

FARMERS' MARKET AND LOCAL FOOD PROMOTION PROGRAM (FMLFPP)
Final Performance Report

The final performance report summarizes the outcome and activities of your FMLFPP award objectives. Failure to submit acceptable closeout reports for an existing grant within 90 calendar days following the grant end date may result in exclusion from future AMS grant opportunities.

This final report will be made available to the public once it is approved by FMLFPP staff. Write the report in a way that promotes your project's accomplishments, as this document will serve as not only a learning tool, but a promotional tool to support local and regional food programs. Particularly, recipients are expected to provide both qualitative and quantitative results to convey the activities and accomplishments of the work.

The report is due within 90 days of the project's performance period end date (as noted in box 15 of your grant agreement (AMS-33), or sooner if the project is complete. The report must be typed single-spaced in 11-point font, not to exceed fifteen (15) 8.5 x 11 pages (excluding existing Final Performance Report form content). For example, if the Final Performance Report form is six (6) pages before you begin entering your project information into the form, your report may be up to 21 pages (6 pages + 15 pages).

Provide answers to **each question** and all applicable outcome and indicators as it applies to your project. If you are unable to provide a response explain why. It is preferred that you email your completed performance report to your assigned FMLFPP Grants Management Specialist to avoid delays. In case of any extraordinary reason a faxed report can be accepted; please notify your assigned Grants Management Specialist to inform about your submission.

Report Date Range: <i>(e.g. October 1, 2016 -September 30, 2017)</i>	October 1, 2016 – March 30, 2018
Date Report Submitted	June 30, 2018
Grant Agreement Number: <i>(e.g. 14-LFPPX-XX-XXXX)</i>	16-LFPP –AZ-0044
Recipient Organization Name:	Painted Desert Demonstration Projects, Inc.
Project Title as Stated on Grant Agreement:	Painted Desert Regional Food Hub Development Project in Coconino County and the Western Navajo Agency
Authorized Representative Name:	Dr. Mark Sorensen
Authorized Representative Phone:	602-412-3533
Authorized Representative Email:	mark.sorensen@starschool.org
Year Grant was Awarded:	2016
Amount of Award:	\$99,793

FMLFPP staff may contact you to follow up for long-term success stories. Who may we contact?

Same Authorized Representative listed above (check if applicable).

Different individual: Name: _____; Email: _____; Phone: _____

According to the Paperwork Reduction Act of 1995, an agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0581-0287. The time required to complete this information collection is estimated to average 4 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, and where applicable sex, marital status, or familial status, parental status religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program (not all prohibited bases apply to all programs). Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA's TARGET Center at (202) 720-2600 (voice and TDD). To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call (800) 795-3272 (voice) or (202) 720-6382 (TDD). USDA is an equal opportunity provider and employer.

1. Executive Summary—In 200 words or less, describe the project’s need, purpose, goals, and quantifiable outcomes:

Navajo Nation is the largest Indian Reservation in U.S. with poverty rate twice as high as the State and the Country. Nearly all of the reservation is in “Food Desert”. Currently, Navajo people faces a health crisis due to extremely high rates of nutritionally-related illness, including obesity, diabetes, heart-diseases, hyper-tension, and cancers.

Painted Desert Demonstration Projects, Inc. and its partners are planning to establish a regional food hub to aggregate, process, store, market, and distribute fresh locally/regionally grown agricultural products to the communities in the Western Navajo Agency. The primary goal is to explore the feasibility of establishing such food hub to: (1) better understand the specific needs/expectations of the communities around local food system; (2) increase domestic fresh food production and consumption; (3) develop new market opportunities for local food producers; (4) improve food safety compliance; (5) improve food safety/security; (6) stimulate rural economic development.

During this 18-month program, we conducted a feasibility study and developed a business/implementation plan to establish a regional food hub, which is anticipated to generate 4-6 direct jobs and 7-10 indirect jobs; increase the customer base; increase market sales to \$300,000/year in the first phase; and will benefit 15-20 local/regional farms through collaborative marketing/distribution.

