

CalFresh Healthy Living, UC Town Hall: January 16th Agenda

Youth Voice: Exploring the CFHL, UC Youth Engagement Initiative

(01:31) Kelley Brian, MPH, CFHL, UC State Office Youth Engagement Project Manager and Brandon Louie, MS, Director of Community Engagement UC Davis Center for Regional Change

County Highlights

Lorena Hoyos, CFHL, UCCE San Joaquin Program Supervisor, Monica Drazba, CFHL, UCCE Yolo Program Supervisor, and Jessica Gil-Bautista, CFHL, UCCE Fresno and Madera Nutrition Educator

Physical Activity Break (1:00:54)

Jose Vallejo, CFHL, UCCE Imperial County Nutrition Educator

State Office Updates (1:08:12)



Youth Voice: Exploring the CFHL, UC Youth Engagement Initiative

Youth Engagement Initiative Overview

Key Youth Engagement Strategies

Youth Engagement Resources

- Website, Box, Google Drive

San Joaquin County Teens as Teachers Highlight

Youth-led Participatory Action Research (YPAR)

Overview

Youth Career Pathways Toolkit

Yolo County YPAR Highlight

Madera County YPAR Highlight

What is Youth Engagement?

Chat in!

When you hear
youth engagement,
what do you think of?



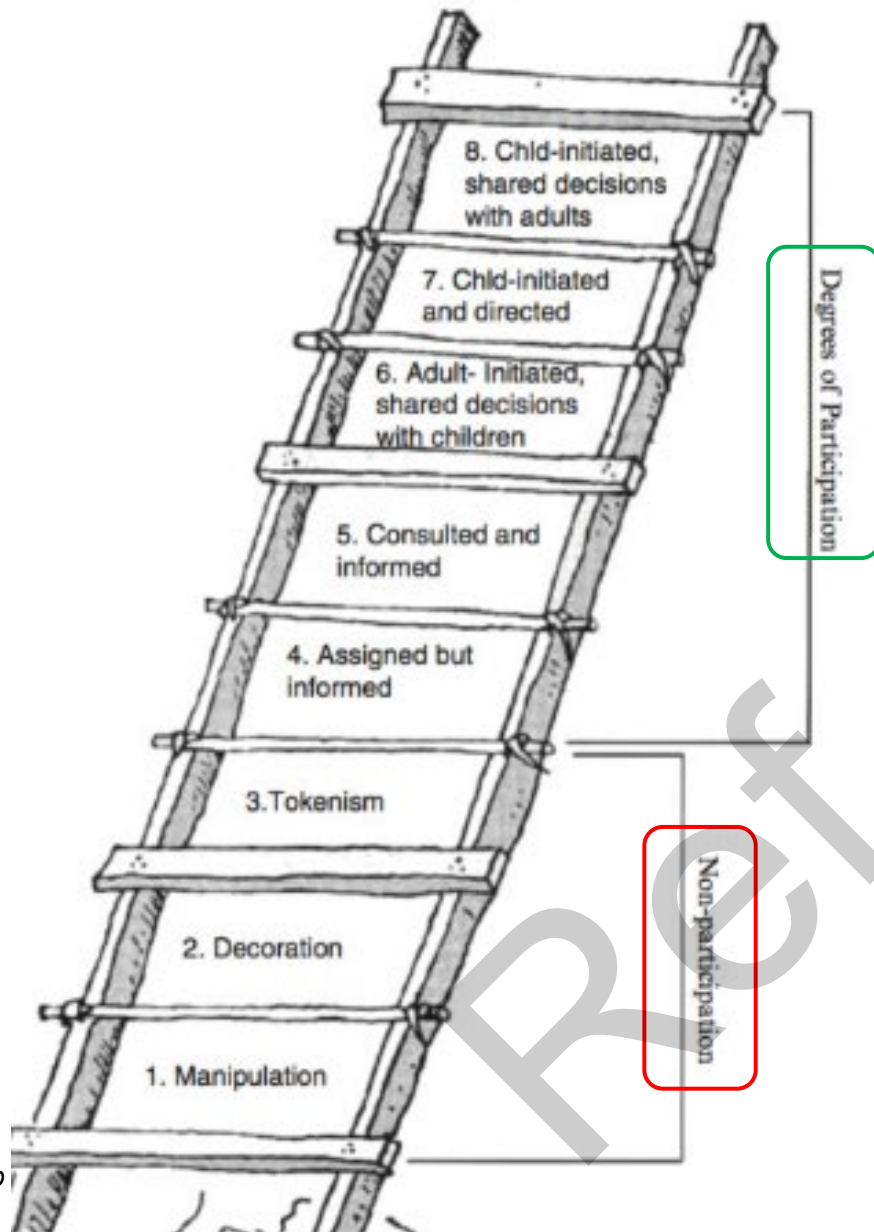
CalFresh Healthy Living, UC Youth Engagement Initiative

...strives to **engage eligible youth** in strategies to support policy, systems, and environmental (PSE) change efforts, as well as direct and indirect education delivery, in order to improve nutrition and physical activity choices and environments.



Image: Moahamed_hassan, 2018, Pixabay

The Ladder of Participation



Roger Hart's Ladder of Participation

Roger Hart. *Children's Participation: From Tokenism to Citizenship* (1992).

Key Youth Engagement Strategies

Teens as Teachers

Youth-led Participatory Action Research (YPAR)

Student Nutrition Advisory Council (SNAC)

Youth-led Gardening

Other youth engagement programming



Teens as Teachers



YPAR



SNAC



Youth-led Gardening

A large group of students, mostly in white lab coats and blue scrubs, are posing in a garden. They are arranged in several rows, with some standing and some kneeling. Many are waving at the camera. In the foreground, there are raised garden beds with various green plants. In the background, there are school buildings and a clear sky.

Teens as Teachers



YPAR

rethink
your drink



SNAC

A group of six diverse youth are standing outdoors in a garden-like setting. They are all smiling and waving at the camera. Four of them are wearing bright yellow t-shirts with a circular logo that says "SNAC". One youth is wearing a green t-shirt and a grey jacket, and another is wearing a black t-shirt. They are standing in front of a long, low, white structure that looks like a raised garden bed or a planter. In the background, there are trees, a grassy area, and a clear blue sky. The overall atmosphere is positive and energetic.

