- sharing the vision, mission and history of the organization
- facilitating games and activities
- explaining work plans and agendas
- communicating safety issues and handling emergencies
- teaching how to do a job
- motivating others while doing the job
- doing wrap up conversation
- evaluating the day
- enrolling people in further work



A warm-up game can help newcomers get in the right mind-set for a day of working together.

Attachment 13

“Amidst working the soil and growing produce for a worthy cause, we have come together as a community. We leave with friends that have enriched us as individuals and loved us as people.”—Vanessa Hsia, 2000 Summer Youth Program participant

At least one day prior to the arrival of a volunteer group, the staff members in charge of the volunteer day need to get together and go over roles and responsibilities. For weekday introductions, the staff needs to decide:

- who does greeting?
- who does speaking?
- how does the group get divided?

For weekend volunteer days when the Academic Year Program youth or alumni are present, the program staff needs to communicate with the production staff about who is managing the young people and how they are being integrated into the speaking and leading.

On the day of a volunteer group, the staff for the event should meet at least one half hour before the group's arrival to make certain everything is ready. This meeting is critical because last-minute changes (weather, a staff person is sick, etc.) may require shifting tasks or responsibilities.

Attachment 14 For both the day before and the day of preparation use the Volunteer Protocol Checklist (see Attachment 14: Volunteer Protocol Checklist).

Site Preparation

All materials and tools must be in place prior to the arrival of volunteers. Any tools or equipment related to the task itself (planting, doing a mailing, construction) are the responsibility of the staff who is requesting the assistance (i.e.: grower, office manager, etc.), not the Volunteer Coordinator. When tools are not in place, we waste volunteer time and leave people with the impression that we are not organized. Volunteers feel respected when the staff member has everything in place.

Supplies

You are responsible for the following tools:

- name tags
- water bottles
- sign in sheet
- pens
- permanent markers
- flip-chart easel
- flip-chart paper
- sunscreen
- water

- Food Project communication materials (flyers, brochures, etc.)
- camera with film

These materials need to be ordered or photocopied in bulk far in advance of the peak volunteer season, April 1 to the third week in November. They can be stored in the Lincoln or Roxbury office and sometimes in the tool sheds on the agricultural sites with agreement from the growers.

You are responsible for having all materials available and readily accessible. On days when you are the lead staff, you are responsible for having all materials out and available prior to arrival of the volunteers. When another staff member is leading an event in your absence, you must get a clear commitment from that person to take responsibility for locating and distributing materials.

At the end of the volunteer time, the lead staff member returns materials to their correct location and assesses inventory so that supplies can be replenished before they run out.

You must also be ready to take pictures or have another staff member take on that responsibility. If a volunteer is already taking pictures, you should request reprints. The photos are later used in our volunteer newsletter to show who worked on what projects.

When Volunteers Arrive

When volunteers arrive, someone must be available to greet them, show them where to park, take their sign-in sheet and help them find the sponsoring staff member of the volunteer day (see Attachment 11: Sign-In Sheet).

Youth Groups

When youth arrive in a large group (more than eight), you need to find the adult leaders and have a five-minute conversation with them away from the youth. In this conversation, the goal is to establish clear partnership with the adults and enroll them in this being a great volunteer day. If the leaders give us their partnership, the outcomes are inevitably stronger than if not. The ways in which they can be most helpful include:

- Personally working hard
- Personally following all requests, directions and instructions



Volunteers and youth work with color-coded tools. At the end of the day when the tools are returned, it is very easy to see which tools (if any) are missing.

Attachment 11

- Placing themselves in a small group of youth and not working only with the adults
- Assisting our staff in making up small groups that will work given personalities they know
- Keeping youth on task
- Staying in communication with our staff if they have a concern or suggestion
- Handling individuals who are having a hard time
- Assisting in discipline when and if we have to ask someone not to participate

Adult Groups

Adults often travel in cars and arrive at different times. You should be on the site in advance of the group's arrival to meet people who come early. If you have time, you can walk people around the site, show people where they can go on a walk and give people a place to sit and wait for the others. When all the members of the group are present, gather people in a circle and begin the introduction.



Alumni of The Food Project frequently return to volunteer either on their own or with a group they have organized.

Youth and Adult Individuals

Greet individual volunteers when they arrive and make them feel comfortable. When young people arrive, guide them to the correct person or area so that they are not left alone to wait for staff. If a person is joining a volunteer group, make introductions.

Introduction Weekdays and Weekends

With a weekday group, the staff is responsible for the entire introduction. The staff often shares parts of the welcome: introduction to The Food Project, game, safety talk and instructions. The staff meets ahead of time as mentioned above to work out exact responsibilities (see Attachment 14: Volunteer Protocol Checklist).

Attachment 14

For a weekend group, the DIRT crew or volunteer alumni interns participate in the introduction. For the DIRT crew, the introduction is a public speaking training opportunity and they are coached in this presentation by the Academic Year Program Coordinator (see Attachment 15: Team Captain Presentation).

Attachment 15

As the Volunteer Coordinator, your role for a weekend group is to greet the volunteers and make sure that all the other aspects of the volunteer

experience are in place (water bottles, sign in, etc.). The Academic Year Program Coordinator is responsible for training youth to introduce the day and lead the group. You are an important resource available to the Academic Year Program Coordinator prior to and during the volunteer day.

By the end of all group introductions, collect the sign-in sheet and make sure it is filled out.

When working with individuals, greet all individual volunteers on their first visit if possible. On the initial visit, tell the volunteer(s) about the vision/mission and history of the organization and answer any questions they might have. You are also responsible for having the individual youth or adult sign in and list any medical conditions. Using the group protocol sheet is a good way to make sure nothing important gets missed.

While They Work

The success of any volunteer day depends on the effective interaction between you and the grower. Starting from the moment when calendar dates get set and going all the way to the end of the season evaluation, this partnership requires strong communication as well as knowledge of the demands and needs of the other person's job.

The grower and the Volunteer Coordinator have similar and different stresses and goals. The grower may want to shift the work plan because it rained and certain parts of the field hold too much water to permit harvesting without damaging the soil. In this case, you must explain to the volunteer group that, instead of harvesting, they should perform another task: for example, pulling rocks from a higher field.

The grower may need you to lead a complex field task at another part of the farm. You may have an emergency to deal with and need the grower to coordinate the rest of the volunteer event. The bottom line in the volunteer program is that work needs to be done. You help the grower (or other staff doing a task) achieve their goals. Your responsibility is to recruit, orient and mobilize helpful, prepared, energetic people.

Our grower once said that he wants to "run a farm that is great *because of* the volunteers, not *in spite of* them." To accomplish great things, you must handle all aspects of the job with professionalism, flexibility and



All rocks don't rival this one.

"I was nice and satisfied because we had just finished a hard day of work. We had been leading volunteers for a community service organization, Boston Cares. They were really nice and into working hard. So, being a good leader, I did too. But in the process I got really tired. I was ready to sit in the van and enjoy the ride home, except....we couldn't get in. Someone, I won't mention any names, Greg, lost the keys to the van. We were only stranded for a little while, but it was still pretty funny."—Adam Seidel, 1998 Summer Crew, DIRT Crew and Youth Board Member for The Food Project

enthusiasm. We do important work with people and hold them to as high a standard as possible. However, one thousand field volunteers are a very different crew from that which most farmers have for labor (a small, experienced crew).

A significant aspect of the program is how well informed staff and volunteers feel about what is planned. You must attend carefully to both the volunteers and staff in order for the actual volunteer day to be effective for all involved.

Working effectively with volunteer groups is an art that takes time to learn. You must be good with people and understand group dynamics but also understand farming's particular demands and intricacies. You need to learn as much about field work as possible from the growers. Observe each time they give an instruction or do a new task.

Detailed in the next chapter, these motivation techniques inspire people to work hard, enjoy themselves and make a contribution.

Another set of techniques helps people be efficient, safe and fast in farm work. These Agricultural Efficiency Techniques are the domain of our growers but need to be studied and learned by as many staff as possible.

Agriculture Efficiency Techniques

- Have people work in pairs. This gives you a number of small units to deploy strategically.
- Put a pair on a single bed with two row spacing. Each volunteer has responsibility for the single bed and they can progress together up the row (for harvesting, weeding, hand fertilizing).
- Put a person on either side of a single row that requires intensive harvesting (i.e. cherry tomatoes) or is difficult to weed alone (watermelons).
- Put the pair at opposite ends of the row and have them work towards each other.
- If there is intensive hand weeding or harvesting needed, issue the minimum number of hand tools to the group or else those who do not want to get dirty will pick up a tool and use it for unnecessary and inefficient purposes.

Many people in this day and age did not grow up doing manual labor and have little understanding of how to apply themselves physically and mentally to the task of farming. Some people have gardening expe-



rience or do home maintenance work, but these tasks are very different from farming and land reclamation. You need to learn from the grower the best techniques for efficient farm work and use these methods with each group to achieve good results.

Wrap Up

It is important to close out any work session with a wrap up.

- Bring everyone back together after they have completely finished cleaning up: putting away tools or packing envelopes in boxes.
- Form a circle where everyone can see and hear one another.
- Have people answer one or more of the following questions:
 - What did you or your group accomplish?
 - What did you learn about yourself or someone else?
 - What did you learn about farming or another type of work (events, mailings)?
 - What was the hardest thing you did?
 - What one thing worked well and what one thing could have gone better?
 - Ask people to fill out any of the evaluation tools that are in place for the program.
 - Tell people about upcoming opportunities and invite them back to volunteer again. Hand out literature or sign-up sheets, whatever there is to involve or connect them further with our work. If it is a school group make sure to mention our school partnerships opportunities (see Attachment 6: School Partnerships Menu).

Your final words to volunteers are thanks. You, The Food Project youth or the grower should thank the people for coming and tell them, from our perspective, what it meant to have them contribute. For example, you could tell them what the next step of the project will be (now we will have volunteers install the line in the trench you dug), what completion of a project makes possible (now that the beds are completed we will be able to plant 500 peppers next week) or where the harvest will go (tomorrow homeless men and women at Pine Street Inn will eat this food for dinner). This is the critical moment in which the volunteers understand the relevance and impact of their labor. Thanking people when their contribution has been great is a pleasure. Any group can be acknowledged for coming and giving of their time even if the outputs were below what we wished.



