

FELEGE HIYWOT CENTER YOUTH-LED FARMING HANDBOOK



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FELEGE HIYWOT CENTER YOUTH-LED FARMING HANDBOOK

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TABLE OF CONTENTS

1 Introduction

- Purpose of This Handbook
- About the Felege Hiywot Center
- Our Programs
- General Philosophies and Principles

9 Why Youth Led Farming?

- From Youth-Focused to Youth-Led
- Benefits of Youth Led Farming

13 Key Features of Youth Led Farming

- Youth Workers Should Be Paid
- Developing Partnerships & Collaborations
- Educational Programming
- The Farm Site

19 Program Overview

- Forming the Youth Team
- Recruitment
- Interviews
- Trainings
- Orientation
- General Timeline
- Day-to-Day Operations

29 Appendices

- A: Benefits of Youth-Led Farming
- B: Felege Hiywot Center Program Overview
- C: Youth-Led Farm Program Structure
- D: Youth-Led Farm Operating Principles
- E: Resources
- F: Effective Water Conservation Techniques
- G: Farming Timelines
- H: Recruitment Materials
- I: Application Documents
- J: Interview Questions
- K: Participant Document Requirements

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INTRODUCTION

Purpose of this Handbook

The key to the success of Felege Hiywot Center's Youth-Led Farm Initiative (YLFI) is that the youth in the program are empowered to make decisions in just about every aspect of the program. The intention of this handbook is to provide a tangible road map to guide you toward your goal of operating a sustainable youth-led farming program. To that end, *The Felege Hiywot Youth-Led Farming Initiative Handbook* is a compilation that shares the practices and core beliefs of our grassroots organization's experience over 10 years. During these years, we have worked with countless partners and communities with the primary goal of building and strengthening community.

In 2013, the YLFI received funding from the Indy Food Council for pilot programs and projects that allowed high school youth to take the lead in improving their neighborhoods through working at the Felege Hiywot Center farm. We have learned a great deal about what works best for our farm and the community youth we serve. The handbook is a result of our work building and sustaining a youth-led farm. Thanks to the Indy Food Council, we are able to share our experiences with you in this handbook.

The YLFI was developed to support youth in their efforts to revive their struggling neighborhoods through passion, determination and love. The YLFI approach to youth development combines agriculture; enterprise; Science, Technology, Engineering, and Mathematics (STEM) education; and service opportunities to create a rigorous, practical, and integrated experience. Teenagers from Indianapolis and Marion County cultivate farmland, participate in workshops, work together as part of a diverse team, lead volunteers in the fields, and endeavor to expand community food access.

To expand the handbook's utility, we have included several important documents as appendices. These are meant to be templates, easily adaptable for organizations and communities with different needs. We hope these resources will help communities lay a solid foundation from which to begin planning a thriving and sustainable youth-led community farming network. Sources for detailed best practices for urban agriculture and youth farming are in Appendix E.

The Felege Hiywot Center website (www.fhcenter.org) is also a great place to find many of the resources mentioned in the *Handbook*. Finally, sometimes the best way to get the information you need is a person-to-person conversation. If after reviewing this handbook, you have additional questions, please feel free to contact the FHC staff directly at info@fhcenter.org or 317-545-2245.

The Youth-Led Farm Initiative (YLFI) began in 2013 and is a youth development program wherein high school students from Indianapolis and surrounding counties work together to manage an urban farming plot. This youth-led initiative provides experiential learning opportunities, implementation of real-world life and business principles, service to the community, and an outlet for local agriculture. The students in the Youth Farm Initiative are placed in charge of a year-long community farming program under the guidance of experienced adult leadership. Students learn the value of dedication, teamwork, planning, and agriculture while also being compensated for their efforts.

There are limited employment opportunities for Indianapolis youth, and during the first year of the YLFI program the Indiana Youth Initiative reported a teen summer unemployment rate of nearly 25%. That year, the YLFI employed 12 young people, ages 15-19 years old. During the summer school break from June 1st to August 8th, the youth worked on the farm daily. For these 8 weeks they worked 25 hours per week and participated in youth development programming for 10 hours per week. During the school year, they continued to earn wages harvesting and distributing produce on Saturdays from August to November. Each student earned an average of \$2100 from June to November.



A Youth Farm Worker tends to his team's plot of tomatoes.

The FHC Youth-Led Farm Initiative creates a meaningful work environment that provides opportunities for young people to build valuable skills and work habits that will positively affect the rest of their working lives. The FHC Youth Farm workers learn about interpersonal communication, time management, effective strategies for teamwork, how to get along with co-workers, and the importance of being appropriately dressed and punctual.

The YLFI develops a variety of entrepreneurial experiences that have a positive economic impact on youth participants and the larger community. YLFI workers are involved in planning farm finances and developing marketing strategies. In addition to these hands-on activities, youth also participate in a highly structured system for enhancing their communication skills called “Real Talk”. Modeled on a program developed by The Food Project of Boston, during daily “Real Talk” sessions, FHC staff provide feedback to the youth workers about the quality of their work, and the youth workers practice how to communicate effectively with peers and supervisors.

Through the YLFI approach to youth development, teenagers have opportunities for deep and sustained learning. There are three programs within the YLFI: the Youth Farm Worker, Youth Farm Leader and Youth Farm Intern programs. As they advance through the programs, youth are given more responsibility and presented with greater challenges. As they grow, they take on leadership roles that prepare them to become the next generation of leaders not only in the food movement, but in any field they choose to pursue.

All participants begin the YLFI as Youth Farm Workers. For seven weeks, youth work on our farms and serve their communities by distributing produce at our affordably priced farmers market and by donating to senior-serving organizations. On completing the Youth Farm Worker program, youth who continue to work with us do so through the Youth Farm Leader and Youth Farm Intern programs.

Youth Farm Leader participants spend Saturdays expanding on their knowledge of sustainable agriculture and food justice that they acquired in Youth Farm Worker program. They also build public-speaking and job-readiness skills. Participants in the Youth Farm Intern program put their knowledge into action by partnering with staff and community members to engage in hands-on projects that further the mission of YLFI.

For all of our youth programs, we follow a recruiting strategy designed to bring together a diverse group of youth and adults in order to cultivate mutual understanding across geographic, socioeconomic, and racial boundaries. Our youth are not simply enrolled in an enrichment program: they work hard, learn important lessons, and have fun together. All youth are paid for their work.

FHC has impacted me hugely. When I first came here, it was about getting a job and making money. When I came for the interview, I realized there was more. Beyond the money, I realized that I loved being here, it gives me hope for the future, it's not all about fast food [and making money]; it gives me a chance at a young age to teach younger kids. It made me choose my future major, biotech.

I'm impacted almost every day, I learn something new every day; It's not about the money. I'm actually being prepared about living life. If I'm expected to be a leader at the center, I will be expected to be a leader in the real world. So it's a preparation. I've been given many opportunities...I'm thankful for what's about to come in my life in the future. I don't know what it is about to happen but I'm thankful. Also, thankful for everyone for believing in me for seeing talent in me because I didn't know I had it in me.

Michael, Youth Farm Worker, 2014

Earning a paycheck instills in them a sense of responsibility while providing an economic support and incentive.

Our Programs

Youth Farm Worker

The Youth Farm Worker program is a seven-week summer opportunity for youth to grow produce on urban farms while developing civic engagement and teamwork skills in a diverse setting.

Youth Farm Leader

The Youth Farm Leader program takes place during the school year with youth who have completed Youth Farm Worker program and provides meaningful opportunities to develop leadership skills in sustainable agriculture practices, local food systems, diversity/anti-oppression work, and civic engagement.

Youth Farm Intern

The Youth Farm Intern Program, is a yearlong, capstone experience for youth, in which participants take on roles with increased responsibilities in our urban farm and markets and have opportunities to lead community dialogues around food system change and social justice.

Alumni

Alumni are encouraged to stay connected to us. College students come back to do special projects, such as being historians and advocates for FHC, the environment, and their neighborhood revitalization efforts. One college student came back after finishing his freshman year to be a leader and mentor. The high school students responded enthusiastically to his historical account of being part of the farm since 5th grade.

General Philosophies & Principles

The Youth-Led Farm Initiative core values are embodied in our vision of a thriving and connected network of deeply rooted youth-led farms—conceived of, cultivated by and supported by local youths, families, and institutions throughout the Indianapolis area.

We know that youth-led farms enrich and provide lasting benefits to neighborhoods when they are:

- initiated collectively by community youth members who participate in the farm's organization, design, construction, and ongoing care;
- planned for and protected as a highly valued neighborhood asset;
- well-maintained, inviting, and accessible to all people;

- encouraging individual self-sufficiency and integrity, while collectively developing strong social networks in which participants look after, learn from, and share with each other;
- donating a generous portion of the bounty to others in need;
- providing healthy food and promoting healthy lifestyles in which youth members celebrate growing, cooking and eating together;
- models of environmental stewardship through organic and sustainable practices including composting and water conservation;
- sites for fostering a sense of belonging and attachment, in both the lives of the gardeners and in the life of the neighborhood;
- honoring diverse viewpoints, valuing the strengths of each gardener, bridging differences, promoting understanding and developing respect through the unifying act of farming together.



Teamwork is an essential part of working on the farm.

When working with youth to actualize their vision of an urban farm in their neighborhood, we look to our core values as well as to the bedrock principles of sustainability and social equity. The concepts of sustainability and social equity have been threaded throughout the Handbook. Before moving forward, we want to make sure that readers know how the YLFI defines these two overarching concepts in relation to youth-led farming.

SUSTAINABILITY

The FHC is committed to providing spaces for long-term community building to provide programmatic sustainability. Securing the long-term use of securely-committed land for youth-led farming is important. Our farm is developed by a diverse youth community, set up for the long-term, and organically grown and cared for.



Youth farmers prepare a raised bed for planting.

The American Community Gardening Association explains that when the people affected by a community garden have a role in leading the development of that garden, it is more successful and long lasting. This is demonstrated by our commitment to the idea that a youth-led farming program is more likely to be sustained if it grows from the local community youths' desire, needs, and strengths. This approach helps to ensure there is enough demand and desire to care for and use the farm for years to come. This also allows the farm to reflect the individual community's needs and uniqueness.

Recognizing the need for environmental sustainability, we incorporate organic growing practices and refrain from adding any non-organic amendments or using pesticides and/or herbicides. Along with this, we encourage gardeners to amend their soil each year with plant-based compost. Not only does composting increase soil health, it also has been shown to reduce water needs in farming, while reducing the amount of waste in our landfills. We have on-site compost bins and we encourage others to develop a compost system.

SOCIAL EQUITY

The FHC works with communities of all income levels to create and build sustainable farming, while prioritizing the needs of underserved communities. Our farm is located in a low-income, high crime neighborhood and most of the youth we work with have lost at least one family member to gun violence. We work closely with organizations already serving low-income populations to round out services for those in need.

Community farms reinforce ties to one's environment and increase food access and food security. Community farms provide an opportunity for people to grow their own food with greater control over the environment and inputs used in the growing process. This empowers individuals to change their own lives and physical environments while increasing their access to fresh produce and open space.

Along with increased food security and access to healthy environments, community farms are catalysts for organizing community. Our youth farm leaders are active in the development of a quality of life plan for our area of the city, and they are taking the lead in starting a youth council. This initiative has brought pride to their parents and other neighborhood residents.

The process of creating a youth-led farm that meets the needs of diverse individuals encourages neighborhood residents to work together toward a common goal. This process and the sharing of farm produce helps to bridge gaps and create networks that cross socioeconomic and cultural strata. Breaking down these barriers creates a stronger and healthier neighborhood.

WHY YOUTH-LED FARMING?

Personally, the center changed my perspective on service and youth development and gave me the skills and wisdom to dare to change the world. I am now a Wells Scholar at Indiana University, and I owe a large part of my current position to the experiences and opportunities that I have had with the center.

Jack, Youth Farm Worker, 2014

From Youth-Focused to Youth-Led

When we started our youth program, it focused on providing STEM (Science, Technology, Engineering, and Math) enrichment and did not involve gardening or farming. The FHC worked with youth to teach science and encouraged giving back to their community. We were not making the progress that we had hoped for in engaging the youth. One day during class, after feeling like we had hit a wall, we shared our frustration with the youth and asked them what would they like to do. The answer surprised us. One girl raised her hand and asked, “Can we plant flowers? Our school is dirty.” That question gave us the direction we needed and we began to teach science through gardening! Our K-6th grade STEM Education Through Gardening program was born in 2006. The program operated during the school year and offered summer camps.

In January of 2013, we realized our summer camp for 7th and 8th graders was not as engaging as it could be. We invited the Youth Counselors (students who have been part of the program since elementary school) to discuss their experience at the FHC and to provide input about how we should continue with our summer farming program. What they told us transformed our way of doing things.

They told us they and many of their high school friends are in need of jobs and youth development training and they suggested we hire more high school-age students and let them be part of the decision-making process. We discussed how they were going to recruit their peers based on need and not friendship. They liked the diverse mix of high school students in the program at that time, and suggested adding more high schools.

During the discussion, they also shared that they felt there was a greater need during the summer day camp program to mentor and guide 7th and 8th grade students instead of those in grades K-2. During the school year, since we would continue to engage all grades at the three neighborhood public schools and teach basic STEM material with a gardening curriculum, focusing on grades 3 and up during the summers would make it possible for us to increase the quality and impact of our program for 7th and 8th graders

With this a new approach in mind, we hired 12 high school students based on their leadership skills, experience working with youth and gardening, interest in youth education, and training history (such as the Marion County Commission on Youth (MCCOY)). In conjunction with the youth development training we received from MCCOY (Understanding Youth Development, by Nazeeha Khalid), three of our staff were sponsored by Community Hospital to train at the Boston Food Project Winter Institute, and the director of The Boston Food project came to our center to train the youth counselors for two

The Boston Food Project has a well-established and successful youth farm program, and the training we received included an important component called Real Talk, which we have incorporated into the FHC Youth-Led Farm Initiative (YLF) and will describe later in the Handbook. The YLF is modeled after The Food Project of Boston. Since 1991, The Food Project has built a national model of engaging young people in personal and social change through sustainable agriculture.

The next Summer Camp started with 125 total accepted students, twenty-four of whom were 7th and 8th graders and twelve high school students for a 1:2 mentorship ratio. We took a leap of faith, listened to what the youth had told us, and it paid off. That summer we had the most engaged 7th and 8th graders! And they all want to come back to the farm. So, not only were youth responsible for initiating a new and successful program, they also were the driving force behind improving our existing summer camp program.

Benefits of Youth-Led Farming

The youth farm creates job opportunities for high school students in the field of urban agriculture. Since 2010, we have been fortunate enough to receive Youth Work for Indy grants to hire the students we have been serving since they were in elementary school. After receiving STEM education during their early years, the job allows them to apply the interests and skills they have developed. It also creates a healthy and supportive work environment for the youth, many of whom are faced with limited job opportunities. We feel our focus on developing a sense of responsibility, community, environmental stewardship and service among the program participants enhances their leadership and teamwork abilities through the collaborative work of growing food.

The beauty of youth-led sustainable farming education is that it is focused on locally-relevant and culturally-appropriate activities. The youth learn to focus on the underlying causes of unsustainable practices in their own community, extend their boundaries of concern, and reflect on their own values. From there, they want to share their knowledge by organizing youth in other areas. Sustainable education through farming covers a broad scope. It recognizes that STEM education, healthy eating habits, protecting the environment, creating healthy and safe neighborhoods, marketing, human rights, and social justice are all essential to sustainable development.

The entire premise of the program is to empower the youth. This is not done by giving them a list of tasks and checklists, but rather by giving them the opportunity to lead and learn through their own experiences. Adults give these youth the guidance and the tools to



Rainwater collected in a cistern is used to water the crops.

create something meaningful, but everything that is accomplished through farm work and in the community stems completely from the youth themselves. In the YFI program, youth have the opportunity to make something all their own. Our goal is to provide an environment where they have the chance to try things out without needing to worry about failure or success. Youth are involved from the beginning of the process, helping to determine what will be planted where, what types of educators will be brought in, and how best to implement their own service projects and accomplish farming tasks.

KEY FEATURES OF YOUTH-LED FARMING

Youth Workers Should Be Paid

A central feature of the program is that it is accessible to everyone, no matter their socioeconomic situation. One of the main avenues through which this can be accomplished is by creating a program that is not only free for the youth participants, but actually pays them as well. We do not require a fee for applying or to participate, and students actually get paid a stipend of \$150 for their five days of work per week. In this way, students may actually view this as more of a summer job before they recognize it for the development program it is, which is beneficial for both drawing in youth who may be reluctant to try something of this nature and for hooking youth who may have familial or monetary considerations.

The YFI received funding from a variety of sources. Funding to pay the stipend has come from the Summer Youth Program Fund partners, which include Central Indiana Community Foundation (Crime Prevention Grant), Kroger, the Lilly Endowment, Hoover Family Foundation, Youth Work for Indy (Crime Prevention Grant), IUPUI Continuing Education (Full Service Community School Grant), Hoover Family Foundation, and Local Initiatives Support Corporation (LISC) with the Indy Food Council (Indy Food Fund Grant).

