



# Growing Young Leaders in East New York

*Lessons from the East New York Farms! Youth Internship Program*

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### **Pictured in photos**

#### Front Cover

Raijah Nicholson, Shadai Landrum

#### Page 3

Top left: Celeste Leandry

Top right: Seyi Olukayode, Pauline Watson, Navindra Boodhu

Bottom right: Ana Rosado, Jason Oliver

Bottom left: Tracie Herpin, Peace Titilawo

#### Page 4

Top left: Jannatul Rahman

Top right: Luke Creese, Aaron Washington

Bottom: Aaron Leon (conducting cooking demo at right) with market customers

#### Back Cover

Top: Jaritza Caba

Bottom left: Jahnice Thomas, Jerrod Blake

Bottom right: Cameal Tapper



*"I learned more about myself – my capabilities, my weaknesses – and more about my community."*

*- ENYF alum*



*"I learned how to live my life with something very essential that people all too well forget – that our food comes from the ground not out of a bag." – Shuaibu*



***"[East New York Farms!] teaches you how to be healthy in both your body and mind." - Warren***



***"I like seeing people's faces when they see fresh food. You feel like you're actually making a change."***

***- Jaritza***



The mission of the **East New York Farms! Project** is to organize youth and adults to advance food justice in our community by promoting local sustainable agriculture and community-led economic development. *East New York Farms!* is a project of the United Community Centers in partnership with local residents. [www.eastnewyorkfarms.org](http://www.eastnewyorkfarms.org)



**United Community Center's** mission is two-fold: to provide first-rate services that meet the needs of families and to involve adult and youth residents in social efforts to learn about and resolve community problems. For over 60 years, UCC has helped to foster social change, worked with neighbors to address community concerns, and provided services to help make East New York a better, healthier place to live. [www.ucceny.org](http://www.ucceny.org)

**The Food Dignity Research Project** is a 5-year initiative to trace the paths taken by five US communities building community food systems that nourish everyone in current and future generations, and to collaborate in mapping and traveling the most appropriate and effective roads forward for creating sustainable community food systems that build food security.

The Food Dignity team includes dozens of people at three universities, one college, and five community-based partners, including *East New York Farms!*. Food Dignity is supported by Agriculture and Food Research Initiative Competitive Grant no. 2011-68004-30074 from the USDA National Institute of Food and Agriculture.

[www.fooddignity.org](http://www.fooddignity.org)



United States  
Department of  
Agriculture

National Institute  
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# ACKNOWLEDGEMENTS

*East New York Farms!* is part of a great community of people and organizations across the country doing youth empowerment and food justice work. For years the founders of The Food Project, in Massachusetts, have been incredible mentors, and the books, manuals, and trainings they've created have been an invaluable resource for our program. We've found further resources and wonderful thinking partners among other members of the Rooted in Community network. We've drawn other important curriculum and program components from Heifer International, the NY Peace Institute, the Oxfam America CHANGE Program, the Relationship Abuse Prevention Program and the Urban Nutrition Initiative (Philadelphia).

Our Youth Internship Program could not have survived and grown as it did without years of support from a diversity of funders who understood the value of our work and invested in it. Our most substantial and consistent financial support has come from the Brooklyn Community Foundation, Dunn Development, the Levitt Foundation, the Merck Family Fund, the New York City Department of Youth and Community Development via discretionary funds from City Council members Charles and Inez Barron, the New York State Office of Children and Family Services, the Pinkerton Foundation, the Russell Grinnell Memorial Trust, and the William C Bullitt Foundation.

For all of the day-to-day work of building and leading our Youth Internship Program, much recognition is due to the staff of East New York Farms! and United Community Centers, both current and former for their deep commitment to helping young people become drivers of positive change, both when it's fun and when it's hard. \*Ana Aguirre, Aley Kent, \*David Vigil, \*Daryl Marshall, \*Deborah Greig, Georgine Yorgey, \*Heather Horgan, Janelle Nicol-Galvez, Jonah Braverman, Mel Grizer, and \*Roy Frias have made and continue to make great contributions to this program.

And we would not be able to run our program if we were not able to continually recruit amazing young people who are willing to try something new, work hard, think hard, and contribute to building something powerful for their community. Quotes throughout this guide are from East New York Farms! alumni who shared their thoughts in a variety of ways: anonymous year-end surveys conducted with all interns, a survey of alumni we conducted from 2012-2013, interviews conducted by a Cornell graduate student, interviews conducted in partnership with StoryCorps, and written reflections. When I see how hard these young people try, how much they care, and how hopeful they are despite the obstacles they may face – being poor, being immigrants, being criminalized, being disregarded, going to substandard schools, living with the threat of violence – it is both inspiring and infuriating. It keeps me thinking constantly about how I can support them, and what I can do to build a more just world for them to grow up in.

With gratitude,  
Sarita Daftary  
Former East New York Farms! Project Director

*\*denotes current staff*

# HOW TO USE THIS GUIDE

In building the East New York Farms! Youth Internship Program over the past 16 years, we have “borrowed” many things from many amazing organizations and people. One hugely important concept for our program has been the idea of “both/and” (rather than “either/or”), which we learned from The Food Project, and The Food Project learned from VISIONS, Inc. We used this VISIONS guideline over the years to help remind ourselves that holding onto the value of multiple strategies, approaches, and structures can be far more powerful than feeling forced to choose one or the other. And so this guide incorporates both the extreme detail helpful for running an impactful youth program, and the broader thoughts that drive our work to support the positive development of young people.

This guide also comes with another “both/and.”

We hope that groups will be able to use the information in this guide to create, grow, or modify programs that will positively impact the lives of young people. And we request that you credit East New York Farms! and the other sources noted *whenever* you do so. We are very proud of what we’ve developed together, and we want to make sure that our work is recognized.



*Interns, parents, staff, and gardeners after Annual Breakfast*



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## TERMS & ABBREVIATIONS

- **Crew Leader (CL)** - returning interns who are responsible for leading a particular crew, with support from staff. They work in pairs of 2, leading a group of 7 first year interns. They are the returning interns who most frequently and directly train first year interns. There are 6 crew leaders in total.
- **ENYF** – East New York Farms!
- **Extern** – An alumnus of the ENYF Youth Internship program, having successfully completed at least 2 years in the program and being at least a senior in high school or older, who spends the summer working for a partner organization, and receives a stipend paid by East New York Farms!
- **Farm Education interns (FE)** – Two returning interns who are supervised by the Agriculture Director. They focus on advanced farm tasks and leading groups of visitors and volunteers
- **First year (FY)** – Youth in their first year in the ENYF internship program
- **Market interns (MKT)** – Two returning interns who are supervised by the Markets & Outreach Coordinator and focus on supporting market operations and outreach
- **Returning intern (RI)** – Interns working in their second, third, or fourth year in the program, who take on greater leadership responsibility in one of four positions – Crew Leader, Farm Education intern, Urban Agriculture intern, or Market intern.
- **Supervisor** – The staff member(s) responsible for working with any ENYF intern at a given time. All five full-time ENYF staff function as the primary supervisor for some interns – anywhere from two to nine.
- **UCC** – United Community Centers. The ENYF Youth Internship has been a program of UCC since 2000.
- **Urban Agriculture interns (UA)** – Two returning interns who focus on advanced support to community gardens and manage the Share Table at the Wednesday and Saturday markets



*Leadership training with returning interns*

# PROGRAM OVERVIEW

## What

The ENYF Youth Internship Program engages 38 young people each year in paid internship experiences addressing food justice through hands-on training, leadership development, and social justice education, leading to empowerment and resilience for the youth involved, positive changes for our community, and gradual changes in our broader society. They grow and cook fresh food, partner with adult gardeners, operate farmers markets, examine social justice issues through the lens of food, and educate others. We work to create a safe, positive, challenging, and empowering environment for youth who are motivated to improve their own skills and their environment in the process.

## Who

Thirty-three youth, ages 13-18, are engaged in our nine-month community-based internship program, and five youth are alumni of our program who are engaged in summer internship placements with partner organizations. Reflective of our population, they are mainly Black-American, Caribbean, Latino, South Asian, and African youth. When selecting interns for our program, we deliberately select youth with different strengths and abilities, and youth from different schools and different areas of East New York. We attract a range of youth who've never grown anything, to youth who grew up gardening with their grandparents in the South or abroad.

Youth in East New York – a neighborhood of about 180,000 residents in the eastern part of Brooklyn - face significant challenges and risks in their environment. From poor schools to violent crime to environmental hazards and larger societal cues that tell them that little is expected of them, even the most motivated youth are at risk. Many, but not all, of the youth in our program receive public assistance, live in single-parent households, and attend schools with below-average performance ratings. Some youth are in foster care, some are informally living under the care of relatives, and some have parents who are incarcerated. However, the only requirement for participation is that youth need to be 13-15 years old when they apply, and must live or go to school in East New York.

Five full-time staff members work with interns as supervisors, and over 100 adult ENYF members, including gardeners, vendors, and community educators, work with our interns throughout the year.

## When

Twenty-one first year interns participate in our youth program from March to November each year, and twelve returning interns start one month earlier, in February. Youth meet two to three times per week during the school year (spring and fall) afterschool and on Saturdays. During the summer, first year interns work four days and returning interns work 5 days. Externs work approximately 200 hours from June to August with partner organizations on a schedule determined by the extern and their supervisor.

## Where

Our home base is United Community Centers. Program activities take place at our office, at the UCC Youth Farm adjacent to UCC, and in two dozen community gardens and twenty or so backyard gardens throughout our neighborhood. Our farmers markets operate adjacent to the UCC Youth Farm and Hands & Heart Garden. Externs are placed with partner organizations throughout New York City.

*" [ENYF] made me learn about myself and what I am capable of doing"*

*- Stephen*

*" Growing up in East New York, I would usually hear the negative things of the community, but after working [at ENYF] I saw it in a new light. We worked as a team to build a better environment for ourselves and others."*

*- Junita*



*Youth interns serving customers at the farmers market*



# PROGRAM HISTORY

## History of East New York Farms!

The East New York Farms! Youth Internship Program was founded in 1999 as part of the East New York Farms! Project. In 1995, the Pratt Institute Center for Community and Environmental Development worked with local organizations to initiate a series of community opinion forums. They asked residents to identify both needs and existing resources in East New York. Needs mentioned included more safe public spaces and green spaces, more retail convenience – especially fresh food – and better opportunities for youth. On the resources side, people mentioned our abundance of community gardens – over 65 in fact, more than any other neighborhood in New York City. They also mentioned the gardeners themselves, residents who had the vision and commitment to turn these vacant lots into vibrant gardens. And they mentioned the youth, over one-third of the population in our community, and the potential they held.

Through a coalition of organizations and local residents called the East New York Planning Group (ENYPG), ENYF came together as a way to further develop these resources to meet community needs. A comprehensive case study (<http://goo.gl/VVJzIL>) offers further detail on the growth of ENYF. This origin created the foundation for a very important feature of our program – the intergenerational partnership between adult gardeners and youth. While many organizations work either intensively with youth or with adults, with one of the two as the primary focus, we do both, and believe that this combination creates a stronger fabric for community empowerment, as well as a deeper experience for youth.

While some of the organizations in this initial collaboration – East New York Urban Youth Corps, United Community Centers, and Genesis Homes/HELP USA – had experience running youth programs, none of them had run a program quite like this. It took us a while to figure out how to best structure the program for the benefit of the youth and broader community that they work with.

## History of the ENYF Youth Internship Program

ENYF launched the youth internship program in 1999 after receiving a grant from the Hitachi Foundation. Organized by East NY Urban Youth Corps, youth were assigned in groups of two to work directly with a specific gardener on a regular basis, without supervision from staff of any of the ENYF partners. This structure had serious flaws. Two youth – with no regular interaction with a larger team of youth - was just not enough of a crowd to bring a sense of energy and teamwork. This structure also relied on gardeners - who were all volunteers and mostly elders - to be the primary supervisors and motivators of teenagers. Without a fuller program structure (including staff, curriculum, and a team of other youth) to engage them, many of the youth just stopped showing up to work, even though they were being paid a stipend.

Looking back on successes and challenges from the first year, the ENYPG decided to restructure the

remaining Hitachi funds to hire a full-time staff member to coordinate a more structured youth program and to do more work with gardeners. By this time, East NY Urban Youth Corps had been cut out of the partnership because their main staff member on the project was not consistently participating. Aley Kent - who worked with ENYF the previous season as a Cornell Cooperative Extension intern - took on this new full-time Urban Agriculture Coordinator position. The position was based at UCC, because UCC was close to the market site, had experience with youth programs, owned a van for bringing youth interns to gardens, and because of the opportunity to invest more time in further developing the garden in the 1/2 acre lot next to UCC.

In 2000, with 14 interns engaged in a more robust youth program, ENYF was able to offer more support to gardeners, in exchange for a hand-shake agreement that they would sell at the market at least three times in a year. The youth interns also advanced the process of turning the 1/2 acre next to UCC into a productive garden. This was the first year that youth program had a space that was their own, where the youth were the primary growers, in addition to continuing to assist adult community gardeners throughout the neighborhood.

In 2004, drawing from the model established by The Food Project, we created a stronger ladder of responsibility for youth by adding "returning intern" positions, establishing a more clear evaluation structure in which youth could lose and earn back portions of their stipend based on performance, and adding content and structure to our curriculum. We were also more frequently engaging in national networks of youth food justice organizations like Rooted in Community and the Food Project's BLAST network.

From 2007-2009, we continued to tweak and refine the youth program - enhancing curriculum for all youth and for returning interns in particular by expanding their leadership roles and training. With some new funders, we were also able to expand from 20 to 24 internships.

From 2010-2012, we **initiated several important youth program improvements** including

- expanding the youth program to 33 (up from 24) interns (by 2011 we were regularly receiving more than 120 applications)
- enhancing curriculum, including more opportunities for youth to cook food they'd grown
- adding "externships" that engaged alumni in working at peer organizations
- having Crew Leaders prepare for 15 min before their work shifts
- taking 3rd and 4th year youth interns out of weekly group summer workshops, in order to offer them college and career workshops, and create an opportunity for them to work on a self-directed project, which in 2012, involved creating a video about fresh vs. processed foods

Some of this was made possible by a combination of new funding (in 2011) that enabled us to hire another full-time staff member, working about half-time on the youth program and the rest of the time on other ENYF projects to support adult leadership in community food justice.



# THE BIG PICTURE

## A) What youth learn in our program

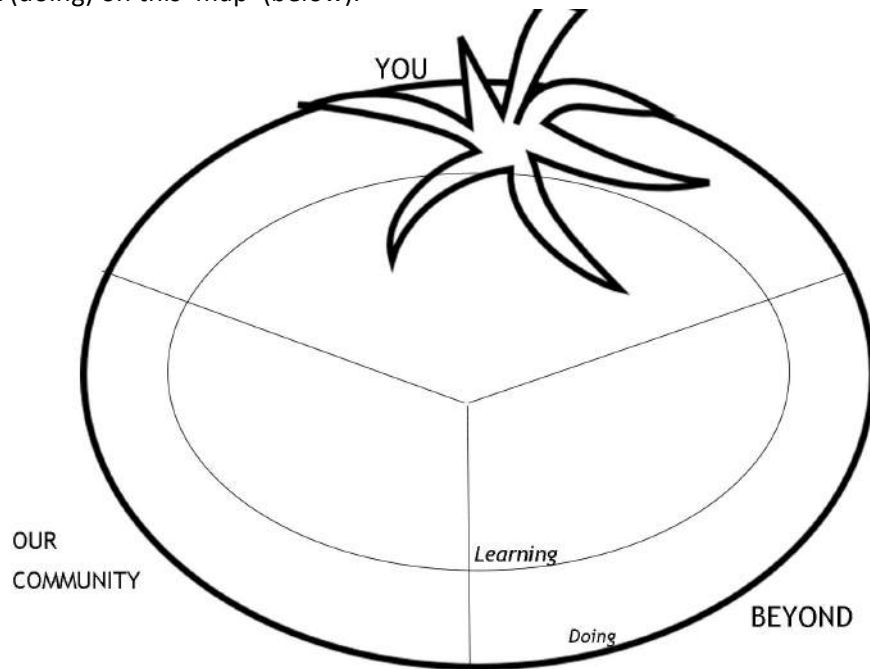
*"You get a learning experience, you go to workshops, they teach you a whole bunch of stuff about leadership, dedication, how to save your money, everything...they don't only send us out to the garden."*

- Tracie

*"I think being able to understand how food affects us, our community, and our economy helps me to make certain decisions for my health as well as community development"*

- Jonathan

Using food and agriculture as a tool for learning, youth in our program gain skills and experience to better their own lives, their community, and the world around them. We use this "Curriculum Tomato" to explain the scope of our program to youth. We create a large poster that we fill in throughout the year with our interns, usually at the end of workshops, where we place our workshops (learning) and hands-on work (doing) on this 'map' (below).



Most of our curriculum evolved gradually. We started with workshops that would help youth better understand the context of things they were doing and learning in gardens and at the farmers market, and expanded from there in response to observations of staff, youth program evaluations, feedback

from youth, and networking with peer organizations. Our curriculum now includes workshops ranging from technical aspects of organic agriculture, to food systems, to personal development, to broader social justice issues like gender roles and urban disinvestment.

Looking at the curriculum and program components we'd created, we identified eleven areas of learning and development that were present in our program, and around which we wanted to focus our evaluation. These areas are: *academic achievement, agriculture and food knowledge, community engagement, environmental awareness, personal health, leadership, positive peer group, self-esteem, knowledge of social justice issues, teamwork, and work habits*. Our methods of evaluation, which continue to inform our understanding of what youth learn in our program (and how to better support their learning) are explained further in *How we get better, p 51*.

It's an ongoing process to decide how much we can effectively do in the scope of our youth program, and where we "draw the line" and accept limitations of time, expertise, or focus. We are working from multiple angles to support young people to be successful in their own lives and to be leaders for a more equitable and sustainable world. That could take us in infinite directions, but we need to be realistic about the scope of our program, so we can focus our efforts on what we can do really well.

**Case story: how we balanced our limits and interns' needs for college and career preparation**

One example of *both* striving to better support young people *and* recognizing limitations was the development of our college and career curriculum. For a long time, college and career advising happened in our program mostly informally, for a couple of reasons. First, our internship was not designed to be a college preparation program, so we lacked detailed, current knowledge of the college application process, and we did not have staff with time to dedicate to this. Second, we valued our position as a place where young people were not judged by their grades or standardized test scores. Not because we did not understand that success in school opens important doors, but because youth who struggle in school have so little opportunity to feel like they are good at something and build confidence, and a non-traditional program like ours can be a place for those youth to really shine – and then feel motivated to give their best effort in other areas of their life, including ones, like school, that they may have given up on. So we did not want to introduce an environment where youth would need to talk about – and potentially feel bad about – their academic performance.

However, we found that we often ended up doing a lot of informal college advising because we were trusted adults in our interns lives, and we wanted to make sure all of our interns knew that we could be an additional support to them in their post-secondary planning process. At the same time, a few of our youth did have access to good college advisors in their schools, and we did not want to create programming that was redundant. So in 2012 we introduced a very manageable series of five college and career workshops, focusing on areas where we could provide some unique support. For example, we organize a roundtable with program alumni; our Resume Writing session focuses on helping youth describe their ENYF work experience well; and our Career Exploration series focuses on careers in social justice.

It sometimes comes as a surprise to people when we explain that we are not primarily training farmers. There are unfortunate economic and political realities that make careers in farming unappealing even for the children of farmers, so both the possibility and wisdom of training lots of young people from the city to pursue careers in farming is questionable. Nor are we primarily teaching nutrition. Certainly a young person might develop and pursue an interest in nutrition, farming, or many other areas while working on our program. What we *are* primarily doing is helping youth to see themselves as valuable, capable people, well-prepared to make thoughtful choices with an awareness of the people and natural environment around them.

So why urban farming then? The Five Borough Farm Project ([www.fiveboroughfarm.org/impacts](http://www.fiveboroughfarm.org/impacts)), in which ENYF has participated, does a more comprehensive job of capturing the impacts of urban agriculture than we'll attempt to here, but we'll note a few reasons from our experience. First, ENYF came out of a community planning process as a way to further develop existing resources in our community, including gardens, for the benefit of our whole community, not just young people. If the resources we had were different, this program would have developed differently. Second, as the Merck Family Fund puts it, "Growing food in community is a powerful and personal entry point to many systemic issues." Everyone eats, and while there are many problems in our food system, there are many opportunities to celebrate what's good and to take action at a personal, community, regional, and national level. Growing food as part of a collaborative project to nourish our community in multiple ways gives youth the opportunity to be stewards – of plants and open space but also of our market which serves as a gathering place – and to thereby become leaders in their community. Third, despite the growing popularity of urban agriculture, and despite the family histories of gardening and farming that many families in East New York have, growing food in New York City is still a pretty novel idea for most of our youth interns. Urban farming creates an opportunity for them to see new potential in their community and themselves. It's also different enough from the other physical environments that they are used to that we can more easily create safe space because they have no context for how they "supposed to" interact here. Lastly, we find that the release of challenging, physical outdoor work combined with the care and concentration required to nurture fragile seedlings into food producing plants, is calming, humbling, and invigorating all at the same time.

## **B) How we create an environment for growth and learning**

In order for youth to learn and grow in the ways we strive for, we have to create a program structure that motivates youth to try new things, and to support each other in learning.

The Food Project describes the "4R's" as tools that help them deliver their youth development model. The 4Rs were based on a study called *Urban Sanctuaries* by Milbrey McLaughlin (1994) of Stanford University, in which the researcher interviewed youth in leadership development programs in order to

understand what the components of a successful program were. These conversations identified 3Rs – relevance, responsibility, and relationships – and The Food Project added an R – rigor.

These 4Rs are an important reference point for our program. We challenge ourselves to consistently incorporate all of these values to achieve the best possible results for the young people involved and our community. Below are some examples of how the 4Rs show up in our day-to-day work.

***Relevance: the work the young people do needs to offer them skills for today and the future***

*" I appreciate every task I get because I see them helping me...for the real world."*

*-Rahkiah*

Most of our youth interns are not going to be farmers. But they do learn a range of skills that are relevant for work and for life, like how to communicate well with adults and peers, how to give and receive constructive feedback, how to serve customers, how to manage time and money, how to balance working quickly and carefully, and how to grow and cook their own food.

Being able to pay stipends to youth is incredibly important in our ability to offer truly relevant preparation for work. Being prepared to meet the demands of having a job is one of those directly relevant skills, and it can be difficult and unfair to create that level of accountability without a stipend.

Striving for relevance also led us to incorporate East New York history into our curriculum. We believe it's important for youth to understand that urban agriculture in East New York rose out of a painful history of racial discrimination, disinvestment, and urban decline. With this historical background they can better understand the significance of gardens as a source pride, and the systemic forces that created segregated, impoverished neighborhoods like East New York.

In 2012, we conducted a survey of our alumni interns that helped us understand how their learning from ENYF has been relevant in their lives since. The quotes below represent just a few of the 50 responses we received.

***On food and gardening:***

*"I can now depend on myself for food and also provide for my family." – ENYF alum*

*"I think working with ENYF made a change in the way I eat and the way I am teaching my children to eat." - Tanya*

*"I see some people my age don't know how to garden and some of the people my age have a lot of anger problems. I bet if they knew about planting they would be more calm." – ENYF alum*

On working with others:

*"I also learned how to work with others and how to communicate within a small group and how to follow directions. This has impacted me in a very positive way because I learned the basic communication skills that I would need in the future" - Michael*

*"I learned better ways to solve problems." - Suetanya*

*"Now that I'm in college, workshops that I led while working at ENYF allowed me to speak out and become a leader. As a result, I've become a better writer as well as a speaker." - Rahkiah*

*"ENYF showed me how to build relationships which has enabled my ongoing success as a Human Resource Manager." - Angel*

*"As a resident assistant, I could easily divide the work and use co-workers effectively to complete a task. Also, at work when given team projects I am more open to hearing and respecting others' opinions." – Tamara*

*"I've learned how to act around people of different cultures and it's made me mature and a better person." - Elias*

On awareness and identity:

*"I would say I have a better sense of self. I know what I want to do and how I'm going to do it. A lot of people my age are still trying to find themselves, still trying to figure out what they want to do in life. Because I was introduced to things in the program I feel like I got a head start on some of the things people my age are currently dealing with." - Verniccia*

*"I honestly don't know where I would be right now if it weren't for ENYF. I'm not saying that I would be in jail or anything, but I probably would have spent a lot of time by myself. It helped me gain so much confidence, and helped me find who I am on a much larger scale than just growing food." - Musheerah*

*"The knowledge that I have now is helping me to be able to understand...what's actually happening in the community." - Kalia*

### **Responsibility: letting young people lead and take care of tasks where they are the director and executor**

*"I learned a lot about how things grow and how what we did affected the way things grew."*

*- Anthony*

*"No one in junior high school had the responsibilities I had at such a young age. It was fun and encouraging to have that trust."*

*- Warren*

*"I got a responsibility to set an example of what to do and how to do it...So I gotta breathe, know that I'm responsible for my actions, and do it."*

*- TeAndre*

ENYF youth interns take charge of completing farm tasks and determining the best way to do them, and selling their produce at our weekly farmers markets – from setting up to serving customers. They also take responsibility for their internship, through the process of managing time, communicating with supervisors, and managing money.

Returning internships provide a way for youth to take on a whole new level of responsibility – teaching their peers how to do new farm tasks throughout the day, dividing up groups of youth to complete projects, keeping their group on task to make sure work is completed, leading workshops, hosting volunteers, collecting vendor fees, and even writing weekly feedback for their peers.

Youth also have important responsibilities in making decisions about the overall program. One example is the [interview process](#) that youth engage in if an intern is re-applying to the program. Though it happens fairly infrequently, a panel of fellow interns and one staff member conduct an interview with any youth who has been fired and wants to return to the program. They choose the questions they want to ask and make a collective decision about whether or not the person will be re-hired.

[Appendix 1 – Interview Process for Re-Applying](#)

It is not only the experience of having these responsibilities and succeeding that is significant, but also knowing that others trust them enough to give them this responsibility.

***Relationships: provide the youth with support, friendship and care that supports them in their growth***

*“ I learned how to work well in a group with [people] other than my ethnicity, in any age.”*

*- Cameal*

*“ As soon as I took the first step in and introduced myself, I could feel the strong presence of welcoming faces.”*

*- Darnell*

Our low youth to staff ratio (see [How it's structured, p 26](#)) facilitates genuine, caring relationships. Working in fairly small crews of nine, and doing farm work, in which youth are often further split into smaller groups working on specific tasks, makes it possible for staff to develop individual relationships with each of the interns they supervise. Within the first couple weeks of our program, supervisors will have had a one-on-one interaction with each of their interns, mostly through working alongside them on the farm. This individual attention is an incredibly important feature that distinguishes our program from many other employment and educational environments. Our interns have the benefit of having adults (other than their guardians) who are really paying attention to them and their development, and giving them feedback that is both caring and honest.

These relationships are long-term – they are developed within our program and extend beyond it. There are youth who last worked in our program in 8 years ago who still keep in touch with our staff, and reach out to when they need support. They understand that

people they've worked with at ENYF will always be there as resources and advocates for them, and that if we cannot help them personally, we will make sure to find someone who can. We are constantly working to link current interns and alumni with resources like job opportunities that fit their interests, scholarships and financial aid information, immigration assistance, training programs, even support in negotiating conflicts with parents. Because we are invested in them as people, when they really need something, we don't just say, "That's not what we do." Yet there are definitely times when another person or organization is better positioned to provide the support youth need. In these instances, we can be the best advocates for them by helping connect with these resources – which could look like anything from giving them information to going with them to an appointment. When we can't find outside resources for what they need, we do our best to fill in.

The caring and supportive relationships fostered among youth are another enormously important part of ENYF internships. Interns are expected to support each other as a team. People are sometimes surprised to see this dynamic in our program because they are used to seeing teens – in the media, or in reality – being unkind to each other. The intergenerational bonds between youth and the adults in the community with whom they interact are also an important part of the relationships built.

***Rigor (added by The Food Project): challenging young people to give their best effort over time to accomplish a goal***

*"We had deadlines to meet, orders to fulfill, and customers to take care of. This all required true teamwork and everyone completing their tasks in a timely manner."*

*- Angel*

*"They push you...and it's not like 'Oh I'm pushing you because...I want you to.' It's good for you, like they're pushing you just to better yourself."*

*- Tracie*

Farming is hard work. And doing the work it takes to run a farm and market and work productively with dozens of other people (including peers, gardeners, customers, vendors and volunteers) over the course of not just a couple of weeks but a whole growing season gives young people the chance to rise to the challenge of doing hard physical and mental work, and staying committed to a program for the entire duration of nine months, and in some cases longer, if they become returning interns.

We set the bar high, and expect youth to live up those expectations because we believe they can – or if they can't today, that they are capable of improving. When we heard a trainer use the phrase "Do your best, and then do better" it resonated with the atmosphere we strive to create, of valuing different contributions *and* encouraging growth and learning over time. To set our expectations lower, or hold youth to anything less than they are capable of, is a disservice to them, and reflects a behavior of modern oppression described by VISIONS Inc as "dysfunctional rescuing."