Youth-led Gardening



Gardening



Physical
Activity



School
Wellness
Policy



Smarter
Lunchrooms
Movement



Direct
Education

Youth Engagement

Resources

Website

Box

Google Drive

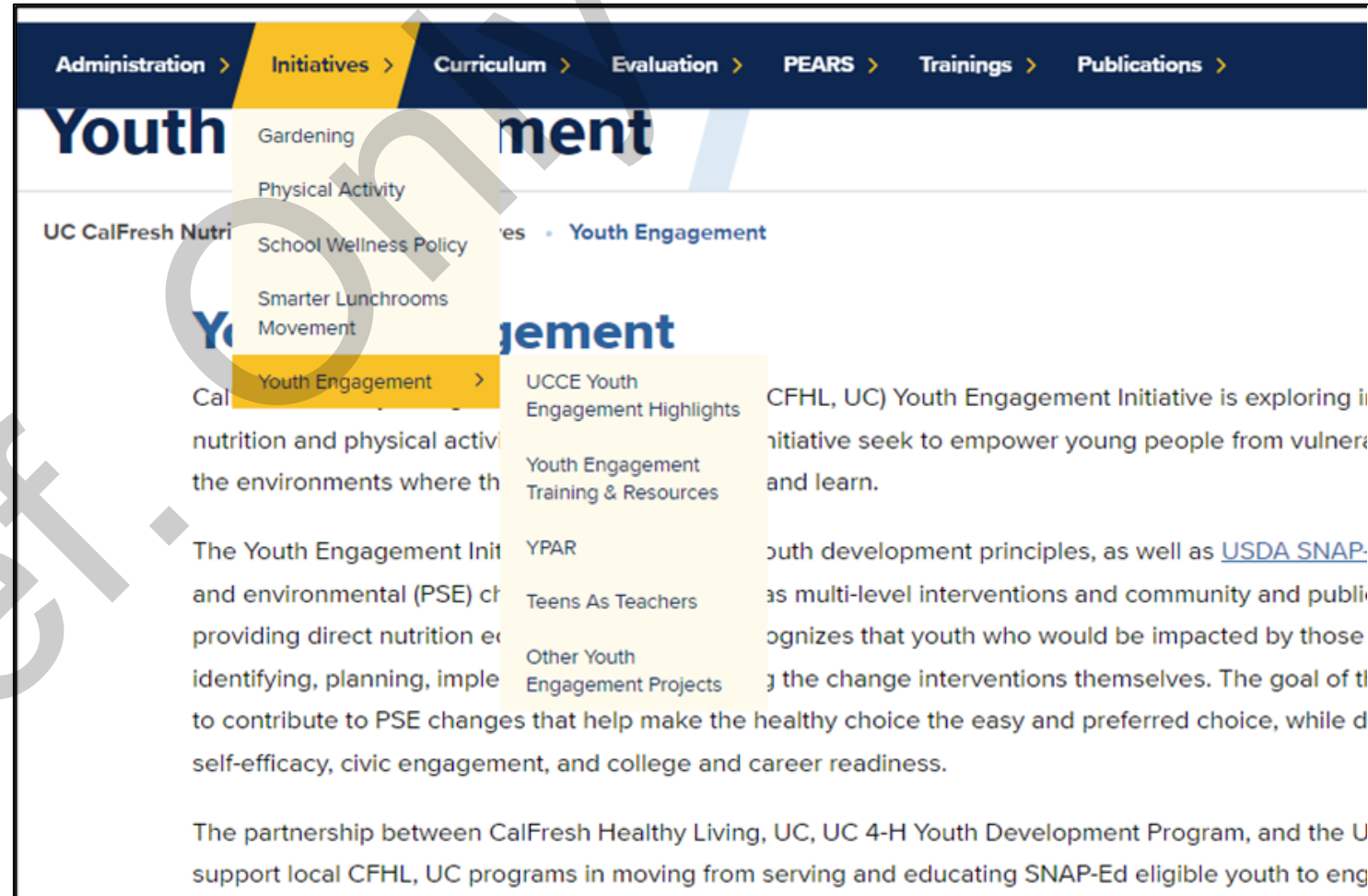


<https://uccalfresh.ucdavis.edu/>








Website Resources

- General:
 - Information about key youth engagement strategies
 - Youth Engagement FAQ
 - YE Leadership Call schedule for FFY24
- Videos showcasing youth engagement projects
- Tip Sheets
- Repository of recorded Youth Engagement Leadership Calls
- Evaluation Tools



Box Resources

| 🏠 > CalFresh Counties > SO-Program_Initiatives > SO-Youth_Engagement | | | |
|--|---|--------------------------------|----------|
| NAME | | UPDATED ↓ | SIZE |
|  YE Leadership Calls and Office Hours |  | Dec 7, 2023 by Kelley M Brian | 36 Files |
|  YE Promotional Materials |  | Oct 31, 2023 by Kelley M Brian | 2 Files |
|  YPAR Summer Training Institute | | Feb 22, 2023 by Kelley M Brian | 3 Files |

Google Drive Resources

UCCE Online Education Resources

| Name | Owner | Last modified | File size |
|--|---------------------|---------------|-----------------|
| CFHL, UC Branded Templates | mamills@ucdavis.edu | Nov 1, 2023 | tjcmurdo@uc... |
| EFNEP Branded Templates | mamills@ucdavis.edu | Apr 14, 2020 | mamills@ucda... |
| FINAL- Indirect Education Resources | mamills@ucdavis.edu | Jul 31, 2020 | mamills@ucda... |
| FINAL- UCCE Online Lesson Materials | mamills@ucdavis.edu | Jun 9, 2022 | tjcmurdo@uc... |
| Guidelines | mamills@ucdavis.edu | Mar 22, 2021 | mamills@ucda... |
| How To Guides & Resources | mamills@ucdavis.edu | Jul 17, 2021 | mamills@ucda... |
| Icebreakers, Check-Ins, Check-Outs | mamills@ucdavis.edu | Mar 8, 2021 | mamills@ucda... |
| UCCE Online Lesson Development | mamills@ucdavis.edu | May 11, 2021 | mamills@ucda... |
| Video Review Checklists | mamills@ucdavis.edu | May 11, 2021 | mamills@ucda... |
| Table of Contents- Online UCCE Education Materials.pdf | mamills@ucdavis.edu | Mar 9, 2021 | mamills@ucda... |

Icebreakers,
Check-ins,
Check-Outs

FINAL- UCCE Online Lesson Materials

| Name | Owner | Last modified | File size |
|------------------------------------|----------------------|---------------|-------------------|
| Promotional Materials - Curriculum | tjcmurdo@ucdavis.edu | Jun 9, 2022 | tjcmurdo@uc... |
| Serving Up My Plate | mamills@ucdavis.edu | Oct 28, 2020 | — |
| TWIGS | mamills@ucdavis.edu | Jul 1, 2020 | mamills@ucdavi... |
| UCCE C2U_100% at Home | mamills@ucdavis.edu | Aug 1, 2021 | tjcmurdo@uc... |
| Up4It Level 1 | mamills@ucdavis.edu | Apr 29, 2022 | tjcmurdo@u... |
| Up4It_Level2_forms_11-2022 | rlbrock@ucdavis.edu | Dec 8, 2022 | rlbrock@ucdav... |
| YPAR | bplouie@ucdavis.edu | Mar 22, 2022 | bplouie@ucd... |

YPAR

San Joaquin County Highlight Teens as Teachers

Cesar Chavez High School

Teens as Teachers



Lorena Hoyos, Program Supervisor San
Joaquin County



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This material was funded by USDA's Supplemental Nutrition Assistance Program – SNAP. This institution is an equal opportunity provider. Visit www.CalFreshHealthyLiving.org for healthy tips.