Educational Programming

Since the goal of the FHC program is primarily about the utilization of farming as the framework for youth development, the educational programming is diverse. The first half of a participants day is filled with farm-related activities while the afternoon involves teachers and volunteers from around the community providing lessons on wider topics. These educators bring different lessons and perspectives to supplement the FHC's farming education, which makes up about half of the overall curriculum. Some of the topics we cover are as follows:

- Plant biology and identification
- Garden chemistry and soils
- Equipment & safety
- Data recording and measurement conversions
- Ecology principles
- Insects
- Plant pests and diseases
- Basic gardening
- Farmers market - how to start and operate
- Cooking
- Nutrition
- Beekeeping
- Marketing - creative ways to get your message out
- First-aid



Youth Farm Workers examine an insect with one of the university educators.

Some of the educational lessons happen away from the farm. The IUPUI Center for Earth and Environmental Sciences taught the students how to conduct ecosystem investigations. At a nearby park with a stream, the students measured soil moisture, conducted a biodiversity investigation, and collected water samples. In addition to those investigations, students learned about Indianapolis's water treatment practices and how they impacts the city's waterways. These investigations led to discussions about city water supplies and uses in our environment.

Financial literacy is also a part of the curriculum. Students learn financial terms such as budget, income, savings, expenses, and needs vs. wants. Students develop a budget and savings plan for both wants and needs. We take students to a local bank where they open up savings accounts.

A lesson that was particularly eye-opening for the students came from two men who grew up in the area and went on to start their own lawn care business, demonstrating that hard work and determination really can make a difference in making a living in an honest way, in spite of the socioeconomic challenges faced by many of our youth.

Career- and higher education-readiness talks are also a big part of our lessons. We have a session called "Dress for Success" wherein the students are engaged in discussions about what was appropriate in the workplace and what one should wear to an interview. The discussion and examples helped students begin to form ideas about what it will take to effectively participate in the world of work. Speakers for these lessons include career counselors, experts on workplace relations, and educators who can speak about higher learning and genuinely impart the value of furthering education, both

from a personal growth perspective and a financial one. Students explored careers with the Drive of Your Life program developed by the Indiana Youth Institute, (<https://www.driveofyourlife.org/main/index.html>), and researched the education required for those careers.

Increasing cultural competence is one of our goals. The FHC values the culture of all students, camp counselors and everyone who comes in contact with the center programs. Engaging students and staff in cultural experiences promotes tolerance for all cultures. In support of this, we celebrate “Culture Day” on Fridays. Everyone, including the Executive Director and the kitchen staff, takes part. Students research different cultures, share their experiences of their own cultures, and discuss the differences and similarities between cultures.

The Farm Site



The youth farm produces much-needed fresh produce for the community, which is in an area of Indianapolis with low access to healthy food options.

As mentioned earlier, it is important that long-term access to the farm site be secured. This can be done by ownership, lease, or some other agreement. Long-term access is important for the stability of the program and also because amending site soils requires a substantial investment of time, energy, and funds.

Our selection of a site was based on the desire to be in the community that we wanted to serve. We did not try to look for a site with proper soil, irrigation, or water availability. We knew the development of fertile soil, healthy food, and long-term relationships among individuals, communities, and the land was going to take time.

The FHC is situated in the middle of an area that is included in the USDA Food Desert map as a low access area. This location is accessible by public transportation. Being embedded in the community where many of our youth workers live and where we distribute food has led to the farm becoming an educational and food destination for other youth and community members.

The basic requirements for operating the youth farm are land with ample sun exposure, a water hook-up, and nearby buildings to provide material storage and meeting spaces. The FHC Youth Led Farm is located on a 3/4-acre site. There is also a 1/4-acre orchard located four blocks from the farm. Resources with information on farm site establishment and design can be found in Appendix E.

Develop Partnerships & Collaborations

From year to year, the FHC adult leadership works to reach out to community partner organizations dedicated to strengthening community or contributing to the development of youth. We seek out

grants that support crime prevention, youth leadership, and education to support youth development. We partner with other organizations, nearby public schools, local churches, and universities.

Collaboration with business and community organizations surrounding the geographic area of our farm provides an opportunity to also strengthen the neighborhood. FHC works to increase partnerships within the county by attending the meetings of organizations such as the Indy Food Council and the Purdue University Extension-4H of Marion County. We strive to develop mutually-beneficial relationships that meet the mission of both FHC and our partners.

Our big anchor supporter, Major Tool and Machine (MTM), located four blocks north of our center is the type of partner every urban farm needs to partner with. MTM employees, including the president, mentored and educated our high school Youth Farm workers while installing a tool shed, chicken coop, and compost bins; expanding walls; and renovating the whole building. They let the youth take part in the actual work whenever it was possible and safe.

ASSET-BASED COMMUNITY DEVELOPMENT

Engaging existing community assets helps to enrich and support our program and deepens the campers' understanding of, appreciation for, and sense of connection to their communities. Community assets can be people, businesses, institutions, places, and more.

Higher education institutions are extremely valuable partners. The curriculum that we integrate into the farm program highlights STEM education. We teach environmental science by partnering with IUPUI Center for Earth and Environmental Science (CEES), and we teach agriculture science by partnering with the Purdue University Extension in Marion County. Community Health Network partners teach students about health and nutrition to promote healthy lifestyles and also provided first aid support. We have very engaged youth who are learning to love science because we have taken the standard school-based lessons and have made them fun and directly related to their experiences, which enhances their in-school learning.

Every summer, we visit Major Tool and Machine, the largest business in our neighborhood. The engineers there demonstrate to the youth farmers how to design a spaceship and produce it with the 3D printer we have at the FHC headquarters. As a part of the visit, the youth learned how part of our STEM curriculum can be applied in a professional environment to make very large machines. Making the connection is exciting for them.

We partnered with Growing Places Indy (GPI), a not-for profit organization focused on urban agriculture and healthy lifestyles.

GPI interns came and worked with our youth, teaching the value of volunteering, the importance of learning to grow our food, to eat well, live well and be well. The GPI interns weeded and planted sweet potatoes with our youth farmers, who admired the interns patience in explaining what they do and why. The youth farmers were also surprised that some of the interns left paying jobs to volunteer as interns to do work that protects the environment.

Other urban agriculture partners include Indy Urban Acres and Big City Farms. Indy Urban Acres assists with farm planning and also provide us with starter vegetables. We exchange information with Big City Farms and support each other.

One of our community's physical assets is our orchard, which is located four blocks north of our main headquarters. Every week during the summer, the youth farmers walk to the orchard while picking up trash along the way. At the orchard they do regular maintenance but also enjoy picking and eating the ripe apples, grapes, and berries.

PROGRAM OVERVIEW

Over the ten years that we have recruited young people from many different communities, we have encountered dynamics that have influenced our approach. By embracing the diversity and unique needs of the community, the FHC approach continues to adapt and change by learning about community and youth needs. We strive to bring together youth from different socioeconomic, educational, racial, and ethnic backgrounds who have varying skills and gifts. Youth farm workers learn a great deal about the communities we work with.

Each farm worker has the opportunity to play multiple roles, shifting over the course of the program between colleague, friend, mentor, leader, listener, administrator, nurse, teacher, and mediator. Every operation of the organization, from weeding to office management to leading a game contributes toward our vision of creating personal and social change through sustainable agriculture.



Youth farmers work together to spread mulch on paths and weed.

Forming the Youth Farm Team

Teamwork is a central feature of the program, and special care is given when developing the youth farm team. The youth farm workers are organized into three groups: Youth Farm Program Manager, Youth Farm Leaders, and Youth Farm Worker.

One to two youth serve as the Youth Farm Program Managers. This person is typically a long-time program participant or college intern. She/he works on program planning, implementation, and revision throughout the entire year. The manager is exposed to leadership and management opportunities and completes the administrative and program coordination work that allows the FHC Urban Youth Farm to operate.

There are six to eight Youth Farm Leaders, and they are typically second or third year students who work on the farm full-time during the summer months and on Saturdays from April - November. They are exposed to many learning and leadership opportunities. They participate in the planning, preparation, and conclusion of the program and lead the team of four- to five- member Summer Youth Farm Crew during the summer months.

The Youth Farm Workers are typically first year students. Crew members work full-time during the summer months, are exposed to many learning and training opportunities.

Teams work together in everything that they do. Their plots are grouped together, their data is recorded together, and they work together in the farm and in the community. The teams also serve as catalysts for the youth development process.

Each team at our farm was composed of four different types of students. The first is the team leader. The team leader is someone who has been identified as either already possessing leadership skills or as showing potential for leadership development in the near future. They are responsible for the team staying on task and performing their work to the best of their ability.

The rest of the team is composed of one or two high/medium-functioning students and one student who may need a bit more help. The idea behind the team dynamic is that the team leaders will be forced into a role where they can learn by dealing with team members. It can be a frustrating job for them sometimes, especially when they were dealing with the lower-functioning students, but they have support and emerge as very capable decision-makers.

The mid to high performing members are those who needed a little help, and the idea is that they can get that help by working with each other and the team leader. They learn by example and by team pressures, and this technique had really proven effective in getting those who may be a bit more reserved to come out of their shell. As for the lower performing students, they are surrounded by students who help to raise their level of performance.

When teams are formed, we separate friends or family members to help them move outside of their comfort zones. The point of the teams is to challenge all students to work together, to develop their communication methods, and to learn from each other.

Each team member is assigned plots that they themselves are responsible for watering and maintaining every day. Giving each member their own specific plots gives each worker something he or she can take ownership of and responsibility for. Everything that



Youth farmers' well-tended plots

comes out of that plot is a direct consequence of the student's hard work, and that is something for him or her to be proud of! Teams work together to help each other out, especially if a member is slacking off or falling behind. If a team member is absent, the team is responsible for taking care of the absent member's plots, either dividing the rows among the remaining members or finding another way to work together.

Recruitment

The process of youth development begins at the recruitment stage and becomes a learning experience for the applicants and the Youth Farm Leaders who are involved in the selection process. Recruitment presentations are geared toward encouraging youth to apply to the Youth Farm program. The presentations also promote the values of the Youth Farm (service, community, responsibility) in a manner that might encourage a young person to pursue some other worthwhile activity during the summer if they are unable to work for the Youth Farm. The process of filling out an application, getting a reference, and coming to an interview is designed to teach young people valuable skills that they can carry with them beyond the YLFI application process.

It is important to know the communities from which youth will be recruited. In our target communities, we have communities who plan their summers in the winter months, and communities who plan their summers in the spring. Therefore, we split our recruiting efforts into two cycles with each cycle containing the same activities. We have found that it is important to offer intensive support for youth who are less familiar with the type of paperwork required to apply for the program. There are many youth who may have fewer resources at home and school to support them. We improve the recruiting materials each year and the most current documents including the Recruitment Timeline are in Appendix H.

RECRUITMENT ACTIVITIES

We have found that it is extremely valuable for the students to work with youth from other areas of the city and county. We recruit from a mixture of urban core and suburban schools and coordinate with school counselors to distribute informational flyers and to arrange group meetings with current sophomores and juniors.

The first recruiting efforts were informal, with Youth Farm Leaders referring students from different schools, interviewing, and selected participants themselves. For the second year of the program, we formalized the process. Youth Farm Leaders and staff created a recruitment package that included an application form, flyer, time line, interview dates, and training dates.

We went to high schools, met with the students, and presented information about the FHC, its mission, and the summer job opportunities. We also had a question and answer session with a panel of former camp counselors, the FHC Director, and the Youth Program Coordinator.

We attended a youth job fair sponsored by a local City Council member. We staffed the job fair with three people and collected over 60 applications from youth attending fair. Another avenue for reaching potential applicants is through members of the community who work with youth in the neighborhoods surrounding FHC. For instance, a Boy Scouts Leader referred several applicants for positions.

THE APPLICATION

Processing application requests is a year-round activity. Youth generally think to call about summer jobs during the peak-recruiting season, January through April. However, many youth call during off-peak times, and we process requests at any time of the year. The application documents that we use can be found in Appendix I.

Interviews

After the applications are submitted and the deadline has passed, we call and set up interviews with the applicants who have submitted a complete application with all of the required documents such as the resume, transcript, letter of recommendations, and essay. We try to schedule all of the Interviews during the same week. See interview schedule in Recruitment Timeline in Appendix H. An interview usually last about 30 minutes and is conducted by staff and Youth Farm Leaders.

During the interview, we ask questions that are designed to help us assess leadership qualities, problem-solving skills, and the ability to work as part of a team. We ask questions that will help us write grant reports. For example, we had a crime prevention grant that required us to hire a certain number of kids from a high-risk zip code. A couple of our interview questions consisted of how crime and violence has impacted them and their community (see appendix J).

After selecting the youth roster, we call and notify everyone who was interviewed. For the youth who are not on the roster, we offer them the opportunity to volunteer. Why? A crew member might quit and, the volunteer might become our new employee!

Having my son participate in these after school programs is one of the best decisions I have made as a parent. Felege Hiywot and its partners are offering life changing opportunities to my son and many other youth. What Donnell is doing and learning in these programs will follow him and help him throughout his life and for this I am very grateful.

Parent of Youth Farm Worker, 2014

Trainings

We hold a multi-day training for the youth workers after school ends and before the program begins. Our recommendation is to have at least 4-6 days of training. Training builds trust between the youth and staff and among the youth. We focus on the following topics:

- Farm tour
- YLFI Leaders Lesson Learned
- Policies
- Teamwork
- Data Collection
- Interpersonal Communication / “Real Talk” Introduction

Real Talk is an essential component of our program, and we learned about it through the Boston Food Project. About the last half hour of the day is devoted to Real Talk, where the students have the chance to voice any comments, concerns, or disagreements from the day. Questions from adult staff are usually posed to the students to start things off, but often the best discussions stem from allowing the students to speak freely about what went wrong or right that day. The main reason for this type of communication activity is to further the idea of resolving disagreements productively and peacefully instead of resorting to violence. It also works on students’ communication skills and begins to teach them how to talk to supervisors, peers, and team members.



Youth farmers practice interpersonal communication techniques during a Real Talk training session.

Orientation

The first day of the program is Worker Orientation Day. Parents are invited and we tour the buildings and grounds and go over the program details. If the following statements are true at the end of Worker Orientation Day, we know we have pulled off a successful event!

- Everyone knows what to do the first day of camp.
- Paperwork has been collected from the youth.
- Everyone is excited about the summer.
- Everyone understands that the Youth Farm requires hard work and commitment.
- Parents have a sense of what their children will be doing and how to support them through the summer.
- New youth and parents feel at home at our campsite.
- Parents and youth have met the staff.
- New parents have been given advice from current parents and have had a chance to ask them questions
- New farm workers have witnessed the accomplishments of current Youth Farm leaders and have had a chance to ask them questions
- New farm workers have received the Youth Led Farm Operating Principles (see Appendix D: Youth-Led Farm Operating Principles)

General Timeline

In the beginning of the year (January), YLFI Leaders will run spring harvest planning and become introduced/reintroduced to the farm plot at the FHC. The students will learn farm and business management practices, develop team cohesion with their fellow YLFI leaders, and spend time getting to know the community. During Saturdays only, the students will be working on the farm, planting and recording data, as well as partaking in professional development programs provided by FHC.

In the summer, the Summer Farm Crew will begin to work on the FHC farm. Each YLFI Leader will use the knowledge and experience gained throughout the Spring training to lead a crew of 4-5 high school workers in maintaining the urban plot. YLFI Leaders will delve further into leadership and business training through the management of their high school peers and will begin to market farm goods to the local community and businesses.

At the beginning of the school year (Fall), YLFI leaders will continue to maintain the farm plot, but with a focus on harvesting and product sales. These students will also help to train the YLFI apprentices who may stay on from the Summer Farm Crew after summer programming to help augment the loss of college freshman. YLFI leaders will also be participating in development sessions that will help plan the farm program for future years.



Produce from the farm is sold by the youth farmers at the farmstand.

There are two main reasons for continuing the program on Saturdays in the fall. The first is to maintain some sort of connection throughout the school year with the students. The farm is something that they can look forward to, work toward, and learn from. Other “youth programs” might include intensive days of lock-ins and the like, but once that event is over, the students lose contact with the organization. There is no follow-through, something that FHC is firmly against. Students need constant contact and support if any real progress is to be made. In this way, school help and tutoring can also be made available, and students are expected to bring report cards so that their grades can be monitored.

The second purpose is that the farm needs helpers throughout the year for fall harvest! With such lofty production goals, upkeep of the farm is important not only to the Center, but also to the students who worked so hard throughout the summer. Students are also paid at the same rate they were during the fall, receiving \$30 for every Saturday worked.

Because the students only have one day a week during spring & fall, the activities focus much more heavily on farm operations, keeping up with watering, weeding, and harvesting. The students actually open up a farm stand at the Center on Saturdays to sell their produce. They not only get to see the fruits of their labors, they also get some hands-on business experiences by marketing their produce and working to advertise their stand to the community. The students learn about the importance of customer service and have the experience of being involved in the full farming cycle.

Day-to-Day Operations

It can sometimes be difficult to determine exactly how long the agriculture component of the day will take. Sometimes seemingly simple projects take twice as long as anticipated, and other more involved tasks seem to take no time at all. With this in mind, it is always important to have a relatively fluid schedule in the morning and keep a running task list of all of the miscellaneous items that need to be completed around the farm or in the community.