**Case story: applying rigor at work**

To offer a very practical example, when we are filling wheelbarrows with soil and moving them through gardens, they get very heavy. Some youth can easily handle these heavy loads, and others struggle. The tendency is to let the “stronger” youth - who are often bigger, taller, and male – push the wheelbarrow every time. But that doesn’t allow for the others to build their strength. So we ask them to switch off, each person filling the wheelbarrow as full as they can personally manage. For the interns that may only be able to take a half load today, we remind them that they are building their strength and that next time they can take a little bit more. In this way we can accept that people have different natural strengths and abilities, and reinforce that everyone in our program is expected to push themselves.

***Applying BOTH/AND to the 4Rs***

All of these elements rely on and support each other, and it is the careful balance of them that creates an environment where young people can begin to see themselves as capable agents of change in their own lives, their community, and the world beyond.

***Relevance + Relationships***

Relevance is greatly expanded by relationships. By taking the time to get to know the youth as people, we can better understand the lens they have on the world, and the goals they have for themselves. With that knowledge, staff can better shape the program to be relevant to our interns, and can creatively help young people see why issues may be relevant to them, even if they didn’t think they were.

***Responsibility + Relationships + Rigor***

Responsibility is important for youth to stretch their perception of what they can handle, build confidence, and give them a genuine role in shaping our program. At ENYF, this works in tandem with relationships with adults and the broader community, and with an atmosphere of rigorous work. So is our program “youth run” in the purest sense? No. But do youth have significant responsibility and input? Yes. In order to ensure the program is rigorous, staff need to have a lead role in setting up and maintaining standards. We also deeply value the component of our program through which youth build relationships with adults (a very relevant skill for life), with whom they partner to carry out the work of ENYF. Therefore the degree to which the youth are fully “in charge” is moderated by working as part of a larger community of people who are also important in shaping the *East New York Farms!* Project, and we believe that combination is powerful.



## *Rigor + Relationships*

This can feel like the toughest combination in the set. When we are trying to build relationships with young people and support them, it can feel difficult to also hold them to rigorous standards. The relationships forged between our staff and youth interns extend beyond the bounds of typical employee supervision, yet they are different from friendships because they are rooted in the great responsibility we as adults have in supporting young people to do and be their best. This requires staff to be firm, consistent, realistic, and do things that take more time, thought, or emotional energy than just being nice.

There is also a danger of being too strict, especially as the culture of no-excuses or zero-tolerance discipline grows in our schools and our society. When rigorous discipline is moderated by relationships, adults “enforcing” the rules also commit to ensuring that young people understand the expectations they’re being held to. Adults must also consider if the expectations really are fair, and being applied with the best interest of young people at heart.

### **Case story: compassionate firing**

Youth *can be fired* from our program. Although firing a youth intern is rare, it’s always difficult. But if firing were not a possible consequence for consistently or drastically ignoring expectations, it would not give youth a realistic experience of the rigor of work. What a young person learns from being fired can provide a valuable lesson. But the difference between our internship and many jobs is that because we value our relationships with interns as individuals, if an intern is fired, or even not selected to be a returning intern, we consider it our responsibility to have an honest conversation with that young person to ensure that he or she does learn something from that experience that can help him or her in the future.

On one occasion in which a young woman had been fired from our program for a violation severe enough that she was not invited to reapply, we still asked her to come to our office for a final meeting. She and her former supervisor discussed the events that led up to her being fired, what she could have done differently, and what lessons she might take from this for the future, as well as other resources for youth that she might take advantage of.

*Appendix 2 – Process  
for Firing and Re-  
Applying*

# THE DETAILS

## A) How it's structured

### *Roles of staff and youth*

Five full-time staff and two part-time staff work on the East New York Farms! Project. All full-time staff spend a portion, but not all, of their time working on the Youth Internship Program (see table below). The other work that staff members do supports programming that is related to and complements our youth program - including managing our farm, provide resources and training for adult gardeners, running our farmers market, coordinating our community education programs, and hosting volunteers and tour groups. Intergenerational relationships between interns and the inspiring network of adult ENYF members is an important component of our program. While these gardeners, vendors, and community educators do not supervise interns directly in the way staff do, their participation and guidance is invaluable.

**Table 1: ENYF Youth Program Staffing**

<i>Position (all full-time)</i>	<i>Estimated percent time on youth program</i>
Project Director	40%
Youth Program Director	70%
Agriculture Director	30%
Markets & Outreach Coordinator	25%
Community Organizer	45%

Thirty-three youth work in our internship program, 12 of whom are returning interns, and 21 of whom are first year interns. Five alumni youth work with partner organizations in the summer as externs, in a program that operates mostly independently from the core internship program. Staff work with youth in a lot of different arrangements – sometimes with a crew of nine youth (seven first years and two crew leaders) in a garden, sometimes with a pair of interns (in the case of MKT, UA, and FE interns, or when preparing for leading workshops), and sometimes with all 33 first year and returning youth together (in certain workshops and a few garden workdays).

It is an amazing thing to see someone learn, grow, and become a more confident person - prepared to ask the right questions and make sound decisions - and to feel like you had some part in that. It can be especially rewarding when you feel like you are combating a broader imbalance in opportunities and resources. It is also a great responsibility that needs

*Appendix 3 – Youth Internship Chart*

to be taken seriously, and can be hard work. Below we outline some considerations staff need to keep in mind at all times.

### *Creating safe space*

Staff must be caring and confident in order to establish and maintain a safe space, and consistently put our expectations and the 4Rs into practice. The Food Project's *Summer Youth Program Manual, Volume 3: Implementation*, describes this so well in saying, "Your job as supervisor is to lift and hold the energy of the community in a positive manner"(p.37). Supervisors need to be ready to be the ones who go out on a limb to be enthusiastic when energy is low. Youth may often take on this role, and returning interns are trained to be able to do this too, but they are young, and it might be more "sucking it up" than they can muster at that moment, or it might feel like too much of a risk. You are the person that this responsibility defaults to – even when you're tired.

It's important to remember that many young people of color in urban communities live in an exhausting world where they are always trying to present a version of themselves that is more confident than they actually feel; always trying to think about how to succeed while pretending that they don't care in case they fail; and always fighting the low expectations others have for them. It's a world where coolness is measured in relation to other people, so that damaging someone else's image can improve your own, but then you always need to worry that they'll do the same. The 'instigators' of this environment are often the most insecure young people who come off as the most confident. They may be the ones who have decided they are not able to do well in school, will not be able to go to college, and will not be able to get a good job, and so they pretend they don't care, because if they tried and failed, that would be humiliating.

We have the opportunity to create a small, separate world where those dynamics are flipped – where what's valued is kindness and effort, and where you succeed *with*, not in opposition to, your peers. That environment can be a huge relief for young people. It can also take some time to get used to – more so the more different it is from the other environments that they operate in. We as staff need to be unwavering about creating this safe space, so youth understand that they can count on it, that they can relax, and that they can be themselves. Our returning interns help to establish and hold this atmosphere, and pretty quickly, the first year interns do too.

### *Being managers and workers*

Staff must manage *and* work, and model this skill for returning interns. That means doing all of the physical work with and alongside youth, as we are also keeping the 'big picture' stuff in mind – group dynamics, time, flow of the day, quality and accuracy of work. We've had a few occasions when youth programs or school groups have visited our farm to volunteer, and the adults see their primary role as telling the youth to work hard while they themselves are sitting down, talking on their phone, or even smoking a cigarette on the sidewalk. We cannot ask youth to do things we are not willing to do ourselves.

### *Being motivators*

Staff also have the opportunity to create unique relationships with youth in which you are caring for them as people *and* pushing them to do their best. This is different than just being their friend. Though we discussed this in the previous section (*"Rigor + Relationships,"* p. 22), it is important enough that it bears repeating. Staff should start from the assumption that youth *are* motivated because they've chosen to join this program, and use a variety of strategies- like setting mini-goals, encouraging, explaining context, and listening - to sustain and deepen their motivation.

### *Being role models*

While most people have heard the basic premise that adults working with youth need to be role models, truly believing and adhering to this is the key part. Staff must be fully invested in the Expectations and model them, and must demonstrate the importance of the 4Rs by fully owning the responsibilities that are theirs, and by holding themselves to a rigorous standard of work.

### *Role of returning interns*

Returning interns have a unique role that is incredibly important to our program, an amazing learning opportunity for them, and also very hard. Getting your peers to listen to you and respect you is difficult, and although we strive to provide them with the tools to do this and a structure that supports them, it takes practice. Many youth in a new leadership role will either be too impatient with their peers, or too playful and hesitant to take charge, either because they are unsure of themselves or because they are concerned about not being liked (a derivative of being unsure of themselves). Staff need to give returning interns enough responsibility so that they can practice (and make mistakes), support them with detailed feedback, and also ensure that first year interns have a good experience, even when returning interns aren't at their best.

Advanced leadership training throughout the year supports returning interns in their roles. In addition to regular leadership check-ins (described further in *Curriculum, p 46*), returning interns participate in trainings including Leadership Orientation, Individual and Group Goal-Setting, Leading Farm Work (including Effective Teaching Techniques), Leading Harvest, Public Speaking, Facilitation, Leadership Compass/Assessing Your Leadership Style, and Self Evaluation.

Our returning interns are also trained to apply the "I do, we do, you do" model. They first demonstrate how to do something, then work alongside first year interns, and eventually let first years do things on their own. This is applied in on a day-to-day basis in showing interns, for example, how to prepare a bed for planting, and also in a big picture sense. Aspects of leading workdays, workshops, and our market stands are continually transferred from staff to returning interns as they've had a chance to see us model leadership, and practice along with us, and eventually, first year interns are cultivated to take on leadership roles as well.

**Case story: I do, You do, We do**

As referenced on p 39 (*Crew leader preparation*), crew leaders spend 15 minutes before the start of each workday preparing to lead that day. They will have already seen examples of how to lead a crew from their experience working as a first year intern with crew leaders in the previous year (I do), but they often need a lot of support when they are beginning to take on this role themselves. In the list of things that crew leaders need to do with their prep time, staff supervisors will initially support by sharing some of these functions with the crew leaders (we do). Time management is an area where staff supervisors provide a lot of help early on, so that crew leaders can focus on managing tasks and motivating their crew. As crew leaders become more comfortable with their roles, staff can step back and let them take on the full scope of crew leader responsibilities, including creating a list of tools needed, setting the context for the day, managing tasks and motivating interns, managing time, and even wrapping up the day with some quick feedback to or with the group.

Crew leaders are similarly trained to be conscious of how to develop leadership among the first year interns in their crew. This becomes especially relevant in the fall, when much of our work is fairly repetitive (harvesting and running markets) and first year interns start to feel very capable and experienced. While this is a good thing, it has created some tension in the past when crew leaders feel that first year interns are trying to take over their roles or “be returning interns.” What we tell returning interns is that if first years want to take on more responsibility, let them! Not only is that what we want them to do, but trying to resist will make them feel frustrated and unappreciated. So we work with returning interns to not only allow shared leadership but to plan for and encourage it, by gradually asking first year interns to take on some of the crew leaders’ roles, like leading a game, managing time, or recording harvest yields.

*Supporting and training staff*

As staff support youth to succeed, the Youth Program Director must support staff by following up on a regular basis to check that all supervisors are implementing expectations consistently. When staff falter on this, it’s usually for one of three reasons: 1) Not fully understanding the expectations chart including what should count as a violation of expectations and how to accurately enter this information, 2) Hesitating to give violations because they’re concerned about being too harsh, 3) Mistakes in math and record keeping. The Youth Program Director needs to make sure all staff understand how to apply the standards, understand that they are not used to “punish” youth but to help them improve, and understand that accuracy in interns’ stipend checks is as important as the accuracy of adults’ paychecks. The Youth Program Director must also help everyone to understand that taking the time do this carefully always saves time later by avoiding the need to correct mistakes, and impact of the messages those mistakes send to youth interns.

## ***Schedules and Calendars***

While our internship is a 9-month program for youth (March – November), it is a year-round job for staff because of the work we do between December and February to evaluate, plan, and recruit for our internship program. A **yearly calendar** included as an appendix outlines the work undertaken by staff throughout the year to set up and execute a program that makes the most of our time with our interns.

*Appendix 4 – Youth  
Program Calendar of  
Staff Responsibilities*

We create schedules for spring, summer, and fall, including parallel versions that are useful for first year interns, returning interns, and staff, so that everyone has clear information, provided well ahead of time, about what days they'll be working, and how they need to be prepared for those days. Keeping ourselves organized as supervisors is important so we can expect youth to be as well. For example, if we want them to take their commitment seriously and avoid missing workdays, we cannot change their hours at the last minute.

When establishing our activities and calendars for the year, we take into account several considerations.

### *Balancing work and workshops*

This is an internship, not a job. For both philosophical and legal reasons, youth need to be engaged in activities in addition to their physical work that advances their learning. At the same time, we want them to have a realistic experience of what other work will require of them, so we want their schedule to involve enough consistent physical work that they feel responsible for the work they do, and don't have the impression that farm work is just an activity interspersed between workshops, or that their tasks are things that the staff can just finish later if they don't. Of course in most cases the staff will finish the work later if they don't, but it's important that they feel a sense of ownership.

### *Creating a diversity of experiences and having consistently meaningful work*

Urban farming can be a platform for such a rich variety of experiences. We want all youth – especially in their first year - to have a chance to start seeds, prepare beds for planting, transplant, weed, build garden beds, work in community and backyard gardens, harvest, pick up trash, turn compost, serve customers, write receipts, tally cash boxes, work at the Share Table (our cooperative table for gardeners), survey customers, cook, serve at a soup kitchen, read and discuss articles about food justice, do outreach for the market, lead a tour of our farm, participate in a range of workshops, and more.

All of that is possible, with careful planning and scheduling, and thoughtful framing to help interns understand the significance of each of these tasks. The length of our program helps

us to create this diversity of experiences for interns *and* enough consistency that they develop a sense of ownership and mastery. If we tried to rotate youth through all of those experiences in a couple of months, they might not develop real confidence in or responsibility for any of them. We also want youth to understand that meaningful work is not always “new.” Lots of work (and life) is fairly repetitive, and we all need to be able to draw motivation not just from the novelty of the task but also from the drive to do our work better every time, and from a commitment to the larger purpose of that work.

### *Balancing time as a full group and time as separate crews or pairs*

In most cases, it’s more efficient to work in small groups. Our crews are made up of nine youth (2 crew leaders and 7 first year interns) and some returning interns (MKT, UA, and FE) work with just one other intern and their supervisor. These groups are small enough that each intern has a chance to do meaningful work with attentive support from staff and returning interns. Within those smaller groups, youth also develop unexpected bonds, as they inevitably get to know people they would not gravitate toward in a large group.

But we also want all youth in the program to have some connection to each other, and not just see other crews as those “other” youth who they pass by when they come for their afternoon shift. This is important because it helps youth expand their positive peer group, builds the energy of the program and the sense that young people in the community are having a positive impact, and makes youth feel more accountable to each other – which is important when they all store their belongings in the same hallway. In the spring and fall we try to ensure that all interns (33 youth) have a workday or workshop together at least once per month. In the summer youth participate in workshops as a full group once a week, and rotate through cooking and Wednesday market shifts where they work with youth who are not in their crew.

Balancing all of these priorities, and being sure to uphold the rigor and relevance of our program by avoiding “busy work,” requires careful, thoughtful, advance scheduling. Because bringing youth to work in other gardens run by neighbors is such an important part of our program, we also need to have some flexibility to accommodate their schedules. Included as appendices are examples of a [spring schedule and fall schedule](#) that would be distributed to youth, as well as a “map” that shows [how our summer weeks are structured](#).

[Appendix 5 – Spring Schedule](#)

[Appendix 6 – Summer Youth Program Schedule](#)

[Appendix 7 – Fall Schedule](#)

## **Expectations**

*"This internship has been the opening of a new stage in my life which has enabled me to be the best that I can be when doing garden work and working with others."*

*- ENYF alum*

Establishing consistent expectations and helping youth meet them is one of the most important responsibilities staff have.

Our *Expectations*, adapted from the Food Project, essentially break the 4Rs down into actionable behaviors that can help us meet our goals as a group. On the first day of the program, youth do some group visioning and goal setting by tracing a connected circle of their hands on a large paper, and writing inside the circle what they want in their ENYF community for this year, and outside, what they want to keep out. On the second day, we discuss *Expectations* as the guidelines that will help us create that kind of community, through an engaging workshop to help them really understand what each standard means.

To create expectations that can be followed consistently, staff need to carefully consider if the expectations set are realistic and fair. For example, we hold youth to rigorous standards at the market stand – no sitting, no using phones, no eating at the stand. And we create a structure where it's possible and reasonable to live up to these standards, by having them work 4 hour shifts (rather than an entire 8 hour market day), and giving them a 10 minute break, or if they work a double shift, giving them a 30 minute lunch break. If we had them work 8 hours and they couldn't sit or eat or use their phone and had no formal break, we would realize that's tough to do and would start feeling bad. Then we might let them eat a snack quickly, use their phone a bit, or sit for a minute throughout the day, while still loosely expecting them to be attentive to customers. We would slowly start slipping into a position of not holding them to consistent standards.

Youth interns learn about and agree to the following *Expectations* on their second day of the program. The [way we introduce and explain these expectations](#) is important, and is described in an appendix. We use the words 'standards' and 'expectations' pretty interchangeably in practice, but for clarity we will stick to 'expectations' in this guide.

*Appendix 8 – Going over Expectations*



## Expectations for the East New York Farms! Youth Intern Program

*adapted from The Food Project*

1. **Work hard and be motivated.** Although we want an enjoyable atmosphere, we are working to feed our community and have ambitious goals. Interns should participate fully in hands-on work, and workshops. Give it your all.
2. **Cooperate and be helpful.** Interns should help each other, and should keep a positive attitude.
3. **Be a role model.** Interns are often working with each other and with adults in public situations. You should set a responsible example for your team to follow, and the community to look up to.
4. **Be honest.** This includes no lying and no stealing.
5. **Respect and listen to each other.** Respect for yourself, your fellow interns, and the other people we work with is one of the most important parts of being a team. This includes communicating your opinions respectfully, and listening to each other. This also includes showing respect for all people regardless of race, ethnicity, gender, age, sexual orientation, ability, income, or other differences.
6. **Respect for your surroundings.** You should consider the UCC office, our farm, our farmers' market, and the community that we work in as your own, and you are responsible for treating them well. This includes treating our plants and tools well, keeping our office neat, and not littering.
7. **No verbal, emotional, or physical violence** of any kind. This includes cursing.
8. **Come on time.**
  - The clock used to tell if interns are late is the clock downstairs at United Community Centers.
  - Interns should change clothes, eat snacks, fill water bottles, etc. before the program begins.
9. **Be prepared for work**
  - Bring a water bottle (or something to drink) and make sure you fill it up before work everyday.
  - Interns must wear clothing and sneakers that can get dirty. You should wear or bring these clothes EVERY DAY. If clothing is not appropriate, the supervisor may send interns home to prevent them from getting hurt or sick. For safety, interns may not wear open-toed shoes.
  - You should always wear clothes that are modest and appropriate. This includes wearing pants at your waist, and not wearing low-cut shirts, or short shorts. You should also not wear anything that has inappropriate graphics or words. Hats may be worn in the gardens and in the market, but we ask that you remove them inside UCC.
  - At the market, interns may still get dirty but should wear reasonably nice clothes.
  - Youth are welcome to leave any bags, jackets or changes of clothes at UCC. These items will not be locked, so you should not store valuable items. You **MUST** put your clothes away each day in your bin or on a hook.
  - Interns are encouraged to bring sunscreen. We do not provide this for you.
  - Interns may not eat while working. We have a paid break time during each work shift where you can eat snacks if you brought them but you cannot go to the store.
10. **Pay attention, and put away all distractions to work.**
  - This includes cellphones, music, sunglasses, hairbrushes, and other distractions
  - Interns may carry their cell phones with them, but they **MUST BE TURNED OFF** or **TO SILENT** at ALL times during the project. In an emergency, parents should call the United Community Centers, at (718) 649-7979, and explain the situation. Someone from the office will contact the youth supervisor that day.

- You cannot use your cell phones, ipods, or any other electronics during break or when we are traveling in the van. Break time is to talk with your fellow interns, eat a snack, or use the bathroom.
- Interns should not bring friends or relatives with them to their internship. If your friends or relatives would like to get involved, they can attend our Saturday volunteer days

11. **Follow the directions of the supervisors.** Interns may not leave work without notice. If you disagree with a supervisor, you may ask to discuss the issue before or after work, and we will do so. We respect interns' opinions, but we are often in situations where it would be a distraction to the group to get into a long discussion with one intern.

12. **Come to work when you are scheduled.** All interns will be given a schedule. We understand that some times you may need to be absent.

- If you have a school or a required school-related test (like Regents, or SATs), it is an EXCUSED ABSENCE. YOU MUST TELL US YOU WILL BE ABSENT, but it does not count toward your total limit of absences.
- If you cannot come to work on the day you are scheduled because you have something else you want to do (a school trip, a family party, a basketball game), you are sick, or you have a family emergency, it counts toward one of your absences. YOU MUST TELL US DURING YOUR PRIOR WORKSHIFT, OR CALL US BEFORE THE SHIFT YOU NEED TO MISS, TO TELL US YOU WILL BE ABSENT. You can speak to any supervisor or call the Youth Program Director [name, #]. If you do not reach anyone, you must leave a message (from the main voice mail, press [ext #] to leave a message).
- If you do not call when you need to be absent, it will count as a NO-SHOW ABSENCE. You only have three chances on this...this is really unacceptable.
- When you are working at the market (on Saturdays or on Wednesday for some interns), if you need to be absent you must arrange with another intern to have them cover your shift. This will require carefully looking over your schedule *with your parents* ahead of time, so that you are not calling us at the last minute to tell us you will be absent from the market. It is your responsibility to find someone to fill in for you. If not, it will count as a DOUBLE ABSENCE.

13. **We will have a break during your work shifts, but it is a paid break, so we still hold you to some standards.** Break will be 10 minutes, and you can use this time to use the Port-o-Potty in the garden, eat a snack, or just rest. You cannot use this time to go to the store, or to go into the center unless a staff member is available to go with you. You also cannot use your phone, listen to music, or use any other electronics during this time.

14. **Youth will begin and end the day at the United Community Centers, 613 New Lots Avenue, unless prior arrangements are made.**

15. **Keep your time sheet, and obtain the supervisor's signature at the end of each day. The intern supervisor will pay you once every two weeks.** Interns will be paid every two weeks. After your hours for the first week are totaled, you will be paid for those hours during the next week. You should round to the closest 15 min when signing in and out.

16. **Families are encouraged to become involved in the program, and to stay informed about their youth's activities with us.** Interns and their families should call the Youth Program Direct [name, #] to discuss any concerns.

17. **Have fun!** Although this is a job, we love what we do, and we hope you will too!

\_\_\_\_\_  
Signed

\_\_\_\_\_  
Date

Just as important as introducing these expectations is to support youth in upholding them. **Straight Talk** is another key program element that we adopted from The Food Project. Straight Talk is the way that we regularly review interns' personal growth with them. It functions as an important way for young people to learn to give and receive constructive feedback. Straight Talk comments are sorted into "Positives" and "Deltas." "Deltas" represent areas for change or improvement. We are careful to avoid referring to "Deltas" as "Negatives" because it's important that youth learn that constructive criticism is not a negative thing, but a sign that we care about them enough to give them honest feedback, and believe in their ability to do better.

Our guide for staff (following page) explains how to lead the Straight Talk process with youth for the first time, and is followed by the guidelines we use for Straight Talk throughout the year. Twice per year we adapt this format for "All-to-All Straight Talk" sessions in which all youth and staff give each other one-on-one feedback.

Appendix 9 –  
Straight Talk All to  
All

There is risk involved in Straight Talk, especially in a group format, because of the emotions that constructive feedback might provoke, so "reading the listener" is a key component (more below, Guidelines for Straight Talk). If we notice that a young person seems to shut down during the process, we need speak with them individually afterwards. Straight Talk is an important, but not our only, means of giving feedback. We frequently supplement Straight Talk with one-on-one conversations that happen while doing farm work together, or just after or before work. In some cases, but less frequently, we may even replace Straight Talk with a one-on-one conversation if we've noticed that an intern has received a lot of comments in a particular time period that might be hard for them to hear.

*" People in this job notice stuff about you."*

- Dianna

*" I've gained a lot of confidence in myself when it comes to speaking about things I'm sure I know, however I've also learned about areas I need to improve on in the future. I learned a lot about myself and others."*

- ENYF alum

*" I gained...ease in utilizing any feedback given at work and respectfully sharing feedback with supervisors and co-workers as areas of improvement."*

- Tamara

**Giving Straight talk to your group for the first time**  
**20-30 min (including giving straight talk)**

*Get your group in a place where they can all sit comfortably, quietly, and be focused.*

*Explain to youth:*

- You are going to get your first paychecks today. Congratulations!
- Every two weeks when you get paid, you will also get Straight Talk. This is the time we use to talk with you about how you are doing in upholding the expectations we all agreed to at the start of the program. We'll give you feedback from the past two weeks about what you did well, and what we see you can improve.
- First years will get feedback from returning interns and staff. Returning interns will get feedback from staff. A couple of times a year we all get a chance to give feedback to everyone else in the program (all first years, returning interns, and staff).

Now we're going to read through the guidelines for Straight Talk. We'll start with guidelines for giving Straight Talk, under "Say It." This is what you can expect from us when we're giving you Straight Talk, and the guidelines you should follow when giving Straight Talk to others.

*Have a copy of the "Guidelines for Straight Talk" sheet, and ask one person to start with reading the first guideline under "Say It" and then restate it in her/his own words. Staff and returning interns can help to clarify if necessary.*

*Then pass to the next person, have them read the next guideline, and repeat.*

*When you get to "Hear It" explain that these are the guidelines for receiving Straight Talk, so this is what we expect from you when you are listening to your Straight Talk.*

*Then explain:*

Now I am going to go around and give you each your Straight Talk. When it's not your turn, please just sit quietly and be respectful. No laughing or making comments.

Remember, we want you take this seriously because it's a great opportunity for you. It's really rare that people give you feedback in a way that is kind, specific, and geared toward really helping you grow as a person, so we want you to be able to fully take advantage of it.

*Then go around and give everyone their Straight Talk (read the comments, including telling them if they have any violations, and give each person their Expectations Chart to look at, then collect the Expectations Charts.)*

## **Guidelines for Straight Talk** *adapted from The Food Project*

### **SAY IT!**

**Be kind.** In Straight Talk, you are contributing to your team and to each individual member. When you are caring and kind, people are more comfortable, and will be more likely to take your comments to heart. Speak to others the way you hope they will speak to you when it is your turn to receive Straight Talk.

**Call it as you see it.** Think carefully about the other person, and identify things that you believe are strengths and areas for improvement. Tell the truth, even if it may be hard for the other person to hear.

**Speak the details.** Push yourself to talk about specific moments or examples that show your point. People learn best about themselves when they can remember the situation and try to see it through your eyes. Do not generalize, like saying someone “always” or “never” does something because generalities are hard to believe, remember, or understand.

**Balance the scales.** People find it easier to hear your message if you talk about both strengths and areas to improve. All people have talents and weaknesses. When you show that you can see both, people know you are taking the time to see them as a whole person, and not just the parts you think could improve, or the parts that you like.

**Pick and choose.** Talk about only what is most important. Less can be more, and can help people focus on one or two important comments.

**Read the listener.** When people are receiving Straight Talk, they are vulnerable. Watch them carefully as you speak, to see how your comments are impacting them. Speak to them directly, not as if you are reporting to the group. Make eye contact.

### **HEAR IT!**

**Open up.** Straight talk helps you learn more about who you are through the eyes of others, and this knowledge gives you power. Stay open, and try not to get defensive. It only distracts you and stops your learning.

**Look up.** While the other person is speaking to you, make eye contact. This may feel embarrassing, but without it, the other person won't know if you are hearing their message. As a result, the other person might feel they are wasting time.

**Listen up.** Good listening takes practice. You have to pause your own thoughts so you can hear the other person's words. Do not allow yourself to get distracted by your own thoughts or by things around you. If you listen well, you will learn more about yourself, and that gives you power.

**Store it up.** Pay attention and remember what is said. After Straight Talk is over, think back on what you heard. Absorb it, and ask the comment giver questions if you need to. Don't make immediate comments or other responses to what is said during Straight Talk.

**You decide.** People will say what they honestly believe. Some parts of what they say will ring true for you, and other things will not. Remember, you are the one who gets to decide what feedback you want to act on. Be honest with yourself and use Straight Talk to strengthen who you already are.

REMEMBER: Everything that is said is confidential. Nothing said here leaves.

Straight talk notes for youth are recorded on a [Comment Tracking Form](#). When a comment is associated with a “violation,” it means that a particular behavior directly violated one of the expectations that youth agreed to at the start of the program. An [Expectations Chart](#) that tracks any violations youth may have is kept in a binder with their comment sheets. The day-to-day process of writing comments is explained in more detail in the “A Typical Day” section. Staff are responsible for ensuring that each intern always receives at least some positives and some deltas each time they receive Straight Talk.