2. Please provide the approved project’s objectives:

Objectives		Completed	
		Yes	No*
1	Objective 1: <i>Better understand and assess the specific needs and expectations of the communities around local food system by (i) conducting a needs assessment survey with local/regional food producers and local consumers; (ii) facilitating a community based strategic planning meeting; and (iii) active outreach and community engagement.</i>	X	
2	Objective 2: <i>Increase domestic consumption of locally and regionally produced agricultural products in the project areas through (i) public education promoting healthy eating and lifestyle; (ii) demonstration of cooking with locally produced fresh food.</i>	X	
3	Objective 3: <i>Develop new market opportunities and improve economic viability for local food producers to serve local food markets in the Southwest Navajo Nation by (i) conducting a feasibility study for a new regional food hub on the property across the road from the STAR School campus; (ii) developing an implementation plan/business plan based on the recommendations from the feasibility study.</i>	X	
4	Objective 4: <i>Improve food safety and of local food producers by providing food safety certification training/workshop.</i>	X	
5	Objective 5: <i>Preserve Navajo identity, tradition, and culture by (i) encouraging heirloom, naturally grown, and traditional food farming; (ii) promoting traditional food consumption; and (iii) teaching culture and language around local and traditional food.</i>	X	
6	Objective 6: <i>Stimulate rural economic development by creating much-needed jobs and new business opportunities in the project areas.</i>	X	

**If no is selected for any of the listed objectives, you must expand upon this in the challenges section.*

3. List your accomplishments for the project’s performance period and indicate how these

accomplishments assisted in the fulfillment of your project’s objectives. Please include additional objectives approved by FMLFPP during the grant performance period, and highlight the impact that activities had on the project’s beneficiaries.

Accomplishments	Relevance to Objective, Outcome, and/or Indicator
<p>Needs Assessment survey was conducted in the community to discover the needs and expectation of the Nation. Of the total number of people surveyed so far, 83% stated that the most important factors they consider when making food purchases are the price and taste of the food. 67% choose their food because of nutrition facts and 50% also choose organically grown products over regular food products. 65% of the people surveyed responded that locally grown food is “somehow important” at the moment of purchase food for their household. However, all the people surveyed consume “some” or “very little” locally produced food because they believe it is not really affordable.</p>	<ul style="list-style-type: none"> ● Objective 1 as described above ● Task 2: Strategic Planning and Technical Assistance ● Outcome 1
<p>On March 18, 2017, a kick-off meeting was held between Dr. Mark Sorensen with Painted Desert Demonstration Projects. Inc. (<i>d.b.a.</i> the STAR School) and Dr. Jing Luo with Apex Applied Technology, Inc. (AATech). In the kick-off meeting, the parties discussed the scope of work, budget, schedule, and developed an action plan to deliver the project.</p>	<ul style="list-style-type: none"> ● Objective 1 as described above ● Task 1: Project Management and Federal Reporting
<p>On August 5, 2017, the STAR School hosted a strategic planning meeting (Figure 1) to discuss challenges faced by the community and to develop action plans that would directly address those challenges. There were 11 attendees in the meeting including Dr. Mark Sorensen, Mr. Thomas Walker, and Ms. Pauline Butler with the STAR School, Dr. Jing Luo and Dr. Ilse Rojas with AATech, community members, and local food producers.</p>	<ul style="list-style-type: none"> ● Objective 1 as described above ● Task 2: Strategic Planning and Technical Assistance ● Additional Outcomes 1
<p>To increase the supply of fresh local food (including traditional food and indigenous heirloom crops), public education activities are critical to develop connection and engagement with local communities. As part of this effort, PDDP and its partners hosted two cooking demonstration sessions during the two workshop/training sessions held under this LFPP. These cooking demonstrations sessions enhanced the importance of cooking with traditional foods in the Native American’s culture and taught the community how to cook following traditional manners. They also focused on preserving traditional Navajo culinary techniques using traditional foods and indigenous heirloom crops. The first workshop/cooking demonstration session was held on August 4th, 2017 (Figure 2) with 18 attendees. The second workshop/cooking demonstration was held on September 7, 2017 (Figure 3).</p>	<ul style="list-style-type: none"> ● Objective 2 as described above ● Task 2: Strategic Planning and Technical Assistance ● Outcome 1 ● Additional Outcomes 1

