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DEVELOPMENT INSTITUTE

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Food Sovereignty Assessment Tool

2nd Edition

Full Appendices, Exercises & Bibliography



Native Agriculture &
Food Systems Initiative



appendices

The following appendices are provided as examples of different processes to implement a food sovereignty assessment in your community.

Appendix A, the “Circle of Life” exercise, looks at the various ways in which Native communities have traditionally planned for their food security.

Appendix B, “How to Facilitate a Vision Workshop,” is an exercise that allows participants to envision the healthy future of their community.

Appendix C provides “Key questions to get you thinking about the assessment.”

Appendix D, “Community Member Profile,” provides a sample survey to gather information from the members of your community about their actual circumstances, and what they would like to see changed in their food system.

Appendix E, “Asset Mapping,” is a more concrete depiction of your community’s assets and will require more in-depth collection of “hard” facts from specific people. For example, to find the answers to questions in this section you may need to ask school administrators or the WIC coordinator about how many people participate in a federal program or what federal programs are available. You may have to go to the tribal economic development office to find out how many community members are full-time farmers, or how many food-related businesses are owned by community members.

Appendix F addresses “Process” and provides examples of how to start to think about assessments, the structure of mapping and analysis of your community’s assets, and existing or potential food sovereignty.

Finally, Appendix G contains individual worksheets for Exercises 1 through 17 that were included in the narrative of this booklet.

Appendix A: *The circle of life exercise*



Native people have always managed resources wisely. This exercise is intended for you to share your community's resource management stories. It is to help remind us of our communities' traditional harvest schedules and that the quantities of goods produced, preserved, saved and traded reflect insight into managing a sustainable economy. Native people were self-reliant and embraced the concepts of producing and preserving, processing and distributing, in order to provide for their community's needs throughout the year. Native people have a rich and long history of practicing these skills.

Our communities have traditionally demonstrated tremendous skill in managing resources to support the community on an ongoing basis.

For years, our people have understood and practiced the present-day concepts of resource management by planning so that food resources lasted throughout the year. We put aside food resources for future use.

Consider the planning done by the Canadian Bands, Nit Nat and Sooke, when they prepared for one of their women to marry. They saved for a year to provide a feast and gifts for all of the guests at the ceremony. Traditionally, gifts included blankets, canoes, dried fish, and many kinds of animal skins. If the woman's family was high status, the man's family or community provided them with a number of canoes to demonstrate that they could take care of her. The wedding ceremony required a lot of preparation and planning.

Our people saved for the purpose of acquiring goods that we could not produce ourselves. By producing more than the community needed, we had goods to trade. For instance, the Northwest Coastal Indians traded a wide variety of products, including smoked or dried fish and venison, as well as tools made from elk, deer, fish, or other indigenous animals.

Planning is a core skill that enables individuals and families to contribute to the economy. In the modern economy, having these skills allows you to make informed decisions about food security.

Our people have successfully practiced planning and resource management skills for generations. Now we call upon their example to strengthen our own abilities.

Take a look at this diagram and think about what your ancestors would harvest throughout the year:



Example: (Tlingit Indian Tribe – Southeast Alaska)

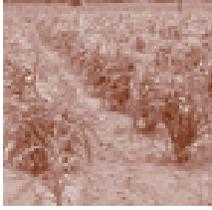
The changing seasons were/are the most common source of variation in food resource abundance and availability.

Autumn – time to harvest and shorter days were spent in preparation of the winter’s food supply. September, October, November, Tlingit people are content and happy – it is harvest time! Deer, goat, sheep, bear, king salmon, herring. The salmon are fat and plentiful. Streams are full of fish and gardens ready for filling the storehouses. Men bring the bright salmon to the women to cut up and prepare for smoking and drying.

Winter – people draw stores from their caches.

Spring – winter stores are running low, the dry fish nearly gone, weather is bad, food supplies are low. Time to go and gather fern roots, seaweed.

Summer – Gathering of foods in season – fish, berries, etc.



Appendix B: *How to facilitate a vision workshop*

Dr. Trevor Hancock, HEALTHCARE FORUM JOURNAL (May/June 1993)

Next time you have a 15-minute break, try this exercise: Find a quiet place, take a moment to relax, close your eyes, and take a journey into the future:

It is the year 2024 and you are hovering in a balloon above your own community. During the past 20 years, it has transformed itself into an ideally healthy community.

Imagine yourself floating down to the center of this place, where you climb out of the balloon and move around the community. Take your time as you go into and out of stores ... workplaces ... streets ... parks ... neighborhoods ... houses ... healthcare and educational settings.

In what way are the places you visit and the people you see healthy? What makes them healthy?

Notice the colors and shapes and textures around you. What sounds do you hear? What smells do you notice?

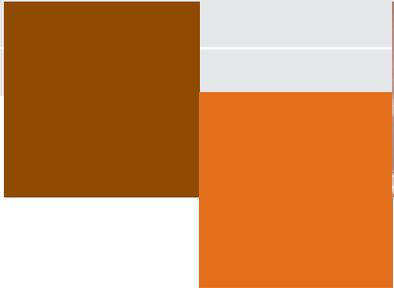
Pay attention to how people move from place to place.

Observe the settings where ill people receive care and the places where people learn.

Take the time to experience this community at different times of day and night. At different seasons.

Try to imagine yourself as an elderly person living in this environment ... as a child ... as a woman ... as a man ... as a disabled person.