The 6-session YPAR process in Yolo County

26 Esparto High School students

8 sessions that were 50 minutes long

1 CFHL, UCCE Yolo educator

1 teacher-extender



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How it Started

- Long standing partnership with the Stockton Unified School District Early Childhood Education Department
- October 2022- Workshop for Career Technical Education Students at Chavez High School
- November 2022- First Teens as Teachers meeting with Chavez staff



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Planning

- The TAT pilot program would start January 2023
- Train Mrs. Vaughns CTE 2 students on the GGG curriculum
- One lesson at a time, every other week
- Weeks in between training, implementation takes place

Teens as Teachers Program Implementation Calendar

Purple = School Break
Orange = Teacher PD Non-Contact Day
Blue = Holiday
Green = Training Day

| January 2023 | Sun | Mon | Tue | Wed | Thu |
|-----------------|-----|---------|-----------------------------|-----|-----|
| | 1 | 2 | 3 | 4 | 5 |
| | | Holiday | Teacher PD Non-Contact Day | | |
| | 8 | 9 | 10 | 11 | 12 |
| | | | Introduction of the program | | |
| | 15 | 16 | 17 | 18 | 19 |
| | | Holiday | | | |
| | 22 | 23 | 24 | 25 | 26 |
| | | | GGG Lesson 1 Training | | |
| | 29 | 30 | 31 | | |
| Comments: | | | | | |

Schedule

| WEEK | TRAINING DATE | GGG TOPIC |
|--------|-------------------|------------------------------------|
| WEEK 1 | January 17, 2023 | Program Introduction/Lesson Kits |
| WEEK 2 | January 24, 2023 | Lesson 1: Overview |
| WEEK 3 | February 07, 2023 | Lesson 2: Go Foods |
| WEEK 4 | February 28, 2023 | Lesson 3: Glow Foods |
| WEEK 5 | March 27, 2023 | Lesson 4: Grow Foods |
| WEEK 6 | April 04, 2023 | Lesson 5: On the Move |
| WEEK 7 | April 18, 2023 | Lesson 6: Handwashing |
| WEEK 8 | May 02, 2023 | Program Conclusion and Celebration |

Example Agenda



Teens As Teachers
Lesson 2: Go
February 07, 2023

Welcome

- Ice Breaker: Would You Rather (10:08am- 10:18am) **(All)**
- Reflection: Notes section of calendar (10:18am-10:28am) **(Joyce)**
- Background Information and Reading the Story (10:28am- 10:30am) **(Lorena)**
- Activity 1: Making Pretzels (10:30am- 10:40am) **(Joyce)**
- Activity 2: Go with the Music (10:40am- 10:50am) **(Lorena)**
- Prepare (10:50-11:05am) **(All groups)**
- Practice and Reflect (11:05-11:40am) **(Groups 3&4)**
 - Plus/Deltas

Next training date: **February 28, 2023**

This material was funded by USDA's Supplemental Nutrition Assistance Program – SNAP. This institution is an equal opportunity provider. Visit www.CalFreshHealthyLiving.org for healthy tips.



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Celebration

- Parents were invited
- Students were acknowledged and thanked for their efforts throughout the semester
- Certificates were given
- Students were asked to fill out the TAT Retrospective Survey



Teen Teacher Survey [Retrospective]

County: San Joaquin

School/Program Site: Chavez Teens as Teachers Date: May 02, 2023

Section I: Nutrition Knowledge

1. Please indicate to what extent you agree or disagree that your experience in the CalFresh Healthy Living, UC Chavez High School Teens as Teachers Program has resulted in the following outcomes. (Select one response in each row by marking the appropriate box ☐.)

| As a result of participating in the Program | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Applicable to my Program Experience |
|--|--------------------------|--------------------------|--------------------------|--------------------------|---|
| I learned the foods that I should eat every day | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I learned what makes up a balanced diet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I learned why it is important for me to eat a healthy diet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I learned how to make healthy food choices | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Section II: Food Choices

2. Please indicate to what extent you agree or disagree that your experience in this Program has resulted in the following outcomes. (Select one response in each row by marking the appropriate box ☐.)

| As a result of participating in the Program, I now take the following actions... | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Applicable to my Program Experience |
|--|--------------------------|--------------------------|--------------------------|--------------------------|---|
| I think about what foods my body needs during the day | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I make healthy food choices whenever I can | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I encourage my family to eat meals together | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Feedback

15. What could be done to make your experience as a teen teacher even better?

We could have done more projects or more group work.

Nothing

I would say better grouping teams and going more how you would perform it in the preschool classes. Letting students take a different approach, with permission, to teach the lesson.

Checking into classes to see if students are properly doing the activities in preschool classes.

I don't know. I really enjoyed my whole experience as a teen teacher.

Everything was good the way it was.

More lessons and different games for children to play.

Nothing

To be more involved, but overall nothing. It was amazing and I loved it a lot.

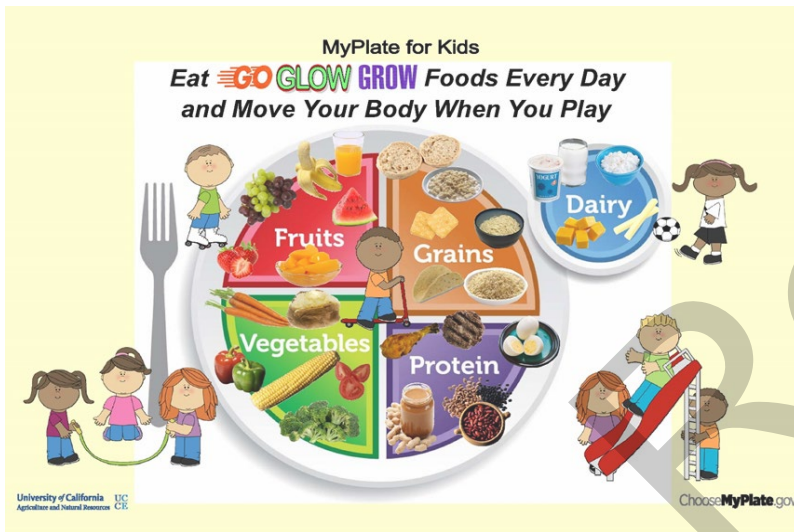
It was the best.