<p>Both of the training workshops included training on GAP/GHP and other food safety related practices. For example, in the workshop on August 4, 2017, Dr. Paula Rivadeneira taught food safety practices for small food producers (Figure 4).</p> <p>In addition, in the workshop in August, Mr. Bob Sotomayor (farming consultant) provided fundamentals on crop production and fruit tree planting. The session on September 7, 2017 was a training during STAR School’s harvest festival. Over 20 community members, local farmers, and local sustainable natural food organizations participated in the training and food demonstrations.</p>	<ul style="list-style-type: none"> • Objective 2 and 4 as described above • Task 2: Strategic Planning and Technical Assistance • Outcome 4 • Additional Outcomes 2
<p>The project team has conducted a comprehensive feasibility study to assess the economic feasibility of establishing a food business enterprise. Eight food related business opportunities were identified. Based on the feasibility study results, a business/implementation plan was developed to layout a clear set of strategies and actions for the establishment of the proposed regional food hub.</p>	<ul style="list-style-type: none"> • Objective 3 as described above • Task 3: Feasibility Study and Implementation Plan • Outcome 2 and 3 – the study identified eight potential business opportunities and has confirmed the business potential using an economic model developed particularly for the food hub.
<p>Over the years, PDDP has been promoting food security and sustainable agricultural practices among Native Americans by incorporating farming and food related education in the school curriculums. PDDP has been playing an important role educating the local communities on cultivation (using traditional farming techniques) and preparation of traditional Navajo food (using generational culinary methods).</p> <p>Through its curricular activities, PDDP continues preserving Navajo language, culture, and traditions. The School is currently collaborating with local farms to bring students and their families to the farm fields, where students are taught and demonstrated the fast-disappearing art of Navajo culture and traditional culinary practices.</p>	<ul style="list-style-type: none"> • Objective 5 as described above • Task 2: Strategic Planning and Technical Assistance • Outcome 1
<p>Dr. Mark Sorensen and Mr. Thomas Walker presented at the 2017 Community Food System Conferences (Dec. 5-7, Boston, MA) sponsored by USDA and other agencies (Figure 5). The conference had 551 attendees, 107 presenters, and hosted 59 workshops. Dr Sorensen presented with staff from USDA. The title of the presentation is: “From Bison to Blue Corn - Native Leaders Making Farm to School Happen”.</p>	<ul style="list-style-type: none"> • Objective 1-6 • Task 4: Information Sharing and Project Close Out • Outcome 1

4. Please list any challenges experienced during the project’s period of performance. Provide the corrective actions taken to address these issues.

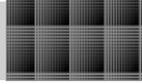
Challenges (Issues)	Corrective Actions and/or Project Changes (s)
There are no existing food businesses in the vicinity. And no past sales record.	USDA ERS data was used for some of the parameters. Sensitivity analysis was conducted to assess the variance of the assumptions to the study results.

5. Quantify the overall progress on the outcomes and indicators of your project. Include further explanation if necessary.

Outcome 1: To Increase Consumption of and Access to Locally and Regionally Produced Agricultural Products.

Indicator	Description	Number
1.	Total number of consumers, farm and ranch operations, or wholesale buyers reached	139
1.a.	The number that gained knowledge on how to buy or sell local/regional food OR aggregate, store, produce, and/or distribute local/regional food	139
1.b.	The number that reported an intention to buy or sell local/regional food OR aggregate, store, produce, and/or distribute local/regional food	69
1.c.	The number that reported buying, selling, consuming more or supporting the consumption of local/regional food that they aggregate, store, produce, and/or distribute	69
2.	Total number of individuals (culinary professionals, institutional kitchens, entrepreneurs such as kitchen incubators/shared-use kitchens, etc.) reached	38
2.a.	The number that gained knowledge on how to access, produce, prepare, and/or preserve locally and regionally produced agricultural products	38
2.b.	The number that reported an intention to access, produce, prepare, and/or preserve locally and regionally produced agricultural products	38
2.c.	The number that reported supplementing their diets with locally and regionally produced agricultural products that they produced, prepared, preserved, and/or obtained	20

Outcome 2: Increase Customers and sales of local and regional agricultural products.

Indicator	Description	Number
1.	Sales increased as a result of marketing and/or promotion activities during the project performance period.	
	Original Sales Amount (in dollars)	\$0
	Resulted Sales Amount (in dollars) – Estimated using the economic model	Over \$300,000
	Percent Change $((n_{\text{final}} - n_{\text{initial}}) / n_{\text{initial}}) * 100 = \% \text{ change}$	infinity
2.	Customer counts increased during the project performance period.	
	Original Customer Count – Existing water users	175-200
	Resulted Customer Count – Estimated by the Study	350-400
	Percent Change $((n_{\text{final}} - n_{\text{initial}}) / n_{\text{initial}}) * 100 = \% \text{ change}$	100%

Outcome 3: Develop new market opportunities for farm and ranch operations serving local markets.