Now spend a few minutes revisiting places you have seen that struck you most forcibly or that you liked the best, then re-enter the balloon, ascend back into the sky, and return to the present.



This is the core exercise in vision workshops conducted in Canada, the United States, and Europe. Organizing such a workshop provides one of the most powerful ways to answer the question, “What is a healthy community?” The workshop is a “futuring” exercise specifically adapted for use with participants drawn from the general public.

It requires only the simplest of equipment—pencil and paper, flipchart or other large sheets to drawn on, colored markers or crayon—and one trained facilitator (additional facilitators can be trained on the spot).

A vision workshop is best organized by a steering group presenting many sectors of the community, including hospitals. It can involve anywhere from 20 to more than 100 people. Participants should represent a diverse cross-section of the community. The vision workshop itself takes a half-day, but it is useful to have another half-day to begin to develop priority action plans.

Here are the steps you might take if you were facilitating such a workshop:

- ***Begin the workshop with a minimum of introduction about your concept of a healthy community.***

The idea is to demonstrate to participants that they already know what a healthy community is – not to give them your ideas and have them feed those ideas back to you.

- ***Ask participants to reflect back on the past few months and recall something they have personally experienced that strikes them as an example of a healthy community.***

Don’t allow people to give you examples they’ve heard from someone else or examples of what makes an unhealthy community: Insist on personal and positive experiences. In large groups, ask for volunteers and take 15 or 20 examples. In small groups, use this exercise as an “ice breaker” by asking people to introduce themselves and give their example.

- ***Write the answers on a flipchart.***

Unless you have a high proportion of healthcare professionals in the group (which you shouldn’t), you will find that people seldom talk about or give examples of the healthcare system. Rather, they will talk about parks and green spaces, street fairs, neighbors helping neighbors, bicycle paths, recycling campaigns, school and community events, good transit, and anti-litter initiatives.



After filling a couple of flipcharts with experiences, point out, first, that the participants already know what a healthy community is and, second, that they know that it is not primarily the result of the activities of the healthcare system. (This second point may surprise them once they realize what they've said.)

- **Facilitate a guided imagery exercise like the one above.**

Have people take a “trip” through their own community at some point in the future, say 15 or 20 years hence, when it is an ideally healthy place. It may be useful to explain that guided imagery is not some strange “way out” experience but is used frequently, especially in sports psychology and increasingly in business, to help people improve their performance and achieve clarity about their goals and plans.

The exercise should take about 15 minutes. Remember to use value-free language that leaves it up to the participants to specify what they see. Don't, for example, talk about cars, buses, and bicycles; just ask them to notice how people move around. Don't use words like “school” or “hospital”; participants' images of an ideally healthy community may not include what we now call hospitals and schools.

- **Ask participants to write down a list of the images that they found most powerful, surprising or enjoyable.**

If you are dealing with a non-literate population, and we have done workshops for homeless men and for students in English-as-a-second-language classes, ask them to make a list in their head.

This is perhaps the most magical moment of the workshop. For five minutes or more, you can hear a pin drop! Once people have completed their lists, take a coffee break.

- **Divide people into groups of six or eight, keeping the groups as mixed as possible.**

Ask each group, together with a facilitator, to move to one of the blank flipcharts that are pinned or taped to the wall. They will use these sheets to draw their picture of the ideally healthy community.

- **Ask all members of the small group to briefly describe one item from their list.**

This could be their favorite, the one that surprised them most, or whatever. This allows for a quick exploration of the range of ideas among the group and gives some sense of what themes will have to be portrayed in the picture.

- **Take 30-40 minutes to do a group drawing.**

Encourage people to draw anything they like. Others can add to it or amend it if it doesn't fit with their vision, but they can't delete it. The aim is to arrive at something that reflects a shared vision within each small group.

Encourage all members of each group to participate in the drawing. Inform them that no adult can draw better than a seven-year-old child, so they shouldn't be embarrassed by the child-like nature of their collective enterprise. (A golden rule here is that architects, planners, engineers, and professional artists are not allowed to draw first, since they don't draw like seven-year-old children and will intimidate the others.)

Avoid the use of words as much as possible. Urge people to use symbols instead (dollar signs, for instance, instead of the word "money" or "wealth"). About 20 minutes into the exercise, encourage people to look at their lists and see if there are important themes or issues from their image that are missing. Participants usually find this a lively and often amusing exercise.

- **Have each group present their drawing.**

The presenter should be selected by the small group and should not be that group's facilitator. It is useful to videotape this section of the workshop for future reference, to be able to recall accurately what was said and to present the results to other interested groups in the community.

- **Ask participants to identify the common themes that recur in the pictures**

Write these on a flipchart at the front of the room. If there are a lot of themes, try and group them without getting too broad and vague. These themes become the basis for identifying priority actions and even for establishing work groups for follow-up, which can take place as another half-day session on the same day, or as a separate half- or full-day workshop.



Appendix C: *Key questions to get you thinking about the assessment*

1. What would you (and community members) like to see happen in the community (i.e., better food access, less farmland lost)?

2. What will it take to get there (projects, policies, public education)?

3. Based on those purposes, what information would be most important for you to include in your Food Sovereignty Assessment?



4. Think ahead about what might be key statistics or bits of information that might make good press, or help make your case. Make sure you include a process to find out that information.

