



Fresno Metro Ministry
1055 N. Van Ness, Suite H
Fresno, Ca 93728
559.485.1416
Fax 559.485.9109
metromin@fresnometmin.org
www.fresnometroministry.org

Excerpts and Summary of the 32th Hunger and Nutrition Forum

Wednesday, April 9, 2003 12:00PM –1:30PM

Trinity Lutheran Church, Fresno

Sponsored by Fresno Metro Ministry

Supported by

**California Dept. of Health Services Cancer Prevention
and Nutrition Section, by USDA**

MAZON: A Jewish Response to Hunger

California Food Policy Advocates

The following is a summary of the reports made at the forum compiled by Edie Jessup and Carey Berend.

Focus: Community Food Assessment

Edie Jessup: Good afternoon. My name is Edie Jessup, and Phoua Moua and I are the Hunger Project staff for Fresno Metro Ministry, and we're really glad you're here today. I'm going to do a quick review of what's in your packet (see end of this report).

Forum Participants introduced themselves.

Edie Jessup: I am going to spend just a very short time talking a little bit about where we've been with the Community Food Assessment and where we think that we're going. On your table there are a couple other things that I want to point out. There is a pamphlet, and we have some more of these back there, that are on *Neighborhood Groceries: a new access to healthy food in low-income communities (a model by CFPA)*, and this is something that we're considering as we do our Fresno Community Food Assessment. You may take those if you are interested. Also on your table is a copy of the draft that you have in your packet of the two instruments/surveys we're looking at using; and at the end of the day, we'll have folks take a look at those and add things that they think should be there or changes in phrasing that would clarify the Assessment. I am in the process of writing a Community Food Project Grant to the USDA, which could actually fully fund our Community Food Assessment and do a number of other things that you all have identified as being critical to really mending the food system here in Fresno. We grow so much food and yet the access and availability of that fresh produce is minimal. We have so much hunger and poverty.

Last May out of this Forum we determined that we would have a training here in Fresno, California, by the *Community Food Security Coalition* on Community Food Assessment. We were one of three locations in California that had this training. We had 25 people who attended, and we had two folks presenting. One of them was **Kami**, who teaches **Urban Planning** at

Wayne State University in Detroit. From the perspective of Urban Planning and Access to food, **Kami** led us through a number of exercises and potential approaches. The other person presenting to us at that time was Fernando **Ona**, who is our speaker today. Fernando is a Medical Anthropologist, and he works for the City and County of San Francisco's Health Department. He has also done a Community Food Assessment, and he is here today and will talk to us about that. The reason I wanted Fernando to come back down and talk to us as we're getting ready to do this Community Food Assessment is that he has worked in a similar way to the way the Fresno Community Food Assessment team has determined that we should do our assessment. That way is to work with *youth and community neighborhoods to do their own assessment*. There is a buy-in in that way, there's an empowerment for them to identify and be able to speak to their City and County planners about what is needed in their neighborhoods. So we're very excited to have him talk to us about that manner of doing a CFA. The CFA Action Team has determined that we would start doing this Community Food Assessment by City District and County Board of Supervisor District. We are not funded to do everything. We hope that we will be, but the first two city districts that we have determined to utilize are Cynthia Sterling's District 3 and Mike Dages' District 5. And the reason that we targeted these two areas is the perception that access to nutritious, affordable food is not so great in parts of these two districts.

We have visited with both Cynthia's staff and Mike Dages about this, so they are aware that we are going to be doing it in their districts. We had interesting responses from them. Cynthia's staff immediately said, 'Oh, yes, this is something that really needs to be done. We're very aware of it because of it taking 20 years to get a Food 4 Less on the very edge of the west side. Access to food is a really big issue in our district.'

Mike Dages was a little bit concerned and asked "Has somebody complained about not having access to food?" and so we had an interesting discussion with him about that, and it's a good question. It really is a good question, and I think, though, that unfortunately the answer is: if you don't have access, you don't even have the question. Therefore,, we're going to find that out. Councilmember Dages' question is legitimate and I think his concern that we might be stirring something up is possibly mistaken, but we'll find that out too.

I think that it is more what kinds of recommendations come forth from the CFA, and how can we make the produce that is grown here available and abundant to folks.

Where are we in the process? We have an actual timeline that we are on track with. The February to April segment was to develop a draft survey, and then once we have that completed to translate it. We intend to do this survey in multiple languages as needed and to do a little bit of testing of the survey with folks to see how it works and see if we need to do it. We have sent the letter to the City Council and County Supervisors. I have appointments with Bob Waterston's office and with Judy Case's office. They weren't able to give me those appointments before this Forum, but we are wanting them to be aware of the survey and wanting them to really buy into it a little bit too as we produce results from it. The CFA Task Group is identifying groups where we might train folks to do the Assessment. Barrios Unidos is interested as a youth organization that might participate. We will train kids to do the surveys, and we're really looking forward to that. We are looking to see if we can find some stipend for youth in doing this. So far, we have not nailed that down, but we're looking for that because we think that it is a really important. We are now having the Forum on Community Food Assessment, so we are doing what we said we would do. I invite you all if you are interested to come and join us on Monday the 28th, for our next meeting.