Indicator	Description	Number
1.	Number of new and/or existing delivery systems/access points of those reached that expanded and/or improved offerings of	
1.a.	Farmers markets – the Food Hub	1
1.b.	Roadside stands – not defined	TBD
1.c.	Community supported agriculture programs	1
1.d.	Agritourism activities	NA
1.e.	Other direct producer-to-consumer market opportunities – “farm to school”	2
1.f.	Local and regional Food Business Enterprises that process, aggregate, distribute, or store locally and regionally produced agricultural products	1
2.	Number of local and regional farmers and ranchers, processors, aggregators, and/or distributors that reported	
2.a.	An increase in revenue expressed in dollars	\$300,000
2.b.	A gained knowledge about new market opportunities through technical assistance and education programs	15-20
3.	Number of	
3.a.	New rural/urban careers created (Difference between "jobs" and "careers": jobs are net gain of paid employment; new businesses created or adopted can indicate new careers)	4
3.b.	Jobs maintained/created	11-16
3.c.	New beginning farmers who went into local/regional food production	2
3.d.	Socially disadvantaged famers who went into local/regional food production	2
3.e.	Business plans developed (fresh produce aggregation, hay sale, and cold storage)	3

Outcome 4: Improve the food safety of locally and regionally produced agricultural products.

Only applicable to projects focused on food safety!

Indicator	Description	Number
1.	Number of individuals who learned about prevention, detection, control, and intervention food safety practices	38
2.	Number of those individuals who reported increasing their food safety skills and knowledge	NA
3.	Number of growers or producers who obtained on-farm food safety certifications (such as Good Agricultural Practices or Good Handling Practices)	NA

Outcome 5: Quantify the overall progress on this outcome indicator based on relevant project activities not covered above.

This indicator must reflect the project narratives required additional outcome indicator.

1. Number of food safety training/cooking demonstration/strategic planning meeting hosted: **_2 (during the planning phase) _**
2. Number of participants attended the meetings: **_38_**

6. Discuss your community partnerships (include applicant staff and external partners).

i. Who were your community partners?

Painted Desert Demonstration Projects, Inc. (PDDP or The STAR School) has developed long term partnership with North Leupp Family Farms (NLFF), a 501 (c) (3) non-profit corporation operated as a small farmers' cooperative with approximately 100 acres of agricultural land farmed by over 30 family farmers in Navajo Nation. PDDP has also partnered with The University of Arizona (UA), Apex Applied Technology (AATech), Grand Canyon Trust (GCT), and Tolani Lake Enterprises (TLE) promote the creation of food-secure communities and development of sustainable agriculture; providing for and supporting a healthy lifestyle; encouraging environmentally sensitive agricultural practices and advocating for the revitalization of Diné agricultural traditions.

ii. How did they contribute to the overall results of the FMLFPP project?

Over the years, the NLFF has been promoting food security and sustainable agricultural practices among Native Americans by providing fresh produce options to the local community. As a producer, NLFF is a candidate to provide additional produce aggregation. GCT and TLE have provided input to assess community needs and develop community engagement. UA and AATech have provided technical assistance, training and education to promote access to fresh local food and develop a regional food hub in the area.

iii. How will they continue to contribute to your project's future activities, beyond the performance period of this FMLFPP grant?

In the future, after obtaining the food safety certificates, NLFF hopes to participate in the STAR School's "Farm to School" program and supply the school lunch program with fresh produce from local/regional farms.

In addition, GCT, UA, and NLFF are planning to expand their relationships with the STAR School to jointly develop an on-going education program around local food. For example, summer internships or vocational programs will be offered for students to learn about traditional and contemporary agricultural methods. This is especially important to help sustain Navajo culture and tradition.

On the other hand, by working with local producers and community partners, STAR School's new food business enterprise will help strengthen the connection between the school and neighboring Navajo farms which is essential to the development of a robust local food system.

iv. What feedback have the partners provided (specific comments) about the results of the project?

Not available

7. How do you plan to publicize the results?

i. To whom (i.e. people, entities) do you plan to publicize the project results?

The feasibility reports and business plan have been finalized and made available to STAR School and its board members. The documents will be made available to other people or groups by request.

ii. When do you plan to publicize the results?