More cooperation with others.



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Changes to Fall 2023



Teens as Teachers Program Implementation Calendar

Green = Training Day Blue = Observation Day
Light Blue = Holiday Purple = School Break Orange = Teacher PD Non-Contact Day

| | Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----------|-----|--|--|-----------------|-------------------------|----------------------------|----------------------------|
| September | | | | | | 1 | 2 |
| | | | | | | | |
| | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | | Holiday | Lesson 1 Observation Week Assigned Lesson Activity: | | | | |
| | | | Reading the Booklet A | Activity 1 B | Activity 2 C | Lesson Observation D | |
| | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| | | | GGG Lesson 2 & CATCH Training | | | | |
| | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| | | Lesson 2 Observation Week Assigned Lesson Activity: | | | | Teacher PD Non-Contact Day | Teacher PD Non-Contact Day |
| | | Reading the Booklet D | Activity 1 A | Activity 2 B | Lesson Observation C | | |
| 2023 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| | | | GGG Lesson 3 & CATCH Training | | | | |
| | | | | | | | |



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GGG Lesson Reflection



Name: _____ Date: _____ Group # _____ TT Letter _____ Lesson # _____

Teens as Teachers Lesson Reflection

_____ Self OR _____ Peer

When reflecting on your experience as a teen teacher consider areas such as: lesson preparedness, delivery, following the lesson plan, were pre-k students engaged & involved, group management and facilitation. *Please write a 5 sentence full paragraph for each of the 2 reflections.*

Things that went well: (Peer Reflection tip: "I like the way you _____")

Things to do, or improve next time: (Peer Reflection tip: "Next time consider _____")



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CATCH Lesson Reflection



CATCH Lesson Observation Tool

The CalFresh, Healthy Living UCCE program staff thank you for contributing to our evaluation efforts.

| | |
|--|--|
| Lesson Delivered By: • Group Number: 1 2 3 4 5 6 • TT Letter: A B C D | Form Completed By: • Group Number: 1 2 3 4 5 6 • TT Letter: A B C D |
| Preschool Teacher: | |
| Number of students in class today: _____ students | |
| Length of CATCH Lesson: _____ minutes | |
| CATCH Cards Used (name and specify numbers) | |
| • Warm-up: | • Go Fitness: |
| • Go Activity: | • Cool-Down: |

INSTRUCTIONS: Please answer the following questions based on your observations of the students in your class.

| Question | Description | Yes | No | Comments |
|---|---|--------------------------|--------------------------|----------|
| 1. Did students participate in a warmup activity? | Score "Yes" if warm-up was at least 2 minutes. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. Were students active right from the start? | Students begin being physically activity at the start of the lesson. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3. Were the boundaries well established? | Activity area was clearly defined, and students played within the designated space. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. Was the start/stop signal clear? | Students understood when to start and stop movements. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5. Were the instructions clear and concise? | Students understood and could follow management and instruction tasks. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6. Did students participate in a cooldown activity? | Score "Yes" if cool-down was at least 2 minutes. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7. Was equipment distributed efficiently? | Students are active and engaged while equipment is distributed and collected. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 8. Students received praise for their active participation? | Students received praise or positive feedback about their physical activity levels or activity engagement. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 9. Was the Teen Teacher enthusiastic about the activities? | Teen Teachers model and facilitate activities with a positive tone and enthusiasm to motivate students to try their best and have fun. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 10. Were students involved in moderate to vigorous physical activity at least 50% of lesson time? | Students are actively engaged in physical activities that make their hearts beat faster and make them breath harder than normal for at least half of the total lesson time. | <input type="checkbox"/> | <input type="checkbox"/> | |



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Teens in Action

Additional Presentations

- Parent Coffee Hour
- Special Education Classroom



Tips

- Do this with a partner that is excited for the program and is committed.
- Plan, schedule, prep materials
- Be flexible
- This will take time
- What will this look like long term?

THANK YOU!

Any Questions?



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Youth Participatory Action Research (YPAR)

