



Produce Availability in Remote Communities Initiative
Final Report on Projects and Evaluation

Appendices

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Appendix A - Stimulating Demand for Produce

A 1. Stimulating Demand for Produce Component: Evaluation Framework

Table XX. Evaluation Framework for Stimulating Demand for Produce. This framework was drafted and confirmed with the project team in March 2011, to guide evaluation activities. Some modifications were necessary after this time to accommodate shifts in project activities. Outcomes and indicators that were focal areas for the evaluation, and reported on here, are highlighted in blue.

Activities	Outputs	Outcomes	Indicators	Methods and Tools
Initial information gathering in communities (October to January 2011)	<ul style="list-style-type: none"> • Contact database • # of phone interviews completed, with whom • Summary of issues identified in retailer interviews. 	Project manager has an increased understanding of barriers and facilitators of produce sales in each community.	Report of issues in produce sales and demand for each community.	
Consultation and identification of strategies (to Jan 2011)	<ul style="list-style-type: none"> • List of potential strategies (from AC consultation) • List of community and stakeholder contacts by community. • Summary of relationship-building actions with community contacts. • Phone interviews completed (who, how many). • Summary of issues and recommendations for solutions by community 	Project has customized solutions for each community.	Retailers and other stakeholders report that solution(s) are suitable for their community and are positive about going forward with implementation.	"SDFP Retailer Interview Guide" Appendix A3 "SDFP Community Champion Interview Guide" Appendix A3
Gather produce-retail educational materials (November to December 2010)	<ul style="list-style-type: none"> • Catalogue of potential educational materials • Summary of information obtained re: access to materials and cost. 	Project manager has materials necessary to promote implementation of the stimulating demand strategies.	Educational materials that complement each community's strategy.	
Develop a plan (re: retail activities and community events) for stimulating demand for fresh produce	<ul style="list-style-type: none"> • Point of sale materials and plan for working with retailers ready for each retailer. • Community events identified. 	Project manager has community-specific strategy for education in each community.	Community strategy for each community.	

Activities	Outputs	Outcomes	Indicators	Methods and Tools
(November to January 2011).	<ul style="list-style-type: none"> • List of media partners by community • Articles developed for each community (#, targeted where). • Overall plan for community education for each community. 			
Meetings with participating retailers and other community stakeholders; identify and hire special events coordinators in communities (March to August 2011)	<ul style="list-style-type: none"> • Presentation • Community meetings held (#, location, # in attendance and description of attendees). • Summary of issues and solutions raised in meetings. • examples/questions/ comments indicative of community interest and engagement • Special events coordinators hired. 	Community is engaged in project.	Community meeting attendees report supporting project. Examples of positive comments, interest shown at community meetings. Other indicators of engagement stemming from community events.	"Baseline Community Survey"; "Post Event Survey"; "Customer Survey" Appendix A4 & A7 "Community Event Survey Ballot" Appendix A6-a "Cooking Demonstration Survey Ballot" Appendix A6-b
Identify options and build program for community-wide integrated approach for increasing supply and sales of local produce at both the retail and community levels	<ul style="list-style-type: none"> • Community-wide, integrated programs developed for each community. 	Project manager has community-specific programs.	(same as output)	
Implement programs in Masset and Tahsis by July, 2011 and implement programs in remaining communities by October 15, 2011.	<ul style="list-style-type: none"> • Description of activities implemented in each community. • # and type of events • # involved • #, type of materials distributed at events 	Retailers embrace the program and there is uptake of merchandising materials and activities. Fruit and vegetables are	Photos of retail locations (before/after). Community members report of what is available at the store	"SDFP Retailer Interview Guide" Appendix A3 "SDFP Community Champion"

Activities	Outputs	Outcomes	Indicators	Methods and Tools
	<ul style="list-style-type: none"> • In-store campaign promotions and produce marketing changes (#activities scheduled, location, # of participants, # of materials distributed/used and for what length of time) • Communications activities • Campaign articles (# of articles, attach) 	<p>more visible at retail locations.</p> <p>Fruit and vegetable displays are more attractive at retail locations.</p> <p>Community members are aware of fruit and vegetables available for purchase.</p> <p>Changes in fresh produce purchasing by community consumers.</p>	<p>they shop at.</p> <p>Community members report that fruit and vegetable displays are more visible and/or attractive at retail locations.</p> <p>Produce sales reports from retailers.</p> <p>Retailers report qualitative changes to displays.</p>	<p>Interview Guide" Appendix A3 "Customer Survey" Appendix A7</p> <p>"SDFP Community Champion Interview Guide" Appendix A3 "Customer Survey" Appendix A7</p> <p>"Community Event Survey Ballot" Appendix A6-a</p> <p>Sales reports (any form)</p>

A 2. Stimulating Demand for Produce Component: Process Reporting Template

Process Reporting Guide

Process Reports to be completed 3 times (building on each previous completion) by the component team and returned to Context (kobrien@contextresearch.ca). Follow-up phone interviews will be scheduled on an as-needed basis to clarify any activities or obtain more details on outputs. Use point form in the description of outputs column, and attach longer pieces to this document (i.e., issues summaries, contact lists, description of program).

Time 1 - Early project/baseline: by March 11th, 2011 | Time 2 - Mid point: June 30, 2011 | Time 3 - Final: October 29th, 2011

Activities	Outputs	Description of outputs achieved Include: • date completed or 'in progress' • changes to planned activities & why • numbers, counts • who is involved • attach products (i.e., contact database, issues summary, list of potential strategies)
Initial information gathering (October to January 2011) <ul style="list-style-type: none"> • Contact community Project Coordinators to acquire a basic understanding of key issues and opportunities. • Compile a contact database of potential participating retailers from Phase 1 pilot communities. • Create a discussion guide for retailer interviews. • Arrange retailer interviews. • Collect and analyze feedback. 	<ul style="list-style-type: none"> • Contact database • # of phone interviews completed, with whom • Summary of issues identified in retailer interviews. 	
Identification of strategies (to Jan 2011) <ul style="list-style-type: none"> • Consult with Advisory Committee retail experts on retail strategies to better influence retailers and 	<ul style="list-style-type: none"> • List of potential strategies (from AC consultation) • List of community and stakeholder contacts 	

<p>gain support.</p> <ul style="list-style-type: none"> • Create a list of community contacts and start building relationships. • Identify other possible stakeholders in each community. • Conduct phone interviews with a broad range of community stakeholders • Review, analyze and create recommendations for practical and customized solutions. 	<ul style="list-style-type: none"> • by community. • Summary of relationship-building actions with community contacts. • Phone interviews completed (who, how many). • Summary of issues and recommendations for solutions by community 	
<p>Gather Educational Materials (November to December)</p> <ul style="list-style-type: none"> • Contact the BC, Canadian and International Produce Marketing Associations to request samples of posters, videos, promotional materials, Produce Catalogues for possible retail use. • Investigate whether produce wholesalers or produce marketing associations have access to these Catalogues and costs. 	<ul style="list-style-type: none"> • Catalogue of potential educational materials • Summary of information obtained re: access to materials and cost. 	
<p>Develop a plan for stimulating demand for fresh produce (November to January 2011).</p> <ul style="list-style-type: none"> • Map out plan for working with retailers to help stimulate demand. • Identify special events in each community and select a primary event to link with. • Identify possible media partners, develop information articles, obtain necessary approval from PAB. 	<ul style="list-style-type: none"> • Point of sale materials and plan for working with retailers ready for each retailer. • Community events identified. • List of media partners by community • Articles developed for each community (#, targeted where, attach). • Overall plan for community education for each community (attach). 	
<p>Meetings with participating retailers and other community stakeholders (March 2011 for Tahsis and Masset)</p> <ul style="list-style-type: none"> • Prepare presentations and arrange one-on-one plus organize travel to remote communities. • Arrange an inclusive community meeting with key stakeholders to discuss potential programs • Identify and hire special events coordinator in each community as needed (given size of community) 	<p>Presentation</p> <ul style="list-style-type: none"> • Community meetings held (#, location, # in attendance and description of attendees). • Summary of issues and solutions raised in meetings. • <i>Also capture indicator of meeting attendees supporting project, and examples/questions/</i> 	

	<p><i>comments indicative of community interest and engagement (for outcome: "Community is engaged in project).</i></p> <ul style="list-style-type: none"> • Special events coordinators hired. 	
Build program <ul style="list-style-type: none"> • Identify options and build program for community-wide integrated approach for increasing supply and sales of local produce at both the retail and community levels (For Tahsis and Masset by April 2011; rest of communities by August 2011). 	<ul style="list-style-type: none"> • Community-wide, integrated programs developed for each community. 	
Implement <ul style="list-style-type: none"> • Pilot programs in Masset and Tahsis to be implemented by July 1st, 2011 and implement programs in remaining communities by October 15, 2011. 	<ul style="list-style-type: none"> • Description of activities implemented in each community. • # and type of events • # involved • #, type of materials distributed at events • In-store campaign promotions and produce marketing changes (#activities scheduled, location, # of participants, # of materials distributed/used and for what length of time) • Communications activities • Campaign articles (# of articles, attach) 	

A 3. SDFP Retailer and Community Coordinator Interview Guides

Retailers [videotape or voice-record interview, with permission]

1. Please tell me about your involvement in the PAI, specifically the 'Stimulating Demand – Retailer Support' component. [Prompts: did you participate in a community event, supply produce for the event, use any new merchandising tools?]
2. What changes or solutions or plans for stimulating demand for fresh produce were suggested for your community [that you can remember]?
3. Do you believe the suggested plans were suitable for your community? Why? [i.e., plans for new merchandising, produce-related plans at community event ... do you think they work for your community?]
4. What plans or solutions for stimulating demand for produce were implemented (or will be implemented) in your community or in your store? [will likely only know what is happening in their store.]
5. What do you feel has worked well in your community to stimulate demand of produce/create awareness of produce?
6. Do you feel that the implemented solutions are having an impact on stimulating demand for produce? If so, what was the impact?
7. What changes did you make specifically in your store to stimulate demand for produce? Query specifically: <ul style="list-style-type: none">• Displays (take photos),• # and type of materials distributed in store,• in-store campaign promotions and produce marketing changes, and length of time for promotions• # of activities scheduled and when, # of participants• In-store demo's• Use of merchandising materials such as PAI aprons, tent, tablecloth, recipes, flyer templates, etc (take photos).
8. Do you feel that fruit and vegetables are more visible now at your location? How so?
9. Do you feel that fruit and vegetables are more attractive now at your location? How so?
10 Do you feel that community members were engaged or interested in the campaign or promotions implemented? If yes, how do you know they were interested? (what evidence can you think of? i.e., questions about produce, requests for produce, positive comments or attendance at promotions)
11. Did customers produce purchasing behaviour change at all over the course of the promotions (i.e., between May and October 2011, as compared to same time last year)? <ul style="list-style-type: none">• Ask for produce sales reports (changes in sales) in any way that they exist for May – October 2011 and May – October 2010. [may be more comfortable giving an average for a few months – see if any report can be given]• Ask for qualitative illustrations/anecdotes about changes in customers' purchasing or demand for produce
12. Did you make any changes to your fresh produce orders from suppliers as a result of the campaign from May to October 2011? Describe changes (more produce? New items?). <ul style="list-style-type: none">• Obtain orders to suppliers from June to November 2010 (or representative sample)• Obtain orders to suppliers from June to November 2011 (or representative sample)[note Tahsis would be July to November, Masset would be June]
13. Do you feel, in general, that the community members are aware of the fruit and vegetables available for purchase at your store? Are there some groups that are more or less aware of the produce available and more or less likely to purchase produce?
14. Do you feel that community members' awareness of produce available for purchase has increased as a result of the campaign? If yes, how do you know this?
15. What are the key barriers to demand for fresh produce that still need to be addressed in your community?

Community Coordinator Interview Guide: For Community Event Volunteers/Key Champions
[video-tape or voice record interview, with permission]

1. Please tell me about your involvement in the PAI, specifically the 'Stimulating Demand – Retailer Support' component.
2. What changes or solutions or plans for stimulating demand for fresh produce were suggested for your community?
3. Do you believe the suggested plans were suitable for your community?
4. Are you aware of plans or solutions for stimulating demand for produce that were implemented in your community or in your local store? If so, which ones?
5. Do you feel that the implemented solutions had an impact on stimulating demand for produce? If so, what was the impact?
6. Do you feel that community members were engaged or interested in the campaign or promotions implemented? If yes, how do you know they were interested? (what evidence can you think of?)
7. Has YOUR produce purchasing behaviour changed at all over the last 4 months? If so, how?
8. Do you feel that fruit and vegetables displays are more visible (more interesting? More noticeable) now at the local produce retail location(s) (that has Stimulating Demand interventions)? How so? [prompt – noticing more access to recipes and info? Does this make produce display more attractive?]
9. Do you feel that fruit and vegetable displays are more attractive now at the local retail location? How so?
10. Do you feel, in general, that there is greater demand for fresh produce in your community now? Have particular groups been more or less affected by campaigns or promotions? [it's okay if they start talking about other PAI projects here, i.e., community garden or PPP, and how it's more of a cumulative effect on demand]
11. Do you feel that community members' awareness of produce available for purchase has increased as a result of the Stimulating Demand activities? If yes, how do you know this?
12. In your community, what do you think worked really well in this campaign for stimulating demand for fresh produce?
13. What are the key barriers to stimulating demand for produce that still need to be addressed in your community?

A 4. Baseline Community Survey

Objectives of Survey

- To assess community members' awareness of healthy eating messages, and attitudes and intentions towards fresh fruit and vegetable consumption (local and imported),
- To assess community members' awareness of fresh fruit and vegetable displays and information in the retail environment.
- To assess community members fresh produce purchasing habits
- To assess community members perspective on the availability of fresh fruit and vegetables in their community.

Timeline: Baseline survey – for community 'townhall' meetings and select one-on-one interviews in April 2011 in Tahsis, Masset, Port Clements, and Zeballos.

Sample: Diverse group of community members, including general public, those interested in produce availability, retailers, band members, produce hawkers, PAI project coordinators and contacts, community health representatives, mayor, council members, agricultural society.

Notes: Nicole: please note the location on each survey (T for Tahsis, M for Masset, PC for Port Clements, Z for Zeballos)
Incentive for survey completion (TBD).
At community meetings, also collect/track examples, illustrations, comments indicative of community engagement, community interest, community support.

Produce Availability in Remote Communities: Stimulating Demand for Produce
Survey for Community Meeting Participants: April 2011

Please take a few moments to complete this brief survey before the meeting gets underway. Throughout the survey, 'fresh fruit and vegetables' refers to produce that is locally-sourced *or* imported.