[Appendix 10 –  
Comment Tracking  
Form](#)  
[Appendix 11-  
Expectations Chart](#)

Being meticulous here is extremely important. While it can be easy for staff, in the midst of a busy growing season, to forget to carefully and adequately record comments and violations, it is important to remember that doing this well always saves time later. When expectations are clearly and consistently applied, youth are more consistently motivated, and staff spend less time disciplining, including needing to ask their crew to do things multiple times, needing to meet one-on-one with youth who are regularly not following expectations, or conducting the very time-consuming process of firing and rehiring.

In some cases, violations are associated with money being deducted from the interns’ stipend. First year interns can “earn back” steps on their violations chart, and the money associated with them. If an intern does not have a particular category of violation for an entire pay period, at the end of that pay period, one step is erased on the violations chart in that category, and any associated stipend deducted is added to that period’s stipend.

We have found that youth really enjoy and appreciate this process. And it can take them some time to get used to receiving critical feedback. It can be important to remind them, as a group and individually, “Violations do not mean we’re mad at you, and they don’t mean you’re a bad intern. It means there’s something you can improve on, and it’s our responsibility to point that out to you so you can grow.”

## ***A Typical Day***

*“Farming is very hard work, but very rewarding.”*

*- Anita*

This section, taken directly from our staff manual, explains in detail “a typical day” when youth are working in the garden or the market. Our interns also do a range of other work and training, but this description illustrates how many of our program structures function.

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### *Staff preparation*

At least **one staff member must be in the office at least 30 minutes before the youth** program begins. Because youth are not allowed to be downstairs without staff, this time is

needed to allow them all to come downstairs, change, fill water bottles and use the bathroom before work starts.

On Saturdays in the spring, or on any other days when the ENYF staff are the only staff in the building, this means that someone (a staff member or a youth who has arrived early and is already changed, etc) must be sitting at the front desk from 30 min before the start of work until the start of work, to ensure that youth can get into the building smoothly.

Use the cleaning wheel to select a cleaner for the day and write their name on the whiteboard. The staff working with the youth that day should make sure the back tables are clear before they arrive so that they can be tasked with returning the table to the way it was (clean) at the end of the day.

If you are doing garden work that day, there will be either a **Task Log** or a Harvest Log printed out by the Agriculture Director (if we are working at UCC) or Community Organizer (if we are working at another garden) and attached to your crew's clipboard. Read it over and make sure you understand everything. Also check the water cooler and make sure there is sufficient water in it.

*Appendix 12 -  
Sample Task Log*

If necessary, staff must remind youth to keep their voices down, and not play music, etc, while they are waiting for work to start.

#### *Crew Leader (returning intern) preparation*

**At 15 min before the start of work, Crew Leaders begin “prepping” for the day. The lead supervisor for the day will brief all crew leaders present on the tasks for that day, using the Task Log. If there is an especially complicated task, the person who wrote the Task Log (the Agriculture Director or the Community Organizer) may assist with the briefing.** The intern will have time to read it, make sure they understand it all, and have any questions answered before the start of the shift. Early in the year staff read through the task log with crew leaders and make sure they've thought of everything. Later in the year they may be able to go over it on their own. Make sure they also understand how to set the tasks in the context of our broader goals (“We are weeding the beds today, so that they will be ready for planting and we will have plenty of fresh produce ready for the community at our first farmers market”, or “We are clearing up trash around the garden today because it's important to beautify our community, show our neighbors that we care and inspire others to do the same”)

*Appendix 13 – Steps  
to Using Your Prep  
Time Well  
Appendix 14 – Steps  
to Leading a Great  
Harvest*

After reviewing the Task Log, **crew leaders can prepare a game or check-in question for the day.** They will likely remember some from last year, or they can review the laminated games cards, or staff can prompt them with some ideas.

*Appendix 15 – Crew  
Leader Tip Sheets*

### *Starting the day*

The **timesheet** for each day will indicate which youth are supposed to be working that day. If a youth needs to arrive late because of a school schedule, it will be noted to the left of their name on the timesheet. **If any youth arrive after the start of the work shift**, staff should take note of this (mentally or on the day's task log) and make sure their timesheet reflects this at the end of the day. ALL LATENESSES should be counted (bus was late, alarm didn't go off, etc). That's why they get five chances!

*Appendix 16 -  
Timesheet*

**At exactly the time work is scheduled to start, announce that we are heading out to work.** Go either through the front door or the garage, not the side door.

Returning interns (or staff) can start the day with a **game/check-in that may take 5-10 minutes.**

### *Getting to work*

Then, **returning interns will introduce the tasks for the day**, and assign people to these tasks. During this time staff can help to clarify tasks, and set them in context of our larger goals, if the returning interns need help with this. Staff can also help to unlock the container and unlock wheelbarrows, while the returning interns brief some of the other youth on their tasks.

If youth are working at another garden, they will each be asked to think of questions to ask the gardener, and will start the day at the garden with introductions led by a crew leader. This piece of building intergenerational relationships is important to our program, and we believe, to building a strong community, so even if the gardener seems to want to get right to work, help the crew leader make space for this, or speak to the gardener yourself about why we do this.

When **splitting up groups**, returning interns should mix it up as much as possible – pair returning interns with first years, girls with boys, shy people with more outgoing people, split up people who tend to gravitate to each other.

*Appendix 15 – Crew  
Leader Tip Sheets*

Throughout the day, **staff and crew leaders should coordinate to work alongside different groups** and different youth for periods of time, ensuring that they understand their tasks, that they are working quickly and carefully, that they are using tools safely and correctly, and that they stay motivated. Staff should also check in periodically with returning interns.



### *Taking break*

**About midway through the shift, crew leaders or staff should announce break.** Be clear by saying, for example, “We are starting break now, it is 5:30, break is over at 5:40.” BE STRICT ABOUT BREAK TIMES. If break is supposed to be over at 5:35, and someone is not back in the garden ready to work until 5:37, this would count as not being motivated (on the violations chart). If youth go inside during break, a staff member should go with them or put a returning intern in charge of making sure people are respectful downstairs and that everyone comes back outside at the right time. Youth should only go inside during break if they need to – like if they want to get a sweatshirt they didn’t think they needed - and as soon as they are done, should head back outside, unless it is raining or extremely cold, in which case we would take break inside all together. We rent a port-o-potty for the garden from March through November, and use water coolers, so youth should not need to go inside to use the bathroom or get water. If they do not need to go inside, they can stay in the garden. They can eat snack, talk, rest, but they cannot use cell phones, ipods, or any electronics, or go to the store (except at Hands and Heart when the store is literally closer than the far gate). Break can be shortened at the supervisor’s discretion if needed, especially to finish up a task and avoid ending late, or on days when we drive to another garden and youth have some chance to rest in the van.

If you did not do a game/check-in at the start of the day, you can do one after break.

### *Finishing the day*

**When break is over, returning interns should then get people started right back to work.** They can have people continue the jobs they were working on, or switch up groups, depending on what makes sense that day.

**Staff should support returning interns in keeping track of time to ensure youth will be finished with work at the scheduled time.** In general, it takes less than 10 minutes to clean up (get jobs to a stopping point, clean up all tools, lock up container and garden). However, if we are at another garden, plan to start clean up about 20-30 min before the end of the work shift, to be able to pack up tools from that site, drive back to the center, put tools back in the container at UCC, and get downstairs.

*Appendix 15 – Crew  
Leader Tip Sheets*

**At the end of the day, have everyone gather downstairs – before any changing, using bathroom, washing hands, etc – and give announcements.** The first announcement should be to remind that day’s cleaner of their job. Other announcements may involve specific people (ex: remind Tracie to bring her permission form), reminders for the group (spring break is next week, remember that we are on a different schedule), and should end with a one/two sentence summary of the day...if they were low on motivation that day, tell them

so, explain that we need to step it up and why, but keep it upbeat and end on a positive note, thanking them for what they got done and reminding them of how it contributes to our larger goals. You can also ask returning interns to lead a quick group reflection on what they did well that day and what could have been improved.

Also remind the returning interns that it's their job to write down any **comments** (*Appendix 10*) they have for the first years.

Then make it clear that we are done by saying something like "We are done for the day, you can sign out." If we have finished late that day for any reason, tell them what time to sign out for. For example, if we were supposed to end at 6:30, but it's 6:42, tell the youth to sign out for 6:45." Always round to the closest 15 min. For example if you end at 6:36, have youth sign out for 6:30.

#### *Follow up work to be done by staff*

After the youth assigned to cleaning has signed out, double check and make sure they completed everything. Refill the water cooler if needed.

**There is a good amount of work to do after a work shift to be certain we, as staff, are doing our job by consistently applying the expectations that youth agreed to, and that we are paying people the right amount. Doing this carefully and correctly is important.**

**At the end of workday, staff will check the list of youth who were supposed to attend that day.** For any youth who were late, mark 'late' next to that youth's name. All youth who are scheduled to work should either have hours filled in next to their name, or should have something written next to their name to indicate why they weren't there. Examples are: "emergency" if they had a family emergency, "sick" if they were sick, "no show" if they didn't show up and didn't call, "reschedule" if they told us ahead of time they would not be there. Other staff may have added a note if the youth called while you were in the garden.

**If an intern was absent but did not call,** staff should call the youth before their next work shift to discuss what happened, especially during first couple months of the program (spring). During the summer or fall, staff may wait until that intern's next work shift to ask them why they were not at work. However, if an intern misses two work shifts in a row, staff should call them to find out why they were not at work.

**After all youth have signed out, staff MUST check that they signed in and out for the right times and the right number of hours, and then add their own initials.**

**You should then add each youth's hours to the shared GoogleDoc timesheet.** It's a good practice to do this right away, but if you do not have time to do it carefully, you can enter the hours later, as long as they're entered by noon on the Tuesday after the Saturday when the pay period ends.

**Now, lateness, absences, violations, and comment must be entered on the Expectations Chart (Appendix 11) and Comment Tracking Form (Appendix 10).**

- For any violations circled on the Expectations Chart, remember to write the date beneath the circle in the same box.
- If a youth was late, for example, circle the next step in the late row on their violation sheet in pencil and write the date beneath
- Absences – see section on entering absences below
- Finally, write down your comments. Any violations should be written down right away so that we don't forget. Remember to include things like littering (someone left their cup out on the table) and unprepared (someone didn't bring water that day).
- Write positive comments. Remember to keep them specific, and pay attention to which youth need more comments because they have not gotten many from returning interns that week.
- If you notice that an intern has repeatedly been getting violations, or if they are two (or one) steps away from getting fired, you should arrange to speak with them, even briefly, one on one, to confirm that they understand the expectations, that they are committed to them, and to try to find out if anything in particular is causing them to repeatedly fail to uphold certain expectations. You should have this conversation with them right away, either at the start or end of their next workday or over the phone if necessary, and not wait until the next Straight Talk session. A “motivational interviewing” approach can be very effective here – asking the intern about their goals and initial motivation in joining the program, asking them reflect on their current behavior, and helping them see discrepancies or areas in which their actions are not lining up with their goals.

### **Entering Absences**

- If a youth did not show up and did not call, for example, circle an absence (in the correct season) and a “no show” on their violations chart and write the date beneath.
- If “ok school” or “ok regents” or something else directly related to a mandatory school activity is written next to someone's name who was absent, do not mark them for an absence. If they had to be absent for a mandatory school activity, they still need to give us notice. If they do not, they get marked for a no call/no show, even though they do not receive an absence
- For any youth who told us ahead of time that they would be absent, circle one absence (in the correct season) on their Expectations chart
- When a youth is sick or has a family emergency, or anything else that is not a mandatory school activity, they should get marked for an absence, now that we increased the number of allowed absences to account for these
- If a youth misses two shifts in one day (i.e. they are out Thursday and miss Thursday 9-12 and Thursday 1-4), it gets circled as one absence on their sheet.
- During the first two weeks of the school year in the fall, staff should not mark any late or absent violations for any interns if the lateness or absence happened on a school day. This is because they often need to spend time during the first two weeks of school finalizing their schedules.

- If a youth intern has a medical problem or family emergency that they expect will last more than ten days, they can request a leave of absence up to three weeks (during which they will not be counted as absent) by speaking with a supervisor and providing some documentation of the reason (a doctor's note in the case of a medical problem, a paper related to a court case, for example, in the case of a family emergency). If a supervisor sees that a youth may need to be absent for an extended time, they should tell the youth about this option.
- If youth interns have to be absent for a religious holiday, they can have up to one excused absence in any given year that does not count towards their total absences. We based this decision on the fact that Christmas is the only religious holiday that UCC observes, and we would never schedule work on Christmas, so we should give interns of any religion one floating excused absence for religious reasons.

### **Absences for market days specifically**

- Youth are required to have someone cover their shift if they need to be absent.
- If they do not have anyone to cover their shift, they are marked for two absences.
- If they are absent and have someone cover their shift, they receive one absence.
- If they cannot work a market day (mostly Wednesdays) because of a mandatory school activity, they should still have someone cover their shift if they knew about it ahead of time
- If they do not have anyone to cover their shift in the case of a mandatory school activity, they will receive one absence.
- If a youth calls on a market day to say that they are sick, and the staff member determines that they legitimately could not have arranged for another youth to cover their shift because they just realized they were feeling sick, you can mark them for just one absence.
- If a youth does not arrange for someone to cover their shift, and another intern wants to work an extra Saturday shift, you may have another intern fill their spot, but the intern who was absent will still incur two absences because they themselves did not arrange for someone to fill their spot.

### *Sample schedule of a day with youth (Saturday at UCC Garden):*

8:20 Arrive, open building, and hang up curtains for changing areas

8:30 Be ready at the front desk to let youth in

8:45 Brief crew leaders on tasks for the day

9:00 Head outside to work

9:00-9:10 Game/icebreaker

9:10 Crew leaders explain tasks, form groups, assign tasks, and get started

10:30 Take break

10:40 Finish break and return to work

11:50 Clean up – put away all tools, close container, and garden

12:00 Head inside, gather downstairs for brief end of day announcements/pep talk, assign

someone to clean, returning interns write comments

12:15 Make sure the person assigned to clean has completed everything

- Sign and double-check timesheets
- Enter hours worked onto the online shared timesheet (Google Sheet)
- Record comments, including violations
- Check that the parts of the office we used are clean, and that the water cooler is full enough for the next group

Sample schedule of a Saturday AM market shift with youth:

7:30 Arrive and open the building. Leave the garage door open for youth to come in.

7:45 Youth may join staff in working as soon as they arrive. At least one staff stays downstairs for arriving youth

8:00 Last staff member heads upstairs, and lock the door leading from the garage to the community room. Any youth who arrive after this time will have to hold onto their bags etc until we have time to send a group of at least two – three people downstairs.

8:00 Set up market, starting with everyone setting up tents, buckets, tables, chairs.

8:30 Half the group can continue with other general market set up (banners, trash cans, scales, etc) and half of the group can start setting up the UCC table.

8:50 UCC table set up, review prices with everyone, and have a returning intern assign 4-5 people to work at the UCC stand (two people as receipt writers for the entire shift and two baggers), 2 to the Share Table, 1-2 to help with other market tasks like special events for info tables, and 1 to work with a vendor.

9:00 Open the market

10:30ish (or when it slows down) Returning interns should start sending youth on break, in pairs, for 10 minutes each. Tell them what time their break starts and ends. When they get back, the next pair can go. All youth should get a break, but the Market Manager will handle breaks for Market interns and youth working on market events. Staff should stand in for youth when necessary to allow everyone to get their break.

11:55 Youth for the afternoon shift will start arriving. Make sure AM shift youth tell PM shift youth any important info about new veggies or prices - especially make sure youth working at the Share table tell at least one PM shift youth which vegetables belong to whom at the Share table.

12:00 Gather AM shift youth, give any necessary announcements, have them sign out, let them go downstairs in groups (they must go down together and leave together if there are no staff members downstairs) if they need to get their bags etc out from the office

12:00-12:15/12:30 Youth who were receipt writers for the day (2 youth at the UCC stand, and 1-2 youth at the Share Table) should remove all receipts and income (minus \$40 change) from the cash boxes and tally them up using the [Cash Box Count Sheets](#). Receipts should match income, or if anything, income should be a bit higher if youth missed some receipts during the morning rush. Receipts should NEVER be higher than income. If there is a discrepancy, speak with the receipt writers immediately about it.

*Appendix 17 – Cash  
Box Count Sheet*

## Curriculum

*" I have noticed huge differences in the way I think about the community and the world than someone who is my age but did not work at ENYF."*

*- Mobasera*

We believe that powerful learning happens for youth everyday in the process of growing food, caring for green spaces, running a market, cooperating with others, and building community. Workshops that periodically take youth out of this hands-on work to reflect, discuss, and gain further information can also greatly enhance their learning.

Our workshops are designed to create a very different learning environment than the one most youth have experienced in school. This is important to ensure that *everyone* is engaged, and that interns who have developed feelings between fear and indifference toward "school" will not feel that they are back in that environment. Workshops are hands-on and participatory. Youth sit in circles, move around, break up into small groups, create posters and skits together, capture bugs in jars, have a salsa making competition, play games to simulate social inequality, and discuss topics for which there are no right answers. Because we want to encourage open discussion on sometimes-difficult topics, we've adopted a set of workshop guidelines from VISIONS Inc (who we learned of from The Food Project) that help us create safe and productive workshop environment.

**Table 2** below shows an overview of the curriculum that is used to enhance interns' hands-on learning throughout the year. The appendix includes full outlines for some of these curriculum components.

**Table 2: Curriculum & Training**

Type of training	Participants	Facilitators	When	Length
15 topic specific workshops	First year + second year interns, as a full group	Returning interns (2-3) with one staff member	6 in spring, 8 in summer, 1 in fall	3 hours
12 Mini Lessons	First year interns, in crews	Staff, or returning interns if they have time to prepare	Spring primarily, during garden workdays	15-20 mins
8 advanced leadership workshops	Returning interns	Staff	4 during RI orientation, 2 in spring, 1 at start of summer, 1 at end of summer	2-3 hours

*Appendix 18 – Workshop – Food Access*

*Appendix 19 – Mini Lesson – Starting Seeds*

*Appendix 20 – RI Workshop – Public Speaking and Facilitation*

Leadership check-ins	Returning interns	Staff or returning interns	Once per month in spring and fall, weekly in summer	1 hour
6 College and Career workshops	3 <sup>rd</sup> or 4 <sup>th</sup> interns + juniors or seniors	Staff, sometimes assisted by volunteers	One in spring, almost weekly in the summer	3 hours

*Appendix 21 – Leadership Check-In Guide*

*Appendix 22 – College and Career Workshop – Resumes and Cover Letters*

### ***Guardian involvement***

We want youth to build their skill in communicating with adults, so we want to deal with youth directly as often as possible in most matters related to their internship. But we also seek to engage guardians. This is for two reasons – both because their support can help their young people be successful in our program, and because ENYF is a community development program that works with adults too, so family members are seen as potential ENYF members in their own right. In fact youth interns’ guardians have become garden members, volunteers, CSA members, and regular market customers.

There are three main events during the year that serve as a chance to specifically invite family members to learn about and participate in ENYF. The first is actually during our interview process, when guardians are encouraged to accompany their children. After a brief group intro, guardians are taken to a separate room and participate in a presentation, Q&A session, and workshop (demonstrating youth program curriculum) led by a staff member and a returning intern. Possibly because they think it may affect their child’s acceptance (which it doesn’t), this is probably the event where guardian attendance is highest.

The second event is an intergenerational breakfast. Youth and their families, as well as gardeners, vendors, and community educators are invited to a breakfast in May. Guardians are invited – ideally by mail and by phone - to come learn about what their children have been doing in their internship, by taking tours of the farm, participating in a workshop along with their children, and meeting the supervisors and other ENYF members.

The third event is an annual Harvest Party that closes our market season, and at which youth, gardeners, vendors, community educators, and volunteers receive awards. It’s also a potluck, so it’s a wonderful event that celebrates the multi-cultural, multi-generational community that makes ENYF so special.

Family members who chose to join our mailing list at any of these events also receive email updates and flyers about our farmers markets, gardening workshops, volunteer days, and other ways to be involved.

## B) How youth get involved

*" I remember you guys came...and did a workshop, and I thought ' Wow, they're growing stuff in NY. I wonder what that looks like.'"*

*- Navindra*

We try to cast our net wide to reach, and eventually hire, a group of committed, motivated youth that is diverse in terms of gender, race, ethnicity, experience, interests, and abilities. Our recruitment efforts in the past few years have resulted in a pool of over 120 youth applying for 33 spots in our program. This makes our choices difficult, but also increases the chance that a young person who would be a great fit for our program has the chance to apply.

Getting youth involved in our program has three stages: outreach/recruitment, the application and interview process, and the selection process. The process differs somewhat for the three elements of our youth program – first year interns, returning interns, and externs.

### ***First year interns***

*Outreach is conducted late January – mid February in the following ways:*

- Presentations to 8<sup>th</sup> and 9<sup>th</sup> grade classes in about 8 local schools, bringing alumni youth with us whenever possible. This is the method that brings most of our applications. In this process we emphasize that youth do not need to be straight A students to apply. While we don't distribute applications in classes (because it would be a waste of paper and money) we do give our address in presentations, so that youth who do not feel comfortable asking their guidance counselor for an application can come directly to us.
- A poster on the outside of our building
- Mailing applications to all of the prospective youth on our mailing list (youth who are in the right age range and were waitlisted in previous years, youth who inquired after the previous deadline, or youth who inquired before they were old enough)
- Email applications to the ENYF mailing list (gardeners, vendors, community educators, customers, volunteers) and distributing applications to adult members at our monthly meetings
- Post on our website
- Word of mouth via alumni youth also brings in many applications each year

*Application and interview process:*

- To apply, youth must be 13-15 and live or go to school in East New York



- All youth must submit a **written application**. The quality of the writing is not as important as the thought and effort it represents, and poorly written applications can be an indicator of high need, which is a factor we consider in our selection process.
- When they bring their application to us, they are **scheduled for an interview**
- Interviews are conducted in four sessions, about 20-25 youth per session
- Interviews include **group activities**, and short **individual interviews**.
- Returning interns, gardeners, vendors, and alumni youth assist staff with interviews

*Appendix 24 – First Year Intern Application*  
*Appendix 25 – When youth bring their applications*  
*Appendix 26 – Youth Interviews Agenda*  
*Appendix 27 – Youth Interviewer Questions and Note Form*

**Selection process:**

- The only characteristic we are looking for in all youth is motivation to participate. We want them to show genuine interest in the program, and ensure they are not just applying because their parents made them, or heard it was a job but didn't actually realize they would need to do garden work
- Beyond that, we hire a diverse group: half girls and half boys, youth from all different schools and areas of East New York, youth who represent the racial and ethnic diversity of East New York. We also hire a group that is diverse in terms of skills and abilities. We aim for a group with about 1/3 middle achievers (indicators: doing ok in school, don't see themselves as a leader, maybe more of a helper), about 1/3 high achievers (indicators: doing well in school, involved in some other programs or have had some leadership opportunities in the past), about 1/3 low achievers (indicators: not doing well in school, seem to not have had other opportunities to succeed or build confidence, may seem to have less parental support). While these groups, and where youth fall within them, are certainly not clear-cut, keeping them in mind helps us to achieve fuller diversity.
- Each youth who applied receives a letter either telling them that they've been A) waitlisted, B) that they were not eligible because they did not show up for their interview, or C) that they've been accepted. We include a flyer for our open volunteer days with every waitlist or 'no show' letter, so that youth know that there is some way for them to participate even if they weren't selected as an intern. Youth who are accepted also receive medical and permission forms, a W-9 form, and two copies of their schedule.
- 21 new youth are hired, and start work at the end of March
- Each year, we **hire a few youth from the waitlist up** until July.

*Appendix 28 – Hiring a new intern from the waitlist*

**Returning Interns**

In late December, **applications** are mailed to all youth who successfully completed our program in the previous two years. Youth can apply for one, two, or three seasons (spring, summer, and fall) with some priority given to youth who can work all seasons.

*Appendix 29 – Returning Intern Application*

Youth are asked to come in for interviews with staff only if we want to discuss with them challenges they faced last year and how they would move past them to be an effective leader this year.

Twelve youth are hired as returning interns, based on our confidence in them as leaders. For returning internships, though we still consider diversity of the group (especially gender diversity), demonstrated leadership ability, and commitment to personal growth, to the program and to the mission of ENYF are the most important factors. We always take a risk on one or two youth who struggled to show leadership in their first year but seem committed to improving, but overall, the selection process for returning internships is different than for first year positions in this respect. Some additional returning interns may be hired to cover a season that another returning intern cannot work.

## **Externs**

Potential host organizations working in the fields of food justice, environment, and public health are contacted in March and asked to **submit position descriptions** if they'd like to host a summer extern.

Program alumni are contacted in April and asked to review available positions and submit an **application** for those they are interested in. Applications are reviewed, applicants are interviewed by one or two host sites (usually the two sites they ranked highest), and five externs are paired with host sites for June – August placements. In some years we've been able to place all of the alumni applications in externships. In the years when we cannot, we consider A) our confidence in quality of their work and ability to represent ENYF well, B) which alumni have had an externship before (to spread the opportunity around); and C) the thoughtfulness of their application.

*Appendix 30 –  
Externship Info and  
Application for  
Organizations  
Appendix 31 –  
Externship Info and  
Application for  
Youth*

### **Case story: externship with the Brooklyn Food Coalition**

Our externship program has enabled ENYF alumni to grow their skills and experience while supporting the work of our partners. One alumna, Afroza, worked with the Brooklyn Food Coalition in the summer of 2011, and her supervisor submitted the following evaluation.

“Afroza's support of our School Food Outreach work for Brownsville & ENY played a crucial role in the relationship building we have done since the start of the school year. Afroza collected a series of parent interviews on school food from ENY parents, and represented the organization at other community events.

Afroza's attention to detail and meticulous research skills were invaluable. She was able to work both in the office, in the field, and even continue needed work at home. I could not have made the connections in the manner that I did without Afroza's committed support and patience through out her externship with BFC. We are beyond satisfied with her work and efforts.”

## C) How we get better

*"I'm amazed by how much the program has grown since I left."  
- Roy (alumnus, and now, Youth Program Director)*

We use a combination of qualitative and quantitative measures to assess our program. Certainly the single most important factor in improving our program is a culture of being a "learning" organization, which is further described in the "Analysis" section of our case study (<http://goo.gl/fDtqmr>). This involves a commitment to continually learning from feedback, suggestions, experiences, conversations and observations and using them to improve and adjust how we do things. The resulting changes to our programs are often not grand changes – like having crew leaders start work 15 minutes before their crew in order to review the tasks for the day. We've found that running our core programs mostly the same way while incorporating small but significant improvements has enabled us to achieve the best results for our interns and our community. We should also be honest that this sometimes makes fundraising more difficult, as funders often want to fund "new initiatives" or large expansions.

In addition to a standing commitment to being open to input from young people (and others who interact with our youth program, like gardeners, vendors, customers, and parents), we use a few structured methods to evaluate our program. We've developed evaluation tools that are useful not only for external purposes (proving to current or potential funders what we already know is happening or working), but also to challenge and deepen our understanding of the impact our program is having.

At the end of the internship year each November, all first year interns complete post-program surveys in which they respond to 50 short questions and 5 open-ended questions that assess what skills and knowledge they gained through their experiences in the program. The questions represent 11 indicators (academic achievement, agriculture and food knowledge, community engagement, environmental awareness, personal health, leadership, positive peer group, self-esteem, knowledge of social justice issues, teamwork, and work habits). Using the format "How much has this internship helped you..." followed by a list of statements e.g. "feel proud of yourself," youth choose from options to complete the sentence including "a lot, somewhat, a little, or not at all."

*Appendix 31 – Areas  
of Learning and  
Evaluation*

We tried several different survey models before finding one that we felt best captured the impact of our program. One previous iteration of our surveys was developed with graduates students whose limited understanding of the program overemphasized the nutrition education aspect of our program and underemphasized the community engagement and leadership aspects. We also used a pre and post survey model for many years, but switched when we noticed that this format was not accurately capturing the impact our program was having.

We would often see that on statements like “I communicate well with people,” youth would rate their abilities *lower* at the end of the program than at the beginning. While we of course wanted to be aware of our potential bias, it just did not match our experience. We saw youth improving their communication skills, and heard them frequently saying– in visits with funders, when presenting at schools during recruitment – that they’d improved their communications skills. Rather it seemed that because our interns often become much more self-aware during our their internship, and able to assess their strengths and areas for growth, they were most likely to think honestly about room for improvement, and rate themselves lower in the fall than in the spring. In light of this, we switched to a post survey only, because this allows youth to self-report the ways in which they think the program affected their growth in various ways. Surveys are anonymous and we remind them that, like in Straight Talk, honesty is a gift and their honest answers are what will help our program improve the most.

Returning interns complete a different post-survey in which they self-report their growth in several areas that they identified at the beginning of the year as characteristics of a leader, and answer a few open ended questions. Because the experience of returning interns is so rich – taking on roles in leading their peers in physical work and in workshops, sharing leadership with their fellow returning interns, developing deeper relationships with staff, participating in “behind the scenes” program operations – any evaluation tool we have the capacity to regularly implement seems to miss a lot of the depth of information that could help us fully understand (and document) it.