Boston Cares corporate volunteers consistently join The Food Project for anything that needs doing.

Attachment 6



Volunteers harvested over 3,000 pounds of winter squash for homeless shelters one Saturday.

Motivation Techniques

- *Before Going Into the Field*
- *Once You Are In the Field*

Before Going Into the Field

Prepare Them!

To the greatest extent possible make sure people come prepared so they are not struggling with physical discomfort (being too hot or cold) or trying to avoid getting dirty!

Organize Them!

Keep the group organized as they move from their vehicles to the site, into the warm-up circle and into to the fields. If this sequence is not well thought out, inefficiency is the result (for example half the group got water bottles filled before the circle and half did not). Plan always for maximization of volunteer effort. One game to play in your mind is: "I have to complete what does not get done. Egad!"

Inspire Them!

Make certain people understand that you need them to work hard.

- Tell them the specific goals you have for them (in pounds, transplants, beds to weed or rake, envelopes to stuff).
- Explain that they are at a certain point in the season and that others preceded them (tell them how many).
- Link them to a chain of activity and the end goals if all of us who contribute are successful (tonnage or acres of land reclaimed).
- Link them to our service goals by describing graphically how much food we grow (tonnage, or servings, or how many people will eat the vegetables, or how many tents or trucks our annual harvest would fill, or how many thousands of people are hungry in Boston).
- Tap into their commitment to service and ask them to contribute from that place today.
- Read them the Martin Luther King quote about service, that "you don't need a college degree to serve..."
- Tell them how many hours of combined labor exist in their group (16 people work for one hour is equivalent to the grower working alone for two full days!).

Communicate with the grower ahead of time about who is doing the different parts of the introduction. Whoever introduces the work to the group must be bold, clear, compelling and able to inspire people to hard work.

Demonstrate Pace!

Have the grower demonstrate the pace expected from the group. Most people do not understand the pace required to get a lot of work done on large physical tasks. They usually go at a pace more appropriate to smaller efforts like gardening. The grower's physical demonstration of the task and how fast it can be done is important and needs to be reinforced periodically by having the grower join the group.

Teach Efficiency!

Use a warm-up game related to efficiency.

- Create a sample task in the middle of the circle and ask people to propose the most efficient solution (for example, layout 15 tennis balls and ask people how those could most efficiently be moved 50 feet by an individual, a pair, a group).
- Lay out buckets and sample corn rows and ask how someone would most efficiently fill buckets and get them back to the end of the row.

The point is to get people thinking about efficiency so that they watch their actions from that perspective. Tell them that you have highly efficient techniques for transplanting, weeding and harvesting that you will ask them to follow, and yet there are other tasks where they have to create their own strategy for efficiency.

Group Them!

Have people count off by numbers (ones, twos, threes) depending on the number of work groups needed to create random arrangements (until you watch friends try to outsmart the system by trading numbers with someone). *Or* have teachers and leaders from the group help make the groups and exhort them to make groups they think will be hugely productive. *Or* ask people to get in groups or pairs with someone they think will push them to go at a fast pace.

Inspire Them!

Always end the circle with the grower giving farm instruction and inspiration. A change in speaker sharpens peoples' attention. Ending with instruction leaves people mentally prepared to do the job.

Once You Are in the Field

Show Them!

- Do a sample piece of work (weed 5 feet of a carrot bed) and bring



Digging for potatoes on hands and knees requires a healthy attitude towards getting dirty.



Demonstrate how to hoe a bed: saves on time, and vegetables!

everyone over to see the standard. The visual image will make sure they are able to reach this level of quality.

- Work side by side and move from group to group. Demonstrate pace, efficiency, correct use of your body. This has a great impact on the volunteer.
- Wander among groups watching for inefficiency and then coaching the person or asking how they could do it faster or better.

Play With Them!

Get people talking or singing or playing in the row games. This can take their minds off the heat or repetition of the task.

Compete with Them!

Have groups race to complete a task but have them judged by speed and quality of outcome. Competition works wonders.

- Have them race you and see if they can keep up the pace.
- Set goals by distance or time. For example, let's see how many rows we can weed in 30 minutes (take guesses and bets). Or, let's see how long it takes us to weed these four beds (again take guesses and bets).

"If you want creative workers, give them enough time to play"

—John Cleese

Take it Easy On Them!

Use breaks as a way to focus, motivate and reward. After we finish the carrot harvest, we can get some water. Or, we will take lunch break after we weed 10 rows of peas.

- Eat some fruit or vegetables at the end of a task. When it is 93 degrees out, eating a field-grown cantaloupe is a remarkable experience.

Teach Them!

Teach while you work. Sharing the wonders of the farm and the land can help others understand and develop a relationship to the farm environment. For example, when you work with the watermelons, tell them:

- Watermelons evolved in Africa.
- They grow best in the South but we have northern varieties.
- Crows like to peck single holes the size of a silver dollar into them.
- In 1999 we harvested 20,000 pounds of them.
- There are yellow, red and pink fleshed varieties.
- When watermelons rot they are disgusting (and describe it). Every foot of the farm holds this kind of information. You are an interpreter for others.



Outsmart Them!

If you see a pair that is too slow, break the pair up or assign them to a different task. Always be thinking one task ahead of the volunteer group so that no one ever finishes a task without being clearly transitioned to the next job. The best strategy for the grower and Volunteer Coordinator is to make certain there is more than enough work and that group leaders have a clear picture of what to accomplish. Ideally, you give a volunteer group a stretch goal —enough work that they have to push to complete it.

Always err on the side of too much work rather than too little. Volunteer motivation plummets when they realize they are not needed or that the task does not require their full effort. Growers are asked to always have a list of projects that exceed the limit of what the group will be able to accomplish. This protects everyone from disappointment and deflation.

Discipline Them!

If someone is driving you nuts (standing in the row, looking at her long fingernails and talking with others) or being unsafe (throwing saws high into the air on a windy day to see if it performs like a boomerang, and yes that happened) you can try them on another task.

- Work side by side.
- Ask the teacher to deal with it.
- Tell the person to sit down out of sight from the others.
- Bar them from using tools.
- Tell them they have one more chance before any of the above happens.
- Or, as a former staff member once did so brilliantly, tell the volunteer you have a special assignment for him or her and hike to the most remote corner of the fields where he or she needs to be a scarecrow. Tell them that you will call him or her when the job is over.

Regroup Them!

If a group or a crew is getting fatigued and moving slowly, often regrouping is an important and effective technique. Otherwise, time can be wasted, work gets sloppy and jobs will be left incomplete by the end of the day.

Regrouping is a judgment call because, if the time is short (15-20 minutes left), it is best to ride it out and move from group to group exhort-



Rows of peppers and people at the Baker Bridge Farm in Lincoln.



Chopping up watermelons after an early fall workday.

*“Now I know the secret of making the
best persons; it is to grow in the open
air and to eat and sleep with the earth”*
—Walt Whitman

ing people to keep going. However, if there are 30-60 minutes left, call everyone together and re-strategize and deploy people. Come to this circle ready to motivate through a clear and tangible goal for the group to achieve in the remaining time. Pre-think where you want to be by the end of their time. Establish a game plan to achieve that and then enroll them in that plan. Just before you pull them together you tell the leaders your plan and explain how they can be helpful (going with a group or individual who has lost all motivation, orchestrating efficient use of the few wheelbarrows so the shovellers can remain productive, etc.). A game plan might look like having all of the group leave the task they are on and join together to complete the largest or most strategic project that will be hardest to do without a group (or is time sensitive and must be done that day).

These types of decisions are for the grower to make unless you are playing the role of grower and Volunteer Coordinator. If the grower is present, you have the primary responsibility for managing and motivating people within the tasks defined by the grower.

Follow-Up

- *Data Management*
- *Communication*

Volunteer follow-up is important on many levels. Volunteer opportunities are the gateway through which many people encounter the organization and get interested in further ways to serve. Building on their participation takes advantage of the recruitment energy it requires to locate volunteers and gives people an opportunity to contribute further. Maintaining accurate database information, hard files and hours logs supports excellent activity. Quick and thorough follow-up is critical and when done well, it often initiates the next round of volunteer activity by the individual or group.

Data Management

Follow-up Data Entry

Within one *day* after a group volunteer experience, fill out the post-event data collection form in the “Events” database in as much detail as possible. Individual volunteer information should already be in the database from the group’s initial intake form (see Attachment 16: Post-Events Database Layout).

Within one *week* after a group volunteer experience, enter all of the information from the sign-in sheet into the database. Youth volunteers who are from 12-16 years old should be entered in the “Youth Interest” database so that they will receive our application materials. Any other volunteers who indicated that they wanted to be on our mailing list should be entered into the “People” database.

Evaluation Data

Take evaluation input (i.e.: surveys, notes) and enter in the appropriate place for collection in the quarterly report. Evaluation input should be collected for both individuals and groups.

Follow-up Individual Hours Logs

At the end of each quarter, locate the field and office volunteer logs. Take the information from these logs and enter it into the appropriate statistics fields in the quarterly report form.



Sending a picture or two of something that volunteers spent time working on while at The Food Project keeps the connection alive.

Attachment 16

Communication

Notification of Volunteer Interests

Speak to other staff (communication, funding, enterprise, program) about any interesting opportunities that came from the most recent group or individual volunteer. This important information sharing gives you access to many new people. For example, you might tell the communication staff about a graphic designer, share a new program you heard about or pass a funding lead along to the development staff.

Thank-You Letter

As soon as possible, send the volunteer leader or individual a thank-you letter. This can be hand-written or you can construct a form letter. For individuals, make sure the sponsoring staff signs the card. Among other things, let them know when the next volunteer opportunities begin and when you will begin calling about scheduling (see Attachment 17: Sample Thank-You Letter).