5. What resources do you have or could you realistically procure for the assessment? Are there university or other institutional resources that can be tapped through a partnership with the community?

6. How long do you have or would you like to take to complete an assessment?

7. Based on the purposes of the assessment, how “quick and dirty” versus scientific will it need to be?

8. Who might you need to involve in moving the process forward from concept to action?

Food Sovereignty Assessment Tool

Appendices C and D are intended to be used to create a profile of your community and available resources. Responding to some or all of these questions should provide your community with a better picture of what your current food system looks like in terms of the foods you eat and where they come from, individual and tribal economies, and how your resources are managed. Once you have undergone the process of using this tool and thinking critically about your food system, you can begin to work toward regaining control of your food system assets and improving the physical and economic health of your community.

This survey can be used in a variety of ways and is offered as guidance in creating your own survey, methods, and projects to achieve food sovereignty. It can be used “as is” or questions can be added or eliminated to suit the unique circumstances of your community.

Questions in this survey were derived in part from assessments conducted by communities at the Fort Belknap Reservation in Montana, in Calaveras County and Trinity County, California, in Iowa, in Fresno and Hollywood, California, at Oglala Lakota College, and from Rocky Mountain Institute.





Appendix D: *Community member profile*

I. Community food resources

A. How important are the following sources of food for people in your community?
That is, how much does your community rely on them as a main source of food?

Please use a check mark to indicate whether it is "very important," "somewhat important," "not very important," or "not at all important." If a source does not exist in your community, please check that column.

Source	very important	somewhat important	not very important	not at all important	does not exist in my community
1. Grocery store	<input type="checkbox"/>				
2. Convenience store	<input type="checkbox"/>				
3. Trading post	<input type="checkbox"/>				
4. Family garden/farm	<input type="checkbox"/>				
5. Farmers' market	<input type="checkbox"/>				
6. Food co-op	<input type="checkbox"/>				
7. Community garden or farm	<input type="checkbox"/>				
8. School garden or farm	<input type="checkbox"/>				
9. Tribal farm	<input type="checkbox"/>				
10. Hunting/gathering	<input type="checkbox"/>				
11. Trade/barter	<input type="checkbox"/>				
12. Sharing	<input type="checkbox"/>				
13. FDPIR/ Commodities Program	<input type="checkbox"/>				
14. Food Stamps	<input type="checkbox"/>				
15. Food bank(s)	<input type="checkbox"/>				
16. Others: _____	<input type="checkbox"/>				
_____	<input type="checkbox"/>				
_____	<input type="checkbox"/>				

B. Who do you consider to be the leaders in solving food problems in your community?

Check all that apply.

- Tribal government
- Community or nonprofit group(s)
- Volunteers
- Religious groups
- Federal or state health agency staff
- Federal or state cooperative extension staff
- Schools/Universities
- None
- Others/Comments:

C. Are there certain foods that you need or would like to eat that are difficult to get, or are not available, in your community?

- No Yes

If yes, what are those foods – and why are they difficult to get or not available:



D. Which of the following equipment or methods for food storage and preparation do you use in your home (check all that apply)?

- | | |
|---|--|
| <input type="checkbox"/> gas/electric stove | <input type="checkbox"/> hotplate |
| <input type="checkbox"/> wood stove | <input type="checkbox"/> gas/electric oven |
| <input type="checkbox"/> microwave | <input type="checkbox"/> open fire |
| <input type="checkbox"/> refrigerator | <input type="checkbox"/> freezer |
| <input type="checkbox"/> food drying/dehydrator | <input type="checkbox"/> food canning |
| <input type="checkbox"/> root cellar | <input type="checkbox"/> ice house |
| <input type="checkbox"/> Other: _____ | |

II. Food assistance

A. Which of these programs do you take part in (check all that apply):

- Food Stamps
- Women, Infants, and Children Program
- National School Lunch Program
- School Breakfast Program
- CACFP (Child and Adult Care Food Program)
- Summer Food Service Program
- TEFAP (The Emergency Food Assistance Program)
- WIC Farmers' Market Nutrition Program
- Commodities programs (FDPIR)
- Meals on Wheels
- Nutrition Services Incentive Program (NSIP)
- None
- Others/Comments:

B. How many days in the past month did you use one of these food assistance programs?

- 0 days (If you did not use any program in the past month skip to question II. C.)
- 1–2 days
- 3–5 days
- 6–8 days
- 9–12 days
- 12 or more days

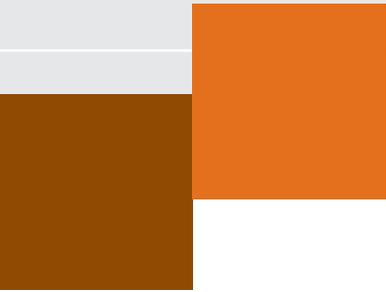
1. What were the reasons that you used food assistance in the past month?

Check all that apply.