Once farm work is completed, the next task on the list can be tackled, perhaps working on service projects or doing that extra yard work that needs to get done. The portion of the schedule that is rigid is the community educator component in the afternoon and the Real Talk time. Community speakers should be researched and contacted as early as possible. Ideally, all speakers would be scheduled at least a month before the summer program starts. All it usually takes is an email and some follow-up phone calls to receive some help in this department. Community members are often very willing and excited to be presented with the opportunity to speak to students in a youth

development and crime prevention program. Community speakers should be scheduled for the afternoons, giving the youth workers a break from working in the hot afternoon sun.

RESPONSIBILITIES & THE WORK DAY

Each team member is assigned plots that they themselves are responsible for watering and maintaining every day. Giving each member their own specific plots gives each worker something for each he or she can take ownership of and responsibility for. Everything that comes out of that plot is a direct consequence of the student's hard work, and that is something for him to be proud of! Teams work together to help each other out, especially if a member is slacking off or falling behind. If a team member is absent, the team is responsible for taking care of those plots, either dividing the rows among the remaining members or finding a way to work together. See Appendix G for the Planting Timeline.

Watering takes place as soon as the students go outside for the day, each grabbing a water bucket and using the rain barrels to water their individual plots. Each worker also weeds his plots, and the team totals are recorded for data-tracking purposes. Harvesting also usually takes place in the morning, and weights are recorded for each vegetable and team, as well.

Once farm work is completed—and some days take longer than others—spare projects can be completed around the farm. Some examples of ours include sustainability projects, like planting potatoes in recycled tires and planting beans in milk jugs tied to the fence, and groundskeeping work, such as weeding the sidewalks and mulch areas of the Center.

A large portion of the work time includes service learning in the community. The term “Service Learning” has been found to be much more palatable for students, as “community service” can have negative connotations of punishment for them. The students have opportunities to create their own projects to serve the community, and some examples include planting extra flowers in the greenhouse to plant in local churches and parks, or picking up trash along the streets and in the neighborhood parks. It is important that the students take part in the planning of the projects so that they can feel some ownership and responsibility for the good they are doing!

PRODUCE DISTRIBUTION

The youth set a goal of sixty percent of the garden produce to be sold in a variety of places, such as markets, restaurants, and corner stores. The remaining forty percent is donated to various locations, senior homes, program participants, neighbors, hunger relief agencies, and public school pantries.



Youth farmers weed a raised bed.

FARM ANIMALS

We have beehives on the farm since keeping a beehive is a way to make a difference on a larger-scale environmental issue. Urban beekeeping increases the number of beneficial pollinators in community gardens, resulting in the increased production of local, whole foods for residents. Youth farm workers train with beehive expert on the advantage of keeping beehives and learn how to handle them.

We want students to learn that they can produce our own food not only by growing gardens, but also by keeping chickens for egg production. With the help of Purdue Extension staff we began an educational chicken coop. Major Tool and Machine employees designed and built our chicken coop, customizing it to our needs. We teach the students how to hatch eggs in the lab, and how to house, brood and handle chicks safely. The youth farm workers conduct daily maintenance of the chicken coop; ensuring daily chicken care such as feeding, cleaning, watering, and egg collection and distribution.



Youth farmers put on protective gear before tending to the farm's beehives.

APPENDICES

- A: Benefits of Youth-Led Farming
- B: Felege Hiywot Center Program Overview
- C: Youth-Led Farm Program Structure
- D: Youth-Led Farm Operating Principles
- E: Resources
- F: Effective Water Conservation Techniques
- G: Farming Timelines
- H: Recruitment Materials
- I: Application Documents
- J: Interview Questions
- K: Participant Document Requirements

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APPENDIX A

Benefits of Youth-Led Farming

BENEFITS OF YOUTH-LED FARMING & SUPPORTING RESEARCH

- Students who started with us in STEM Education through gardening in 4th and 5th grade continued to stay with us through high school and college. A study of third and fourth graders involved in a school garden and nutrition program found that “the school garden **supports student inquiry, connection to the natural world**, and engages students in the process of **formulating meaningful questions**” (Habib & Doherty, 2007).
- Our urban students who live in neighborhood of abandoned lots and houses feel proud seeing the transformation of their neighborhood through gardening. Our high school students tell us how much they appreciated the science they learned at the farm. Students involved with school gardens generally **take pleasure in learning** and **show positive attitudes towards education** (Canaris, 1995; Dirks & Orvis, 2005).
- Our diverse students working together growing food have been able to exchange their culture and share their experience. Children who work in gardens are **more likely to accept people different from themselves** (Dyment & Bell, 2006).
- Our farm workers learn work ethics and appreciate the land. All leaders and teachers appreciate teaching farming and enjoy the visible positive change in the students. According to Skelly & Bradley (2000), teachers who worked in schools with garden programs had **higher workplace morale and increased “general satisfaction with being a teacher at that school.”**
- Our Farm workers love giving what they grow and telling others how they did it. The study by Habib and Doherty (2007) showed that “**68 percent of the students shared what they were learning with family and friends** unassociated with the school garden program.” This has the potential for spreading the benefits to a much larger community.
- Our high school farm workers endure the farm work the whole summer because of their farm exposure through camp from 1-8th grade. They already tell us they will have a garden in their yard when they finish school. **In a survey of community gardeners in Denver, 80 percent gardened as children**, suggesting that gardening at a young age has a long-reaching impact (Litt, J.S., et al., 2012).

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APPENDIX B

Felege Hiywot Center Program Overview

FHC Program Overview



4-STEP PROGRAM

- 1) Summer Camp (K-7th Grade)
- 2) Advanced Camp (8th Grade)
- 3) Youth Farm (9-10th Grade)
- 4) High School Management (11-12th Grade)

Summer Camp - 6 wks

Kindergarten - One Day Camps

- Field Trip Style
- All Day
- First week

1st-7th - Week Long Camps

- Similar to this year
- Pair grade levels (7th alone)
- 2nd-5th Week

Field Trips

- 1/2 day field trips
- 6th Week

Advanced Camp

- Either two three-week camps or...
- three two-week camps
- More focus on work in the garden than regular camp
- Weekly \$25 stipend for their work
- Engage in more advanced an in-depth learning activities

Youth Farm

- Plan, implement, and reap the rewards from a yearly youth farm
- Pre-season
 - March - June
 - 14 Saturdays
 - Planning + Begin Farm
- Summer
 - June - July
 - 5 Days a week, all day
 - Farm maintenance + courses on agriculture, business, etc.
- Post-Season
 - August-November
 - 16 Saturdays
 - Harvest + Sell

FHC Management

8th Grade
Camp
Manager
(1)

Summer
camp
Manager
(1)

Youth farm
Manager
(1)

2
Counselors
8-10 8th
Graders

3-4
9th-10th
Graders

6-7
11th-12th
Graders

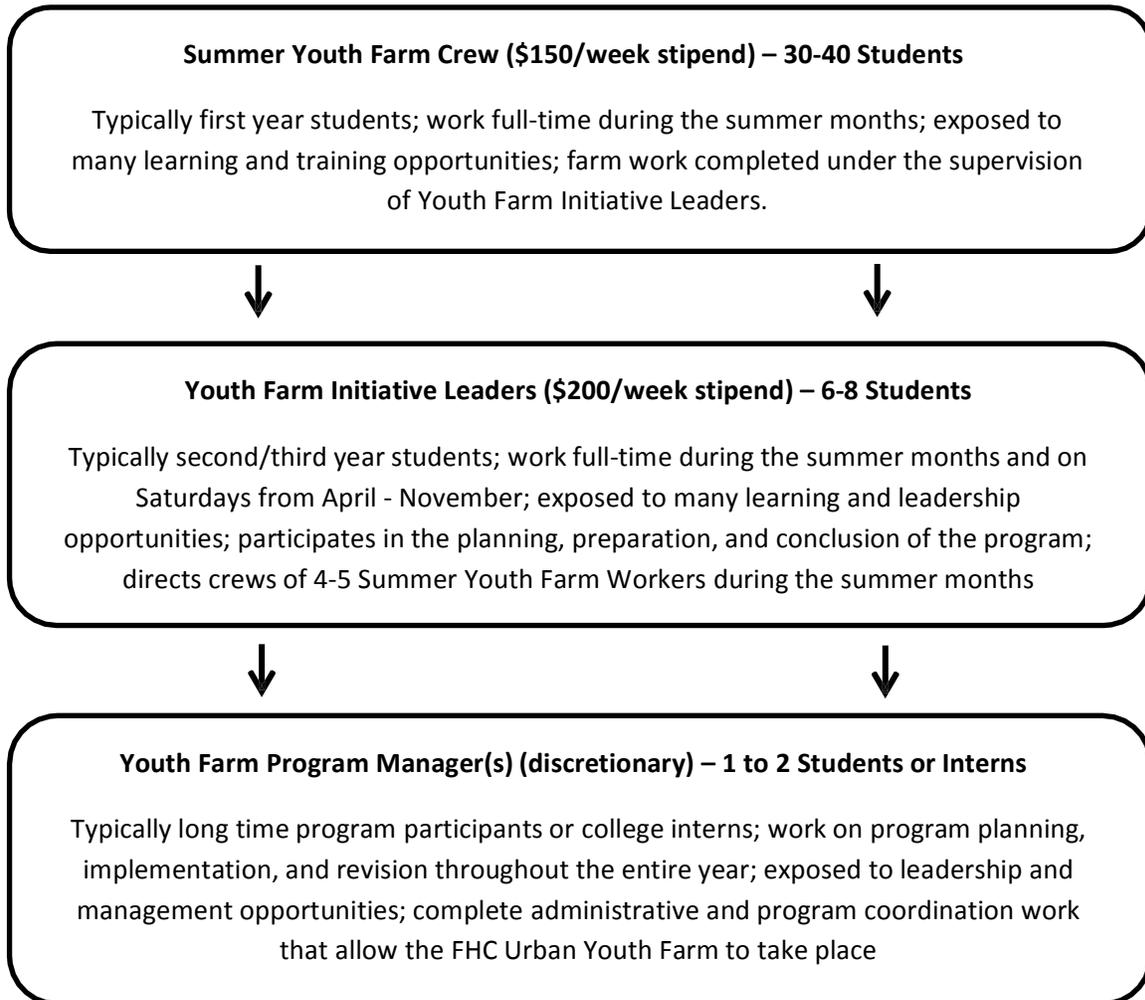
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APPENDIX C

Youth-Led Farm Program Structure

FHC Urban Youth Farm Initiative Program Structure

The FHC Urban Youth Farm is a tiered program with hierarchical levels of leadership, involvement, and compensation based on experience, enthusiasm, and industry.



**Youth Farm Initiative Program Manager
(Year Round)**



**Youth Farm Initiative
Schedule**

*Youth Farm Initiative Leader
(April – November)*

*Summer Farm Crew
(June-August)*

The Farm Leaders basic responsibilities include the following tasks:

1. Communicate tasks, guidelines and expectations to each to each farm workers team.
2. Be the line of communication between Farm manager, team leader, educator and farm workers. Participate and lead daily real talks.
3. Participate in farm worker recruiting planning, interviewing and selection process.
4. Make sure daily realtalks are documented and any discussed improvement needed is followed through.
5. Make sure each worker has documented the daily task and history of their assigned vegetable rows.
6. Be part of the planning and selecting group for Farm Workers developmental education in leadership, farm related training.
7. Coordinate row assignment to each farm worker. Be part of the team formation discussion making sure each team has a diverse group of students.
8. Train each worker on how to water and stress the importance of using the rain water tanks according to the instructions.
9. Actively get involved in the camp end planning session for community, parents and campers celebration with job fair. with a minimum number of hours required per month, and still others assign one task per gardener.

10. Encourage Farm workers to ask for help when they need it, and make suggestions for improvement.
11. Educate your farm workers on the importance of being on time and not missing work. Keep attendance record.
12. Mediate issues within each team and solicit farm manager and other staff members assistant when needed. Issues may include neglected/weedy plots due to a team member not carrying his/her load, watering issues, harvesting etc.
13. Inform community members of opportunities Youth Led Farm initiative provides at the farm including job opportunities, fresh produce, leadership and supporting local pantries.

DAILY SCHEDULE

Time	Group A	Group B	Group C
9:00-9:20	Check-In, Whole Group Meeting		
9:20-10:00	Plot Management	Service Activity	Service Activity
10:00-10:40	Service Activity	Plot Management	Service Activity
10:40-11:20	Service Activity	Service Activity	Plot Management
11:20-12:00	Service Activity	Service Activity	Service Activity
12:00-1:00	Lunch, Transcribe Farm Data, Break before afternoon		
1:00-2:30	Speaker/Lesson		
2:30-3:00	Real Talk Session		
3:00-3:30	Parent Pick-up		

APPENDIX D

Youth-Led Farm Operating Principles

YOUTH LED FARM OPERATING PRINCIPLES

- The safety and well being of young people is of utmost importance to us.
- We are committed to developing young people's' skills. We combine the expectations of a job environment and innovative schooling in order to fully challenge our participants.
- The program and production staff members are a united team in teaching, leading, and serving the young people in the programs. They support one another in doing excellent work.
- We believe young people grow and learn best when led by staff who are impeccable role models and who care deeply about the young people they are working with.
- We believe all young people have the capacity to learn, serve, and lead.
- We are committed to raising questions with young people rather than providing answers for them. We explore openly, honestly, and rigorously issues that face us as individuals and as a nation. We do not speak from personal ideology but instead from our personal experience.
- We value experiential learning. We emphasize action and experience and use curriculum as an enrichment to the doing.
- We promote excellence and high expectations in all areas of a young person's life both in the present and future.
- We vigorously recruit a racially, economically and gender diverse community of young for all programs. This brings a richness to our work that is critical to mission fulfillment and learning for youth and adults.
- We offer youth a wide diversity of activity. A broad spectrum of activity promotes integrated learning and creates different access points for interest.
- We expect young people and staff to open themselves to honest feedback from other participants. This openness can lead to deep personal learning and help others in their personal development.
- We celebrate and promote the inclusion of young people in as many aspects of the organization as possible. Out of respect to youth we involve them where they have time and the support to succeed. We are rigorous in gathering input from youth and adults and believe that great ideas travel.
- Everything we do with young people is intended to help them develop personally in the present or future. We often cannot know the effect of our work until years later. We care about the wholeness and well being of all youth now and beyond our time with them.
- We strive to create ongoing, purposeful opportunities for youth to work with us. Ideally, youth who have the commitment and interest can find continuing ways to contribute and learn.
- We are a land based program that tries, whenever possible, to engage young people with the outdoors through agricultural work. We are committed to the comfort and safety of young people in the outdoors. This helps them build positive, hopefully lifelong bonds with nature.
- We build intentional, respectful relationships with all collaborators and invite young people into these relationships. We expect our youth to represent The Youth Led Farm well within any communities or collaborations they are a part of.

- We value action and reflection. One without the other diminishes the potential power of each. All of our programs are designed to create an energetic balance between these two aspects of life.
- We believe young people must be treated with respect and understand the deeper purposes of all activity. We are committed to preparing youth well for any work we are doing with them.

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APPENDIX E

Resources

RESOURCES

The Food Project, Boston, MA

<http://thefoodproject.org>

Books and Manuals

<http://thefoodproject.org/books-manuals>

- Summer Youth Program Manual Volume 1: Recruitment by Meg Coward, Second Edition, May 2007. Design: Jennifer James & Michael Iceland; Editor: Helen Willett
- Summer Youth Program Manual Volume 2: Set-UP by Meg Coward First Edition, 2004. Designer: Pertula George; Editor: Helen Willett
- Summer Youth Program Manual Volume 3: Implementation by Mike Evans, First edition 2008
- Urban Grower's manual by Amanda Cather, First Edition, November 2003. Designer: Lisa MacCullough; Editor: Carlos Christensen; Photographs: Greig Cranna, John Walker, Ellen Bullock, Food Project Staff Cover photo by Greig Cranna
- Farmers' Market Manual by Kristin Brennan, First Edition, February 2003. Designer: J.A. James; Editors: Carlos Christensen and J.A. James; Photographs: Greig Cranna, John Walker, and The Food Project Staff
- Volunteer Program Manual by Greg Gale, First Edition, October 2000 Designer: Lisa MacCullough Editor: Helen Willett
- Academic Year Program Manual by Greg Gale and Mike Evans First Edition, 2004 Designer: Pertula George; Editor: Helen Willett

Best Practices in Urban Farming, City of Fort Wayne, IN

http://www.fwcommunitydevelopment.org/images/housing/docs/Best_Practices_in_Urban_Farming-4-25-14.pdf

Purde University Extension Marion County -

<https://plus.google.com/116507250509697831466/about?gl=us&hl=en>

Purdue University consumer Horticulture Indiana Vegetable Planting Calendar

<http://www.hort.purdue.edu/ext/conhort.html#.VMvRyXa3Wbg>

Purdue University Department of Animal Science Poultry

A Guide for Housing, Brooding, and Handling Chicks Safely By Ryan Meunier and Dr. Mickey A. Latour <https://ag.purdue.edu/ansc/Pages/default.aspx>

APPENDIX F

Effective Water Conservation Techniques

We believe our farm should be a model for youth in efficient water use by utilizing rain collecting tanks to conserving fresh water as well as reduce costs by not using city water. If the proper techniques are applied, plants will respond by growing quickly and by producing an abundant harvest.