About you

1. I am

Male
 Female

2. I am a member of a community organization

No
 Yes. Which one(s)?

3. Please check the answer(s) that describe(s) you:

I am a student.
 I am a homemaker and not employed outside the home.
 I am retired.
 I volunteer in the community.
 Where? _____
 I have a paid job. My occupation is:

4. Which age group do you fall into? (check one)

Under 10 years old
 11 to 18 years old
 19 to 29 years old
 30 to 45 years old
 46 to 64 years old
 65 years or older

Fresh Fruit and Vegetables in Your Community

5. Where do you regularly get your fresh fruit and vegetables from? Check all that apply.

A local store. Which one(s)?

 My own garden in my yard.
 A local farm.
 The community garden.
 Farmers' market. Where? _____
 Road-side produce stand.
 A store in another community. Where? _____

6. Please think about the general **availability of fresh fruits and vegetables, wherever you get them most often**, and rate each column below.

The quality of fresh fruit and vegetables is:	The quantity of fresh fruit and vegetables is:	The selection of fresh fruit and vegetables is:	The supply of fresh fruit and vegetables is:	The value (for money) of fresh fruit and vegetables is:
<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Excellent (rarely empty shelves) <input type="checkbox"/> Fair (sometimes empty shelves with little available) <input type="checkbox"/> Poor (I can rarely depend on getting the produce that I need)	<input type="checkbox"/> Good (I get a good product for the price I pay) <input type="checkbox"/> Fair (I get an adequate product for the price I pay) <input type="checkbox"/> Poor (I pay too much for the product)

7. Please indicate three fresh fruits and vegetables that you **most commonly buy**:

FRUITS (seasonally) →	1.	2.	3.
FRUITS (year-round) →	1.	2.	3.
VEGETABLES (seasonally) →	1.	2.	3.
VEGETABLES (year-round) →	1.	2.	3.

9. Please indicate three fresh fruits and vegetables that **you would like to have, but are rarely or never available** to you.

FRUITS (seasonally) →	1.	2.	3.
FRUITS (year-round) →	1.	2.	3.
VEGETABLES (seasonally) →	1.	2.	3.
VEGETABLES (year-round) →	1.	2.	3.

10. Is there **information regarding fresh fruits and vegetables** available at the store you shop at?

No, not that I've noticed.
 Yes. What (flyers, posters, signs, recipes, nutritional information, etc)?

11. How attractive or appealing are **produce displays** where you shop?

Very attractive – they make me want to buy fresh fruit and vegetables.
 Not very noticeable
 Unattractive or unappealing

12. How **important is it for you to eat fresh fruit and vegetables daily?**

Very important
 Somewhat important
 Not important

13. If you're a parent of a child(ren) under 18 years, how **important do you feel it is for your child(ren) to eat fresh fruit and vegetables daily?**

I'm not a parent of a child under 18 years
 Very important
 Somewhat important
 Not important

14. How **interested are you in increasing the amount of fresh fruit and vegetables you and your family eat?**

Very interested
 Somewhat interested
 Not interested

15. How **likely are you to increase the amount of fresh fruit and vegetables you eat** in the next few months?

Very likely. Why? _____
 Somewhat likely. Why?

 Unlikely. Why? _____

16. What do you feel is **standing in your way** of buying and eating fresh fruit and vegetables?

Please indicate your name and contact information (email or phone number) if you wouldn't mind being contacted regarding further participatory evaluation work about fruits and vegetables in your community.

Name:	Contact Information:
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A 5. Masset, Port Clements and Tahsis Baseline SDFFP Survey Summary

1. Objectives of Survey

- To assess community members' awareness of healthy eating messages, and attitudes and intentions towards fresh fruit and vegetable consumption (local and imported)
- To assess community members' awareness of fresh fruit and vegetable displays and information in the retail environment
- To assess community members fresh produce purchasing habits
- To assess community members perspective on the availability of fresh fruit and vegetables in their community

2. Timeline

Baseline survey – for community 'townhall' meetings and select one-on-one interviews in April 2011 in Tahsis, Masset, Port Clements.

3. Sample

Diverse group of community members, including general public, those interested in produce availability, retailers, band members, produce hawkers, PAI project coordinators and contacts, community health representatives, mayor, council members, agricultural society. Packages of fresh produce and recipes were provided as a survey incentive.

4. Results

Full results are provided in Table 1. Results are descriptive in nature, given the small sample sizes. Highlights of results are compared across communities under headings that align with the objectives of the survey. The greatest survey participation was in Masset, with 31 community members completing a survey. Five Port Clements residents and eight Tahsis resident completed surveys. In each community, more women than men completed the survey. The majority of survey participants were between 30 and 64 years of age; however, a group of high school students participated in Masset, accounting for 45% of the community surveys. Most survey participants had paid jobs, with 8 Masset residents and 4 Tahsis residents also reporting community volunteer work.

4.1 Awareness of Healthy Eating Messages and Attitudes and Intentions Towards Fresh Fruit and Vegetable Consumption

Across all communities, respondents indicated that it was either 'very important' or 'somewhat important' for them to eat fresh fruit and vegetables daily. Just one respondent from Masset indicated that this was not important.

Respondents also seemed keen on increasing the amount of fresh fruit and vegetables that they eat: 48% and 39% in Masset were 'very interested' and 'somewhat interested', respectively; three Port Clements respondents were 'very interested' and two were 'somewhat interested'; six of eight Tahsis community members reported that they were 'very interested' in increasing the amount of fresh fruit and vegetables they eat.

When asked 'how likely are you to increase the amount of fresh fruit and vegetables you eat in the next few months?', respondents typically indicated 'very likely'. In Masset, they said their reasons for this were for better health, to consume local produce, because of better availability and because fruit and vegetables are

good. In Port Clements, the reasons tended to focus around the arrival of spring and summer which typically bring better availability of fruit and vegetables. Tahsis community members also cited the arrival of summer gardens, greater access and goals to eat healthier and a varied diet.

Community members felt that a number of factors are still standing in their way of eating more fresh fruit and vegetables. In Masset, these factors included freight costs, quality, wanting local or BC options, wanting organic options, lack of freshness, lack of availability, price and affordability, and lack of selection. In Port Clements, reasons included a family being unwilling to try new fruit and vegetables, high prices/lack of affordability, lack of availability, and conscience (re: global footprint). Finally, in Tahsis, community members reported that 'oneself', high gas prices, travel from Tahsis to Campbell River, low energy level, access, and lack of time all stood in their way.

4.2 Awareness of Fresh Fruit and Vegetable Displays and Information in the Retail Environment

In Masset, the majority of community members reported that they hadn't noticed any information on fruit and vegetables at the store they shop at (58%). In Port Clements, about half reported that they'd noticed some information, and in Tahsis, the majority (7 of 8) indicated that they had not seen any information.

Nineteen percent of respondents from Masset rated the produce displays where they shop as 'very attractive' while 55% rated them as 'not very noticeable'. All five Port Clements respondents rated produce displays as 'very attractive'. Five of eight Tahsis respondents indicated that produce displays were 'very attractive'; three indicated they were 'not very noticeable'.

4.3 Community Members' Fresh Produce Purchasing Habits

In Masset, community members reported purchasing fresh fruit and vegetables regularly at Delmas Co-op (81%). Fewer reported purchasing at Atwell's (26%), Green Gaia (16%), and Masset Grocery (16%), as well as the road-side produce stand (16%). In Port Clements, Bayview Market was mentioned by all survey respondents as a retail store where they regularly access fresh produce. Two Port Clements respondents also indicated travelling to Delmas Co-op in Masset for their fresh produce. In Tahsis, five respondents reported shopping at the Tahsis Supermarket for fresh produce, but all eight also indicated that they travelled to Campbell River (7) or Courtenay (1) to buy produce. In all communities, small numbers of community members reported regularly getting fresh produce from their own gardens, community gardens, or local farms.

We asked community members about the fresh produce they most commonly bought seasonally and year-round. Frequent answers are provided in Table 1. There was great variability in fruit and vegetable purchasing reported across communities. It will be important to compare this report to a follow-up assessment, to examine possible shifts in produce-purchasing. In Masset, the seasonal fruits included apples, peaches, berries, watermelon, oranges, strawberries and grapes, while they tended to purchase a lesser variety year round, including apples, oranges, bananas, grapes, pears and cantaloupe. Port Clements residents reported purchasing more 'truly seasonal' fruits including strawberries, pears and peaches, while the year-round purchases were apples, bananas and oranges. Tahsis' reported a reliance on bananas and apples even seasonally (as well as berries), while their year-round purchases also included oranges and grapefruit.

For Masset, the popular seasonal vegetables were tomatoes, green beans, asparagus, cucumber and salad greens, while they had a reliance on hardier vegetables year-round, including broccoli, carrots, onions, potatoes and sweet potatoes. The vegetable-purchasing preferences seemed similar in Port Clements. Tahsis community members reported purchasing tomatoes, peas, chard, lettuce and zucchini seasonally, while potatoes, carrots, tomatoes, broccoli and peppers were the year-round choices.

4.4 Community Members Perspective on the Availability of Fresh Fruit and Vegetables

We asked the community members to rate the availability of fresh fruit and vegetables – including quality, quantity, selection, supply, value - where they got them most often.

In Masset, community members tended to rate the quality, quantity, and selection as good or fair. The majority rated supply as 'fair' (81%), and the value as 'poor' (55%). Few rated any of the factors as 'excellent' (2 or less).

In Port Clements, community members rated quality as 'excellent' (4 of community members) or 'good' (1). Quantity and selection were rated as 'excellent' (2), 'good' (2) and 'fair' (1). Supply was rated as excellent by one community member, but just 'fair' by the four other community members. Value was rated as 'good' by one, and 'poor' by four.

In Tahsis, the majority rated quality and quantity as 'good' (no one rated them as poor). The ratings for selection were quite mixed, with two community members rating it as 'excellent', two rating it as 'good', three rating it as 'fair' and one rating it as 'poor'. Supply was rated as 'excellent' by six community members, and 'fair' by two. Tahsis community members tended to rate value as fair (3) to poor (3). A limitation of the ratings for Tahsis is that the community members were asked to rate the availability for "wherever they most often get fruit and vegetables". All Tahsis community members reported shopping at stores outside of Tahsis, as well as in Tahsis (for five). It's unclear whether the ratings are for the store in Tahsis or the stores elsewhere.

Community members also identified a number of fruits and vegetables that they would like to purchase, but were not available to them. In Masset, the 'unavailable' fruits included: strawberries, peaches, cherries, apricots, plums and blueberries. Port Clements mentioned cherries, mangos, papaya, strawberries, and peaches as unavailable. Tahsis community members identified berries and "all fruits" as unavailable.

Masset community members also identified corn, peas, spinach, beans, cucumbers, mushrooms, and spinach as desirable but unavailable. Port Clements community members only identified asparagus as a desirable but unavailable vegetable. In Tahsis, one community member indicated that "all vegetables" were desirable and unavailable, and one other identified fennel.

Table 1. Stimulating Demand Baseline Survey Results for Masset, Port Clements and Tahsis.

	Masset	Port Clements	Tahsis
Number of survey participants	31	5	8
Gender	14 male; 17 female	1 male; 4 female	2 male; 6 female
Age	< 10 yrs: 0		
	11-18 yrs: 14		
	19-29 yrs: 1		
	30-45 yrs: 8	1	1
	46-64 yrs: 7	3	4
	65+ yrs: 1		
Occupation	Most had paid jobs (18) or were students (14). Eight were community volunteers.	All had paid jobs and one was also a community volunteer.	6 had paid jobs; 4 volunteered in the community; 1 was a student; 1 was retired; 1 was a home-maker.
Regularly get fresh FV from ... (multiple answers allowed)	Atwell's (8) Green Gaia (5) Delmas Co-op (25) Masset Grocery (5) Own garden (3) Local farm (1) Road-side produce stand (5)	Bayview Market (5) Delmas Co-op (2) Own vegetable garden (1) Local farm (1)	Tahsis Supermarket (2) Sharma's (3) Campbell River (7) Courtenay (1) Own gardens (2) Community garden (1) Farmer's Market (1) Roadside Stand (2)
Availability - Quality	Excellent: 1	4	1
	Good: 11	1	6
	Fair: 15		1
	Poor: 2		
Availability – Quantity	Excellent: 3	2	1
	Good: 10	2	5
	Fair: 16	1	2
	Poor: 1		
Availability – Selection	Excellent: 2	2	2
	Good: 8	2	2
	Fair: 14	1	3
	Poor: 5		1
Availability – Supply	Excellent: 2	1	6
	Good: 0		
	Fair: 25	4	2
	Poor: 2		
Availability – Value (for money)	Excellent: 0		
	Good: 1	1	2
	Fair: 10		3
	Poor: 17	4	3
Seasonal fruits most commonly bought	≥ 5 mentions: Apples (12) Peaches (11) Berries (7) Watermelon (6) Oranges (6)	≥ 2 mentions: Strawberries (2) Pears (2) Peaches (2)	≥ 2 mentions: Berries (2) Bananas (2) Apples (2)

	Masset	Port Clements	Tahsis
	Strawberries (5) Grapes (5)		
Fruits most commonly bought year-round	≥ 3 mentions: Apples (22) Oranges (18) Bananas (16) Grapes (8) Pears (3) Cantaloupe (3)	≥ 2 mentions: Apples (4) Bananas (3) Oranges (2)	≥ 2 mentions: Bananas (5) Apples (5) Oranges (4) Grapefruit (2)
Seasonal vegetables most commonly bought	≥ 3 mentions: Tomatoes (5) Green beans (4) Asparagus (4) Cucumber (3) Salads (3)	All answers: Tomatoes (2) Spinach (1) Asparagus (1) Brussels sprouts (1) Leeks (1) Snap peas (1) Cabbage (1) Carrots (1)	All answers: Tomatoes (2) Peas (2) Chard (1) Lettuce (1) Zucchini (1)
Vegetables most commonly bought year-round	≥ 3 mentions: Broccoli (8) Carrots (8) Greens (7) Onions (7) Tomatoes (6) Potatoes (4) sweet potatoes (4) cabbage (3)	≥ 2 mentions: Potatoes (3) Broccoli (2) Cauliflower (2) Carrots (2) Peppers (2)	≥ 2 mentions: Potatoes (3) Carrots (3) Tomatoes (2) Broccoli (2) Peppers (2) Lettuce (2) Carrots (3)
Seasonal fruits – would like to have but not available	≥ 3 mentions: Strawberries (5) Peaches (5) Cherries (4) Apricots (4) Plums (3)	All answers: cherries (3) "anything is appreciated" (1) Mango (1) Papaya (1) Strawberry (1) Peaches (1)	All answers: Berries (1) "all" (1)
Year-round fruits – would like to have but not available (listed if >2 mentions)	≥ 2 mentions: Plums (2) Strawberries/blueberries (2) *note: few answers given here.	No answers.	"all" (1) – only answer
Seasonal vegetables – would like to have but not available (listed if >2 mentions)	≥ 2 mentions: Corn (4) Peas (3) Spinach (3) Beans (2)	Asparagus (1) No other answers	"all" (1) – only answer
Year-round vegetables – would like to have but not available (listed if >2 mentions)	≥ 2 mentions: Cucumbers (2) Varieties of mushrooms (2) Spinach (2) *note: few answers given	No answers.	Only answer: Fennel (1)