Invitation to Annual Event

Volunteer recognition is important to any quality volunteer program. The Food Project needs to create a way to recognize and celebrate volunteer accomplishment. You need to help create the recognition event as part of a growing volunteer program.



Attachment 17

Evaluation

- *Evaluation Formats*
- *Implementation*

In all areas of The Food Project, evaluation serves to improve our work and give us feedback about the outcomes of our efforts. Interviewing past volunteers is the best way to learn about the effectiveness of the volunteer program. At points in the past we surveyed volunteers and, for a season, piloted using written evaluations in the field. We will be reshaping these tools and adding new ones in order to get more regular input. When these tools are in place they will be your responsibility to implement, collect, summarize and use for the improvement of the program.

Formats may include:

- Mail surveys
- In-the-field evaluation forms
- Phone call follow-ups

The Volunteer Program continuously improves based on staff, youth and stakeholder evaluations of the program. Its continued vibrancy and health, like every area of The Food Project, depends on ongoing evaluation.

From its earliest days The Food Project staff pursued a simple and important line of inquiry after any significant inquiry. We sat at a flip-chart, put up a positive and delta on the page, and filled in the sheet from our recent experience. We would then come to agreement on the most important changes that had to be made to improve the work. Whoever was in charge of the area would take the suggestions and experiment with the next stage of activity to try and create improvement. The simple method produced good results and continues to live in the organization today.

Implementation

Staff in all areas of the organization now keep track of statistics through the quarterly reports and are implementing evaluation measures created through the comprehensive evaluation funded by Kellogg. Key questions about the outcomes of the Program are addressed by implementing the tools and measures set up in the evaluation framework. These tools were developed by the senior program staff and evaluator. They need to be consistently implemented in order to get ongoing insight and data we want on the program's effectiveness for young people and other stakeholders. The future excellence of the Volunteer Program depends on responding to input from volunteers and creating new ways for people to serve the mission.

"When doing service, you don't always get to see the people you help. At the farm, it was a struggle to remind ourselves that as tedious as a job could get, it was directly helping other people. The point of service is to be selfless." — Janet Ackerman, 2000 Summer Youth Program participant

The Food Project's Operating Principles

We rely on the labor of many people in order to achieve our mission.

We create an experience for volunteers which is not limited to labor, but provides a rich learning experience as well.

We provide a range of opportunities for volunteers so that they can work with us based on their interests and abilities. These include but are not limited to field work, administrative support and development.

We recognize that the richness of the volunteer experience is greatly enhanced when it involves the youth from The Food Project. We make every effort to offer volunteer opportunities when our youth are with us, and to direct potential volunteers toward those opportunities.

We are committed to working with as diverse a population as possible. We strive to work with people from different geographical settings, demographic backgrounds, physical and mental abilities, and ages. We work with many types of groups including public and private schools, churches, synagogues, businesses and civic groups.

We prioritize youth as a volunteer constituency. We are in the business of youth development, and understand the volunteer program as one component of that work.

We believe that the goal of this program is achieved when volunteers serve in productive ways that are based largely on their own initiative.

We encourage long-term volunteer relationships, but also provide one-time experiences. While we know that the value of the volunteer experience is directly related to the length of time that they spend with us, we also recognize the potential for a short experience to have a profound effect.

We provide opportunities for interested and motivated volunteers to deepen their commitment to The Food Project. For example, many current board members began their relationship with us as field volunteers.

We understand that in order for each volunteer experience to run smoothly, both program and production staff must be involved in the set-up and execution of that experience.

We assume that volunteers leave The Food Project as ambassadors of our work.

We publicly recognize the contributions of our volunteers.

The Food Project, Inc.
Year 2001 Annual Plan

Sustaining Objectives explain specifically what each of our programs will achieve.
(Not necessarily the details of how we will achieve it.)

New Initiatives *are activities which will require extra resources (time, energy or money) above and beyond the normal costs of meeting our sustaining objectives from previous years or can happen without extra resources because of steps taken to streamline our base work or because we have switched an implementation method.*

Note: Sustaining Objectives and New Initiatives should be quantified with numbers whenever possible. Substantially increasing the volume or impact of our work (10% or more increase) in any quantifiable area (staff size, land area, number of youth, poundage of produce, number of CSA shares, # of volunteers, etc.) should be considered a New Initiative.

Alumni Internship Program / Alumni Network

- Provide internship/employment opportunities for at least fourteen (14) past youth program participants
- Publish and distribute alumni newsletters
- Maintain up-to-date information for youth program alumni (name, address, current occupation, etc.)
- Maintain contact with past youth program participants for evaluation and networking
- *Create new interns engagement in public policy, community development and activism*
- *Provide two opportunities for alumni to reconnect with one another*
- *Pilot first full year of youth involvement in an alumni steering committee*
- *Pilot one-week "travel seminar" / "publicity tour" for youth (outside of New England)*

Academic Year Program (Three 10-week programs for 16 youth)

- Build from summer program to further develop youth basic work skills by coaching and monitoring weekly progress for each participant in initiative, responsibility, teamwork and work habits
- Improve youth leadership skills via leading volunteers, public speaking, and working in two communities
- Provide training exercises and opportunities for youth to improve written, oral and interpersonal communications skills through small and large group presentations to at least 1,000 people this year
- Provide youth community service opportunities and service learning curriculum where they learn the value of service and see their potential as agents of social change
- Develop and strengthen personal connection to nature through outdoor work experiences on the land
- Increase awareness and understanding of local food systems, food security and year-round sustainable agriculture through ongoing teaching and training
- Pilot three-part program structure (fall-winter-spring) with distinct entry, exit and intermission periods
- *Provide youth and staff an opportunity to meet and connect with one another each trimester*
- *Deepen relationships with parents via events, letters and committee participation*

Summer Youth Development Program: (seven-week program for 62 youth)

- Improve youth basic work skills by coaching and monitoring weekly progress for each participant in initiative, responsibility, teamwork and work habits
- Improve youth communication skills through interpersonal dialogue training and small group public speaking opportunities
- Improve diversity awareness in youth through participation in racially, socio-economically and geographically diverse work environment and through structured, consciousness-raising activities
- Teach youth a basic understanding and appreciation for land, nature and sustainable agriculture

- Provide youth community service opportunities and service learning curriculum where they learn the value of service and see their potential as agents of social change
- *Develop and template parent steering committee, and include parents in recruitment efforts.*
- *Create template for deepened urban agricultural summer commitment of having two crews in the city at the same time*

Rural Agriculture (21 acres at Baker Bridge, Lincoln MA)

- Grow at least 140,000 pounds of a variety of organic vegetables
- Grow 50-55% of that produce for our Farmers' Market and Hunger Relief programs
- Sell 54,000 pounds of produce (45%) via Community Supported Agriculture (CSA) memberships
- Improve the overall fertility of our land through sustainable farming practices
- Provide agricultural training to growers' assistants, youth apprentices and program participants
- Produce with a greenhouse in Lincoln increasing quality and efficiency of transplants
- Assist in developing Eastern Mass C.R.A.F.T. apprenticeship network (___ farms, ___ participants)
- *Redesign greenhouse area to include equipment storage, compost activities, etc.*
- *Pilot enterprise with youth in Lincoln greenhouse*
- *Increase production acreage by two acres (from 12-14 out of the 21 acres we manage)*
- *Increase number of CSA memberships (to 150 shares)*
- *Start organic certification process*

Urban Agriculture (2 acres at two urban food lots in Roxbury, MA)

- Grow at least 10,000 pounds of a variety of organic vegetables
- Manage three reclaimed urban food lots to maximize neighborhood access, productivity and aesthetic value
- Improve our land through sustainable farming practices
- Profile food lots as demonstration sites for sustainable urban agriculture
- *Pilot one advanced intern crew assisting in the management of the Langdon St. Lot as an enterprise lot*
- *Youth and neighbors implement site renovations (fruit trees, shrubs, fence) at West Cottage lot*
- *Pilot Langdon St. Lot as an enterprise lot, growing several high-value crops for market*
- *Design and implement a comprehensive management plan for Leyland St. lot*

Markets

- Increase customer base at both markets through well-developed marketing and outreach strategies
- Continue developing value-added product at market
- Prepare and distribute sustainable ag materials at market
- Continue diversifying products, services and education tables at market
- Continue building outreach and organizing to local groups about market
- *Gross at least \$20,000 by operating two youth-run farmers' markets in Roxbury*
- *Prepare and distribute sustainable agricultural materials at market*
- *Educate local community on buying locally and organically at market*
- *Research new, neighborhood site for market partner with community-based organizations*
- *Pilot selling at another high-income market in Boston*

Documentation & Dissemination

- Continue sharing TFP mission and work through Web site, answering inquiries and public speaking
- Maintain a national mailing list of other organizations doing similar work
- *Market and distribute video, curriculums, manuals as resource to others doing related work locally, regionally, nationally*
- *Pilot year-round training and information sharing for local, regional and national audience through phase I of a co-learning center*

- *Write management, communications and urban and rural agriculture manuals based on other organizational manuals*
- *Write inspirational book capturing story of TFP from its inception*
- *Write and publish food systems/food security position piece detailing work of TFP*
- *Host third national youth conference, convene leadership group from established national network, and publish two national newsletters*

Hunger Relief

- *Distribute 44,000 pounds of produce (55%) to hungry and under-served residents via our Farmers' Markets and donations to shelters (55% of 140,000)*

Outreach

- *Communicate with, inform, inspire TFP constituency through tri-annual newsletters, articles, events and Web site*
- *Reach 300 neighborhood residents through farmers' market and events*
- *Reach 1000 people at conference events locally, regionally and nationally*
- *Build community for our stakeholders and make 100 new contacts at 13 "Community Lunch" events in Roxbury and Lincoln*
- *Maintain internal mechanisms and systems to coordinate and facilitate outreach activities of all staff*
- *Manage event logistics, design and distribute invites, and run special events to grow the depth and number of people in The Food Project's community*
- *Increase Web site design to include interactive and updated information for enterprise and donations*
- *Continue plan for national exposure via print, television, radio and vertical markets*
- *Coordinate media, logistics in partnership with funding team for hosting the 10th year event*