Brandon Louie, UC Davis CRC

Monica Drazba, UCCE Yolo County

Jessica Gil-Bautista, UCCE Fresno/Madera

**Direct
Education**

**Policy, Systems &
Environmental (PSE)
Change Interventions**

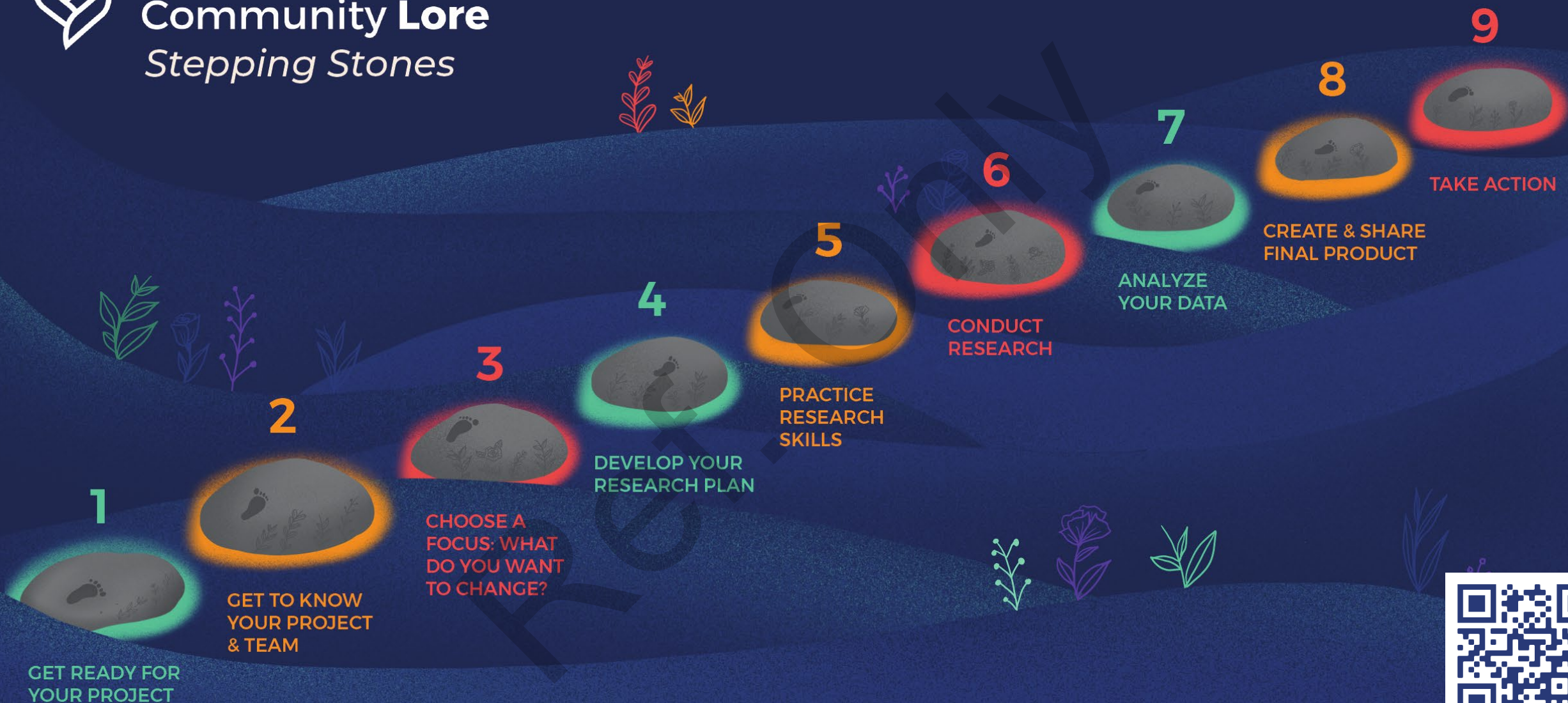
**Youth-led PSE
Changes &
YPAR**



Defining **Y**outh **P**articipatory **A**ction **R**esearch



Community Futures Community Lore *Stepping Stones*



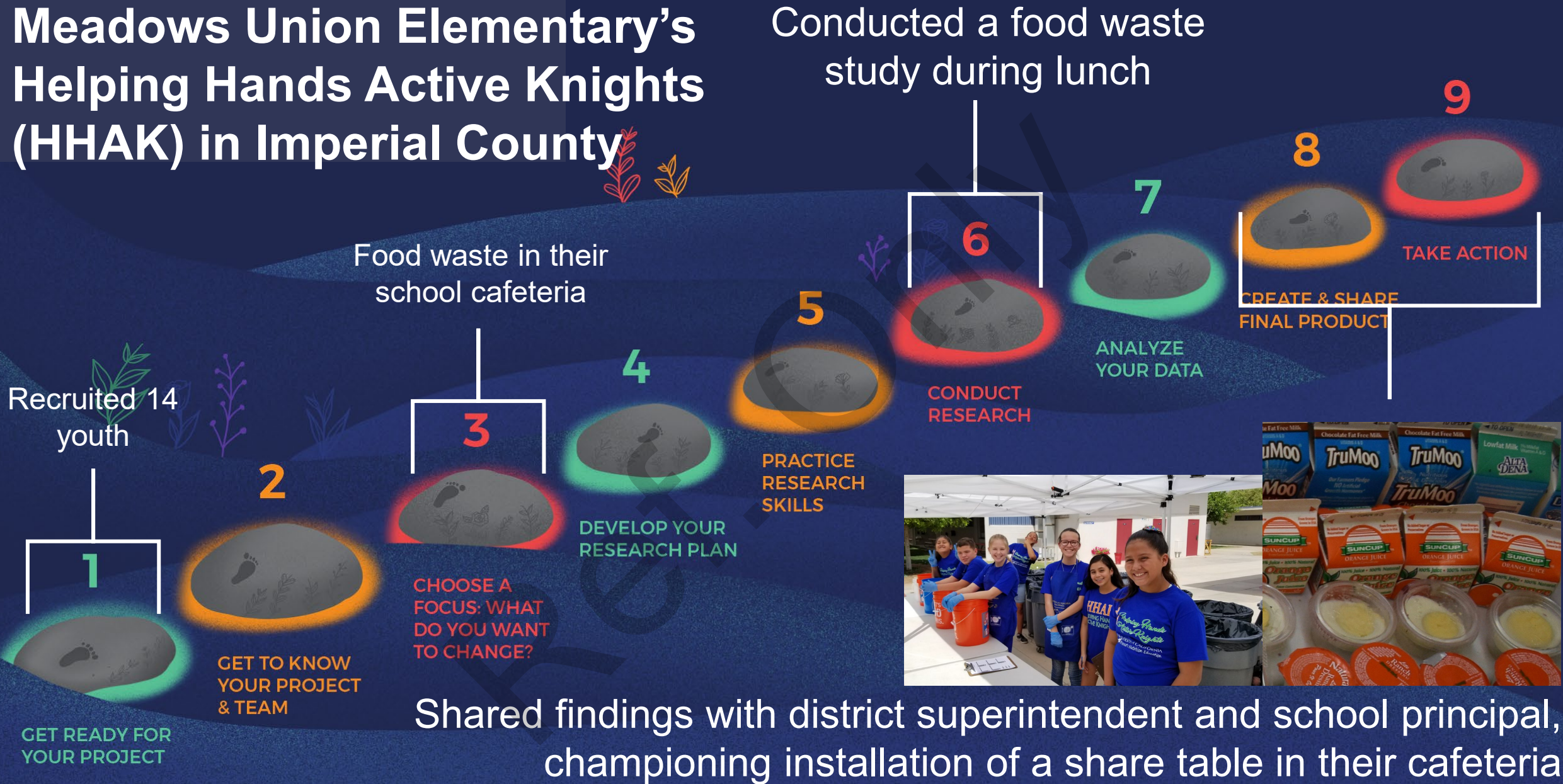
UC DAVIS
Center for Regional Change



UC DAVIS
SCHOOL OF EDUCATION

ypar.cfcl.ucdavis.edu
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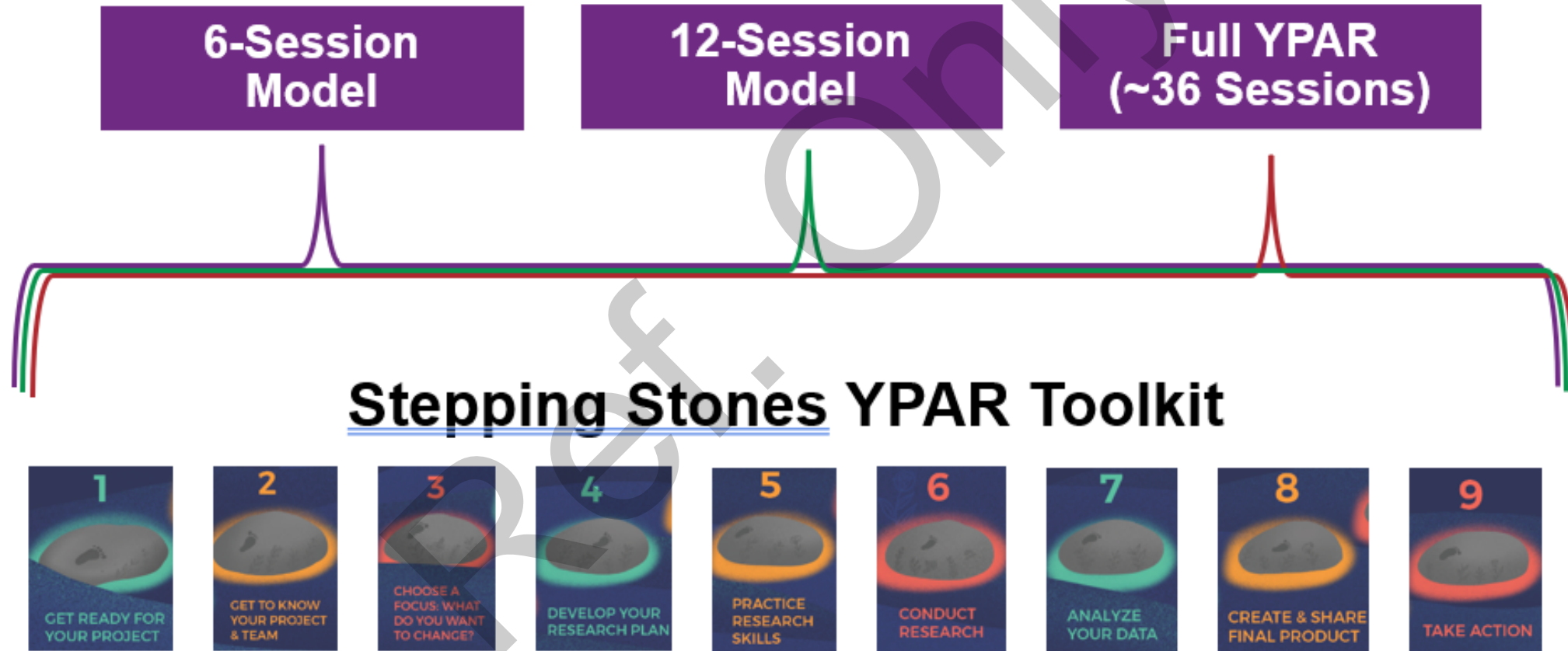
Meadows Union Elementary's Helping Hands Active Knights (HHAK) in Imperial County



YPAR & Shorter Models

| 6-Session Model | 12-Session Model | Full YPAR (~36 Sessions) |