	Masset	Port Clements	Tahsis
	here.		
Information regarding fresh fruit and vegetables in store?	No, not noticed (18)	2	7
	Yes (12), nutritional information and recipes.	3, signs	1, flyers and signs
How attractive or appealing are the produce displays where you shop?	Very attractive - they make me want to buy fresh produce: 6	5	5
	Not very noticeable: 17		3
	Unattractive or unappealing: 3		
How important is it for you to eat fresh fruits and vegetables daily?	Very important: 17	2	7
	Somewhat important: 12	3	1
	Not important: 1		
If you're a parent of a child under 18 years, how important do you feel it is for your children to eat fresh fruit and vegetables daily?	I'm not a parent of a child under 18 years: 15	2	2
	Very important: 6	1	3
	Somewhat important: no answer		
	Not important: no answer		
How interested are you in increasing the amount of fresh fruit and vegetables you and your family eat?	Very interested: 15	3	6
	Somewhat interested: 12	2	1
	Not interested: 2		
How likely are you to increase the amount of fresh fruit and vegetables you eat in the next few months? Why?	Very likely: 17, for health, local produce ,better availability, because it's good	3: moving to Vancouver Island, spring/summer is coming, summer coming	5: summer gardens, to eat healthier, greater access, to eat a more varied diet
	Somewhat likely: 9, summer availability	2: my garden will be producing, availability and cost.	1: will stick with the few fruit and vegetables she enjoys
	Unlikely: 4, eat lots already, don't care		2: already eat lots of fruit and vegetables, cost of produce and gas to get them
What do you feel is standing in your way of buying and eating fresh fruits and vegetables?	freight costs, quality, want local, want BC, want organic, freshness, availability, price, selection, money (lack of)	Family unwilling to try new fruit and vegetables, price or availability or conscience (re: global footprint), cost (2).	Nothing, myself, high gas prices, travel from Tahsis to Campbell River, low energy level, access, time.

A 6-a. SDFP Ballot Survey for Community Event



To enter the draw, please answer these 3 short questions:

1. Write down **one new thing you learned** about fresh fruit and vegetables while visiting the Produce Information Booth:

2. How **likely are you to increase the amount of fresh fruit and vegetables** you eat in the next few months? (check one)

Very likely Somewhat likely Unlikely

3. I'm going to look for _____ to buy in my community.
(one fruit or vegetable)

Please complete the information below, so that we can contact you if you win the draw:

Name:

I am (check): Under 18 years old 18 years old or older

I am (check): Female Male

Phone number to reach you:

A 6-b. Cooking Demonstration Survey Ballot



To enter the draw, please answer these 3 short questions about the cooking demonstration:

1. Write down **one new thing you learned** about the ingredients in the recipe Silvie cooked for you today:

2. How **likely are you to try making the recipe demonstrated** for you today? (X)

Very likely Somewhat likely Unlikely

3. How much **did you enjoy tasting** the recipe demonstrated for you today? (circle one)

Loved it!

Liked it a bit

Not to my liking

Please tell us how to find you, should you win the draw for Breakfast for Four at Nootka Gold B&B:

Name:

Phone number:



Thank you!

A 7. Stimulating Demand for Produce Customer Survey

1. Location of customer survey

- Delmas
- Atwell's
- Tahsis Super Market

2. I am:

- Male
- Female

3. My age is:

- 18 years old or under
- 19 to 29 years old
- 30 to 45 years old
- 46 to 64 years old
- 65 years old or older

4. I am the primary grocery shopper for my household

- Yes
- No

5. My home is located in (city, town or village):

6. Have you noticed any **new messages** about fresh fruit and vegetables in your community?

- Yes
- No

7. If yes, can you describe what you've noticed?



8. Have you seen anything in your community with this logo on it?

- Yes
- No

9. If yes, what does the symbol **mean to you?**

10. Have you been **engaged or involved** in the efforts to stimulate demand for fresh fruit and vegetables in your community?

- Yes
- No

11. If yes, can you describe how you've been involved or engaged?

12. Overall, do you feel that the **efforts to stimulate demand and increase awareness of fresh fruit and vegetables have had a positive impact** in your community?

- Yes
- No
- Too soon to tell
- I just don't know

13. Over the last 4 months, have you **noticed any differences** in the produce displays at this store?

- Yes
- No

14. If yes, can you describe what you've noticed about the produce displays?

15. Please choose the answer that best describes **what you've noticed** about the fresh fruit and vegetables displays at this store over the last 4 months:

- Fresh fruit and vegetable displays are much more visible
- Fresh fruit and vegetable displays are somewhat more visible
- Fresh fruit and vegetable displays have not changed in visibility
- Fresh fruit and vegetable displays are less visible than they were before

16. Please choose the answer that best describes **what you've noticed** about the fresh fruit and vegetable displays at this store over the last 4 months:

- Fresh fruit and vegetable displays are much more attractive
- Fresh fruit and vegetable displays are somewhat more attractive
- Fresh fruit and vegetable displays have not changed in attractiveness
- Fresh fruit and vegetable displays are less attractive than before

17. Is there **information regarding fresh fruits and vegetables** available at this store?

- Yes
- No, not that I've noticed

18. If yes, what have you noticed? (flyers, posters, signs, recipes, nutritional information)

19. Please indicate three fresh fruits and vegetables that you **most commonly buy**, or that you bought today at this store:

Fresh fruits	Fresh Vegetables
1.	1.
2.	2.
3.	3.

20. Please indicate up to three fresh fruits and vegetables that you've recently noticed are available to you at this store:

Fresh fruits	Fresh Vegetables
1.	1.
2.	2.
3.	3.

21. Please choose the answer that best describes your produce-purchasing habits over the last 4 months, as compared to the same time last year:

- I have bought much more fresh fruit and vegetables
- I have bought a little more fresh fruit and vegetables
- I have bought the same amount of fresh fruit and vegetables
- I have bought less fresh fruit and vegetables

22. Please choose the answer that best represents how you feel about the availability of fresh fruits and vegetables at this store:

- I feel there are more fresh fruits and vegetables available now than at the same time last year
- I feel there is the same amount of fresh fruit and vegetables available now as at the same time last year
- I feel there is less fresh fruit and vegetables available now as compared to the same time last year

23. How important is it for you to eat fresh fruit and vegetables daily?

- Very important
- Somewhat important
- Not important

ALMOST DONE ...

24. If you're a parent of a child(ren) under 18 years, how important do you feel it is for them to eat fresh fruit and vegetables daily?

- I'm not a parent of a child under 18 years
- Very important
- Somewhat important
- Not important

25. How interested are you in increasing the amount of fresh fruit and vegetables you and your family eat?

- Very interested
- Somewhat interested
- Not interested

26. How likely are you to increase the amount of fresh fruit and vegetables you eat in the next few months?

- Very likely
- Somewhat likely
- Unlikely

A 8. Uptake of Produce Merchandising Tools by Retail Stores Involved in SDFP

	Canopy	Flag	Apron	Ad Template	Baskets	Table-cloth	8 Pocket Recipe System	24 Pocket Recipe Stand	Produce Book	Dangler	Signage
											
Masset: Delmas Co-Op	1	1	8	2000	1	2				40	
Atwells	1	1	4	2000	1	1		1	1	30	1
Green Gaia	1	1	2	1000	1	1	1			10	1
Village Office	3		4								
Dietician			4	400		1					
Port Clements: Bayview Market	1	1	4	1000	1		1			10	1
Tahsis: Tahsis Supermarket			3	400	1		1			20	1
Community Garden	1		3								
Chamber of Commerce	1										
Community Coordinators			2								
The Co-Op	1	1	4	1000	1	1		1	1	40	1
Shop Easy	1	1	4	1000	1	1		1	1	40	1
Moore's Organic	1	1	4	1000	1	1	1			20	1
Other	1										
Zeballos: Zeballos General Store	1	1	4	400	1		1			10	1
Dease Lake: Super A	1	1	4	400	1	1	1			10	1
Telegraph Creek: Band Store	1	1	4	400	1	1	1			10	1

Appendix B - Farm to Community

B 1. Farm to Community Evaluation Framework

ACTIVITIES	OUTPUTS	OUTCOMES	INDICATORS FOR OUTCOMES	METHODS
<p>Program Organization & Materials Acquisition Responsibility: Joanne, Michelle, Patricia, Schools, Farmers</p> <ul style="list-style-type: none"> • Formalize agreements with farmers • Purchase garden materials for farmers • Purchase materials for greenhouse garden • Build & assemble greenhouse garden in Old Masset • Purchase and plant berries at Haida Health Centre • Develop site plans for Haida Health Centre & OMVC- CAP <p><i>Schools</i></p> <ul style="list-style-type: none"> • Formalize agreement with farmer • Purchase and install salad bar unit, equipment, and supplies • Finalize F2C activities at schools (i.e. experiential learning opportunities with farmers) • Confirm stakeholders 	<ul style="list-style-type: none"> • Agreements with farmers finalized • Garden materials for farmers purchased • Greenhouse materials purchased • Greenhouse assembled • Berries purchased and planted at HHC • Site plans developed for HHC & OMVC-CAP • F2C School activities finalized • Salad bar unit purchased and installed • Stakeholders confirmed 	<p>Sites have the materials, personnel and plans in place to implement phase 3 F2C</p> <p>Strengthened local farm and community partnerships</p>	<p>Indicated by outputs</p> <p>Examples of strengthened community partnerships (i.e. agreements with farmers, etc.)</p>	<p>Interviews</p> <p>Photo Journals</p>
<p>Produce Production Responsibility: Farmers, HHC</p>	<ul style="list-style-type: none"> • Farmer's crops planted, harvested and maintained (#) 	<p>Increased availability of fruit and vegetables in the</p>	<p>Examples of increased availability of fruit and</p>	<p>Interviews (farmers, etc.)</p>

<ul style="list-style-type: none"> • Farmers plant, harvest and maintain crops for F2C program • Plant, harvest & maintain community greenhouse garden (HHC) • Plant, harvest and maintain berry bushes in raised flower beds (HHC) 	<ul style="list-style-type: none"> • of crops, types of produce, etc.) • Community garden planted, harvested and maintained (# of crops, types of produce, etc.) • Berry bushes in raised flower beds planted, harvested and maintained (# of bushes, amount of berries harvested, etc.) 	<p>community.</p> <p>Enhanced skills in the areas of food production, processing and serving.</p>	<p>vegetables in the community.</p> <p>Examples of enhanced skills in the area of food production, processing and serving.</p>	<p>Photo Journals</p>
<p>F2C Distribution</p> <p>Responsibility: Farmers, OMVC-CAP (Chef Mike), Haida Health Centre (Michelle Brown)</p> <p><i>OMVC & HHC</i></p> <ul style="list-style-type: none"> • 2 Farmers (Lavoie & Riverworks) distribute produce to OMVC-CAP, HHC and hospital • OMVC-CAP distributes produce to Band Events, Chief Matthews Elementary, and Tahayghen Elementary (Amount of produce, etc.) <p><i>Schools</i></p> <ul style="list-style-type: none"> • OMVC-CAP distributes produce to Chief Matthews Elementary and Tahayghen 	<ul style="list-style-type: none"> • 2 Farmers (Lavoie & Riverworks) distribute produce to OMVC-CAP, HHC and hospital • OMVC-CAP distributes produce to Band Events, Chief Matthews Elementary, and Tahayghen Elementary (Amount of produce, etc.) 	<p>Distribution channels in place</p> <p>Increased availability of fruit and vegetables in the community.</p> <p>Strengthened local farm and community partnerships</p> <p>Enhanced skills in the area of food production, processing and serving</p>	<p>Examples of distribution channels delivering local produce</p> <p>Examples of increased availability of fruits and vegetables</p> <p>Examples of strengthened local farm and community partnerships</p> <p>Examples of enhanced skills in the area of food production, processing and serving.</p>	<p>Interviews</p> <p>Salad Bar Tracking Form</p>
<p>F2C Activities & Operations</p> <p>Responsibility: OMVC-CAP (Chef Mike), Haida Health Centre (Michelle Brown), Hospital, Chief Matthews Elementary, Tahayghen</p> <p><i>OMVC & HHC</i></p> <ul style="list-style-type: none"> • Incorporate local produce into OMVC band 	<ul style="list-style-type: none"> • Local food incorporated into OMVC band events, (# of meals, description, etc.) • Local food incorporated into HHC MOW & breakfast program (# of meals, description, etc.) • Salad bar with local produce implemented 2x per week at schools 	<p>Increased availability of fruit and vegetables in the community.</p> <p>Increased fruit and vegetable consumption amongst participants.</p> <p>Increased knowledge about the local food</p>	<p>Examples of increased availability of fruit and vegetables in the community</p> <p>Examples of increased fruit and vegetable consumption amongst participants</p> <p>Examples of increased</p>	<p>Interviews with facilitators and coordinators</p> <p>Pre-post survey with students at school</p> <p>Discussion groups with students</p>

<p>events</p> <ul style="list-style-type: none"> Incorporate local produce into HHC lunch program (MOW, Children's breakfast program) <p><i>Schools</i></p> <ul style="list-style-type: none"> Create posters, promote program within school Incorporate local produce into salad bar 2x per week at schools Host a salad bar program event where parents can sample local food Implement experiential learning opportunities with farmers for students (e.g. farm visit) 	<ul style="list-style-type: none"> Salad bar program event hosted for parents Experiential learning opportunities with farmers for students implemented Food boxes received and incorporated into hospital meals 	<p>system, local foods and nutritional health.</p> <p>Enhanced skills in the areas of food production, processing and serving.</p> <p>Strengthened local farm and community partnerships.</p>	<p>knowledge about the local food system, local foods, and nutritional health.</p> <p>Examples of strengthened local farm and community partnerships.</p>	<p>Discussion groups with facilitators/coordinators</p> <p>Site visit observation</p> <p>Photo journals</p>
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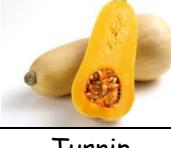
B 2. Farm to Community Pre and Post Student Surveys

1. My name is:	2. My school's name is:	3. I am in Grade: (Circle one)
_____	_____	K 1 2 3

Teachers note: Please return the completed surveys to your school's Farm to School Coordinator.