- Unusual expenses this month
- Ran out of food stamps
- Recent job loss
- Continued unemployment
- Separation from spouse
- Aid temporarily discontinued
- Delay in receiving aid/supply shortage
- Money/food stamps stolen
- Traditional sources of food (fish, game, etc.) not available
- Other/Comments:

2. How many days in the past month did you need food assistance but didn't receive it?

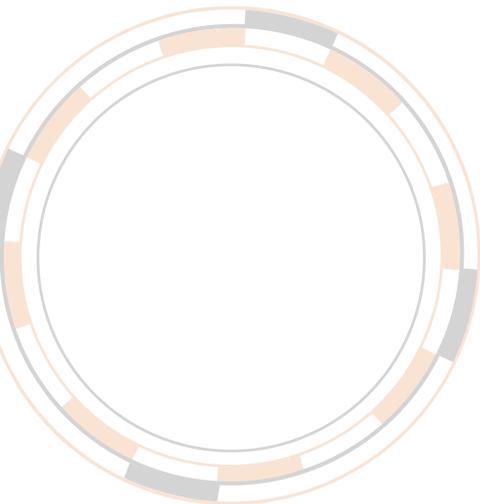
- 0 times
- 1–2 times
- 3–5 times
- 6–8 times
- 9–12 times
- 12 or more times



a. What were the reasons that you did not receive food assistance (check all that apply)?

- Don't think I'm qualified
- I applied but was turned down
- It's too much trouble/red tape to apply
- I'm afraid to apply
- I don't have any transportation to apply
- The distance was too far
- I didn't have gas money
- I don't know about Food Stamps or other programs
- Health problems prevent me from applying
- I don't have child care to go and apply
- A family member did not want me to come
- Embarrassment
- Other/Comments:

b. What other barriers exist, if any, that prevent you from using these programs?

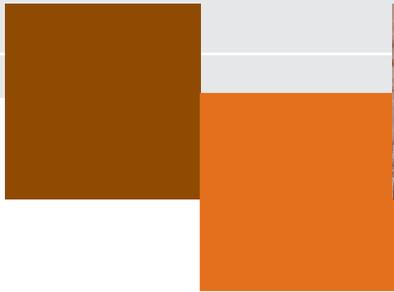




C. Which of the following do you think are useful, or would be useful, in improving your food resources?

Please use a check mark to indicate whether it is “very useful,” “somewhat useful,” “not very useful,” or “not at all useful.”

Resource	very useful	somewhat useful	not very useful	not at all useful
Tips on getting the most for my money at the grocery store	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information on nutrition and healthful eating and cooking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information about government programs for which I might qualify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help with reading, filling out or understanding forms and applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A “one-stop” application process for all food assistance programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to child care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help with budgeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information on how to grow a garden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information on how to grow traditional foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recipes and information for using commodities foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recipes and information for preparing traditional foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information in my native language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



III. Diet and health

A. How would you rate the nutritional quality of your diet?

- Excellent
- Very good
- Good
- Fair
- Poor

B. Would you say your health, in general, is:

- Excellent
- Very good
- Good
- Fair
- Poor

C. Is information about diet and nutrition available in your community? If yes, please list your three primary sources of information (school, family member, nutritionist, etc.).

1. _____

2. _____

3. _____



D. How many times a week do you participate in physical exercise or recreation?

- 0
- 1-2
- 3-4
- 5 more times per week

E. Have you been told by a health care provider that you are overweight?

- No
- Yes

IV. Culture

A. How many people do you know in your community who are skilled in traditional farming, hunting, and/or the collection and uses of traditional foods? _____

B. Do you think that young people in your community are interested in food traditions?
If not, why do you think this is so?

1. If yes, please explain why you think young people are interested.

2. Do you have suggestions about how to get young people interested?

If yes, what are they?

C. What traditional agriculture or food-related practices, if any, continue to be used in your community today? Please describe:

1. How many members of your community participate in these activities? _____

2. How are these skills being passed on to others?

D. Where did you learn how to get and prepare food?

- From a relative
- In school
- In 4-H
- From an extension agent
- From a dietitian/nutritionist
- Other



E. Does your community continue to celebrate traditional ceremonies?

No Yes

1. If yes, are foods that are required for those ceremonies still available in your community?

No Yes

2. If not, please explain why.

F. If you could tell your tribal leaders anything about food and hunger issues in your community, what would you tell them?

G. If you could tell the federal government anything about food and hunger issues in your community, what would you tell them?



Appendix E: *Asset mapping*

V. Organizations and governance

A. Does your community have active groups, including tribal government, working to solve food problems for community members?

No Yes

1. If yes, who are these groups and what are they doing:

2. Do these groups effectively coordinate efforts with each other in your community?

No Yes

a. If no, how could they be more effective? Please explain.



3. Have any of these groups applied for a state, federal, or other grant?

- No Yes

a. If yes, please specify which program(s):

4. Have any of them received a federal or other grant?

- No Yes

a. If yes, please specify which program(s):

B. Do any of the following institutions or programs in your community or region buy food locally – that is, from local community farmers/ranchers, gardeners, food processors, or the tribal farm? Check all that apply.

- | | |
|---|---|
| <input type="checkbox"/> Grocery stores | <input type="checkbox"/> Elder services/homes |
| <input type="checkbox"/> Convenience stores | <input type="checkbox"/> Hotels |
| <input type="checkbox"/> Schools | <input type="checkbox"/> Casinos |
| <input type="checkbox"/> Government food programs (please list which ones): | |

Other:

VI. Food and agriculture-related business enterprise

A. Approximately how many people (percentage) in your community earn their income from food and agriculture businesses (including grocers, farmers, implement dealers, etc.)?