And I would now like to introduce to you Fernando **Ona**. He has done a Community Food Assessment in Hunter's Point in San Francisco, and I'm very excited because he has used local youth and organized and trained them to do the survey, and we're very excited about that model to be used here. Fernando, welcome.

Fernando Ona: Thank you. It's great to be here. I'm really excited that Fresno is getting involved in Food Systems work. Traditionally in the state Food System's work been primarily in either the L.A. County area or the San Francisco area, and it just astonishes me that we haven't really looked at Food Systems work in the heart of the Central Valley, which is where we get our food in the State of California, or where we should get our food.

I'm here to talk to you about our Assessment, but before I talk to you about it, I just want to talk about Community Food Security. **What do you think is the most important word in Community Food Security?** Do you think it's Food? Security? For us actually at the City and County of San Francisco what was really important was Community. We were thinking beyond food, which is an important idea that I'm going to talk about, and we were thinking beyond security. We're really thinking about our **Communities and the Social Networks**.

Just a little bit about me. I have a very heavy-duty anthropology background. I take culture seriously, all culture. And part of my work at the city and county has been **to infuse our work at the local government level with a cultural perspective**, and part of that is really **taking community seriously**. We can do food work, we can do security work, but we need to **listen to our communities**. The director of the department, **Mitch Katz**, said 'Look, **we need to be held accountable by the communities**.' We've been doing too much of a top-down approach. We're not attentively listening to ourselves. Even the residents who work at the city and county, we're not listening to our own people, and so this is what happened. In the year 2001, what are we going to do about this? How can we listen to communities? We have to involve communities. We have to really involve communities, not just get representatives to come to our meetings and speak before our city council or before our board of supervisors or at wonderful meetings with our mayor, Willie Brown, but it was really important to listen to all residents. That was our challenge, and a lot of people think it's too impossible a barrier to meet. How do you get every city and county resident involved? And that's where we come to Community Food Security, and we approached our Assessment with that particular point in mind.

So in 2001 the epidemiologists at the SF Department of Public Health were looking at the health issues that were affecting our residents, and one of the health issues, was obesity and food-related diseases. But what do we do around obesity? What do we do around food-related diseases? Well, we do nutritional education. I'm sure the City and County of Fresno do this all the time. We do 5-a-Day, we go into the classrooms, we go into communities, we hand out t-shirts, and we hand out other health-promotional activities. You name it, we've got it. I even brought some pads from the Five-A-Day folks. They're in the back. They're free. You can take one. Okay, that's great, that's important. We need to work at the lifestyles behavioral level. How do we modify people's behavior, how they eat? How do we change diet? How do we work with nutrient content? **But what was more important was 'Are we really dealing with the problem?' Are we getting to the solution to the epidemic? What are we doing to structurally change the food behaviors that people are engaged in?**

There's a little story I want to tell you. There is this guy in a very dark parking lot, and he went to go to his car to unlock his car with his keys, and he dropped his keys next to his car. But then there was a light on the other side of the parking lot, and he went over there to start looking for his keys. An observer went up to him and said. "Why are you looking for your keys under the light? Didn't you drop your keys next to your car over there?" And the guy responded saying: 'Well, this is where the light is.'

This is what we've been doing at the Department of Public Health. **We've been attending to food-related diseases and the obesity epidemic by looking in the light all the time.** We need to be looking in the dark searching for the keys where it's closer to the car. Those are structural issues. **We need to challenge ourselves to look where it's the hardest. So this**

means we needed in terms of food to do food work structurally, look at 'upstream' causes, not just do nutritional education. We weren't going to drop all our nutritionists and all our nutritional education efforts, but we needed to **enhance them.** And in order to do that we had to look at **structural issues in the community.** What are structural issues in the community?

Well, **we could certainly take a top-down approach and go to the university.** Here you could go to CSU Fresno. We could go to UC Berkeley, San Francisco State, we could go to UCSF, any of the universities around the Bay Area, but what does that mean? That means you're taking a very top-down approach. Are you listening to the community? Are you hearing their priorities? So what ended up happening was the department said: 'Okay, if we're really serious about this we have to front money to get the community involved, because we know our residents are busy, we know some of them are juggling three to four jobs, living in an extremely expensive city, trying to make ends meet. How do you get them to the table?'

Well, one of the things is you've got to pay them. So we felt we're going to front \$20,000 initially to do a little pilot project, a **Community Food Assessment in SF District 10, Sophie Maxwell's district.** What is unique about District 10 is if anyone here knows anything about the southeastern part of San Francisco is that there's a huge disparity between District 10 and the rest of the districts in the city and county. **They are disproportionately affected by food-related diseases, there's an inordinate higher number of low-income jobs, it just so happens there's also siting of a superfund site, and industry is sited there. It just so happens to be also the largest African-American population in the city and county of San Francisco and one of the largest Asian-American populations, specifically Southeast Asian populations and Filipinos. There are a lot of Latino immigrants in that part of the town, and it has been really forgotten.** And this is why the city and county said, look, we need to **listen to where we have not been listening.** So we went to the community and said, look, can we do a Food Assessment within the community? They said, hell, no. We've got other problems. We've got other issues. So, what are you going to do? Well, we went again: 'Can we do a Food Assessment with your people?' No. Work on job employment. Work on reducing the incarceration rates in the city and county among our people. Work on housing. **What we ended up having to do was connect food to other things, social exclusion, stress, and jobs.**