|--|--|---|
| <ul style="list-style-type: none">• Project-based module• Introduction to PSEs• Asset-based• Exploration of personal/familial experiences | <ul style="list-style-type: none">• Structured YPAR effort• Increased issue exploration & investigation• Greater youth agency & potential for action | <ul style="list-style-type: none">• Not time delimited• Least amount of predetermination• Emphasis on youth-led PSE changes |

YPAR & Shorter Models (Cont.)





Water Access, Quality & Appeal

Contra Costa
Imperial
Madera (6-session,
full)



Healthy Food Access

Contra Costa
El Dorado
Imperial
Merced
Riverside (12-session)
San Mateo



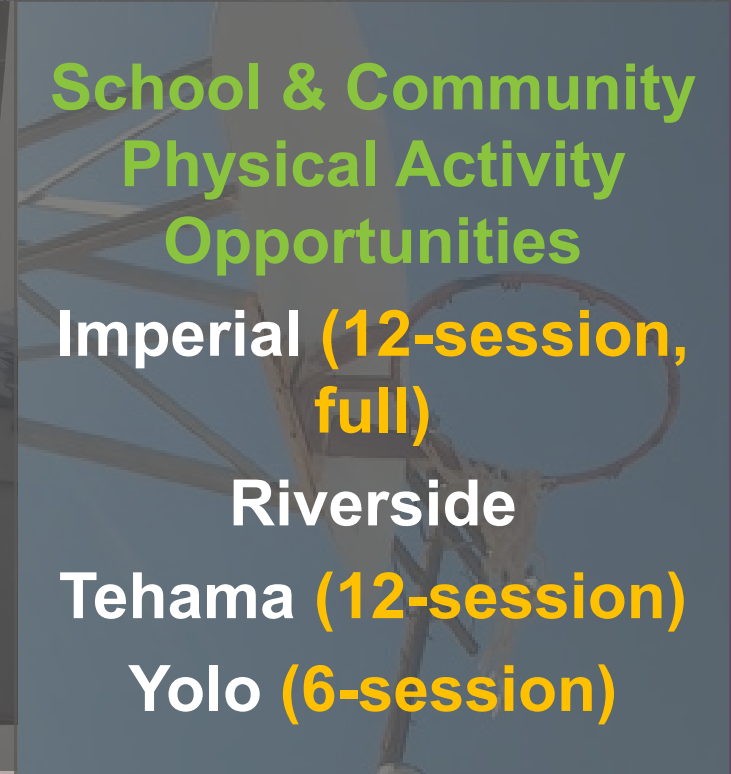
School & Community Gardening

El Dorado (6-session, full)
Imperial
Riverside (12-session)