***If you have publicized the results, please send any publicity information (brochures, announcements, newsletters, etc.) electronically along with this**

report. Non-electronic promotional items should be digitally photographed and emailed with this report (do not send the actual item).

STAR School has not formally published any results in any journal or conference during the planning portion of this project. Dr. Mark Sorensen presented some of the information from the program at the community foody system conference in December 2017

https://nesfp.org/sites/default/files/uploads/communityfarmsystemsconference_program-finalfinal2.pdf

8. Have you collected any feedback from your community and additional stakeholders about your work?

Yes, a needs assessment was used in the local Navajo Community to collect feedbacks. Mr. Thomas Walker with the Star School frequently reached out to the community and met the community members in person.

If so, how did you collect the information?

Feedback was constantly collected during the course of the project by attending local meetings and meeting tribal members and families individually. Again, AATech prepared a local food questionnaire which was handed out in the Strategic Planning Meeting/Workshops and other events.

i. What feedback was relayed (specific comments)?

A Needs Assessment was conducted through the community to discover the needs and expectation of the Nation (**Figure 6**). Of the total number of people surveyed so far, 83% stated that the most important factors they consider when making food purchases are the price and taste of the food. 67% choose their food because of nutrition facts and 50% also choose organically grown products over regular food products. 65% of the people surveyed responded that locally grown food is “somehow important” at the moment of purchase food for their household. However, all the people surveyed consume “some” or “very little” locally produced food because they believe it is not really affordable. In addition, almost 70% of the total people surveyed said they would likely purchase more locally produced food if it was available where they shop and if it was clearly labeled as local, while 50% of them stated they would purchase local food if it was more affordable. Only 17% of the surveyed people make food purchases decision based on the food brand. When purchasing food, the main concern of people surveyed is food safety (50%) and the amount of time it takes to prepare/cook the food (33%). The remaining people are concerned about how long the food will last after purchased because most of the households in Navajo Nation do not have refrigerator or any modern appliances to properly store food.

All the population surveyed also admits to read food labels before purchasing it. They do it to determine: nutritional information (100%); calories (84%); natural ingredients (67%); organic, locally grown, and content of additives (50%); gluten content (17%); and sugars/sodium contents (17%).

All people surveyed purchase “some” or “very little” food from farmer’s market, while 84% of the total people rely on groceries stores to purchase their food. And only 33% of the people surveyed eat food from their own garden.

Finally, all of them are willing to learn new technologies. 100% of the people surveyed are interested in learning about farm-to-school implementation; 84% in the development

of food buyers' club; 67% in developing community garden plots, a commercial kitchen incubator, and farm-to-chef programs; and 33% in wholesome food cooking classes and other activities that promote the community engagement to grow fresh produce.

9. Budget Summary:

i. As part of the LFPP closeout procedures, you are required to submit the SF-425 (Final Federal Financial Report). Check here if you have completed the SF-425 and are submitting it with this report: Yes

ii. Did the project generate any income? Yes No

a. If yes, \$ 0 generated and how was it used to further the objectives of this project?

No. This grant was used for planning efforts.

iii. In the table below include the total amount of federal funds spent during the grant performance period (Do not include matching or in-kind contributions)

Categories	Amount Approved in Budget	Actual Federal Expenditures (Federal Funds ONLY)
Personnel:	\$33,340	\$33,340
Fringe:		
Contractual:	\$55,253	\$55,253
Equipment:		
Travel:	\$3,000	\$3,000
Supplies:	\$8,200	\$8,200
Other:		
Indirect Costs:		
TOTAL:	\$99,793	\$99,793

iv. ONLY for LFPP recipients: Provide the amount of matching funds/in-kind contributions used during the grant performance period.

Categories	Match Approved in Budget	Actual Match Expenditures
Personnel:	\$22,680	\$25,570
Fringe:		
Contractual:	\$10,880	\$10,400
Equipment:		
Travel:		\$64.05
Supplies:		\$414.48
Other:		
Indirect Costs:		
TOTAL:	\$33,560	\$36,448.53

10. Lessons Learned:

i. Summarize any lessons learned. They should draw on positive experiences (e.g.

good ideas that improved project efficiency or saved money) and negative experiences (e.g. what did not go well and what needs to be changed).