And how do you think we did that? **We worked with kids. People told us on the ground you either listen to the elders or you listen to the kids.** We were working with seniors on another project, and the project I'm going to talk to you about today is about working with kids. It is hard to work with kids. It's not necessarily an easy task. And it's hard to work with kids who don't have a lot of time or a lot of interest in the subject that you're working on. Food. You ask a regular kid in the City and County of San Francisco, and I would argue anywhere else, what is food and what does it mean to you. When we asked that question of the kids they ask 'Why are you asking that question?' It's not a real question for them.

So, we had to figure out ways to engage them in the Food System. Well, where do you get your food? I get it from McDonald's. Well, where does McDonald's get their food? Well, they cook it in their kitchens. No, but where do they get their food? I don't know. It must come from somewhere. Where do you think it comes from? Does it just appear at McDonalds? Fernando, I have no idea. Fernando, I don't know. I mean, I would get barraged with just questions. Our kids did not know where our food came from. They thought it really came from McDonald's or the Jack-In-The-Box or the Burger King. So we said let's try to work with the communities to figure out how to get a group of kids together and start asking each other these questions and asking their community these questions. If kids are wondering where their food comes from or households in that area are wondering where their food comes from...and if it's not important how can we make it important?

So, we ended up working with two community-based organizations. Together in this partnership we established a memorandum of understanding with the San Francisco League for Urban Gardeners and Literacy For Environmental Justice, and we worked with their youth coordinators to bring together around 20 kids to span out throughout District 10 to look at Food Security issues, but not necessarily say we were looking at Food Security issues. So in order to do that, we had to do an education campaign. We got the kids together. Our community-based organizations got the kids together. The kids didn't really know anything about food, and what we had to do was get them to understand food, and we needed to go through an initial step of introducing the Food System to them. **Not only where your food comes from but how is it distributed, how is it consumed, and how is it recycled, integrated.**

By the end of three weeks, these kids really knew what farms were like. We went out to a farm site, Green Gulch up in Marin. They had to put their hands in the soil. We went to Saint Mary's Farm, which is in the city and county. They had to do a little bit of gardening. They had to connect with production. We went to Varidiva Vegetables, which is a port sustainable agriculture distribution within the city and county. They watched how people did the distribution. We went to consumption sites. We went to the hospital and they looked at how people consumed food. We went to Sunset Scavengers and looked at how we did composting in the city and county. And there are a lot of kids who at the end of the three weeks were like, oh my God. **I did not know where my food came from at the beginning, but I know where it comes from now. And that impressed upon them what they needed to do in the next phase.**

Once we recruited the youth, trained them and gave them background around Food issues, **we had to train them on community research and asking questions.** The **Community Action Model** handout is how we started. As a city and county department, we engage in community research all the time. It's done by people like me, people who have a Ph.D. in some particular qualitative or quantitative method. We go into the community, we do our surveillance, we do our statistics, we generate the data and the results, and we disseminate it at the city and county level through the board of supervisors, through interagency agreements, through policies and ordinances. We could have done this by ourselves, but what was important for us was community. **How do we get the community to do it for themselves? Actually, the community is the expert. If you change the paradigm and shift it from thinking that only the experts can do it to the community should be doing it then you get a different kind of analysis.** You get a different kind of work. It's not bureaucrats crunching numbers anymore. **It's your neighbors crunching numbers, and there is power in that, and it shifts the power at the local level and at the regional level.** I'll talk later about how it's shifting power regionally as well as in the state.

It was important for us to look at how we train youth in what we do, in qualitative and quantitative methodology at the city and county level. How are you going to teach a kid how to do regression analysis? How many people here know how to do regression analysis? Well, we have kids who can do it now, but it has to be couched in a different way, so we developed a strategy of **training based on this Community Action Model.** Essentially, we took our expertise at the department, the expertise at the UC Cooperative Extension, the expertise at San Francisco State and the University of California. We brought people together to figure out how we could train youth to understand the basis for survey methodology and qualitative interviewing and focus groups, and we set out for three months to train youth in these methods. We would bring in professors to talk to our community, which was youth, so that they could learn basic survey methodology. It wasn't enough just to set up a survey. We needed to say, look, it needed to be statistically significant for the Board of Supervisors to say there is more than 55% of the Bayview-Hunter's Point Community, District 10, that really needs better food, and it needs to be backed up. They want to see the numbers. They want to hear the stories.