Please put a check mark to show your answers.

Fruit or Vegetable	Did you eat this food today at school lunch?			Have you <u>ever</u> eaten this food for school lunch?		
	Yes	No	Don't know	Yes	No	Don't know
Apple 						
Pears 						
Berries 						
Lettuce 						
Tomato 						
Cucumber 						
Carrot 						

Fruit or Vegetable	Did you eat this food today at school lunch?			Have you <u>ever</u> eaten this food for school lunch?		
	Yes	No	Don't know	Yes	No	Don't know
Bell Pepper 						
Potato 						
Corn 						
Beet 						
Broccoli 						
Green Bean 						
Celery 						
Squash 						
Turnip 						
Cauliflower 						

Fruit or Vegetable	Did you eat this food today at school lunch?			Have you <u>ever</u> eaten this food for school lunch?		
	Yes	No	Don't know	Yes	No	Don't know
Cabbage 						

4. Did you eat any other fruits or vegetables for lunch today?

5. How many servings of fruits and vegetables should you eat everyday? (Check one)

<input type="radio"/> 1 or 2 servings	<input type="radio"/> 5 or 6 servings	<input type="radio"/> 10 servings	<input type="radio"/> I don't know
---------------------------------------	---------------------------------------	-----------------------------------	------------------------------------

6. Where can fruits and vegetables come from? (Check all that you think)

Teacher's note: Read the question and options aloud to students. Ask them to raise their hand for the option(s) they think applies and then to check their corresponding responses.

<input type="radio"/> The local farm or garden in my town	<input type="radio"/> The store	<input type="radio"/> A farm in another country	<input type="radio"/> My yard	<input type="radio"/> I don't know
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7. What fruits and vegetables grow well at the local farm, garden or your own yard?

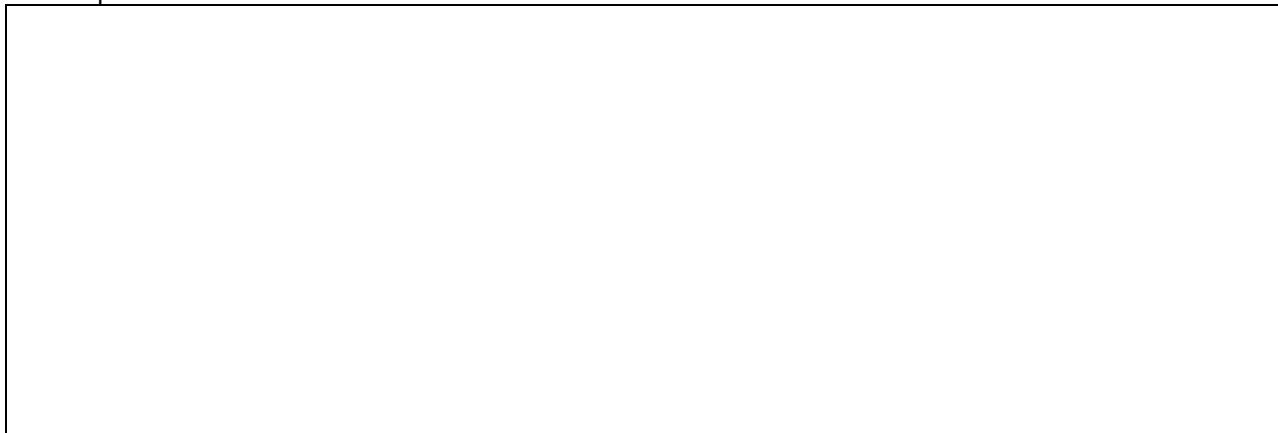
8. Why is it important to eat food that is grown locally? (Check all that you think)

Teacher's note: Read the question and options aloud to students. Ask them to raise their hand for the option(s) they think applies and then to check their corresponding responses.

<input type="radio"/> The food is fresher	<input type="radio"/> It is better for the farmers	<input type="radio"/> The food does not have to travel so far	<input type="radio"/> Because food from Haida Gwaii tastes better!
---	--	---	--

B 3. F2C Photo Journal Log

Insert photo here:



Please provide some details so we can understand your program's progress:	
Location of program	
Date Picture taken	
Tell us what is taking place in this photo, or what the photo represents about your project.	
Why is this photo meaningful for your program?	
Who and how many people were involved in what is shown in the picture?	
Describe successes or challenges overcome that led to achievement represented in photo.	
Quotes from participants that illustrate the change or activity (if available):	

B 4. F2C Produce Tracking Sheet

Week of : _____ (MM/DD/YY) Program		Weekly Produce Tracking Form: Old Masset Indian Band Culinary Art								
Type and amount of produce received from farmer or supplier (fruit or vegetables only)	Where was it grown? On a farm: in our town on the island in BC not in BC				Cost of Food (from supplier)	Amount Distributed				
		To Haida Health Centre	To Chief Matthews	Catering Events		To Tahaygen	Kept at OMIB CAP for special event			
Example: 20 pounds of tomatoes	X				\$37.80	4 pounds	4 pounds	4 pounds	4 pounds	4 pounds
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
Comments:										
PLEASE FAX OR MAIL THE TRACKING SHEETS TO CONTEXT RESEARCH AT THE END OF EACH MONTH					PLEASE FAX OR EMAIL THE TRACKING SHEETS TO CONTEXT RESEARCH AT THE END OF EACH MONTH Context Research- Fax #: 1.604.669.7380 Email- lrichardson@contextresearch.ca					

B 5. F2C Site Visit Observation Tool

What was available at the salad bar / lunch program? <ul style="list-style-type: none"> Describe all produce by type. What were the most popular foods? What was most frequently taken? What was taken the least? Describe all other foods available. 	
How did students participate in getting their lunch? <ul style="list-style-type: none"> Describe line-up, process. Where did they eat the lunch? 	
Are there people other than students eating the lunch? <ul style="list-style-type: none"> Who? Describe [i.e., adults, teachers, families, younger children] 	
Where there any supporting or promotional materials near the salad bar? <ul style="list-style-type: none"> Describe signage, any other promotions 	
Who helped the (younger) students get what they wanted from the salad bar? <ul style="list-style-type: none"> How many helpers available? How many children got help? 	
Did anyone encourage students to take certain foods from the salad bar? Describe: <ul style="list-style-type: none"> Who was offering encouragement Qualitative nature of encouragement (what did they say, specific examples/quotes) How many children were encouraged 	
Are there children who appear interested/curious about the food? How many? Describe: <ul style="list-style-type: none"> questions asked body language comments about trying for the first time 	
Are there children who seem positive/excited/happy about the food? <ul style="list-style-type: none"> Describe comments Describe body language How many children appear positive/excited/happy 	
What is the overall feeling around the salad bar? <ul style="list-style-type: none"> Positive energy? Excitement? Engagement? Interest? Chaos? Negativity? Lack of interest? Describe this towards the end of the lunch time. 	
How many students took/received fruit or vegetables for lunch?	
If observation is being done in a lunch room, or on a set group of students in one room, do next three items:	
How many students returned for second helpings?	
How many students ate the majority of food on their plate?	
How many students had significant wastage (> ½ cup of food)?	

B 6. F2C Farmer Interview Guide

Introduction:

- *Thank you for your time to meet with me today.*
- *I am conducting interviews with local farmers who supply foods to Farm to School programs in Haida Gwaii to better understand the programs' successes and challenges, impact on local suppliers, and impact on students knowledge about local food systems and food production.*
- *The interview should take approximately 30-45 minutes*
- *I will be recording our conversation and then transcribing it to ensure we get all your comments (turn on voice recorder, ensure there is sufficient battery life).*

Questions:	Answers:
General	
How has the Farm to Community school lunch program worked for you in the last few months?	
What works well? What doesn't work? What are the major challenges?	
What is the relationship like between you, the farmer, and the Farm to Community school lunch program at Port Clements?	
Impact on Farm	
Have you planted additional acreage for the program? How much?	
What additional crops have you planted? How much?	
Do you use any season extension practices as a result of the program? (ie. new greenhouse, etc.)	
Did you purchase any new equipment or supplies as a result of the funding you received from the Produce Availability Initiative? How has that benefited your business?	
Are the prices you receive adequate, competitive?	
Do you have additional costs from the program? What are they?	
Are there additional requirements for you to supply produce to a Farm to Community site at Port Clements Elementary School? (pack, delivery, labour, etc.)	
Has your marketing plan changed as a result of this program? How?	
Overall, is the program beneficial to you? Financially or otherwise.	
What would it take to make this program more profitable?	
Other than revenue, what are the benefits to you for participating in the Farm to Community program?	
Do you keep records of the variety and amount of produce you sell to the schools? If	

so, could you provide me with a copy of these records?	
Educational Impact on Students	
Has an educational relationship been created between the students and the farm to teach them about food production? If not, are there plans to do this in the future?	
Have you seen an increase in the students' knowledge about food production and/or food processing between the first and second visit to the farm? If so, what do you attribute that to?	
Do you think the knowledge students have about local food systems has increased?	
Is there a story you could share about a time when the students visited your farm and you observed something significant related to the students' understanding of local food production, or nutrition?	
Program Feedback:	
How could this program be improved?	
What do you need to make this relationship between your farm and the school sustainable?	
Is there anything else you would like to share?	

B 7. F2C Student Discussion Guide

Farm to Community Salad Bar Discussion Questions- Kindergarten – Grade 4

Focus - What are we trying to "get"?

- Qualitative illustrations of students' interest and engagement in the salad bar
- Stories that qualitatively show how the students have received the salad bar (positively or negatively)
- Illustrations of how the students' consumption of fruit and vegetables at school lunch has changed
- Qualitative illustrations around whether students' knowledge about local food production and systems, nutrition, food preparation and serving has changed.

Format:

- Children sit on the ground in front of the facilitator
- Children are made comfortable before questions get started by a brief introduction of the facilitator by the teacher
- Children and facilitator are given sticky name tags with their names and a fruit/vegetable sticker
- Children can look at images of produce on the iPad while everyone gets settled to engage them and make them feel at ease
- Facilitator has: iPad with images, discussion questions and a plate of food from the Salad Bar

Focus Area	Question	Answer
Interest and engagement	What is your favourite fruit or vegetable from the salad bar? <ul style="list-style-type: none">• Why is it your favourite? (Facilitator can point to the sample plate if the child's favourite item is on the plate – more interactive/visual)	
How salad bar is received	Why is it important for you to eat fruits and vegetables?	
How salad bar is received	What do you like most about the salad bar? <i>Probe:</i> choosing your own food, eating produce, etc.	
How salad bar is received	What don't you like about the salad bar?	
Change in consumption	Did you eat something at the salad bar that you had never tried before? What did you try? Can you tell me what it was like?	
Change in consumption	What do you eat for lunch when there is a salad bar? What is on your plate? <ul style="list-style-type: none">• What do you eat for lunch when there is no salad bar? (i.e. Does the salad bar change the way you eat at school)	
Change in knowledge	Has a teacher ever talked about fruits and vegetables in your class? <ul style="list-style-type: none">• What did they tell you?	
How salad bar is received	What do you tell your parents or family about the salad bar? <i>Probe:</i> taking knowledge/experience home	
General	Is there anything else you would like to say about the salad bar at your school?	

B 8. F2C Facilitators Discussion Guide

Farm to Community Salad Bar Discussion Questions – Program Facilitators

Focus - What are we trying to "get"?

- Qualitative illustrations of the program's successes and challenges as seen by the program facilitators
- Stories that qualitatively show how the program has had an impact on the students' availability to produce
- Illustrations of how the students' consumption of fruit and vegetables at school lunch has changed
- Qualitative data which demonstrates whether community members learned new skills as a result of the program
- Qualitative data on the sustainability of the program going forward.
- Enhance skills in the areas of food production, processing and serving.
- Strengthen local farm and community partnerships.

Focus Area	Question	Answer
	<ul style="list-style-type: none">• Welcome to our discussion and thank you for giving us your time today and for hosting me and my colleagues in your community.• My name is Lindsay Richardson and I will be your facilitator. I am a member of the evaluation team from Context; we were contracted by Public Health Association of BC (via a grant from the Ministry of Health) to work with communities receiving funding from the PAI to evaluate their Farm to School Salad Bar Programs.• We will be video-recording the discussion, I would like to introduce to you Shane O'Brien our videographer.• We are recording this to make the analysis more complete and to create a digital story of the Salad Bar to use as a tool to report back on the program. Any reports and videos produced as a result of our discussions will be shared with you.• Your name will not be used when we are constructing our summary reports and videos, however, you obviously will be identifiable in the videos. You are free to decline permission (in the consent form) for us to use video segments that you are in the digital story.• Are there any additional questions regarding consent or your involvement in the discussion group?• Our discussion will last approximately 1 hour. I ask you that what is said during our discussion is kept confidential so that people can speak freely about their experiences and opinions about the Salad Bar program. I would also like to ask you to speak clearly and one-at a time so that we can properly record your comments. I would also like to ensure that everyone has an opportunity to speak.• Let's do a round of introductions, could you please tell your name and involvement in the program.	
Most significant/meaningful story about the Salad Bar.	<ul style="list-style-type: none">• Think about a story that is meaningful TO YOU about the Farm to Community Salad Bar program. Your story could be meaningful in any way ... <i>for example</i>, something positive or negative about the program, something that was useful, an illustration of a way the students engaged with the salad bar, a story that depicts some of the challenges of the program.	

	<ul style="list-style-type: none"> • (Take a couple minutes for people to think about this) • Now, if everyone's willing, I'd like to take some time for each of you to tell the group your meaningful story. • [Share stories] • Does anyone feel that any one story reflects well the overall sentiment of the group? (it's okay if no) 	
Significance/meaning of program	<ul style="list-style-type: none"> • What does the F2C program <i>mean</i> for your community? 	
Successes and challenges	<ul style="list-style-type: none"> • (Ask others who didn't mention this topic) • What works well with the F2C program? • What frustrations/challenges do you have with the program? 	
Change in consumption	Can you tell me any early stories about how the F2C program has changed consumption of fruits and vegetables?	
Interest and engagement	Can you tell me any early stories about how the F2C program has increased knowledge about local food production, food systems, and nutrition?	
How salad bar is received	<ul style="list-style-type: none"> • Has a student, parent or community member talked to you about the salad bar program? What did they tell you? 	
Capacity building	<ul style="list-style-type: none"> • Can you describe how your community's capacity to deliver the Salad Bar program has changed over the last year (PCE & GMD) or the past few months (Chief Matthews, OMVC, & Tahayghen)? (has the community's knowledge, skills, resources, connections changed in regard to successfully delivering this program) 	
Capacity building	<ul style="list-style-type: none"> • What new relationships/partnerships have been developed as a result of the F2C program? 	
Availability of produce	<ul style="list-style-type: none"> • How has the Salad Bar changed the <u>availability</u> of produce to students and the community? [i.e. quantity, quality, diversity of produce available] 	
Sustainability	<ul style="list-style-type: none"> • Do you feel that the Salad Bar program on Haida Gwaii is sustainable / can last for a long time? Why? 	
Sustainability	<ul style="list-style-type: none"> • What does the Salad Bar program on Haida Gwaii need to ensure it lasts and is beneficial to students and community? 	