It does not appear that there is much interest in crops other than those categorized as “traditional”, nor does there appear to be willingness to make attempts to grow the “conventional” vegetable, except in the greenhouses. Beans and peas have been grown as cover/nitrifying crops but the beans are NOT eaten by local people, simply because the growers are not bean eaters. County agriculture extension or livestock does not appear to be the focus of this community.

Weather problems are mostly due to late frosts; severe wind and low humidity; sparse rain and snow fall; and cold spring soil. Squash bugs and corn smut are also problematic. Which is why growing in a greenhouse would result with higher produce yields.

People live on the reservation are facing a health crisis with high rate of nutrition related illness. A quick and effective solution must be developed to solve this serious issue. Therefore, the study recommended a food business operation that focuses on aggregation, storage, and distribution in conjunction with food production. STAR School will continue working on increasing the food production on its greenhouse. Meanwhile, it will develop the food business enterprise to bring in more fresh food from other local and regional farms and make them available to the Navajo communities.

Based on the available data, the feasibility study concluded that the business operation will be economically self-sustainable with federal financial assistance for the buildings, facilities, and infrastructure. STAR School is at a good position of developing a successful local food business in West Navajo Nation and Northern Arizona.

ii. If goals or outcome measures were not achieved, identify and share the lessons learned to help others expedite problem-solving:

The goals and objectives of this planning grant were essentially met. The feasibility study and the business implementation plan were completed. Star School is looking forward to implementing the plan and eventually bringing a viable solution to the food challenges on the Navajo Reservation.

iii. Describe any lessons learned in the administration of the project that might be helpful for others who would want to implement a similar project:

It would be very difficult to manage the grant project while managing the day-to-day activities at the STAR School. Using a professional consultant made the grant management much easier and smoother. AATech handled all the administrative tasks allowing PDDP staff primarily focusing on the core efforts of the project. AATech staff also provided their unparalleled expertise in guiding us through each step of the project. It has been a great experience.

iv. Discuss if and how the result of this project can be adapted to other regions, communities, and/or agricultural systems.

This proposed food hub development represented a unique situation. STAR School is located in a remote area that public water and commercial power are not available. The access to fresh and healthy foods is very limited. That being said, any regions and communities that struggle with power and fresh food supply would be able to implement and benefit from the approach and recommendations from the feasibility study and the implementation plan. After the project is implemented, the impact to the Native American communities in Navajo Nation will be tremendous.

11. Future Work:

- i. **How will you continue the work of this project beyond this grant? In other words, how will you implement the results of your project's work to benefit future community goals and initiatives? Include information about community impact and outreach, anticipated increases in markets and/or sales, estimated number of jobs retained/created, and any other information you'd like to share about the future of your project.**

Promoting local food and sustainable agriculture is STAR School's mission and vision. All the outreach and educational activities will be continued.

In addition, the current grant is a planning grant. STAR School will look for ways to implementing the proposed food business operation. STAR School is planning to submit an application for 2019 LFPP Implementation Grant to develop the facility and infrastructure required for the proposed business operation.

- ii. **Do you have any recommendations for future activities and, if applicable, an outline of next steps or additional research that might advance the project goals?**

Future activities related to farm improvement are:

- Explore the feasibility of the other business opportunities identified.
- Develop/operate green house for food production.
- Continue to seek federal, state, and local funding opportunities to help the food hub development.

Future activities related to advance the proposed food business are:

- Aggregate fresh produce from regional farms to meet the demand of fruits and vegetables among the community;
- Build a solar powered cold storage to store produced aggregated local fresh produce;
- Establish a mobile market including a refrigerated trailer and a pickup truck; and
- Work towards the development of a regional food hub on location.








Painted Desert Regional Food Hub Development Project in Coconino County and the Western Navajo Agency



PROGRAM OBJECTIVES

- Better understand and assess the specific needs and expectation of the communities around local food system
- Increase domestic consumption of locally and regionally produced agricultural products in the project areas
- Develop new market opportunities and improve economic viability for local food producers to serve local food markets in the Southwest Navajo Nation
- Improve food safety of local food producers by providing food safety certification training/workshop
- Preserve Navajo identity, tradition, and culture





Date: Saturday, August 5 of 2017
Time: 9:00 am to 2:00 pm
Location: STAR School

Figure 1: Local Food Strategic Planning Meeting (August 5, 2017)


STAR School



WORKSHOP #1


**LOCAL FOOD & FOOD SAFETY FOR
SMALL SDA PRODUCERS**



Subjects:

1. STAR School Local Food Promotion Program Update
2. Food Safety Practices for Small Producers
3. Greenhouse and Hydroponic Technologies
4. Sustainable Local Food Production
5. Native Foods and Cook Demonstration

Date: Friday, August 4, 2017
Time: 9:00 am to 3:30 pm
Location: STAR School Campus, 145 Leupp Rd, Flagstaff
Fee: \$0

Registration:
 Dr. Mark Sorensen, Program Manager
 Phone: 928-415-4157
 Email: mark.sorensen@starschool.org

Figure 2: Local Food Promotion Workshop #1 (August 4, 2017)

HARVEST FESTIVAL



Thursday, Sept. 7, 2017

At The STAR School

Celebrate this season's harvest with The STAR School working with Local Farmers, and local sustainable natural food organizations! There will be Food Demonstrations and Cultural Presentations!

Activities and Presentations begin at 9:00 am MST

COMMUNITY FEAST

5:30 pm At the STAR School Gymnasium.

EVERYONE IS INVITED!





Figure 3: Local Food Promotion Workshop #2/Cooking Demonstration (September 7, 2017)



Figure 4: Food Safety Presentation by Dr. Paula Rivadeneira

Community Food Systems Conference 2017



Community
Food Systems

CONFERENCE 2017

December 5 - 7, 2017 - Boston Park Plaza
Hotel

Exploring the intersection of food security, social justice, and sustainable agriculture

Figure 5: Community Food System Conference 2017



Painted Desert Demonstration Projects, Inc.
(The STAR School)
 Local Food Promotion Program
 Needs Assessment

Introduction

This survey is the result of the USDA Agricultural Marketing Service's 2016 Local Food Promotion Program (LFPP). This program is planning to establish a regional food hub to aggregate, process, store, market, and distribute fresh locally/regionally grown agricultural products to the communities in the Western Navajo Agency. This survey intends to identify and evaluate the specific needs/expectations of the communities around local food system to provide efficient solutions that address those issues. The information you provide will certainly assist us and USDA to provide better services.

This questionnaire will take 5-10 minutes to complete. Your answers will be tabulated with those of others to collectively determine the information needs, usage patterns, content requirements, format preferences, and overall quality.

Thank You for Your Time and Assistance!



1. Please choose how important each factor is to you when making your food purchases.

	Very Important	Somewhat Important	Not at All Important
Price	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Locally grown	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organically grown	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nutritious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Convenience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taste	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Know the Farmer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Do you read labels to determine the following (Choose all that apply)

- Nutritional information Organic Gluten or Allergens
 Natural ingredients Calories Other (please specify) _____
 Locally grown Additives

3. On average, how much of the food you eat is produced locally? (Choose one)

- None Very little Some Almost all Most Don't know

*5. About what portion of your household diet comes from: (Choose the answer that applies to each category)

	None	Very Little	Some	Most	Almost All	Don't know
Grocery stores	<input type="radio"/>					
Dining out	<input type="radio"/>					
You garden	<input type="radio"/>					
Farmer's markets	<input type="radio"/>					
Convenience stores	<input type="radio"/>					
Farm stands	<input type="radio"/>					
Others	<input type="radio"/>					

6. Would you be more likely to purchase locally produced food if: (Choose all that apply)

- They were more clearly labeled as local They were available where you shop
 The quality was better They came with preparation information
 The quality was better They were available in a preserved state
 They were more affordable I prefer to not purchase locally produced food
 Other (please specify) _____

7. Do you have any of the following concerns about the food you eat? (Choose all that apply)

- Food safety The amount of time it takes to prepare/cook food
 How far the food you eat travels Other (please specify) _____

8. Which of the following food programs would you like to see in our community? (Choose all that apply)

- Farm-to-school: local schools serving fresh, local produce
 Community garden plots: affordable growing spaces for all community members
 Food buying clubs: groups of people who pool their resources to save money on food
 Wholesome food cooking classes
 Farm-to-Chef: local restaurants receiving fresh, local produce through a grower-run distribution system
 A commercial kitchen incubator for start-up businesses
 Other (please specify) _____

For more information regarding the "STAR School's Local Food Promotion Program", please contact:
 Dr. Ilse Rojas at ilse.rojas@aatechsolar.com or visit <https://www.aatechsolar.com/star-school-lfpp.html>

Figure 6: Local Food Survey Questionnaire

---The End of the Report---