It's easy for kids to go out and talk to people and get a couple of numbers here and there, but at the **city and county level, we need the numbers** and the backup. It needs to be legitimized so that we can do further work. **So the kids learned how to ask a question**, not necessarily just any old question, but **the right questions, how to get the best statistical significance out of those questions, how to determine how much population you have to ask in order to get that, and then how to data input it, data entry, and then analyze it.**

So, we spent three months talking about **surveys**, talking about **in-depth interviews**, talking about **focus groups**. It was hard. Kids said, "I am not in school, and this is not what we learned in school at all." We had to build a curriculum, and this is part of the curriculum that we built (large binder). I can try to get Fresno a copy of it, which is based on the Community Action Model, which is accessible to kids. **It's not one plus one equals two. It's a little more complicated than that, but not only kids but communities can understand the methods that techno-bureaucrats use.** What we need to be doing is **translating methodology at the ground level or helping communities organize the already-known data in their communities in "legitimate" ways, legitimate for people like me at the city and county, people at the ivory tower, so that work can be done.** So we spent three months doing this work, and one of the challenges around this was getting kids to let it sink in, giving them enough time to really get to know statistics a little bit, giving them enough time to work with peer mentors. We used a lot of interns. I had eight interns, students of mine at UC Berkeley, who came in and interned with us.

It was really work-intensive because my interns had to 'translate' with the youth. We had to do a lot of translation. **There was a lot of miscommunication.** There was a lot of going back and forth, a lot of frustration. We had kids really worried about whether they could finish this internship project with us, if they could last the whole summer with us. We had students who said 'I'm really bad at math. I'm scared of this. I don't know if I can do it anymore.' Halfway through I had this one amazing girl, who is now at UC Berkeley, but she was a senior at the time, and she said, 'Fernando, I just don't know if I can do this. I'm scared of numbers.' And no matter how many times we explained it to her, she was still scared. It wasn't until we drew everything out, we literally drew the numbers and then we got people to stand in for the numbers, and then she got it. It takes work, but it works. This kid was able to analyze 25 interviews and 25 surveys without any help. She did all of the numbers for us. It was amazing. **It takes work to work with kids, and it takes dedication to translate so they can understand. And that's one of the first things I want to impress upon you working with kids or youth or any community member. When we did it with Senior citizens, it was the same thing. So that's first and foremost.** We spent really three months of intensive, intensive training.

After the training, we had to **ask the youth to name the issue.** They already had the background around Food Security, Food Systems. They got three months of training in qualitative and quantitative methodology. The next thing to do was really get them to ask questions. I went through so much school to get to how to formulate a hypothesis. We were able to do it in two months with these youth, and **how we were able to do that was to get them to tell stories. Ask them about their environment. Ask them about their culture. What's going on at school? What's happening in your community? And they weren't talking about food right away. They were talking about witnessing acts of violence. They were talking about bad school environments, bullying. They were talking about a variety of things that didn't initially connect to food, but they were starting to make the connections.** So, when you go to the corner store and see all the drug activity, first of all, why were you going to the corner store? Well, I wanted to get a soda. Oh, so corner stores have food, right? You're using it as sort of a means to get to food, right? And the kids were like, 'Yeah, I never thought about it that way.' I just thought about I was sort of scared to go to the

corner store. So, they started making these connections and started to formulate a hypothesis. Well, what happens in corner stores? I'm not the only one going to the corner stores for food, and I'm not the only one who's experiencing feeling scared, perhaps. Maybe I should ask that question. That was one of the questions on our survey that the youth came up with. Are you scared to go to corner stores because of the drug activity? Yes? No? In the focus groups, are you scared to go to the corner stores? **Why do you go to the corner stores? And why can't you go to the corner store?** In-depth interview.

So we've been learning a little bit about the community and a little bit about what people do, where they go shopping, where they hang out. Can you just give us a sense of how you use corner stores? If you do, can you give us a story about your experiences around getting to that? Boom, boom, boom, three points of data that we were **able to qualify and quantify**. That's just one example. So, we asked them to name the issues. The hypothesis was basically "What are food management issues in Bayview-Hunter's Point? ' In our community? They didn't even say Bayview-Hunter's Point. **They were asking what are the food issues in our community and what are the issues that are attached to food? And their argument was that food does not get into our community because our neighborhood sucks. That was basically their hypothesis.** It wouldn't hold water up at UC Berkeley, it wouldn't hold water at the city and county, but it held water for them. **It was important for them.** That was their hypothesis. And we as the City and County of San Francisco said we have to support that even though it went against all our technical expertise. But what ended up happening was they named the issue and they chose the area of focus, which was Bayview-Hunter's Point, their neighborhood. They chose to work within a very defined boundary because they learned that in their qualitative, quantitative method, and they drew out maps of their research area with the overall hypothesis that I just stated, and they came up with a 10-page youth survey based on that hypothesis. And we helped them. They would first ask the questions, though, and then we would work with them to sort of finesse the question into a survey. **So, this is step two. They defined, designed, and they actually did the community diagnosis around their food issue.**

The survey had four components to it. They had **demographic components to it, they had food assets, they had personal assets, community assets they had awareness questions, a section all on awareness, and a section that they called 'other'.**

