

Comprehensive Food and Nutrition Security for Newcomers Onboarding Guide

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# Introduction

Connecting newcomers with healthy and culturally appropriate food resources is a crucial aspect of newcomer resettlement.

Improving food and nutrition security for newcomers presents an important opportunity for positive impact. According to a study by the Migration Policy Institute, populations (such as immigrants, refugees, and other newcomers) that are already experiencing systemic barriers to meeting basic needs are more likely to be food insecure. At the same time, immigrants face ongoing challenges in accessing federal food assistance programs, with only [51% of eligible immigrant households with children participating in SNAP](https://www.migrationpolicy.org/news/food-stamp-eligibility-immigrant-households), compared to 62% of all U.S.-born low-income households with children​.

This guide, designed to aggregate resources on combating food and nutrition insecurity for newcomer populations, works to ensure that client-facing staff in newcomer-serving organizations are well-equipped to effectively and efficiently support food-insecure populations. Current research indicates that providing structured support through [direct food assistance](https://journals.plos.org/plosmedicine/article?id=10.1371%2Fjournal.pmed.1002661) and nutrition education can lead to a [30% increase in food security among newcomer families](https://www.fns.usda.gov/pressrelease/2013/fns-001313). Additionally, [a scoping review of culturally tailored interventions for ethnic minorities](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8363345/) indicates that culturally responsive nutrition programs can improve dietary habits and reduce the risk of chronic disease. Ensuring that new staff are well-equipped to recognize needs and effectively deliver these services is crucial for the health and well-being of newcomers.

Newcomer food and nutrition security can be further improved through land- and food-based community interventions. Such interventions access the benefits of small farms and gardens which can play a crucial role in newcomer resettlement, particularly as many newcomers come from agricultural backgrounds and would like to pursue gardening or farming in the United States. Agriculture, even on a small scale, not only provides a source of [fresh, healthy, and culturally appropriate](https://www.mdpi.com/2073-445X/12/1/68) food but also [fosters community engagement](https://www.researchgate.net/publication/366625673_Growing_Community_Factors_of_Inclusion_for_Refugee_and_Immigrant_Urban_Gardeners) and offers [therapeutic benefits​​.](https://www.researchgate.net/publication/372781824_Community_gardens_as_psychosocial_interventions_for_refugees_and_migrants_a_narrative_review) [Studies have found that community gardens have numerous psychosocial benefits for refugees and immigrants](https://www.researchgate.net/publication/372781824_Community_gardens_as_psychosocial_interventions_for_refugees_and_migrants_a_narrative_review) such as social connectedness, overall well-being, and sense of meaning and self-worth. Furthermore, farms and gardens can serve as a platform for education, providing an opportunity for newcomers to gain valuable transferable skills through agriculture and food production that can lead to employment opportunities and economic empowerment.

Services to support newcomer food and nutrition security can include: direct food assistance; nutrition and healthy eating education; assistance in accessing government services; and access to farms and gardens. Including food and nutrition security as part of wrap-around services aimed at long-term self-sufficiency is crucial for consistent access to healthy food. Interventions should incorporate trauma-informed approaches and follow principles of cultural humility. Furthermore, they should be grounded in best practices and evidence of impact and effectiveness.

Direct client support for food access can be provided by case managers or other staff who may not have case management training but who provide services like nutrition education or farming support. Food access and nutrition support are sometimes best facilitated by a partner organization; identifying the right partner requires thorough partner mapping and effective referrals. Coordination of services between staff and partners yields the best outcomes for clients by most effectively facilitating newcomer wellness and autonomy.

For agencies without comprehensive resettlement mandates, program managers and other staff may partially fulfill the role of a case manager for specific services related to food access, food production, or food provision for newcomers.

This Food and Nutrition Security Onboarding Guide is a framework for onboarding new staff members who will provide services in the context of newcomer service delivery. It is meant to be customized to include training specific to your organization, including any in-house requirements, as well as specific focus areas for the programs and populations your agency serves. This guide shares reading materials, webinar recordings, and other resources to complement your organization or program’s onboarding activities, which may include training from supervisors, shadowing colleagues, reviewing procedural materials and organization policies, and case consultations and/or case conferences.

Switchboard also offers other specialized onboarding guides, including the [Intensive Case Management](https://www.switchboardta.org/resource/sample-intensive-case-management-onboarding-guide/), [Case Management](https://www.switchboardta.org/resource/sample-comprehensive-case-management-onboarding-guide/) and [Matching Grant](https://www.switchboardta.org/resource/sample-matching-grant-onboarding-guide/) onboarding guides.

Agencies that serve newcomers are funded by a variety of federal, state, and private sources and may cater to different populations. For a detailed list of eligible populations typically served by the Office of Refugee Resettlement (ORR), please refer to the [Case Management Onboarding Guide’s](https://www.switchboardta.org/resource/sample-intensive-case-management-onboarding-guide/) section “Learn more about who we serve,” Or read [PL16-01](https://www.acf.hhs.gov/orr/policy-guidance/documentation-requirements-refugee-resettlement-program). If you are working with Ukrainian Parolees, please also read [Benefits for Ukrainian Humanitarian Parolees (ORR)](https://www.acf.hhs.gov/orr/fact-sheet/benefits-ukrainian-humanitarian-parolees) and [Benefits for Afghan Parolees (ORR).”](https://www.acf.hhs.gov/sites/default/files/documents/orr/Benefits-for-Afghan-Humanitarian-Parolees.pdf)

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| Program Planning Resources |
| This section provides staff with information about how to best plan for their program. |
| Project Planning Resources | [ ]  Watch:[Community Food Projects Planning & Community Engagement Strategies](https://www.youtube.com/watch?v=n4f4X9UOJWY)[ ]  Read: [Agricultural Program Development for Newcomers In The U.S.](https://www.switchboardta.org/resource/agricultural-program-development-for-newcomers-in-the-u-s/) |  |
| Community Mapping Resources | [ ]  Read:Grassroots Women’s Community Empowerment Toolkit in [English](https://huairou.org/wp-content/uploads/2015/12/GRASSROOTS-WOMENS-COMMUNITY-EMPOWERMENT-TOOLKIT.pdf) and [Spanish](https://huairou.org/wp-content/uploads/2015/12/KIT-DE-HERRAMIENTAS-PARA-EL-EMPODERAMIENTO-COMUNITARIO-DE-MUJERES.pdf)*\*Includes planning and organizing tools for working with groups, such as leadership support, community mapping, peer exchanges, etc.*[ ]  Read:[Community Asset Mapping for Farmer’s Markets](https://extension.psu.edu/asset-mapping-for-farmers-markets)[ ]  Read:[Community Asset Mapping Guide](https://www.ncfh.org/uploads/3/8/6/8/38685499/ncfh_asset_mapping_tool.pdf)[ ]  Read:[Community Asset Mapping](https://www.youtube.com/watch?v=FBCH7MEGH6E)[ ]  Listen:[The Potential of Asset Mapping (Podcast)](https://groundworkusa.org/eqdevtools/podcast-potential-asset-mapping/)[ ]  Read:[Community-Based Food System Assessment and Planning](https://cefs.ncsu.edu/wp-content/uploads/cfsguidebook.pdf)[ ]  Read:[Making Food Systems Part of Your Community Health Needs Assessment](https://www.phi.org/thought-leadership/making-food-systems-part-of-your-community-health-needs-assessment/)[ ]  Read:[Engaging the Community to Understand Food Needs](https://foodcommunitybenefit.noharm.org/resources/community-health-needs-assessment/engaging-community-understand-food-needs) | [ ]  *Review project planning and mapping tools. Discuss which of these tools may be helpful for your project needs and what information do you hope to obtain through them. What is needed to conduct a project planning or mapping process?*[ ]  *Refer to Switchboard’s* [*Case Management Onboarding Guide's*](https://www.switchboardta.org/resource/sample-comprehensive-case-management-onboarding-guide/) *section on Community Outreach for more resources on working with communities.* |
| Developing Refugee Farmer-facing Resources: Best Practices | [ ]  Read:[Refugee Farmer Training Teaching Handbook](https://nesfp.org/sites/default/files/resources/teaching_handbook_refugee_farmer_training_updated_1.20.pdf)[ ]  Watch:[ISED Solutions - Farm Videos](https://www.youtube.com/%40isedsolutionsfarmvideos8119/videos) | [ ]  *Discuss with supervisor: What are some ways you can improve your farmer-facing training materials or in-person training sessions using these methodologies?*[ ]  *Activity: Review your training materials and approaches and select a number to review and adapt using these best practices.* |
| Facilitation Skills for Staff | [ ]  Watch: [[Facilitative Leadership, 3 Part Series (English and Spanish)](https://www.youtube.com/%40cultivemos6929)](https://www.youtube.com/watch?v=5OoZWlGJ4EY) | [ ]  *Discuss with your team which aspects of these facilitative leadership trainings they would feel excited to implement in their work for newcomer farmers and community facing events. How will these approaches and techniques amplify your work with communities?*[ ]  *Activity for supervisors: Conduct a mock facilitative exercise with teams to take staff through each stage of facilitative leadership during a team meeting or conference. Help build their skills and confidence to facilitate conversations with groups and recognize group dynamics.* |