We have on a couple of occasions been able to partner with researchers to do to more in-depth evaluations. From 2010-2011 a graduate student from Cornell University, Jesse Delia, conducted interviews with our returning interns, and from 2012-2013, we conducted a survey of 50 alumni in partnership with the USDA New York City Urban Field Station. Both of these reports are available on the resources section of the ENYF website, and are listed in the Resources section at the end of this guide.

Interns also participate in individual and group discussions with supervisors that add to our understanding of what’s working in our program, and what we need to maintain, expand, or do better on. Returning interns meet with their supervisors at the end of the internship year to review their position descriptions and offer suggestions. On the last day of our program every year, all youth participate in a **group evaluation session** to give feedback on different areas, including the market, the farm they run, and the set up of the youth program itself. Feedback given to supervisors during All-to-All Straight Talk sessions also helps us immensely in being better at our jobs and at running a program that supports the positive development of young people.

Collecting so much feedback from our interns comes with (at least) two important responsibilities. One is to listen to that feedback and think hard about how to incorporate it

*Appendix 32 – Year-End Review Session Agenda*

as much as possible. Feedback from youth has helped us make important changes that have definitely improved our program. The second responsibility is to be honest with youth about the fact that, while we will listen to all of their suggestions, we likely won't be able to implement all of those suggestions, and then communicate with them about why certain ideas or changes might not be feasible right now, might not be feasible in the future, or might not be in line with our program goals.

## D) How we keep going (funding)

*"I am happy that ENYF is still around after so many years."*

*- Elizabeth*

We do keep going – despite our limited resources! We feel a great deal of pride in the fact that we have been able to maintain, grow, and deepen our youth program, and do it in the ways that we know are most effective. That is in some ways a luxury.

One of the most common questions asked when people visit our program is, "How do you get funding?" Obviously figuring out the answer to that question is an important factor in running any program, and keeping it going over time. And even after 16 years, getting funding is not exactly easy. Our program is very intensive, and that makes it more costly. Even though none of our staff make more than \$45,000 per year (even directors and people who've been with us for 8 years), we work in a basement where we pay no rent, we use donated office furniture from someone else's much nicer office, and we drive our amazing young people around in a rundown old van, it still costs about \$230,000 a year to run our youth program. We note this not because it is exactly the structure we would recommend, but because it is important to understand that there are really no ways to cut costs in our program without affecting quality. If we paid our staff what we'd like to in order to better honor their hard work and expertise, and if we had the physical space that would really support our program, our youth program budget could be much larger. So in order to maintain a quality program, we need to recruit many funders to support us, year after year.

A few factors actually work against us in getting funding. Many funders favor larger programs (with more youth involved, or operating in more neighborhoods), so making the case for them to invest in a relatively small, intensive, neighborhood-based program can be difficult, even if that neighborhood has 180,000 residents. As interest in urban agriculture has grown, we've seen larger organizations getting support to run larger but less in-depth programs.

Related to program size is the concern of cost per youth. Funders often want to support the program that serves the most youth for the least money. Despite our extreme frugality, our cost per youth is certainly higher than some other groups. Our two greatest categories of expenses are youth stipends

and staff time. Paying stipends is important both to give youth a realistic experience of work and to fairly reward their efforts. Stipends also support stability for youth and their families by supplementing household income. And devoting a substantial amount of staff time to our youth program is crucial to our ability to create a quality program. Some foundations (most often corporate foundations) make it a policy not to support any staff salaries, which shows a fundamental lack of understanding of how youth programs work. Capable, committed staff are *the* key to effective youth leadership development. Of the 4Rs of successful youth development programs, at least 3 – relevance, relationships, and rigor - result directly from the environment created by staff.

Other times, strict requirements about population served can make it difficult for us to get funding. The strictest requirements are most often attached to government grant programs, such as ones that use narrow definitions of which youth are “at-risk.” The truth is that young people of color living in low-income communities face all kinds of risks. Even if they are not themselves in foster care, on probation, court-involved or living in a shelter, they probably have some family connection to those struggles. Living in a community with poor schools, violent crime, rampant environmental harms and risks, and dealing with immigration issues, poverty, and structural racism...even the most motivated youth are at risk. We don’t want to make them or their parents submit lots of paperwork (as they already do in many other parts of their lives) to certify how bad their lives are. We just want to be able to say that this program is for East New York youth, and if you are one of them, you can apply. Residents also find these criteria specific to “at-risk” youth pretty arbitrary, because they know from experience that these rigid groups are not necessarily meaningful.

Funding trends also change, such that in some years, there’s more money for working with 16-24 year olds, and in other years there’s more money for working with middle-schoolers. Running a program with basically the same structure year after year – even if we know it works – can be hard to fundraise for.

What we do have working for us is the fact that we have built a very strong program, and we have been able to identify some funders who do understand and support our model. Private foundations, usually based in New York City or at least willing to do a site visit, are often a good match because if we can get people to see our program in action, we are much more likely to be funded. Though government funding has often not been a match for our program, we’ve found a few cases in which the restrictions were flexible enough, and the reporting requirements would not force us to change the feel of our program, by, for example, making youth (or their families) fill out excessive forms or turn in report cards.

Because we have a firm idea of what our program is (and is not), we treat fundraising as an ongoing task to raise funds for that model, as opposed to responding to funding opportunities as they come. That “responsive” approach can result in programs that shift in ways that don’t quite make sense, or just run out of funding. In the beginning, when we had less of a track record, our “batting average” was lower, meaning that many of the grants we applied for, we did not get. We had to account for this, for example, by sending out a volume of proposals totaling 3 to 4 times the amount of funding we needed, knowing that most responses would be rejections. Even now, if we’re sending a proposal to a large corporate foundation that we’ve not been able to make any personal contact with, we assume that we might have only a 10% chance of being funded. In planning our fundraising, we assign an estimated probability of being funded to each grant that we plan to apply to in a given year. The probabilities we

assign are determined by if we've had any contact with the funder before, how well we fit their guidelines, if they've funded us before, if the application is a renewal, and if the funder invited the proposal. As we grew and built a reputation in our field, we actually had some funders reach out to us after hearing about our program from colleagues, but it took about 10 years to get to that point.

The work of raising funds for our Youth Internship Program, as part of ENYF, was first done by a coalition from 1996-2004. The diffusion of responsibility in this arrangement almost resulted in our program running out of money. From 2004 to 2013, fundraising was carried out the ENYF Project Director (who also served as the primary leader of the youth program) with support from UCC's Executive Director. As of 2014, the ENYF Project Director (now a separate role from the Youth Program Director) partners with a full-time Development Director at UCC to raise funds for ENYF.

While it's important to be aware of and realistic about the challenges in fundraising in order plan for them, we've found that it *is* possible to run our program the way we want and with sufficient (if not ample) funding to do so. We may devote more effort to fundraising, and pass up certain opportunities, but those are choices we make to be able to run our program at the capacity and quality we want.



*Alumni gathering with at least one participant representing every program year from 2003 to 2014*

# RESOURCES

## More about East New York Farms! & the Youth Internship Program:

Visit [www.eastnewyorkfarms.org](http://www.eastnewyorkfarms.org) > Resources > Research and Publications

East New York Farms! Retrospective Case Study (1995-2011), by Sarita Daftary-Steel and Suzanne Gervais. 2014.  
Cultivating a Culture of Authentic Care in Urban Environmental Education: Narratives from Youth Interns at East New York Farms!, by Jesse Delia. 2014.

Growing Just Foodscapes: A Case Study of East New York Farms!, by Justin Myers. 2013.

East New York Farms! Youth Internship Alumni Evaluation Report, by Nancy Falxa-Raymond and Lindsay K. Campbell. 2013.

## Other organizations, trainings, manuals, and curriculum:

Garden Raised Urban Bounty (GRuB), Olympia, WA. [www.goodgrub.org](http://www.goodgrub.org)

*We consider GRuB one of our closest peers because of the extensive work that they do with both youth and adults in building a just local food system.*

Rooted in Community (RIC). [www.rootedincommunity.org](http://www.rootedincommunity.org)

*RIC is the oldest and most comprehensive national network of groups doing food justice work with youth. We have been attending their annual conference since 2004, and it has been a place for our staff and youth leaders to learn from and with our peers.*

RIC Toolshed. [www.rictoolshed.org](http://www.rictoolshed.org)

*This website hosts curriculum contributed by many RIC members, including ENYF.*

The Food Project (TFP), Lincoln & Dorchester, MA. [www.thefoodproject.org](http://www.thefoodproject.org)

*The Food Project and their resources have supported the growth of dozens of programs that engage youth in agriculture and personal change. We highly recommend their books and manuals ([thefoodproject.org/books-manuals](http://thefoodproject.org/books-manuals))*

Urban Nutrition Initiative (UNI), Philadelphia, PA. [www.urbannutrition.org](http://www.urbannutrition.org)

*UNI has been another important learning partner for us. Their youth empowerment programs focus on cooking and gardening.*

VISIONS Inc. [www.visions-inc.org](http://www.visions-inc.org)

*We first engaged with VISIONS materials through The Food Project. We were so impressed with the depth of their trainings on inclusion and anti-oppression that we've hired them for trainings for our staff, and have incorporated a lot of their frameworks into our curriculum.*



# ***APPENDICES***

## Interview Process for Re-Applying

- If an intern has been fired, has decided to re-apply, and has completed the requirements for re-application (see Process for Firing and Re-Applying), (s)he is ready to participate in the last stage, the interview.
- Staff should ask two to four youth to help with the interview. If it is a returning intern who's been fired, other interviewers should include returning interns. If it is a first year, the group should ideally include first years and a returning intern. It's best if the interviewers include youth most affected by the behavior of the youth who was fired, i.e. youth in their group, youth who were present during an argument, etc.
- Youth helping with the interview spend about 15 minutes prior to the start of the re-interview reading over the essay written by the youth who was fired, and developing a list of questions they would like to ask, in order make them feel confident that if we re-hire this person, they will make changes to be a stronger team member.
- Some standard questions that we have asked in the past that can be helpful in a re-application interview are below. Steer the youth away from asking very leading questions, or questions that are really suggestions like "Don't you think you should have gotten an alarm clock?" These do not help us learn if the youth who was fired has really thought about the situation, or if (s)he is just giving what seems like the obvious 'right' answer.
  - o *How do you think what you did (or did not do, depending on the situation) affected your fellow interns?*
  - o *How do you think what you did (or did not do) affected the whole ENYF project/our ability to achieve our goals?*
  - o *Looking back, what do you think you could have done to uphold our expectations and prevent yourself from being fired?*
  - o *If you are re-hired, what will you do to make sure you are able to uphold all of our expectations on a consistent basis, especially the one you were fired for not upholding?*
  - o *[after interviewers have finished asking questions] Is there anything you'd like to ask us, or anything else you think we should know about this situation or your commitment to the program if you're re-hired?*
- Asking questions usually takes about 15 minutes, but may take much longer in more serious circumstances. Staff and youth rotate asking questions and follow up questions.
- When questions are completed, the young person being interviewed will be asked to step away for a few minutes while the group discusses and makes their decision about whether to re-hire this youth.
- In the process of discussing the interview, youth and staff should consider if the young person really seems ready to make the necessary changes, prepare some advice for him or her about how to avoid the problems that caused the intern to be fired, and can provide some reasonable conditions for re-hiring someone. For example, in the case of a severe violation (a youth not returning to their room at night during a conference), we have set a condition of re-hiring a returning intern at a first year pay-rate for a one month probation period.
- The youth who's been fired can then be called back in, and youth interviewers and staff can tell him or her the decision they've come to and why.

### Process for Firing and Re-Applying

If an intern is going to be fired for a violation that no supervisor has previously warned them about, you can send them home (if they have remaining absences on their Expectations Chart), **ONLY ONE TIME**, to avoid them being fired. For example, if a youth intern has been late too many times, is on their last step in the “Come on time” category of the violations chart, and comes late again, but you have not taken care of your responsibility to notify them of the fact that they were getting close to being fired, you can send them home (and they will be marked for an absence for that day), instead of being marked late. Again, you can do this only once, and should notify other supervisors that you have already used this option, and that the youth has been notified.

Any incident in which a youth receives a more serious violation in the categories where money is immediately deducted from their paycheck should be reported to the ENYF Project Director.

Any disciplinary actions for which the Expectations Chart requires firing the youth(s) involved must be reported to the ENYF Project Director before any formal steps are taken.

*In the event that it is determined that a youth intern needs to be fired, the following steps should be taken:*

- The youth should be spoken to in person, and they should see their violations sheet so they can see why they were fired. This can happen during work, after work, or asking them to come in on a day they do not normally work, in order to tell them as soon as possible
- They should be notified that to be eligible to reapply, they will have to complete two volunteer shifts without receiving any violations, and write up a short essay about what caused them to be fired, why they want to continue in the program, and how they would address this problem if they continued in the program
- Other youth in their group should be told, as a group, that this person has been fired, and if they are completing their volunteer hours, ask other youth to be supportive of them, and help them stay focused
- After completing these two volunteer shifts, they will need to turn in their essay, and schedule a time to be interviewed by a group of their peers. They cannot return to work until this interview has been completed.
- If a young person decides not to reapply, or is not rehired, such that they will not be continuing in the program, their parents should be notified immediately. Staff should, if possible, notify youth that we will be contacting their parents to give them the option to take the responsibility for telling their parents first
- In general, we do not notify parents when youth are considering if they want to reapply, or are in the process, because we want their motivation for continuing to really come from them, not pressure from their parents. However if a young person is unsure about reapplying, and you really want to encourage them, you may contact their parents to discuss the issue. Use your judgment or speak to the Youth Program Director.
- **In all cases of more serious violations, parents should be notified immediately.** Staff should, if possible, notify youth that we will be contacting their parents to give them the option to take the responsibility for telling their parents first.

*If an intern is fired for violations in the category “More serious violations of standards,” the above process can and should be adjusted for the benefit of the overall good of the program and safety of other participants. It’s difficult to describe specific rules that would apply all situations, and the staff may have to use their best judgment. In the past, adjustments of this process have included not permitting a youth to reapply when he stole money from the cash box at the market, or requiring two young women who were fired for fighting to attend a mediation session with an external partner before they could reapply.*

**Youth Internship Chart**

Position	#	Schedule	Supervisor	
First year	21	Spring – 6-9 h/wk Summer – 19 h/wk Fall – 7-10 h/wk + additional hours on school holidays	Project Director, Youth Program Director, Community Organizer (1 crew each)	* First year interns are split into 3 crews of 7 - Participate in all activities: garden work, market, workshops, cooking, outreach
Crew Leader	6	Spring – 6-9 h/wk Summer - 24 h/wk Fall – 7-10 h/wk + additional hours on school holidays + biweekly returning intern meeting in spring and fall	Project Director, Youth Program Director, Community Organizer (1 crew each)	*2 Crew Leaders are assigned to each crew of 7 first years -Lead teams of youth in garden work, market, lead workshops - Lead workshops for first years -Give feedback comments for first year interns
Farm Education Interns	2	Spring – 6-9 h/wk Summer – 24 h/wk Fall – 7-10 h/wk + additional hours on school holidays + biweekly returning intern meeting in spring and fall	Agriculture Director	- Assist Agriculture Director with farm management including farm design and planning, installation of infrastructure like solar powered rainwater collection systems, compost bins - Lead volunteer groups and educational tours in the garden and market - Lead workshops for first years - Give feedback comments for first year interns
Urban Agriculture Interns	2	Spring – 6-9 h/wk Summer – 24 h/wk Fall – 7-10 h/wk + additional hours on school holidays + biweekly returning intern meeting in spring and fall	Community Organizer, Agriculture Director	- Work with Community Organizer to recruit gardeners and provide individual technical assistance - Manage Share Table at the market, a cooperative sales table for community gardeners - Lead workshops for first years - Give feedback comments for first year interns
Market Manager Intern	2	Spring – 6-9h/wk Summer - 27 hrs Fall – 10-13h/wk + additional hours on school holidays + biweekly returning intern meeting in spring and fall	Markets and Outreach Coordinator	- Assist in all market related tasks including doing outreach, supporting market day operations, leading cooking demonstrations, tracking sales and vendor info - Lead workshops for first years - Give feedback comments for first year interns
Externs (program alumni)	2-5	Summer only –10-25 h/wk	Supervised by partner organizations	- Engaging in a range of tasks defined by partner organizations doing food access, sustainable agriculture, public health, and environmental justice work
<b>TOTAL</b>	<b>38</b>			

APPENDIX 4 - EAST NEW YORK FARMS! YOUTH INTERNSHIP PROGRAM		
<b>YOUTH PROGRAM CALENDAR OF STAFF RESPONSIBILITIES</b>		
Activity	When	Files associated with this? *Files may be updated to the current year
<b>JANUARY</b>		
Update Info sheet and Applications for first year interns and have them printed (about 1200 copies)	early	Youth Application 2013- First Year Interns.doc; Youth info sheet 2013.doc
Reserve community room for interview days (2 weekday evenings, 1 Saturday)	early	
From database, update Prospective Youth list and print labels. Make sure that all of the youth who applied in the previous year and weren't hired are added, and that the list is sorted by date of birth such that only youth of the right age will receive the mailing. Youth who are too old to apply for the program should be unmarked as "Prospective Youth" in the database	mid	Database; "Youth Selection List 2013.xls"
Contact youth who signed up to help with presentations at schools and host a mini-training to prep. If not enough youth from the previous year are available, contact older alums as additional volunteers. Set up outreach teams to include one staff member with and one-two youth alum whenever possible, and a mixed gender recruiting team for each presentation.	late	First year intern recruiting talks.doc
Conduct classroom presentations at middle schools and high schools. All staff participate.	late	Contacts for youth apps 2013.xls;
Send out 1099 forms to interns from previous year with explanation, by January 31 or sooner, as many families try to do their taxes as early as possible to receive the Earned Income Tax Credit. Since none of the youth will have earned enough money from ENYF to file on their own, their parents just include it in their taxes filed. Fiscal manager will give us the 1099 forms to mail	late	Tax forms Note.doc
Complete all youth program outreach including mailings, email, drop offs, presentations (may continue into early Feb), with help from all staff	late	Recruiting and Selection Process.for staff.doc; First year youth program outreach.doc
Set up folders for intaking youth program applications and giving interview dates, with instructions sign so that any staff in the office can accept application and schedule interviews	late	Interview schedule sheets 2013.doc, Interview appt slips 2013.doc, When youth bring in their application.doc
Returning intern applications will be due - pass around to staff to start reading	late	
<b>FEBRUARY</b>		
Create matrix summary of returning intern applications received, staff add notes, and discuss in a staff meeting which applicants they think need an interview	early	Recruiting and Selection Process.for staff.doc
All staff help to conduct personal interviews with RI applicants they think need an interview (two staff at a time). Add candidate-specific questions to template here	early	RI interview sheet.doc
Select and notify returning interns. For those who are not selected, consider inviting them in to tell them in person and give them a chance to look through our Youth Resources binder, get help from staff with looking into some other jobs online, and get help completing a resume	mid	2013 Returning Intern Matrix.gsheets
Train returning interns to run interview sessions, with help from all staff. Prior to this training, select dates for returning intern trainings and give returning interns a March schedule when they come for interview training	late	Agenda for Youth interviews 2013.doc; Parent Workshop - Food Miles.doc, 2013 Returning Intern Schedule
Contact potential co-interviewers, mix of adult members and alumni, mix of males and females	mid	Info for potential interviewers.doc
Conduct interviews (into early March)	late	Interviews.All Roles.2013 (and) Youth Interviewer Questions and Notes Form (and) Interview Notes Youth 2013 (and) Interview Eval Matrix 2013 (and) Interviewee lists 2013 (and) Selection Process for ENYFarms!
<b>MARCH</b>		
Enter youth application info into a spreadsheet and meet as a staff to select first year youth interns. Youth Program Director will have a draft of suggested hires to start the discussion, based on all of the info from applications and interviews.	early	Youth Selection list 2013.doc (tab: results of interviews)
After interns are selected, assign groups (A, B, C) and create schedules	mid	Youth Calendar Spring 2013.interns.pub; 2013 Spring Youth Work Schedule.gsheets (for staff)
Mail out acceptance packets, including a W-9 form (find this online), and two copies of the youth schedule (one for the intern, one for their parents)	mid	Medical information and consent form 2013.doc; Accept letter 2013.doc
Mail out waitlist and no-show letters	mid	nointerview letter.doc; waitlist letter 2013. doc

<b>APPENDIX 4 - EAST NEW YORK FARMS! YOUTH INTERNSHIP PROGRAM</b>		
<b>YOUTH PROGRAM CALENDAR OF STAFF RESPONSIBILITIES</b>		
<b>Activity</b>	<b>When</b>	<b>Files associated with this? *Files may be updated to the current year</b>
Reserve rooms (community room or library) for spring break trainings	mid	
Conduct returning intern trainings (with support from other staff). Training, spread over four days afterschool, includes: Leading at East New York Farms!; Goal Setting (Individual and Group); Farm Refresher; Team Building; and prep for roles leading first year orientation	mid	Returning intern orientation 2013
Set up youth timesheets binder (in time for RI trainings)	mid	Intern timesheet spring 2013.xls
Send a letter to contacts at schools who helped us recruit, to update them on who applied and was accepted or waitlisted	late	Thank you note to schools 2013
Set up google doc timesheet for staff to enter youth hours and violations	late	Intern Timesheets Spring 2013.gsheel
First year orientation, Day 1 (third Friday in March). Also collect paperwork (signed permission form, Medical and Emergency contact form, signed W9 form)	late	Lesson 1 - Intro and Orientation 2013.doc; Checklist for paperwork.xls
First year orientation, Day 2. After this each staff member should set up binders for their interns with comment sheets and expectations sheets	late	Day 2 - Going over standards.doc; Intern Expectations 2013
Make emergency contact list and put a copy in each off-site first aid kit	late	2013 emergency contact list
Give the stack of new youth folders to Fiscal Manager to enter address and SSN before the first stipend payment	late	
Process the first stipends such that the first year interns start during the first week of a pay period, and then pay periods will end every other Saturday from there. This may mean that the first pay period for RIs covers 3 or 4 weeks	late	Stipend calculations 2013
Before first year interns start: 1) clear out any left over clothes/shoes from hallways, take labels off bins, and make sure we have enough bins for everyone, 2) post a copy of the schedule up on the message board, 3) create a cleaning chart and post on the message board, 4) put a copy of the schedule in the purple folder for Youth Program papers, 5) check that all first aid kits [at UCC Youth Farm, Hands & Heart Garden, in the van, and in the office] have necessary supplies, band aids and alcohol pads at minimum, 6) create a folder for each youth (to put papers in on the first day and keep as their 'file')	late	Cleaning checklist.xls
<b>APRIL</b>		
Staff conduct mini-lessons with their crews. April mini-lessons (some of these may happen in the last week of March) include Turning Beds; Weed Identification; Working with Adult Gardeners; Starting Seedlings; Irrigation; Straight Talk. Straight talk mini-lesson happens on the day they receive their first paychecks.	ongoing	Straight Talk Guidelines - first time
Youth-led workshops: Communication; Soil; Compost (led by returning interns who have prepared with staff ahead of time)	ongoing	
Staff-led training for returning interns during spring break: Public Speaking, Basic Carpentry	early	
Contact organizations to possibly host externs, brainstorm a list with staff	early	check Sarita's email acct, externs folder
Prep FE Interns for first volunteer day, print sign-in sheets for binder	early	David's Documents\Volunteer Coordinators\volunteer sign-in 2012.exl
Set up rotation for staff to observe each other working with youth (esp staff that have a "crew") and give each other feedback	mid	
Mail Spring Breakfast invitation to parents. Spring Breakfast is an event for youth, parents, and other ENYF members (gardeners, vendors, community educators). Other staff will contact ENYF members and coordinate food	late	Intergenerational breakfast 2013.pub
Select RIs and staff to facilitate spring breakfast workshop and schedule time to preapre. Agriculture Director will prep Farm Ed interns to lead a farm tour during the breakfast	late	Youth adult worksop. For RIC.doc; Definitions for Forum theater.doc
<b>MAY</b>		
Spring Breakfast (first or second Saturday in May), with youth-led workshop, Youth Adult Partnerships	early	
Mini-lessons: Why we grow in raised beds; Transplanting and Spacing		
Send out externship applications to alumni	early	East New York Farm! Externship Application (online app using google forms)
Send completed applications to externship sites	mid	

APPENDIX 4 - EAST NEW YORK FARMS! YOUTH INTERNSHIP PROGRAM		
<b>YOUTH PROGRAM CALENDAR OF STAFF RESPONSIBILITIES</b>		
Activity	When	Files associated with this? *Files may be updated to the current year
Set up interviews between sites and potential externs who you think we will place (ie if we can only fund 3 positions set up interviews for only the 3 interns you think we will place, its ok if a site only interviews one candidate)	mid	
Re-order tshirts as needed (enough for all youth, ask other staff if they need some for community eds, etc)	mid	
Finalize externship placements and have a meeting with any new sites to explain how we run our program, what we expect, and the timesheets/payment process	late	
Share externship timesheet googledoc with externs and host sites	late	ENYF Externship timesheet.Jonathan.gsheet
Contact alums to help with college session for 11th and 12th grade interns on Brooklyn Queens day	late	
Check our two digital scales for the youth and share table and make sure they are working correctly	late	
<b>JUNE</b>		
Review with staff anything to add/adjust in market training	early	
Create a facebook event for the Block Party and invite all alums - remind them that it will be a like a mini-reunion. Email or text alums that we don't have facebook contact for	early	
Start collecting summer schedule info from youth -- create a list for all staff to fill in info from their groups as they have it - in the case of summer school, make sure we have days, times, start and end dates, and where. If youth have to miss work or come late bc of summer school, they have to bring some kind of verification (copy of the letter, school sched, etc). If a youth intern tells you that they found out that they will be away for more than 2 weeks during the summer, fill their spot with another intern. For first years, this will mean they are no longer in the program. For returning interns, you are filling their spot for the summer, but they may be able to work in the fall	early	
In an RI meeting, ask them to fill out a form about what workshops they most want to lead (ie rank top 3)	early	2013 Youth Summer Schedule.pub
On Brooklyn Queens Day (no school): youth-led workshop Group Identity and Diversity, and Alumni College & Career Roundtable for 11th and 12th graders.	early	
Lead training for all staff and returning interns to prepare them for the parts of market training that they will lead. If there is a new staff member, they can rotate through the market training with a group of youth rather than co-leading a station.	mid	
Make sure we have all the supplies we need at the youth stands for the first market day: \$40 change, several working pens, and 2-3 receipt books in Share Table and UCC cash boxes; produce signs and clips, tablecloths (washed), scales (charged), rubberbands, salad tongs; cash box tally sheets	mid	
Reserve community room space for Thursday afternoon workshops all summer, and community room space for lunch prep if possible.	mid	
Create schedule for printing and giving to youth - distribute to youth by first day of market (earlier if possible). Only switch youth between groups if necessary for schedule (summer school) or if there are some very problematic interpersonal dynamics you want to break up	late	
Create detailed schedule - for staff, and possibly to share with RIs. Mark rotations for: Harvest, Market outreach, Lunch prep, FYs at Weds market, RIs leading workshops, going to soup kitchen, staff leading college prep workshops and co-facilitating workshops for first years. The youth program director will co-facilitate most summer workshops for first year interns, and have other staff rotate in in whichever area they are most comfortable.	mid	
Market training, followed by Block Party (the Saturday before the market opens). Distribute market tshirts to all youth. During the week before, remind youth that they CANNOT miss this training. If someone does miss it because of an emergency, ask them to shadow another youth on the first market day, and staff fill in with receipt writing training	late	
Create new timesheets (both physical for youth sign-in and googledoc for staff)	late	
Invite volunteers to help with one-on-one support during summer career and college prep sessions	late	
First market day! Last Saturday in June	late	