Well that wraps up the questions that I have for you, do any of you have any additional comments?

Thank you very much for your time. I've certainly enjoyed our conversation and I hope you have to.

B 9. F2C Programs at a Glance

Captain Meares Elementary and Secondary School Salad Bar Program At A Glance	
Coordinator	Silvie Keen is the F2C Coordinator at CMESS. Silvie is a trained chef who does an excellent job preparing nutritious meals, teaching volunteers and promoting healthy eating. She encourages students to eat fruits and vegetables by making the salad bar experience fun and inviting, by using colourful menus and jokes and by putting flowers on the tables (among other things).
Volunteers	There are six regular volunteers and four “back up” volunteers. On a daily basis, three volunteers are present to assist with food preparation and serving.
When and where does salad bar occur?	The salad bar is served in the home economics room on Wednesdays and Thursdays.
When did it launch?	April 1, 2011
How many times has it run?	30+ times between April 2011 and February 2012.
How many students and other community members have lunch at the salad bar?	Approximately 31 students regularly participate in the salad bar. There are currently 47 students at CMESS. Five to ten teachers and parents usually participate in the salad bar.
What type of produce has been served?	Lettuce, tomatoes, carrots, peppers, zucchini, broccoli, daikon, bean sprouts, bok choy, beets, cauliflower, watermelon, strawberries, cantaloupe
What is a typical salad bar lunch menu?	Typical salad bar menu includes a soup (e.g. sunshine soup, celery soup, chicken vegetable soup), sliced vegetables (carrots, celery, lettuce, tomatoes, peppers, cucumber, spinach, etc.), pre-made salads (e.g. spinach salad with sliced mushrooms, potato salad, coleslaw) and fruit (e.g. grapes, cantaloupe, watermelon, strawberries).
How much produce has been served?	Approximately 205 tomatoes, 95 bell peppers (19 from BC), 68 cucumbers (44 from BC), 18 cantaloupe, 8 watermelons
Where did the produce come from?	Since there are no local farms, produce for the salad bar is purchased from the Tahsis Supermarket and from grocery stores in Campbell River. Peas have been acquired from the community garden (e.g. harvested in the summer and frozen).
Community's Perspective	<i>“I was just so excited when I heard this salad bar program was offered in this small rural community here in Tahsis, ... some people might think [our] community misses out on a lot, but no, this salad bar has been wonderful, and [there’s] so many benefits. I’ve been so encouraged by the good work and the healthy options for the kids, so I want to say thank you ... because it is a blessing to our children.”</i> [Local parent]

Port Clements Elementary School Farm to Community Program at a Glance

Coordinator	The school principal, Ritu Mars, coordinates the salad bar program at PCE. Ritu has been instrumental in changing the food "culture" at PCE by making eating healthy food and learning about local food production fun and engaging for students.
Volunteers	5 parent volunteers a week
When and where does salad bar occur?	The salad bar at PCE is distributed to the students in their classrooms on Tuesdays and Wednesdays.
When did it launch?	February 1, 2011
How many times has it run?	The program has been offered twice a week since February 1, 2011 (except for the first week of September 2011).
How many students and other community members have lunch at the salad bar?	All students (34) at PCE regularly have lunch at the salad bar. Approximately 2-4 volunteers or teachers eat from the salad bar (depending on the day).
What type of produce has been served?	The soup program typically includes a variety of greens (e.g. kale, salad greens, pac choi, swiss chard) and root vegetables (e.g. beets, rutabagas, parsnips, kale, cabbage, carrots, potatoes).
What is a typical salad bar lunch menu?	The typical menu includes a soup with at least eight vegetables and a variety of accompaniments (e.g. tortilla chips).
How much produce has been served?	Approximately 21 heads of garlic, 15lbs of beets, 8lbs of parsnips, 7lbs of rutabaga, 2.5 lbs of kale (information based on 11 produce orders during the fall of 2011 and winter of 2012).
Where did the produce come from?	Produce for the soup program is acquired from the local farmer at Riverworks Farm.
Community's Perspective	<p><i>"With this program, there is a little of that herd mentality. If [the students] see 50% of the kids eating it or enjoying it, they just try it. That's one of the things I really like about having a lunch program for as many students as possible. In kindergarten or grade 1 they might be a little hesitant but by grade 2 they are right on their way... try a little bit and if you like it come back for more. They are definitely getting a lot more root vegetables, a lot more greens in their soups and they are getting used to eating it."</i></p> <p><i>[school principal]</i></p>

George M. Dawson Secondary School Salad Bar Program At A Glance

Coordinator	The program operated in 2011-12 without a designated coordinator. The new principal is a program leader, but has identified the need for a coordinator for program sustainability.
Volunteers	Three teachers regularly assist with the F2C program along with one volunteer.
When and where does salad bar occur?	The salad bar is served in the lunch room/cafeteria. In the spring of 2011, it was offered on Wednesdays and Thursdays. Due to the BC Teachers' job action, the salad bar program was not consistently offered during the 2011/2012 school year.
When did it launch?	The salad bar program at GMD launched on March 28, 2011.
How many times has it run?	As the program was lacking a coordinator in 2011-12, it was difficult to ascertain the actual number of times it was delivered between September 2011 and March 2012 – reports from various sources ranged from 10 to 22 times. Between March and June 2011, the salad bar was offered 12 times.
How many students and other community members have lunch at the salad bar?	40 students typically take part in the salad bar (approximately 45% of students access the service regularly). 2-3 school staff eat lunch from the salad bar, at a cost of \$3 each.
What type of produce has been served?	spinach, arugula, mustard greens, bok choy, romaine, lettuce, mesclun greens, tomatoes, potatoes, parsnips, carrots, and rutabaga
What is a typical salad bar lunch menu?	Spinach lasagna, Caesar salad, green lettuce salad bar
How much produce has been served?	Unable to obtain reports on quantity ordered or served.
Where did the produce come from?	GMD greenhouse, Sangan Farms, local store
Community's Perspective	<i>“One of the most meaningful parts of the program right now is the creation of the greenhouse. That greenhouse supplies product for meals, but it also involves students from the elementary school and our own school in preparing the greenhouse for growth, selecting the kinds of product that go into growing. They are involved in the whole notion of what is appropriate to grow in our community, how successful it is, they take care of the greenhouse, weed, water, all that kind of stuff.” [school principal]</i>

	Chief Matthews Farm to Community Program at a Glance	Tahayghen Farm to Community Program at a Glance
Coordinator	At each school, the principal coordinates the logistics of the program. The food for the salad bar program is prepared by the chef and apprentices at OMVC-CAP.	
Volunteers	The program does not have any volunteers. Teachers assist with clean up and washing dishes.	The program does not have any volunteers. However, the school has hired a coordinator as a result of union involvement.
When and where does salad bar occur?	The salad bar is served in class size portions to each classroom by the CAP apprentices. Students eat at their desks. The salad bar is offered on Wednesdays and Thursdays.	The salad bar is served in the home economics room and students eat their lunch in the classroom.
When did it launch?		Late September 2011
How many times has it run?	At each school, the salad bar has been offered approximately 20 times between September 2011 and January 2012.	
How many students and other community members have lunch at the salad bar?	On average, 58 students eat lunch at the salad bar. No community members eat lunch at the salad bar.	80 students typically participate in the salad bar. No community members have lunch at the salad bar.
What type of produce has been served?		Salad greens, beets, rutabaga, parsnips, peppers, broccoli, carrots.
What is a typical salad bar lunch menu?	The typical salad bar menu includes a salad (e.g. macaroni salad, potato salad), a bun, a hot meal (e.g. shepherd's pie, soup) and a dessert (e.g. Jello, cookies). Produce is often "hidden" in the meal.	
How much produce has been served?		Unable to obtain reports on quantity ordered or served.
Where did the produce come from?	Produce for the salad bar program comes from Riverworks Farm, the Lavoie Family Farm and the local grocery store.	
Community's Perspective	<i>"This is an island of families. I feel we are making an impact on the family level, because you are working with kids and adults at the school, all the teachers are. in some way, part of the community. You have all of us, all these levels of ages and community people being more aware and connected to their food. That's how you make a change in a small community when it is focused on all levels, all generations, and it is impactful that way." [community dietician]</i>	<i>"For us, just having the parents come in and make the connection and the commitment to having healthy food for their children shows the commitment in the community. I've had several parents come in and say "I can't believe that"...getting [students] wanting salads and delicious foods. It is a small community and the community is very involved in school life. We are committed to the kids getting healthy food for a long period of time, it's rewarding really." [school principal]</i>

Appendix C - Produce Preservation Program

C 1. Evaluation Framework

Activities	Outputs (For Process)	Short Term Outcomes	Long Term Outcomes	Indicators for Outcomes	Methods
<p>Manage Project Team (April 2011-March 2012) Responsibility: Project Manager-Nico Human</p> <ul style="list-style-type: none"> • Nurture relationships with individuals who have experience doing food training with people living in remote communities • Manage subject matter experts • Lead the team, coordinate activities, negotiate with expertise area leads, manage team and expectations, communicate to stakeholders, negotiate budgets, manage finances 	<ul style="list-style-type: none"> • Relationships continued (how, with whom) • Subject matter experts engaged and supported (how, with whom) • Tasks coordinated, communicated & implemented (how) 	<p>Team is supported and managed to develop & implement a training program for produce preservation in remote communities</p>		<p>Examples of PM managing and coordinating the PPP (team, finances, stakeholders, subject matter experts, etc.)</p> <p>Examples of successes and challenges implementing and managing PPP</p> <p>Examples of PPP being implemented as planned/ not being implemented as planned</p>	<p>Ongoing teleconference questions and participation</p> <p>Process interview/report with PM (at end of PPP)</p>
<p>Design Train-the-Trainer Program (April-May 2011) Responsibility: Barbara Adams</p> <ul style="list-style-type: none"> • Design & develop specific train-the-trainer content - integrate opportunities for hands-on learning & incorporate lessons learned from pilot training • Identify and produce (edit) specific "clips" from pilot taping that provide community trainers with ongoing reference for 	<ul style="list-style-type: none"> • Train the trainer content developed • Feedback from pilot training incorporated • Pilot training video clips identified and edited to act as a reference for community trainers (#, topic of clips) 	<p>Team has full complement of materials to deliver train-the-trainer program</p>		<p>Train the trainer program demonstrates that content, format and resources are appropriate to introduce preservation methods</p> <p>Examples of changes made to content based on pilot training feedback</p>	<p>Ongoing teleconference questions and participation</p> <p>CD to summarize changes made to phase 3 training based on feedback from pilot</p> <p>Process interview/report</p>

<ul style="list-style-type: none"> conducting Home Produce Preservation modules Create Train-the-Trainer Kits including workshop materials: Facilitator Guide, Participant Workbook, Slides, Canning equipment kit, Food Safety DVD Define required equipment and other required resources to assist in delivering training: Kitchen requirements, Dehydrator, Produce 	<ul style="list-style-type: none"> Train-the-Trainer kits created and provided (#, topics, type of resources) Required kitchen equipment and resources identified (#, description/type of resources, equipment) 				
<p>Organize Train the Trainer Session (April-June 2011)</p> <p>Responsibility: Debra Hellbach</p> <ul style="list-style-type: none"> Identify location for train the trainer session Identify and confirm Train-the-Trainer workshop facilitator Identify and recruit target trainees for participation in train the trainer sessions Coordinate materials for Train the Trainer session (Finalize Facilitator Guide integrating Phase II Facilitator Guide, Participant Workbook, Video, and Slides) Conduct a walk-thru of the training program with the 	<ul style="list-style-type: none"> Location for training identified (where, when) Workshop facilitator identified and confirmed Trainees identified (#, experience, demographics) Materials for training coordinated Walk through of training program conducted with program 	<p>Well-organized training session</p>		<p>Indicated by outputs</p>	<p>Ongoing teleconference questions and participation</p> <p>Process interview/report</p>

<p>train-the-trainer program facilitator</p> <ul style="list-style-type: none"> Provide off site support to Curriculum Developer and/or Training Program Facilitator Liaise with representatives of community support agencies to increase awareness of PPP curriculum and identify opportunities to build on skill set of people already trained in train the trainer programs. 	<p>facilitator (potential challenges identified)</p> <ul style="list-style-type: none"> Off site support provided for Curriculum Developer and/or Training Program Facilitator Community support agencies contacted to increase awareness and leverage existing community talent 				
<p>Deliver one Train-the-Trainer Workshop (June 2011) Responsibility: Training Program Facilitator (Gail)</p> <ul style="list-style-type: none"> Deliver one train-the-trainer workshop in a centralized location Invite participants to participate in workshop (participants to represent all 22 communities) 	<ul style="list-style-type: none"> Train-the-Trainer workshop completed (content covered) # and characteristics of participants 	<p>Train-the-trainer workshop provides tools & develops the competence (knowledge and skills) of community trainers to deliver Produce Preservation workshop modules</p>	<p>Provide tools and train community members in produce preservation skills</p> <p>To improve access to adequate, affordable vegetables and fruit for community members in remote communities</p>	<p>Participants report gaining the knowledge, skills, confidence and resources to implement preservation workshops in their communities</p>	<p>Participant interviews</p> <p>Participant pre-post surveys</p> <p>Observation report (completed by Evaluation Lead)</p> <p>Photos</p>