Full time: _____%

Part time: _____%

B. How many farms and ranches operate in your community? _____

What number of these are owned/operated by:

Tribal members (or other Natives): _____

The tribe: _____

Non-Natives: _____

C. How many food and farm businesses (such as groceries, farmers' markets, roadside stands, restaurants, co-ops, implement dealers, and others) operate in your community?

1. What number of these are owned/operated by:

Tribal members (or other Natives): _____

The tribe: _____

Non-Natives: _____

D. Do local farmers and ranchers have easy access to production inputs, i.e., seeds, tractors, implements, fertilizers (manure, compost), fuel, etc.?

No Yes

1. What inputs do local producers import from outside your community?



E. Are there any local enterprises that are producing food in your community? If yes, please list them and give a brief description.

F. What happens to locally-produced food? Check all that apply.

- Given to community members
- Bartered within the community
- Sold to community members
- Sold to local businesses
- Sold off-reservation
- Other:

G. Do you have the ability and/or facilities to store food in your community?

- No Yes

H. Does anyone in your community have experience in:

- Marketing
- Traditional foods (growing and/or preparation)
- Gardening
- Organic farming
- Composting
- Holistic management

1. If yes, who are these people?

2. If these skills exist in your community, how are they being passed on to others?

I. What are the three primary food crops (based on volume and including livestock and fish) grown or harvested in your community?

1. _____

2. _____

3. _____

J. Do any growers in your community focus on traditional foods?

No Yes

1. If yes, please list what those are:



K. Do any growers in your community focus on specialty crops?

- No Yes

1. If yes, please list what those are:

L. In your community, are there any food processing facilities or other ways for community farmers and ranchers to “add value” to their products? Examples include meat-processing plants and incubator kitchens where you can make jam or salsa.

- No Yes

1. If yes, please list them and give a brief description.

2. If not, how far away are the nearest facilities? _____

M. What support is provided by tribal/government policies and/or services for local food producers in your community (check all that apply)?

- None
- Financial support (grants, loans, etc.)
- Technical assistance (agricultural planning, weed management, etc.)
- Donations of land, or the use of land
- Donations of water rights, or the use of water
- Purchasing or permit preferences
- Policies encouraging schools and/or other institutions buy local food if possible



- In-kind contributions, such as the use of tribal staff time, use of tribal equipment, seed, etc. (please describe)

- Codes or ordinances that favor community farmers/ranchers (please describe)

- Other (please describe)

N. What services are available in your community to help new businesses learn effective business practices (examples might be special loan rates, mentoring programs, etc.)?

O. Are there school programs that encourage potential food and agricultural entrepreneurs?

- No Yes

1. If yes, please list them and give a brief description.



P. Do local schools or other institutions offer their facilities for economic uses, such as canning, farmers' markets, labeling, etc.?

- No Yes

1. If yes, please list them and give a brief description.

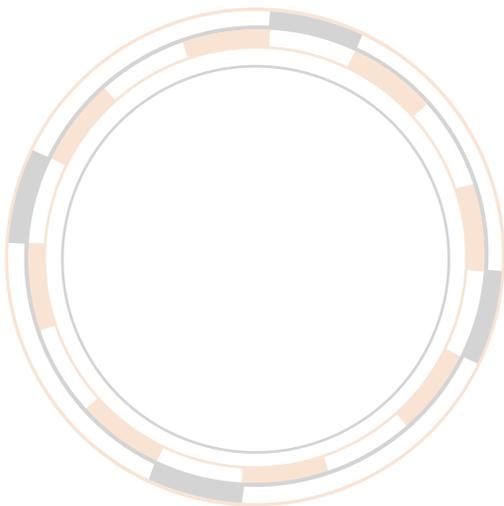
Q. Do you have a Cooperative Extension or Extension Indian Reservation Program (EIRP) office or agent in your community?

- No Yes

1. If yes, have you ever used the services of Extension or EIRP?

- No Yes

2. If yes, please describe the services received.



VII. Natural resources and environment

A. What is the geographic size of your community?

Square miles: _____, or

Total acreage: _____

B. How many total acres are under cultivation (i.e., producing crops or livestock)? _____

1. Who owns these acres?

The tribe _____ (number of acres)

Individual tribal members _____ (number of acres)

Non-Natives _____ (number of acres)

Federal, state, or local government _____ (number of acres)

2. How many acres owned by the tribe are leased to others? _____

3. How many acres owned by individual tribal members are leased to others? _____

C. Please list the top three crops produced on lands in your community. You can list them by number of acres (for example, 150 acres in alfalfa or cotton) or the amount produced (for example, 200 bushels of beans).

1. _____

2. _____

3. _____

D. What do farmers and ranchers in your community produce for themselves that might be mass-produced and marketed?

E. Are there good agricultural lands on your reservation that are being used for other things?

No Yes

1. If yes, what are those lands being used for:

2. What is preventing these lands from being used for agriculture? (For example, they're leased out, they're earmarked for commercial development, etc.)

F. Do farmers and ranchers in your community irrigate?

No Yes

1. If yes, what is their water source?

2. Who has the rights to this water?

G. Do farmers and ranchers in your community practice "sustainable" agriculture? That is, do they use best management practices for pest control, water conservation, buffers, etc.?