What transportation do you take to the grocery store? How many grocery stores do you think there are in your neighborhood? Is it hard for you to buy food? Is it hard for you to cook? All the questions that you're asking in your food assessment. So after the kids did this survey development they implemented the survey throughout their bounded neighborhood, and it was a challenge because you had to have an accompanying adult with the child to go up and down these neighborhoods. They were in the projects, they were up and down the main thoroughfare of District 10, which is Third Street, they went to churches, they went to food pantries, soup kitchens, they talked to business owners. **They basically tried to get as many people to fill out their survey as they could. So, they decided that they would do it by hand,** but there were a number of issues that they were trying to think of such as: should we do a mail survey, but that cost money that they didn't have. Could they do a telephone survey? That's something that they didn't have access to, random digit dialing. So they felt like they could do a door-to-door survey, and we went with them, walked with them, hit the pavement. It's a lot of work. Then they started talking to their families about what they were doing. They were starting to talk about the communities, and this is where we come in, encourage connections. We got kids to talk to their church. We got kids to talk to their teachers and say hey look, I'm doing a survey. What can we do? How can you help us? They get to start thinking about the research questions even more, and then they expanded their survey five more pages based on all that information because Ms. Oscarine Williams over at the Food Pantry in Potrero Hill said, look, you've got to ask these questions. She told one kid you forgot to ask this. They went to the pastor at Providence Church, and he said you forgot to ask these questions. **So, they had to**

increase their survey to accommodate a variety of community current concerns. And this is where they learned how to be flexible with their work.

So here we are. They have these surveys filled out. They brought them all together. They have all this “anecdotal” qualitative work. What happens? **Well, they all had to learn how to input it. In order to do that they had to learn how to do database management.** They learned Access software. You need someone in your community that knows how to do Access or at least some sort of database management tool. They learned how to do simple biostatistics using SAS, which is a statistical package, so you may want to work with the University to help train you or your students how to do that. **They collected the data, they ended up inputting it, and they had all these numbers. How do you interpret these numbers? Well, you work with the mentors, my student interns, to help interpret the results. And from this the students were able to look at their community in a different way, and we have this on tape. It’s amazing to see how these youths started to think about their communities in different ways making the connections that violence is much more structural. It’s more than not having money. It’s more than not having jobs. There are a lot of other things going on. There’s social exclusions, there’s stress, and that impacts food in these particular ways.** They could see the pathway. **But they needed mentorship with that.** So including youth it’s important to think about mentoring.

So, after they did their analysis **they learned how to do presentations and dissemination** of their information. They had to go before the Board of Supervisors and a lot of kids were scared. They said, “I don’t know if I can speak before Supervisor Sophie Maxwell, I don’t know if I can go to meet with the mayor. What’s he going to think of us?” You know, one of the kids said, “Fernando, I speak ghetto all the time.” And I said, “You speak whatever you need to speak. You’ve got numbers behind you. You’ve got data behind you.” But we had to help them with public speaking. This is where we used our community assets again. We got Ms. Oscarine Williams, who’s been running her Food Pantry in Potrero Hill, who has to work with the city and county, teach the kids how to do public speaking, how to interact with government, how to interact with community-based organizations, how to bring your data and disseminate it. **And these kids ran town hall meetings, they testified before both the Board of Supervisors as well as the School Board, and they went before community-based organizations.** They had to make appointments. They had to do time management. They had to figure out when they could go speak with a particular executive director. They went to pastors. They went to just regular community folks. **And it was powerful. We learned that this was a more powerful model than what we were already doing.** That’s the other thing. Working with youth and working with community is **more powerful than a bureaucrat telling you what to do. It’s better for the community to tell you what to do. And that led to the actions.**

How do we teach the youth to translate their work into action? You’ve taught them all of this wonderful research stuff and you’ve taught them how to do a wonderful survey, how to do interviews with people, how to analyze the data, how to disseminate the data, but you can’t just leave it there. **You also have to teach and mentor around action, and part of Community Food Assessments is action oriented. And so, we had the students choose four major themes that emerged from their research, choose the top four priorities that they saw the community advocating for and think of four actions with those priorities.**

I’m going to just give you an idea of what some of the priorities around the food issues were. **One was the neighborhood wasn’t safe, so therefore there was a barrier to purchasing healthful foods. The food quality was poor everywhere, at corner stores, at the grocery store that they went to. The other priority was food wasn’t available or food costs too much if it was available. Another part was there wasn’t enough time to cook. They heard that stores were hard to get to. They also heard from people that there was not enough time to shop.** So, they had to take all of these issues and bring them down to four

actions. It was hard, but it was a good process. We did brainstorming with the youth, and it was a really wonderful lesson to learn that **they knew a lot about the issue now**, but they now had to do the translation. I was talking about translation earlier, and it was the responsibility of the department, city and county agencies to do the translation. It was now their responsibility to do the translation, and now we're teaching another lesson, and that's how to translate what you've learned. **How to tell the story. If we go back to oral history, how do we tell the story of your community in a way that people are going to be able to rally around a particular issue?**

So, from those priorities they created four areas of action. **They wanted to see a new grocery store in District 10, they wanted to see a farmers' market in District 10, they wanted to see healthier fast food choices in District 10, and they wanted to see better quality food in the corner stores.** Those are four priority actions they wanted to see. **They wanted to see the city and county put a new grocery store where they lived that would take care of the barriers to healthy food. There would be more produce in the supermarkets. Instead of McDonald's or Burger King, they wanted to see separate alternatives that would compete with those chains. They wanted to see a farmers' market. Why do other neighborhoods have farmers' markets? Why doesn't their neighborhood have a farmers' market and better quality food at corner stores? And they chose this last one, better quality food at corner stores, because it seemed like it was the most pressing issue that they learned from the survey. The majority of the people in their survey felt that they wanted better food quality at corner stores because that's what was there. When they did their community asset mapping all they saw were corner stores. That's where people shopped. There was no major grocery store to get to, really.**