APPENDIX 4 - EAST NEW YORK FARMS! YOUTH INTERNSHIP PROGRAM		
<b>YOUTH PROGRAM CALENDAR OF STAFF RESPONSIBILITIES</b>		
Activity	When	Files associated with this? *Files may be updated to the current year
Update "Youth Anytime Activities" including articles to read and discuss with youth when there are small amounts of free time (pouring rain when we're supposed to be planting; a gardener cancels at the last minute)		Summer Anytime Activities Log.xls
On the last Friday in June, staff lead a Harvest refresher training for returning interns, and additional leadership training (in the past we have used a modified version of Leadership Compass from the Bonner Network), and then RIs harvest (with minimal direction from staff)		
<b>JULY</b> <i>*Although the summer schedule looks sparse, that's actually because July&amp;August are so busy that almost all prep work must already be done ahead of time.</i>		
Run the youth program		Summer 2014 Youth Program Schedule.xls
Process checks for externs and check in with them about how things are going when the come to pick up their checks		
Youth-led workshops: Nutrition (based on curriculum from Urban Nutrition Initiative); Financial Literacy, Local Economy, & Food Miles; Insects & Pesticides (based on curriculum from The Food Project); Gender Roles & Healthy Relationships (based on curriculum from Relationship Abuse Prevention Program)		Curriculum folder
Staff-led workshops for 11th and 12th graders: Resume and Cover Letter writing; College and Career Research; Financial Aid, Scholarships & Telling Your Story		Curriculum folder
<b>AUGUST</b>		
Run the youth program	ongoing	Summer 2014 Youth Program Schedule.xls
Process checks for externs and check in with them about how things are going when the come to pick up their checks	ongoing	
Youth-led workshops: Food Access & Global Trade (based on curriculum from Oxfam CHANGE Initiative); Community Build (based on curriculum from The Food Project); Charity vs. Change (including Food Movements curriculum from Urban Nutrition Initiative)	ongoing	Curriculum folder
Staff-led workshops for 11th and 12th graders: Interviewing Skills; Exploring Social Justice Careers	ongoing	Curriculum folder
Give out farm trip permission forms (for Farm Trip in late August)	early	Permission slip for mike's farm october.doc
Email post-survey to externship sites and externs	mid	**survey from Sarita's email
Do all-to-all straight talk with all youth and staff. Finish with "pep talk" about fall and returning intern positions for 2015	late	All to All Straight Talk form.doc
Give out fall recommitment form and collect info for youth schedules.	late	fall recommitment form.doc
In the last returning intern meeting of the summer, 1) have youth brainstorm words related to leadership for "Word of the Week" throughout the fall, 2) Discuss ideas for how they can continue to support each other as leaders throughout the fall, when we have less time together. One year returning interns met on their own, without staff, for returning intern meetings facilitated by one of the RIs, on market days from about 12-12:30pm. It wasn't everyone, but those who could make it participated. Two youth were assigned as the ones to remind and gather other RIs each Saturday for these leadership check-ins.	late	Returning Intern Leadership Check-In.doc
Draft fall schedule, making sure to plan time for Survey Training, Alternative Forms of Wealth Workshop, All to All Straight Talk, Farm Olympics planning by returning interns, Farm Olympics, cooking and survey data entry rotations, and final program evaluation day	late	
<b>SEPTEMBER</b>		
Finalize youth program schedules and groups. Switch youth groups only if they have a schedule issue that requires it, or if they are some interpersonal dynamics that you want to break up	early	
Youth-led workshop: Alternatives Forms of Wealth/Passing on the Gift (adapted from Heifer International)	mid-late	Curriculum folder
Train all youth to administer surveys, with Markets and Outreach Coordinator. Do this on one of the days youth have off for the Jewish high holidays, so we can train everyone at once	mid-late	Fall Customer Survey 2013.doc
Have youth conduct surveys at the market, goal of 20 surveys per Saturday to reach 100 total	late	Youth Survey Training 2013.doc



APPENDIX 4 - EAST NEW YORK FARMS! YOUTH INTERNSHIP PROGRAM

**YOUTH PROGRAM CALENDAR OF STAFF RESPONSIBILITIES**

Activity	When	Files associated with this? *Files may be updated to the current year
<b>OCTOBER</b>		
Talk with each youth intern about applying for a returning internship next year, and what they can improve on. Each supervisor should do this with the youth they supervise, one-on-one, either during, before, or after work - whenever they can find time. This should happen at least a month before the end of the program so that if there something they need to improve on, they have sufficient time to improve before the program ends.	early-mid	Talking to youth about applying for returning intern positions
When it starts getting dark early, youth start entering survey data and cooking to finish up the day. Each group will cook once, and enter/analyze surveys once. Market & Outreach Coordinator leads cooking classes, and sets up google form for survey data entry.	late	Create google form for youth to enter survey data
<b>NOVEMBER</b>		
Over the last two weeks have first year youth fill out their post-program evals. This can be done one by one or in small groups on Saturday market days to give people a chance to sit the building for 20 min or so and get a break from the cold while they do the survey.	early	first year survey evaluations 2013.xls
Farm Olympics (planned and run by returning interns)	early	
All-to-all straight talk	early	
All staff meet with the RIs they supervise to review their positions and any changes they would suggest for the next year	mid	Returning intern position descriptions (folder)
Program evaluation on last day with all youth	late	Youth Program Year-End Review
On last day of program, pass around 1) a sign-up sheet to help with presentations at middle schools, 2) a contact list to have each youth confirm that we have all of their correct contact info. Also ask who wants to be on call for winter shoveling. Its important to remind youth on this day that even if they don't reapply, or aren't hired back, they are always welcome at UCC	late	Youth Selection Lists 2013.xls (tab: end of year list for re-checking)
Analyze results of FYI surveys for grant reporting and for staff discussion in the winter	late	
<b>DECEMBER</b>		
Discuss in a staff meeting results of returning intern position review meetings, general observations and adjust positions, position descriptions, and/or applications as necessary.	early	Returning intern positions descriptions (folder)
Mail out returning intern applications to everyone who successfully completed the program in the two prior years (ie for 2015 RI positions, mail to people who completed program in 2014 and 2013).	mid	YouthApplication2013_Returning interns.doc; database contact info
Mail one application and a letter to schools we plan to recruit at in January	late	Intro note to schools 2013.doc

Group A	Group B	Group C
Staff Supervisor	Staff Supervisor	Staff Supervisor
Crew Leader	Crew Leader	Crew Leader
Crew Leader	Crew Leader	Crew Leader
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern

Farm Ed. (FE)	Urban Ag. (UA)
Returning intern	Returning intern
Returning intern	Returning intern
Market and Outreach (MKT)	
Returning intern	
Returning intern	

# March 2014

UCC Phone # + Staff Extensions

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	CREW LEADERS: Remember you start work 15 min before your group (ex. 3:45pm, 8:45am, 12:45pm...)			21 FIRST DAY FOR ALL YOUTH 4:30-6:30 PM At UCC	22 ALL YOUTH 1-4PM (RI's arrive 12:30)
23	24	25 Group A: 4:00-6:30 PM	26 Group B: 4:00-6:30PM MKT- 4:30-7:00PM	27 Returning Interns 4:30-6:30 PM	28 Group C: 4:00-6:30PM FE. 4:30-7:00PM MKT- 4:30-7:00PM UA- 4:30-7:00PM	29 Group A: 9AM-12PM Group B: 9AM-12PM Group C: 1PM-4PM UA: 1PM-4PM
30	31					

Group A	Group B	Group C
Staff Supervisor	Staff Supervisor	Staff Supervisor
Crew Leader	Crew Leader	Crew Leader
Crew Leader	Crew Leader	Crew Leader
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern

Farm Ed. (FE)	Urban Ag. (UA)
Returning intern	Returning intern
Returning intern	Returning intern
Market and Outreach (MKT)	
Returning intern	
Returning intern	

# April 2014

UCC Phone # + Staff Extensions

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 Group A: 4:00-6:30 PM	2 Group B: 4:00-6:30PM MKT- 4:30-7:00PM	3	4 Group C: 4:00-6:30PM FE. 4:30-7:00PM MKT- 4:30-7:00PM UA- 4:30-7:00PM	5 Group A: 9AM-12PM Group B: 9AM-12PM Group C: 1PM-4PM FE: 10AM-3PM UA: 1PM-4PM
6	7	8 Group A: 4:00-6:30 PM	9 Group B: 4:00-6:30PM MKT- 4:30-7:00PM	10 Returning Interns 4:30-6:30 PM	11 Group C: 4:00-6:30PM FE. 4:30-7:00PM MKT- 4:30-7:00PM UA- 4:30-7:00PM	12 Group A: 9AM-12PM Group B: 9AM-12PM Group C: 1PM-4PM UA: 1PM-4PM
13	14	15 Group A: 9AM-12PM MKT: 9AM-12PM ALL YOUTH: 1-4PM	16 Group B: 9AM-12PM MKT: 9AM-12PM UA: 9AM-12PM ALL YOUTH: 1-4PM	17 Group C: 9AM-12PM ALL YOUTH: 1-4 PM	18 ALL YOUTH- 9AM-12PM FE: 1PM-4PM	19 Group A: 9AM-12PM Group B: 9AM-12PM Group C: 1PM-4PM FE: 10AM-3PM UA: 10AM-3PM
20	21	22 Group A: 9:00-12:00 PM	23 Group B: 4:00-6:30PM MKT- 4:30-7:00PM	24 Returning Interns 4:30-6:30 PM	25 Group C: 4:00-6:30PM FE. 4:30-7:00PM MKT- 4:30-7:00PM UA- 4:30-7:00PM	26 Group A: 9AM-12PM Group B: 9AM-12PM Group C: 1PM-4PM UA: 1PM-4PM
27	28	29 Group A: 4:00-6:30 PM	30 Group B: 4:00-6:30PM MKT- 4:30-7:00PM			

Group A	Group B	Group C
Staff Supervisor	Staff Supervisor	Staff Supervisor
Crew Leader	Crew Leader	Crew Leader
Crew Leader	Crew Leader	Crew Leader
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern

Farm Ed. (FE)	Urban Ag. (UA)
Returning intern	Returning intern
Returning intern	Returning intern

Market and Outreach (MKT)
Returning intern
Returning intern

# May 2014

UCC Phone # + Staff Extensions

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2 Group C: 4:00-6:30 PM UA- 4:30-7:00PM FE- 4:30-7:00PM	3 Group A: 9AM-12PM Group B: 9AM-12PM Group C: 1PM-4PM FE: 10AM-3PM MKT- 9AM-12PM UA: 1PM-4PM
4	5	6 Group A: 4:00-6:30 PM	7 Group B: 4:00-6:30PM MKT- 4:30-7:00PM	8 Returning Interns 4:30-6:30 PM	9 Group C: 4:00-6:30PM UA- 4:30-7:00PM FE- 4:30-7:00PM	10 <b>ALL YOUTH:</b> Breakfast:9:30-11AM <b>Work: 11AM-1PM</b> Returning interns:1-3
11	12	13 Group A: 4:00-6:30 PM	14 Group B: 4:00-6:30PM MKT- 4:30-7:00PM	15	16 Group C: 4:00-6:30PM UA- 4:30-7:00PM FE- 4:30-7:00PM	17 Group A: 9AM-12PM Group B: 9AM-12PM Group C: 1PM-4PM FE: 10AM-3PM MKT- 9AM-12PM UA: 1PM-4PM
18	19	20 Group A: 4:00-6:30 PM	21 Group B: 4:00-6:30PM MKT- 4:30-7:00PM	22 Returning Interns 4:30-6:30 PM	23 Group C: 4:00-6:30PM UA- 4:30-7:00PM FE- 4:30-7:00PM	24 ALL YOUTH 9AM-12PM
25	26	27 Group A: 4:00-6:30 PM	28 Group B: 4:00-6:30PM MKT- 4:30-7:00PM	29	30 Group C: 4:00-6:30PM UA- 4:30-7:00PM FE- 4:30-7:00PM	31 Group A: 9AM-12PM Group B: 9AM-12PM Group C: 1PM-4PM MKT- 9AM-12PM UA: 1PM-4PM

Group A	Group B	Group C
Staff Supervisor	Staff Supervisor	Staff Supervisor
Crew Leader	Crew Leader	Crew Leader
Crew Leader	Crew Leader	Crew Leader
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern

Farm Ed. (FE)	Urban Ag. (UA)
Returning intern	Returning intern
Returning intern	Returning intern

Market and Outreach (MKT)
Returning intern
Returning intern

# June 2014

UCC Phone # + Staff Extensions

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 Group A: 4:00-6:30 PM	4 Group B: 4:00-6:30 PM MKT- 4:30-7:00PM	5 ALL YOUTH: 9AM-12PM (RI's start 8:45AM!) ALL YOUTH: 1-4PM RI's: 4-5PM	6 Group C: 4:00-6:30 PM UA- 4:30-7:00PM FE- 4:30-7:00PM	7 Group A: 9AM-12PM Group B: 9AM-12PM Group C: 1PM-4PM FE: 10AM-3PM MKT: 9AM-12PM UA: 1PM-4PM
8	9	10 Group A: 4:00-6:30 PM	11 Group B: 4:00-6:30 PM MKT- 4:30-7:00PM	12	13 Group C: 4:00-6:30 PM UA- 4:30-7:00PM FE- 4:30-7:00PM	14 Group A: 9AM-12PM Group B: 9AM-12PM Group C: 1PM-4PM MKT: 9AM-12PM UA: 1PM-4PM
15	16	17 Group A: 4:00-6:30 PM	18 Group B: 4:00-6:30 PM MKT- 4:30-7:00PM	19	20 Returning Interns: 1-3PM Group C: 4:00-6:30PM	21 Market Training ALL YOUTH: 9AM-1PM Block Party! 1-5PM
22	23	24 Group A: 4:00-6:30 PM	25 Group B: 4:00-6:30 PM MKT- 4:30-7:00PM	26 <b>***Last Day of School***</b>	27 Returning Interns: 10AM-12PM 1-4PM	28 Group B*: 8AM-12PM Group C: 8AM-12PM Group A: 12PM-4PM First Farmers Market
29	30					

Group A	Group B	Group C
Staff Supervisor	Staff Supervisor	Staff Supervisor
Crew Leader	Crew Leader	Crew Leader
Crew Leader	Crew Leader	Crew Leader
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern

Farm Ed. (FE)	Urban Ag. (UA)
Returning intern	Returning intern
Returning intern	Returning intern

Market and Outreach (MKT)
Returning intern
Returning intern

# July 2014

UCC Phone # + Staff Extensions

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2 NO WORK	3 NO WORK	4 NO WORK	5 Group C 9AM-12PM	6 Group C*: 8AM-12PM Group A: 8AM-12PM Group B: 12PM-4PM
7	<b>NEW SCHEDULE FOR SUMMER WILL BE GIVEN OUT BY JULY 6th.</b> General schedule will include working 9am—4pm on Tues, Thurs, and Fri, and 8-12 or 12-4 on Saturdays					13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

## SUMMER YOUTH PROGRAM SCHEDULE (General Map)

East New York Farms! Youth Internship Program

	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY*
8:00 AM					
9:00 AM	Group A w/ DV, garden Group B w/ DM, garden		ALL YOUTH, 1 group @ UCC, 2 @ gardens Grp A + UA - DV Grp B + FE - DM Grp C + MKT - RF 4 youth cook lunch w/ HH alternates 1x/wk Tues or Thurs	Group C w/ RF, garden UA w/ DM FE w/ DG MKT w/ HH	1 Group @ garden 1 Group @ market UA (1) MKT
10:00 AM					
11:00 AM	4 youth cook lunch w/ HH alternates 1x/wk Tues or Thurs				FE - host open volunteer days on 1st + 3rd Sats
12:00 PM					
1:00 PM	ALL YOUTH 2 groups w/ 1 staff @ UCC, harvest 1 group w/ 1 staff @ H+H, harvest		All youth 1st+2nd years w/ 2 staff (1 lead, 1 support) workshops 3rd+4th years w/ 1 staff, college + career workshops	All youth 1.5 group w/ 1 staff @ UCC, harvest 0.5 group w/HH, outreach 1 group w/1 staff @ H+H, harvest FE, UA, MKT w/DG @ UCC	1 Group MKT UA (1) MKT
2:00 PM	UA w/ DG FE w/ DG MKT w/ HH				
3:00 PM	Staff meeting	All RI 2 RIs w/ 1 staff, prepare to lead workshop CL w/ 1 staff, garden FE, UA, MKT +2 FY w/ DG, HH @ Weds market (4 youth 2-6pm, 4 youth 3-7pm)			
4:00 PM					
5:00 PM					*3 staff full day 1 staff half day 1 staff off
6:00 PM					
7:00 PM					

**Abbreviations:**

CL =	Crew leaders (6)	H+H =	Hands and Heart Garden (where we also maintain beds)
DG =	Deborah Greig, Agriculture Director	HH	Market and Outreach Coordinator
DM =	Daryl Marshall, Community Organizer	MKT =	Market Manager interns (2)
DV =	David Vrijl, Project Director	RF =	Roy Frias, Youth Program Director
FE =	Farm Education interns (2)	RI =	Returning interns (12)
FY =	First year interns	UA =	Urban Agriculture interns (2)
Group A, B, C	Crew of first year youth and crew leaders	UCC =	UCC Youth Farm
garden =	working at one of the community or backyard gardens in our network, other than UCC or H&H		

# Fall Calendar 2014

## Intern Map

Group A	Group B	Group C
Staff Supervisor	Staff Supervisor	Staff Supervisor
Crew Leader	Crew Leader	Crew Leader
Crew Leader	Crew Leader	Crew Leader
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern
First year intern	First year intern	First year intern

<b>Farm Ed. (FE)</b>	<b>Urban Ag. (UA)</b>
Returning intern	Returning intern
Returning intern	Returning intern

<b>Market and Outreach (MKT)</b>
Returning intern
Returning intern

<b>Weds MKT</b> <b>2:30-6:30</b>	<b>Weds MKT</b> <b>3:00-7:00</b>
Returning intern	Returning intern
Returning intern	Returning intern
Returning intern	Returning intern

Tue	Wed	Fri
+ First year intern	- First year intern	+ First year intern
First year intern-4:15PM		First year intern-4:15PM
First year intern-4:30PM		First year intern-4:30PM
		First year intern-4:30PM

For the interns who have a time next to their name, your schedule is adjusted for the day. For the interns who have a plus sign next to their name you have to work that shift as well, however it may change over the course of the season. Saturdays still operate the same.

# September 2014

(PLEASE SEE INTERN MAP)

UCC Phone # + Staff extensions

Note: Our actual schedules use interns initials in place of the abbreviations (FE, UA1, UA2, MKT) used here

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2 Group A 9AM-12PM Group B 9AM-12PM	3	4 <b>FIRST DAY OF SCHOOL!!!!</b>	5 Group C 4:00-6:30	6 * Group B 8-12 Group A 8-12 Group C 12-4 FE 9:30-2:30 UA1-8-12, UA2 12-4 MKT 8-4
7	8	9 Group A 4:00-6:30	10 WED MKT 2:30-7:00 Group B 4:00-6:30	11	12 Group C 4:00-6:30	13 * Group C 8-12 Group B 8-12 Group A 12-4 UA2 8-12, UA1 12-4 MKT 8-4
14	15	16 Group A 4:00-6:30 UA- 4:00-6:00	17 WED MKT 2:30-7:00 Group B 4:00-6:30	18 RI Meeting 4:30-6:30	19 Group C 4:00-6:30 FE 4:00-6:30 MKT 4:00-6:00	20 * Group A 8-12 Group C 8-12 Group B 12-4 FE 9:30-2:30 UA1-8-12, UA2 12-4 MKT: 8-4
21	22	23 Group A 4:00-6:30 UA- 4:00-6:00	24 WED MKT 2:30-7:00 Group B 4:00-6:30	25 ALL YOUTH 9AM-12PM	26 Group C 9AM-12PM RI's 1PM-4PM	27 * Group B 8-12 Group A 8-12 Group C 12-4 UA2 8-12, UA1 12-4 MKT 8-4
28	29	30 Group A 4:00-6:30 UA- 4:00-6:00				

# October 2014

UCC Phone # + Staff extensions

(PLEASE SEE INTERN MAP)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 WED MKT 2:30-7:00 Group B 4:00-6:30	2	3 Group C 4:00-6:30  FE 4:00-6:30 MKT 4:00-6:00	4 *Group C 8-12 Group B 8-12 Group A 12-4 FE 9:30-2:30 UA1-8-12, UA2 12-4 MKT 8-4
5	6	7 Group A 4:00-6:30  UA- 4:00-6:00	8 WED MKT 2:30-7:00 Group B 4:00-6:30	9 RI Meeting 5:00-7:00	10 Group C 4:00-6:30  MKT 4:00-6:00	11 *Group A 8-12 Group C 8-12 Group B 12-4 UA2 8-12, UA1 12-4 MKT 8-4
12	13	14 Group A 4:00-6:30  UA- 4:00-6:00	15 WED MKT 2:30-7:00 Group B 4:00-6:30	16	17 Group C 4:00-6:30  FE 4:00-6:30 MKT 4:00-6:00	18 *Group B 8-12 Group C 8-12 Group A 12-4 FE 9:30-2:30 UA1-8-12, UA2 12-4 MKT 8-4
19	20	21 Group A 4:00-6:30  UA- 4:00-6:00	22 WED MKT 2:30-7:00 Group B 4:00-6:30	23	24 Group C 4:00-6:30  MKT 4:00-6:00	25 *Group C 8-12 Group B 8-12 Group A 12-4 UA2 8-12, UA1 12-4 MKT 8-4
26	27	28 Group A 4:00-6:30  UA- 4:00-6:00	29 WED MKT 2:30-7:00 Group B 4:00-6:30	30 RI Meeting 4:30-6:30	31 Group C 4:00-6:30  MKT 4:00-6:00	

# November 2014

UCC Phone # + Staff extensions

(PLEASE SEE INTERN MAP)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 *Group A 8-12 Group C 8-12 Group B 12-4 FE 9:30-2:30 UA1-8-12, UA2 12-4 MKT 8-4
2	3	4 Group A 9AM-12PM UA 9AM-12PM  ALL YOUTH 1PM- 4PM	5 Group B 4:00-6:30	6	7 Group C 4:00-6:30 MKT & FE 4:00-6:30	8 *Group B 8-12 Group A 8-12 Group C 12-4 UA2 8-12, UA1 12-4 MKT 8-4
9	10	11 ALL YOUTH 9AM-12PM  ALL YOUTH 1PM-4PM	12 Group B 4:00-6:30	13	14 Group C 4:00-6:30 MKT & FE 4:00-6:30	15 *Group C 8-12 Group A 8-12 Group B 12-4 FE 9:30-2:30 UA1-8-12, UA2 12-4 MKT 8-4
16	17	18 Group A 4:00-5:00	19 Group B 4:00-5:00	20 Group C 4:00- 5:00	21 All Youth 4:30-6:30	<b>11/15/2014</b> <b>HARVEST</b> <b>PARTY!!!!!!</b> <b>6PM!!</b>
23	24	25	26	27	28	

### Day 2 – Going over Expectations (Staff-led day)

1. Start with Conveyor Belt activity (30-40min)

*(#2-6, 1 hour)*

2. Then explain to everyone that we are going to go over the Expectations for our program, for you to:

- Learn what's expected of you
- Learn what to expect from others in the program
- Show you how to take responsibility for your actions
- Understand what you can achieve in this program

3. Have people get in 3 groups (A, B, C ...other returning interns mixed in among groups), one – two staff in each group

4. Each person in the group should get

- A list of *Expectations for the ENY Farms! Youth Intern Program*
- An *Expectations Chart*

5. Go around in a circle and ask each person to read off one expectation. *\*Staff can and should interject at a few key points to make sure youth fully understand the expectations, esp around coming on time, coming when you're scheduled, and being prepared\**

6. Then look over the violations sheet and have a staff member explain how it works.

Remind the group:

*\*You will find out how you're doing on these expectations every two weeks when you get paid and we do a process called straight talk.*

*\*These expectations are in place because we want to help you be the best you can be, and we want to have a great impact on our community. They help us to be accountable to each other and think about how our actions impact one another and the group.*

*\*If you get a violation, it doesn't mean we're mad at you! It means you have something to improve on. Don't get upset, but do think about how you're going to work on that expectation and make sure you live up to it in the future.*

*\*Everyone gets violations some times, because it takes some time to get used to these expectations. It's ok. Do your best, and then, do better.*

*\*Remember these expectations are in effect in and around UCC! For example, if you've finished work and are changing downstairs and cursing in the hallway, it's still a violation. If you are leaving work and on the way out of the building say something hurtful to one of your coworkers, it's still a violation.*

7. Have everyone sign two copies – one for us to keep, one for them to keep. Collect signed copies and their violations sheets.

8. Then have people get in a big circle and count off by 9.

Hand out 9 sheets, each with an expectation on it from the Expectations Chart (“Come on time” to “Be honest”)

Get people in groups of about 4, and have them prepare quick ENYF Heroes and Villians skits, showing people doing a great job of living up to that expectation, and people violating it.

Have the rest of the group guess what expectation they are acting out.



## All to All Straight Talk

Timing:

3.5 hours total

- 30 min explanation

- 90 min writing

- 90 min giving and receiving Straight Talk

*This is a process through which all youth interns and staff in give Straight Talk to each other, at the end of the summer and the end of the program year (late November).*

### #1-#4 (30 minutes)

1. **Review the guidelines** of Straight Talk by passing around the guidelines to be read aloud, one guideline per person. Staff may emphasize any especially important points, and/or ask youth to rephrase the guidelines in their own words as they read them.

2. **Demonstrate**, with a staff and a returning intern, or two staff, how NOT to give and receive Straight Talk, and how to give and receive Straight Talk well.

3. **Give everyone a pen and paper** listing all of the names of the other people in the program (*Straight Talk form*). If someone is not going to be there that day, shade in their name on the sheet. People do not need to write comments for this person.

4. **Remind them that writing comments is a silent activity** because it requires them to think really deeply about other people to be able to give them quality feedback.

5. If writing comments for the entire group (33 interns + staff) allow about **90 min for writing comments**. If people are finished, they can sit quietly until others are done. Supervisors should walk around, and when someone says they are done, check that they really did write a positive and change comments that is specific for every person! If not, have them keep going. After 90 minutes, if some people are not done, ask them to think of the rest of their comments for people as they go.

6. **Before starting to give Straight Talk, emphasize:**

- a) Its important to be kind when you give you Straight Talk
- b) You must have a positive and change comment for each person
- c) Be specific
- d) Speak directly to the person – say “You” not “He” or “She”

**7. Then form a conveyor belt.** There must be an odd# for this to work correctly. If there is an even#, add in an object to represent a person that is missing, and have that object move through the conveyor belt like a person.

If for example there are 31 people, there will be two rows of 15 people facing each other, and one person standing at the end, where they can see straight down the middle of the two rows. Whoever is in this spot at any given time is the “pivot” and timekeeper.

Ask everyone to extend their hand to shake someone else’s so you know they have a partner. Remind people that they will be skipping over people as they move, but they will get back to them, don’t worry! This works best if you have something to mark the spots (chairs, tiles on the floor, post it notes, anything) otherwise people get confused.

**8. Tell the people on the left side to start giving their straight talk to their partner.** Allow 1 minute for this. Then yell “Switch.” Allow 1 minute for the people on the right side to give straight talk to their partner. Then yell “Rotate” and each person will move 1 seat to the left.

9. Now the next “pivot” person will announce and keep time, and **this rotation will continue until everyone has given and received Straight Talk with everyone.** Allow 90 minutes for about 30 people to give straight talk to each other (1 min per partner x 2 partners + switching time = 3 min per pair...this a bit of an overestimate, but designed so we don’t run out of time!)