Water Plants in the Cool of the Day, especially during the Evening

Watering first thing in the morning or an hour or so before sunset, allows plant roots to utilize moisture more efficiently. Late day watering allows the water to percolate into the soil for 12 hours or more before the sun and wind magnify the effects of evaporation and transpiration from soil and foliage. Mid-day watering is a poor use of farming time and an extremely inefficient way of watering into thirsty soils. Since plants do a significant amount of their growing at night, it makes sense to provide moisture prior to this critical period.

Water the Roots and Soil, Not the Leaves

Although some plants, such as the broccoli family, and lettuces, don't mind overhead watering and moist leaves, most vegetables prefer watering at soil level. Tomatoes, peas, and members of the squash and melon families can suffer from disease problems that proliferate on wet foliage.

Cultivate the Soil Before Watering

Hoe the soil around plants at least once a week. This serves a dual purpose, cutting off germinating weeds that compete for moisture, and also opening up the soil so that water can more easily penetrate to deeper levels. Watering should be done after cultivation, while the soil is loose and airy.

Compost Throughout the Season

Compost should be applied at the beginning of the gardening season, digging two inches of compost into the top 4 to 6 inches of soil, as well as several other times during the summer and fall. Spread a shovel of compost around vegetables, flowers, and herbs, lightly cultivating the soil to incorporate the organic material. Since compost has the ability to hold up to 100% of its weight in water, this allows soils to hold and release moisture and organic nutrients slowly. Having compost-enriched soils is one of the best water conservation techniques available to gardeners.

Space Plants so that their Mature Leaves Shade the Soil Surface

Soil that is in shade, even in conditions of drought, is more capable of retaining moisture and reducing evaporation. The mini-climate that is produced by plants that are spaced so that mature leaves almost touch, provides a shading and cooling effect of the soil surface below. You can extend the growing season of “cool season” plants, such as lettuce, by growing in the shade of taller plants such as pole beans. Their leaves provide a “living mulch” to help cool the roots of surrounding plants and to retain moisture.

Mulch any Uncovered Soil Areas

Mulch conserves water, moderates soil temperature, helps to prevent erosion, and slowly enriches the soil with humus as it decays. Pesticide-free grass clippings that have dried out for a few days, fall leaves or clean straw, are all excellent sources of mulch. Exposed soil areas that are not being used for growing, quickly become weedy and unsightly and are spaces where wasteful evaporation occurs. Mulch warm season crops, such

as tomatoes and peppers after the soil warms. Mulch cool season crops, such as lettuce, peas and broccoli several weeks after they have been transplanted or after they have been growing for about a month after germination.

Check the Soil for Needed Moisture

Most vegetables need about an inch of water per week for adequate growth. Poke a stick or your finger 1 to 2 inches below the soil surface to see if water is needed. Soils that are exposed to the sun (with no mulch), and are deficient in organic matter, will be significantly less efficient at retaining moisture and nutrient supplies than those that are shaded and compost enriched.

Wilting Leaves Don't Always Signal a Call for Water

Large leaved plants, such as those in the pumpkin/squash family, normally droop during the heat of the day. Plants are just minimizing the water loss (due to transpiration), and watering them at this time will increase water loss rather than lessen it. It also weakens the plants by promoting shallow rooting structure.

Utilize Efficient Watering Tools

Using a hand-held watering wand with a shutoff nozzle, allows you to water underneath leaves, close to the soil surface. This also breaks the force of the spray and lessens effects of soil compaction and erosion. Water with a low volume spray, as this lets water percolate deeply into the soil. Clay soils absorb water slowly. Watering for a short period of time, allowing the water to infiltrate the top layer, and then remoistening the area is a more efficient watering technique rather than short, intense watering.

As an option to hand watering we suggest the use of black soaker hose “snaked” through your garden at the base of your plants.

Harvest Frequently

Harvest crops while plants are actively producing and healthy. Overgrown, insect and/or disease-laden plants should be removed and the area replanted to another type of plant or seeded with a cover crop. When the plant is taking more out of the soil than it returns, it is time to concentrate on soil improvement.

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APPENDIX G

Farming Timelines

FELEGE HIYWOT CENTER

YOUTH FARM GENERAL FARMING TIMELINE

September

- youth farm leaders and farm staff assess what was produced over the summer
- planning and preparation of the farm for winter
- conduct surveys on what to plant for next season

October

- any farm expansion planned for the next season needs to be discussed and approved
- purchase materials and make ready for use

November

- remove all annual plants
- compost,
- plant barley or soy
- rest the farm

December

- review what was planted in every row
- plan rotation needs
- calculate expansion plan and estimate yields
- assess community survey for what to plant
- order seeds

January

- review the row design
- check farm tools
- start planning to plant using Purdue University Extension's Indiana Vegetable Planting Calendar guide

February

- plant cool weather plants indoors

March

- towards end of March start planting outdoors (some cool weather plant seeds can be planting outside with careful calculation of frost dates and germination times)

April

- prepare rows and plant seeds appropriate to plant this month,
- weed, water and care for the previously planted vegetables

- plan for farmer's market

May

- prepare rows and plant seeds appropriate to plant this month
- weed, water and care for the previously planted vegetables
- run farmer's market

June

- prepare rows and plant seeds appropriate to plant for hot weather
- weed, water, harvest and care for the previously planted vegetables.
- run farmer's market

July

- prepare rows to plant for fall
- weed, water, harvest and care for the previously planted vegetables.
- continuously monitor leaves for mildew, squash bug etc.
- get rid of any eggs on the leaves, (do not compost these leaves)
- run farmer's market

August

- plant fall (cool weather crops)
- continue to harvest,
- run farmer's market

Consumer Horticulture

Indiana Vegetable Planting Calendar

Michael N. Dana and B. Rosie Lerner



www.hort.purdue.edu/ext

**EXPERT
REVIEWED**

Planting vegetable seeds or transplants at the correct time is important for a successful garden. The correct timing is determined by two factors: the soil temperature required for seeds to germinate and the temperature tolerance of the plants.

The best planting dates can vary from season to season. Planting dates also differ from one location to another based on the microclimatic effects of urban areas, natural terrain, moisture, sunlight, wind exposure, and garden devices such as cloches and mulches.

Because of this variation, we can only suggest a range of safe planting dates based on the average dates of the last normal freeze in the spring (Figure 1) and the first freeze in the fall (Figure 2). You should note the current weather conditions and projections as well as your site's conditions to determine the correct planting date for a specific crop and variety.

Making several plantings within these date ranges can increase the likelihood of success. Several plantings will also extend the harvest season over a longer period. If you make only one planting, then make it about midway through the range.

Table 1 indicates spring planting dates, while Table 2 suggests appropriate dates for fall garden planting.

Soil Temperature

Many summer vegetable crops do not grow well until the soil temperatures are warm. In years when cool air temperatures and rainfall do not allow the soil to warm up, delay planting warm season crops such as beans, tomatoes, squash, sweet potatoes, and peanuts until the soil temperature has reached at least 60°F for optimum germination and/or growth. Otherwise, seed and root rot disease and related disorders are likely.

For more experienced gardeners, soil temperature measurements offer an alternative to planting according to frost dates. Soil can be warmed early by using black or clear plastic mulches. Seeds that require warm temperatures for germination can then be planted successfully before the recommended dates. However, protection against late frosts for the seedlings may be required. Table 3 provides seed germination temperatures for several vegetables.

Purdue Horticulture and Landscape Architecture

- **General Horticulture**
(tips, techniques, and practices)
- **Flowers**
(house plants, garden flowers)
- **Landscape Plants**
- **Fruits**
- **Vegetables**

Purdue Extension
Knowledge to Go

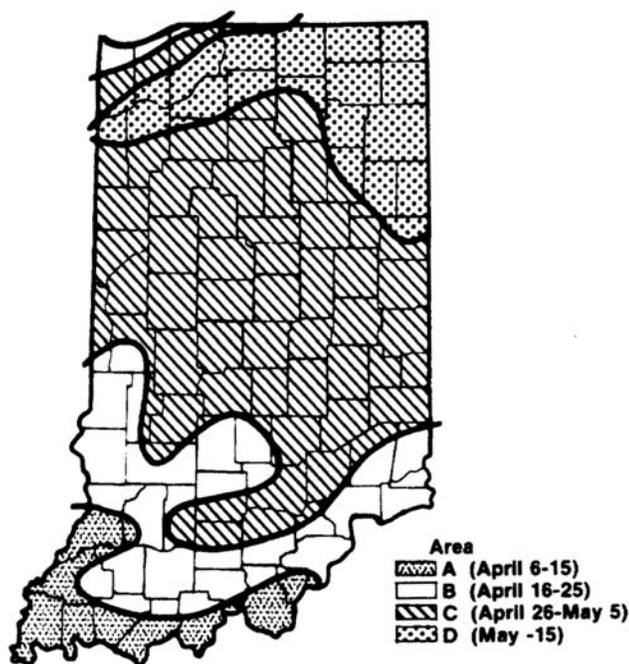


Figure 1. Average Frost Dates in Spring

After the average spring frost-free date, there is a 50 percent chance of a temperature at or below 32° F/ (0° C). About two weeks later that chance decreases to 10 percent. Thus, tender plants set out on the average frost-free date could need some protection, while delayed plantings almost never require additional protection. For spring planting date ranges for common vegetable crops, see Table 1.

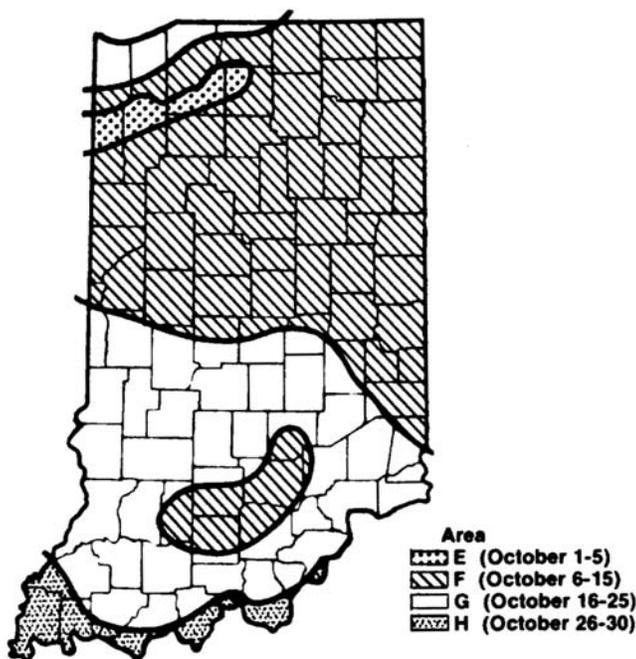


Figure 2. Average First Frost Dates in Fall

The chance of a frost on the average first frost date is 50 percent. However, the likelihood of a 32° F (0° C) temperature is only 10 percent two weeks prior to the average first frost date. For fall planting date ranges for common vegetable crops, see Table 2.

Table 1. Earliest Dates and Ranges of Dates for Spring Planting of Selected Vegetables in the Garden*

Crop	Area A	Area B	Area C	Area D
Asparagus (1)	Mar 10-Apr 10	Mar 15-Apr 15	Mar 20-Apr 15	Mar 10-Apr 30
Bean, Lima	Apr 1-June 30	May 1-June 20	May 15-June 15	May 25-June 15
Bean, Snap	Apr 10-June 30	Apr 25-June 30	May 10-June 30	May 10-June 30
Beet	Mar 10-June 1	Mar 20-June 1	Apr 1-June 15	Apr 15-June 15
Broccoli, sprouting(1)	Mar 15-Apr 15	Mar 25-Apr 20	Apr 1-May 1	Apr 15-June 1
Brussels sprout (1)	Mar 15-Apr 15	Mar 25-Apr 20	Apr 1-May 1	Apr 15-June 1
Cabbage (1)	Mar 1-Apr 1	Mar 10-Apr 1	Mar 15-Apr 10	Apr 1-May 15
Cabbage, Chinese (2)	(2)	(2)	(2)	Apr 1-May 15
Carrot	Mar 10-Apr 20	Apr 1-May 15	Apr 10-June 1	Apr 20-June 15
Cauliflower	Mar 1-Mar 20	Mar 15-Apr 20	Mar 1-Mar 20	Mar 15-Apr 20
Celery and celeriac	Apr 1-Apr 20	Apr 10-May 1	Apr 15-May 1	Apr 20-June 15
Chard	Mar 15-June 15	Apr 1-June 15	Apr 15-June 15	Apr 20-June 15
Chervil and chives	Mar 1-Apr 1	Mar 10-Apr 10	Mar 20-Apr 20	Apr 1-May 1
Chicory, witloof	June 10-July 1	June 15-July 1	June 15-July 1	June 1-June 20
Collard (1)	Mar 1-June 1	Mar 10-June 1	Apr 1-June 1	Apr 15-June 1
Cornsalad	Feb 1-Apr 1	Feb 15-Apr 15	Mar 1-May 1	Apr 1-June 1
Corn, sweet	Apr 10-June 1	Apr 15-June 15	May 10-June 15	May 10-June 1
Cress, upland	Mar 10-Apr 15	Mar 20-May 1	Apr 10-May 10	Apr 20-May 20
Cucumber	Apr 20-June 1	May 1-June 15	May 15-June 15	May 20-June 15
Eggplant (1)	May 1-June 1	May 10-June 1	May 15-June 10	May 20-June 15
Endive	Mar 15-Apr 15	Mar 25-Apr 15	Apr 1-May 1	Apr 15-May 15
Fennel, Florence	Mar 15-Apr 15	Mar 25-Apr 15	Apr 1-May 1	Apr 15-May 15
Garlic	Feb 20-Mar 20	Mar 10-Apr 1	Mar 15-Apr 15	Apr 1-May 1
Horseradish (1)	Mar 10-Apr 10	Mar 20-Apr 20	Apr 1-Apr 30	Apr 15-May 15
Kale	Mar 10-Apr 1	Mar 20-Apr 10	Apr 1-Apr 20	Apr 10-May 1
Kohlrabi	Mar 10-Apr 10	Mar 20-May 1	Apr 1-May 10	Apr 10-May 15
Leek	Mar 1-Apr 1	Mar 15-Apr 15	Apr 1-May 1	Apr 15-May 15
Lettuce, head (1)	Mar 10-Apr 1	Mar 20-Apr 15	Apr 1-May 1	Apr 15-May 15
Lettuce, leaf	Mar 15-May 15	Mar 20-May 15	Apr 1-June 1	Apr 15-June 15
Muskmelon	Apr 20-June 1	May 1-June 15	May 15-June 15	June 1-June 15
Mustard	Mar 10-Apr 20	Mar 20-May 1	Apr 1-May 10	Apr 15-June 1
Okra	Apr 20-June 15	May 1-June 1	May 10-June 1	May 20-June 10
Onion (1)	Mar 1-Apr 1	Mar 15-Apr 10	Apr 1-May 1	Apr 10-May 1
Onion, seed	Mar 1-Apr 1	Mar 15-Apr 1	Mar 15-Apr 15	Apr 1-May 1
Onion, sets	Mar 1-Apr 1	Mar 10-Apr 1	Mar 10-Apr 10	Apr 10-May 1
Parsley	Mar 10-Apr 10	Mar 20-Apr 20	Apr 1-May 1	Apr 15-May 15
Parsnip	Mar 10-Apr 10	Mar 20-Apr 20	Apr 1-May 1	Apr 15-May 15
Peanut	Apr 25-May 15	May 5-June 1	May 15-June 1	—
Pea, garden	Feb. 20-Mar 20	Mar 10-Apr 10	Mar 20-May 1	Apr 1-May 15
Pea, black-eye	May 1-July 1	May 10-June 15	May 15-June 1	—
Pepper (1)	May 1-June 1	May 10-June 1	May 15-June 10	May 20-June 10
Potato	Mar 10-Apr 1	Mar 15-Apr 10	Mar 20-May 10	Apr 1-June 1
Pumpkin	Apr 20-June 1	May 1-June 15	May 1-May 30	May 10-June 10
Radish	Mar 1-May 1	Mar 10-May 10	Mar 20-May 10	Apr 1-June 1
Rhubarb (1)	Mar 1-Apr 1	Mar 10-Apr 10	Mar 20-Apr 15	Apr 1-May 1
Rutabaga	(3)	(3)	May 1-June 1	May 1-June 1
Salsify	Mar 10-Apr 15	Mar 20-May 1	Apr 1-May 15	Apr 15-June 1
Shallot	Mar 1-Apr 1	Mar 15-Apr 15	Apr 1-May 1	Apr 10-May 1
Sorrel	Mar 1-Apr 15	Mar 15-May 1	Apr 1-May 15	Apr 15-June 1
Soybean	May 1-June 30	May 10-June 20	May 15-June 15	May 25-June 15
Spinach	Feb 15-Apr 1	Mar 1-Apr 15	Mar 20-Apr 20	Apr 1-June 15
Spinach, New Zealand	Apr 20-June 1	May 1-June 15	May 1-June 15	May 10-June 15
Squash, summer and winter	Apr 20-June 1	May 1-June 15	May 1-May 30	May 10-June 10
Sweet potato	May 1-June 1	May 10-June 10	May 20-June 10	—
Tomato	Apr 20-June 1	May 5-June 10	May 10-June 15	May 15-June 10
Turnip	Mar 1-Apr 1	Mar 10-Apr 1	Mar 20-May 1	Apr 1-June 1
Watermelon	Apr 20-June 1	May 1-June 15	May 15-June 15	June 1-June 15

*The areas in this table come from Figure 1.