The kids were then asking us, 'well, how do we do that? We have no money. We have no power in a sense. But it was our responsibility as a city and county to say let's put our money where their mouth is and say, look, you do have power, youth. You've stuck with us for over a year now in this process. We can't abandon you. And that's your job too. Do not abandon. That's the other thing. Do not give up. Do not abandon. You have to be a consistent force in these youth's lives. You have to be an example. You have to model. So what ended up happening was okay, how do we find you money and how are you going to help us find money to fund this one priority that you want? **So they went to Sophie Maxwell, who is their supervisor, and said look, Sophie Maxwell, we have all this data. They presented all their material. We need money to do what we want to do.** Sophie said 'Well, we don't have money at the city and county. We're in a budget crisis.'

No, that's not acceptable. The youth got their pastors, they got the elders, they got their families together and they went again before Sophie Maxwell and then to the Board of Supervisors and said, 'Look, you have to get us money to do our project, and what ended up happening was that the second time the Board of Supervisors said 'Okay'. Persistence. That's another lesson. Persistence.

The Department of Public Health was given \$100,000 from the general fund to fund the **Tobacco Free Project from state ballot initiative funds** around the tobacco ordinance, and we were able to get that money and funnel it into Food Security efforts by saying with the kids that corner stores were selling tobacco subsidiary products. How do we get them out? All these products are not nutritious, they're not safe. So, what ended up happening was they were funded \$100,000 through two community-based organizations to work around a **Good Neighbor Ordinance. This means these kids now, the second phase, this year, have been working with three corner stores in the city and county of San Francisco to look at fiscal feasibility of stocking fresh produce, local, regional agriculture, produce from the farmers' market.** How do we get that into the corner stores? Now we're doing a second study with an economic focus working with a set of different bureaucrats and academics and interns looking at **economics and the feasibility of putting better food in corner stores.**

And that's where it is. People ask, 'How did you retain and recruit?' We were able to retain and recruit because **we kept kids interested. We kept it fresh.** Each and every time we checked in. You've got to check in with kids. And it's not just even kids, **it's working with community members. You've got to check in with them. They had stipends. We kept reminding them this is sort of like a little job for you. You're getting paid. You have a responsibility.** That brought it to a second level of importance. The third was encouraging and promoting their **dissemination plans all the time, connecting them with the community as much as possible.**

A lot of kids said 'I feel important now'. You give them a sense of importance, a sense of purpose. That's how we retained and recruited all of our youth, and that's why we have all of the youth still with us in some capacity. **All of them went to college.** The five that graduated from high school actually went to college. We had three of them failing out of high school. It was amazing. It was phenomenal. I just couldn't believe it. They'd gone to college. One of them is at CSU Hayward and is doing pretty good. Having a hard time, but doing really well, comes back to us, talks to the kids, and that's why we set up in the second phase the mentorship program which helps to reinforce new kids coming up but reinforces the responsibility, so they **bring to their lives what they've learned.** The kid who's at CSU Hayward is actually getting a degree in math, of all things, which is really amazing to me.

So, that's basically our project. **It took a lot of in-kind city and county work. It means advocating with city and county departments-** to try to get them on board in this. It meant working with **community-based organizations** that had established links with youth. That was an important facet of the project. It took listening, a lot of listening. **Not telling, but listening. And when you listen you can engage in dialogue.** So, you're **not telling kids what to do, but you're speaking with kids around what to do.** There was a lot of planning involved. We didn't need a lot of money at first. We just needed \$20,000, really, to cover the cost of the database management system, paper cost, dissemination cost, and stipends for the youth. That was a really important aspect of it because we know youth have a lot of opportunities; but even the youth that didn't have a lot of opportunities to go work or do other internships or go to summer school had other things going on. Realistically we were competing with other avenues that took them away from something like this. **So, commitment to really getting youth involved for us meant paying them, because they brought it to a different level for themselves. A lot of the kids that came back to us said, you know, it was really important that I got paid because I felt like I needed to do it. I had a product to give to you. I needed to learn, but I needed to also be able to say, hey, this is my deliverable,** Fernando. We've rolled out this project in other districts. We're currently working with Vietnamese youth in the Tenderloin looking at food management strategies under constrained resources, and we're just finishing up the survey that they've conducted. So, that's it.