<p>Design & Support Community Information Sessions (May 2011) Responsibility: Barbara Adams</p> <ul style="list-style-type: none"> • Design and develop outline for community information sessions • Provide overview of what has been developed: tools, resources, links, Train-the-Trainer Kits including workshop materials, and tools & equipment required to teach the module • Integrate demos and/or video clips of Home Preservation workshop • Coordinate Community Information Sessions 	<ul style="list-style-type: none"> • Outline for community information sessions developed (methods, timeline, agenda) • Training resources, materials, tools, videos and demos incorporated and showcased • Community information sessions delivered (# of training sessions, # and characteristics of participants) 	<p>Increase awareness about opportunities to participate in training and food preservation</p>	<p>Provide tools and train community members in produce preservation skills.</p> <p>To improve access to adequate, affordable vegetables and fruit for community members in remote communities</p>	<p>Examples of community information session increasing interest in food preservation and a local workshop</p> <p>Examples of community members participating in local workshop as a result of the community information session</p>	<p>Interview/ process report with Curriculum Developer</p> <p>Collect photos of community information sessions</p>
<p>Coaching & On-going support for trainers <i>(July – Sept 2011)</i> Responsibility: Barbara Adams & Gail</p> <ul style="list-style-type: none"> • Provide pro-active coaching(email/phone-calls) to trainers who participate in PG training, pilot sessions &/or information sessions 	<ul style="list-style-type: none"> • Ongoing support and coaching provided to community trainers • Weekly messages developed and emailed 	<p>Trainers access coaching that contributes to individual capacity</p>	<p>Provide tools and train community members in produce preservation skills</p> <p>To improve access to adequate, affordable vegetables and fruit for community members in remote communities</p>	<p>Examples of trainers being supported and coached to implement preservation workshops in their community</p>	<p>Process report/interview with Curriculum Developer and Training Program Facilitator</p>

<ul style="list-style-type: none"> Develop and email weekly messages/info to training participants (include links, and request input, questions and tips from trainers) 					
<p>Support Implementation of Community Home Food Preservation Workshops (July – Sept 2011)</p> <p>Responsibility: Debra Hellbach</p> <ul style="list-style-type: none"> Support new Home Food Preservation trainers in the delivery of local workshops (maintain records for program assessment purposes) 	<ul style="list-style-type: none"> # of community workshops held, location, # and characteristics of participants 	<p>Provide tools and train community members in produce preservation skills.</p> <p>Improve access for all community members to adequate, affordable vegetables and fruit.</p>	<p>Provide tools and train community members in produce preservation skills</p> <p>To improve access to adequate, affordable vegetables and fruit for community members in remote communities</p>	<p>Examples of community members being provided with tools and trained to preserve produce</p> <p>Examples of improved access for all community members to adequate & affordable fruits and vegetables</p>	<p>Process report/interview</p> <p>Collect photos from trainers of local workshops (Photovoice)</p>
<p>Identify food business development resources</p> <p>Responsibility: Debra Hellbach</p> <ul style="list-style-type: none"> Source and identify existing business development materials appropriate to PPP target audience. Work with graphic designer to refresh content of existing food processor reference manual. 	<ul style="list-style-type: none"> Business development resources created & finalized to support remote community members in the establishment 	<p>PPP target audience has the tools and resources required to start their own food preservation business</p> <p>Target audience has an increased</p>		<p>Examples of target audience starting their own preservation businesses</p> <p>Examples of target audience being supported by PPP resources to start their own preservation business</p>	<p>Interviews with Project Delivery Coordinator</p> <p>Reports from target audience to get a feel for the uptake and impact</p>

<ul style="list-style-type: none"> • Present food business development resources to populate PPP website. • Research requirements of a mentorship program linking start up food business operators in remote communities to successful food business operators. Identify existing models. • Liaise with community development and other resource providers to determine partnership opportunities towards First Nations food based business development. 	<ul style="list-style-type: none"> • Content of existing food processor reference manual updated • Requirements for mentorship program established 	<p>of local food based businesses identified</p> <p>capacity to start their own preservation business</p> <p>Target audience has developed the long-term capacity to preserve produce</p>		<p>Examples of ongoing and long-term acceptance and utilization of Home Produce Preservation Workshop materials and methods in remote communities</p>	
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C 2. Component Team Interview Guide

Date:	
Interviewee:	
Questions:	Answers:
General	
Please describe your role <ul style="list-style-type: none"> • Job title • Responsibilities/deliverables 	
Support Community Information Sessions	
Describe community info sessions (CIS) <ul style="list-style-type: none"> • # of community information sessions held to date • Describe support provided 	
Successes/challenges associated with community information sessions <ul style="list-style-type: none"> • Logistic and materials 	
What impact did the community information sessions have on the communities/local preservation workshops	
Support Trainers to Implement Local Preservation Workshops	
<ul style="list-style-type: none"> • # of local workshops implemented, location, # of participants, etc. 	
Please describe how you supported new Home Food Preservation trainers (mode, frequency, resources, etc.) <ul style="list-style-type: none"> • What impact has on-going support had on the trainers' ability to implement a local preservation workshop? 	
Challenges and successes related to <u>supporting</u> trainers to implement a location workshop?	
Success/challenges of local food preservation workshops	
In your opinion, what impact has local food preservation workshops had on the community's ability to improve access for all community members to adequate, affordable vegetables and fruit.	
Identify Food Business Development Resources	
Please describe the business development resources that have been created	

Success and challenges associated with developing business development resources?	
How are the business development resources geared towards the needs of the target audience?	
Please describe the businesses that have been developed as a result of PPP (#, location, description, etc.)	
What were the challenges/successes associated with the target audience developing their own food related businesses?	
Program Feedback	
What are the most significant learnings from phase 3? <ul style="list-style-type: none"> • Successes/challenges 	
Overall, how has PPP benefited the communities? <ul style="list-style-type: none"> • Evidence of improved access to F&V • Evidence of improved knowledge and skills to deliver PP training 	
Do you believe there's evidence that the PPP has influenced community capacity to store and preserve produce? Please describe.	
How could the overall PPP be improved? (What recommendations would you make to a similar program?)	
Any additional comments?	

C 3. Training Observation Tracking Sheet

Date:	
Workshop Module:	
Instructional Methods & Tools <i>List instructor methods & Tools (e.g. DVD, slides, equipment, resources, etc.)</i>	Impact on Participant - Opportunities for participation, signs of engagement, enhanced comprehension <ul style="list-style-type: none"> • # videos, # of min. in lecture, # and type of resources, #of questions asked, etc.
Facilitator Interaction w/Participants <i>Time spent with participants to ensure they can apply knowledge, answer questions, one-on-one support, etc.</i>	Impact on Participant - Opportunities for participation, signs of engagement, enhanced comprehension <ul style="list-style-type: none"> • # of questions asked, # of times facilitator offered one-on-one support, etc.
Hands-On Opportunities <i>Opportunities to preserve food, sample food, etc.</i>	Impact on Participant - Opportunities for participation, signs of engagement, enhanced comprehension <ul style="list-style-type: none"> • # of opportunities to preserve food, # of opportunities to sample food, # of opportunities to try using equipment, etc.
Networking & Group Interaction <i>Sharing stories, ideas, experiences, etc.</i>	Impact on Participant - Opportunities for participation, signs of engagement, enhanced comprehension <ul style="list-style-type: none"> • # of min. spent networking, # of stories shared, # of ideas shared, etc.
Additional Comments/Observations:	

C 4. Training Facilitator Interview Guide

Date:	
Interviewee:	Training Facilitator
Questions:	Answers:
General	
What was the most significant challenge associated with training?	
What was the most significant success associated with training?	
Implementation of Train the Trainer Session	
Challenges and successes related to the training location ?	
Challenges and successes related to the materials ?	
Challenges and successes related to equipment used for training?	
Delivery of Training	
What worked well during the training (what was well-received by participants)?	
What did not work well during training (What was not well received by participants)?	
Challenges and successes related to the engagement and/or participation of the trainees?	
Educational Impact on Participants	
In your opinion, has there been an increase in the participants' knowledge about food preservation? Evidence?	
In your opinion, has there been an increase in participants' food preservation skills? Evidence?	
In your opinion, has there been an increase in participants' confidence to implement local food preservation workshops? Evidence?	
Training Feedback	
How could Train-the-Trainer be improved?	
Additional comments?	

C 5. Pre-Training Survey

Pre-Evaluation

Please take a few moments to complete this brief survey before training gets underway.

About You

1. I am

- Male
- Female

3. Which age group do you fall into? (check one)

- 19 to 29 years old
- 30 to 45 years old
- 46 to 64 years old
- 65 years or older

4. Where do you live: _____

5. How much **experience** do you have preserving food?

- I have never preserved food
- I have preserved food a few times
- I have preserved food many times
- I have preserved food many times and taught other people

2. Please check the answer(s) that describe(s) you:

- I am a student.
- I am a homemaker and not employed outside the home.
- I am retired.
- I volunteer in the community. Where?

 I have a paid job. My occupation is:

Produce Preservation

INSTRUCTIONS: Please circle your response to the statement below.

6. How would you rate your **knowledge** of the following food preservation methods?

(1= no knowledge, 2= some knowledge, 3= fairly knowledgeable, 4= very knowledgeable).

Freezing	1	2	3	4
Canning	1	2	3	4
Cold storage	1	2	3	4
Harvesting	1	2	3	4
Drying	1	2	3	4

7. How **confident** are you to **teach** a food preservation workshop in your community using the following methods?

(1=low confidence, 2= some confidence, 3=fairly confident,4=very confident)

Freezing	1	2	3	4
Canning	1	2	3	4
Cold storage	1	2	3	4
Harvesting	1	2	3	4
Drying	1	2	3	4

8. What do you want to accomplish through this training

C 6. Post-Training Survey

Produce Preservation Training

INSTRUCTIONS: Please circle your response to the statement below.

1.) How would you rate your **knowledge** of the following food preservation methods?
(1= no knowledge, 2= some knowledge, 3= fairly knowledgeable, 4= very knowledgeable).

Freezing	1	2	3	4
Canning	1	2	3	4
Cold storage	1	2	3	4
Harvesting	1	2	3	4
Drying	1	2	3	4

2.) How **confident** are you to **teach** a food preservation workshop in your community using the following methods?
(1=low confidence, 2= some confidence, 3=fairly confident, 4=very confident)

Freezing	1	2	3	4
Canning	1	2	3	4
Cold storage	1	2	3	4
Harvesting	1	2	3	4
Drying	1	2	3	4

3.) How likely are you to implement a preservation workshop within your community?

- Very likely. Why? _____
 - o When might you do this? _____
- Somewhat likely. Why? _____
- Unlikely. Why? _____

4.) Do you feel you have everything you need to implement a preservation workshop within your community?

- Yes
- No. What do you require? (e.g. equipment, a facility, additional resources, additional training, etc.)

5.) Did training meet your expectations? How so?

Train-the-Trainer Feedback

INSTRUCTIONS: Please circle your response to the statement below.

Rate aspects of the workshop on a 1 to 4 scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

WORKSHOP MATERIALS				
Facilitator Guide was useful during the workshop	1	2	3	4
Facilitator Guide will be useful following the workshop	1	2	3	4
Information on the slides was relevant.	1	2	3	4
Slides were easy to follow.	1	2	3	4
DVDs were interesting and helped me to understand	1	2	3	4

FACILITATION				
There was sufficient time for actual hands-on practice.	1	2	3	4
There was sufficient time spent demonstrating techniques.	1	2	3	4
Facilitator spent time with me to ensure that I could apply what I learned.	1	2	3	4
Facilitator knew the material well.	1	2	3	4
Facilitator covered material clearly.	1	2	3	4

WORKSHOP CONTENT				
Workshop content was well organized and easy to follow.	1	2	3	4
Learning was interesting and fun.	1	2	3	4
There was time to meet other participants and build a network.	1	2	3	4
There was time to tell stories and learn what other communities do.	1	2	3	4

Comments and Suggestions

Please add any comments you would like to make about the workshop materials, methods, or facilitator:

Please add any comments you would like to make about the specific modules (harvesting, canning, drying, freezing, cold storage):

Any other comments:

C 7. Trainer Interview Guide (Prince George)

Date:	
Interviewee:	
Questions	Answer
What have you gained by participating in this workshop? <ul style="list-style-type: none">• What did you learn?	
What worked well for you during training? <ul style="list-style-type: none">• What made it easy to learn?	
What would you change to improve this workshop?	
Give two examples of the most significant things you learned during training (<i>probe- knowledge, skills</i>)	
Do you think that this training will improve your community's ability to preserve produce grown in their communities? How?	
Do you think that this training will help improve produce availability in your community? How so?	

C 8. Photovoice Instructions

Photo-Voice Instructions

Here is a list of steps to complete your Photovoice project. Feel free to contact Lindsay Richardson if you have any questions or need help: lrichardson@contextresearch.ca or 604-637-0115.

- 1) Get familiar with your camera- try it out and take some photos! Try uploading photos to a computer.
- 2) Reflect on how you might answer the following question using a photo: **How did the preservation workshop affect my community?**
- 3) Write down ideas of pictures you would like to take. Consider taking photos during your local preservation workshop and afterwards once people in your community have had the chance to preserve food on their own.
- 4) Take some photos. **If you take photos of people in your community make sure that they sign the photo release form. If you take photos of children, their parent or guardian will have to sign a photo release form.**
- 5) Upload the photos to your computer and take a look. Is there one that is meaningful to you? What do you see?
- 6) Write some notes for each photo. Two or three sentences might be enough to tell your story.
- 7) Plan to take at least one more set of pictures- it will be important to submit 6-15 photos.
- 8) Submit your photos to Lindsay Richardson: lrichardson@contextresearch.ca
- 9) Lindsay will arrange a time to talk with you over the phone about your photos.

* Trainers that submit their photos & photo release forms and discuss them with Lindsay will receive a \$25 honorarium. Participating Trainers will also be entered into a contest to win a dehydrator.

C 9. Train-the-Trainer ratings of 'knowledge' and 'confidence to teach' before and after training

Number of Train-the-Trainer participants ranking their knowledge and confidence to teach as low, medium or high before and after training.

Measure	Prince George						Richmond					
	Before Training (=17)*			After Training (n=17)*			Before Training (n=17)*			After Training (=16)*		
	Low	Med ^a	High	Low	Med	High ^b	Low	Med ^a	High	Low	Med	High ^b
Knowledge of Produce Preservation												
Freezing	4	13	0	0	7	10	3	12	2	0	5	11
Canning	2	14	0	0	7	9	1	13	3	0	6	10
Cold Storage	5	9	0	0	8	8	9	8	0	0	11	5
Harvesting	4	13	0	1	9	6	9	8	0	0	9	7
Drying	5	12	0	1	4	11	9	7	1	0	9	7
Confidence to Teach Produce Preservation												
Freezing	2	9	6	0	8	9	3	11	3	0	4	12
Canning	1	10	6	0	7	9	6	7	4	0	3	13
Cold Storage	3	8	6	1	8	7	9	7	1	0	9	7
Harvesting	2	9	6	1	9	6	7	8	2	2	7	7
Drying	4	7	6	0	3	13	9	6	2	0	7	9

* Due to a few non-responses to select items, numbers in categories do not always add up to total sample.

^a "Medium" was the mode (most common response) before training

^b "High" was the mode after training for the majority of training modules.