(1) Plants (transplant instead of direct seeding on indicated dates)

(2) Generally fall-planted

(3) Substitute turnips in Area A and B

— No information available

Source: *Growing Vegetables in the Home Garden*, USDA Bulletin 202.

Table 2. Latest Dates and Ranges of Dates for Planting a Fall Crop of Selected Vegetables in the Garden*

Crop	Area E	Area F	Area G	Area H
Asparagus (1)	—	Oct 20-Nov 15	Nov 1-Dec 15	Nov 15-Jan 1
Bean, Lima	June 1-June 15	June 1-June 15	June 15-June 30	July 1-Aug 1
Bean, snap	June 1-July 10	June 15-July 20	July 1-Aug 1	July 1-Aug 15
Beet	June 1-July 10	June 15-July 25	July 1-Aug 5	Aug 1-Sept 1
Broccoli, sprouting	June 1-June 30	June 15-July 15	July 1-Aug 1	July 1-Aug 1
Brussels sprout	June 1-June 30	June 15-July 15	July 1-Aug 1	July 1-Aug 15
Cabbage (1)	June 1-July 10	June 1-July 15	July 10-July 20	Aug 1-Sept 1
Cabbage, Chinese	June 1-July 15	June 15-Aug 1	July 15-Aug 15	Aug 1-Sept 15
Carrot	June 1-July 10	June 1-July 20	June 15-Aug 1	July 1-Aug 15
Cauliflower (1)	May 10-July 15	June 1-July 15	July 1-Aug 5	July 15-Aug 15
Celery (1) and celeriac	June 1-July 5	June 1-July 15	June 1-Aug 1	June 15-Aug 15
Chard	June 1-July 5	June 1-July 20	June 1-Aug 1	June 1-Sept 10
Chervil and chives	(2)	(2)	(2)	(2)
Chicory, witloof	June 1-July 1	June 1-July 1	June 15-July 15	July 1-Aug 10
Collard (1)	June 15-July 15	July 1-Aug 1	July 15-Aug 15	Aug 1-Sept 15
Cornsalad	July 15-Sept 1	Aug 15-Sept 15	Sept 1-Oct 15	Sept 15-Nov 1
Corn, sweet	June 1-July 1	June 1-July 10	June 1-July 20	June 1-Aug 1
Cress, upland	July 15-Sept 1	Aug 15-Sept 15	Sept 1-Oct 15	Sept 15-Nov 1
Cucumber	June 1-July 1	June 1-July 1	June 1-July 15	June 1-Aug 1
Eggplant (1)	May 20-June 10	May 15-June 15	June 1-July 1	June 1-July 1
Endive	June 15-Aug 1	July 1-Aug 15	July 15-Sept 1	July 15-Aug 15
Fennel, Florence	June 1-July 1	June 15-July 15	June 15-Aug 1	Jul 1-Aug 1
Garlic	(2)	(2)	(2)	(2)
Horseradish (1)	(2)	(2)	(2)	(2)
Kale	June 15-July 15	July 1-Aug 1	July 15-Aug 15	July 15-Sept 1
Kohlrabi	June 15-July 15	July 1-Aug 1	July 15-Aug 15	Aug 1-Sept 1
Leek	(2)	(2)	(2)	(2)
Lettuce, head (1)	June 15-Aug 1	July 15-Aug 15	Aug 1-Aug 30	Aug 1-Sept 15
Lettuce, leaf	June 1-Aug 1	July 15-Sept 1	July 15-Sept 1	Aug 15-Oct 1
Muskmelon	May 15-June 1	June 1-June 15	June 15-July 20	July 1-July 15
Mustard	June 15-Aug 1	July 15-Aug 15	Aug 1-Sept 1	Aug 15-Oct 15
Okra	June 1-July 1	June 1-July 15	June 1-Aug 1	June 1-Aug 10
Onion (1)	(2)	(2)	(2)	—
Onion, seed	(2)	(2)	(2)	—
Onion, sets	(2)	(2)	(2)	—
Parsley	June 1-July 15	June 15-Aug 1	July 15-Aug 15	Aug 1-Sept 15
Parsnip	June 1-July 1	June 1-July 10	(2)	(2)
Pea, garden	June 1-Aug 1	(2)	(2)	Aug 1-Sept 15
Pea, black-eye	—	June 1-July 1	June 1-July 1	June 1-Aug 1
Pepper (1)	June 1-July 1	June 1-July 1	June 1-July 10	June 1-July 20
Potato	May 1-June 15	May 15-June 15	June 15-July 15	July 20-Aug 10
Pumpkin	May 15-June 1	June 1-June 15	June 15-July 20	July 1-July 15
Radish	July 1-Sept 1	July 15-Sept 15	Aug 1-Oct 1	Aug 15-Oct 15
Rhubarb (1)	Oct 1-Nov 1	Oct 15-Nov 15	Oct 15-Dec 1	Nov 1-Dec 1
Rutabaga	June 1-July 1	June 15-July 15	Jul 10-July 20	July 15-Aug 1
Salsify	June 1-June 20	June 1-July 1	June 1-July 1	June 1-July 10
Shallot	(2)	(2)	(2)	(2)
Sorrel	June 1-July 15	July 1-Aug 1	July 15-Aug 15	Aug 1-Sept 15
Soybean	May 25-June 10	June 1-25	June 1-July 5	June 1-July 15
Spinach	July 1-Aug 15	Aug 1-Sept 1	Aug 20-Sept 10	Sept 1-Oct 1
Spinach, New Zealand	May 15-July 1	June 1-July 15	June 1-Aug 1	June 1-Aug 1
Squash, summer	June 1-July 1	June 1-July 15	June 1-July 20	June 1-Aug 1
Squash, winter	June 1-June 15	June 1-July 1	June 1-July 1	June 10-July 10
Sweet potato	—	May 20-June 10	June 1-June 15	June 1-June 15
Tomato	June 1-June 20	June 1-June 20	June 1-July 1	June 1-July 1
Turnip	June 1-Aug 1	July 1-Aug 1	July 15-Aug 15	Aug 1-Sept 15
Watermelon	May 15-June 1	June 1-June 15	June 15-July 20	July 1-July 15

*The areas in this table come from Figure 2.

(1) Plants (transplant instead of direct seeding on indicated dates)

(2) Generally spring-planted

— No information available

Source: *Growing Vegetables in the Home Garden*, USDA Bulletin 202.

Table 3. Soil Temperatures for Vegetable Seed Germination

Vegetable	Optimum/Optimum Range (°F)	Minimum/Maximum (°F)
Asparagus	75/60-85	50/95
Bean	80/60-85	60/95
Bean, Lima	85/65-85	60/85
Beet	85/50-85	40/95
Cabbage	85/45-95	40/100
Carrot	80/45-85	40/95
Cauliflower	80/45-85	40/100
Celery	70/60-70	40/85
Chard, Swiss	85/50-85	40/95
Corn	95/60-95	50/105
Cucumber	95/60-95	60/105
Eggplant	85/75-90	60/95
Lettuce	75/40-80	35/85
Muskmelon	90/75-95	60/100
Okra	95/70-95	60/105
Onion	75/50-95	35/95
Parsley	75/50-85	40/90
Parsnip	65/50-70	35/85
Pea	75/40-75	40/85
Pepper	85/65-95	60/95
Pumpkin	95/70-90	60/100
Radish	85/45-90	40/95
Spinach	70/45-75	35/85
Squash	95/70-95	60/100
Tomato	85/60-85	50/95
Turnip	85/60-105	40/105
Watermelon	95/70-95	60/105

PURDUE AGRICULTURE

Revised 6/09

It is the policy of the Purdue University Cooperative Extension Service that all persons have equal opportunity and access to its educational programs, services, activities, and facilities without regard to race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability or status as a veteran. Purdue University is an Affirmative Action institution. This material may be available in alternative formats.

APPENDIX H

Recruitment Materials

Worker Recruitment Timeline

SEPTEMBER

Have parents from the YFI that has just ended, review recruitment materials. Gather comments by the end of the month.

OCTOBER

- Call all recruiters in the database to update their contact information.
- Begin scheduling presentations through this process.
- Meet with the Communications Coordinator to strategize the scheduling of presentations to adults.
- Begin revising application, brochure and poster (recruitment materials).

NOVEMBER

- Call to reserve interview space for the spring.
- Determine where the recruitment materials will be printed.
- Call all suburban schools where presentations were done the previous year and schedule similar presentations for this year.

DECEMBER

- Begin working on media contacts.
- Get recruitment materials to the printer by the beginning of the month, to be ready by the end of the month
- Brief staff on recruiting dates and process.
- Organize a mailing party for the YFI leaders during their Christmas Break (recruitment materials must be ready for this)

JANUARY

- Suburban recruitment packets must be mailed at the first of the year, along with suburban youth interested applications.
- Do follow-up calls to all suburban recruiters.
- Begin suburban presentations.

FEBRUARY

- Recruit staff and YFI leaders to work the Suburban Interview Sessions.
- Organize a mailing party for the YLFI leaders over February Break.
- Mail out urban recruiter packets and urban youth interested applications right after February Break.
- Re-confirm interview space with host organization.
- Create agenda for Suburban Interview Sessions.
- Begin urban recruitment presentations.

MARCH

- Train staff and YFI leaders to work interview sessions during the first week of March.
- Application deadline for suburban crew workers is the end of the first week of March.
- Call all interviewees to remind them of interviews.
- Hold interview sessions in the third week of March (be sure not to conflict with school break!
- Select suburban crew workers, make accept and reject calls, begin their paperwork process

APRIL

- Recruit staff and YFI leaders to work the Urban Interview Sessions.
- Continue urban presentations.
- Call urban recruiters to ask for assistance in bringing in applications, especially after spring break.
- Application deadline for urban crew workers is the last week of April. [Set the date after checking with the Indianapolis Public School Publication Office: The date must be at least a week after summer materials are distributed.]
- Create agenda for Urban Interview Sessions.

MAY

- Call urban interviewees to remind them of interviews.
- First week of May: train staff and YFI leaders to work interview sessions.
- Hold interview sessions during the second week of May.
- Select urban crew workers, make accept and reject calls, begin their paperwork process.

JUNE

- Schedule time at a staff meeting for feedback on this year's worker recruitment process

Recruiter Update Phone Protocol

The purpose of making these calls is to ask each of our recruiters the following questions:

1. Would you/your organization like to receive our recruiting materials this year? Has it been productive to receive them in previous years?
2. Who is the person who we should send our summer job materials to?
3. Do we have your correct address? Is this the best phone number?
4. Can we have your email and fax numbers?
5. Could we do a presentation for you/your students? When?
6. Do you have a publication or radio station that would announce our job opportunities? If so, who is the contact person and what is the deadline?
7. Do you know anyone else we should contact for recruiting?

In order to get these questions answered, follow these steps:

Before You Make the Call

1. Have your list of recruiters in front of you.
2. Open the database to the record of the recruiter you are about to call.
3. Read through all the information in that record: look at the information we already have on this person and organization; get to know what kinds of interactions we have had with them in the past. Have we done presentations for them? Have they run our announcements in their paper or on a radio station? Have they volunteered for us? Keep these things in mind as you talk with them.

Making the Call

1. Call the phone number listed in the database.
2. If the phone number is not correct, try to find the correct number. Look it up in the phone book. If it is not there, call information. If you get the correct number, change the one in the database. If you cannot get the correct number, write NO PHONE NUMBER in the notes field of the database record, and next to the recruiter on your printed list.
3. If you get an answering machine, give them the following information:
 - your name
 - calling from Felege Hiywot Youth Farm
 - calling regarding summer jobs for teenagers
 - will call back

Then write ANSWERING MACHINE down on your printed recruiter list.

4. If a person answers:

- Tell them your name.
- Say that you are calling from the Felege Hiywot Center, an organization that employs teenagers for the summer.
- Ask to speak to the person who is listed as the recruiter contact.

5. If the person listed as the recruiter contact is not there:

- Ask the person you are talking to if they can answer a few basic questions for you. If they say yes, explain that their organization has helped the Felege Hiywot Youth Farm workers recruit youth for summer jobs in the past, and that you are updating the recruiter database. Then ask them the seven questions at the top of the page.

• If the person on the phone cannot answer your questions, or does not know the answers to all of them, ask when a good time to reach the recruiter contact would be. Next to that recruiter contact's name on your printed list, write CALL BACK ON ___ /___AT :__.

6. If the recruiter contact is available:

- Ask them the seven questions listed at the top of the page. Change the second question slightly: "Are you still the best person to send our summer job materials to?"

Recording the Answers

While you are on the phone with a recruiter, you should have their database record in front of you. All of the information they give you should go directly into that record as you talk. If you cannot type that fast, write down everything they say, and enter it into the database after you have hung up.

If the recruiter says that they or their organization should no longer receive recruiting materials, delete the title Youth Program Recruiter from their record. Then write Former Youth Program Recruiter in the notes field of their record.

Once a recruiter's information has been updated, write DONE next to their name on your printed list.

APPENDIX I

Application Documents



Youth Farm Initiative Leader

Job Description:

The Youth Farm Initiative (YFI) Leader is the topmost high school student position within the Felege Hiywot Center Urban Youth Farm program. The Youth Farm Initiative is a completely youth-led farm management and implementation experience run by high school students throughout central Indiana. The program focuses on running an urban agricultural plot right in the heart of Indianapolis. The YFI leaders will learn how to manage a small farm enterprise, lead a group of their peers throughout the summer, and participate in a paid program that provides business and leadership training, service to the community, and an outlet for youth energy and creativity.

Who are we looking for?

- Students interested in participating in and leading a real-world business practice centered around urban agriculture
- Students with a background of leadership and service who are looking for unique opportunities to hone their skills
- Students with agricultural experience (not required)
- Students who can make a substantial commitment of time and energy and are looking to better themselves, their peers, and the Indianapolis community

Program Timeline:

April 12 – June 7 Saturdays Only 10am – 4pm \$50/week

YFI Leaders will run the spring harvest cycle and become introduced to the farm plot at the Felege Hiywot Center. The students will learn farm and business management practices, develop team cohesion with their fellow YFI leaders, and spend time getting to know the community. During Saturdays only, the students will be working on the farm, planting and recording data, as well as partaking in professional development programs provided by FHC.

June 9 – Aug. 8 Weekdays 9am – 5pm \$200/week

On June 16th, the Summer Farm Crew will begin to work on the FHC farm. Each YFI Leader will use the knowledge and experience gained throughout the Spring training to lead a crew of 5-6 high school workers in maintaining the urban plot. YFI Leaders will delve further into leadership and business training through the management of their high school peers and will begin to market farm goods to the local community and businesses.

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Cultivating
Community Growth
By Tending the
Youth

Aug. 16 – Nov. 1 Saturdays Only Varies (6 hour max) \$50/week

(If not enrolling as college freshman)

At the end of Summer programming, YFI leaders will continue to maintain the farm plot, but with a focus on harvesting and product sales. These students will also help to train the YFI apprentices who may stay on from the Summer Farm Crew after summer programming to help augment the loss of college freshman. YFI leaders will also be participating in development sessions that will help plan the farm program for future years.

Requirements:

- Must be able to participate in the **full** program (if enrolling college freshman, may skip fall programming)
- Must be able to work effectively as part of a team and demonstrate proactive qualities
- Must be able to secure own transport to the FHC site
- Must have documents proving Indiana Residency and ability to work (passport, license, etc.)
- Must submit the YFI Leader application by **March 23, 2014**.

Further Information:

For further information about the program, please email or call Jack, Executive Program Coordinator, at JackCLangston@gmail.com or (317) 341 – 4889. Potential applicants are also encouraged to visit the FHC website at FHCcenter.org and to view the YFI Program Overview.

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Application Directions

You are applying for the position of **FHC Youth Farm Initiative Farm worker!**

Must be Available:

- Grade: Upcoming 9th & 10th graders
- SYPF spring training session for youth workers: May 31st 9am-3pm
- Training and Leadership Development: June 7th, June 13th, June 14th
- Camp Weeks: June 16th-August 1th
- Works Hours: Tuesday-Saturday 9am-4pm
- Weekly Stipend: \$150

What are you applying for?

The urban youth farm experience is a youth development program wherein high school students from Marion and surrounding counties work together to manage an urban farming plot. This youth-led initiative provides experiential learning opportunities, implementation of real-world life and business principles, service to the community, and an outlet for local agriculture. The students in this program are placed in charge of a year-long community farming program under the guidance of experienced adult leadership and learn the value of dedication, teamwork, planning, and agriculture while also being compensated for their efforts.

As a Youth Farm Initiative Crew Member, you will be filling 12 summer openings and will be an integral component to the summer plant-harvest cycle, one of the busiest times of the year! You will be working under the supervision of a Youth Farm Initiative Crew Manager and alongside 5 of your fellow Youth Farm Initiative Crew Members in managing all aspects of urban agriculture including planning, maintaining, managing, and distributing urban farm products from apples to zucchinis.