No Yes

1. If yes, please describe:



H. Does your tribe/community have a land use plan?

No Yes

1. If yes, is there a section that plans for agricultural activities and enterprises?

No Yes

a. If yes, please describe:

2. Is there a section that plans for the community's food supply?

No Yes

a. If yes, please describe:

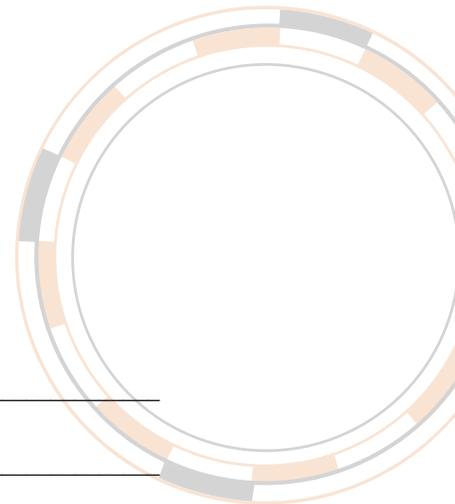
I. Do you have access to a USDA Natural Resource Conservation Service (NRCS) office or employee in your community?

No Yes

1. If yes, have you ever used the services of NRCS?

No Yes

a. If yes, please describe the assistance received:



J. What do people in your community believe to be the three main barriers to full tribal/ member control and use of agricultural lands in your community? Please describe them.

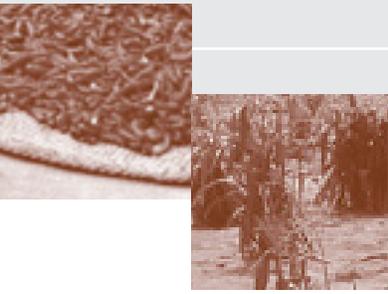
IX. Community demographics and employment

A. What is the approximate population of your community? _____

B. What is the average household income per year in your community? Please circle one line in the chart below.

Size of Family Unit	48 Contiguous States & D.C.	Alaska	Hawaii
1	\$9,310	\$11,630	\$10,700
2	\$12,490	\$15,610	\$14,360
3	\$15,670	\$19,590	\$18,020
4	\$18,850	\$23,570	\$21,680
5	\$22,030	\$27,550	\$25,340
6	\$25,210	\$31,530	\$29,000
7	\$28,390	\$35,510	\$32,660
8	\$31,570	\$39,490	\$36,320
Each add'l person add	\$3,180	\$3,980	\$3,660

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- C. What is the unemployment rate in your community? _____ %
- D. Please list the three largest employers in your community, including an estimate of the percentage of the community members who work there:
1. Employer: _____
Percentage of tribal members employed there: _____ %
 2. Employer: _____
Percentage of tribal members employed there: _____ %
 3. Employer: _____
Percentage of tribal members employed there: _____ %
- E. Approximately what percentage of people in your community move away to find work elsewhere? _____ %
- F. Approximately what percentage of people in your community move away to go to school? _____ %
- G. Approximately what percentage of those living in your community:
- | | |
|-------------------------------|---------------------------------------|
| Graduated from high school: | _____ % |
| Attended some college: | _____ % |
| Graduated from college: | _____ % |
| Completed an advanced degree: | _____ % (Master's, law school, Ph.D.) |



Appendix F: *Process – Developing and implementing your own local plans*

(Ken Dahlberg and Tom Hemingway, 1995)

This section was developed by Ken Dahlberg, with the help of Thomas Hemingway, a graduate student at Western Michigan University at the time. The attached detailed outline gives an overview of how to develop an overall planning process. Obviously, it needs to be adapted to your local conditions, something that the above materials on doing a preliminary assessment of your local food system should help you with. Clearly, this is only one of a number of different ways to develop your own local plans and is meant to help you make sure that you have included most of the relevant factors and developed a planning strategy.

A. Phase I: The creation phase

In this phase a small group develops the background and strategy needed to create a new organization or to transform and broaden an existing organization.

1. *Develop an initial vision and set of goals based on a broad concept of local food systems.*
 - a. Identify and bring together a small core group to help identify resources, challenges, and opportunities.
 - b. Discuss your long-term goals and objectives.
 - c. Consider doing a vision exercise. (See Appendices A and B.)
2. *Do a preliminary assessment of your food system.* This involves the identification of resources, challenges, and opportunities by doing an initial inventory of resources related to your local food system. Briefly consider the following to identify the main issues, actors, challenges, and opportunities.
3. *Begin organizing.*
 - a. Identify key stakeholders – existing and potential. Establish which are politically and economically important now. Establish which are needed in the longer term to build a healthier system.



- b. Arrange a meeting of these key stakeholders to see if they are willing to participate in an effort to create a food policy organization.

B. Phase II: Implementing your organizing strategy

In this phase your larger group goes through the same process as above, but in greater depth and with more specific focus on policy needs and opportunities.

1. *For this larger group, develop an initial vision and set of goals based on a broad concept of local food systems.*
 - a. Discuss long-term goals and objectives.
 - b. Consider doing a vision exercise.
2. *Develop a deeper understanding of the resources, challenges, and opportunities of your particular food system by going beyond your preliminary inventory to a more in-depth assessment.* Again, consider the main issues, actors, challenges, and opportunities. In addition, have each participating group prepare a brief history of food policy issues of importance to them and then jointly discuss the longer-term policy needs of your community.
3. *Determine what type of organization or network you are going to be.*
 - a. Discuss your organizational strategy: what will work best for you? A network, a forum, a coalition, a clearing-house type organization, or an action organization or network?
4. *Build your organization/network.* This includes getting your organization formally established (by-laws, tax-exempt status, officers, etc.) and launching it – hopefully with lots of attendant publicity. During this process also start organizing for the longer-term as well, by planning how to:
 - a. Obtain funding and staff support.
 - b. Structure your committees and/or taskforces.
 - c. Structure an annual cycle—meetings, workloads, retreats, etc..
 - d. Develop procedures for running meetings that include both mechanics (location, minutes, etc.) and group dynamics.