Urban Outreach and Education

- *Five Food Project alumni will increase awareness of safe and local agriculture and food systems, the hazards of growing food in the city, nutrition and food policy, and community and economic development through education, outreach and activism*
- *Mentor two to four backyard gardeners in Roxbury and Dorchester in garden remediation techniques, sustainable methods of food production, and market gardening*
- *Utilize the Roxbury food lots as educational demonstration sites for urban agriculture, focusing outreach efforts particularly on community and school groups in the Roxbury and Dorchester communities*
- *Deepen communication and outreach efforts in the neighborhood by developing an urban agriculture advisory group, which would meet monthly to discuss community and city-wide urban agriculture efforts/issues*
- *Develop partnerships between youth and garden businesses to increase awareness and support for organic gardening products and services*
- *Deepen food system education in the neighborhood through the development of food system/nutrition curricula and through partnerships with peer organizations doing similar nutrition, community development and food system education*
- *Launch Year Two of Local Outreach Campaign focusing on the value of a local food system, nutritional and organic food at the market, and TFP's work in the neighborhood*

School Partnerships

- *Partner with public and private schools to provide rich opportunities for experiential/ service learning*
- *Share with teachers our model for service learning and personal development (activities, labor, reflection)*
- *Provide more in-depth opportunities for those who have already volunteered with us*

- *Evaluate methods/program structures that work from the 1999 School Partnership pilot program*
- *Partner with four schools for a long-term relationship*
- *See education as a way to bring volunteers and school partnerships together*

Volunteers

- Lead 1,000 volunteers in programmed work on our land
- Provide introductory learning opportunities about hunger, agriculture, urban land remediation, service
- Pilot a new communication vehicle to reach and engage volunteers
- *Develop and coordinate new opportunities for individual and corporate volunteers*

Management

- Recruit highly capable staff and build a strong sense of community
- Maintain a highly productive work environment including updated office equipment and information technology systems
- Maintain high quality financial management and control systems
- Strengthen core collaborations (DSNI, Lincoln MA)
- Review and revise our comprehensive management cycle/plan and new management structure
- Review and maintain highly efficient systems for inter-off communication and flow of information
- *Create on-site capacity for urban office management*
- *Implement organizational Board policies on increasing diversity of staff and Board of Trustees*
- *Board/staff taskforce review and revise first year of salary and benefit plan*
- *Expand Board capacity and positive impact on sustainability*

Development

- Raise funds to meet 2001 budget from the following sources:
 - Run Annual Funding appeal
 - Maintain and update all funding information systems
 - One to three 3 funding trips
 - Hold two events for present and potential funders
- *Implement two- year funding plan*
- *Increase individual donor base by 15%*
- *Hold two events for present and potential donors*
- *Create vehicle, like endowment, to create a stable base of funds*
- *Tenth anniversary event*
- *Implement prospect tracking system*
- *Increase outreach to national funders*
- *Implement system of information exchange between program and funding staff*
- *Research web funding sources*
- *Host five corporate events on site*
- *Develop professional quality gift for funders*

The Food Project, Inc. Annual Plan Timeline of Activities Form

2000

Attachment 3-1

for calendar year

Program / Cost Ctr: **VOLUNTEER PROG.** Lead Staff: **AM**

Objective or Initiative: **Lead 1,000 volunteers in programmed work on the land.**

Criteria for Success:

1,000 volunteers work on the land,
1/2 led by DIRT Crew, 1/2 are youth.

Amount Budgeted: \$1,000 equipment
\$ 800 publicity

January

contact volunteer group leaders for S 2001
send mailing asking for volunteers

July

schedule F 2001
send mailing asking for volunteers

February

continue scheduling S 2001

August

schedule F 2001
run appeals/ads in local papers to recruit
FUPPIES 8/28-9/1
VOL. PROG. begins

March

meet with MC & PG on how to best
energize for the job
run appeals/ads in local papers to recruit
schedule FUPPIES for week of 8/28
VOL PROG begins

September

run Vol. Program
update database
send thank yous and evaluations

April

run Vol. Program
update database
send thank yous and evaluations

October

give list of leaders to invite to Fall Feast
run Vol. Program
update database
send thank yous and evaluations

May

run Vol. Program
update database
send thank yous and evaluations

November

Fall Feast
run Vol. Program
update database
send thank yous and evaluations
evaluate F 2001

June

run Vol. Program
update database
send thank yous and evaluations
evaluate S 2001

Dec

The Food Project, Inc. Annual Plan Timeline of Activities Form

Attachment 3-2

2001

for calendar year

Program /
Cost Ctr: **VOLUNTEER PROG.** Lead Staff: **AM**

Objective or Initiative: Pilot a new communication vehicle to reach & engage volunteers.

Criteria for Success:

Two emails sent to volunteers; create volunteer page on Web Site

Amount Budgeted: \$0

January

put an insert into the March newsletter outlining volunteer opportunities and highlighting 1999-2000

July

February

investigate email list options
obtain email addresses of volunteers and add a place for that on sign-in sheet and database

August

mailing for F 2000 volunteers and announce Fall Feast
group email recruiting

March

send group email recruiting volunteers
receive phone calls and book volunteers

September

take photos and record quotes of volunteer work days

April

take photos and record quotes of volunteer work days

October

take photos and record quotes of volunteer work days
invite all volunteer leaders to Fall Feast

May

take photos and record quotes of volunteer work days

November

take photos and record quotes of volunteer work days

June

take photos and record quotes of volunteer work days
prepare August mailing for F 2000

Dec

The Food Project, Inc. Annual Plan Timeline of Activities Form

2001

Attachment 3-3

for calendar year

Program /
Cost Ctr: **VOLUNTEER PROG.** Lead Staff:

Objective Engage more volunteers in a variety of
or Initiative: TFP roles: board, events, donors, etc.

Criteria for Success:

At least four individual volunteers make
significant contrubutions in various TFP roles.

Amount Budgeted:

January

continuing: receive individuals' requests to
volunteer with flexibility and invitation
buy a laminator

July

sign up volunteers for various roles

February

meet with Wendy S. and MC (other staff?)
to determine possible volunteer roles
throughout the year
make a laminated sign and handouts
outlining roles

August

sign up volunteers for various roles

March

sign up volunteers for various roles

September

sign up volunteers for various roles
start up Fall Feast committee of volunteers

April

continuing: during workdays present sign
and give everyone a handout
also give the option of signing up now

October

sign up volunteers for various roles

May

sign up volunteers for various roles

November

sign up volunteers for various roles

June

sign up volunteers for various roles

Dec

sign up volunteers for various roles

Harvard First Year Urban Program

History

First-year orientation programs at local colleges provide us with a unique opportunity to get labor in a difficult time of the farm season (late August, early September), and have an extended volunteer program experience. In 1994, we recruited Harvard students from the First-Year Urban Program and from Boston University, to work anywhere from 3-5 days with us. The “FUPpies” remain very committed to coming and consistently rate The Food Project at the top of the list for fulfillment. Boston University shortened the program to two days (one a Sunday) so we discontinued our participation. However, we would be well served by having a group in the week following the FUPpies and the coordinator should be in dialogue with other universities about their interest.

Recruitment

Who

FUPpies arrive at Harvard early as part of a special program focused on urban issues. The students are placed into teams of 10-15 and sent to different agencies.

When

In April-May of each year the coordinator calls to verify our interest in having the FUPpies with us and to confirm dates (the dates are always in the final week of August one week after the end of our Summer Program). This is followed by a summer site visit from the coordinators who are sent out to make sure all the details are set. There is paperwork that changes hands and all sign off on the arrangement.

Operations

What they do

(See previous year’s schedule as example.) The students come for four and a half days, Monday through mid-day Friday.

- Monday and Tuesday they work in Lincoln
- Wednesday they work at Rosie’s Place
- Thursday they work at the food lots and run the farmers’ market
- Friday is a half day of work at the food lots

The students get to experience a microcosm of the summer program. We do activities with them that break up the field work and give them an insight into our work. It is important to call Rosie’s Place as soon as we confirm the dates so they can hold the shelter shift for us. This needs to be scheduled ahead of when the FUPpies make their final commitment and requires picking the date closest to the day of the previous year.

Staff Preparation

The volunteer coordinator is the primary contact for the group and in July or early August does the necessary preparation to coordinate among staff who have a role to play.

This includes:

- Going over the schedule with the urban and rural growers, and market coordinator
- Assigning roles for the entire week, from transportation to leading activities, to field work supervision

Site Preparation

The volunteer coordinator must have all materials and supplies ready for the group.

While They Work

The coordinator plays an important role of motivating the students and assisting closely with the entire week-long program. This means transporting the students, being on site throughout most of the day (except where the growers agree it is okay for the coordinator to be in the office doing other parts of their job), leading activities and completing any coordination necessary with the FUPPIE director. There is an evening event where the volunteer coordinators are invited to a meal with the students. Any opportunities to speak or lead programs for the entire FUPPIE group are of interest to us.

Wrap Up and Follow Up

At the end of the program the coordinator should inquire about interest there might be in continuing a volunteer relationship with The Food Project. In the past, FUPpies have been great weekend volunteers. Also:

1. Do an evaluation with the students and type it in for future reference about program improvement and design.
2. Evaluate the week with The Food Project staff who were involved and talk about the next year.
3. Make written changes to the agenda and archive a revised agenda because it is hard to remember details the following year.
4. Check in with Rosie's Place about how the day went if you were not present the whole time.
5. Enter all students in the database if they want to receive mailings.

Sample Saturday Agenda

Team Captains:

Crew Leaders:

Absent:

AM

8:15 Pick Up at Ruggles Station

8:30 Pick Up at Porter Square

9:00 Pick Up Lincoln Office Parking Lot

9:05 Weekly Check-In:

9:15 Team Captain Training - with Program Coordinator or ACL

Agricultural Training - rest of crew with Grower

9:40 Team Captains Greet Volunteers and Set Up for Presentation
1 Team Captain will greet volunteers and the other will set up site for presentation.