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| Monitoring and Evaluation Resources |
| This section provides staff with information about how to best plan for and measure key outcomes of their program. It gives example tools for agriculture and nutrition, as well as for food security. Participatory Action Research methods are not specific to food or agriculture, but rather have been used across different types of programs (in the U.S. and abroad) as they support participant participation in the evaluation method. These methods can be story- or image-based, and do not require for participants to be literate or numerate.  |
| Monitoring and Evaluation Introduction | [ ]  Read: [In-Progress Integrated Monitoring](https://usaidlearninglab.org/system/files/resource/files/inProgress_Monitoring_Manual_v1.pdf) [ ]  Read: [S.M.A.R.T. Indicators Checklist, with Case Study](https://www.switchboardta.org/resource/choosing-smart-indicators-checklist-and-a-meta-case-study/)[ ]  Watch:[Evaluation 101: The Basics of Program Evaluation for Beginning Farmer and Rancher Programs](https://www.youtube.com/watch?v=FnwkHEjxuYI)[ ]  Free e-course: [Developing a Monitoring and Evaluation (M&E) Plan for Food Security and Agriculture Programs](https://www.advancingnutrition.org/resources/monitoring-evaluation-courses/developing-monitoring-and-evaluation-me-plan-food-security)[ ]  Read: [Gaining Results through Evaluation Work (GREW): Evaluation Support for Beginning Farmer and Rancher Programs](https://agroecology.ucsc.edu/education/bfrdp/documents/grew-summary-eval-report-final.pdf) | [ ]  *Activity: Discuss what are the key goals of your program, and practice building S.M.A.R.T. indicators. What are some ways to capture these indicators?*[ ]  *Activity: Analyze your project’s M&E needs. What information are you missing? Could one of these planning resources help you get this information?*  |
| Food Security Measurement Tool Examples | [ ]  Read: [Six Key Findings About New Americans And Food Insecurity](https://www.switchboardta.org/blog/six-key-findings-about-new-americans-and-food-insecurity/) [ ]  Review:[Food Security in the U.S.: Survey Tools, U.S. Department of Agriculture](https://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-u-s/measurement/#:~:text=USDA's%20food%20security%20statistics%20are,the%20Bureau%20of%20Labor%20Statistics.) | [ ]  *Activity: Identify which tools may fit best with your food security outcomes. Discuss 1) time required to use these tools and 2) staff capacity and funding to make the best selection for your program or project.* |
| Nutrition Measurement Tools Examples | [ ]  Read: [Nutrition Incentive Hub Reporting and Evaluation Resources](https://www.nutritionincentivehub.org/resources/resources/reporting-evaluation)[ ]  Review: [Data User's Guide to the BRFSS Fruit and Vegetable Module](https://www.cdc.gov/nutrition/data-statistics/data-users-guide.html)[ ]  Review: [Usual Dietary Intakes: NHANES Food Frequency Questionnaire (FFQ](https://epi.grants.cancer.gov/diet/usualintakes/ffq.html))[ ]  Review: [A New Way to Assess Nutrition Knowledge: The Healthy Plate Photo Method](https://www.niost.org/Afterschool-Matters-Spring-2019/a-new-way-to-assess-nutrition-knowledge-the-healthy-plate-photo-method) | [ ]  *Activity: Identify which tools may fit best with your nutrition outcomes. Discuss 1) time required to use these tools 2) staff capacity and funding to make the best selection for your program or project and 3) whether an external consultant better suited to use these tools.*  |
| Agricultural Evaluation Guides and Sample Surveys | [ ]  Read: [Beginning Farmer Program Evaluation Resource Library](https://nesfp.nutrition.tufts.edu/program-evaluation/library)[ ]  Review: [[Annual Farmer Assessment Survey](https://nesfp.nutrition.tufts.edu/resources/annual-farmer-survey-interview)](https://www.switchboardta.org/resource/employment-authorization-documentation-reference-guide-for-refugee-service-providers-in-the-u-s/)[ ]  Read: [Beginning Farmer and Rancher Development Program Grant Evaluation Resources](https://nesfp.nutrition.tufts.edu/program-evaluation/library)[ ]  Review: [USDA CFP Evaluation Toolkit](https://nesfp.nutrition.tufts.edu/resources/community-food-project-evaluation-handbook) | [ ]  *Review three tools from each guide and see which is the best match for your program outcomes, requirements and capacity (budget, staff, skills).* |
| Participatory Action Research Methods (PAR) | [ ]  Read: [Photovoice Facilitator Guide](https://rutgers.international/resources/photovoice-facilitators-guide/)[ ]  Watch: [PhotoVoice Project by Cultiva de Salud](https://www.youtube.com/watch?v=bZyO6AU-ZP4&t=142s)[ ]  Watch: [Health in my Hometown](https://www.youtube.com/watch?v=X8lSw5Cdi8k)[ ]  Read: [Most Significant Change](https://mande.co.uk/wp-content/uploads/2018/01/MSCGuide.pdf)[ ]  Review: [Youth Participatory Action Research (YPAR) Hub](https://yparhub.berkeley.edu/home)[ ]  Watch: [Alternative Outcome Development & Data Collection Strategies](https://www.youtube.com/watch?v=0gIeLDwV3Sc) | [ ]  *Review three PAR evaluation methods with your team.* [ ]  *Discuss which PAR method may be a good fit for your program objectives, requirements, and capacity. Discuss how these methods can be combined to amplify your existing monitoring and evaluation efforts.* |