Responsibilities:

The FHC Youth Farm Initiative Crew Members must work diligently to maintain an urban farm plot sizing in at approximately one acre. They will work under the supervision of Farm Managers to plan the summer agricultural cycle, implement the planting phase, perform maintenance operations such as weeding, watering, repairs, etc., begin the harvest phase, manage farm inventory, and distribute that inventory to community members and businesses.

Throughout the summer, the farm workers typically generate over 10,000 lbs. of fresh produce for the community!

Qualifications:

FHC Youth Farm Initiative Crew Members must enjoy developing positive, healthy relationships with fellow students of all backgrounds, must be curious about business, agriculture, science and the

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wider world, must be a hard worker, and must have the ability to communicate and work well in a team-based environment.

No previous experience in agriculture is required.

Benefits:

The Summer Youth Farm program is about much more than simple farm work. It is an immersive experience that exposes you to many different career fields, real-world entrepreneurial experience, and a powerful mission of community improvement. While working in the farm, you will have real input and impact on the program's success, and while not working in the farm, you will get to participate in hands-on activities and small seminars with community leaders, business professionals, and skilled technicians.

Our FHC Youth Farm Initiative Crew Members gain valuable leadership and educational experience, and have opportunities to assist in growing fresh, healthy food for an Indianapolis food desert and act as a role model for school age children. Past FHC Leaders have gone on to earn college scholarships, internships in their future career fields, and developed leadership skills, which empowered them to pursue future goals with confidence and compassion.

FHC Youth Farm Initiative Crew Members gain valuable skills and training in career development, business, agriculture, finance, entrepreneurship, and communication.

Application Checklist:

- Fill out the basic information page of the application
- Include a resume if you have one
- Give your teacher reference the reference information sheet
- Give your community reference the reference information sheet
- Send in your application by May 24th (Call Yodit Kibrom if due date has passed)

Felege Hiywot Center
1648 Sheldon Street
Indianapolis, IN 46218

OR

Scan and/email to: Yodit Kibrom
yodit.kibrom@felegehiywot.org
317-545-2245

Upon receipt of your application, you will receive an interview date and information. Upon completion of the interview process, you will receive a decision on your application.

Note: Not all applicants are guaranteed an interview date. Subject to quality of application.

Any questions can be directed to Judie Meier at jumeier@umail.iu.edu, phone: 317-513-0574 or Yodit Kibrom, yodit.kibrom@felegehiywot.org or call 317-545-2245.

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Application Questions

W*e want to know who you are! Think carefully about your personal answers to these questions. Write as completely as you can, and try to use all of the space provided. You may attach a separate sheet if you need more room.*

1. Why do you want to be a member of The Felege Hiywot Youth Farm Initiative? What interests you about The Youth Farm?

2. Tell about a time when you helped a friend, family member, or someone in your community. What was the situation and what did you do? How did you feel about it?

3. What do you think will be your biggest challenge working at The Felege Hiywot Center Youth Farm?

4. What would you like to achieve this summer? How can Felege Hiywot Center Youth Farm help you do that? What do you want to get out of this job?

Thank you! If there is anything else you would like us to know, feel free to attach another sheet of paper.

Application Direction

To apply, you must be 14 years old by January 1, 2014.
You must be able to attend the entire Summer Program
from June 13 through August 8, 2014.

*F*ollow the directions listed below. To apply for the Youth Farm Initiative program, you must complete each task. Check off the boxes as you go.

Read the Felege Hiywot Center Youth Farm Brochure
Fill out the front page of the application
Answer the questions on pages 2 and 3

Give the Reference Letter to an adult who knows you well but is NOT in your family (for example, a teacher). Make sure they know it is due March 2.

Read the Interview Information Sheet.
Keep it at home with you, don't lose it.

Tell us when you want to come for an interview:

Put a "1" in the box next to your first choice,
and a "2" next to your second choice

March 7 4PM 6PM

March 8 4PM 6PM

**Get your application to Felege Hiywot Center Youth Farm Initiative
We MUST have it by March 2, 2014!**

MAIL COMPLETED APPLICATIONS TO:

The Felege Hiywot Center
1648 Sheldon St.
Indianapolis IN
46218



1648 Sheldon St Indianapolis IN 46218
(317) 545-2245

Felege Hiywot Center Youth Farm worker Application

[Please Print Clearly]

1. Put **YOUR NAME HERE:** _____
2. Mark one of the white boxes below to show where you live.
3. Give this form to an adult who knows you well but who is not a member of your family, such as a teacher, coach, employer, minister, etc. You may make copies of this form to give to more than one adult.
4. Explain to that person why you want to work for The Felege Hiywot Center Youth farm.
5. Ask that person to fill out the reference and mail it to Felege Hiywot Center

REFERENCE WRITER:

Thank you for taking the time to offer your perspective on this youth! Please follow these steps:

1. Read the fact sheet on the back of this page.
2. Fill in the requested information below and answer the four questions at the bottom of the page.
3. Mail this form and your reference to Felege Hiywot Center 1648 Sheldon St. Indianapolis In 46218. Or, if you prefer, e-mail the form to yodit.kibrom@fhcenter.org

If you have any questions, contact Yodit, Program Director, at (317) 545-2245

Name: _____

Title: _____ Organization/School: _____

Address: _____ Telephone: () _____

Please answer the following questions as fully as possible. Attach your answers to this sheet.

1. How long and in what capacity have you known this young person? What do you know about the applicant's work habits, learning style, and role in group dynamics?
2. How do you feel Felege Hiywot Center could serve this young person?
3. In your opinion, how could this young person serve Felege Hiywot Center Youth Farm?
4. Please give us any other information that might be useful to working with this young person.

Youth Farm Initiative (YFI) Farm Worker Community Reference

Thank you for taking the time to offer your perspective on _____!

Please follow these steps:

1. Read the information section on the bottom of this page.
2. Answer the three questions below on a separate sheet with your name and contact information included.
3. Return your reference to the applicant in a sealed envelope with your signature over the seal.

If you have any questions contact:

Judie Meier at jumeier@umail.iu.edu or at 317-513-0574

Yodit Kibrom at yodit.kibrom@felegehiywot.org or call 317-545-2245.

Please answer the following questions as fully as possible:

1. How long and in what capacity have you known this young person? What do you know about the applicant's work habits, learning style, and role in group dynamics?
2. In your opinion, could this young person serve in a position of guided management of their peers? How so?
3. Please give us any other information that might be useful to working with this young person.

What is this person applying for?

The Urban Youth Farm experience is a youth development program wherein high school students from Marion and surrounding counties work together to manage an urban farming plot. This youth-led initiative provides experiential learning opportunities, implementation of real-world life and business principles, service to the community, and an outlet for local agriculture. The students in this program are placed in charge of a year-long community farming program under the guidance of experienced adult leadership and learn the value of dedication, teamwork, planning, and agriculture while also being compensated for their efforts.

As a Youth Farm Initiative Crew Member, you will be filling one of the 12 summer openings and will be an integral component to the summer plant-harvest cycle, one of the busiest times of the year! You will be working under the supervision of a Youth Farm Initiative Crew Manager and alongside 5 of your fellow Youth Farm Initiative Crew Members in managing all aspects of urban agriculture including planning, maintaining, managing, and distributing urban farm products from apples to zucchinis.

Youth Farm Initiative (YFI) Farm Worker Teacher Reference

Thank you for taking the time to offer your perspective on _____!

Please follow these steps:

1. Read the information section on the bottom of this page.
2. Answer the three questions below on a separate sheet with your name and contact information included.
3. Return your reference to the applicant in a sealed envelope with your signature over the seal.

If you have any questions contact:

Judie Meier at jumeier@umail.iu.edu or at 317-513-0574

Yodit Kibrom at yodit.kibrom@felegehiywot.org or call 317-545-2245.

Please answer the following questions as fully as possible:

1. How long and in what capacity have you known this young person? What do you know about the applicant's work habits, learning style, and role in group dynamics?
2. In your opinion, could this young person serve in a position of guided management of their peers? How so?
3. Please give us any other information that might be useful to working with this young person.

What is this person applying for?

The Urban Youth Farm experience is a youth development program wherein high school students from Marion and surrounding counties work together to manage an urban farming plot. This youth-led initiative provides experiential learning opportunities, implementation of real-world life and business principles, service to the community, and an outlet for local agriculture. The students in this program are placed in charge of a year-long community farming program under the guidance of experienced adult leadership and learn the value of dedication, teamwork, planning, and agriculture while also being compensated for their efforts.

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APPENDIX J

Interview Questions

- 9) Transportation-Does the applicant have reliable transportation? If not what will they need to be to the job at the agreed times.

- 10) How do you handle criticism?

- 11) How has violence impacted you and your community?

- 12) What ideas or thoughts do you have to positively impact violence in your community?

- 13) Contact #

- 14) Repeat address with zipcode

- 15) Training dates May 31st, June 13th, June 14th with some flexibility

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APPENDIX K

Participant Document Requirements

PARTICIPANT DOCUMENT REQUIREMENTS

Each accepted crew worker receives the following documents:

- Personalized Acceptance Letter
- Letter of Confirmation
- Job Acceptance Checklist
- Medical Information Form
- Health Emergency Form
- Parent/Guardian Consent & Agreement Form
- Payroll Forms Instructions and Forms
- Demographic Questionnaire
- Equipment Questionnaire
- Transportation Questionnaire
- Orientation Flyer
- Alumni Tracking Form
- Vehicle Permission Form
- Seasonal Determination Form
- T-Shirt and Rain Gear Form

NO WORK PERMIT: A young person cannot work without a Work Permit. Let them stay through the morning of the first day. Then send them home with the forms they need. They cannot come back until they have the Work Permit.

NO MEDICAL INFORMATION FORM: If they have an appointment already set up with a doctor for later in the summer, have their guardian fill out the rest of the form to the best of their ability. Make a copy of that form.

NO HEALTH/EMERGENCY FORM, PARENT CONSENT FORM, OR TAX FORMS: Send them home at the end of the first day with a letter to their parent/ guardian explaining that these must be filled out, and that if they are not in by the next day, the young person no longer has a job. (If there are dire circumstances, offer as much help as you can.)

Any other missing paperwork must be in by the end of the first week, or the young person cannot come back.

Sample Acceptance Letter

Month_____, 200__

Dear _____,

Congratulations! You have been accepted to work with Felege Hiywot Center Youth Let Farm Initiative as a farm worker during the Summer of 20__ !

All of us at Felege Hiywot Center are very excited to work with you! Between now and June, your first day of work, I will be sending you paperwork from time to time. Whenever you get anything from Felege Hiywot Center, you should fill out and get it back to me as soon as possible.

Included with this letter is the first batch of paperwork you need to fill out. These are the most important forms; without them you cannot have a job. There is a checklist just behind this letter. If you follow all of the instructions on that checklist, you will be in good shape.

The first two tasks on the checklist are calling to confirm that you want the job (if you have already done this, you do not need to call again), sign and send in the Letter of Confirmation. Please do those two things right away.

If at any point you realize that you will not be able to work with us, please notify me immediately. There are many teenagers who did not get a job with us, and are on our waitlist, should anyone have to drop out.

If you have any questions, please feel free to contact me at 317-545-2245 or at info@fhcenter.org. Again, congratulations! We are going to have an amazing summer!

Yours truly,

Program Coordinator,
Felege Hiywot Center Youth Led Farm Initiative

Sample Rejection Letter

February____, 20____

Dear _____,

We want to thank you for the time and effort you committed in order to complete our application and interview process. You should not underestimate the value of making that commitment.

We were pleased to have so many wonderful applicants for our Summer Program. All of the staff agrees that we wish we could accept all of the applicants, including yourself. However, we do have a limited number of spaces. Unfortunately, at this time, we will not be able to offer you a job with us.

Please remember that the fact that you have not been offered a job with us for this summer is not a reflection on your character. Your interest in our program and your ability to get through a complicated application and interview process speaks very highly of your capacity and potential.

Please stay in touch with us! We would love for you to come volunteer with us this summer.

Thanks again, and good luck with the rest of your school year. It was a pleasure meeting you.

Yours truly,

Program Coordinator,
Felege Hiywot Center Youth Led Farm Initiative

Sample Waiting list Letter

February____, 20____

Dear _____,

We want to thank you for the time and effort you committed in order to complete our application and interview process. You should not underestimate the value of making that commitment.

We were pleased to have so many wonderful applicants for our Summer Program. All of the staff agrees that we wish we could accept all of the applicants, including yourself. However, we do have a limited number of spaces. Unfortunately, at this time, we will not be able to offer you a job with us.

We would like you to consider being on our back-up list for a summer job. This list will be used in the event that someone who has committed to a job with us has to withdraw. In years past, we have usually had at least one person withdraw before the summer. If you are on the back-up list, we will call you if a space becomes available for you.

Please remember that the fact that you have not been offered a job with us for this summer is not a reflection on your character. Your interest in our program and your ability to get through a complicated application and interview process speaks very highly of your capacity and potential.

Please stay in touch with us! We would love for you to come volunteer with us this summer.

Thanks again, and good luck with the rest of your school year. It was a pleasure meeting you. Yours truly,

Program Coordinator,
Felege Hiywot Center Youth Led Farm Initiative

Letter of confirmation

Dear Youth Led Farm worker,

We are excited to have you work with us this summer! We want to make sure that both you and your parent(s) or guardian(s) understand the details of your commitment.

Commitment is the backbone of The Youth Led Farm Initiative and it makes it possible for us to achieve our work together. You are joining a community that will expect much of you. Through meeting those expectations, you will grow in numerous ways this summer.

Listed below are requirements for the Youth Led Farm Initiative program. Please read the information carefully, and discuss it with your parent(s) or guardian(s). If you are able to meet these requirements, please sign and date the bottom of this page and send it to us. Thank you!

- The program will run from June to July , 20 . No vacations are allowed during the program.
- Farm workers are expected to work Tuesday through Saturday, from 9:00 AM to 4:00 PM. These times do not include your travel to and from work.
- All farm workers will work in our farm, orchard, neighborhood food pantry in the Martindale Brightwood area and our Farmers' Market.
- On certain occasions, crew workers will sign an agreement detailing expectations for their job performance. Each crew worker will receive weekly feedback about their work performance, mid way review including self review, peer review and supervisory review.
- All Farm workers and their parent(s) or guardian(s) should attend our New Worker and Parent Orientation on Saturday, June_____.

If you have any questions regarding the requirements for the Youth Led farm Initiative Program, please contact us at 317-545-2245 or info@fhcenter.org

I have read and understand the details about the Youth Farm Initiative 20__Program. I am committed to participating in the program, and can fulfill its obligations.

_____ Farm worker Name	_____ Farm worker Signature	_____ Date
_____ Parent/Guardian Name	_____ Parent/Guardian Signature	_____ Date

Farm worker t-shirt size (circle one): XS S M L XL XXL

Youth Led Farm Initiative Farm worker

20__ Job Acceptance Checklist

To work with us this summer, you must complete the items on this checklist!

Please neatly fill out all forms in **BLACK** or **DARK BLUE INK!**

Check each item off as you complete it. The first two tasks must be done immediately.

The following materials are due in our office by May , 200 at the latest or your job offer will be withdrawn: Medical Information Form; Indiana Work Permit; Health/Emergency Form; Parent/Guardian Consent Form; Questionnaires; the I-9, M-4, and W-4 Forms and any other forms in this packet.

- ___ 1. **Read, sign, and send in the letter of confirmation** as soon as possible. Please make sure to share the letter with your parent(s)/guardian(s) and have them sign it as well.
- ___ 2. **Take the Medical Information and Promise of Employment Forms to your physician.** If you are over 16, you do not need the Promise of Employment Form. If you have had a physical since September , 200 , your physician can simply complete and sign the forms. If you have not had a physical since September , 200 , you must have a physical, and then have the physician complete and sign the forms. Remember, your immunizations must be up-to-date in order to work with us this summer!
- ___ 3. With the assistance of your parent(s)/guardian(s), **complete the Health/Emergency Form.** For your own health and safety, please fill this out as accurately as possible.
- ___ 4. Please ask your parent(s)/guardian(s) to complete the **Parent/Guardian Consents and Agreements Form.** This document must be signed by both you and your parent(s)/guardian(s).
- ___ 5. **Obtain and completely fill out a Work Permit:**
If you are younger than 16 years old, please have your doctor or school nurse complete Employment Form signing the card. If you attend public school, obtain Employment Form and a document by proving your proof of age for your Guidance Department or Principal, who will issue you a Work Permit directly.
If you are 16 years old or older, you will not need to have the Employment Form signed by your doctor. If you attend public school, obtain Employment Form and a document by proving your proof of age for your Guidance Department or Principal, who will issue you a Work Permit directly. Once you have the Work Permit, be sure to fill it out completely on both sides.
- ___ 6. **Fill out and sign the I-9, M-4, and W-4 Forms.** You must complete each of these forms. *They can be very confusing, so please ask an adult to help you.* Attached to the forms is an instruction sheet. Follow it carefully.
- ___ 7. **Send all of these forms to us by May _____, 20__ !** You should mail them to: Felege Hiywot Center, ATTN: Program Coordinator, 1648 Sheldon St. Indianapolis IN 46218. please call 317-545-2245. We encourage you to get these materials to us as soon as possible!