Cafeteria Food Waste

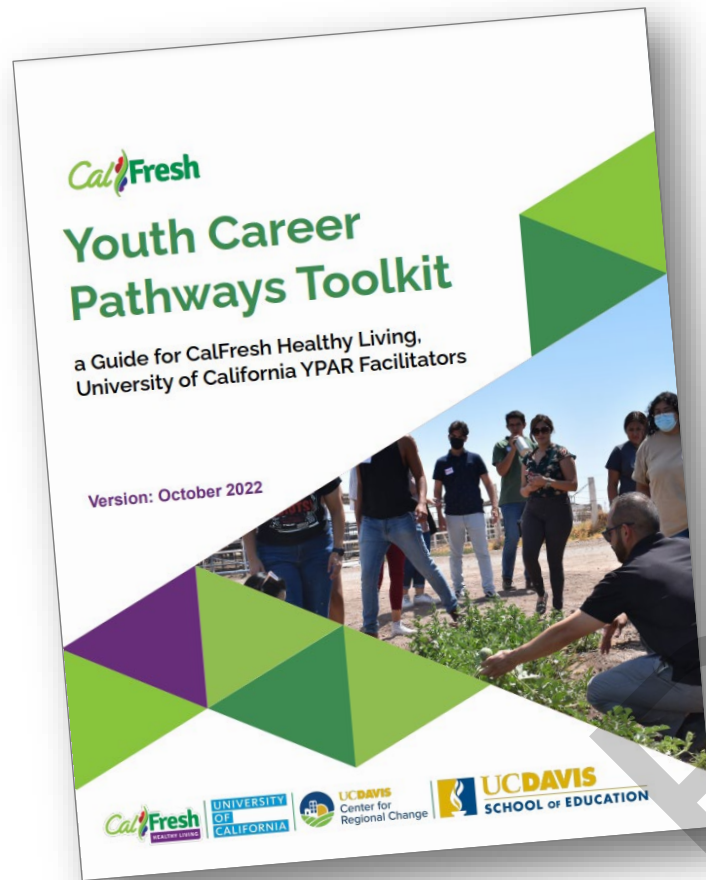
Imperial



School & Community Physical Activity Opportunities

Imperial (12-session,
full)
Riverside
Tehama (12-session)
Yolo (6-session)

Connecting YPAR to Career Pathways



Activities and resources to help youth reflect on, recognize and share...

- the skills they have learned
- the roles they have played
- the experiences they have gained
- the educational and professional interests they have developed

Youth Engagement

CalFresh Healthy Living, University of California's (CFHL, UC) Youth Engagement Initiative is exploring innovative strategies to engage youth in nutrition and physical activity. Projects within this initiative seek to empower young people from vulnerable communities to lead efforts that improve the environments where they live, play, eat, shop, and learn.

The Youth Engagement Initiative embraces core youth development principles, as well as [USDA SNAP-Ed Guidance](#) that employ policy, systems, and environmental (PSE) change activities – such as multi-level interventions and community and public health approaches – in addition to providing direct nutrition education. CFHL, UC recognizes that youth who would be impacted by those PSE changes should be involved in identifying, planning, implementing, and evaluating the change interventions themselves. The goal of this initiative is to build the capacity of youth to contribute to PSE changes that help make the healthy choice the easy and preferred choice, while developing their leadership abilities, sense of self-efficacy, civic engagement, and college and career readiness.

The partnership between CalFresh Healthy Living, UC, UC 4-H Youth Development Program, and the UC Davis Center for Regional Change aims to support local CFHL, UC programs in moving from serving and educating SNAP-Ed eligible youth to engaging and enlisting young people as leaders in the delivery of direct nutrition education and PSE change efforts, as well as youth-led participatory action research (YPAR). This initiative also offers youth leaders service-learning opportunities and career exploration pathways.

- [YPAR](#)
- [Teens as Teachers](#)



Youth Engagement Pages

- > [UCCE Highlights](#)
- > [Youth Engagement Training and Resources](#)
- > [YPAR](#)
- > [Teens as Teachers](#)
- > [Other Youth Engagement Projects](#)

Youth Career Pathways Toolkit

[Youth Career Pathways Toolkit: a Guide for CalFresh Healthy Living, University of California YPAR Facilitators](#)



Youth Engagement Technical Assistance Calendar

CFHL, UCCE YPAR Example: Yolo County





YPAR 6-session CFHL, UCCE Yolo County



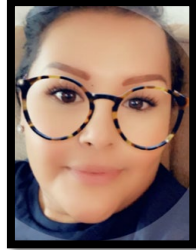
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CFHL, UCCE Yolo Team



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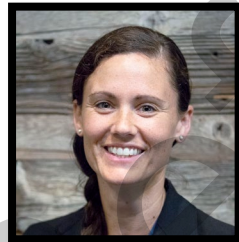
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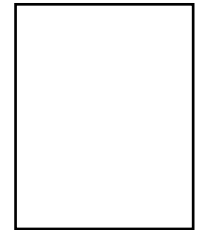
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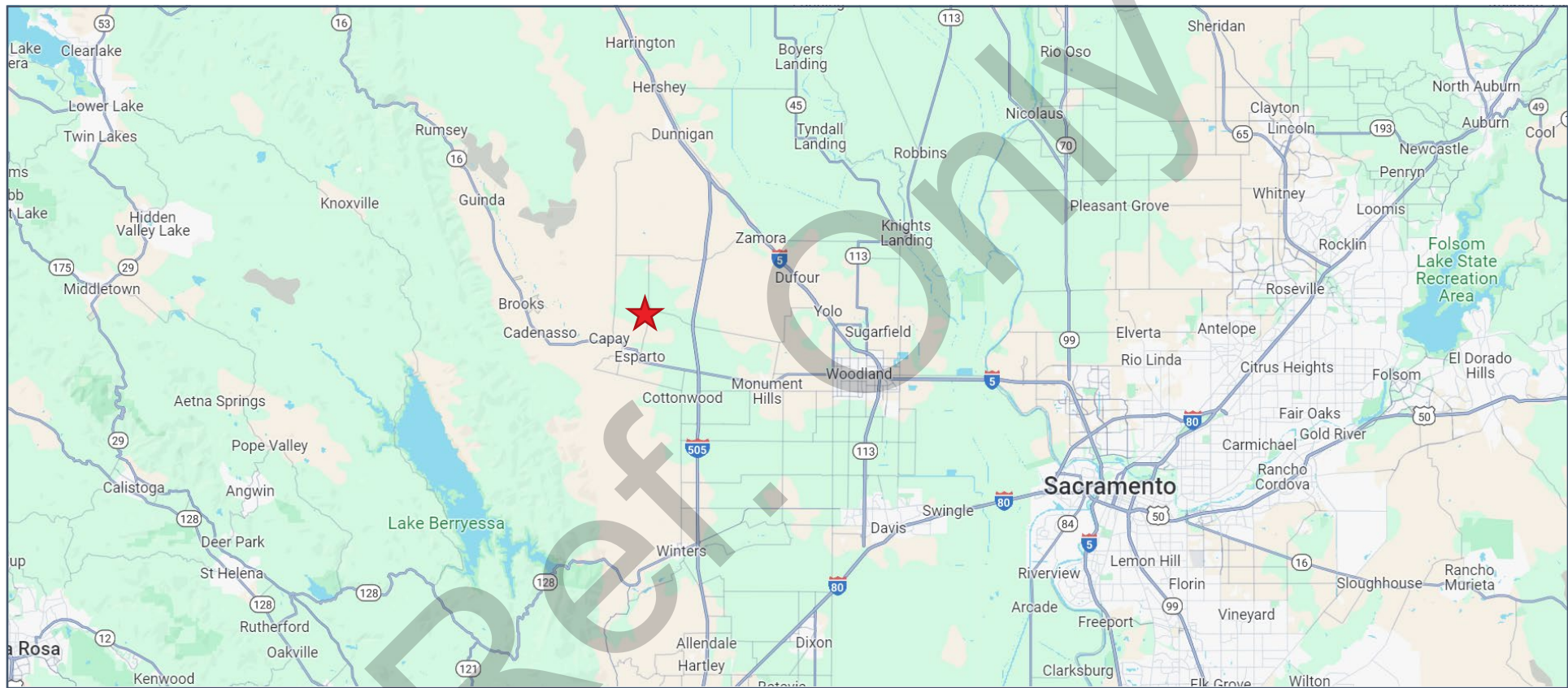
Coming Soon!