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| Food Security and Nutrition Resources |
| This section provides staff with information needed to support newcomer populations with nutrition, food security and food systems navigation, which offers an impactful way to improve newcomer wellbeing. Note that, due to needed staff time and expertise, referrals or partnerships may be needed in some cases to effectively provide these services. Reach out to local partners who work in the domain of nutrition and food security, as well as local universities and SNAP-Ed services, to discuss options. |
| USDA Nutrition Guidance | [ ]  Review: [USDA Dietary Guidelines for Americans](https://www.fns.usda.gov/cnpp/dietary-guidelines-americans) | [ ]  *Activity: Discuss the USDA dietary guidelines and explore possible adaptations to your client’s culture. Research existing adaptations online or with local partners.* |
| Heritage Diets | [ ]  Watch: [Heritage Diet Resources](https://oldwayspt.org/traditional-diets) | [ ]  *Activity: Discuss if any heritage diets align with your client populations and how you can leverage these resources for nutrition or food security interventions.* |
| Culturally Appropriate Food Lists | [ ]  Read: [Traditional Afghan Ingredients for Ramadan](https://www.switchboardta.org/resource/traditional-afghan-ingredients-for-ramadan-2/) [ ]  Review: [Cultural Food Guide for Food Pantries](https://www.gleanersnutritionhub.org/uploads/2/9/7/6/29762123/1-22_cultural_food_guide_for_pantries.pdf) | [ ]  *Activity: Discuss how culturally appropriate food lists may be helpful for your work. Plan to develop one or several for the client groups you support.* |
| Food Safety (Consumption) | [ ]  Read: [Product Dating Guidelines](https://www.gleanersnutritionhub.org/uploads/2/9/7/6/29762123/2022_product_dating_guidelines__2_.pdf) |  |
| Weight-Inclusive Nutrition Resources | [ ]  Read: [WIC Weight Inclusive Approach](https://www.health.state.mn.us/people/wic/localagency/wtinclusive.html)[ ]  Read: [The Weight-Inclusive vs. Weight-Normative Approach to Health](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4132299/) | [ ]  *Reflect: Why are weight-inclusive nutrition resources and approaches something you should keep in mind when providing nutrition support to newcomers?*[ ]  *Activity: Discuss how you can incorporate some of these approaches into your current programming or service provision.*  |
| Nutrition Education with Cultural Adaptations | [ ]  Read: [Adaptation of a Culturally Relevant Nutrition and Physical Activity Program for Low-Income, Mexican-Origin Parents with Young Children](https://www.cdc.gov/pcd/issues/2015/14_0591.htm)NRC-RIM Nutrition Video Series - Afghan Dastrakwan: Eating Healthy on a Budget in the U.S.[ ]  Watch: [Video 1: What to Expect in the United States](https://www.youtube.com/watch?v=LtqdJaP3LB8&list=PLDtnDqJDpUr1c0NRHaj0DIDj27b5q-OjJ) [ ]  Watch: [Video 2: Tips To Stay Healthy by Cooking](https://www.youtube.com/watch?v=evB_izR95OQ&list=PLDtnDqJDpUr1c0NRHaj0DIDj27b5q-OjJ&index=2) [ ]  Watch: [Video 3: Shorba Recipe](https://www.youtube.com/watch?v=IdqBTquFCM4&t=56s) [ ]  Watch: [Video 4: Shopping For Food and Making a Food Budget](https://www.youtube.com/watch?v=cjnpp4bhL0U&list=PLDtnDqJDpUr1c0NRHaj0DIDj27b5q-OjJ&index=4) [ ]  Watch: [Video 5: Ways to Save and Community Food Resources](https://www.youtube.com/watch?v=wG6UMLVFc6c&list=PLDtnDqJDpUr1c0NRHaj0DIDj27b5q-OjJ&index=5) [ ]  Watch: [Video 6: Bolani Recipe](https://www.youtube.com/watch?v=Axbj3W2FcvY) [ ]  Watch: [Video 7: Meal Planning](https://www.youtube.com/watch?v=_TC5PEjrXJ8&list=PLDtnDqJDpUr1c0NRHaj0DIDj27b5q-OjJ&index=7) [ ]  Watch: [Video 8: Healthy Plate and Eating the Rainbow](https://www.youtube.com/watch?v=t6IYO3pNCp0&list=PLDtnDqJDpUr1c0NRHaj0DIDj27b5q-OjJ&index=8) Spokane Regional Health District Lead Prevention Materials:[ ]  Read: [Safer Cooking and Lead Prevention](https://srhd.org/programs-and-services/safercooking/safercooking-english) *You can find several videos and printed resources in many languages inclusive of Pashto, Dari and Swahili at the above link.* [ ]  Read: [NRC-RIM Lead Poisoning Prevention Materials (Dari, Pashto, English)](https://nrcrim.org/afghans/health-education/lead-poisoning)  | [ ]  *Review these culturally adapted materials for relevance to your participants. Is there anything that stands out in any of these resources? What additional training or support from partners would you need to use these resources?* [ ]  *Discuss if adaptation of these resources is appropriate or should you work with partners specialized in nutrition. If working with partners, how might you leverage these resources in your work?* |
| Federal Nutrition Programs  | [ ]  Read: [SNAP Ed Resource Library](https://snaped.fns.usda.gov/)[ ]  Read: [SNAP General Eligibility](https://www.fns.usda.gov/snap/recipient/eligibility)[ ]  Read: [SNAP Non-Citizen Eligibility](https://www.fns.usda.gov/snap/eligibility/citizen/non-citizen-policy)[ ]  Read: [SNAP Undocumented Non-Citizens Statement](https://www.fns.usda.gov/snap/eligibility/non-citizen-eligibility)[ ]  Read: [SNAP Eligibility for Non-Citizens](https://www.fns.usda.gov/snap/recipient/eligibility/non-citizen)[ ]  Read: [WIC Eligibility](https://www.fns.usda.gov/wic/wic-eligibility-requirements)[ ]  Read: [WIC FMNP](https://www.fns.usda.gov/fmnp/wic-farmers-market-nutrition-program)[ ]  Read: [Double up Food Bucks](https://doubleupamerica.org/)\**\*Note that your state may have a different SNAP or WIC match program name. Search for SNAP Match, fresh food incentives, or Veggie RX to find more information in your state.* [ ]  Read: [Joint Letter on Public Charge ( USDA and Homeland Security)](https://www.fns.usda.gov/snap/joint-letter-public-charge)[ ]  **Read:** [Non-Citizen Communities ( SNAP, WIC and other free resources available.)](https://www.fns.usda.gov/non-citizen-communities)*\*\*Eligibility guidance for SNAP benefits changes over time and is assessed through criteria such as income, household size, and immigration status. Check your local state SNAP and DHS authorities for the latest information on eligibility.* | [ ]  *Review government resources. Discuss with your team if there are referral or support opportunities that you can provide to your clients.* [ ]  *Activity: Find local stats guidance and agencies providing these government resources.* |
| Accepting SNAP EBT: Resources for Producers and Farmers Markets | [ ]  Read: [Farmer/Producer Resources for Accepting SNAP Benefits](https://www.fns.usda.gov/snap/farmer-producer)[ ]  Read: [Guide to Accepting Federal Nutrition Benefits at Farmers Markets In Maryland](https://farmersmarketcoalition.org/wp-content/uploads/gravity_forms/1-66fc51da018bd946fb1dfb74f4bea1e7/2015/03/MDFMA-Guide-for-Accepting-Federal-Nutrition-Benefits-at-Farmers-Markets.pdf) | [ ]  *Activity: Search for a guide for your state on how to accept and work with SNAP benefits. Discuss the benefits and challenges to accepting SNAP.* |
| National Hunger Resources | [ ]  Read: [USDA National Hunger Hotline](https://www.fns.usda.gov/national-hunger-clearinghouse#:~:text=If%20you%20need%20food%20assistance,at%20914%2D342%2D7744.)[ ]  Review: [Feeding America Map of Free Food Resources](https://www.feedingamerica.org/find-your-local-foodbank)  | [ ]  *Discuss: Discuss with your team if these resources can be useful to your clients, and what immediate hunger relief support clients can receive locally.* |
| Relevant Research | [ ]  Read: [Potential determinants of food security among refugees in the U.S.](https://link.springer.com/article/10.1007/s12571-016-0637-z) [ ]  Read: [How to Make Nutrition Education More Meaningful Through Facilitated Group Discussions](https://www.sciencedirect.com/science/article/abs/pii/S000282239900019X)[ ]  Read: [A Scoping Review and Assessing the Evidence for Nutrition Education Delivery Strategies for Refugees in High-Income Countries](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8634542/#:~:text=Providing%20refugees%20with%20nutrition%20education,help%20them%20live%20healthier%20lives.)[ ]  Read:  [A Systematic Examination of Food Intake and Adaptation to the Food Environment by Refugees Settled in the United States](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5105033/)[ ]  Read: [Post-Resettlement Food Insecurity: Afghan Refugees and Challenges of the New Environment](https://www.mdpi.com/1660-4601/20/10/5846)[ ]  Read: [Cultural Dimensions of Food Insecurity among Immigrants and Refugees](https://www.researchgate.net/publication/314143175_Cultural_Dimensions_of_Food_Insecurity_among_Immigrants_and_Refugees)[ ]  Read: [Impact of peer nutrition education on dietary behaviors and health outcomes among Latinos](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746903/)[ ]  Read: ["The Wheel of My Work”: Community Health Worker Perspectives and Experiences with Facilitating Refugee Access to Primary Care Services](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8082038/)  | [ ]  *Review the listed research studies, as well as any additional studies you have found. With your team, discuss relevant facts and figures.* [ ]  *Discuss: Which studies and specific information can help support your program design or proposal writing?*  |