9:45 Team Captain Rally Call for Volunteers, DIRT and Staff to Gather

9:50 Team Captain Presentation

10:05 Agricultural Orientation by Farm Manager / Grower Assistants

10:10 Field Work

11:00 Water Break

11:15 Return to Field Work

PM

12:00 Optional Water Break on Field (Depending on Weather)

12:40 Team Captain Rally Call for Volunteers, DIRT and Staff

12:45 Volunteer Day Wrap Up Evaluation
• Team Captain will lead group in wrap up exercise with volunteers.

1:00 Lunch Break
• Volunteers are invited to stay, but often have to leave

1:30 DIRT Crew Logistics
• schedule for the next week, and sign up
• any other announcements that need to be made

- 1:45 Team Captain Performance Evaluation/ Assessment
- Youth should take two minutes to think about one positives and deltas which touch on specifics of presentation (2)
 - Youth should complete performance assessment sheets (2)
 - Youth should share feedback with team captains. (10)
 - Team Captains reflect on their own performance (5)
- 2:05 Game (10)
- 2:15 Debrief of Workday with Farm Managers and Growers Assistants
- 2:30 Workshop - Ag, C&F, H&H, etc.
- 3:50 DIRT Crew Wrap-Up and Preview for Next Week
- 4:00 Leave For Drop Off



School Partnership Opportunities

Immersion Experience

week long program

- two days of work on 21 acres in Lincoln
- two days of work on 2 acres in Roxbury
- sell produce at our farmers' market
- prepare & serve food at a homeless shelter
- reflective exercises on each experience
- team building

We have run this program successfully with the Harvard University First-Year Urban Program for eight years. We also used this experience as a teacher training program through the Lincoln Filene Center.

Community Bridging Experience

two to three day program

- one day of work on the land in Lincoln
- one day of work in our gardens in Roxbury
- prepare and serve food at a homeless shelter
- reflective exercises on each experience
- team building

We have run this program successfully for a Boston University orientation program for three years.

(Sub)Urban Land Experience

full day program

- one half day of agricultural work in Lincoln
- one half day of agricultural work in Roxbury
- team building
- reflective exercise
- short curriculum on land history in both sites

We have run this program with *Inc. Magazine*, and the Integrated Food and Farm Systems coalition of the Kellogg Foundation.

Introduction to the Land

half day experience

- could be located in Lincoln or Roxbury
- at least two hours of agricultural work
- team building
- reflective exercise

We have run this program with Middlesex School, Rivers School, Carroll School, Marblehead Charter School and Brighton High School.

After-School Program

at least four afternoons of agricultural work during the spring or fall

- work could take place in either Lincoln or Roxbury, or in both sites
- opportunity to be a part of the progression of agriculture

We have run this program with the Cambridge School of Weston, Brooks Middle School, and the Timilty School through Citizens School.

Further Discussions:

We are open to tailoring our programs to the needs of your school. We are aware of the need to integrate out-of-school experiences with frameworks of education for your school. We encourage you to visit our sites and meet our staff and current youth participants!

(781) 259-8621

We look forward to hearing from you.

Karen Springer, Volunteer Coord. (ext. 28)
Greg Gale, Dr. Program Development,

Sample Agendas of 2-,4- and 8-Hour and 2 to 5 Day Experience

TUESDAY Sept. 5:

9:30 a.m.- Pick up at Alewife
 10:15 a.m.- Arrive at Baker Bridge, Lincoln; Get settled, do nametags
 10:30 a.m.-10:45 a.m. Introduction to The Food Project; Game-*Nametoss*
 10:45 a.m.-12:15 p.m. Fieldwork
 12:15 p.m.-1 p.m. Lunch
 1 p.m.-1:45 p.m. Fieldwork
 1:45 p.m.-2 p.m. Wrap-up
 2 p.m. Leave for Roxbury
 3 p.m. Arrive and train into Farmers' Market (half group)
 4 p.m.-7:30 p.m. Run Farmers' Mkt. (half group); Drop off at public transportation

WEDNESDAY Sept.6:

10:30 a.m. Meet at Rosie's Place; Game-*Windblows*; introduction to Rosie's Place
 11 a.m.-1:30 p.m. Lunch shift at R.P.
 1:30 p.m.-2 p.m. Travel to W. Cottage lot, Roxbury
 2 p.m.-4:30 p.m. Intro. to Roxbury land; Fieldwork
 4:30 p.m. Drop off at public transportation

THURSDAY Sept. 7:

9:30 a.m. Pick up at Alewife
 10:15 a.m. Arrive at Baker Bridge; Nametags
 10:30-10:45 a.m. Game-*Circle the Circle*
 10:45 a.m.-12 p.m. Fieldwork
 12-12:45 p.m. Lunch
 12:45-2 p.m. Game-*Lifeboat*; Fieldwork; Wrap-up
 2 p.m. Leave for Roxbury
 3 p.m. Train into market (half group)
 4 p.m.-7:30 p.m. Run market(half group); Drop off at public transportation

FRIDAY Sept. 8:

9:30 a.m. Pick up at Alewife
 10:15 a.m. Arrive in Lincoln; Nametags
 10:30 a.m.-12 p.m. Game-*Do You Love Your Neighbor?*; Fieldwork
 12-12:45 p.m. Lunch
 12:45 p.m.-1:30 p.m. Fieldwork
 1:30 p.m.-2 p.m. Reflection/ Wrap-up
 2 p.m. Leave for Alewife

Sample Events Database Entry Form

TFP EVENTS - Single Event Data Entry Form					
Event ID#	983				
Main Organization ID#	2267	Bentley Service Learning Center (781) 891-2170			
Contact Person ID#	10575	Ms. Beverly Joe			
	Date	Start Time	Finish Time		
	10/21/2000	9:45 AM	12:45 PM		
Category:	Volunteer Group				VGR
Event Location:	W.Cottage				
Responsible Staff:	Karen Springer				
# Expected			15	18-22	
	Leaders (Adults)	Participants (Youth)	Total Expected	Participant Ages	
Pre Event Notes	freshman and new students 7/19/00-OKed by Gideon; called to let her know date is ok			Confirmation Sent Date:	
Transportation Plan					
Agenda (use agenda layout)					
VGR - Bentley Service Learning Center			Saturday, October 21, 2000		
Other events happening this day:					
10/21/2000 VGR - Bentley Service W.Cottage 9:45am - 12:45pm					
Bentley Service Learning Center 175 Forest St. Waltham, MA 02452 (781) 891-2170 7/13/2000-spoke to Beverly Joe (who also works at Charity America.com & would like info. mailed to her there by early Aug.). She'd like to set up two groups of freshmen to			Ms. Beverly Joe 175 Forest St. Waltham, MA 02452 also can be found at Charity America.com		

Post-Event Statistics List

Single Data-Entry Form

New Event

Ms. Beverly Joe
Bentley Service Learning Center
Morrison Hall 101 175 Forest St.
Waltham, MA 02452

Dear Ms. Beverly Joe,

Thank you for scheduling a volunteer day at The Food Project!

WE ARE DEPENDING ON YOUR GROUP
to accomplish our mission of growing 150,000 POUNDS of
fresh produce this year for those in need.

This is the information that we have agreed on:

Date: **Saturday, October 14, 2000**
Location: **Baker Bridge**
Start Time: **9:45 AM** Finish Time: **12:45 PM**
Group Size Expectations: **15**

—
HERE ARE YOUR NEXT STEPS:

- 1. Call to confirm that the above information is correct.**
If at any point there are changes in this information, call as soon as you know that.
- 2. Prepare your group for their workday!**
Share with them the volunteer expectations and sample schedule which are included, as well as the one-page summary of the vision and mission of The Food Project.
- 3. Have your volunteers sign in on the list included.**
It is especially important that we are aware of any allergies.
- 4. Be prompt and ready to work on your volunteer day!**
Make sure that everyone else in your group is as well!
- 5. During the volunteer day, work with our staff to help motivate and coordinate your group.** Your participation in this role will be key to the success of the day!

Thank you for all of your efforts!
Please call with any questions!

Karen M. Springer,
Volunteer Coordinator
(781) 259-8621 x28

Directions to The Food Project's Boston Lots and Farmers' Market

From the North or South:

Take Route 93/Fitzgerald Expressway to Exit 18 (Mass. Ave./Roxbury). At the bottom of the ramp, turn right and continue to stop light. Take a left onto Mass. Ave.. Refer to 'From Mass. Ave.' Directions.

From Mass Ave:

To get to Langdon Street Lot: Follow Mass. Ave. until you see a UHAUL Center on your right. Just after the center, take a right onto Magazine Street. Take a left onto Norfolk Ave., and a right onto Langdon. Continue to the intersection of Langdon and George. The **Langdon Lot** is located across this intersection on the left (a white picket fence with a Food Project sign). Park along the lefthand curb.

To get to West Cottage Street Lot: Follow Mass. Ave. until you see a UHAUL Center on your right. Just after the center, take a right onto Magazine Street. continue straight at your first stop sign and then take a left onto Dudley Street at your first stoplight at the intersection of Magazine Street, Dudley Street and Blue Hill Avenue. Take a left onto Dudley, and then a right onto Brook Avenue. Follow Brook, until it intersects West Cottage St. Be careful when crossing this intersection. It is very busy! The West Cottage Lot will be on your righthand side. Park along the right-hand curb.

From Dudley Street:

To get to the Langdon Street Lot: Take Dudley St. to Clarence St. (Davey's Market) to George St. to Langdon St. Park along the lefthand curb.

To get to the West Cottage Street Lot: Take Dudley St. to Brook Ave. (across from DSNI/Youth-build Offices) to the intersection of West Cottage St.. Stay on Brook Ave. and park along the right-hand curb.

Public Transportation:

From Orange Line/Ruggles Station: Take Bus # 15 down Dudley Street.