We are looking forward to working with you!

Health/Emergency Form

Last Name: _____ First Name: _____ MI: _____

Home Address: _____

City: _____ State: _____ ZIP: _____

Home Phone: () _____ Other Phone: () _____ cellular pager

Sex: FEMALE MALE Date of Birth (M/D/Y): _____/_____/_____

Current Age: _____ Social Security Number: _____ - _____ - _____

PARENT(S)/GUARDIAN(S) INFORMATION

Last Name: _____ First Name: _____ MI: _____

Home Address: _____

City: _____ State: _____ ZIP: _____

Home Phone: () _____ Other Phone: () _____ cellular pager

Business Address: _____ Business Phone: () _____

This person is my: Mother Father Legal Guardian Relative(specify): _____

Last Name: _____ First Name: _____ MI: _____

Home Address: _____

City: _____ State: _____ ZIP: _____

Home Phone: () _____ Other Phone: () _____ cellular pager

Business Address: _____ Business Phone: () _____

This person is my: Mother Father Legal Guardian Relative(specify): _____

EMERGENCY CONTACT INFORMATION

If the above named individuals are not available in the event of an emergency, please contact:

Last Name: _____ First Name: _____ MI: _____

Home Address: _____

City: _____ State: _____ ZIP: _____

Home Phone: () _____ Other Phone: () _____ cellular pager

Business Address: _____ Business Phone: () _____

Health History:

Note: The health history information is not part of the acceptance process, but it is gathered to assist The Felege Hiywot Center in identifying appropriate care. For participants under the age of 18, the health history must be filled out by their parent/guardian. Please provide complete, detailed information.

<u>Allergies (list all known)</u>	<u>Describe reaction and management of the reaction</u>
Pencillin	_____
Insect/beestings	_____
Pollen/hayfever	_____
_____	_____

<u>Medications (routinely taken prescription And over the counter drugs)</u>	<u>Dosage</u>	<u>Reason for taking medication</u>
--	---------------	-------------------------------------

This person takes no medication on a routine basis

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

General Questions (explain “yes” answers below, noting the number of the question)

Has/does the participant:	YES	NO		YES	NO
Ever been hospitalized?			Had a recent injury/illness		
Ever had surgery?			Have a chronic/recurrent illness		
Ever had a head injury?			Have frequent headaches		
Ever been knocked unconscious?			Wear glasses or contact lenses		
Ever passed out during or after exercise			Have joint or foot problems		
Ever been dizzy during or after exercise			Wear an orthodontic appliance		
Has chest pain during or after exercise			Have diabetes		
Ever had seizures			Have asthma		
Ever had high blood pressure			Has recurrent gastro-intestinal problems		
Been diagnosed with a heart murmur			Had psychological counseling		
Ever had back problems			Have any skin problems		

Restrictions to Activity/Additional Information (including physical, emotional, and mental health)

Parent/Guardian Authorization: This health history is correct and complete as far as I know. The participant herein described has permission to engage in all Youth Led Farm Initiative activities except as noted.

_____	_____
Signature of Parent/Guardian	Date

Participant Agreement: I also understand and agree to abide by any restrictions placed on my participation in Youth Led Farm Initiative Activities.

_____	_____
Signature of participant	Date

MEDICAL INFORMATION FORM

NOTE: You must have a physician complete the Medical Information form before you can work at The Felege Hiywot Center. Please fill out this form with BLACK or DARK BLUE pen.

PARTICIPANT INFORMATION

Last Name: _____ First Name: _____ MI: _____

Home Address _____

City: _____ State: _____ ZIP: _____

Home Phone: () _____ Other Phone: () _____ cellular pager

Sex: FEMALE MALE Date of Birth (M/D/Y): _____ / _____ / _____

Current Age: _____

Immunization History

Written documentation of immunization or alternative proof of immunity shall be required for all Summer Youth Program participants. Please give all dates of immunization and most recent booster does.

Vaccines		Dates of	Immunization/Booster			
	MM/YY	MM/YY	MM/YY	MM/YY	MM/YY	MM/YY
MMR or:						
-Measles						
-Mumps						
-Rubella						
Polio (IVP/OPV)						
DTP or:						
-Diphtheria/Tetnaus						
Tetanus						
Hepatitis B						
Varicella (Chicken Pox)						
Haemophilus Influenza B						
TB Mantoux Test	Tested:		Result:	Positive__	Negative__	

HEALTH CARE RECOMMENDED BY LICENCED MEDICAL
PERSONNEL

Phone: (

Date of examination: _____

____ The applicant is under care of a physician for the following
condition(s):

____ Current treatment (including medications):

NOTE: THIS AREA MUST BE SIGNED BY THE PHYSICIAN
I have examined this patient within the requested time period (September
20 to present) and in my opinion the above-
named participant can / cannot participate fully in the activities of The
Food Project, which includes eight (8) weeks of agricultural labor for
approximately four (4) hours a day.

Name of Physician

Signature of Physician

Date

Address: _____

Parent/Guardian Consents and Agreements

NOTE: Parent/Guardian signatures are required for participants under 18 years of age at the beginning of the Youth Led Farm Initiative Program , Academic Year Program, and Intern Program. Please read and sign all areas of this form with BLACK or DARK BLUE pen. If you wish to discuss certain consents and agreements or have a question regarding this form, please contact Program Director at 317-545-2245 Your child/foster child will not be allowed to participate in The Youth Led Farm Initiative without signed consents.

GENERAL CONSENTS AND AGREEMENTS

Participation in The Youth Led Farm Initiative involves participants in a wide range of physical activity. The Felege Hiywot Center believes that all parents should be aware that participation in any physical activities carries with it a risk of injury. The Felege Hiywot Center is committed to teaching its participants to avoid those risks and seeks to reduce those risks through the use of qualified staff. Nonetheless, it remains a fact that there is no way to eliminate all risks that participants in farming and farm activities face. For additional information on the Youth Led Farm initiative you will receive a packet at the new worker/parent orientation; for the Academic Year Program parents/guardians will receive a brochure at the end of the Summer Program, Therefore:

- If you have signed your child up for the Youth Led Farm Initiative program, The Felege Hiywot Center will assume that you have authorized your child to participate in all of the activities.
- Having reviewed the program materials describing the Youth Led Farm Initiative activities and having familiarized myself with the risks associated with participation in the activities included in The Youth Led Farm Initiative programs, I authorize my child to participate in all of the named activities.

Parent/Guardian Name

Parent/Guardian Signature

Date

In order to meet the objectives and interests of its participants and their families, The Youth Led Farm Initiative (YLFI) program provides a very wide range of physical activities. In order to be able to provide

these opportunities, YLFI requires parents/legal guardians to accept financial responsibility for the risk of injuries, which may occur in the normal course of participation in the Programs.

Willingness to accept this liability is shown by signing below the following statement:

All YLFI programs include risks which may include, but are not limited to; the hazards of travel in a bus, van, public transportation; the hazards of farm work, including injury to bones, joints, ligaments, muscles, and tendons, over exposure to the sun, exposure to biological irritants and insects, exposure to farm tools and implements; the hazards of working in and around commercial kitchens with exposure to kitchen tools and equipment.

We recognize that safe participation in YLFI activities require careful attention to the instruction provided by farmers and other staff members and adherence to the rules of farming activities, sports, and games. In addition it requires adherence to the rules and instruction provided by staff when youth are traveling to and from work and working on behalf of YLFI in the neighborhoods.

We recognize that there are risks to all participants involved in YLFI programs. I accept responsibility for all losses, except those caused exclusively by the negligence of YLFI and/or its Trustees, officers, employees and agents.

I have reviewed the list of all physical activities in which the teen will participate and recognize that participation may involve pedestrian travel, bus, van and/or public transportation, and transportation in Felege Hiywot Center vehicles driven by designated Felege Hiywot Center staff to pantries, farmers markets, etc. This transportation involves risks to person and property, which may include serious injury and death, and I agree to accept those risks.

I have read all of this Parental Risk Sharing and indemnification Agreement and I have satisfied myself that I understand what it means.

Parent/Guardian Name

Parent/Guardian Signature

Date

Youth Participant Name

Youth Participant Signature

Date

I further agree to allow Program Director and other qualified staff member assigned by them, to act in my absence while my child/foster child _____ is working at The YLFI.

Parent/Guardian Name
Date

Parent/Guardian Signature

- I understand that it is my responsibility to discuss appropriate preventative treatment(s) for pre-existing medical condition(s), such as asthma or diabetes, with my child/foster child and to inform The YLFI staff of such condition(s) and treatment(s) in order to ensure that my child/foster child has a healthy and safe working experience.
- I authorize The YLFI to take and use photographs, slides, and audio/visual recordings of my child/foster child as may be needed for documentation and/or public relations purposes. I understand that all such materials will be the sole property of YLFI program.
- I understand that The YLFI program reserves the right to cancel the Summer Youth Program, Academic Year Program, and Intern Program should government action or other circumstances make The YLFI operation of these programs impossible or unwise. The YLFI also reserves the right to decline to accept an applicant and/or dismiss a farm worker from the Summer Youth Program, Academic Year Program, or Internship Program at any time.

Authorization for Direct Deposit

I authorize _____ to deposit my pay automatically to the account(s) indicated below and, if necessary, to adjust or reverse a deposit for any payroll entry made to my account in error. This authorization will remain in effect until I cancel it in writing and in such time as to afford _____ a reasonable opportunity to act on it.

Name on bank account: _____

Bank account number: _____ Checking ___ Savings ___

Bank routing number: _____

Amount: \$ _____ or entire paycheck: ___

***Balance of pay to:**

_____ Manual (paper check)

_____ Account described below

***Note:** Split payments are not available for contractors.

Name on bank account: _____

Bank account number: _____ Checking ___ Savings ___

Bank routing number: _____

Important: Please attach a voided check for each bank account to which funds should be deposited.

Employee/Contractor signature: _____

Date: _____

Payers: Do not send this form with your Direct Deposit enrollment. Keep for your records.

Form W-4 (2012)

Purpose. Complete Form W-4 so that your employer can withhold the correct federal income tax from your pay. Consider completing a new Form W-4 each year and when your personal or financial situation changes.

Exemption from withholding. If you are exempt, complete **only** lines 1, 2, 3, 4, and 7 and sign the form to validate it. Your exemption for 2012 expires February 18, 2013. See Pub. 505, Tax Withholding and Estimated Tax.

Note. If another person can claim you as a dependent on his or her tax return, you cannot claim exemption from withholding if your income exceeds \$950 and includes more than \$300 of unearned income (for example, interest and dividends).

Basic instructions. If you are not exempt, complete the **Personal Allowances Worksheet** below. The worksheets on page 2 further adjust your withholding allowances based on itemized deductions, certain credits, adjustments to income, or two-earners/multiple jobs situations.

Complete all worksheets that apply. However, you may claim fewer (or zero) allowances. For regular wages, withholding must be based on allowances you claimed and may not be a flat amount or percentage of wages.

Head of household. Generally, you can claim head of household filing status on your tax return only if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependent(s) or other qualifying individuals. See Pub. 501, Exemptions, Standard Deduction, and Filing Information, for information.

Tax credits. You can take projected tax credits into account in figuring your allowable number of withholding allowances. Credits for child or dependent care expenses and the child tax credit may be claimed using the **Personal Allowances Worksheet** below. See Pub. 505 for information on converting your other credits into withholding allowances.

Nonwage income. If you have a large amount of nonwage income, such as interest or dividends, consider making estimated tax payments using Form 1040-ES, Estimated Tax for Individuals. Otherwise, you may owe additional tax. If you have pension or annuity

income, see Pub. 505 to find out if you should adjust your withholding on Form W-4 or W-4P.

Two earners or multiple jobs. If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one Form W-4. Your withholding usually will be most accurate when all allowances are claimed on the Form W-4 for the highest paying job and zero allowances are claimed on the others. See Pub. 505 for details.

Nonresident alien. If you are a nonresident alien, see Notice 1392, Supplemental Form W-4 Instructions for Nonresident Aliens, before completing this form.

Check your withholding. After your Form W-4 takes effect, use Pub. 505 to see how the amount you are having withheld compares to your projected total tax for 2012. See Pub. 505, especially if your earnings exceed \$130,000 (Single) or \$180,000 (Married).

Future developments. The IRS has created a page on www.irs.gov for information about Form W-4, at www.irs.gov/w4. Information about any future developments affecting Form W-4 (such as legislation enacted after we release it) will be posted on that page.

Personal Allowances Worksheet (Keep for your records.)

A	Enter "1" for yourself if no one else can claim you as a dependent	A _____
B	Enter "1" if: <ul style="list-style-type: none"> • You are single and have only one job; or • You are married, have only one job, and your spouse does not work; or • Your wages from a second job or your spouse's wages (or the total of both) are \$1,500 or less. 	B _____
C	Enter "1" for your spouse . But, you may choose to enter "-0-" if you are married and have either a working spouse or more than one job. (Entering "-0-" may help you avoid having too little tax withheld.)	C _____
D	Enter number of dependents (other than your spouse or yourself) you will claim on your tax return	D _____
E	Enter "1" if you will file as head of household on your tax return (see conditions under Head of household above)	E _____
F	Enter "1" if you have at least \$1,900 of child or dependent care expenses for which you plan to claim a credit	F _____
G	Child Tax Credit (including additional child tax credit). See Pub. 972, Child Tax Credit, for more information. <ul style="list-style-type: none"> • If your total income will be less than \$61,000 (\$90,000 if married), enter "2" for each eligible child; then less "1" if you have three to seven eligible children or less "2" if you have eight or more eligible children. • If your total income will be between \$61,000 and \$84,000 (\$90,000 and \$119,000 if married), enter "1" for each eligible child 	G _____
H	Add lines A through G and enter total here. (Note. This may be different from the number of exemptions you claim on your tax return.) ▶	H _____
	For accuracy, complete all worksheets that apply. <ul style="list-style-type: none"> • If you plan to itemize or claim adjustments to income and want to reduce your withholding, see the Deductions and Adjustments Worksheet on page 2. • If you are single and have more than one job or are married and you and your spouse both work and the combined earnings from all jobs exceed \$40,000 (\$10,000 if married), see the Two-Earners/Multiple Jobs Worksheet on page 2 to avoid having too little tax withheld. • If neither of the above situations applies, stop here and enter the number from line H on line 5 of Form W-4 below. 	

----- Separate here and give Form W-4 to your employer. Keep the top part for your records. -----

Form W-4 Department of the Treasury Internal Revenue Service	<h2 style="margin: 0;">Employee's Withholding Allowance Certificate</h2> <p style="margin: 0;">▶ Whether you are entitled to claim a certain number of allowances or exemption from withholding is subject to review by the IRS. Your employer may be required to send a copy of this form to the IRS.</p>	OMB No. 1545-0074 <div style="font-size: 2em; font-weight: bold; margin: 0;">2012</div>
1 Your first name and middle initial	Last name	2 Your social security number
Home address (number and street or rural route)		3 <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Married, but withhold at higher Single rate. Note. If married, but legally separated, or spouse is a nonresident alien, check the "Single" box.
City or town, state, and ZIP code		4 If your last name differs from that shown on your social security card, check here. You must call 1-800-772-1213 for a replacement card. ▶ <input type="checkbox"/>
5 Total number of allowances you are claiming (from line H above or from the applicable worksheet on page 2)	6 Additional amount, if any, you want withheld from each paycheck	5 _____ 6 \$ _____
7 I claim exemption from withholding for 2012, and I certify that I meet both of the following conditions for exemption. <ul style="list-style-type: none"> • Last year I had a right to a refund of all federal income tax withheld because I had no tax liability, and • This year I expect a refund of all federal income tax withheld because I expect to have no tax liability. If you meet both conditions, write "Exempt" here ▶		7 _____
Under penalties of perjury, I declare that I have examined this certificate and, to the best of my knowledge and belief, it is true, correct, and complete.		
Employee's signature (This form is not valid unless you sign it.) ▶		Date ▶
8 Employer's name and address (Employer: Complete lines 8 and 10 only if sending to the IRS.)	9 Office code (optional)	10 Employer identification number (EIN)

Deductions and Adjustments Worksheet

Note. Use this worksheet *only* if you plan to itemize deductions or claim certain credits or adjustments to income.

1	Enter an estimate of your 2012 itemized deductions. These include qualifying home mortgage interest, charitable contributions, state and local taxes, medical expenses in excess of 7.5% of your income, and miscellaneous deductions	1	\$ _____
2	Enter: $\left\{ \begin{array}{l} \$11,900 \text{ if married filing jointly or qualifying widow(er)} \\ \$8,700 \text{ if head of household} \\ \$5,950 \text{ if single or married filing separately} \end{array} \right\}$	2	\$ _____
3	Subtract line 2 from line 1. If zero or less, enter “-0-”	3	\$ _____
4	Enter an estimate of your 2012 adjustments to income and any additional standard deduction (see Pub. 505)	4	\$ _____
5	Add lines 3 and 4 and enter the total. (Include any amount for credits from the <i>Converting Credits to Withholding Allowances for 2012 Form W-4</i> worksheet in Pub. 505.)	5	\$ _____
6	Enter an estimate of your 2012 nonwage income (such as dividends or interest)	6	\$ _____
7	Subtract line 6 from line 5. If zero or less, enter “-0-”	7	\$ _____
8	Divide the amount on line 7 by \$3,800 and enter the result here. Drop any fraction	8	_____
9	Enter the number from the Personal Allowances Worksheet , line H, page 1	9	_____
10	Add lines 8 and 9 and enter the total here. If you plan to use the Two-Earners/Multiple Jobs Worksheet , also enter this total on line 1 below. Otherwise, stop here and enter this total on Form W-4, line 5, page 1	10	_____

Two-Earners/Multiple Jobs Worksheet (See *Two earners or multiple jobs* on page 1.)