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| Urban Gardens and Farms Resources |
| This section provides staff with information needed to start or deepen their work with urban farms and gardens to support newcomer well-being, food security and nutrition. Note that you will need to investigate local and climate-specific resources based on your geographic location. |
| Introduction to Urban Agriculture | [ ]  Read: [Urban Gardening 101](https://www.ecowatch.com/urban-gardening-guide.html)[ ]  Read: [Urban Agriculture USDA Toolkit](https://www.ams.usda.gov/sites/default/files/media/urbanagriculturetoolkit.pdf)[ ]  Read: [Refugee Ag 101 - Brochure](https://nesfp.nutrition.tufts.edu/sites/default/files/resources/refugee_ag._101_pamphlet.pdf)[ ]  Read: [Refugee Ag 101 - Overview](https://nesfp.nutrition.tufts.edu/sites/default/files/resources/refugee_agriculture_101_overview.pdf)[ ]  Listen: [Farm Small Farm Smart Podcast](https://paperpot.co/farm-podcast/)[ ]  Review: [Beginner Farmer Resources](https://www.mass.gov/info-details/beginning-farmer-resources#workshops-and-courses-)[ ]  Take a Course: [Explore Farming Course](https://nesfp.nutrition.tufts.edu/farmer-training/explore-farming)[ ]  Take a Course: [Crop Production](https://nesfp.nutrition.tufts.edu/farmer-training/crop-production)[ ]  Watch: [Eco City Farm Videos (e.g., Composting, Hoop Houses, Plant Nursery, etc.)](https://www.ecoffshoots.org/education/videos/) | [ ]  *Discuss with your team which aspects of Urban Gardening 101 you would like to investigate further.*[ ]  *Activity: Create a map of other urban gardening peer organizations in your area and find your local Agricultural Extension office, reach out with a list of questions to help your program get off the ground.* |
| Gardening Resources | [ ]  Read: [Earn Bounty Gardening Toolkit](https://www.urbanbounty.ca/how-to/gardening/)[ ]  Read: [Toolkit for Gardeners](https://www.seattle.gov/neighborhoods/p-patch-gardening/toolkit-for-gardeners)[ ]  Review: [Arizona Sustainable Community Garden Resource Guide](https://vitalysthealth.org/workbook-arizona-sustainable-community-garden-resource-guide/)[ ]  Watch: [New Roots YouTube Channel](https://www.youtube.com/channel/UC4XVhFlA1KXX47l3Vw1RDWA) | [ ]  *Discuss salient points from the Gardening Resources section with your team and find local resources native to your climate zone and elevation.*[ ]  *Activity: Create a workplan to start a gardening program either with direct access to land for newcomer clients or as a referral agency.*  |
| Soil Health | [ ]  Read: [Urban Agriculture and Soil Contamination: An Introduction to Urban Gardening](https://louisville.edu/cepm/pdf-files/pg-25-1)[ ]  Read: [Reusing potentially contaminated landscapes: Growing Gardens in Urban Soils](https://www.epa.gov/sites/default/files/2014-03/documents/urban_gardening_fina_fact_sheet.pdf)[ ]  Read: [[Soils for Urban Farms, Gardens and Green Spaces (Ch. 22)](https://www.sare.org/publications/building-soils-for-better-crops/soils-for-urban-farms-gardens-and-green-spaces/)](https://louisville.edu/cepm/pdf-files/pg-25-1) | [ ]  *Discuss with your team the land access opportunities and seek out local soil texting experts to test your soil.* |
| Land Access | [ ]  Read: [Top 5 Helpful Tips for Non-Farming Landowners (Who Lease to Farmers) in New England](https://farmland.org/top-5-helpful-tips-for-non-farming-landowners-who-lease-to-farmers-in-new-england/)[ ]  Read: [Land Policy Towards a More Equitable Farming Future](https://www.youngfarmers.org/land/wp-content/uploads/2020/11/LandPolicyReport.pdf)[ ]  Read: [Finding Farmland: Resources to Support Land Access](https://www.farmers.gov/blog/finding-farmland-resources-support-land-access)[ ]  Read: [Farmland Access Tool](https://landstewardshipproject.org/repository/1/2681/farmland_access_tool_9_13_18.pdf)[ ]  Read: [Farmland Access Legal Toolkit](https://farmlandaccess.org/) [ ]  Review: [Finding Farmland Course](https://www.youngfarmers.org/finding-farmland-course/)  | [ ]  *Discuss: Should your program access land directly or would it be better to refer people into existing urban gardening or farming programs? (Consider factors such as location, transport, and water access).*[ ]  *Activity: Make an outreach plan to private and public landowners with specific questions and parameters and review as a team. This tool can be used to help you find land.* |
| Food Safety | [ ]  Read: [Good Agricultural Practices (GAP) Audits](https://www.ams.usda.gov/services/auditing/gap-ghp#:~:text=Good%20Agricultural%20Practices%20(GAP)%20audits%20are%20voluntary%20audits%20that%20verify,of%20microbial%20food%20safety%20hazards.)[ ]  Read: [FSMA Final Rule](https://www.fda.gov/food/food-safety-modernization-act-fsma/fsma-final-rule-produce-safety) [ ]  Read: [Small Farmers Guide to Food Safety](https://www.fda.gov/food/food-safety-modernization-act-fsma/fsma-final-rule-produce-safety) [ ]  Read: [Food Safety Resource Library](https://www.youngfarmers.org/foodsafety/)Farm & Food Safety Video Resources in Dari, Mien & Nepali: Watch those that are relevant to your population language groups.Dari Farm & Food Safety Video Resources[ ]  Watch: [Chemical Safety (Dari)](https://www.youtube.com/watch?v=2kWPZXvoCN4&list=PLR4cazUZyajuSNCJ_CMDK_uVA-6-oDcc0&index=1)[ ]  Watch: [Agricultural Water (Dari)](https://www.youtube.com/watch?v=eaKv0pb6158&list=PLR4cazUZyajuSNCJ_CMDK_uVA-6-oDcc0&index=2)[ ]  Watch: [Biological Soil Amendments (Dari)](https://www.youtube.com/watch?v=R8IkQkgTqbI&list=PLR4cazUZyajuSNCJ_CMDK_uVA-6-oDcc0&index=3)[ ]  Watch: [Equipment, Tools, & Buildings (Dari)](https://www.youtube.com/watch?v=KmqU4D7RIq8&list=PLR4cazUZyajuSNCJ_CMDK_uVA-6-oDcc0&index=4)[ ]  Watch: [Land Use and Animal Access (Dari)](https://www.youtube.com/watch?v=E89cQdJveFU&list=PLR4cazUZyajuSNCJ_CMDK_uVA-6-oDcc0&index=5)[ ]  Watch: [Health and Hygiene (Dari)](https://www.youtube.com/watch?v=OAA3O4wZJVE&list=PLR4cazUZyajuSNCJ_CMDK_uVA-6-oDcc0&index=6)Mien Farm & Food Safety Video Resources[ ]  Watch: [Chemical Safety (Mien)](https://www.youtube.com/watch?v=Fqc74KO0Dos&list=PLR4cazUZyajubVE6OGCcUhPeI2bJfze9f)[ ]  Watch: [Agricultural Water (Mien)](https://www.youtube.com/watch?v=6ndpvJR9HSI&list=PLR4cazUZyajubVE6OGCcUhPeI2bJfze9f&index=2)[ ]  Watch: [Biological Soil Amendments (Mien)](https://www.youtube.com/watch?v=1jzNdwoqfaQ&list=PLR4cazUZyajubVE6OGCcUhPeI2bJfze9f&index=3)[ ]  Watch: [Equipment, Tools, & Buildings (Mien)](https://www.youtube.com/watch?v=m2NDUYBxrGM&list=PLR4cazUZyajubVE6OGCcUhPeI2bJfze9f&index=4)[ ]  Watch:  [Land Use and Animal Access (Mien)](https://www.youtube.com/watch?v=bsnGSMycNYc&list=PLR4cazUZyajubVE6OGCcUhPeI2bJfze9f&index=5)[ ]  Watch: [Health and Hygiene (Mien)](https://www.youtube.com/watch?v=i6RIi00-bs0&list=PLR4cazUZyajubVE6OGCcUhPeI2bJfze9f&index=6)Nepali Farm & Food Safety Video Resources[ ]  Watch: [Health and Hygiene (Nepali)](https://www.youtube.com/watch?v=Wnmpe5lFfaU&list=PLR4cazUZyajuxVOdhOZhfTKICStsBhK_E)[ ]  Watch: [Land Use and Animal Access (Nepali)](https://www.youtube.com/watch?v=YEE9RzunENg&list=PLR4cazUZyajuxVOdhOZhfTKICStsBhK_E&index=2)[ ]  Watch: [Equipment, Tools, & Buildings (Nepali)](https://www.youtube.com/watch?v=YafbLDdIp8k&list=PLR4cazUZyajuxVOdhOZhfTKICStsBhK_E&index=3)[ ]  Watch: [Biological Soil Amendments (Nepali)](https://www.youtube.com/watch?v=V5my9GbjUeI&list=PLR4cazUZyajuxVOdhOZhfTKICStsBhK_E&index=4)[ ]  Watch: [Agricultural Water (Nepali)](https://www.youtube.com/watch?v=GVQAjIPu5VY&list=PLR4cazUZyajuxVOdhOZhfTKICStsBhK_E&index=5)[ ]  Watch: [Chemical Safety (Nepali)](https://www.youtube.com/watch?v=BgLiUpguWTw&list=PLR4cazUZyajuxVOdhOZhfTKICStsBhK_E&index=6) | [ ]  *Discuss: Which categories do the farmers you work with fall into with regards to GAP, FSMA compliance? If they are too small to qualify, why is food Safety still important?*[ ]  *Activity: After reviewing the available resources on food safety, map out what gaps exist within your educational materials for newcomers and discuss some opportunities to fill those gaps with existing resources. Explore ways to produce language appropriate resources in the future.* |
| Marketing and Markets | Marketing:[ ]  Read: [Guide to Marketing Strategies and Considerations for Beginning Immigrant and Refugee Farmers](https://www.worldfarmers.org/wp-content/uploads/2019/01/Guide-to-Marketing-Strategies-and-Considerations-for-Beginning-Immigrant-and-Refugee-FarmersFinal.pdf)Micro-Producer Academy Resources[ ]  Read: [Program Overview](https://nesfp.nutrition.tufts.edu/resources/micro-producer-academy-program-overview)[ ]  Read: [Market Types](file:///C%3A%5CUsers%5CLizTo%5CAppData%5CLocal%5CBox%5CBox%20Edit%5CDocuments%5Cg%2BOiZNMsnEu9iPLb%2BeikUw%3D%3D%5Ctemp)[ ]  Read: [Growing for Market 1 - Choosing Crops](https://nesfp.nutrition.tufts.edu/resources/micro-producer-academy-growing-market-1-choosing-crops)[ ]  Read: [Growing for Market - Planning for Planting](https://nesfp.nutrition.tufts.edu/resources/micro-producer-academy-growing-market-2-planning-planting)[ ]  Read: [Budgeting](https://nesfp.nutrition.tufts.edu/resources/micro-producer-academy-budgeting)[ ]  Read: [Clean and Healthy Harvest](https://nesfp.nutrition.tufts.edu/resources/micro-producer-academy-clean-and-healthy-harvest)[ ]  Read: [Dealing with Money](https://nesfp.nutrition.tufts.edu/resources/micro-producer-academy-dealing-money)[ ]  Read: [Market Success](https://nesfp.nutrition.tufts.edu/resources/micro-producer-academy-market-success)[ ]  Read: [Training Pre-Illiterate Refugee Farmers in Marketing Skills](https://nesfp.nutrition.tufts.edu/resources/training-pre-illiterate-refugee-farmers-marketing-skills)[ ]  Read: [Community Supported Agriculture (CSA) Resource Guide for Farmers](https://growingsmallfarms.ces.ncsu.edu/growingsmallfarms-csaguide/)[ ]  Read: [CSA’s from CISA](https://www.buylocalfood.org/resources-for-farmers/tipsheets/csas/)[ ]  Read: [The Growing For Market (Podcast)](https://www.growingformarket.com/pages/growing-for-market-podcast)[ ]  Recorded Webinar: [MicroProducer Academy For Newcomer Farmers](https://www.switchboardta.org/resource/program-spotlight-microproducer-academy-for-newcomer-farmers/)Markets:[ ]  Take a Course: [Wholesale and Institutional Markets](https://nesfp.nutrition.tufts.edu/node/3892) | [ ]  *Discuss: After reviewing several resources in the marketing and markets category, discuss the main areas where your team can support newcomer farmers with sales based on market demand.* [ ]  *Activity: Explore what additional resources your team needs to provide clients with needed information. Describe what format this support will take, considering options like classroom-based instruction, 1-1 Technical Assistance, demonstration days, or farmer market visits. Explore local organizations that provide similar resources for educational opportunities or to set up referrals.* |
| Crop Planning | [ ]  Read: [Crop Planning](https://nesfp.org/sites/default/files/resources/crop_planning_users_guide_final.pdf)[ ]  Watch: [Crop Planning for Vegetable Farmers](https://www.youtube.com/watch?v=EZwFm-oPp-w)[ ]  Read: [Crop Planning for Vegetable Growers Pt 1](https://www.youtube.com/watch?v=bRwG8ioARNo)[ ]  Read: [Crop Planning for Vegetable Growers Pt 2](https://www.youtube.com/watch?v=HLVqyae6U1k)[ ]  Read: [How to decide which crops to grow](https://growingformarket.com/articles/how-to-decide-which-crops-to-grow)[ ]  Read:[Urban Agriculture Manual: Crop Planning](https://urbanagriculture.horticulture.wisc.edu/crop-planning/) | [ ]  *Discuss: Discuss how and when you can integrate crop planning discussions with newcomer farmers in your project or program.*  |
| Organic Practices | [ ]  Read: [Organic Farmer from ATTRA Sustainable Agriculture](https://attra.ncat.org/organic-farming/) | [ ]  *Discuss: Explore the advantages of organic farming practices for human and soil health.* |