To get to the Langdon Street Lot: After passing through the intersection of Dudley and Blue Hill Ave., get off at the Davey's Market stop. Cross the street and walk one block down Langdon (passing the schoolyard on your right). The Langdon lot will be on your right.

To get to the West Cottage Street: Take Bus #15 down Dudley Street. Pass a large schoolyard on your left and through a business area to the intersection of Dudley and West Cottage. Get off Bus #15 at the intersection of Dudley and West Cottage. Walk down West Cottage Street one block to Brook Avenue. The West Cottage Lot will be on the lefthand side.

Farmers' Market:

The Farmers' Market is located in Dudley Town Common at the intersection of Blue Hill Avenue and Dudley Street. Follow directions 'From Mass. Ave.' to the Langdon. Pass the Langdon lot on your left, continuing up Langdon Street. Take a right onto Dudley Street. About 1/8 mile later, you will see the market on the left. Street parking is tricky, but available. If you are coming via public transportation, get off the #15 or the #45 at the intersection of Dudley and Blue Hill Avenue.

Directions to the Food Project - Lincoln Fields and Office

From Route 2:

At the intersection of Route 2 and Route 126, head south on 126 toward Walden Pond. Pass Walden Pond on your right. After ~1 mile, pass Baker Bridge Rd. on the left. Start looking for gravel/dirt field opening on your left, ~100 feet after passing Baker Bridge Rd. Take this left, cross the bike path (do not take a right after you pass through the red gate), continue straight ahead until you see a stone foundation on your left. Park along the road or take a left into the foundation and park there.

From Mass Pike or 95/128:

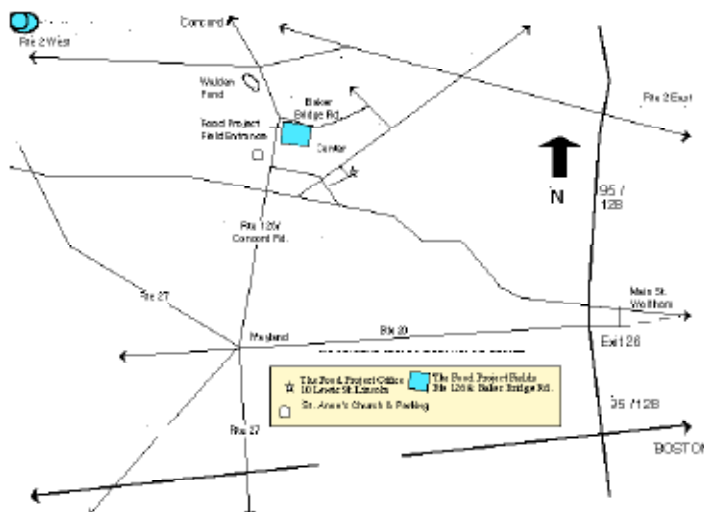
From the Pike: take Exit 15 Weston/Waltham and go North on 95/128 to Waltham Exit 26. Follow signs to Waltham/Route 20, go straight through 1 set of lights. After this light, take a left at blinking yellow light to Route 117. Go left at the light at the bottom of the hill, cross over 95/128 and stay on 117 for about 6 miles. At the intersection of 117 and 126, take a right on Route 126. Go ~1 mile, past a gas station and over a railroad bridge. Start looking for gravel/dirt field opening ~200 feet ahead on right. Take this right, cross the bike path (do not take a right after you pass through the red gate), continue straight ahead until you see a stone foundation on your left. Take this left into the foundation and park here.

Public Transportation:

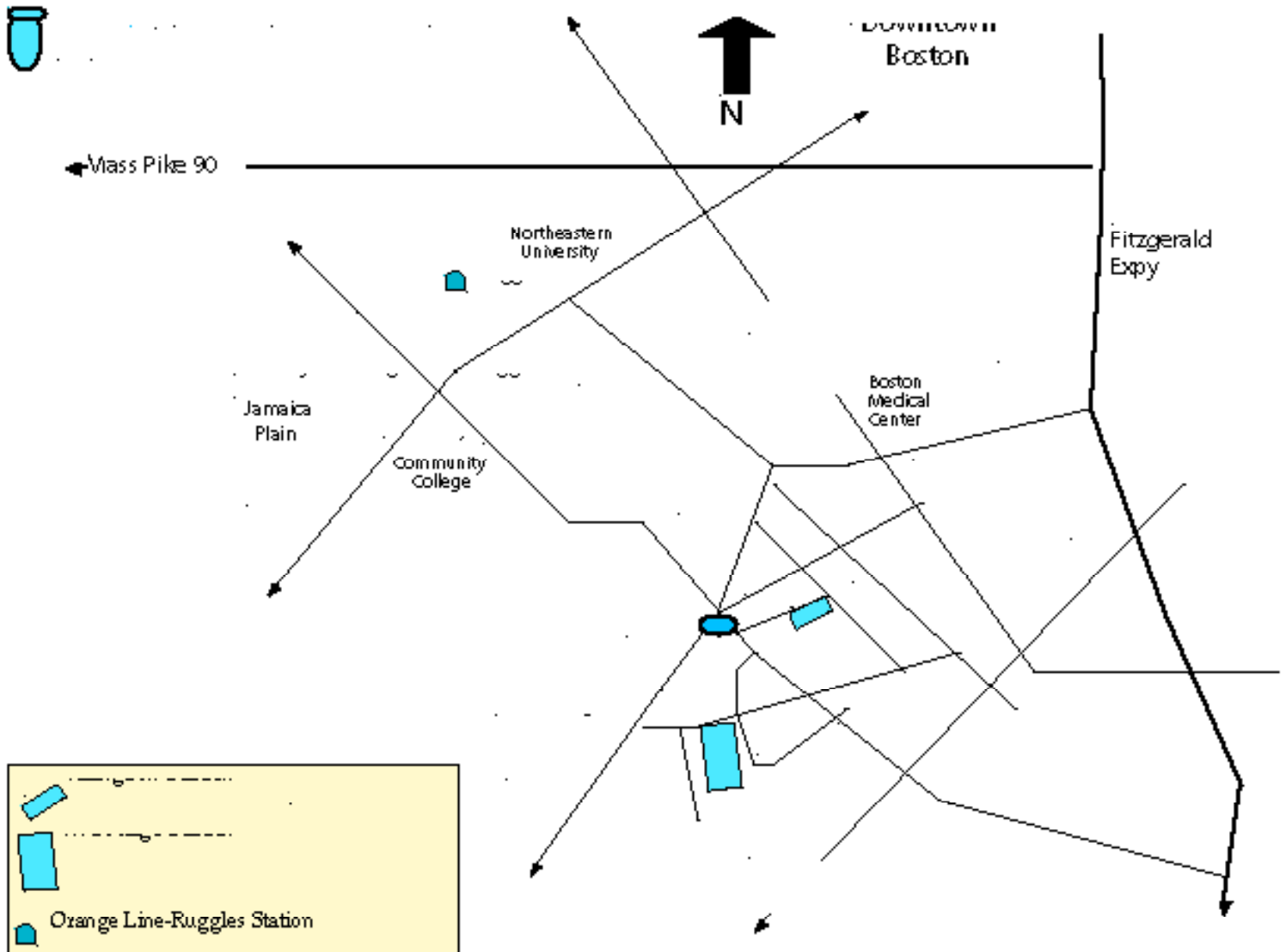
Board the Fitchburg/South Acton Commuter Rail train from North Station or Porter Square in Boston, or stops outside of Boston. Make sure the train is scheduled to stop in Lincoln. Fares are \$3.00 each way, half price for students with a pass. Get off at Lincoln platform across from shopping center and walk left to far end of parking lot. Continue ahead past playground and open field; look for bridge over RR at left. Cross bridge and turn right. Follow this path through the woods all the way to Route 126. Turn right onto the bike path that runs along 126, and follow past gas station and over the RR bridge. You will see The Food Project fields on the right. Walk past the fields until you see a road intersecting the bike path. Take a right and follow around tree island. Meet at the tent.

The Food Project Office:

We are located just off Lincoln Rd. at 10 Lewis St. (Lewis St. is located across from the Mobil Gas Station). If you are coming from 117, take a right onto Lincoln Rd., and a right onto Lewis St.. If you are coming from Route 2, pass the fields on your left, take a left at Codman Rd. a left onto Lincoln Rd., and a right onto Lewis St. If you are getting off the train, walk to your right. Cross Lincoln Rd., turn right, and walk 100 feet ahead to left on Lewis St. Our office is in left side garage of 10 Lewis St.



Map to The Food Project's Boston Food Lots, and Farmers' Market
(Map not drawn to scale)





Site: _____

No. of TFP Staff:_____ Youth:_____

[illegible]



THE FOOD PROJECT

*Growing Together and Creating Change
Through A Shared Commitment to Land, Food and Community*

****Information for Volunteers****

Be sure to read this before you work with us!

Who We Are...

The Food Project is a nationally recognized non-profit dedicated to feeding hungry people, caring for the land, and developing youth leadership. Each year we set out to grow 150,000 pounds of high-quality produce to be distributed to homeless shelters, food pantries and farmers' markets in low-income neighborhoods. We grow our food on a 21-acre farm in Lincoln, and two acre-plus, urban food lots in Roxbury.

Why We Need YOU...

We can't get our work done without you! In order to grow the amount of food that is our goal, we need the help of at least 1,000 volunteers during the spring and fall of each year!

What You Can Expect...

- You will work hard!
- You will have a lot of fun!
- You will meet interesting people!
- You will get dirty!
- You will be doing a variety of farm work, depending on when you come.
That could be planting, weeding or harvesting: whatever needs to be done
- You will know that your hard work is going to provide food to people who need healthy, fresh produce and would otherwise not get it!

How to Get Ready...

- Dress for the weather! Dress to work! Dress to get dirty!
- If it seems like it might rain, bring raingear. We'll work unless it pours!
- Get a lot of sleep the night before! You'll be working hard!
- Make sure you know how to get to The Food Project!
Leave early enough to be on time -- that's very important!