Appendix D - First Nation Community Gardens

D 1. List of First Nation Community Gardens

1. Kwadacha First Nation
2. Nisga'a First Nation Laxgalts'ap
3. Namgis First Nation
4. Nisga'a First Nation at New Aiyansh Village
5. Tla-o-qui-aht First Nation at Opitsaht Reserve
6. Penelakut First Nation
7. Tahltan First Nation (Dease Lake & Telegraph Creek)
8. Ahousaht First Nation
9. Ehattesaht First Nation
10. Hesquiaht First Nation
11. Iskut First Nation
12. Gixaala First Nation (Kitkatla)
13. Kluskus First Nation
14. Tsay Key Dene First Nation
15. Tsawataineuk First Nation (phase 1 & 2)
16. Xa'xtsa First Nation (phase 1 & 2)
17. Gitga'at First Nation (phase 1 & 2)

D 2. Horticulturalist Tracking Report

Name of FNCG Community:	
General	
Question	Answer
Provide a summary of how you supported the communities <ul style="list-style-type: none"> • # of site visits, frequency of phone calls, text messages, emails, etc. • What kind of support did the communities require? 	
Provide a summary of your site visits <ul style="list-style-type: none"> • Successes/challenges associated with arranging & conducting the site visit 	
Who are your main contacts that could participate in the evaluation (i.e. complete a survey or participate in an interview about working with you on the community garden)? <i>*If possible, please provide name, phone #, and email</i>	
Activities Related to Agrologists' Deliverables	
Questions	Answers
What did you do to establish a working relationship with the community?	
What did you do to assist in recruiting a suitable local garden coordinator?	
How have you assisted the community in completing grant application forms?	
How have you helped ensure community grants are used for the designated purpose?	
How have you assisted the community in development of a garden plan? Please attach plan, if available.	
What technical gardening information and assistance have you provided to the community? How did you deliver this information (e.g., one on one, via workshop with x# of participants, demonstrations)?	
How have you assisted the communities in the procurement of garden inputs?	
From your perspective, how has the community benefited	

from your input and time? What has changed for the community because you visited and spent time with them?	
Activities Related to Relevant Overall Project Objectives	
Question What did you do to create awareness about the importance of fresh locally grown/processed produce?	Answer
What did you do to involve youth in the development and maintenance of the community garden? <i>*For select communities that plan to engage youth</i>	

D 3. Component Team Interview Guide: Facilitators and Barriers

Interviewee:	
Date:	
Question	Answer
General	
In general, and from your perspective, what makes a community garden <i>PROCESS</i> successful?	
Facilitators/Barriers	
What are the overall factors associated with community engagement <ul style="list-style-type: none"> • Can you give some examples from specific gardens? • How do these differ by classification? 	
Can you describe the overall factors associated with gardening <i>processes</i> (<i>"People are doing the right things to ensure the success of the garden"</i>) <ul style="list-style-type: none"> • Can you give some examples from specific gardens? • How do these differ by classification? 	
What are the overall factors associated with production and distribution <ul style="list-style-type: none"> • Can you give some examples from specific gardens? • How do these differ by classification? 	
Advice and Recommendations	
What aspects of the design and implementation of the FNCG project acted as facilitators or barriers to the process of starting/maintaining a garden? Examples: <ul style="list-style-type: none"> • Grants • Timeline • Consultations with communities • Horticulturalists 	
Conclusion	
What would you change to improve this program?	
What are your most significant learnings? What did you take away?	

D 4. Component Team Interview Guide: Project Deliverables and Impacts

Interviewee:	
Date:	
Question	Answer
Horticulturalist Deliverables	
Relationships:	
1. Describe the KEY relationships and partners that were developed with the communities (local champions, etc.) • Can you provide examples?	
2. Successes/challenges building relationships • Can you provide specific examples?	
3. Did communities need help recruiting a garden coordinator? • If yes- Successes/challenges recruiting a suitable garden coordinator (examples) • If no- Why didn't they need help with this? Recommend a change to the grant program?	
Grants:	
4. Describe the support provided to communities to obtain grants • Can you provide specific examples?	
5. Successes/challenges obtaining grants and using them for the designated purposes • Can you provide specific examples?	
Implementation:	
6. Did communities need help developing a garden plan? • If yes- Successes/challenges developing garden plans • If no- Why didn't they need help with this? Recommend a change in the grant program?	
7. Successes/challenges obtaining garden	

materials	<ul style="list-style-type: none"> • Can you provide specific examples?
8. Did local staff and volunteers need training?	<ul style="list-style-type: none"> • If yes- Successes/challenges training local staff and volunteers • If no- why didn't they need training?
Horticulturalist Impact	
From your perspective, what impact have you had on the FN communities?	
<ul style="list-style-type: none"> • What evidence is there? Probe: <ol style="list-style-type: none"> 1.) Most significant examples of increased awareness about the importance of eating local produce; 2.) Most significant examples of enhanced community knowledge and capacity; 3.) Most significant examples of involved youth (for those communities who wanted to involve them) 	
Program Impact	
From your perspective, what impact has participation in the community garden program had on the FN communities?	
<ul style="list-style-type: none"> • What evidence is there? Probe: <ol style="list-style-type: none"> 1.) Provide specific examples of increased awareness about the importance of eating local produce; 2.) Provide specific examples of improved access to quality F&V; 3.) Provide specific examples of transformation of existing land; 4.) Provide specific examples of enhanced community knowledge and skills; 5.) Provide specific examples of involved youth (for those communities who wanted to involve them) 	
Conclusion	
Any additional comments?	

D 5. Garden Coordinator Interview guide

Interviewee:	
Date:	
Question	Answer
Background for participant: I am x. I work with xx, and we've been working for a couple years to help the people who work on the PAI understand how the various PAI projects have unfolded in the communities. We'd like to understand your community project, what was successful and what was challenging, and we'd like to be able to make recommendations, from what we learn, for other similar projects.	
General – setting context	
Think about your community garden. Could you tell me a story about a particular success you had while working on the garden? [ice-breaker, will allow for probes about people mentioned, details of success story, helps set context of garden]	
What did you do in the community garden?	
If I was watching your garden on a typical summer day, what might I see? Who would be there? What would they be doing?	
Impact of Garden	
What frustrations/challenges did you have with your garden? [these are the barriers to the process] (Probe: growing conditions, timelines, funding, community engagement, knowledge, equipment, etc.)	
What worked well with your community garden? [we want to know about facilitators (more process oriented), so let's not characterize as 'success' (which is more static)]	
What does the community garden mean for your community? OR: How did the community garden affect your community?	
How has your community garden changed your community?	
Horticulturalists Deliverables	
Please think about the work that L, J or J did with your community. What was most meaningful to you in that work?	
What was the most important bit of help or teaching that L, J or J did for your garden? Why was it so important? PROBE deliverables [do this if no story comes from above question]: <ul style="list-style-type: none">• Building relationships• Recruiting garden coordinator	

<ul style="list-style-type: none"> • Assisting with garden plan • Assisting with grant applications • Providing technical information (Production/harvesting/Storage) • Helping to acquire garden materials (seeds, soil, fertilizers, etc.) 	
Tell me a story about how you used a new skill that you learned from L, J or J. [demonstration of skill development and application]	
Impact of Horticulturalists (on program objectives)	
Tell me a story about how your community's awareness of the importance of locally grown produce has changed.	
What did L, J or J do to assist with this change in awareness?	
How is your community (or community members) better able to grow produce? What has changed for community members? (i.e., more people know what to do? More people are doing it?)	
What did L, J or J do to change your community members' ability to grow produce?	
Tell me about how youth were involved in the community garden. Can you tell me a story?	
What did L, J or J do to get youth involved?	
Program Feedback	
What would you change about the FNCG project to make it better? Probe: grant process, horticulturalists, financial support, etc.	
Thinking about the future, what would be most useful to your community garden in helping it continue? [how to sustain, probe: training, tools, equipment, seeds, soil, infrastructure (i.e., greenhouse), peer support, sharing network, help with community engagement and cg promotion]	
Other comments?	

D 6. Community Ranking Table

Barriers and facilitators of community gardening in remote communities

The goal of the Produce Availability Initiative (PAI) is to improve the year round availability of fruits and vegetables in remote BC communities. One component of the PAI is the First Nations Community Garden project (FNCG). The FNCG project (Phase 3) supports 14 communities and includes:

1. Grant funding to purchase garden materials (max \$5000)
2. Grant funding to hire a garden coordinator (max \$5000)
3. Support provided through two horticulturalists to assist with the development, planting, and maintenance of the gardens.

Despite the funding and support provided by the PAI, it is becoming clear that many of the remote communities are experiencing several challenges in relation to their gardens. However, it is important to note that there are also several facilitators, such as the horticulturalists, and a few stories of great community success. As a result, there is a need to examine the broad range of facilitators and barriers that impact the success of the community gardening process.

To understand what promotes and challenges community gardening in remote communities, it is necessary to define a sample of communities as 'successful' or 'effective' at community gardening, and a sample of communities as less advanced in their gardening ('developing'). Doing so will highlight factors common to the successful gardens as the 'facilitators'. The mechanisms successful gardening communities use to overcome their challenges can also be seen as facilitating factors. Factors that are repetitive in the less successful communities can be viewed as key barriers to community gardening.

Instructions: Rank each community that you visited as 1 (highly developed), 2 (somewhat developed), or 3 (low development, or undeveloped) for each of three criteria related to the success of the community gardening process. Results will be combined to categorize communities into a 'successful' group and a 'developing' group.

Community	Community (or group) is highly engaged/interested in gardening	Gardening processes are highly functioning (i.e., people are doing the right things to ensure the success of garden)	Garden(s) are productive and community members are receiving, distributing, utilizing, consuming produce)
1. Ahousaht			
2. Ehattesaht			
3. Hesquiaht			
4. Iskut			
5. Kitkatla			
6. Kluskus			
7. Kwadacha			
8. Laxgalts'ap			
9. Namgis			
10. New Aiyansh			
11. Opitsaht (Tla-o-qui-aht)			
12. Penelakut			
13. Tahltan (Dease Lake & Telegraph Creek)			
14. Tsay Keh Dene			

D 7. Component Team Community Ranking

Community	Community (or group) is highly engaged/interested in gardening	Gardening processes are highly functioning (i.e., people were doing the right things to ensure the success of garden)	Garden(s) are productive (community members were receiving, distributing, utilizing, consuming produce)
1. Ahousaht	<p><i>Component Manager</i> Ranking: Somewhat Developed -Only a few people were involved- NOT entire community</p>	<p><i>Component Manager</i> Ranking: Low Development -Design/location of greenhouse was not ideal. Space inside greenhouse was not very efficient -Type of crops planted was not the best selection</p>	<p><i>Component Manager</i> Ranking: Low Development Not doing the best job producing crops</p>
	<p><i>Horticulturalist</i> Ranking: Somewhat Developed -The garden was more successful during the school year (children monitor the garden). -Community engagement is seasonal</p>	<p><i>Horticulturalist</i> Ranking: Low Development -There was a greenhouse that was not being used yet</p>	<p><i>Horticulturalist</i> Ranking: Low Development -The garden was productive during the school term.</p>
2. Ehattesaht	<p><i>Component Manager</i> Ranking: Highly Developed</p>	<p><i>Component Manager</i> Ranking: Highly Developed</p>	<p><i>Component Manager</i> Ranking: Highly Developed</p>
	<p><i>Horticulturalist</i> Ranking: Highly Developed -The garden coordinator was instrumental in making the garden successful.</p>	<p><i>Horticulturalist</i> Ranking: Highly Developed -14 raised garden beds were built and planted -Waiting for band approval to turn an old building into a greenhouse</p>	<p><i>Horticulturalist</i> Ranking: Highly Developed</p>
3. Hesquiaht	<p><i>Component Manager</i> Ranking: Somewhat Developed -Not much community involvement</p>	<p><i>Component Manager</i> Ranking: Somewhat Developed</p>	<p><i>Component Manager</i> Ranking: Somewhat Developed & Low Development</p>
	<p><i>Horticulturalist</i> Ranking: Low Development -One family looked after the greenhouses (the community was not involved since they are a boat ride away).</p>	<p><i>Horticulturalist</i> Ranking: Somewhat Developed</p>	<p><i>Horticulturalist</i> Ranking: Somewhat Developed</p>
4. Iskut	<p><i>Component Manager</i> Ranking: Low Development -Lack of community vision and leadership</p>	<p><i>Component Manager</i> Ranking: Low Development</p>	<p><i>Component Manager</i> Ranking: Low Development</p>

	<i>Horticulturalist</i> Ranking: Low Development -No one was involved	<i>Horticulturalist</i> Ranking: Low Development	<i>Horticulturalist</i> Ranking: Low Development -Garden was not productive
5. Kitkatla	<i>Component Manager</i> Ranking: Highly Developed	<i>Component Manager</i> Ranking: Highly Developed	<i>Component Manager</i> Ranking: Highly Developed
	<i>Horticulturalist</i> Ranking: Highly Developed -Entire community was involved *bureaucratic obstacles- people in the band office act as barrier	<i>Horticulturalist</i> Ranking: Highly Developed	<i>Horticulturalist</i> Ranking: Somewhat Developed -Only growing potatoes
6. Kluskus *Only the Component Manager visited Kluskus	<i>Component Manager</i> Ranking: Somewhat Developed	<i>Component Manager</i> Ranking: Highly Developed	<i>Component Manager</i> Ranking: Somewhat Developed -Nutrition level of the soil was low but they were taking steps to improve it
7. Kwadacha	<i>Component Manager</i> Ranking: Somewhat Developed -Chief was involved- it will take more time for the entire community to get involved	<i>Component Manager</i> Ranking: Somewhat Developed	<i>Component Manager</i> Ranking: Somewhat Developed
	<i>Horticulturalist</i> Ranking: Low Development -Community was not involved	<i>Horticulturalist</i> Ranking: Somewhat Developed -Only one man was gardening and he was doing the right thing.	<i>Horticulturalist</i> Ranking: Highly Developed -The garden was productive: herbs, corn, potatoes, veggies, indoor and outdoor garden
8. Laxgalts'ap	<i>Component Manager</i> Ranking: Low Development	<i>Component Manager</i> Ranking: Low Development	<i>Component Manager</i> Ranking: Low Development
	<i>Horticulturalist</i> Ranking: Somewhat Developed & Low Development -There are 2 passionate people in the community	<i>Horticulturalist</i> Ranking: Low Development	<i>Horticulturalist</i> Ranking: Low Development
9. Namgis	<i>Component Manager</i> Ranking: Low Development -Disconnect between administration and people on the ground -The coordinator does not have any experience gardening – but she wants to learn	<i>Component Manager</i> Ranking: Low Development	<i>Component Manager</i> Ranking: Low Development