- e. Develop a resource base - data, research, reports, a history of your efforts, etc.
 - f. Create and distribute publicity.
5. *Develop policy goals, policy targets, and specific policy campaigns.* This includes:
- a. Examining the interactions between long- medium- and short-term policy goals and objectives to come up with realistic policy targets by (1) assessing bureaucratic feasibility, and (2) assessing political feasibility.
 - b. Developing specific policy campaigns.
6. *Establish an ongoing set of procedures for operation and evaluation.* The above cycles of goal-setting, research and analysis, and policy action can be repeated as the organization and/or conditions change. It is important to build into your annual cycle a formal time to assess successes and failures in order to guide planning for the future. An annual report and retreat is useful here. Also, some sort of outside evaluation can be very helpful.

Appendix G: Exercises

exercise

Exercise 1: My Community

1. List the kinds of food that are available in your community?

2. Who decides what food are available in your community (at the grocery store, delivered by the commodities program, etc.)?

3. Who decides what you eat?

4. Who decides what is grown in your community?

5. Are there local gardens in your community?

6. Are there local produce producers? What do they produce?

7. Where is local food processed?

exercise

Exercise 2: Thinking About Food Sovereignty

1. What does the term food sovereignty mean to you personally, to your family, to your community?

2. Identify some elements of food sovereignty and local food-system control?

3. Is food sovereignty a term used in your community? Why or why not?

exercise

Exercise 3: Your Current Food System

1. Do you know what people in your community eat?

2. Are there differences in what different segments of your community populations eats (elders, single families, etc.)? What do you think they eat most?

3. Do you know where people in your community get their food?

4. Is the food supply in your community reliable? Is it subject to federal budgetary limitations?

5. What does nutritious mean to members in your community?

6. Is food nutritious? Is it safe?

7. Do people in your community pay a fair price for healthy foods?

8. Is the food provided by the government healthy, nutritious, and suited to the people in your community?

9. Are there people in your community interested in revitalizing traditional agricultural and food systems?

Exercise 4: Feeding People

1. How have historical or current governmental or other external feeding programs helped your community?

2. How have these same programs disrupted local foods and local food-system control?

3. Are there specific periods or points in history that began to disrupt or transform the local food system? What was it about this period or moment that impacted your community (positively or negatively)?

exercise

Exercise 5: Beginning a Food Assessment

1. What aspect of our food system do we want to assess?

2. How will we assess our food system? What are the tools and methods we will use?

3. Who should be involved in the assessment? Who are our partners? Who do we need to collect information from?

4. Who in the community is doing positive work in advancing local food-system control? What makes their work inspiring and transformative?

5. Are there people in your community interested in revitalizing traditional agriculture and food systems?

Exercise 6: Asset Control

1. Who controls the water in your community?

2. Are there land leases in your community? Who controls land leases in your community?

3. Who decides what to do with water in your community?

4. Who profits from land and water resources in your community?

5. Who decides what is grown or harvested in your community?

6. What percentage of agriculture and food businesses in your community are Native-owned and/or operated?

7. Take a map of your community and draw out ownership lines. Who owns what? Who controls what?

exercise

Exercise 7: Culture and Food

1. Does your community want to preserve its cultural food traditions?

2. Are there stories about food or agriculture in your community?

3. Do you know what agriculture food traditions are still practiced in your community?

4. Do you know why and how agriculture and food traditions have been lost in your community?

5. Who has knowledge of these traditions?

6. How will these traditions be passed on to other generations?

7. Is there someone in the community teaching courses on culture and food?

Exercise 8: Who Controls Our Traditional Foods?

1. Traditional Foods Inventory

- List as many traditional foods as you can think of. Which ones do we have access to?

- What traditional foods does or has your family gathered?

- What are some of the foods that we need to gain better access to? How can we make that happen?

2. Traditional Foods Teachings & Cultural Memories

- How do you think our ancestors learned from our traditional foods?

- How are Native food traditions upheld in our community?

- Share one traditional food-gathering memory. What was your lesson learned?

Exercise 8 Continued

- Are there origin stories for that food? If comfortable and appropriate, please share them. What are some of the key lessons from that food's creation story?

- How do our foods help shape the world we live in?

3. Traditional Foods in the Dominant Culture

- What are some ways we can protect our traditional foods?

- Who should have priority in accessing these foods?

- Whose responsibility is it to make sure we always have access to these foods and to protect them?

- How can we collaborate with non-Native communities in our efforts toward advocacy for traditional foods?

- What connections do we share between our traditional foods and environmental health?

Exercise 9: Understanding the Environment

1. What environmental changes have affected the local food system? How?

2. What resources are required (land, water, gasoline, distribution costs, etc.) to produce food for your community?

3. Do you know what impacts on the environment result from the shipment of your community's food?

4. Does environmental regulation exist in your community? Who determines what these regulations look like? Who enforces them?