10. Thank them all for the thought and kindness they put into this!

## Comment Tracking Form East New York Farms!

Youth Name: \_\_\_\_\_

Group: A    B    C

Date	Commenter	+/ $\Delta$	Comment	Violation?
<b>EXAMPLES OF COMMENTS GIVEN TO FIRST YEAR INTERNS</b>				
3/29	Initials	+	I appreciated that you came right over to help with picking up weeds when you finished with the tree pits. You noticed the big picture of what needed to be done beyond just your task.	
4/13	Initials	$\Delta$	When you started leveling the bed, you were shoveling the soil from near the middle, instead of from the corners where we needed it to come from. Try to think about the best approach to a task before you start. It may mean you need to pause for a minute and just think, and that's ok.	
5/11	Initials	$\Delta$	You were sitting down at the end of the day when others were cleaning up, which did not show motivation or teamwork. If you think there is nothing to do, look around and see what needs to happen before we leave the garden, or ask someone where you can help	Unmotivated
<b>EXAMPLES OF COMMENTS GIVEN TO RETURNING INTERNS</b>				
3/29	Initials	+	Great job communicating with the coordinator of the garden. You asked her to show you specifically which beds needed to be turned, and asked right away, so that we could all be sure of where to start.	
5/10	Initials	$\Delta$	When you explained the game today, you gave the instructions clearly, and I wished you had added more energy to it. You can emphasize doing it faster, get people to challenge themselves, and set goals as a team, so that our games really get people motivated.	
6/15	Initials	$\Delta$	Laughing during our discussion about the phrase "No homo" did not show respect for others, serious participation in our workshops, and did not set a positive example for first years	Disrespectful

## Expectations for the ENYF Youth Internship Program - First year interns

adapted from *The Food Project*

### Absences (no earnbacks)

Note: PW = prewarning, W= warning

Spring				(PW)	(PW)	(PW)	(W)	(\$5)	(\$10)	(\$15)	Fired
Summer	(PW)	(PW)	(PW)	(PW)	(PW)	(PW)	(W)	(\$5)	(\$10)	(\$15)	Fired
Fall				(PW)	(PW)	(PW)	(W)	(\$5)	(\$10)	(\$15)	Fired
No show									(\$10)	(\$15)	Fired

### Standards (can be earned back)

Come on time (except in case of school schedule when pre-arranged)	(PW)	(W)	(\$5)	(\$10)	(\$15)	Fired
Work hard and be motivated	(PW)	(W)	(\$5)	(\$10)	(\$15)	Fired
Show a positive attitude and be a positive role model	(PW)	(W)	(\$5)	(\$10)	(\$15)	Fired
Clean up after yourself	(PW)	(W)	(\$5)	(\$10)	(\$15)	Fired
Be prepared for work	(PW)	(W)	(\$5)	(\$10)	(\$15)	Fired
Avoid distractions (cell phone that is on, sunglasses, music, etc)		(W)	(\$5)	(\$10)	(\$15)	Fired
Show respect for others (youth, gardeners, or others)		(W)	(\$5)	(\$10)	(\$15)	Fired
Use our resources carefully and correctly (tools, food, plants or other equipment)		(W)	(\$5)	(\$10)	(\$15)	Fired

### More serious violations of standards (no earnbacks)

Be honest	(\$5)	(\$10)	Fired
Do not leave without notice	(\$5)	(\$10)	Fired
Follow directions of supervisor	(\$5)	(\$10)	Fired
Do not vandalize	(\$5)	(\$10)	Fired
Avoid cursing, verbal or physical abuse	(\$5)	(\$10)	Fired
Protect your safety and your group members' safety			Fired
Do not steal			Fired
Never bring weapons to work			Fired
Resolve conflicts without fighting			Fired
Do not use or bring drugs or alcohol			Fired

## Expectations for the ENYF Youth Internship Program - Returning interns

*adapted from The Food Project*

### Absences (no earnbacks)

Spring		(PW)	(PW)	(PW)	(PW)	(PW)	(W)	(\$5)	(\$10)	(\$15)	Fired
Summer	(PW)	(PW)	(PW)	(PW)	(PW)	(PW)	(W)	(\$5)	(\$10)	(\$15)	Fired
Fall				(PW)	(PW)	(PW)	(W)	(\$5)	(\$10)	(\$15)	Fired
No show									(\$10)	(\$15)	Fired

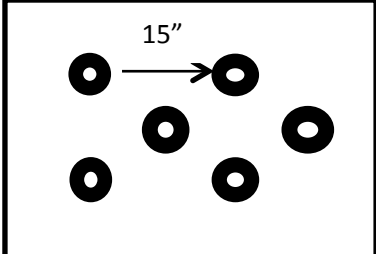
### Standards (CANNOT be earned back)

Come on time (except in case of school schedule when pre-arranged)		(W)	(\$5)	(\$10)	(\$15)	Fired
Work hard and be motivated		(W)	(\$5)	(\$10)	(\$15)	Fired
Show a positive attitude and be a positive role model		(W)	(\$5)	(\$10)	(\$15)	Fired
Clean up after yourself		(W)	(\$5)	(\$10)	(\$15)	Fired
Be prepared for work		(W)	(\$5)	(\$10)	(\$15)	Fired
Avoid distractions (cell phone that is on, sunglasses, music, etc)		(W)	(\$5)	(\$10)	(\$15)	Fired
Show respect for others (youth, gardeners, or others)			(\$5)	(\$10)	(\$15)	Fired
Use our resources carefully and correctly (tools, food, plants or other equipment)			(\$5)	(\$10)	(\$15)	Fired

### More serious violations of standards (no earnbacks)

Be honest		(\$10)	Fired
Do not leave without notice		(\$10)	Fired
Follow directions of supervisor		(\$10)	Fired
Do not vandalize		(\$10)	Fired
Avoid cursing, verbal or physical abuse		(\$10)	Fired
Protect your safety and your group members' safety			Fired
Do not steal			Fired
Never bring weapons to work			Fired
Resolve conflicts without fighting			Fired
Do not use or bring drugs or alcohol			Fired

<b>*SAMPLE TASK LOG*</b>		DATE: 5/24/2014 GROUP: A	
<b>TASK</b>	<b>TOOLS</b>	<b># INTERNS</b>	<b>TIME</b>
<ul style="list-style-type: none"> <li>• Summary of the tasks:</li> <li>• What's the BIG PICTURE for each task?</li> </ul>			
<b>1. Weed and Trash</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Weed and pick up trash along Livonia fence and Fresh Farm</li> <li><input type="checkbox"/> Make sure the trash cans/recycling (near gate, near container and compost area) are emptied if necessary and have bags in them</li> <li><input type="checkbox"/> Put full trash bags at the front gate</li> </ul>	2 Hand tools	2	1h
	1 Trash bag		
<b>2. Weed Garlic in C4, 5, 6 &amp; B7</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Have people work in pairs across from each other</li> <li><input type="checkbox"/> Carefully weed out all the garlic beds in Section B&amp;C...NO GREEN unless it's garlic!</li> <li><input type="checkbox"/> You can move aside any hay to get the smallest weeds</li> <li><input type="checkbox"/> Replace any bare spots with hay (in section C)</li> <li><input type="checkbox"/> Compost all weeds in the compost area</li> </ul>	gloves	2+	1h
	2 Hand tools		
	Hay bale		
	2 Hand weeding tools		
<b>3. Compost</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Turn Bins D&amp;E into Bin 1 and 2</li> <li><input type="checkbox"/> Cover with the white tarp</li> <li><input type="checkbox"/> You can load into a wheelbarrow from both bins and dump in bin 2 first</li> <li><input type="checkbox"/> Turn Bin C into Bin D</li> </ul>	2 Pitch fork	2	2
	2 shovel		
	1 Wheelbarrow		
	2 Digging fork		

<p><b>4. Put up Trellis for Bitter Melon in Beds B8&amp;9, for Cucumber in B4, B11</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Split people into teams</li> <li><input type="checkbox"/> Mark out the center of the bed with staked and string</li> <li><input type="checkbox"/> Make sure all stakes have nails or hooks at the top</li> <li><input type="checkbox"/> Space out stakes: Anchors are 2 feet from bed ends at an angle towards the pathway, support stakes are 8’ apart.</li> <li><input type="checkbox"/> Pound in stakes, 1-2’ deep.</li> <li><input type="checkbox"/> Roll out trellis on an empty bed to make sure it’s long enough</li> <li><input type="checkbox"/> Weave trellis over posts try to stretch it tight</li> <li><input type="checkbox"/> Weave two strands of twine through trellis (leave the string attached to the box and pull the string end through before you cut it</li> <li><input type="checkbox"/> loop string around the top of the post above the hook or string</li> <li><input type="checkbox"/> Pull tight and secure to anchors with a <b>trucker’s hitch</b></li> </ul>	1	Measuring tape	4	1
	8	tall metal posts or wood 2x2 (ask a staff) & net trellis		
	2	Short metal u posts (anchors)		
		2 ply string in box		
	1	scissors		
	1	Step stool or ladder		
	1	Post pounder		
	1	Stakes & string		
<p><b>5. Plant Kale &amp; Napa Cabbage in A4</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rake bed smooth</li> <li><input type="checkbox"/> Mark 3 rows (1 down the center of the bed and 2 1ft from each side of the center)</li> <li><input type="checkbox"/> Set up stakes and string to mark your line (measure at both ends)</li> <li><input type="checkbox"/> Have on person dropping plants and the 2 other planting at the correct spacing as quickly and carefully as possible (Race!)</li> <li><input type="checkbox"/> Plant 15inches apart and in a triangle formation</li> <li><input type="checkbox"/> Lay 3 rows of drip tape</li> <li><input type="checkbox"/> Make a bed label with the date, crop and variety</li> </ul> <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 10px auto;">  <p>The diagram shows a square box containing six circles representing plants. Three circles are arranged in a triangle at the top, and three are arranged in a triangle at the bottom. An arrow points from the top-left circle to the top-right circle, with the text '15"' above it, indicating the spacing between plants.</p> </div>	2	trowel	3	1
	2	Stakes and string		
	1	Measuring tape		
	2	rake		

*This list serves as a reference and reminder for returning interns as they are “prepping” to lead a crew in garden work. Prep time starts 15 minutes prior to the start of their shift. This list is permanently taped to the clipboards to which task logs are attached. Through the spring and summer, crew leaders fulfill most of these roles. In the fall, they begin asking first year interns to step up to take on some of these elements of leading the workday.*

## Steps to using your prep time well and having a successful day

1. **Be here on time and ready to go!** If you are supposed to start work at 3:45, you cannot get here at 3:45 and then try to go change. You can eat while prepping only if it’s not distracting you
2. **Go over the task list** with your co-crew leaders and ask the supervisors any questions you have. **FIND A QUIET PLACE TO DO THIS.**
3. **Fill in the tools** that you need
4. Come up with a **game or check-in** and decide who’s leading it
5. If we’re going to a different garden, decide who’s **leading introductions**, and making sure we say goodbye and thank you to the gardener(s) when we leave
6. Decide **who’s introducing which tasks**, and how you will explain the importance of those tasks
7. Decide **who is splitting up interns** to work on those tasks.
8. If there is a **complicated task** that requires a returning intern to work on it, decide who will work on that task
9. **Decide who will check that we have gotten all of our tools** into the van, and checks that all of these tools get back in the van at the end of the day.
10. **Pick a time manager** who will decide when to have break, tell people when to be back from break, and make sure we start packing up on time
11. **Check on first years** after tasks have been assigned. Make sure they know what do, and motivate them
12. **Plan to HAVE FUN!!!**

### **AT THE END OF THE DAY, don’t forget to...**

13. **Choose someone to be in charge of making sure that the garden is properly closed** - hydrant off (unless someone needs it on), container is closed, gate locked.
14. **Remind people to come downstairs quietly** and wait for end of announcements respectfully. This.
15. **Write comments.**



*This list serves as a reference and reminder for returning interns as they are “prepping” to lead harvest. Prep time starts 15 minutes prior to the start of their shift. This list is permanently taped to the clipboards to which harvest logs are attached.*

## TEN STEPS TO LEADING A GREAT HARVEST:

1. **ASSIGN** the first round of harvesting to pairs of interns. \*Always check that people understand how to harvest the thing assigned to them, first by seeing if they can tell you, and tell them more if needed.\* Remind them of roots, fruits, greens, and herbs.
2. **GET STARTED.** Have people start at the far ends of the beds (nr Schenck or Livonia) and work their way toward the harvest station
3. **GET MATERIALS.** Open container and set up scale, rubber bands, and clippers on the "weigh table"
4. **GET SET UP.** Set up a bucket for compost and a crate for “Edible not sellable” near the harvest table
5. Turn on **hydrant** and clean and fill **bathtub**.
6. **Wash and pack.** As people bring their produce in, have them place it on the "to be washed" pallet. If you need help, ask 1- 2 people only to help you at the harvest station. Wash greens before roots...so the water doesn't get too dirty too fast.
7. **Weigh or count** and record everything. Later in the season, have first years start to do this themselves.
8. When things have been washed and recorded, put them on the "**ready for the storage**" pallet. \*Remember that a few crops go in the container, not the cooler.
9. **Assign** pairs of people to new tasks and **keep them motivated** to harvest quickly.
10. **QUALITY CONTROL.** Keep an eye out for items that could be bunched or harvested better. Have the interns who harvested that item go back and get it right! If that's not possible, show the interns what improvements they should make for next time.

**When finished... check that the fridge is packed correctly!**

Crew Leader Tip Sheets

These "tip sheets" were created by returning interns during leadership training, to give themselves a quick way to refresh their memories on best practices for leading crews of youth.

### Picking the right game

- According to the weather / <sup>current</sup> events *(word if weather is nice)*
- mood of the youth
- listen to suggestions of the first year *(most interested in)*
- How <sup>awesome</sup> rainy and dry is.
- what we played in the past what we did not play recently
- ~~without regard to~~ <sup>must have</sup> resources
- How many people are there
- and time for

### Splitting people into groups

- \* Making sure people aren't together all the time
- \* Making sure to make sure group contains different qualities / genders
- \* Make people who dislike each other work together.
- \* Making sure leaders are included in groups.

### Managing time

- \* Watch ~~(device that tells time)~~ <sup>and</sup>
- \* Have a good sense of what task how long they take.
- \* Have extra (5 mins) to spare / end up, just in case
- \* Preparation (have things planned)
- \* Check on time / constantly
- \* Good common sense
- \* Know the schedule (How much time you have)

### Talking to adult gardeners

- Be respectful
- Listen Carefully
- Be Motivated
- Ask Questions
- Tell Staff when conflict
- Explain and talk slowly
- Be Observant
- Remembering their names
- Open to feed-back
- Willing to speak up
- introduce yourself
- get to know history of garden
- Make sure you have everything
- Get to know them / communication
- Prepare to be flexible
- Remember it's their garden

### Writing a good comment

- \* Use "and" instead of "but". *\* Never say never. "Always!"*
- \* Pick what a youth did that impressed you or something you have seen them improve upon.
- \* Make sure what you say is correct.
- \* Be as specific as possible (Details).
- \* Give suggestions on how to improve.
- \* Be kind, nice, polite.

APPENDIX 16 - EAST NEW YORK FARMS! YOUTH INTERNSHIP PROGRAM

APPENDIX 16 - EAST NEW YORK FARMS! YOUTH INTERNSHIP PROGRAM						
<b>TIMESHEET</b>		<b>DAY</b>	<b>MONTH</b>	<b>DATE</b>		
	<b>NAMES</b>	<b>In</b>	<b>Out</b>	<b>Hours</b>	<b>Youth</b>	<b>Staff</b>
	<b>GRP A</b>					
T,R, F 3:45/4pm	Returning intern	<i>ex: 3:45</i>	<i>6:45</i>	<i>3</i>	<i>BS</i>	<i>SD</i>
no W, R, F	Returning intern					
	First year	<i>ex: 4:00</i>	<i>6:30</i>	<i>2.5</i>	<i>AC</i>	<i>SD</i>
T-F 4:30pm	First year	<i>ex: 4:30</i>	<i>6:30</i>	<i>2</i>	<i>DR</i>	<i>SD</i>
<i>Late</i>	First year	<i>ex: 4:15</i>	<i>6:30</i>	<i>2.25</i>	<i>LC</i>	<i>SD</i>
	First year					
T 4:15pm	First year					
	First year					
	First year					
	<b>GRP B</b>					
T-F 3:45/4pm	Returning intern					
T-F 5:30pm	Returning intern					
	First year					
	First year					
T, R, F 4:45pm	First year					
	First year					
	First year					
	First year					
	First year					
	<b>GRP C</b>					
no T, W	Returning intern					
no W, R	Returning intern					
	First year					
T-F 4:15pm	First year					
	First year					
T-F 4:30/4:45pm	First year					
	First year					
	First year					
	First year					
	<b>UA</b>					
T-W 4:15pm	Returning intern					
	Returning intern					
	<b>FE</b>					
T-F 4:15pm	Returning intern					
no T, R, F	Returning intern					
	<b>MKT/CSA</b>					
T-F 4:30pm	Returning intern					
	Returning intern					
<b>NOTES</b>						



### Food Access Workshop:

**Summary:** Examine issues of unequal access to fresh food in our city. Can be followed by Global Trade workshop

**Objectives:** Understand that access strongly influences what people eat; and that people in poor communities eat unhealthy food often because it is cheapest and easiest to find, not because they don't know what to eat, or don't like fresh food. See that choice is one part of what we eat, but our choices are limited by outside factors.

**Age:** 13-18

**# people:** 20-30

**Time length:** 1.5 -2 hours

**Materials:**

- Six maps (some pasted below, one on file as a hard copy) of NYC– two showing demographic factors (A. poverty rate, D. % nonwhite residents), two showing health factors (B. obesity rates, E. percent of people who ate no fruits or veg in the previous day), two showing food access factors (C. share of fresh food retailers, F. supermarket need);
- Posters with guiding questions for the first and second map analysis sections
- flipchart paper; markers; posters with visual representations of fact (below);
- sheet with maps for stores (form below),
- cards to give to store owners (plus extra for people to take home and share with others)
- market flyers,
- \$3 per group

**Source:** East New York Farms!; Maps from various internet sources

**1. Stand up/sit down game: 5 min**

Stand up if:

- You ate a fruit or vegetable yesterday
- You ate 5 fruits and vegetables yesterday
- You live more than 5 blocks from a supermarket
- You know someone who has diabetes
- You learned about new fruits or vegetable this year
- Your family shops at the market
- You have tried new healthy foods from the market
- You usually have vegetables as part of your meals
- You know someone whose weight is affecting their health
- You ever wanted to buy something and couldn't find or couldn't get it

Ask two of the people standing after the last one to share what it was they were looking for and how it made them feel to not have it

**2. Why do we eat what we eat: 5 min**

- Does everyone remember the Food Pyramid we made in the nutrition workshop last week?
- How did the food we eat compare to what we should be eating?
- Why do we eat the foods we eat?

*After getting some answers...*

- One big thing is **availability**
- What kinds of foods do you see in the stores around your house?
- Is it easy to get healthy food?

### 3. Maps (30 min)

**PART 1:** Count off by 6, give each group 1 map, and have people look at them in groups (about 5 per group).

Explain to them that these are maps of New York City, and point out where East New York is.

Ask people to discuss these questions in their groups (*write questions on a flipchart*):

- What is this a map of? (for example: this is a map of where the farmers markets are in New York City)
- What is it telling you about East New York?
- What is this map telling you about differences between different neighborhoods in NYC?

After a few minutes, ask each group to quickly present their map by explaining their answers to the three questions.

**PART 2:** Next, have maps A, B, C get together, and D, E, F. Now ask:

*Have these questions written on a flipchart*

- What similarities and differences do you see between the maps?
- What are these maps together telling you about East NY?
- What are these maps together telling you about differences between different neighborhoods in NYC?

Have each group present their findings

#### NOTES TO FACILITATORS:

*\*Its very important here to guide the discussion! When people make conclusions in their presentations, make them unpack those (ie. They say “These areas don’t have as much healthy food because they are poor...ask them Why? Why would poor areas have less healthy food?”*

*\*It’s also very important to get people to see the link between what’s available, what people eat, and racial and economic patterns. It’s important that people consider that while personal choice IS a factor, availability is also a huge factor (both/and), so we can try to make better choices, and our choices are also limited by our environment.*

*\* Examples of conclusions to help them out with:*

- a. People live in racially segregated communities and the ones with the most minorities have less grocery stores, less grocery stores aligns with more diabetes. (I point out here how the map shows racial segregation. I ask them, if everyone lived in racially mixed communities, what would this map look like? It would be all the same color across the whole map. But that’s not the way our city is – white people mostly live around other white people, and people of color

*usually live around other people of color. We'll talk more about why this is in another workshop.)*

- b. Residents of other neighborhoods of New York City, like the Upper East Side and Lower Manhattan, have easy access to healthy food, and as a result, live longer healthier lives than people in Central and East Brooklyn, Harlem, and the South Bronx, where obesity rates, diabetes, and heart disease rates are highest.
- c. This is not just a problem in NYC. All across the country, communities like ours, working class communities of color, have limited access to healthy food

**4. Using posters, present these facts – 5 min**

FACT: The wealthiest neighborhoods have three times as many grocery stores per person as the least wealthy neighborhoods

FACT: Grocery stores in the wealthiest neighborhoods are 2.5 times bigger (with more variety) than grocery stores in the least wealthy neighborhoods

FACT: Majority white neighborhood have four times as many grocery stores per person as majority non-white neighborhoods

**What do you think about this?**

**5. What are we already doing about this? 5 min**

*After getting some answers*

Our farmers markets are one way to get healthy food into our community. It's important because they are really the only source of fresh, affordable fruits and vegetables in our community

**Another thing we can all do is speak up and ask for fresher food from the stores in our community**

- Corner stores are the most common food store in this area, and people shop at them because they are convenient, but they mostly carry unhealthy food.
- One reason that stores don't carry healthier food is that they believe that people don't want it.
- If store owners order fruits and vegetables and people don't buy them, they go bad and the store loses money, unlike something like canned food or honey buns or chips, that could stay on the shelves forever without going bad.
- So stores have to take a risk to carry fresh food, and they want to know that people will buy it.

**6. Practice asking for healthy food (30 - 40 min)**

**Have two volunteers to do a skit**

One of them will be a store owner and one will be a customer, asking the store owner to carry healthier food. Remind the customer to think of things that would really want to make the store owner carry healthy food, and remind the store owner to think about the real questions and concerns a store owner would have.

You can have 2 more people come up and try a skit if there's time

**In a few minutes, we're going to head out in groups, and try it!**

First years count off by 6. Add one returning intern or staff in each group.

In your groups, decide on one to two kinds of fruits and vegetables you'd really like to see in stores.

**Each group gets**

- A **sheet with a map of a store nearby** (only small ones where there is likely to be manager there)
- \$3 to buy the healthiest food they can find
- An index card to give the store owner listing the fruits and vegetables you'd like to see
- A market flyer so they can tell the store owners where they can buy fresh produce in bulk (remind them that since its fresher, it will last on their shelves longer too)

**Take a few minutes to choose what you will ask for, fill out the index card, and practice**

**Does everyone know where they're going?**

- Remember to be polite!
- If they already have them item you're asking for, thank them for carrying healthy food, and think of another thing you'd like to see. They could always carry more produce!
- Bring receipts and change back please

**Go out for 20 min and come back. This can also be used as the "break time" as some groups come back faster.**

**When people come back, discuss quickly**

What did you find?

How did people react?

**Follow this with the Global Trade workshop, 1-1.5 hours**



Your store is:

[DRAW MAP HERE AHEAD OF TIME]

First:

- Use your \$3 to buy the healthiest food you can find there

Then:

- Tell them you are glad they have some healthy food, and you'd like to see more.
- You would like to see:
  - \_\_\_\_\_ or
  - \_\_\_\_\_ or
  - \_\_\_\_\_ or
  - \_\_\_\_\_

Why should the store owner carry these things?

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If those things are available at the farmers market:

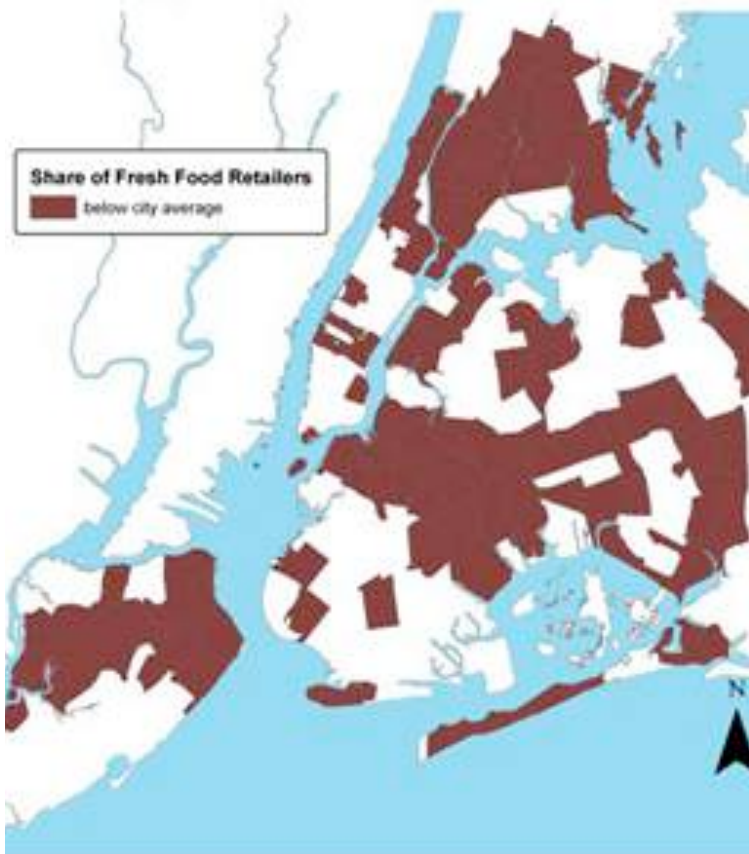
- Give them a flyer so they know where they can get those fruits or veggies

Thank them! And head back to UCC!

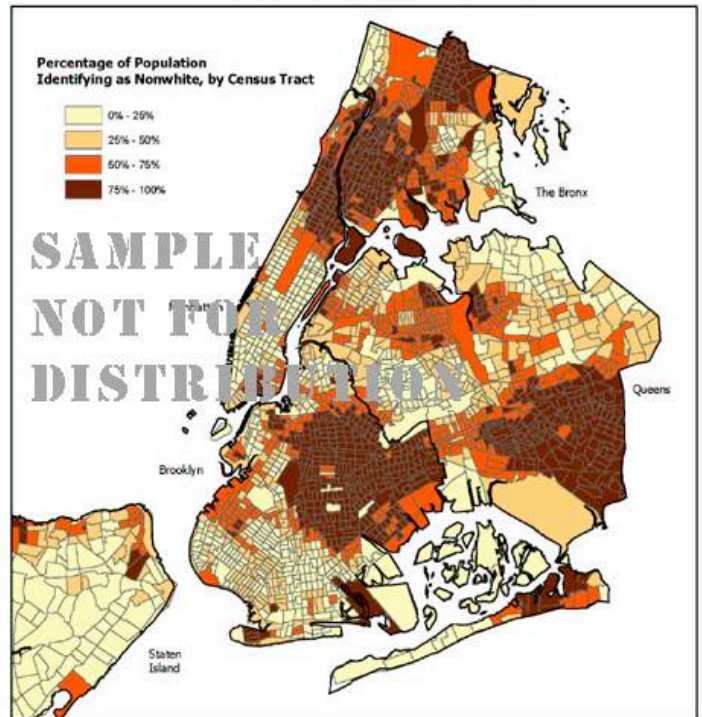
Dear Store Owner,  
We buy fresh fruits and vegetables! Please help us stay healthy by carrying these items in store:

Thank you!