	<p><i>Horticulturalist</i> Ranking: Low Development -The garden coordinator has never gardened before</p>	<p><i>Horticulturalist</i> Ranking: Low Development -The garden was not up and running yet</p>	<p><i>Horticulturalist</i> Ranking: Low Development -Nothing was being grown yet</p>
10. New Aiyansh	<p><i>Component Manager</i> Ranking: Highly Developed -Vision and communication between band administration and garden coordinator</p>	<p><i>Component Manager</i> Ranking: Highly Developed</p>	<p><i>Component Manager</i> Ranking: Highly Developed</p>
	<p><i>Horticulturalist</i> Ranking: Low Development -Terrific administrative support but low community involvement.</p>	<p><i>Horticulturalist</i> Ranking: Highly Developed</p>	<p><i>Horticulturalist</i> Ranking: Highly Developed</p>
11. Opitsaht (Tla-o-qui-aht)	<p><i>Component Manager</i> Ranking: Somewhat Developed -Youth involved in the garden but not entire community</p>	<p><i>Component Manager</i> Ranking: Somewhat Developed</p>	<p><i>Component Manager</i> Ranking: Somewhat Developed</p>
	<p><i>Horticulturalist</i> Ranking: High Developed -Youth were involved- they built the greenhouse and worked in garden on weekends. -Greenhouse inspired a community member to build his own greenhouse and garden</p>	<p><i>Horticulturalist</i> Ranking: High Developed -Community planted their own vegetables and bought fruit trees as soon as the horticulturalist shared thoughts about what vegetables would thrive in their area</p>	<p><i>Horticulturalist</i> Ranking: Highly Developed</p>
12. Penelakut	<p><i>Component Manager</i> Ranking: Somewhat Developed</p>	<p><i>Component Manager</i> Ranking: Somewhat Developed</p>	<p><i>Component Manager</i> Ranking: Somewhat Developed</p>
	<p><i>Horticulturalist</i> Ranking: Somewhat Developed -Young mothers volunteered in the garden</p>	<p><i>Horticulturalist</i> Ranking: Somewhat Developed -The garden was overgrown and there wasn't always someone to look after it.</p>	<p><i>Horticulturalist</i> Ranking: Somewhat Developed</p>
13. Tahltan (Dease Lake & Telegraph Creek)	<p><i>Component Manager</i> Ranking: Highly Developed</p>	<p><i>Component Manager</i> Ranking: Somewhat Developed</p>	<p><i>Component Manager</i> Ranking: Somewhat Developed</p>
	<p><i>Horticulturalist</i> Ranking: Somewhat Developed -Made a good effort to increase engagement compared to the previous year</p>	<p><i>Horticulturalist</i> Ranking: Highly Developed -Very effective garden processes</p>	<p><i>Horticulturalist</i> Ranking: Highly Developed -Good quality produce</p>
14. Tsay Keh	<p><i>Component Manager</i></p>	<p><i>Component Manager</i></p>	<p><i>Component Manager</i></p>

Dene	Ranking: Highly Developed	Ranking: Somewhat Developed	Ranking: Somewhat Developed
	<p><i>Horticulturalist</i></p> <p>Ranking: Somewhat Developed</p> <ul style="list-style-type: none"> -Six women were advocates for the garden. -Band administration was not 100% on board 	<p><i>Horticulturalist</i></p> <p>Ranking: Highly Developed</p> <ul style="list-style-type: none"> -Team of 6 were working together 	<p><i>Horticulturalist</i></p> <p>Ranking: Highly Developed</p> <ul style="list-style-type: none"> -Grew some fantastic vegetables (quantity was not high, but quality was high)

Appendix E - Sustainability of Community Projects

E 1. Community Projects Reporting Template 2011

Produce Availability in Remote Communities Initiative Phase 3: Sustainability of Community Projects PROJECT UPDATES



The project updates are intended to provide an overview of your project's progress and impacts. Completion of the project updates is a requirement of the project funding.

Project leads, as indicated in the chart below, will complete and return this form to the PAI Project Manager, Margaret Yandel at: Margaret.Yandel@gov.bc.ca or fax: 250-952-1570 (advise first).

Project	Completes Report:
Bella Coola CSA	Corine Singfield
Tahsis Community Garden	Debra Conibear
Zeballos Community Garden	Debra Brown
Haida Gwaii Produce Storage Facility	Eric O'Higgins
Telegraph Creek – Dease Lake Community Gardens	Christine Ball

Reporting Requirements

- Please confirm by email to Margaret.Yandel@gov.bc.ca the date your project was started.
- You will need to complete a midterm and final update report. Please complete this form and return by: Friday August 5th (midterm report) and Friday October 28th (final report).

Report Date:	Report Prepared By:		
Project Title			
Project Lead	Name:	Organization:	Email: Phone:
Total Project Budget:	Total spent to date:		

Milestones achieved: Please provide an update for up to five key, planned activities achieved within the reporting period. Milestones could include (but are not limited to) events, updates to websites, final production of materials, acquisition of materials, building completion, planting, agreements established. Please provide at least one photo (next section) and description that relates to a milestone achieved.

Milestone	Date completed	Photo and description relating to this milestone provided below (X)	Comments, indication of success

Insert milestone photo here:



Please provide some details for the photo:	
Location of where photo was taken:	
Date photo was taken:	
Tell us what is taking place in this photo, or what the photo represents about your project.	
Why is this photo meaningful for your project?	
Who and how many people were involved in what is shown in the picture?	
Describe successes and/or challenges that led to the achievement represented in photo.	
Quotes from participants that illustrate the change or activity (if available):	

Milestones delayed or modified: Please provide an update for up to five key activities that were planned for the reporting period but not achieved (if any).

Milestone	Planned completion date	Reason for delay or modification and new estimated completion date, if applicable

This project is adhering to the planned timeline (X):

Yes		No, there are some delays detailed below.
Delays and reasons for delays:		

Changes in the community:

Please indicate how the project has had an impact in the community. Impacts could include things like (for example):

- Community has improved access to produce;
- More produce is available for certain members of the community;
- Community members have learned how to manage a community garden;
- Community members have an increased interest in eating fruit and vegetables.

Impact (please describe at least 2)	Community members impacted (who? how many?)	I know there's a change because ...
1.		
2.		
3.		
4.		
5.		

Appendix F - Municipal Toolkit

F 1. List of Municipal Staff (Toolkit “Testers”)

Name	Title	Community
Tara Irwin	Sustainability Coordinator	City of Terrace
Rae Sawyer	CAO	Kaslo
Anne Burrill	Manager of Social Development	City of Williams Lake
Christine Glennie-Visser	HEAL Coordinator, Northern Health Authority	Prince George
Murry Krause	Councillor	Prince George
Jude Schooner	Mayor	Village of Tahsis

F 2. Toolkit Survey



Local leaders harvesting change: A toolkit to help remote communities enjoy fruits and vegetables Survey

The Produce Availability Initiative (PAI) toolkit provides local government staff in remote communities with resources, tools and tips to improve the year-round availability and quality of fruits and vegetables in remote BC communities. We want to know what you think about this toolkit.

Interviewee:	Job Title:
Community:	Date:
Question	Answer
1. Is the availability of fruit and vegetables an important issue in your community? Explain	
2. Do you see a role for municipal leaders/staff in changing produce availability in your community? What might that role look like?	
3. Does the Toolkit help you see a possible role in changing produce availability? Why/why not?	
4. How will the Local Leaders Harvesting Change Toolkit be a useful tool for improving the availability of fruit and vegetables in your community?	
5. Is the information outlined in the Local Leaders Harvesting Change Toolkit relevant to local government employees in remote communities? <ul style="list-style-type: none"> • i.e. Is the information relevant to their job responsibilities? • i.e. Fall within the local government mandate? • Probe: feedback on each tool 	
6. Overall, what do you like best about the Toolkit?	
7. Overall, what do you think most needs to be improved in the Toolkit?	
8. Is the Local Leaders Harvesting Change Toolkit easy to read? <ul style="list-style-type: none"> • Is the information organized well? • Is the information clear? • Is the information concise? • Is the information easy to follow? • Is enough detail provided? • Probe: feedback on each tool 	
9. Is the Local Leaders Harvesting Change Toolkit visually appealing? <ul style="list-style-type: none"> • Do images add to, and complement, the tool? Are 	

they reflective of the realities of living in a remote community? • Probe: feedback on each tool	
10. Which tool are you, or your local government, most likely to use within your community? Explain	
11. In addition to this toolkit, what does your local government need to take action to increase the availability of fruits and vegetables?	
12. Do you have any other comments about the toolkit as a whole or specific tools?	

Appendix G - Community Profiles

Model Remote Communities

Masset & Port Clements

Masset and Port Clements are located on Haida Gwaii off the coast of BC. Masset has a population of 940 people; 34% of residents are Aboriginal, 64% are Caucasian and 2% are visible minorities. The unemployment rate is approximately 9.3%. Meanwhile, Port Clements has a population of 440 people; 90% are Caucasian, 2% are Aboriginal and 8% are visible minorities. The unemployment rate is 8%.

Access to Haida Gwaii is possible via ferry, float plane or plane. However, severe weather can disrupt travel.

Several PAI components were implemented on Haida Gwaii including Community Projects (development of a produce storage facility, and later, a Farmers' Market), Stimulating Demand for Produce, Farm to Cafeteria, and the Produce Preservation Program.

Tahsis

Tahsis is a village on the west coast of Vancouver Island, about 300km (by air) northwest of Victoria, BC. It has approximately 366 residents with approximately 47 students from kindergarten to grade 12. 90% of the population is Caucasian and 10% is Aboriginal. The unemployment rate is 10%. Access to Tahsis is possible via float plane, boat or car (the drive includes approximately 50km of unpaved road).

Several PAI components were implemented in Tahsis including Community Projects (a community garden and greenhouse), Stimulating Demand for Produce, Farm to Community, and the Produce Preservation Program.

Bella Coola

Bella Coola lies at the head of a 100 km inlet from the outer Pacific Ocean, on the west coast of BC. Access to Bella Coola is possible by car (however, the road is subject to floods), plane and ferry. Bella Coola has approximately 852 residents.

Several PAI components were implemented in Bella Coola including Community Projects (development and implementation of a Community Supported Agriculture program), Stimulating Demand for Produce, and the Produce Preservation Program

Dease Lake & Telegraph Creek

Dease Lake is a small community in Northern B.C., located just a few hours south (approximately 250 km) of the Yukon border. Dease Lake has a population of 390 people; 65% of residents are Caucasian, 25% are Aboriginal, and 10% are visible minorities. The unemployment rate is 5%.

Telegraph Creek is a small community located of Highway 37 in Northern B.C. It is approximately 120km from Dease Lake on a narrow, gravel road with a steep gradient (20%). Telegraph Creek is home to 350 members of the Tahltan First Nation and 50 non-native residents.

The PAI components that have been implemented in Dease Lake and Telegraph Creek include Community Projects (a community garden and greenhouse), Stimulating Demand for Produce, and First Nations Community Gardens.

Zeballos

Zeballos is located at the end of the Zeballos Inlet on the west coast of Vancouver Island. It is accessible by car, about two and a half hours north of Campbell River. The last section of the drive includes 40km of gravel road. Zeballos has a population of approximately 190 residents.

The PAI components that were implemented in Zeballos included Community Projects (a community garden), Stimulating Demand for Produce, First Nations Community Gardens and the Produce Preservation Program.

First Nations Communities

17 First Nations Communities were involved in the First Nations Community Gardens and Produce Preservation Program Components of the PAI.

Ahousaht First Nation

The Ahousaht First Nation has 860 community members who live on Flores Island, which can be accessed only by plane or 45-minute boat ride from Tofino, BC.

Douglas First Nation (Xa'xtsa Community Garden)

Douglas First Nation is located 161kms (3hr drive) from Lillooet, BC.

Dzawwada'enuxw First Nation (Kingcome Inlet)

Kingcome Inlet is home to 90 people and is located on the central coast of BC approximately 2 hours north of Port McNeil, BC by water taxi.

Ehattesaht First Nation

The Ehattesaht First Nation is located on the west coast of Vancouver Island, near Zeballos, approximately 2.5 hours outside of Campbell River, BC. It is home to 70 residents; 20 of whom are adults.

Gitgaat First Nation (Hartley Bay)

The Gitgaat First Nation is located 144 kilometres southeast of Prince Rupert and is accessible only by ferry or plane. It is home to approximately 180 people.

Hesquiaht First Nation

Hot Springs Cove, the main community of the Hesquiaht First Nation, is accessible to Vancouver Island by a one hour water taxi ride from Tofino, BC. It is home to approximately 150 people.

Penekault First Nation (Hulhetun Health Society)

The territory of the Penelakut Tribe is located on and near Penelakut Island, a 25 minute ferry ride from Chemainus, BC on southeast Vancouver Island.

Iskut First Nation

Iskut is north of Terrace (5.5hr drive) and Smithers, BC with a population of approximately 662 people.

Kitkatla First Nation (Gitxaala Community Garden)

The Kitkatla First Nation is located on Dolphin Island south of Prince Rupert, BC and accessible only by ferry (2hrs), boat (4hrs) or seaplane (20mins). There are approximately 500 people who live on the island.

Kwadacha First Nation

The community of Kwadacha is located 570 kilometers (8hrs) north of Prince George and is home to approximately 300 residents.

Laxgaltsa'ap First Nation

The main Laxgaltsa'ap First Nation reserve is located 150kms north of Terrace (2hr drive) and is home to approximately 562 people.

Kluskus First Nation (Lhoosk'uz Dené)

Kluskus is located 195 km west of Quesnel. In the summer there are approximately 25 residents and in the winter approximately 75.

Namgis First Nation

The main reserve of the Namgis First Nation is located on Cormorant Island, BC which is northeast of Vancouver Island. Approximately 600 Namgis First Nation people live on the island.

Gitlaxt'aamiks (New Aiyansh)

Gitlaxt'aamiks is located 112kms northwest of Terrace, BC and is home to approximately 1,200 residents.

Tahltan First Nation (Tahltan Health and Social Services Society)

Tahltan Territory is in the remote northwestern area of British Columbia, near Dease Lake and Telegraph Creek.

Tla-o-qui-aht First Nation (Opitsaht Community Garden Project)

The territory of the Tla-o-qui-aht First Nation (TFN) is located on and near Meares Island, a 20 minute water taxi from Tofino, BC and has approximately 140 residents.

Tsay Keh Dene First Nation

Tsay Keh Dene First Nation is home to 230 people and located at the north end of Lake Willston, about a 6-hour drive from Prince George, BC.