Note. Use this worksheet *only* if the instructions under line H on page 1 direct you here.

1	Enter the number from line H, page 1 (or from line 10 above if you used the Deductions and Adjustments Worksheet)	1	_____
2	Find the number in Table 1 below that applies to the LOWEST paying job and enter it here. However , if you are married filing jointly and wages from the highest paying job are \$65,000 or less, do not enter more than “3”	2	_____
3	If line 1 is more than or equal to line 2, subtract line 2 from line 1. Enter the result here (if zero, enter “-0-”) and on Form W-4, line 5, page 1. Do not use the rest of this worksheet	3	_____
Note. If line 1 is less than line 2, enter “-0-” on Form W-4, line 5, page 1. Complete lines 4 through 9 below to figure the additional withholding amount necessary to avoid a year-end tax bill.			
4	Enter the number from line 2 of this worksheet	4	_____
5	Enter the number from line 1 of this worksheet	5	_____
6	Subtract line 5 from line 4	6	_____
7	Find the amount in Table 2 below that applies to the HIGHEST paying job and enter it here	7	\$ _____
8	Multiply line 7 by line 6 and enter the result here. This is the additional annual withholding needed	8	\$ _____
9	Divide line 8 by the number of pay periods remaining in 2012. For example, divide by 26 if you are paid every two weeks and you complete this form in December 2011. Enter the result here and on Form W-4, line 6, page 1. This is the additional amount to be withheld from each paycheck	9	\$ _____

Table 1

Table 2

Married Filing Jointly		All Others		Married Filing Jointly		All Others	
If wages from LOWEST paying job are—	Enter on line 2 above	If wages from LOWEST paying job are—	Enter on line 2 above	If wages from HIGHEST paying job are—	Enter on line 7 above	If wages from HIGHEST paying job are—	Enter on line 7 above
\$0 - \$5,000	0	\$0 - \$8,000	0	\$0 - \$70,000	\$570	\$0 - \$35,000	\$570
5,001 - 12,000	1	8,001 - 15,000	1	70,001 - 125,000	950	35,001 - 90,000	950
12,001 - 22,000	2	15,001 - 25,000	2	125,001 - 190,000	1,060	90,001 - 170,000	1,060
22,001 - 25,000	3	25,001 - 30,000	3	190,001 - 340,000	1,250	170,001 - 375,000	1,250
25,001 - 30,000	4	30,001 - 40,000	4	340,001 and over	1,330	375,001 and over	1,330
30,001 - 40,000	5	40,001 - 50,000	5				
40,001 - 48,000	6	50,001 - 65,000	6				
48,001 - 55,000	7	65,001 - 80,000	7				
55,001 - 65,000	8	80,001 - 95,000	8				
65,001 - 72,000	9	95,001 - 120,000	9				
72,001 - 85,000	10	120,001 and over	10				
85,001 - 97,000	11						
97,001 - 110,000	12						
110,001 - 120,000	13						
120,001 - 135,000	14						
135,001 and over	15						

Privacy Act and Paperwork Reduction Act Notice. We ask for the information on this form to carry out the Internal Revenue laws of the United States. Internal Revenue Code sections 3402(f)(2) and 6109 and their regulations require you to provide this information; your employer uses it to determine your federal income tax withholding. Failure to provide a properly completed form will result in your being treated as a single person who claims no withholding allowances; providing fraudulent information may subject you to penalties. Routine uses of this information include giving it to the Department of Justice for civil and criminal litigation; to cities, states, the District of Columbia, and U.S. commonwealths and possessions for use in administering their tax laws; and to the Department of Health and Human Services for use in the National Directory of New Hires. We may also disclose this information to other countries under a tax treaty, to federal and state agencies to enforce federal nontax criminal laws, or to federal law enforcement and intelligence agencies to combat terrorism.

You are not required to provide the information requested on a form that is subject to the Paperwork Reduction Act unless the form displays a valid OMB control number. Books or records relating to a form or its instructions must be retained as long as their contents may become material in the administration of any Internal Revenue law. Generally, tax returns and return information are confidential, as required by Code section 6103.

The average time and expenses required to complete and file this form will vary depending on individual circumstances. For estimated averages, see the instructions for your income tax return.

If you have suggestions for making this form simpler, we would be happy to hear from you. See the instructions for your income tax return.

Instructions

Read all instructions carefully before completing this form.

Anti-Discrimination Notice. It is illegal to discriminate against any individual (other than an alien not authorized to work in the United States) in hiring, discharging, or recruiting or referring for a fee because of that individual's national origin or citizenship status. It is illegal to discriminate against work-authorized individuals. Employers **CANNOT** specify which document(s) they will accept from an employee. The refusal to hire an individual because the documents presented have a future expiration date may also constitute illegal discrimination. For more information, call the Office of Special Counsel for Immigration Related Unfair Employment Practices at 1-800-255-8155.

What Is the Purpose of This Form?

The purpose of this form is to document that each new employee (both citizen and noncitizen) hired after November 6, 1986, is authorized to work in the United States.

When Should Form I-9 Be Used?

All employees (citizens and noncitizens) hired after November 6, 1986, and working in the United States must complete Form I-9.

Filling Out Form I-9

Section 1, Employee

This part of the form must be completed no later than the time of hire, which is the actual beginning of employment. Providing the Social Security Number is voluntary, except for employees hired by employers participating in the USCIS Electronic Employment Eligibility Verification Program (E-Verify). **The employer is responsible for ensuring that Section 1 is timely and properly completed.**

Noncitizen nationals of the United States are persons born in American Samoa, certain former citizens of the former Trust Territory of the Pacific Islands, and certain children of noncitizen nationals born abroad.

Employers should note the work authorization expiration date (if any) shown in **Section 1**. For employees who indicate an employment authorization expiration date in **Section 1**, employers are required to reverify employment authorization for employment on or before the date shown. Note that some employees may leave the expiration date blank if they are aliens whose work authorization does not expire (e.g., asylees, refugees, certain citizens of the Federated States of Micronesia or the Republic of the Marshall Islands). For such employees, reverification does not apply unless they choose to present

in Section 2 evidence of employment authorization that contains an expiration date (e.g., Employment Authorization Document (Form I-766)).

Preparer/Translator Certification

The Preparer/Translator Certification must be completed if **Section 1** is prepared by a person other than the employee. A preparer/translator may be used only when the employee is unable to complete **Section 1** on his or her own. However, the employee must still sign **Section 1** personally.

Section 2, Employer

For the purpose of completing this form, the term "employer" means all employers including those recruiters and referrers for a fee who are agricultural associations, agricultural employers, or farm labor contractors. Employers must complete **Section 2** by examining evidence of identity and employment authorization within three business days of the date employment begins. However, if an employer hires an individual for less than three business days, **Section 2** must be completed at the time employment begins. Employers cannot specify which document(s) listed on the last page of Form I-9 employees present to establish identity and employment authorization. Employees may present any List A document **OR** a combination of a List B and a List C document.

If an employee is unable to present a required document (or documents), the employee must present an acceptable receipt in lieu of a document listed on the last page of this form. Receipts showing that a person has applied for an initial grant of employment authorization, or for renewal of employment authorization, are not acceptable. Employees must present receipts within three business days of the date employment begins and must present valid replacement documents within 90 days or other specified time.

Employers must record in Section 2:

1. Document title;
2. Issuing authority;
3. Document number;
4. Expiration date, if any; and
5. The date employment begins.

Employers must sign and date the certification in **Section 2**. Employees must present original documents. Employers may, but are not required to, photocopy the document(s) presented. If photocopies are made, they must be made for all new hires. Photocopies may only be used for the verification process and must be retained with Form I-9. **Employers are still responsible for completing and retaining Form I-9.**

For more detailed information, you may refer to the *USCIS Handbook for Employers (Form M-274)*. You may obtain the handbook using the contact information found under the header "USCIS Forms and Information."

Section 3, Updating and Reverification

Employers must complete **Section 3** when updating and/or reverifying Form I-9. Employers must reverify employment authorization of their employees on or before the work authorization expiration date recorded in **Section 1** (if any). Employers **CANNOT** specify which document(s) they will accept from an employee.

- A.** If an employee's name has changed at the time this form is being updated/reverified, complete Block A.
- B.** If an employee is rehired within three years of the date this form was originally completed and the employee is still authorized to be employed on the same basis as previously indicated on this form (updating), complete Block B and the signature block.
- C.** If an employee is rehired within three years of the date this form was originally completed and the employee's work authorization has expired **or** if a current employee's work authorization is about to expire (reverification), complete Block B; and:
 - 1. Examine any document that reflects the employee is authorized to work in the United States (see List A **or** C);
 - 2. Record the document title, document number, and expiration date (if any) in Block C; and
 - 3. Complete the signature block.

Note that for reverification purposes, employers have the option of completing a new Form I-9 instead of completing **Section 3**.

What Is the Filing Fee?

There is no associated filing fee for completing Form I-9. This form is not filed with USCIS or any government agency. Form I-9 must be retained by the employer and made available for inspection by U.S. Government officials as specified in the Privacy Act Notice below.

USCIS Forms and Information

To order USCIS forms, you can download them from our website at www.uscis.gov/forms or call our toll-free number at 1-800-870-3676. You can obtain information about Form I-9 from our website at www.uscis.gov or by calling 1-888-464-4218.

Information about E-Verify, a free and voluntary program that allows participating employers to electronically verify the employment eligibility of their newly hired employees, can be obtained from our website at www.uscis.gov/e-verify or by calling 1-888-464-4218.

General information on immigration laws, regulations, and procedures can be obtained by telephoning our National Customer Service Center at 1-800-375-5283 or visiting our Internet website at www.uscis.gov.

Photocopying and Retaining Form I-9

A blank Form I-9 may be reproduced, provided both sides are copied. The Instructions must be available to all employees completing this form. Employers must retain completed Form I-9s for three years after the date of hire or one year after the date employment ends, whichever is later.

Form I-9 may be signed and retained electronically, as authorized in Department of Homeland Security regulations at 8 CFR 274a.2.

Privacy Act Notice

The authority for collecting this information is the Immigration Reform and Control Act of 1986, Pub. L. 99-603 (8 USC 1324a).

This information is for employers to verify the eligibility of individuals for employment to preclude the unlawful hiring, or recruiting or referring for a fee, of aliens who are not authorized to work in the United States.

This information will be used by employers as a record of their basis for determining eligibility of an employee to work in the United States. The form will be kept by the employer and made available for inspection by authorized officials of the Department of Homeland Security, Department of Labor, and Office of Special Counsel for Immigration-Related Unfair Employment Practices.

Submission of the information required in this form is voluntary. However, an individual may not begin employment unless this form is completed, since employers are subject to civil or criminal penalties if they do not comply with the Immigration Reform and Control Act of 1986.

Paperwork Reduction Act

An agency may not conduct or sponsor an information collection and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. The public reporting burden for this collection of information is estimated at 12 minutes per response, including the time for reviewing instructions and completing and submitting the form. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: U.S. Citizenship and Immigration Services, Regulatory Management Division, 111 Massachusetts Avenue, N.W., 3rd Floor, Suite 3008, Washington, DC 20529-2210. OMB No. 1615-0047. **Do not mail your completed Form I-9 to this address.**

Read instructions carefully before completing this form. The instructions must be available during completion of this form.

ANTI-DISCRIMINATION NOTICE: It is illegal to discriminate against work-authorized individuals. Employers CANNOT specify which document(s) they will accept from an employee. The refusal to hire an individual because the documents have a future expiration date may also constitute illegal discrimination.

Section 1. Employee Information and Verification *(To be completed and signed by employee at the time employment begins.)*

Print Name: Last	First	Middle Initial	Maiden Name
Address <i>(Street Name and Number)</i>		Apt. #	Date of Birth <i>(month/day/year)</i>
City	State	Zip Code	Social Security #

I am aware that federal law provides for imprisonment and/or fines for false statements or use of false documents in connection with the completion of this form.

I attest, under penalty of perjury, that I am (check one of the following):

- A citizen of the United States
- A noncitizen national of the United States (see instructions)
- A lawful permanent resident (Alien #) _____
- An alien authorized to work (Alien # or Admission #) _____ until (expiration date, if applicable - month/day/year)

Employee's Signature	Date <i>(month/day/year)</i>
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Preparer and/or Translator Certification *(To be completed and signed if Section 1 is prepared by a person other than the employee.) I attest, under penalty of perjury, that I have assisted in the completion of this form and that to the best of my knowledge the information is true and correct.*

Preparer's/Translator's Signature	Print Name
Address <i>(Street Name and Number, City, State, Zip Code)</i>	
Date <i>(month/day/year)</i>	

Section 2. Employer Review and Verification *(To be completed and signed by employer. Examine one document from List A OR examine one document from List B and one from List C, as listed on the reverse of this form, and record the title, number, and expiration date, if any, of the document(s).)*

List A	OR	List B	AND	List C
Document title: _____		_____		_____
Issuing authority: _____		_____		_____
Document #: _____		_____		_____
Expiration Date <i>(if any)</i> : _____		_____		_____
Document #: _____		_____		_____
Expiration Date <i>(if any)</i> : _____		_____		_____

CERTIFICATION: I attest, under penalty of perjury, that I have examined the document(s) presented by the above-named employee, that the above-listed document(s) appear to be genuine and to relate to the employee named, that the employee began employment on (month/day/year) _____ and that to the best of my knowledge the employee is authorized to work in the United States. (State employment agencies may omit the date the employee began employment.)

Signature of Employer or Authorized Representative	Print Name	Title
Business or Organization Name and Address <i>(Street Name and Number, City, State, Zip Code)</i> 3734 N CHESTER AVE INDIANAPOLIS IN 46218-1414		Date <i>(month/day/year)</i>

Section 3. Updating and Reverification *(To be completed and signed by employer.)*

A. New Name <i>(if applicable)</i>	B. Date of Rehire <i>(month/day/year)</i> <i>(if applicable)</i>
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C. If employee's previous grant of work authorization has expired, provide the information below for the document that establishes current employment authorization.

Document Title: _____	Document #: _____	Expiration Date <i>(if any)</i> : _____
-----------------------	-------------------	---

I attest, under penalty of perjury, that to the best of my knowledge, this employee is authorized to work in the United States, and if the employee presented document(s), the document(s) I have examined appear to be genuine and to relate to the individual.

Signature of Employer or Authorized Representative	Date <i>(month/day/year)</i>
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LISTS OF ACCEPTABLE DOCUMENTS

All documents must be unexpired

LIST A

**Documents that Establish Both
Identity and Employment
Authorization**

LIST B

**Documents that Establish
Identity**

LIST C

**Documents that Establish
Employment Authorization**

	OR	AND
1. U.S. Passport or U.S. Passport Card	1. Driver's license or ID card issued by a State or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address	1. Social Security Account Number card other than one that specifies on the face that the issuance of the card does not authorize employment in the United States
2. Permanent Resident Card or Alien Registration Receipt Card (Form I-551)		
3. Foreign passport that contains a temporary I-551 stamp or temporary I-551 printed notation on a machine-readable immigrant visa	2. ID card issued by federal, state or local government agencies or entities, provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address	2. Certification of Birth Abroad issued by the Department of State (Form FS-545)
4. Employment Authorization Document that contains a photograph (Form I-766)	3. School ID card with a photograph	3. Certification of Report of Birth issued by the Department of State (Form DS-1350)
5. In the case of a nonimmigrant alien authorized to work for a specific employer incident to status, a foreign passport with Form I-94 or Form I-94A bearing the same name as the passport and containing an endorsement of the alien's nonimmigrant status, as long as the period of endorsement has not yet expired and the proposed employment is not in conflict with any restrictions or limitations identified on the form	4. Voter's registration card	
	5. U.S. Military card or draft record	
	6. Military dependent's ID card	5. Native American tribal document
	7. U.S. Coast Guard Merchant Mariner Card	
	8. Native American tribal document	6. U.S. Citizen ID Card (Form I-197)
	9. Driver's license issued by a Canadian government authority	
6. Passport from the Federated States of Micronesia (FSM) or the Republic of the Marshall Islands (RMI) with Form I-94 or Form I-94A indicating nonimmigrant admission under the Compact of Free Association Between the United States and the FSM or RMI	For persons under age 18 who are unable to present a document listed above:	7. Identification Card for Use of Resident Citizen in the United States (Form I-179)
	10. School record or report card	8. Employment authorization document issued by the Department of Homeland Security
	11. Clinic, doctor, or hospital record	
	12. Day-care or nursery school record	

Illustrations of many of these documents appear in Part 8 of the Handbook for Employers (M-274)