East New York Farms! Youth Interns



New York City  
Nonwhite Population (2000)



SAMPLE  
NOT FOR  
DISTRIBUTION

Source: U.S. Census (2000)



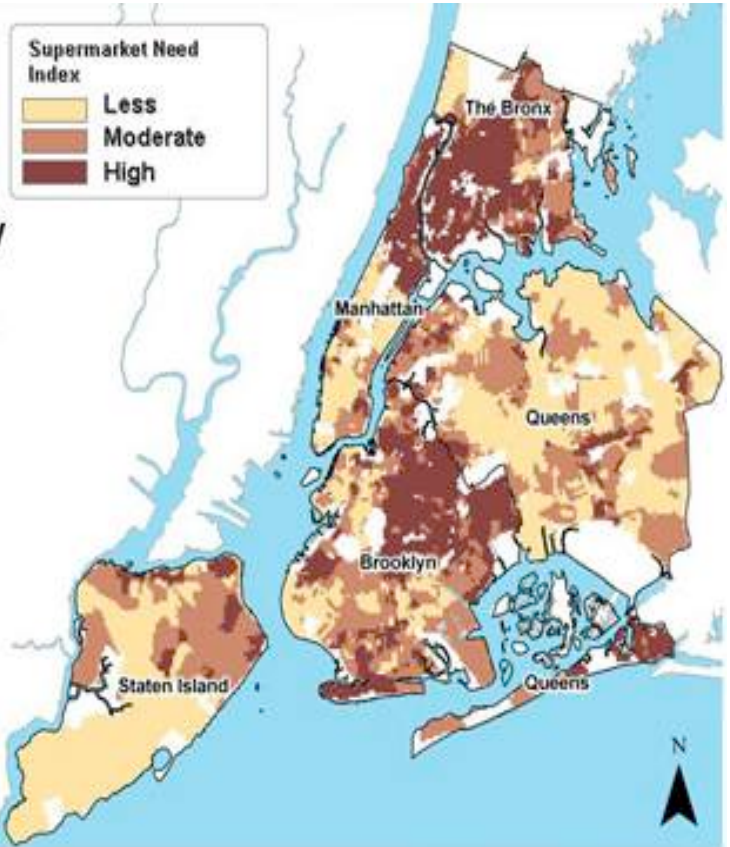
Neighborhood Economic Development Advocacy Project (NEDAP)  
73 Spring Street, Suite 505, New York, NY 10012  
212-680-5100 / www.nedap.org

**Percent of people reporting they consumed NO fruit or vegetables the previous day by the United Hospital Fund Neighborhoods**

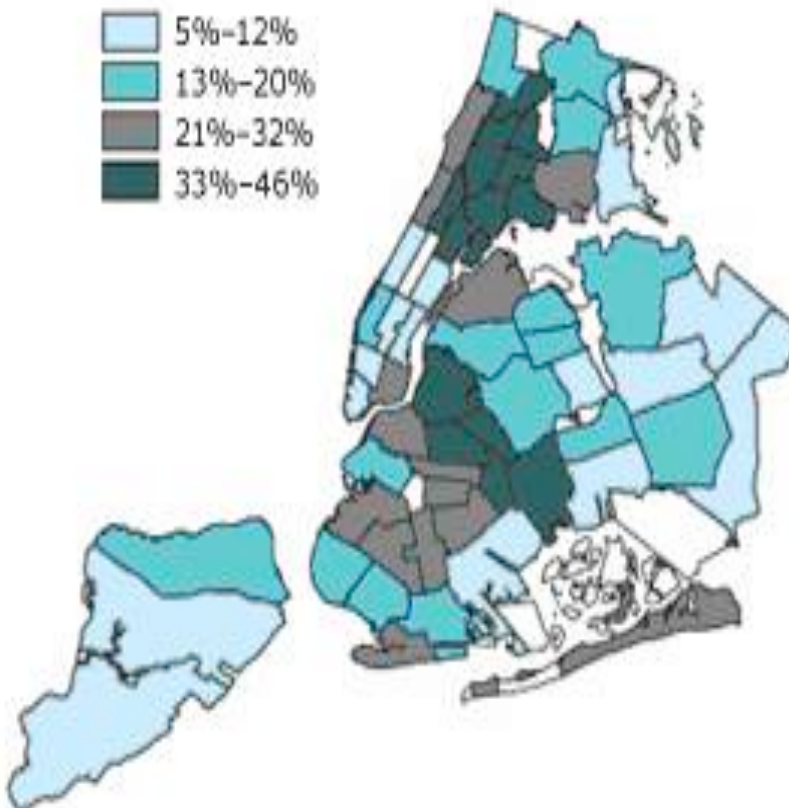
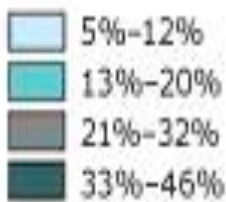
**Percent of people**



Source: NYC Department of Health and Mental Hygiene

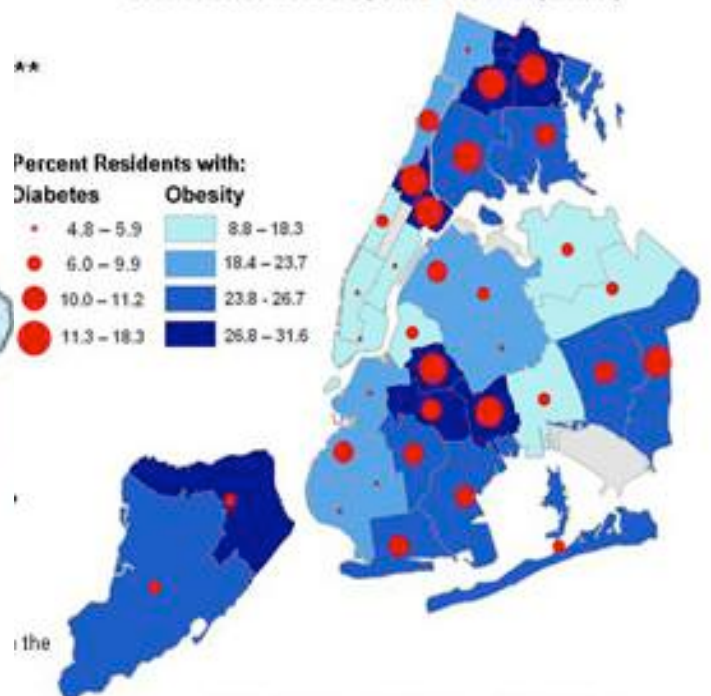
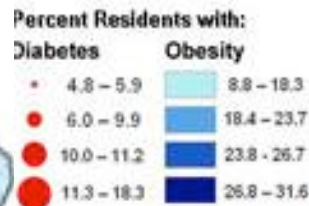


**Percentage of residents living in poverty (quartiles)**



**Prevalence of Diabetes and Obesity reported in neighborhoods defined by the United Hospital Fund (UHF)**

\*\*



the

Source: NYC Department of Health and Mental Hygiene

## Mini Lesson: Starting Seeds

**Objectives:** Interns will learn the benefits and best techniques for starting your own seeds.

**Age:** 13-18

**# people:** 9

**Time length:** 30 min for discussion and demo, approx. 2 hours for seeding

**Materials:**

Potting soil	6packs, 4packs, 128, flat	Seeds
UCC Soil	Greenhouse binder	Watering can
Label	Seeder	Sharpie

<p><b>Why do we start our own seeds</b> (vs buying or putting them right in the ground)?</p> <ul style="list-style-type: none"> <li>• More choices (bitter melon and HOT peppers!)</li> <li>• Earlier start (warmer in the GH than soil temp)</li> <li>• Efficient use of space</li> <li>• Efficient use of seed</li> <li>• Support for community gardeners</li> </ul>	
<p><b>What does a seed need to germinate?</b> <i>Take a look at the potting soil and compare to some soil from the garden</i></p> <p><i>Environment:</i></p> <ul style="list-style-type: none"> <li>• Warm Temperature (Greenhouse!)</li> <li>• Moisture (watering can)</li> <li>• Air (solar fan!)</li> <li>• Light (as soon as the seed emerges)</li> <li>• Nutrition (The role of potting soil is to provide idealized environment &amp; support for healthy seedling development: with drainage, water absorbency, air)</li> </ul> <p>IDEAL MIX:                  Pearlite (white balls)-makes the soil light and airy                  Sand- drainage                  Organic matter/compost: nutrition, holds water</p>	<p>Potting soil, garden soil</p> <p>Seed packets: find a Malabar spinach or a parsley (they require soaking) and bittermelon (requires scarification)</p>
<p><b>What do you need?</b></p> <p><b>Seed packet:</b> where stored, how to close packet with tape, where to find the date, etc...</p> <p>-<i>The Date:</i> <i>Viability</i> Seeds must contain living, healthy embryonic tissue capable of germination.</p> <p>-Dormancy: some seeds have physical or chemical dormancy that must be broken (e.g. parsley, bittermelon)</p> <p><b>Flats and Inserts:</b> show the different sizes and what they are called</p>	<p>-Potting mix                  -Inserts: 6 pks, 128s, 4packs                  -flat                  -greenhouse log                  -seeder                  -label                  -watering can</p>

<p><b>Green house log:</b> show where to initial that you are seeding, how to read, and where to RECORD</p> <p><b>Watering cans:</b> show how stored (upside down)</p> <p><b>Potting Soil:</b> where stored</p> <p><b>Labels:</b> where stored</p>	<p>-sharpie</p>
<p><b>How To/Demo</b></p> <p><i>Look at the seed log, go through all the columns and how to tell how many flats get filled, what seeds to use, etc...</i></p> <ol style="list-style-type: none"> <li><b>1. Reading the Greenhouse binder:</b> <ul style="list-style-type: none"> <li>• What do I seed, how much need, in what, etc...,</li> <li>• Communicating with other interns about what you are seeding and what you have finished.</li> </ul> </li> <li><b>2. Fill the Container:</b> <ul style="list-style-type: none"> <li>• Different containers:</li> <li>• Different sized seeds need different sized containers</li> <li>• Filling techniques, fill over a table so as not to lose soil, DROP it on a flat surface so that the soil settles (don't press, if it's too compact, it will make it hard for little roots to grow!), press the soil firmly with empty packs.</li> <li>• When working, have 1 person filling all the containers that you'll need while the other starts seeding.</li> </ul> </li> <li><b>3. Seeding:</b> <ul style="list-style-type: none"> <li>• Make a hole that is 3x width of seed (NOT TOO DEEP!), if it's too deep the seed will run out of food before it gets to the sun.</li> <li>• More than 1 seed per cell depending on germination rate *seeds are expensive and precious. Make sure not to put more in a cell than instructed. Check the Greenhouse log for the #!</li> <li>• What are some different techniques? (seeder, in hand with label, etc...)</li> <li>• Take a pot with a little extra soil and put on top of the flat. Spread evenly (DON'T PRESS!) so that the crosses between the cells can be seen (or the roots might jump over!).</li> </ul> </li> <li><b>4. Labeling and record keeping:</b> <ul style="list-style-type: none"> <li>• Show how to write a label (name or crop on one side, variety &amp; date on the other)</li> <li>• *** Yellow=Plant Sale vs White=UCC labels, put the label in the top right corner of the flat</li> <li>• ***RECORD in the GH binder (Record in 2 places: initial when you are seeding something, and record in the log in the back of the binder what actually happened)</li> </ul> </li> <li><b>5. Watering</b> <ul style="list-style-type: none"> <li>• Always water after seeding. Make sure to put it on the ground and water every part of the flat evenly.</li> </ul> </li> </ol>	

### Public Speaking and Facilitation

**Summary:** Training for returning interns preparing to lead workshops, tour groups, and speak at conferences

**Objectives:** Allow time for teaching tips and practicing

**Age:** 14-18

**# people:** 12

**Time length:** 2 hours

**Materials:** something to serve as the “button” for family feud, flipchart on public speaking, facilitation tip sheet

**Source:** East New York Farms! and The Food Project

#### **PART 1: INTRO TO PUBLIC SPEAKING**

- A. **Look at your chart of leadership qualities** (*prepared as a group brainstorm on the first day of leadership training for returning interns*) Are there ones that relate to public speaking?
- B. **We’re talking really broadly about public speaking**
  - a. Could be giving a speech or talk in front of a room of people
  - b. Could be leading a tour
  - c. Could be leading a workshop
  - d. Others?
- C. One thing that is actually very useful with public speaking is having the ability to adjust. So I want to hear from you all **what you makes you comfortable when speaking in public, and what makes you uncomfortable**, so that I can adjust what we do today to what you need most
  - a. Uncomfortable?
  - b. Comfortable?
- D. **Activity: Family Feud (10)**

*Emphasize that reviewing facts to be sure you know what you’re talking about can help you feel comfortable when speaking in public*

About how many customers visit the market each year?

When did the project start?

How many pounds of vegetables do we grow in our garden each year?

How many community gardens do we work with?

How many backyard gardens do we work with?

How many community gardens are there in East New York?

What do we do with the compost we make?

Why don’t we sell our stuff at farmers markets in other neighborhoods?

Who is eligible to get FMNP coupons?

How many vendors sell at our market each week?

Why don’t we sell mangoes?

Why do we grow fresh food in East New York?

Where does the money from our sales at the market go?

How do we chose youth interns?

- E. **Now think of someone who you think is a good public speaker...**remember it doesn’t have to be giving speeches at a podium (though it could be), it could also be giving instructions at the beginning of a day in the garden

*APPENDIX 20 – EAST NEW YORK FARMS! YOUTH INTERNSHIP PROGRAM*

- a. Who is that person?
- b. What makes them a good public speaker?

**F. Go through tips on public speaking (FLIPCHART)**

- a. Get to the point
- b. Say things you know
- c. Use words you know
- d. Have a plan, but not too rigid. Keywords/ideas are great
- e. Body language, tone, and eye contact are just as important as the words you say, in a group of two or a group of 50

**PART 2: PUBLIC SPEAKING PRACTICE**

**G. Game – Saying our name**

- a. Each person say their name,
- b. Then talk about how much tone and confidence, just even the way you say your name, can set you off on a strong, or weak, foot.
- c. Have everyone say it again. What felt different?
- d. That was some quick practice for everyone. Today we're focusing on letting esp second year interns practice public speaking more, w/ feedback from 3/4<sup>th</sup> years

**H. Speaking concisely and to an audience**

- a. Get two or three volunteers (second years), and give them each an audience to focus on (a group of kids from the daycare center, a group of 20 something volunteers from Minnesota, a group of older adults involved in gardening throughout New York City)
- b. Ask them to prepare to give people a 1 minute description of what we do and why
- c. Give them 2 minutes or so to think about what they want to say
- d. Ask for someone to be a timekeeper – be strict about one minute!
- e. Let each person go, and get feedback from the group

**PART 3: FACILITATION**

**I. Facilitation practice**

- a. Facilitation – check that everyone understands what this is
- b. Facilitation is tricky – you don't want to tell everyone everything, you want it to come from them too, at the same time, you have some learning objectives to get across
- c. Ask for two or three volunteers
- d. Ask the group to think of a topic, related to the program, for them to lead a discussion about. Exs: What are the best ways for youth and adults to work together? What are some good ways of resolving conflicts?
- e. While they go out of the room to prepare, the rest of the group prepares to act out challenging group situations
  - i. One person dominating
  - ii. Two people getting into a disagreement and getting too sidetracked
  - iii. Unresponsive group
  - iv. A lot of side conversations, whispering, giggling
- f. After each person, how did the speaker deal with the problem? What else could you do to deal with the problem?

**J. Tips for facilitation**

Hand out and go through facilitation tip sheets (following)

**FACILITATION TIPSHEET**

Two basic assumptions to start with:

- 1) There is always a different opinion in the room, and
- 2) people always have more to say than they are saying

<b>Challenge</b>	<b>Solution</b>	<b>Example</b>
An unresponsive group	<ul style="list-style-type: none"> <li>- OPEN QUESTIONS</li> <li>- Try asking your question a different way or repeating it</li> <li>-Try giving an example answer</li> <li>- Kindly calling on specific people</li> <li>-questions that require people to raise their hands</li> <li>- a quick energizer</li> <li>- <b>DON'T USE "Anybody???"</b></li> </ul>	<ul style="list-style-type: none"> <li>- "What other ideas do you have?" <i>start w/these!</i></li> <li>- <i>watch your tone when doing this!</i></li> <li>- "For example, one way I classify myself is as a female"</li> <li>- "Sarita, what do you think?"</li> <li>- "Raise your hand if you feel that you have NEVER been treated unfairly. For everyone who didn't raise their hand, tell me about it"</li> <li>- Stretching, switch chairs</li> </ul>
Group getting off focus (going round and around on the same topic, or missing the point)	<ul style="list-style-type: none"> <li>- "Yes, and" instead of "No"</li> <li>- Stop and refocus people</li> </ul>	<ul style="list-style-type: none"> <li>- Don't dismiss people's comments but incorporate them, "Thanks for mentioning this issue of judging people based on first appearances. How else do you see that happening between youth and adults?"</li> <li>- "Those are good points. What else should we keep in mind about harvesting greens?"</li> <li>- "Thank you for these comments, I want to get us back to our main discussion about..."</li> </ul>
One person dominating	Make space for other people to speak up if they are not ready to do it for themselves	"Thanks for that opinion. Who has a different perspective?"



## Leadership Check-In Guide

From March - August, each staff member takes turns running leadership check-ins for all returning interns. *These take about 1 hour*

From September - November, returning interns take charge of organizing and leading these themselves. Two interns get all of the interns who worked the morning shift together. This is primarily crew leaders and the urban ag intern who worked the morning. The market and farm ed interns can participate if time allows. *These checks in should take about 30 min.*

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### Role of the facilitator:

1. **Give each person a chance** to describe their leadership high and leadership low from the previous week or two weeks. People can go around in a circle, or popcorn style.
2. **Take brief notes** on the sheet of paper below - highs on the + side, lows on the Δ side.
3. As each person describes their leadership highs and lows, **ask follow up questions** to get them to explain WHY that was a high or low. If someone mentions a situation that was positive or challenging, ask them to explain how they acted in that situation that showed positive leadership, or a lack of a strong leadership.

### Example:

*Someone says, "Friday was my high, because my crew got all of our tasks done." Ask them, "What did you do as a leader that made it possible for your crew to get all of their tasks done?" -- OR -*

*Someone says, "Saturday at the market was my low, because it was really hectic at the table, and the customers were all trying to buy at the same time." Ask them, "What do you think you should have done as leader in that situation that you didn't do?" If you find out, after asking that question, that they stepped up to manage that difficult situation well, it could in fact be a time that they showed good leadership, not a lack of leadership.*

4. **Keep track of time**, and keeping the conversation moving so that each person gets a chance to be heard. But don't rush - move slow enough to make sure people are really explaining their highs and lows
5. After everyone has described their leadership highs and lows, **look through your notes and see what things kept coming up** (Sarita uses symbols to mark similar challenges people are having, but keep track of it however you like).
6. You can **summarize** the things the group seems to be doing well on (highs), and then summarize the things the group seems to be having trouble with (lows).
7. Then, **open up for discussion and advice**. Start with one of the main challenges (lows) that people mentioned, and ask what advice interns have for each other about how to deal with that challenge.
8. **Balance time** so that you don't get stuck on just one challenge, if there are other important challenges to discuss. However, make sure to give enough time for people to give good, thoughtful, helpful advice to each other.
9. Lastly, remember, this is a just a guide. **The goal is for returning interns to be able to really help each other with leadership challenges you have been having, and to give yourself a chance to reflect very honestly on how you are doing with leadership.** So if you need to vary this format a little, that's fine, as long as you stay in line with that goal.
10. Have fun! Seriously, these meetings are really fun 😊

*Follow-up: After the leadership check-in, tell the youth program director if there are some topics that were too big to discuss in enough detail in the check-in, that we might need to do a follow-up training on.*

APPENDIX 21 – EAST NEW YORK FARMS! YOUTH INTERNSHIP PROGRAM

Leadership Check-in Notes

Date: \_\_\_\_\_ Facilitator: \_\_\_\_\_

+	Δ

Issues discussed:

Follow-up or further training needed:

## College and Careers - Resumes and Cover Letters

**Summary:** Training for returning interns who are in 11<sup>th</sup> or 12<sup>th</sup> grade, or in their 3<sup>rd</sup> or 4<sup>th</sup> year, to build their skills in applying for jobs using resumes and cover letters

**Objectives:** Youth will develop a well-written resume that accurately represents their skills and experience. Youth will understand how to write a good cover letter.

**Age:** 16-19

**# people:** 4-6

**Time length:** 3 hours

**Materials:** Computers for each youth to work on, printed job profile sheets, printed work experience charts

**Pre-planning:** Tell youth ahead of time to upload their resume to google docs if they have one started so that we can work on it in this session

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Today we're going to discuss some practical aspects of applying for jobs. At the end of the day you'll have a resume started or updated, and will know how to write a good a cover letter.

### **1. Resume Building (1hr)**

a. Ask the group, *What do you think is the purpose of a resume?* **5 min**

b. **Brainstorm as a group how to describe the things you did at East New York Farms.** Choose a tense and stick with it (past or present, ie: either – Conducting outreaching OR – Conducted outreaching). Use template to fill out experience at ENYF!, and then add two more experiences. **10 min**

c. Show everyone the MS Word resume template, and a printed list of different action words (to help them avoid using the same verbs over and over again). Tell them they should feel free to alter the template – it shows people they are comfortable enough with computers that they don't need to just use the basic template **5min**

d. **Have everyone create their resume, using the Work and Volunteer Experience Chart (below) first. Emphasize that you can include paid and unpaid experience** – you can often learn a lot of valuable things from volunteer experience or clubs/groups you've been part of. Staff and volunteers circulate to check on what they're doing, answer questions, give advice on proper grammar, how to be more clear or specific. **30-40 min**

e. **Before moving on, tell everyone to email your resume to yourself so you have it and can work on completing it for next time, and upload it to google docs**

### **2. Sample Job Listings (20min)**

a. How do people find jobs? Exs: *Online listings, word of mouth, family/friends, posted signs.*

b. Today we're going to look at some food and farming related job postings from Craigslist, GoodFoodJobs, and Idealist. There are other ways to find jobs, but today we're going to focus on applying for positions based on published listings.

c. Read over the job listings. Pick two and fill out two Job Profiles (below).

d. Look at these listings. These are all things that you will need to consider when you apply.

- What draws you in?
- What parts do you feel confident about?
- What parts do you feel nervous about?
- What questions do you have?

### **3. Cover Letter Basics 30 min**

a. Many jobs will ask you to email a resume and a cover letter. What's the purpose of the cover letter if they have your resume?

*Your resume is going to be pretty much the same for any job you sent it to. At your age, you won't have so many different career experiences that you need to leave some things out. When you get older, and you maybe do leave some of your work experience off of your resume because it would be too much, then you might have one resume focused on one kind of job you're applying for, and one resume focused on another kind of job. For example if you had a long career as a teacher and a long career in urban agriculture, you might have a "teacher" resume that emphasizes your teaching experience for certain jobs, and an "urban ag" resume for jobs in that field.*

*Your cover letter is the part that is unique to each job you apply for!!! You can use a template, but DO NOT send the exact same generic cover letter for each job. Your cover letter should briefly and clearly explain why you are interested in this specific job, and highlight any experience from your resume that you think is especially important for this job. This shows that you have read the job description well.*

#### **1. Writing Cover Letters (20 min)**

- a. Have everyone draft a cover letter for one of the jobs they selected, using the basic letter format provided on Word templates
- b. Staff and volunteers circulate to answer questions, give suggestions.

### **5. Application Tips and Next Steps**

**a. Show them three different emails inquiring about job openings.** We've created these by just sending emails to ourselves and using screenshots, rather than sharing actual emails.

The emails should highlight cover letter dos and don'ts by including:

- One too informal, no capitals, spelling errors, no closing
- One very formal but does not make it clear if they have checked your website, not personalized
- One that is not overly formal and indicates they've checked your website

Ask them which one they would respond to, and why?

**b. Following up**

Thanking and updating is very important! People often forget to do this.

- When you've had an interview with anyone, email them afterwards to **thank** them. This a professional, not an informal email - don't just write "THX!!! ☺". It should look like a short letter, with a greeting and a closing.
- **Update** the people who helped you along the way! If someone forwarded you a job, thank them and let them know when you apply, or if you decided not to. If someone wrote you a recommendation, tell them if you got into the school, or got the job. Otherwise people will feel like you're not appreciative, and won't be willing to help next time.
- You can **follow up**, but not too soon. Two days after you interview they probably will not have made a decision. Read the job posting and remember anything they may have told you about when they expected to finish their hiring processes. If they said they would be making decisions by the end of August, don't call them in early August! That's just annoying them. But DO call them if you haven't heard anything by the first week of September.

**6. Job Search**

If time allows, have interns research jobs on the computers and fill out 1-2 more job profiles.

Try to look especially for jobs you are qualified for and could apply to now.

**Job Profile Sheet:**

<p>Who is hiring?</p> <p>Where is the site located? Exact address</p> <p>How long does it take to get there from your house (use googlemaps)</p> <p>How much do they pay?</p> <p>What experience and qualifications do you need?</p> <p>How do you apply?</p> <p>Deadline:</p>
--

**Work and Volunteer Experience Chart:**

Title and Position			
Company/Organization, City, State			
Time employed or engaged			
What did you do?			
What did you learn? Any specific skills, computer programs, etc			



## EAST NEW YORK FARMS!

APPLICATION FOR FIRST YEAR INTERNS

**\*Return to: United Community Centers (UCC), 613 New Lots Ave, at Schenck Ave\***  
**Call Roy, (718) 649 - 7979 x. 28 with questions**

**INSTRUCTIONS CHECKLIST** It is very important to read this part carefully:

- Read the information sheet to find out more about us.
- Make sure you live in the area required for our program. If you do not live OR go to school in East New York, you should not apply.
- Make sure you are the right age for this program. You must be between 13 and 15 on March 1, 2013. If you have just turned 16, call us to see if you can apply. If you are still 12, you should wait until next year to apply.
- Make sure you can work on the days that our program runs. If you cannot be at UCC by 4pm at least one day after-school, if you cannot work either 8am-12pm or 12-4pm on Saturdays, or if you are not available in the summer, you should not apply.
- We can only accept 21 youth, so do your best on your application.
- You must do the application yourself. Parents or another person cannot do it for you.
- Fill out EVERY part of the application.
- BRING THE APPLICATION IN PERSON, so that we can schedule an interview. Please do not mail, fax, or email it. Our office is open Monday - Friday from 10 am - 6pm.
- This application is **DUE at UCC no later than Wednesday February 20, 2013, at 5pm**
- You will be scheduled for an interview, and you must come to your interview

CONTACT INFORMATION			
FULL NAME (FIRST AND LAST):		HOME PHONE NUMBER:	
ADDRESS:		CELL PHONE NUMBER:	
APT NUMBER:		CITY, STATE, ZIP	
PERSONAL INFORMATION			
BIRTHDATE:		SCHOOL NAME AND LOCATION	
WHAT IS YOUR AGE?		WHAT GRADE ARE YOU IN NOW?	
LANGUAGES OTHER THAN ENGLISH YOU CAN SPEAK WELL:		LANGUAGES OTHER THAN ENGLISH YOU CAN WRITE WELL:	
PARENT INFORMATION			
PARENT/GUARDIAN NAME:		PARENT/GUARDIAN DAYTIME TELEPHONE:	
RELATION TO YOU: (PARENT, GUARDIAN..)		PARENT/GUARDIAN EVENING TELEPHONE:	
HOW DID YOU FIND OUT ABOUT THIS INTERNSHIP?			
			HAVE YOU APPLIED BEFORE?



# EAST NEW YORK FARMS!

APPLICATION FOR FIRST YEAR INTERNS

**\*Return to: United Community Centers (UCC), 613 New Lots Ave, at Schenck Ave\*  
Call Roy, (718) 649 - 7979 x. 28 with questions**

## A. INTERVIEWS

**When can you come for an interview?**

- Mark "1" next to your first choice, "2" next to your second choice, then "3" and "4"
- If you absolutely CANNOT come at certain times (you will be away, etc), mark an "X" next to those times
- Your parents are also encouraged, but not required, to come to the interview with you to learn about the program.

\_\_\_\_\_ Friday, February 28, 2014, 6-8 PM

\_\_\_\_\_ Saturday, March 1, 2014, 9AM - 11AM

\_\_\_\_\_ Saturday, March 1, 2014, 1-3PM

## B. PARENT PERMISSION

My child \_\_\_\_\_, has my permission to participate in the East New York Farms! Youth internship program if selected.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## C. WORK SCHEDULE

How will you to get to work at United Community Centers? \_\_\_\_\_

How long will it take you to get to here? \_\_\_\_\_

**What time do you finish school?** If you have any after-school activities, please write the times and dates.

**Example:** Monday: Finish school 2:40pm, Regents tutoring 3-4pm until March 29<sup>th</sup>

Tuesday \_\_\_\_\_

Wednesday \_\_\_\_\_

Thursday \_\_\_\_\_

Friday \_\_\_\_\_

**Do you have regular Saturday activities, like sports, church or other? What times, dates?**

Saturday \_\_\_\_\_

**Are you planning to participate in any summer activities (including summer school)?**





# EAST NEW YORK FARMS!

APPLICATION FOR FIRST YEAR INTERNS

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Call Roy, (718) 649 - 7979 x. 28 with questions**

If so, what days and times? \_\_\_\_\_

Are you going away for more than two weeks this summer?

YES

MAYBE

NO

## D. ESSAYS

Answer every question in the space below. This is your chance to tell us about you! We use these applications, and your interview to decide who to select, **so take your time!** Please think carefully, and try to use all the space below - even if you aren't sure about a question, writing something is better than not answering. You may attach other sheets if needed.

1. Why do you want to work with *East New York Farms!*?

2. Please tell us at least one thing you think will be challenging about this job. How will you deal with that challenge?



## **EAST NEW YORK FARMS!**

APPLICATION FOR FIRST YEAR INTERNS

**\*Return to: United Community Centers (UCC), 613 New Lots Ave, at Schenck Ave\*  
Call Roy, (718) 649 - 7979 x. 28 with questions**

3. This internship requires commitment. Please tell us about a time that you committed to something and stuck with it.

4. Tell us about a time you've worked together with other people. It could be in school, at home, or some other experience. What do you like about working with other people? What is hard about working with other people?



## EAST NEW YORK FARMS!

APPLICATION FOR FIRST YEAR INTERNS

**\*Return to: United Community Centers (UCC), 613 New Lots Ave, at Schenck Ave\*  
Call Roy, (718) 649 - 7979 x. 28 with questions**

5. What is something you are good at or know a lot about? How do you think you could use this to help other people?

6. If your friends or family had to describe your personality to someone who doesn't know you, what are three words they might use?

*NOTE: This guide is posted up in our office during application time, to ensure anyone who is in the office when a young person brings their application (including other UCC staff who don't work for ENYF) can process the application and schedule an interview. Since we require youth to bring their applications in person, we want to ensure that when they do come, their applications are received and an interview scheduled smoothly. We've learned from experience that if a young person just drops off their application on someone's desk, it can be very difficult to reach him or her by phone to schedule an interview and follow up on any parts of the application that were incomplete.*

## **When youth bring their applications:**

### **BEFORE THEY LEAVE, PLEASE**

- 1) Check to make sure they have filled out everything.**  
Especially make sure their schedule is clear (ex: if they say they have Saturday school 9am – 12pm, ask what month it finishes. If they say they might go away for the summer, get more detail). We also need at least two phone numbers (between their home, cell, and parent contact info)
  
- 2) If they come in with a friend,** write on the top of their app that they are friends. (e.g. Friends w/ Heather), and **schedule them for different interview times if possible**
  
- 3) Schedule them for an interview time.** Circle their time on their application (try to give them their first choice but also try to balance out the interview sessions). **Put their application into the folder for their interview time, and write their name on the front. Then give them a slip of paper** with their interview info (inside the folder) and remind them to come on time and bring their parents if they can.