| Justice and Equity in Food and Farming  | [ ]  Read: [Organizational Justice and Equity Self-Assessment Rubric](https://nesfp.nutrition.tufts.edu/resources/apprenticeship/organizational-justice-and-equity-self-assessment-rubric)[ ]  Read:  [Young Farmers’ Racial Equity Toolkit](https://northeast.sare.org/resources/racial-equity-toolkit/)[ ]  Read: [Measuring Racial Equity in the Food System: Established and Suggested Metrics](https://www.farmtoinstitution.org/resources/398)[ ]  Read: [21-day Racial Equity Challenge](https://www.youtube.com/watch?v=AOON-28FHDY) | [ ]  *Explore how you can make your project or program more equitable and inclusive.* |
| Regenerative Agriculture and Climate Solutions | [ ]  Read: [Regenerative Agriculture: Education & Resources](https://www.rootsofchange.org/our-positions/farming-systems/regenerative-farming/regenerative-agriculture-education-resources/)[ ]  Read: [American Farmland Trust Climate Change Resources](https://farmlandinfo.org/collections/?special_collections=afts-climate-change-resources)[ ]  Read: [Climate Solutions from ATTRA - Sustainable Agriculture](https://attra.ncat.org/climate-solutions/)[ ]  Read: [Sustainable Pest Management for Small and Medium Scale Farms](https://attra.ncat.org/publication/sustainable-weed-management-for-small-and-medium-sized-farms/) [ ]  Review: [Climate Change & Farming Resource Hub](https://www.buylocalfood.org/resources-for-farmers/climate/) [ ]  Read: [No Till Agriculture](https://www.climatehubs.usda.gov/hubs/international/topic/no-till-farming-climate-resilience#:~:text=No%2Dtill%20can%20minimize%20wind,crops%20enriches%20the%20untilled%20soil.) | [ ]  *Discuss: After reviewing several resources in this section, discuss with your teams what potential aspects of climate change mitigation you may be able to include in your project or program to make your program more climate friendly. What SMART goals can you set to align with climate smart agriculture?* |
| Financial Resources | [ ]  Read: [Beginner Farmers and Ranchers Loans](https://www.fsa.usda.gov/programs-and-services/farm-loan-programs/beginning-farmers-and-ranchers-loans/index) [ ]  Read: [Farmer Financial Resources](https://semaponline.org/resources/for-farmers/resource-library/finances/)[ ]  Read: [Financial Planning Resources for Farmers](https://www.buylocalfood.org/resources-for-farmers/tipsheets/financial-planning/) [ ]  Read: [Center for Economic Opportunity Loans](https://irc-ceo.org/what-we-do/our-loan-products.html) Advanced Resources: [ ]  Read: [Center for Farm Financial Management](https://www.cffm.umn.edu/) [ ]  Read: [Cornell Small Farms: Financial Score Card tool](https://smallfarms.cornell.edu/financial-scorecard/) | [ ]  *Discuss: What financial needs are your newcomer farmers are reporting, and what additional resources you can provide to them? Are any of the resources listed a good fit for their needs?* |
| Small Farm Business Plan  | [ ]  Read: [How to Start a Farm: Plan Your Operation](https://www.farmers.gov/your-business/beginning-farmers/business-plan)[ ]  Read: [Farmer Business Planning](https://www.beginningfarmers.org/farm-business-planning/)[ ]  Read: [Business and Marketing](https://attra.ncat.org/business-and-marketing/)[ ]  Read: [Business Plans](https://smallfarms.cornell.edu/guide/guide-to-farming/business-plans/) [ ]  Read: [Farmer Business Structures Basic from](https://farmcommons.org/resources/articles/farm-business-structure-basics/) [ ]  Read: [Farmer Market and Business Planning](https://farmersmarketcoalition.org/wp-content/uploads/2017/01/Willimantic-Farmers-Market-Business-Planning-Guide.pdf) [ ]  Take a Course: [Farm Business Training](https://nesfp.nutrition.tufts.edu/farmer-training/farm-business-planning) [ ]  Read: [Building a Sustainable Business: A Guide to Developing a Business Plan for Farms and Rural Businesses](https://www.sare.org/resources/building-a-sustainable-business/)[ ]  Read: [Making Money Factsheet](https://nesfp.nutrition.tufts.edu/sites/default/files/resources/factsheet_16_making_money.pdf) | [ ]  *Discuss: How can a business plan improve your project or program? How can you incorporate education on making a business plan as part of the support you provide to newcomer farmers? If you already offer this support, how can it be improved? What has been the success rate of completing and using a business plan? Has it helped with goal setting and financial planning?* |
| Farm Risk Management | [ ]  Read: [Risk Management/Crop Insurance Education Program](https://ag.umass.edu/risk-management/immigrant-farmers) | [ ]  *Discuss: What elements of risk management have you introduced or want to introduce to your newcomer farmer program? What are some pros and cons of doing so for small scale farmers?* |
| Relevant Research  | [ ]  Read: [Food Security Interventions among Refugees around the Globe: A Scoping Review](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8839314/)[ ]  Read: [An Evaluation of Refugee Farmers in the Sacramento Valley to Inform a USDA-Funded Food-Safety Training Program](https://escholarship.org/uc/item/12s8j2tv)[ ]  Read: [Refugee Farmers and the Social Enterprise Model in the American Southwest](https://www.researchgate.net/publication/283268045_Refugee_Farmers_and_the_Social_Enterprise_Model_in_the_American_Southwest)[ ]  Read: [Monitoring the Contribution of Urban Agriculture to Urban Sustainability: An Indicator-Based Framework](https://www.sciencedirect.com/science/article/pii/S2210670721004121)[ ]  Read: [Urban Agriculture During Economic Crisis: Lessons from Cuba, Sri Lanka and Ukraine](https://cgspace.cgiar.org/server/api/core/bitstreams/7f14f676-0639-4314-8af6-a04549a3fa7a/content)[ ]  Read: [An Evaluation of the Beginning Farmer & Rancher Development Program](https://sustainableagriculture.net/wp-content/uploads/2017/10/Cultivating-the-Next-Generation-Oct-2017.pdf) |  |