Exercise 10: Food Distance and Your Food

1. Do you know where your community's food supply comes from? How does it get to your community?

2. Do you know how far your food travels to get to you?

3. Draw a diagram depicting where your community's food supply comes from. Using a map, can you determine how food gets to your community?

4. What other resources (and how much) are required to access food that you eat?

5. How would your community get food if a natural or other disaster (like a trucker strike) stopped shipments?

6. Think of the last few meals you have eaten? How much of those food items could have been produced locally?

Exercise 11: Food and Local Economies

1. Do you know the amount of money spent on food in your community?

2. How much money do you estimate is spent on food or food products produced in your community?

3. If all the cultivatable land in your community was utilized, how much do you think could be produced?

4. How much would you sell produced foods for? (multiply the amount you think could be produced times the price to get agricultural economic potential)

5. Do you know the economic value of what is produced in your community? Do you know who receives that value (through sale of products)?

Exercise 11 Continued

6. How many agricultural jobs exist in your community? What is the economic contribution of those jobs? Who holds those jobs?

7. How many jobs could be created for community members if they had more control over agricultural and food resources?

8. Do you know the difference in costs between starting up a food-related business versus other business types?

Exercise 12: Some Basic Steps and Questions Meant to Help Guide a Conversation Around Collaborative Purchasing in Your Tribal Community

1. **Find Your Stakeholders.** Identify all of the entities that serve food in your community. You might want to ask some of the following questions in order to find a baseline of data.

- Does the kitchen have restrictions by funding or grants?

- Are they required to meet certain nutrition standards?

- How many meals do they serve?

- Who is their target audience?

- What food vendors do they currently use?

- What vendors have they used in the past?

Exercise 12 Continued

2. **Involve Stakeholders in the Process.** Hold interviews with each kitchen's staff and their administrators. Find out what their challenges are. Equally, ask them what their vision is for healthy and tasty menus in their kitchens. You may want to ask some basic questions like:

- Who is your food vendor?

- What are some things you like about your food vendor?

- What are some of the challenges to working with this vendor? Can you give a specific example of a time when you felt they did not meet your needs?

- What do you hope your customers experience when they consume the meals you prepare?

- What nutritional concerns do you have regarding your customers?

- Do you feel your food vendor understands these concerns? What are some ways they might be able to understand?

Exercise 12 Continued

3. **Design Your Culminating Event.** Now that you have some baseline data to work with and some insights as to the unique challenges each kitchen faces, it is time to share these difficulties in a way that will present solutions. Some ways you may do that could be:

- Hold a community discussion that shares your findings. Ask the community how they feel this work should proceed. Involve your leadership in these discussions so that they can also be a part of the process and gain useful insights into concerns of the community regarding nutrition justice.

- Organize an event that helps all stakeholders see all of their potential options. In the Muckleshoot case study a symposium was held for the food distributors to share their business models and agenda with all cooks simultaneously.

4. **Present Your Findings to Tribal Leadership, but Don't Come Empty-Handed.** Be prepared with solutions to these challenges. Ask for their input and guidance as well. In our case we looked at the food purchases from an entire year so that solid numbers on cost savings were presented to the council. This showed a clear impact to the bottom line of budgets and paralleled the opportunity to invest in tribal members as food producers.

Exercise 13: The Health of Our Community

1. How do people in your community learn about how diet choices affect health?

2. Do you know the costs to your community in medical bills, lost time at work, and spiritual well-being for unhealthy community members?

3. Do you know or think people in your community are hungry?

4. Are there healthy eating classes or other nutrition and health education classes in your community?

5. Who in your community currently collects health data on your community? Who controls access to that data?

6. Who collects data on health? Is this data available to others?

Exercise 14: How Holistic is Our Current System?

1. Currently, how holistic or integrated is your community's approach to its local food system?

2. Historically, how holistic or integrated was your community's food system?

3. Who in the food industry works together to improve food, diet, health and the economy?

4. How can programs work better together and take a more integrated approach to local food-system control?

Exercise 15: Community Planning

1. Does community planning preserve agricultural lands as agricultural lands. That is, instead of changing them to commercial or other development land?

2. Does community planning preserve lands that contain wild food resources?

3. Is agriculture considered on an even basis with other options for community development, such as retail space and casinos?

4. What are the considerations in decision-making about how to use community resources?

5. In your community, is healthy, nutritious and/or traditional food considered a “right,” like clean air, water and an education?

6. Are the environmental impacts of agricultural production considered by decision-makers in your community?

Exercise 16: Food Policy

1. Does my community have a food policy?

2. How do current policies affect control of the local food system?

3. What policies can be developed to increase local food-system control?

4. How can this policy be passed?

Exercise 17: Thinking Locally

1. Think about different segments of your local population (single mothers, elders and/or children).
 - Are certain segments more likely to suffer from hunger or food insecurity?

 - Are there existing programs to assist these specific and more vulnerable populations?

 - Do these programs provide sufficient help to these populations? Has anyone asked these different populations if current program assistance is sufficient?

2. Are health problems in your community caused, or exacerbated, by a lack of healthy, nutritious foods?

3. Do people in your community receive adequate food on a daily basis?

4. How many people in your community are chronically hungry?

Exercise 17 Continued

5. What are the agricultural or food models in your community? Describe them.

6. Have other models of agricultural development succeeded in your community? What made them successful?

7. Are there tribal policies that help support or may hinder local food-system control?

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