**THANK YOU!**

## Youth Interviews Agenda 2014

**Interview Times (including set up and review; actual interview sessions are 2 hours):**

**Wednesday February 26th: 5-9:30PM**

**Friday February 28th: 5-9:30PM**

**Saturday March 1: 8AM-12:30PM, 12PM-4:30PM**

### Supplies Needed:

- Check-In.
  - o Tablets fully-charged for Photobooth set up.
  - o Name Tags Printed out.
  - o Blank Name Tags.
  - o Markers.
  - o 2 Copies of Interview List for each day.
  - o Selection Process document print outs for all the people interviewed.
  - o Digital Watch for the time keeper.
- Community Room.
  - o Coat Rack.
  - o Directions for Personality Bingo.
  - o Personality Bingo Print-Outs.
  - o Directions for Human Knot.
  - o Directions for Scenarios.
  - o Print-outs for the scenarios.
- Interview Rooms.
  - o Interview Evaluation Matrixes.
  - o Interview Question Forms (One for each youth that is being interviewed).
  - o Interview Note Sheets.
- Parents Room.
  - o ENYF Calendars, Market Flyers, UCC brochures, mailing list, photo album
  - o Butcher Paper Write Up of Agenda.
  - o Sign's for and to bathroom.
  - o Sound system for Story Corps interviews.
  - o Story Corps mix set up.
  - o Markers.
  - o Painter's Tape for map on the floor.
  - o Scissors.
  - o Index cards.
  - o Local and Conventional Vegetables.
  - o String or Ribbon.
  - o Snacks

**ROLES:**

	<b>Arrival</b>	<b>Full Group</b>	<b>Split groups</b>
<b>Staff 1</b>	<b>check-in</b>	<b>intro - lead</b>	<b>group activities</b>
<b>Staff 2</b>	<b>set up and practice</b>	<b>intro/late check-in</b>	<b>parents</b>
<b>Staff 3</b>	<b>set up and practice</b>	<b>intro</b>	<b>interview</b>
<b>Staff 4</b>	<b>set up and practice</b>	<b>intro</b>	<b>interview</b>
<b>RI 1 (“Parents Youth”)</b>	<b>check-in, pictures</b>	<b>late check-in</b>	<b>parents</b>
<b>RI 2 (“Timekeeper”)</b>	<b>check-in, pictures</b>	<b>intro</b>	<b>time keeper</b>
<b>RI 3 (“Group Activities Youth”)</b>	<b>set up</b>	<b>intro</b>	<b>group activities</b>
<b>RI 4 (“Group Activities Youth”)</b>	<b>set up</b>	<b>intro</b>	<b>group activities</b>
<b>Volunteer 1</b>	<b>read apps</b>	<b>intro</b>	<b>Co-interview with staff</b>
<b>Volunteer 2</b>	<b>read apps</b>	<b>intro</b>	<b>Co-interview with staff</b>

**SCHEDULE:**

**1 Hour Before Interviews- Set Up**

- 1<sup>st</sup> classroom for parent room (*snacks and brochures*).
- 3<sup>rd</sup>, 4<sup>th</sup>, (*and sometimes 5<sup>th</sup>*) classrooms for interviewers (*3 chairs, pens, scrap paper*).
- Community room (*need chairs for # of youth being interviewed, times 2 for parents*) plus flipcharts, any video/slideshow/picture-board setup.
- If set up is done, go to practicing.

**1 hour - 30 min before Interviews-**

- Interviewers arrive, and are given apps to read
- Reminder of what we are looking for: (*motivation primarily, they do not have to be straight A students, or already know about gardening*)

**Up Until Interview Start Time-**

- Roles:
  - o **Parents Youth-** Finish set up, practice.
  - o **Group Activities Youth-** Finish set up, practice.
  - o **Timekeeper Youth-** Check-in interviewees.
- *During interview prep, give interns specific prep on how to do check-in:*
  - o *Welcome them (Hi, How are you, Good Afternoon, etc) before asking their name.*
  - o *Ask them their name, and find their nametag.*

- Give them their nametag and ask them to take off their jacket and put it on their shirt where we can see it.
- Ask them to go to the person taking pictures, and after that they can go into the community room, and look at the slideshow/video/board while they're waiting.
- While they are taking their picture, make sure to check off their name on BOTH lists.
- Go over roles/practicing for any youth that need it

#### 5 min after Interview Start Time

- Everyone (youth, staff, interviewers) together in community room for intro
- **Parents Youth** goes back out to get latecomers after introducing themselves first
- **\*IF ANY INTERVIEWEES COME MORE THAN 30 MIN LATE...**
  - If we have other interview dates available, tell them they will have to reschedule for another interview. Write down their name and new interview time.
  - If we do not have any other interview spots available, tell them they can participate in the rest of the interview session, but they won't have the opportunity to do a role play.
- *Meanwhile, in the main room*
  - **Staff w/ Timekeeper Youth:** welcome, introductions.
    - In this program, youth and adults work together to create positive change in the community, to make sure that people have access to fruits and vegetables that are fresh and healthy.
    - That's big job, so remember we do work hard, we do get DIRTY, and we work in ALL types of weather.
    - What is an internship? Its somewhere between a job and an after-school activity...you are working, but you're also learning at the same time.
    - Today we're going to use a combination of group activities and one-on-one interviews as a way to get to know you better, so just be yourself!
    - We are looking for youth who are really motivated to be part of ENY Farms, and who really want to make a positive change in our community...and other than that, we accept people with all different strengths and abilities.
    - When I come and get you, just leave your place in the activity. When you come back, join in as well as you can, quietly ask someone what's going on if you need to.

#### 15 min after Interview Start Time

- Parents go to room 1 (with **Staff, Parents Youth**)
- Applicants stay in community room (**Staff, Group Activities Youth**)
- **Timekeeper** takes first group of youth to interviews (*these people will be a role play group*)
- **Timekeeper** and **staff** make last minute adjustments to the interview lists (*switching some applicants to another interviewer to even out numbers*), and make sure that each interviewer has the applications they need if some are switched.

- After this point, continue taking people to interviews, **6 minute interviews, with 2 minute breaks in between.** Give interviewers a 2 min warning.
- **OVERVIEW:**
  - **PARENT ROOM:** Youth will talk about their experiences with the program \*\*See 'Parent Info Session' doc.
    - Then do an overview of ENYF program as a whole (help from if needed), and information about CSA program.
    - Then go through the workshop demo (Food miles, or other)
    - Then ask them to sign the mailing list if they'd like (for the market, CSA, gardening, or vending)
  - **COMMUNITY ROOM:**
    - **Group Activities Youth** lead intro activity, like Personality Bingo or Name Crosswords, for youth to get to know each other (10 mins)
    - **\*AS SOON AS INTRO ACTIVITY STARTS, Timekeeper** start bringing people to interviewers\*
    - **Personality Bingo:**
      - You will get a sheet that you have to fill out.
      - On this sheet there are different categories that need to be filled in.
      - The way you fill them in is finding someone who fits in this category and putting their name there.
      - The goal is to get five different names in a row either across, diagonally, or vertically.
      - If you finish, hold up your sheet.
      - After a about 7 minutes, circle up and ask a few people to share the names they have on their sheet for each box.
    - *While they are still standing in a circle, explain the Role Plays*
    - **Role Plays (10 minutes for prep, 50 min for all groups to present):**  
**Group Activities Youth** explain
      - We have 3 main activities that we do here - garden work at our farm right here, work in other community gardens, running the farmers' market. We are going to give you some scenarios based on things that might happen at work.
      - We will call out groups (*use the interview pairs list given to you by the timekeeper*), and when you hear your names, come get a scenario, and have a seat with your partner(s).
      - You and your group will read through the scenario and decide on what you think is the best solution
      - Then you will plan how you will **act out this scenario and your solution to this scenario.** You can ask staff and youth leaders for help if you need an extra person to act out your scenario, but we cannot help you come up with your solution.
      - You will have 10 minutes to prepare.
      - Present in groups, and then **staff, Group Activities Youth** will ask further questions, selected from this list:
        - Why did you think this was the best solution?
        - What were the goals of the interns in this scenario?



- What did you think was the most important thing in this situation?
- How did you come up with your solution?
- Were there any other solutions you considered?
- Are there any suggestions from the other youth in the room?
- After hearing other people’s ideas, would you solve this scenario any differently?
- **Important note for returning youth when running this activity: Be friendly, and upbeat when you ask questions.**
  - Use their name.
  - Thank them after their answer, before you ask the next question.
  - We do not just want to be firing questions at them and making them nervous!
- **Human Knot in 2 teams (15 minutes): Group Activities Youth**
  - *Make sure there are an even # of people in each group. Have staff youth participate in you need an extra person.*
  - Give directions - Put your right hand in first and take someone’s hand, not the person next to you. Then put your left hand in and take someone else’s hand. Without unlinking your hands, get back out to a circle
  - You can stop the game and reform circles if needed to un-stick a frustrated group or to allow for people rotating in and out of individual interviews
- Then **Group Activities Youth** lead quick discussion:
  - What worked?
  - What did you notice in your group?
  - What did this teach you?

**10 min until Interview end time, when individual interviews are complete:**

- Gather parents back in the room with the interviewees
- Congratulate everyone on probably completing their first interview
- Tell them that they have shown a lot of motivation by getting this far! Every year we speak to over 1,000 youth about this opportunity, about 100 have the motivation to fill out their application and get it in on time, and come for their interview.
- Tell them how we make decisions, encourage them to re-apply if not selected.
- **Staff:** give copies of “the selection process.”
- Evaluate and make adjustments if necessary.
- Send youth on 30-45 min lunch break (on Sat).

**1 ½ to 2 hrs** Discuss interviewees (about 2 minutes per youth, have someone keep time).

**East New York Farms! Youth Interview Sheet**

APPLICANT NAME: \_\_\_\_\_ INTERVIEWER NAME: \_\_\_\_\_

**KEEP IN MIND:** We use individual interviews along with written applications and group activities to decide which youth to accept.

Some youth may not be strong writers and may be very shy and quiet in the group, but the one-on-one interview may be their chance to tell us why they are interested. So be welcoming and make them comfortable so we can learn more about their personality and level of motivation. Remember this is their time to talk, so interviewers talk as little as possible and try to ask them questions that will help us understand who they are and why they are interested in the program.

We try to get a group of youth with mixed social and academic abilities (high level, medium, low), not all youth who are leaders already.

**FIRST: Check for areas that are highlighted.**

- There may be some remaining questions on SCHEDULES. Make sure to get the most detail possible. If they say “I have regents tutoring every day”, double check that it is really every day, what times, and how many more weeks (or months) it will last, is it required that they attend every day... Staff will try to cover these questions with applicants ahead of time whenever possible.
- There may be questions to get more information if they did not fully answer a question, or wrote something especially interesting

YOU CAN WRITE NOTES HERE OR ON THE APPLICATION:

**THEN:**

Ask any questions you noted after reviewing their application

YOU CAN WRITE NOTES HERE OR ON THE APPLICATION:

**FURTHER QUESTIONS:**

1. (If not already covered in application) A big part of this job is working outside. How do you feel about working outside?
  
2. Another big part of the job is working with other youth. What would you do if there was a youth in the program you didn't get along with? How do you deal with conflict (between others? between you and someone else?)

APPENDIX 26 – EAST NEW YORK FARMS! YOUTH INTERNSHIP PROGRAM

3. What do you like to do outside of school?
  
4. What made you decide to apply for this internship?
  
5. Why should we hire you, what can you bring to the program that we should consider?
  
6. Tell me something that you are really proud of...
  
7. (MATH) Pretend you are at the market, and a customer buys two heads of lettuce, and each one costs 75 cents. The customer gives you \$2. How much change do you give them? - *you can give them scrap paper if they want it-*

---

**AFTER FINISHING THE INTERVIEW**

**Please try to rate the interns in terms of:**

One-on-one social skills	1	2	3	4	5
Leadership potential	1	2	3	4	5
Capacity for personal reflection and learning	1	2	3	4	5
Interest in helping the community	1	2	3	4	5
Enthusiasm for this program	1	2	3	4	5
Their ability to contribute positively to the program	1	2	3	4	5
Their need for the program	1	2	3	4	5

**Describe this youth in 3 words:**

**Overall Recommendation:**

**NO      MAYBE      HIGH MAYBE      YES**

### **HIRING A NEW INTERN FROM THE WAITLIST**

This describes the process for hiring a new intern from the waitlist.

A new intern will be hired from the waitlist if a first-year intern has quit or been fired and not re-hired anytime between the start of the program and the end of July. After that time, spaces left open by youth who have quit or been fired will not be filled, because they will have missed too much of the program.

#### **Selecting an intern**

The supervisor for the group that has an available space should look through the interview and application notes from that winter to identify a few youth who were high in the waiting list.

The supervisor should consider:

- What kind of personality/energy does your group need right now to balance it out?
- Was the youth who quit a high, medium, or low-need youth? Try to fill a high-need spot with a high-need youth from the wait list, certainly up through the spring. However, very quiet youth might have trouble integrating into the program if they start very late in the program cycle, and they may be better off applying next year
- Balancing racial and ethnic diversity of the group
- Boys should be replaced with boys, girls with girls

With these factors in mind, the supervisor should review the applications, Youth Interview Questions and Note sheet, and interview notes matrix sheets (with info from group interviews), to determine who would be the best fit.

The supervisor should then consult the Youth Program Director, or whichever staff member was in the group room throughout the interviews, to make a final determination.

The supervisor should then call the youth, tell them that we would like offer them a spot in the program, and confirm if they are still interested. The supervisor should also confirm if they are available for the times their group is scheduled for, and that they are available to work for the entire summer and through the fall.

If they are interested and available, the supervisor should schedule them for a time to come to the office and do an orientation. This will take about 45 minutes. This could happen just prior to their first workshift, or on a different day.

#### **Orientation**

The orientation consists of:

- 1. Welcoming them! Remind them that we're really excited for them to join us creating a stronger healthier East New York.**
- 2. Giving them forms that they need to bring home, fill out, and bring back within the next week:**

- Medical form (including tetanus shot info!!)
- Permission form (signed by parents AND youth)
- W-9 form (filled out with their name and address and SSN, since we will be writing checks to them)

### **3. Giving them forms that they will bring home and keep for their information**

- Schedule (edited to include their name in the group they join). Make sure they understand the schedule, and what group they are in. Tell them they need to look for whenever it says “Group [x]” and whenever it says “All youth”
- Information sheet

### **4. Going over the Expectations and Violations sheet with them**

- Have one copy of Expectations for them, one for you, and one Expectations chart that will become their sheet in the Straight Talk binder
- Explain that we are going to go over the Expectations for our program. Refer to the guide for Going over Expectations (covered on Day 2 of the program). Since there will not be other youth there and you won't be able to go around in circle to read off the Expectations, you can switch of reading with them.
- Check that they feel they can do their best to uphold these standards. Then have them sign – keep one copy, they take one.

### **5. Show them around the office**

- Show them the hallway, shoes and changing areas, and give them a bin
- Show them the water cooler and the tape and pen for labeling the water bottle they want to leave here
- Show and explain the Cleaning Chart
- Show and explain the trash bins
- Show and explain the timesheets book and how to sign out

### **Completing files and registration**

1. Make sure the youth has brought their medical, permission, and W-9 forms back within a week. Then put them in a folder with the application and Youth Interviewer Questions and note sheet in the youth folder file drawer in the correct year. *\*\*\*Do this right away so that anyone can find their folder and emergency medical info if needed!*

2. Update their info on the database to show that they are a current (no longer “prospective”) intern

3. The youth program director will:

- Add the intern's name to the printed timesheets
- Add the intern's to the timesheet google doc
- Add the intern's to the Stipends Calculations sheet
- Let the fiscal manager know that a new youth has joined so she can enter their address and SSN into the accounting system



# EAST NEW YORK FARMS!

YOUTH APPLICATION FOR RETURNING INTERNS ONLY

Return To: United Community Centers, 613 New Lots Ave, Brooklyn, NY 11207

-This application is only for interns who participated in the East New York Farms internship in **2012 and/or 2013**. This application is **DUE** at the United Community Centers **NO LATER THAN 5:00 pm, January 24, 2014**.

- After we receive your application and review it, we will schedule an interview if needed between January 27th - February 7th.

- You will be notified if you were selected for a returning intern position by **Friday February 14<sup>th</sup>**.

## CONTACT INFORMATION

FULL NAME (FIRST AND LAST):		CITY, STATE, ZIP	
ADDRESS:		HOME PHONE NUMBER:	
APARTMENT NUMBER:		CELL PHONE OR ALTERNATE NUMBER:	

## PERSONAL INFORMATION

BIRTHDATE:		SCHOOL, ADDRESS, AND PHONE #:	
CURRENT AGE:		CURRENT GRADE:	

## PARENT INFORMATION

PARENT/GUARDIAN NAME:		PARENT/GUARDIAN DAYTIME TELEPHONE:	
RELATION TO YOU: (MOTHER, FATHER, GUARDIAN, ETC)		PARENT/GUARDIAN EVENING TELEPHONE:	

## SCHEDULE INFORMATION: What time can you be at UCC each day? If you cannot come on a particular day, please put an "X" next to that day

TUESDAY		THURSDAY	
WEDNESDAY		FRIDAY	

ANY SATURDAY ACTIVITIES? WHAT TIMES AND DATES?

ANY SUMMER PLANS, INCLUDING VACATION, SUMMER SCHOOL, OR OTHER? WHAT TIMES AND DATES?

## PARENT PERMISSION

My child \_\_\_\_\_ has permission to participate in the East New York Farms! internship program if selected.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

### A. POSITIONS AVAILABLE

*Please read all of the descriptions of intern positions* (included with this application). All returning interns will work from 6-12 hours per week during spring and fall, and up to 25 hours/week during the summer. **Returning interns will be held to very high standards, and must be able to act as excellent role models for first-year youth and for the community.**

Stipends will be:

Second year: \$7.25/hr      Third year: \$8.00/hr      Fourth year: \$8.75/hr

Please rank your choices for positions. For example, place a “1” beside the position you would most like. Then rank your second choice as “2,” etc.

\_\_\_\_\_ Crew Leader (6 positions)

\_\_\_\_\_ Market Intern (2 position)

\_\_\_\_\_ Farm Education Intern (2 positions)

\_\_\_\_\_ Urban Ag Intern (2 positions)

What seasons are you applying for? You DO NOT have to work all seasons, but you should let us know now, so that we can take your schedule into account. Put an “X” next to each season you would like to work.

\_\_\_\_\_ Spring (March- end of June)

\_\_\_\_\_ Summer (July-August)

\_\_\_\_\_ Fall (September- November)

### B. ESSAYS

Use another sheet to answer every question below. **We use these applications and our experience with you to decide who we will offer positions to, so take your time!** Think carefully, and give as much detail as you can.

1. Why do you want to continue working with *East New York Farms!*?
2. What qualities do you think it takes to be an ideal returning intern, and why do you think you would do well at this job?
3. What do you think will be some of the challenges of being a returning intern and how will you overcome them?
4. Describe a time during your internship with ENY Farms when you succeeded in leadership, and a time when you struggled in leadership. What did you learn from each experience?



## WANT TO HOST AN INTERN FROM EAST NEW YORK FARMS?

This year East New York Farms! will be continuing our “**externship**” program for youth who have been involved in our internship program. We recognized that there are so many organizations in NYC doing great environmental and food justice work, but many of them do not have their own paid youth programs. We see this as an **opportunity to expose our experienced former interns to other great local organizations, enable them to share their skills, and ultimately to increase representation of people from historically marginalized communities in environmental and food justice careers.**

### How it works:

One to two interns will be available to work at your organization, on a schedule set by you, 10 - 25 hours a week for up to 10 weeks (June 16<sup>th</sup>-August 23rd). ENYF will provide their stipend at a rate of \$9-10/hour. Youth assigned to your organization will be between 18 and 21 years of age, and will have completed 2 to 4 years as an intern at ENYF

### How to become a host organization:

- **Submit an application to Roy ([roy \[at\] eastnewyorkfarms.org](mailto:roy@eastnewyorkfarms.org), 718 649 7979 x. 28) by Wednesday May 21<sup>st</sup>.**
- **Fill out the application or submit a position description with the following information:** a) your organization’s mission or purpose - brief is fine, b) tasks, responsibilities, or projects for the extern, c) any required or preferred qualifications, d) a proposed work schedule. These position descriptions will be shared directly with potential externs to help them rank their choices for externship placements.
- **We encourage you to contact us if you have any questions** about which kind of activities would be appropriate for externs. Second - fourth year interns at our project do a range of things, including running an educational table about composting at our market, giving tours of our farm, leading volunteers on our farm, keeping track of market accounts, managing EBT and debit/credit sales at our market, and more. We encourage you to set your expectations high!
- **We will contact you with the names and applications of potential externs.**
- **We will match potential externs** with your organization based on their interests, schedule, qualifications, and your feedback from the interview.



- We will be placing at least two and up to five externs total this summer, at various organizations.

**Expectations:**

- **We want to connect youth with organizations that provide opportunities for further learning around environmental and food justice.** Organizations should have a supervisor for the externs clearly identified, and should be committed to offering opportunities for youth to learn about and truly understand your work. That doesn't mean they can't make copies sometimes if that's what you need! We just want to ensure that they are given the opportunity to understand the how, what and why of what you do.
- Youth will be expected to follow the expectations they were held to as part of the ENYF Youth Internship program, as well as any standards set up by your organization.
- Youth will fill out a daily time sheet, which their supervisor will sign and submit to us by via googledocs, every two weeks.
- Supervisors should give the extern regular feedback on their work, including both positive and constructive feedback.
- Halfway through the externship, we will contact you to schedule a short check-in to evaluate the youth's progress, which can be completed over the phone, by email, or an in person visit. We also request a short final evaluation, by phone or email. You are encouraged to contact us at any time to update us on how the externship is going.

## 2014 Externship Application for Organizations

Please submit to [roy \[at\] eastnewyorkfarms.org](mailto:roy@eastnewyorkfarms.org) or fax to 718-649-7256

You may fill out the description here or attach additional sheets.

Organization Name \_\_\_\_\_

Applicant/Supervisor Name \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Mission/purpose of your organization/project:

Tasks, responsibilities or projects for the extern:

Preferred qualifications:

Proposed work schedule

*NOTE: This application is sent to our alumni interns as a Google Form so that they can easily fill it out online. The text below represents the information and questions included in the Google Form, but without the same formatting.*

## **WANT TO KEEP WORKING FOR A HEALTHIER WORLD? APPLY FOR AN EXTERNSHIP WITH EAST NEW YORK FARMS!**

### **What:**

An externship is an experiential learning opportunity, similar to an internship, to give people more and different work experiences.

### **Why:**

There are so many organizations in NYC doing great work like East New York Farms!. Many of them don't have their own internship program, but would like to host young people as interns at their organizations.

### **How it works:**

You work at another organization that does work similar to East New York Farms!, and we pay you! You will work up 25 hours a week for up to 10 weeks at the extern organization at a rate of \$9 to \$10/hour.

### **How to apply:**

- This opportunity is open only to former ENYF interns who have completed at least two years in the program
- Look over organization descriptions for organizations that would like to host an intern.
- Fill out the Google survey with essay questions, and send a copy of your resume and any additional materials required by your site to [roy@eastnewyorkfarms.org](mailto:roy@eastnewyorkfarms.org), by Wednesday, June 4th, 5pm, or sooner. You can also bring your resume to the office or fax it to 718 649 7256
- Call Roy if you have any questions, 718 649 7979 x 28

Position Descriptions [here](#)

### **Expectations:**

- You will be responsible for your own transportation to and from your externship
- You will follow all standards of the East New York Farms! Internship program (like being on time, working hard and staying motivated, being respectful, not listening to headphones, etc...), as well as any standards set up by the organization that is hosting you. Remember you are not only representing yourself, but also East New York Farms!.
- You will fill out a daily time sheet, get it signed by your supervisor, and your supervisor will fax it in every two weeks.
- You will pick up your checks at UCC.
- Outside of your work hours at your site, you will attend one meeting with David in the middle of your externship, and one at the end.
- Outside of your work hours at your site, we hope that you will help to serve as a mentor to youth currently in our program. This might include coming speak to our current youth interns about what you learned at your externship, coming in to speak at a college preparation workshop, or other opportunities.

**Full name**

**Address (include apt #)**

**City, State, and Zipcode**

**Cell phone number**

**Home Phone number**

**Email address**

**What times are you available to work each day?**

*Please list all hours that you are available, and you and your organization will later pick 25 hours that you will actually work.*

**Monday**

**Tuesday**

**Wednesday**

**Thursday**

**Friday**

**Saturday**

**Selecting internships**

*Please read the position descriptions carefully before answering! Follow this [link](#) or open the file attached to this email*

**Which internship position is your FIRST choice?**

**Which internship position is your SECOND choice?**

**Which internship position is your THIRD choice?**

**Short essays**

**Why are you interested in working at EACH OF THE ORGANIZATIONS you listed above?**

**What specific strengths or experience do you have that would make you a good fit for the positions you chose?**

**This externship will be different than our youth program because you will be one of only a few young people working primarily with adults. What do you think you could learn from this?**

**How would working with these organizations help you to achieve your career goals in the future?**

\*Now email your resume and any additional items required for your selected internships to [roy \[at\] eastnewyorkfarms.org](mailto:roy[at]eastnewyorkfarms.org) no later than WEDNESDAY JUNE 4th

APPENDIX 31 - EAST NEW YORK FARMS! YOUTH INTERNSHIP PROGRAM		
Areas of Learning and Evaluation		
AREAS OF LEARNING and GROWTH	PROGRAM ELEMENTS	EVALUATION QUESTIONS
		<b>How much has this internship has helped you....</b>
Academic	applying science concepts in the garden, ag workshops writing receipts at the market	better understand things you learn in school feel confident using math
Agriculture and Food Systems	growing food-seeds to harvest selling food locally - reducing food miles workshop - Local Food/Food Miles workshop - Global Trade workshop - Pests and Disease workshop - Soil mini-lessons - starting seeds, turning beds, weeding 101, carpentry basics, irrigation	understand ways that food is important in our community learn how to grow your own food and take care of plants learn about where your food comes from understand ways food and agriculture affect people around the world
Community Involvement	working with and learning from adults in the community beautifying gardens workshop - Youth and Adult Partnerships mini-lesson - working with adult gardeners	create good relationships with other community members feel proud of your community be more involved in improving your community meet more adults in your community
Environmental Stewardship	maintaining green spaces  making compost workshop - Compost	learn ways we can reuse food scraps and dead plants instead of throwing them away see how the food we eat - how it's grown and where it comes from - affects the environment understand how the environment impacts people and our health
Leadership	working in teams straight talk	be able to take charge in a situation encourage other people to do their best feel like a leader in your community
Positive Peer Group	working in teams	make friends who are a positive influence on you meet people who want make our world a better place
Personal Health	cooking meals in summer and fall taking home produce workshop - Nutrition	eat more fruits and vegetables teach your family about healthy eating and/or new vegetables and fruits make healthy food choices be willing to try new foods learn how to cook for yourself
Self -Esteem	workshop - Peer Pressure workshop - Healthy Relationships Male and female interns do equal work adhering to program standards/straight talk getting and keeping a job physical work experience earning a paycheck	push yourself to do your best feel proud of yourself believe you can influence your future discover things that you are good at be open to new ideas and experiences feel confident speaking up in a group set goals for yourself and achieve them
Social Justice	workshop - Gender Awareness workshop Diversity workshop - Charity v. Social Change  workshop - Food Access  workshop - Alt Forms of Wealth workshop - Local Economy mini-lesson -vacant lots and why we grow in raised beds	feel capable of making change in your community and beyond understand some reasons behind inequality in New York City and the world get to know people from different cultures learn ways that people in your community can work together to solve problems develop a sense of responsibility to speak up or take action when you see a problem
Teamwork	adhering to program standards/straight talk workshop - Communication and Conflict Resolution	give feedback to people in a respectful way resolve conflicts with other people stay calm when things go wrong avoid unnecessary conflicts with others use feedback you receive from other people to improve yourself express your thoughts and ideas well be able to consider other ideas and change your opinion at times
Work Habits and Responsibility	adhering to program standard/straight talk Market training workshop - Personal Finance/Spending and Saving	stay motivated while working for a long time manage your time well learn to work quickly and carefully manage your money responsibly understand the responsibilities that come with a job deal well with customers and the public

**Year –End Review Session**

**Summary:** Participatory evaluation conducted on the last day of the youth program (late November) each year with all youth

**Age:** 13-18

**# people:** 30+

**Time length:** 2 hours

*Have slideshow rolling in beginning*

Housekeeping:

- Clean out clothes from hallway.
- Use a printed spreadsheet to check that we have the correct address, phone, email for everybody. Remind them that we'll want to keep in touch with them about returning intern opportunities, events, etc.
- Ask who would be interested in some paid shoveling opportunities this fall at UCC Youth Farm or H&H garden. Take hands and write down names to follow up later.
- Ask who would like to help us recruit new interns through presentations at schools this winter. Pass the sign-up sheet around.

Jogging our memories about the year:

- Go out into the garden and spend 3 min silently there (connect it to the way we started)
- Then go inside (unless it's crazy warm) and use an ice-breaker to get into groups based on favorite seasons (spring, summer, fall...any winter people can combine with the smallest group).
- Have them brainstorm some things that happened in the program during their season and report to the group. Don't have to do any evaluating yet, just tell us the things you remembered
- Look back at the Curriculum Tomato, with workshops and activities filled in

Then go through each of these three sections to have people review positive and deltas of each. Ask for specifics where necessary:

- Market (led by Markets and Outreach Coordinator)—Start by sharing market data, use games or guessing to make it fun!
- UCC Youth Farm (led by Agriculture Director)—Start by sharing production and compost data, use games or guessing to make it fun!
- Youth Program (led by Youth Program Director)

Give them their folders to take home:

- Point out what's in their folders – we'll have added mini-cookbooks with recipes from summer and fall, and flyers for winter planning and evaluation sessions for the entire ENYF membership

Closing (led by a returning intern or staff member):

- Recent variations have included asking youth to share a word that reflects on their year with ENYF, or asking each person to say that ENYF means to them. Both of these build on our "Word of the Week" in the fall
- Last words (by the Youth Program Director or Project Director) – thank them and remind them that whether or not they work at UCC again as RIs, they will always be welcome here

**Snacks, music, and hanging out until people want to go home!**



***"I..learned how to engage and inspire others. As a group of youth we have the ability to make a huge impact in our communities." - Angel***



***"It's not something I had to do...it's something I chose. And we're all changing the way people see teenagers." - Celeste***