Edie Jessup: Thank you, Fernando, very much. Fernando, **here in Fresno language is a big issue, and I want to know if you did your surveys in various languages. Can you talk about that a little bit?**

Fernando Ona: We did the survey in two languages. We did it in English and in Spanish, and at first we were concerned because we were concerned about who we'd get to translate in Spanish? How are we going to make sure that it's translated well? How are kids going to administer it? We had two Latinos in the youth team, but they didn't speak Spanish well; they didn't feel competent enough to administer the survey. What ended up happening was that we were able to find a city and county employee who works with us, speaks Spanish, who did the translation of the survey. That was easy. We just needed now to recruit a mentor to work with the Latino youth to administer the translated survey as well as doing the Spanish language focus groups as well and the in-depth interviews and then the subsequent transcription of it. We

really worked with California State University interns. They provided us with three interns who were in the Spanish Language program and in the English-As-A-Second-Language program who worked as mentors for the two Latino youth. So that's how we dealt with that situation.

We also found out that even the youth who weren't Latino wanted to get involved. There was one student who is of Vietnamese ancestry who really wanted to be part of the Spanish language, and we gave that youth the opportunity to participate. Even though she didn't understand Spanish, she could learn what it would take, the involvement in the whole translation, in the culturally appropriate kind of questioning and the in-depth interviews and the focus groups. So, we were trying to expose as many youth to Hispanic culture issues even if they weren't Latino. So, that's how we attended that issue.

Participant question: What were some of the tools that you used to analyze the results of the survey?

Fernando Ona: For the statistics we used a number of statistical packages, so SAS. We also used SPSS, which is primarily for descriptive statistics. We also used GIS, which is Geographic Information Systems. And maybe I need to press this more. **Part of our mentorship team had to consist of truly an interdisciplinary team of people, of professionals in public health and social science, and that meant having the technical expertise to run SAS, to run SPSS, to run GIS, but also the access to those programs.** This is why it was really important that the **Department of Public Health was involved in this because we had that capacity, but it was also important to include people from the CSU system.** Our initial concern was that the professors are not going to want to participate in this or students are not going to want to participate at this level. It's too small, it's not important, they have other things going on. But actually, you know, after a lot of digging and a lot of searching we were able to find people who were really into it who were able to teach students not only the system, the statistical packages, and also committed to the actual project. So we were able to establish lifelong technical support. **You don't necessarily need statistical packages, or you don't necessarily need heavy-duty technologically advanced programming. You can actually do basic statistics, but you just need someone who knows basic statistics to run descriptive numbers for the purposes of your survey.** It doesn't have to be anything big. We just so happened to have the resources so we utilized them. I gave a talk in Gilroy and they said, 'You know Fernando, we have no resources whatsoever, and is it possible just to do basic statistics?' 'Yes.' I got them a book on visual statistics and they are using it religiously. It's like their little Bible. It just is a matter of being really creative with what you have.

Eddie Jessup: We are busy trying to line some of that up right now. We have a few people within the Fresno Community Food Assessment Task Group that are working on it and doing planning. We have a professor at Fresno State that's willing to do GIS work for us, so we're looking forward to that, and because of the EBT work we have a great retailers list from EBT to start out with in terms of looking at where things are, where some of our food assets are. I would like to thank you again very much, Fernando, for sharing. I have one more question. **How many surveys in the end did you do?**

Fernando Ona: Well, for the **first round we had 350, which we analyzed a little over 240 with the first group of youth.** The second group of youth ended up generating 480 surveys. And it keeps on increasing. This time around we're actually getting closer to 525 for this new group that we have.

Eddie Jessup: Thank you very much. I'm glad to see that you are using it and expanding it also, which is what we will have to do here in Fresno also. I would very much like for those of

you at your tables to do two things. If you'd take out your Community Food Assessment flier it has the objectives of the Fresno Community Food Assessment. And then on your table there are drafts of the two assessment tools that the committee is looking at, and if you could spend just a little time in your table groups looking at these. If you would write comments or suggestions on these two surveys we will incorporate that, and then the next step will really be to make a final draft of this and then do some testing of it in the neighborhoods before we actually go to work with the Fresno Community Food Assessment. After you are finished with that, we will compile those comments and report them to the Community Food Assessment Task Group, to be included in their final CFA plans.