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| Children and Youth Resources around Urban Agriculture and Nutrition Education |
| This section suggests resources for staff hoping to cultivate expertise in different specialty areas or skillsets for working with youth and children in the domains of Urban Agriculture and Nutrition.  |
| Experiential Education with Youth and Children – Core Concepts  | [ ]  Read: [Experiential Learning—What It Really Is](https://blog-youth-development-insight.extension.umn.edu/2023/02/experiential-learningwhat-it-really-is.html) [ ]  Read: [Training Template: Best practices for Experiential Education, National Farm to School Network](https://www.farmtoschool.org/resources-main/training-template-best-practices-for-experiential-education) | [ ]  *Discuss main pillars of experiential education and why they are important for working with newcomer youth. Find one to two ways you can enhance your youth work with experiential approaches.*  |
| Culturally Responsive and Inclusive Teaching Practices  | [ ]  Review: [School Garden Support Organization Network: Promising Practices](https://sgsonetwork.org/promising-practices/)[ ]  Read: [Strengthening Equity & Inclusion in Garden Education](https://sgsonetwork.org/equity/)[ ]  Watch: [Decolonizing Garden Education, Grow Portland and Sprouts Healthy Communities Foundation](https://sgsonetwork.org/decolonizing-garden-education-2/)[ ]  Read: [NYSED Culturally Responsive-Sustaining Education Framework](https://www.nysed.gov/sites/default/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf)[ ]  Read: [What is culturally responsive teaching?](https://www.understood.org/en/articles/what-is-culturally-responsive-teaching)[ ]  Read: [Cultural Relationships for Responsive Pedagogy](https://www.nzcer.org.nz/system/files/journals/set/downloads/2018_1_003_1.pdf) | [ ]  *Discuss main ideas expressed in culturally responsive and inclusive teaching practices. Pick three that you would like to enhance or introduce in your work with children or youth within the scope of food- or land-based education. Describe how you think it will improve your desired outcomes. How can you evaluate your progress?* |
| Curricula and Core Standards | [ ]  Read & Watch: [LAUNCH Toolkit: Harvest and Sustain Your Garden](https://gradesofgreen.org/welcome-to-launch/launch-toolkit-harvest-and-sustain-your-garden/)[ ]  Read: [Setting Up and Running a School Garden](https://www.fsnnetwork.org/sites/default/files/setting_up_and_running_school_garden.pdf)[ ]  Read: [Discover MyPlate: Nutrition Education for Kindergarten](https://www.fns.usda.gov/tn/discover-myplate-nutrition-education-kindergarten)[ ]  Read: [Welcoming Refugee Students Guides](https://www.switchboardta.org/resource/welcoming-refugee-students-guides-for-classroom-teachers-school-nurses-school-administrators-school-counselors-peer-mentors-and-parents-2/)[ ]  Review: [Discover MyPlate: Student Workbook](https://www.fns.usda.gov/tn/discover-myplate-student-workbooks)[ ]  Review: [Healthy Kids, Happy Planet](https://healthykidshappyplanet.org/education-curriculum/)[ ]  Review: [Cornell Garden-Based Learning](https://gardening.cals.cornell.edu/lessons/curriculum-classics/)[ ]  Review: [Twigs Youth Gardening and Healthy Eating Curriculum](https://fsnep.ucdavis.edu/sites/g/files/dgvnsk2286/files/inline-files/TWIGS%20curriculum.pdf)[ ]  Review: [Children’s Garden Curriculum](https://slowfoodusa.org/school-gardens/curriculum/#:~:text=The%20Slow%20Food%20USA%20School,subject%20areas%20in%20the%20classroom.)[ ]  Review: [FoodPrints Curricula](https://www.freshfarm.org/foodprints/curriculum/lessons) [ ]  Review: [Youth Food Justice Curriculum](https://www.soulfirefarm.org/programs/youth-program/)[ ]  Review: [FoodCorps Lesson Plans](https://foodcorps.org/lesson-plans/)[ ]  Review: [Cultivating Youth Food Justice: A Toolkit for Youth-Led Food and Agriculture Programs](https://www.rescue.org/report/cultivating-youth-food-justice-programs-toolkit#:~:text=The%20Cultivating%20Youth%20Food%20Justice,%2Dto%2DSchool%20Procurement%20Handbook.)[ ]  Watch: [Partnering with Schools to Provide Safe and Inclusive Learning Environments for Refugee Students](https://www.switchboardta.org/resource/webinar-partnering-with-schools-to-provide-safe-and-inclusive-learning-environments-for-refugee-students/)  | [ ]  *Activity: List all resources and programming available for refugee children and youth at your office. Discuss referral processes with your supervisor.* |
| Youth Developmental Assets | [ ]  Read: [Developmental Assets Framework](https://searchinstitute.org/resources-hub/developmental-assets-framework) | [ ]  *Discuss with supervisor: How can you integrate youth developmental assets to improve the quality of youth farmer service provision?* |
| Research and Evidence | [ ]  Read: [Getting Out of the Classroom and Into Nature: A Systematic Review of Nature-Specific Outdoor Learning on School Children’s Learning and Development](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9149177/) | [ ]  *Discuss with supervisor: which aspects of the research on the benefits of outdoor learning can you potentially explore or leverage to improve newcomer youth outcomes with your school partners?*  |