Sample Schedule of a Saturday Volunteer Day

Things to remember about this schedule:

1. If you are coming on a weekday, your schedule will be slightly different. It will follow basically the same format, but will most likely be shorter.
2. Since we work on a farm, every day is a little different. We will shift the schedule depending on what is happening on the farm.

9:45 AM	Arrive at site Introduction to The Food Project Warm-up activities led by The Food Project staff and youth Overview of the farm tasks for the day Split up into teams
10:15 AM	Work in the fields
11:30 AM	Snack break (Unfortunately, we are not able to provide snacks. We will have water available. We encourage you to bring fruit.)
11:45 AM	Second work project in the fields
12:45 PM	Wrap-up and reflection on work accomplished
1:00 PM	At this time, The Food Project staff and youth invite you to stay and eat lunch with us on the farm. If you would like to do so, please bring a lunch with you.

**If at any point before your scheduled day you think the number of volunteers will change, please notify us immediately! We count on volunteers to help us run the farms and your efforts feed hungry people in Boston.
Call Cammy Watts at (781) 259-8621. extension 28**



About The Food Project

Who We Are

The Food Project began in 1991 as a three-year, self-funded pilot project of the Massachusetts Audubon Society with the vision of bringing diverse young people together to grow and distribute food for the hungry and, in the process, develop job skills and leadership in Boston-area youth. In 1994, the organization branched out on its own and since then has worked with The Lincoln Land Conservation Commission in Lincoln and the Dudley Street Neighborhood Initiative in Roxbury to farm on both rural and urban land. At The Food Project, we believe that bringing people from varied racial and economic backgrounds together through our sustainable agriculture programs cultivates far more than fruits and vegetables. The Food Project's programs also nourish the growth of mutual understanding between urban and suburban communities in Greater Boston, bringing people and organizations together to face the problems of divided communities, environmental degradation, racial strife and hunger.

The Food Project has blossomed into a nationally recognized non-profit organization that reinvents the way youth work with food, land and one another. Young people and adults partner to develop models of sustainable metropolitan food systems, build interracial dialogue, bridge communities, address critical environmental and social issues, and reconnect people from all backgrounds with the land.

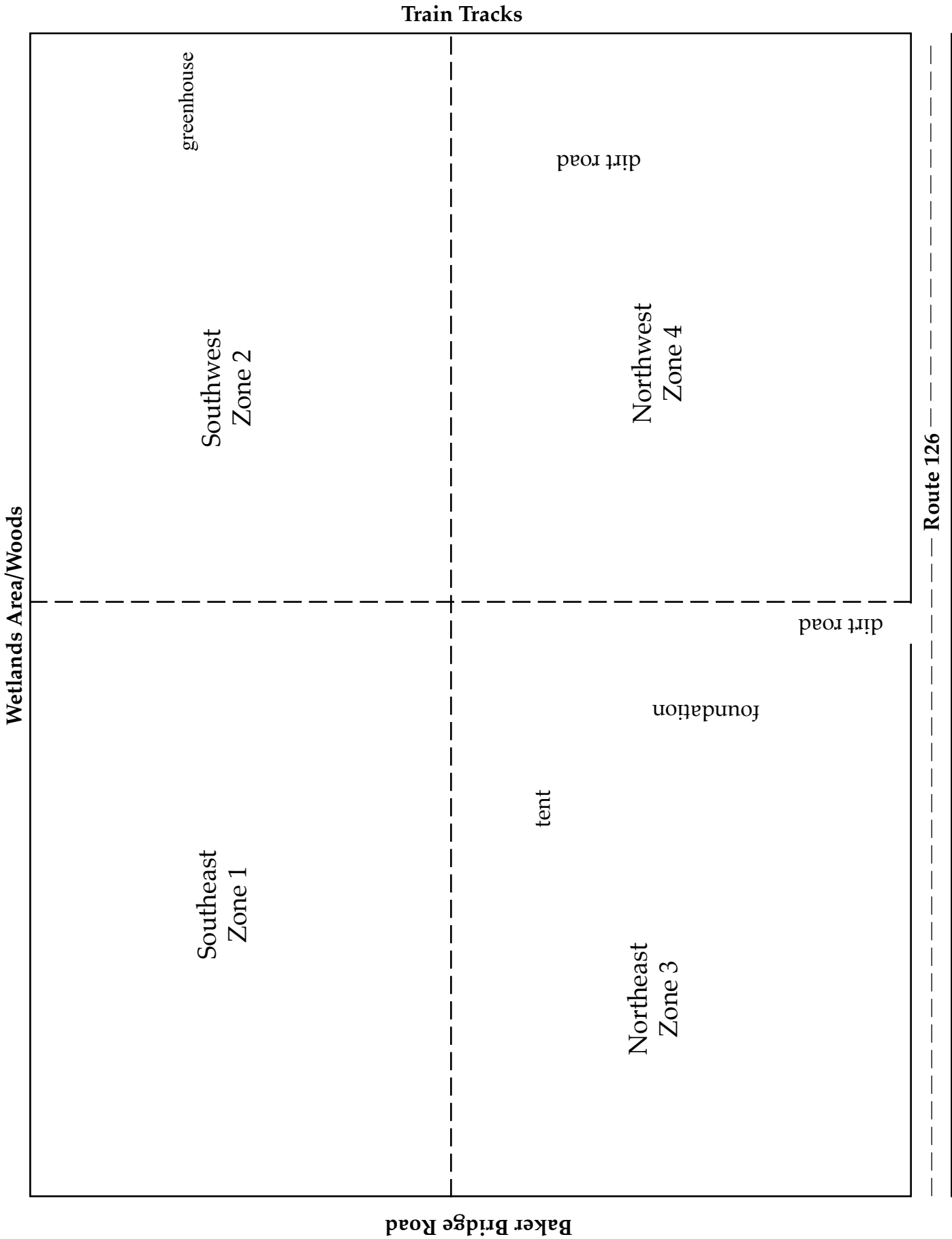
Each year, 100 young people from varied racial and economic backgrounds farm together on our 21 acres of conservation land in Lincoln and our 2 acres of reclaimed urban lots in Roxbury and Dorchester. With annual help from over 1,000 volunteers, they raise an estimated 140,000 pounds of organic produce and volunteer 2,500 hours at local soup kitchens and homeless shelters. Participants in The Food Project donate the fresh organic produce to 15 local homeless shelters, food banks and soup kitchens in addition to running two urban farmers' markets at the Dudley Town Common in Roxbury and a suburban CSA program. With each harvest at The Food Project, a growing number of people learn how small-scale urban and suburban agriculture can affordably feed their communities with fresh local produce.

Some of Our Accomplishments

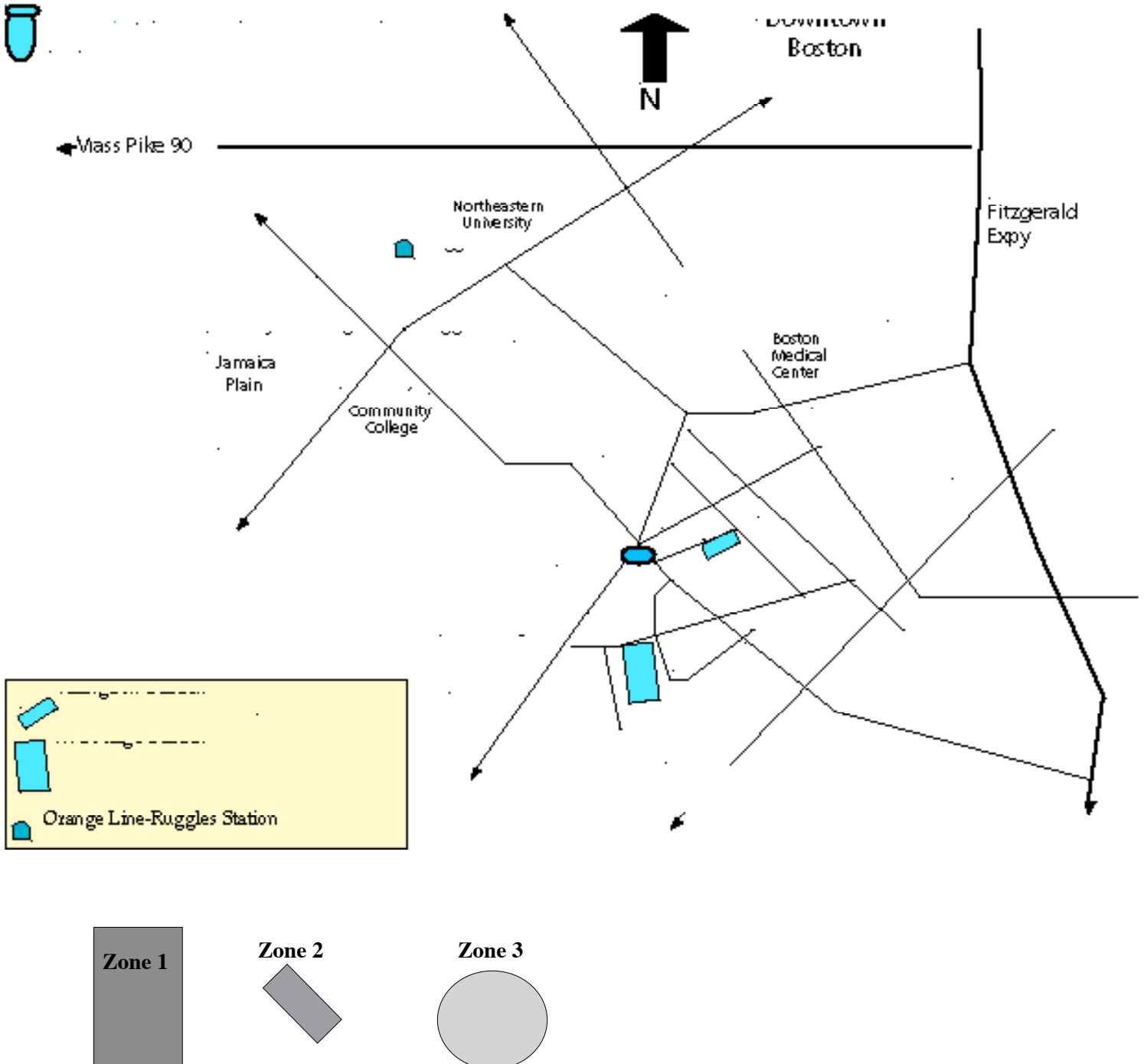
As The Food Project has grown, it has frequently been recognized for its successes. Representative honors include:

- 2000 Designated a **Millennium Green White House Project** for The Food Project's national youth conference "Rooted in Community."
- 1998 Selected by **President Clinton's Initiative on Race** to be highlighted as a "Promising Practice" on the President's Initiative on Race Web site.
- 1998 Awarded a \$615,000 five-year grant from the **W.K. Kellogg Foundation**
- 1998 Received a Community Partner Award from the **Massachusetts Executive Department of Mental Health**.
- 1998 Received an Award of Excellence from the **Massachusetts Executive Office of Environmental Affairs**.
- 1997 One of ten Boston organizations recognized by **Mayor Menino** for **Excellence in Youth Service**.
- 1996 One of 13 organizations to receive funding from the U.S.D.A.'s **"Local Food Security Act."**





Roxbury/Dorchester Search Zone Map (Map not drawn to scale)



The Food Project's Field Volunteer Group: Weekday Protocol For Staff

AT LEAST ONE DAY BEFORE THE GROUP IS SCHEDULED:

- ☐ The Program and Production staff responsible for the group should be defined.
- ☐ The staff members should find out who is coming: from where, how many, what age, what abilities, how many staff. They should also get a phone number of the group so that they can call them day of if any problems arise.
- ☐ What work will we do? How will people be divided? Who will head groups?
- ☐ What are staff roles & responsibilities? Go over schedule and assign roles.
- ☐ Go over schedule and assign times (how long should welcome talk take, when should we end work in order to do a wrap-up).
- ☐ What is the communications & emergency plan?
- ☐ Those staff members should decide who will bring which supplies. (water, cups, water bottles, name tags, sign-in sheets, FP info to hand out).
- ☐ The staff members should decide when and where they will meet on the day of

BEFORE THE GROUP ARRIVES

Program and Production staff responsible for a group should meet together at the site half-an-hour before the volunteer group arrives, and should go through the rest of this sheet together.

- ☐ Go over again who is coming and the details of their group.
- ☐ Set up the tools, water and water bottles, and open the bathroom.

WHEN THE GROUP ARRIVES

Meet and Greet

- ☐ Find Group Leader and introduce them to our staff. Ask them to join us in managing their group to make it a successful day.
- ☐ Steer volunteers toward gathering area.
- ☐ Get the volunteers to sign in (if they didn't bring a list) and put on name tags.

Welcome Talk

- ☐ Gather everyone in a standing circle.
- ☐ Introduce the staff, then ask each volunteer to introduce themselves.



Four topics need to be covered:

1. Food Project vision, mission and current programs.
2. Orientation to the site they are on, and safety procedures/concerns.
3. Work projects that need to happen today, and goals for the day.
4. Schedule for the day.

Suggestions for Welcome Talk: [ideal situation is that one staff person covers each topic]

Introductions

- Staff should include how long they've been at the Food Project, what their job is, what inspires them about this work.
- When volunteers intro themselves, make it fun, ask them to say who they are, where they are from and their favorite vegetable or favorite thing about the season.

Vision/Mission

- Vision, mission and current programs can be divided into three triads:

Land	Summer Program	CSA
People	Academic Year Program	Shelters
Community	Volunteer Program	Markets

Work Projects

- Establish clear goals.
- Explain where goals of this day fit into overall goals of program (look at carrot!)
- Give #s and facts of the effects of their work (example: if we grow 80,000 pounds of food, we are providing __ # of meals.
- Tell them to expect to work really hard in order to accomplish this goal.
- In order to work so hard, they may be uncomfortable, should push themselves.

Game



One staff person should lead and process a Food Project game



First introduce the role of games at The Food Project



Go over the rules of the game and give an example



After the game is over, tie the lessons learned through the game directly to the work that will be done that day (Example: On a harvest day, play Tennis Ball Efficiency game, and talk about how in order to get all of the beans out of the field, we each need to work hard, help each other figure out the most efficient method for getting all of the beans out of the field and into the truck, and not give up until we're done. If one of us decides to not pull their weight, the job won't be done up to its potential.



Other possible games: Yurt Circle, 360 Degrees, Face to Face/Back to Back, Human Spring, Human Knot

DIVIDE INTO GROUPS FOR WORK

- ☐ Go around the circle and count off into as many groups as we need.
- ☐ Ask people to stay in the group they were assigned.
- ☐ Point out the leader of each group.
- ☐ Send folks out to work.

AFTER WORK IS DONE

- ☐ Gather folks together in a circle again.
- ☐ Groups Report In - What did your group accomplish?
- ☐ Individuals report in: everyone say one thing they learned about someone else or about the land, etc.
- ☐ Answer any questions people have.
- ☐ Closing Talk: significance of work today, importance of what they accomplished.
- ☐ Opportunities to stay involved as individuals, groups, or youth program applicants!
- ☐ Water bottles hand out.
- ☐ Thank you, thank you, thank you!

**The Food Project
Public Speaking Format:
Team Captain Presentation**

I. Welcome (5)

Team Captain #1:

- Introduce self "Who I am and how I came to The Food Project"
- History and welcome talk on service and agriculture, include: total number of volunteers, etc.
- Introduce concept of team captains and youth leadership through service
- Ask everyone to go around in a circle, telling us "what they expect to get out of today"

II. The Food Project Vision and Mission (2)

Team Captain #2

- Introduce self "Who I am and how I came to The Food Project"
- FP vision and mission growing food in two communities

Touch on three points:

1. Service to land;
2. Service to people; and
3. Service to community.

IV. The Food Project Program Year Calendar (3)

Team Captain #1: Introduces Program year (flip chart)

Touch on three to four key points in each season (summer, fall, winter, and spring)

V. Personal Reflection

Team Captain #1: Transition from Program year calendar to the importance of personal development at The Food Project. Personal Reflection should answer one of two questions:

1. What have you learned about yourself through your involvement in The Food Project?
2. What have you learned about others through your involvement in The Food Project?

VI. Interactive Exercise: Explaining and Processing

Team Captain #2:

- Introduce and explain the purpose of doing exercise at The Food Project and how to play the exercise.
- Count off from 1-4, and break up into small group to do exercise

Exercise Options:

Face to Face/Back to Back, Human Knot, 360 Degrees, Yurt Circle

Team Captain # 2 and #1: Process Game

- Invite everyone back into a big circle

Attachment 15-2

- Debrief exercise with processing questions:
 - a. Why do you think we do an exercise like this at The Food Project?
 - b. Why are some of your answers important?
 - c. What would happen in a program like this one if some of those things were not present?

VII. Wrap Up Presentation

Team Captain # 2:

- Invite all volunteers and Academic Year Program participants into a large circle.
- Debrief with group by posing questions, What have you learned about the land or someone you met today?
- Wrap up with thank you and present water bottles

TFP EVENTS - Post Event Data-Collection Form

Event ID#	<input type="text" value="921"/>			
Main Organization ID#	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Contact Person ID#	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Date	<input type="text" value="1/5/2000"/>	Start Time	<input type="text" value="5:00 PM"/>	Finish Time
			<input type="text" value="8:00 PM"/>	
Category:	<input type="text" value="Academic Year Program"/>			AYP
Event Location:	<input type="text" value="Lincoln"/>			

Follow Up Items

Thank You Letter (Date Sent): [FIND unthanked YGR events >10/1/99.](#)[Paste Today](#)

Post Event Notes

Games Played,
Impressions,
Lessons Learned
+ / -, or
Follow-Up Needed

Number of Food Project Attendees (Staff&Youth) = FP Attendees#

Estimated number of people who learned more about TFP = Learned More#
(number of volunteers on site for Volunteer Groups)

Number people (from the People Database, via the Attendance Module)
who are currently registered as attending this event:

This event is defined as a:

(For Outreach / Recruiting / Public Events / Site visits / Technical Assistance)

Number of people we reached * contact hours = Total Contact Hours

 * =

Number of volunteers * hours worked = Total Volunteer Hours
(For Volunteer Groups)

 Post-Event Statistics Li

 Single Data-Entry Form

 New Event

Note: we use the same field to track contact hours with many different kinds of public outreach work, including audiences at conferences, attendees at our special events, special visitors to our sites or activities, technical assistance recipients, and volunteer groups who come to work with us. The numbers of people recorded might include neighborhood residents or parents of our youth, as well as anyone from the general public. However, these numbers should never include any of our core constituencies: Staff, Youth Program Participants, or Trustees and core Advisors.

We recognize that sometimes the distinctions between these types of activities are not always clear – (for example, time spent educating people who have come to volunteer, or token amounts of volunteer work done by guests on a special site visit). In these instances: we make a good-faith approximation of our hours, and in cases where there is a real need to distinguish between two kinds of activity at the same event, we can choose to enter each segment of activity as a separate event. (for example: a volunteer group that works all morning, then gets special activities workshop programming for an entire afternoon could be entered as two events, 1) a volunteer group then 2) an outreach event)

September 1, 1995

Ms. Allison Ashley
Boston Cares
P.O. Box 406
Boston, MA 02102

Dear Allison:

The Food Project relies on many people to achieve its goals of growing 40,000 pounds of vegetables for soup kitchens, homeless shelters, and farmers' markets in low income areas.

Boston Cares has been a valued partner in this endeavor. For the past two years you have consistently provided young adults volunteers who work hard doing what ever we need during our growing season. Of special value to us is your ability to provide help in those times of the year when schools are in transition, the last two weeks in June and in the end of August.

When working with between 500 and 800 field volunteers a season, groups who return year after year provide needed stability in our work force. We can always count on you. We thank you for being a partner with us in our efforts to feed the hungry!

Sincerely,

Name
Volunteer Coordinator