#####

Packet Contents: agenda, a calendar of meetings that are happening around hunger and nutrition with Fresno Metro Ministry in April. One is the first Child Nutrition Group Meeting, and this is a task group that is formed out of this forum and interest in child nutrition issues. A training for EBT for group homes; because of the conversion to EBT in June the group homes no longer will be able to take their clients' food stamps and utilize them for purchasing food. They'll have to have a POS device to have the food stamp account transferred to theirs. The rest of the meetings are fairly self-explanatory. At the end of the month on Monday the 28th, is a Community Food Assessment meeting. The other date I want to point out to you is Fresno County is doing a very innovative thing around food stamp outreach. They have agreed to train volunteer food stamp application takers if they come to the May 5 food stamp application training. This is a possibility for extending the outreach. Given the County budget cuts and staffing issues, many of the outreach folks have had to be pulled in to do eligibility work, and we're very excited that Fresno County is willing to do this with us. There is a summary of last month's very productive meeting on Gleaning and local Food Recovery, and there is a Food Resources/Gleaning Task Group that has formed and is aggressively looking at how they might establish a gleaning program, a food recovery program here in Fresno. That forum evaluation is enclosed. We have maps of the Fresno City Council Districts and the County Supervisorial Districts. The two city council districts, City Councilwoman Cynthia Sterling's District 3 and Mike Dages' District 5, are the two City Council Districts we will be doing the Community Food Assessment in, and it will be Waterston and Judy Case's Districts 4 and 5 in the County that we will be working on. The next thing in your packet is a flyer on the Fresno Community Food Assessment (CFA). We've had discussions here at previous forums about the Food Assessment, and the CFA Action Team has been meeting every month and we're really quite far along the way in terms of getting ready to do this assessment. There is information on the next CFA meeting. Two draft Surveys for the Community Food Assessment are included. One is with consumers, neighbors who live in the area, and about where they get their food and what kind of food they get. The other is a survey that will be a retailer survey where we will have neighbors going into stores, looking at what is acceptable and available to them at their neighborhood stores. In May we will not have a Community Hunger and Nutrition Forum. We will be going to Sacramento, and we hope that you will all be signing up to go with us. We will have a bus. We will meet with all of our state legislators, and we will meet with them on food, nutrition, and hunger issues. It's a great experience. We've gone the last two years, and it has been a good thing to do. The pink sheet in your packet is around summer lunch programs. We are promoting various agencies and groups and congregations to be site volunteers so that we can expand the availability of Summer Food. Last year there were 4,000 kids that were fed out of 112,000 eligible. Those are kids who were not getting summer lunch. You can contact me or Gary Joseph at EOC, who is one of the sponsors. If you could pass that along to organizations you belong to, it takes about a couple hours a day and a lot of kids can get fed. On the back of that is a flier that is my version of a County flier that is going out. It is on the back table there, and Henry Lopez can tell you a little bit more about that. The EBT card for Food Stamps will

begin on June 1, and we are very interested in knowing if clients, retailers, and people who work with low-income folks are aware of and ready for this new way to distribute Food Stamps. There is a one-pager on Food Stamp eligibility. The last thing is the Forum Evaluation. If you'd pull that out and please do fill this in and leave it on the table at the end of the session. Our funders, I rarely talk about that, but we are funded by the California Department of Health Services Cancer Prevention and Nutrition Section through USDA, and also by Mazon - A Jewish Response to Hunger, California Food Policy Advocates, and support from you all. We thank you very much for your participation.

Henry Lopez, Fresno County Employment and Temporary Assistance: Could I have everyone's attention? I have to leave here and, like I said, I was with Fresno County, but I did want to mention something here. The group home presentation that's going to take place this Friday from 9 to 11 downtown at the Mariposa building is going to be presented by Jeannie Fink, who is with Benefit Access and the Retail Coordinator for the EBT project here in Fresno. There will also be someone there from the United States Department of Agriculture FNS. So although it's primarily geared towards group homes, other agencies or CBOs or individuals or vendors that are interested in coming by and have a question and answer session it would be a great opportunity, so it's not only for group homes. It's also for anyone else that might have some questions, and it would be a great time to address these questions that you might have concerning EBT. So I just wanted to throw that out there. I have to leave. There are also some fliers there and some other material that's going on. You're more than welcome to take them, and I have a couple of homeless fliers and some other EBT fliers, so if you're interested in one feel free to let me know here, and you're welcome to have one. So anyway, I just wanted to throw that out there, so if anyone is interested please come by.

SUMMARY OF EVALUATIONS

April 9, 2003

	<i>A Little Useful</i>		<i>Some</i>		<i>Very</i>	
	1	2	3	4	5	
1. How useful was the information in today's Community Forum?				1	5	
	<i>Poor</i>		<i>Okay</i>		<i>Great</i>	
	1	2	3	4	5	
2. Rate your previous knowledge about today's subject matter?	1	3	1	1		
	<i>A Little Likely</i>		<i>Some</i>		<i>Very</i>	
	1	2	3	4	5	
3. How likely are you to utilize today's information in your work and/or community activities?				4	2	

	<i>Poor</i>		<i>Okay</i>		<i>Great</i>
4. Overall, how would you rate this forum?	1	2	3	4	5
				1	5
5. What did you like best about today's session; what was most helpful, most appreciated? A. Networking opportunities. B. I learned about tools that might be used to input information gathered from the community. C. Excellant presentation- difficult subject presented in a very understandable manner. D. Model /TA for our valley's effort to conduct such a project. E. Got some great ideas form Fernando. F. Very Good!					
6. What did you like least about today's session; what was frustrating or disappointing? B. Nothing C. Would benefit from better in-depth handouts/outlines, etc. E. So few people. F. Nothing.					
7. How and when will you use the information you learned at this workshop? B. When I gather all the information that is a good representation of the population. C. Will disseminate to CBO's I work with. D. Needs assesment in rural Fresno County. E. Take it to my organization. Apply it to community building.					
8. How could this Forum be improved? B. "Details" D. Conduct a TA session, once work is underway.					
9. Please list suggestions for future Forums here: B. "Details" D. Issues affecting rural county residents.					
10. What do you feel are the most important things we need to end or reduce in our Valley? B. Informing and finding ways to get the community involved. D. Involve more city officials, advocacy groups.					
11. Please make additional comments here: B. It's my first time coming and it was very helpful to what I'm constructing. C. Would be very helpful if we could obtain a copy of the Community Action Model Handbook.					