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| Gardening and Psychosocial Support |
| Many studies have shown that gardening has positive impacts on mental health especially on populations that have experienced trauma. More evidence is emerging around the use of intentional therapeutic activities in a garden or nature setting, referred to as Horticultural Therapy (HT), or the engagement of a person in gardening or plant-based activities, facilitated by a trained therapist, to achieve specific therapeutic goals ([American Horticultural Therapy Association [AHTA]](https://www.ahta.org/ahta-definitions-and-positions#:~:text=Horticultural%20therapy%20is%20the%20participation,%2C%20rehabilitation%2C%20or%20vocational%20plan.)). Note that any intentional therapeutic activities should be handled with care and by a trained professional as certain activities may trigger some past or recent trauma.  |
| Refugee Mental Health Background Information | [ ]  Read: [Refugee Mental Health](https://www.kentuckyrefugees.org/wp-content/uploads/2020/02/2019-Refugee-MH.pdf)[ ]  Read: [What Works To Improve Mental Health Of Refugee Children And Adults?](https://www.switchboardta.org/resource/what-works-to-improve-mental-health-of-refugee-children-and-adults/)[ ]  Review: [HIAS Mental Health and Psychosocial Support Curriculum](https://hias.org/hias-mental-health-and-psychosocial-support-curriculum/)[ ]  Watch: [Toxic Stress And Well-Being Among Students Affected By Forced Migration](https://www.switchboardta.org/resource/toxic-stress-and-well-being-among-students-affected-by-forced-migration-2/)[ ]  Read: [Mental Health And Psychosocial Support Onboarding Guide](https://www.switchboardta.org/resource/sample-mental-health-and-psychosocial-support-onboarding-guide/)[ ]  Read: [Are You Serving Afghan Clients With Mental And Behavioral Health Needs? A New National Program Can Help](https://www.switchboardta.org/blog/are-you-serving-afghan-clients-with-mental-and-behavioral-health-needs-a-new-national-program-can-help/)[ ]  Read: [A Trauma-Informed Understanding Of Mental Health And Psychosocial Support (MHPSS)](https://www.switchboardta.org/resource/a-trauma-informed-understanding-of-mental-health-and-psychosocial-support-mhpss/)☐ Read: [Farmer Wellbeing](https://attra.ncat.org/farmer-well-being/) | [ ]  *Activity: Review the included mental health resources and discuss with your team if there are opportunities to use some of this information for your program. Explore partnerships with trained organizations that have expertise.*☐ *Discuss: What are some key issues around farmer mental health to be aware of? How can your program support farmer mental health?* |
| Breathing and Mindfulness Exercises for Remote or In-person Activities | [ ]  Watch: Calming Herbal Sun tea (available in [Swahili](https://www.youtube.com/watch?v=k4ubrMtd0ok), [Kirundi](https://www.youtube.com/watch?v=ExNUGRVmnUE), [French](https://www.youtube.com/watch?v=ZlnBkT-h6YE))[ ]  Watch: Five Senses Mediation in the Garden: (available in [Kirundi](https://www.youtube.com/watch?v=0nkUI33Se_0&t=2s), [French](https://www.youtube.com/watch?v=vmpCp9yUrBw))[ ]  Watch: Relaxing with Aromatic Herbs (available in [Kirundi](https://www.youtube.com/watch?v=hzK1oezV3cI), [Swahili](https://www.youtube.com/watch?v=HVWrfLx-XIk))[ ]  Watch: [Squeeze in Beathing Technique (Nepali)](https://www.youtube.com/watch?v=AAybsli7u7M)[ ]  Watch: [Belly Breathing Technique (Nepali)](https://www.youtube.com/watch?v=sHUIhtWtPvI&t=27s)[ ]  Watch: [Blow Out Stress Breathing Technique (Nepali)](https://www.youtube.com/watch?v=ok0p3LGDVv0) | [ ]  *Activity: Review these videos and discuss if any of the discussed skills may be relevant for your garden-based activities and why.* [ ]  *Discuss: Who would be the best placed person to lead these activities in your garden and why?* |
| Horticultural Therapy Toolkit  | [ ]  Read: [Horticultural Therapy Workbook](https://www.antioch.edu/wp-content/uploads/2020/11/0411953horticulture-therapy-workbook.pdf) | [ ]  *Review and Discuss with your team which aspects of this toolkit could potentially be worked into your activities.* [ ]  *Explore partnerships with trained Horticultural Therapists for future implementation funding permitted.* |
| Relevant Research | [ ]  Read: [Therapeutic Nature Activities: A Step Toward the Labor Market for Traumatized Refugees](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7590045/)[ ]  Read: [A Counseling Model for Refugees Rooted in Ecological Theory](https://www.jstor.org/stable/26598048?seq=4)[ ]  Read: [Community gardens as psychosocial interventions for refugees and migrants: a narrative review](https://www.researchgate.net/publication/372781824_Community_gardens_as_psychosocial_interventions_for_refugees_and_migrants_a_narrative_review)[ ]  Read: [What is the evidence for the impact of gardens and gardening on health and well-being: A Scoping Review](https://bmjopen.bmj.com/content/10/7/e036923) [ ]  Read: [Mixing Job Training with Nature-Based Therapy Shows Promise for Increasing Labor Market Affiliation among Newly Arrived Refugees](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9031245/)[ ]  Read: [Role of Gardening in Mental Health, Food Security, and Economic Well-Being in Resettled Refugees](https://cmsny.org/publications/jmhs-gangamma-walia-minkoffzern-tor-121923/) | [ ]  *Discuss the findings of the studies focused on gardening and those focused on horticultural therapy. What are some opportunities and drawbacks to including gardening versus gardening plus intentional therapeutic activities in your programming?*  |
|  |
| Transferable Skills from the Field of Case Management to Other Staff |
| The following section introduces relevant skills for staff without casework background who want to work with refugee and immigrant populations. You can refer to the [Comprehensive Case Management Onboarding Guide](https://www.switchboardta.org/resource/sample-intensive-case-management-onboarding-guide/)  “case management” section for more in-depth resources. Although many refugee resettlement staff may not be social workers, the services we provide are aligned with the standards found in the[National Association of Social Workers Code of Ethics](https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English). The values referenced in the following resources draw heavily from the field of social work. |
| Ethics of Service Provision | [ ]  Read: National Association of Social Workers [Code of Ethics](https://www.socialworkers.org/about/ethics/code-of-ethics/code-of-ethics-english)*\*Note that this Code of Ethics is meant for social workers and MSW students, but the ethics and practices are applicable to anyone who works with clients. You may find other codes of ethics for other professionals useful as well.* | [ ]  *Activity: Choose two principles that stood out to you and explain why.* |
| Cultural Humility and Cultural Competency (General and Related to Nutrition Education)  | [ ]  Listen: [Transforming Lives with Every Bite: Dr. Alison Brown Reveals How Culture Shapes Our Health (Podcast)](https://www.youtube.com/watch?v=6EWjIjHPwIA)[ ]  Read: [Cultural Competence and Humility in Nutrition Security Interventions](https://chronicdisease.org/wp-content/uploads/2023/02/Cultural-Competency-to-Cultural-Humility.pdf)[ ]  Read: [Improving Cultural Humility and Competency in Diabetes Care for Primary Care Providers](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8061540/)[ ]  Read: [Applying Cultural Humility, Awareness, and Competency in Refugee Resettlement](https://coresourceexchange.org/2023/06/13/applying-cultural-humility-awareness-and-competency-in-refugee-resettlement/?utm_source=rss&utm_medium=rss&utm_campaign=applying-cultural-humility-awareness-and-competency-in-refugee-resettlement)[ ]  Read: [Discussing the Refugee Experience with Dignity And Resilience](https://www.switchboardta.org/blog/discussing-the-refugee-experience-with-dignity-and-resilience/) [ ]  Read: Cultural Backgrounders for the most commonly served populations at your location ([Afghan](https://www.switchboardta.org/resource/afghan-backgrounder-2/), [Bhutanese](https://switchboardta.org/resource/cultural-backgrounder-bhutanese-refugee-families/), [Burmese (Myanmar)](https://www.switchboardta.org/resource/cultural-backgrounder-refugee-families-from-burma/), [Congolese](https://www.switchboardta.org/resource/cultural-backgrounder-congolese/), [Iraqi](https://www.switchboardta.org/resource/cultural-backgrounder-refugee-families-from-iraq/), [Rohingya](https://www.switchboardta.org/resource/rohingya-backgrounder/), and [Ukrainian](https://www.switchboardta.org/resource/ukrainian-backgrounder/))For Expanded Skill Building:[ ]  Watch: [Building a Culturally Informed Network of Refugee Mental Healthcare Providers](https://www.switchboardta.org/resource/webinar-building-a-culturally-informed-refugee-mental-healthcare-provider-network/)[ ]  Read: [Fundamentals of Equity and Resettlement](https://www.switchboardta.org/blog/fundamentals-of-equity-and-resettlement-lessons-from-a-panel-discussion-2/)[ ]  Recorded Webinar: [Cultural Competence in Refugee Service Settings: What Does the Research Tell Us?](https://switchboardta.org/resource/cultural-competence-in-refugee-service-settings-what-does-the-research-tell-us/) | [ ]  *Activity: What are some contextual and cultural factors you should consider as front-line staff working with newcomers within the food and nutrition space? What are some practical ways you can support clients’ well-being?*[ ]  *Activity: Reflect and discuss: How do cultural competency and cultural humility differ? How can you use both concepts in your work with refugees? Why is cultural competency an ongoing process? How does your own culture or background affect your competency and humility in working with different newcomer populations?*[ ]  *On your own, reflect on the results of your* [*implicit bias tests*](https://www.learningforjustice.org/professional-development/test-yourself-for-hidden-bias)*. Were there any surprises?* |
| Strengths-Based Approach  | [ ]  Recorded Webinar: [Demystifying Strengths-Based Services to Foster Refugees’ Resilience](https://switchboardta.org/resource/webinar-demystifying-strengths-based-services-to-foster-refugees-resilience/)[ ]  Read: [What is a Strength-Based Approach?](https://positivepsychology.com/strengths-based-interventions/) | [ ]  *Activity: Review a sample client intake and identify some of the client’s strengths.* |
| Principles of Trauma-Informed Care | [ ]  Recorded Webinar: [Trauma-Informed Care in Case Management](https://www.switchboardta.org/resource/trauma-informed-care-in-case-management/) [ ]  Read: [Trauma-Informed Care: A Primer for Refugee Service Providers](https://www.switchboardta.org/resource/trauma-informed-care-movement-towards-practice-2/)[ ]  Recorded Webinar: [Traumatic Stress Among Refugee Children and Youth Part 2](https://www.switchboardta.org/resource/traumatic-stress-among-refugee-children-and-youth-part-2-implementing-trauma-informed-care-with-children-and-families/)[ ]  Read: [Preventing Crises and De-Escalating Difficult Situations with Newcomer Clients](https://www.switchboardta.org/resource/preventing-crises-in-resettlement-de-escalation-with-a-trauma-awareness/)[ ]  Read: [Trauma Informed Nutrition Factsheet](https://www.pacesconnection.com/g/california-essentials-for-childhood-initiative/blog/new-resource-trauma-informed-nutrition-factsheet) | [ ]  *Activity: What are the basics of trauma-informed care? Why is understanding trauma-informed care important to serving refugee clients? What are some examples of how you can implement trauma-informed care in your work?* |

We encourage you to continue learning as you progress in your role. Please consult your supervisor or training officer with respect to additional opportunities to continue to grow within your role. Social learning opportunities, such as communities of practice or working groups, can also be a great way to exchange knowledge and learn from others! We encourage you to register for the [Switchboard newsletter](https://www.switchboardta.org/newsletter/) and engage with our other resources on our website.

The IRC received competitive funding through the U.S. Department of Health and Human Services, Administration for Children and Families, Grant #90RB0052 and Grant #90RB0053. The project is 100% financed by federal funds. The contents of this document are solely the responsibility of the authors and do not necessarily represent the official views of the U.S. Department of Health and Human Services, Administration for Children and Families.