Physical Activity
Educator

Esparto Community Park

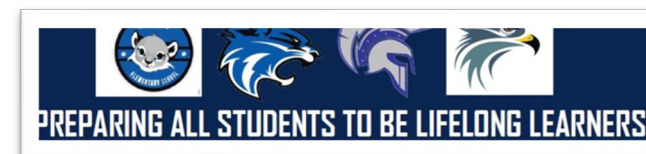
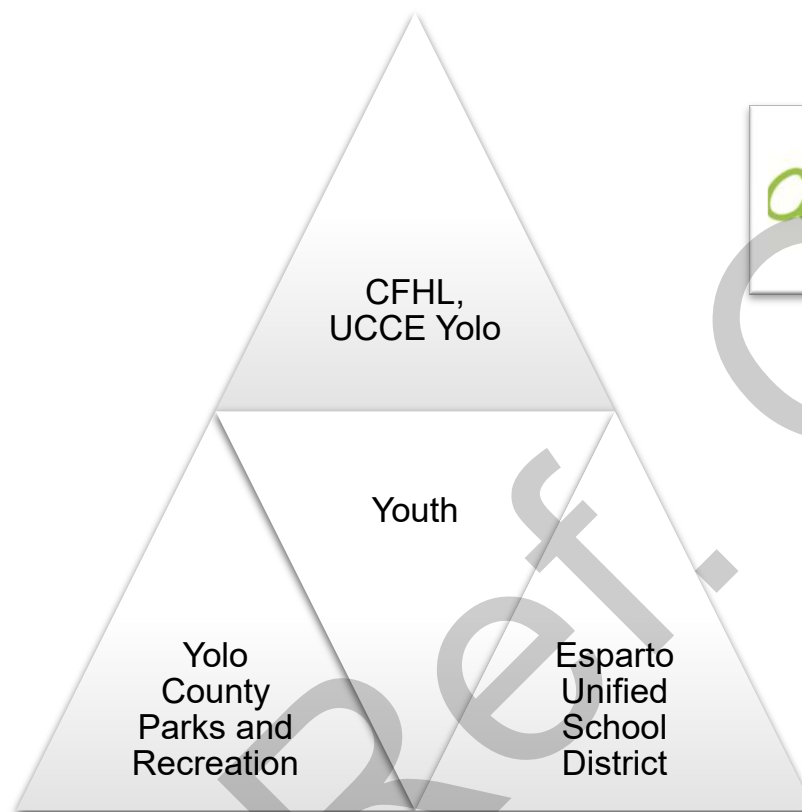


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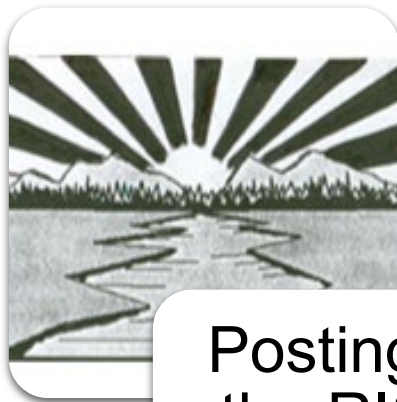
YPAR Partnerships



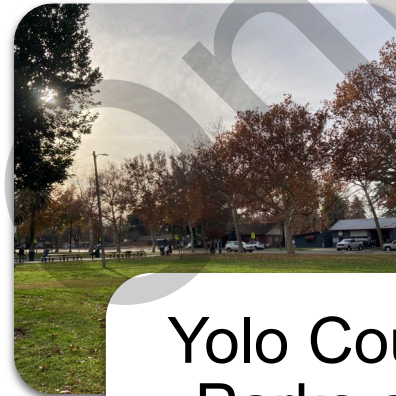
YPAR opportunity in Yolo County



2.5 years
building
partnerships
during
pandemic
programming.



Posting in
the RISE
Inc. Valley
Voice
newsletter



Yolo County
Parks and
Recreation
interested in
hearing from
youth



Esparto Unified
School District
Director of
Community Schools
& CFHL, UCCE
Yolo County
connected with
teachers.



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The 6-session YPAR process in Yolo County

26 Esparto High School students

8 sessions that were 50 minutes long

1 CFHL, UCCE Yolo educator

1 teacher-extender



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Project Sessions



Session 1
Real vs.
Ideal

Session 2
Decision
Makers

Session 3
Data-Story
Collection

Session 4
Data Story
Collection

Session 5
Synthesize
Data

Session 6
Create Final
Product

Session 7
Create Final
Product

Session 8
Analysis
Reflection
Sharing



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Project Activities – Data collection



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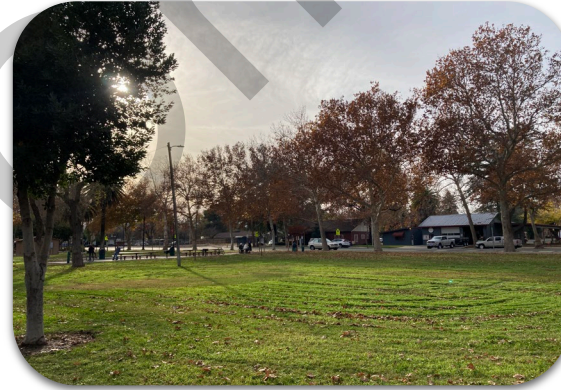
Project Activities – Photos highlighting improvements that were needed



Food safety



Clean
drinking water



Shade

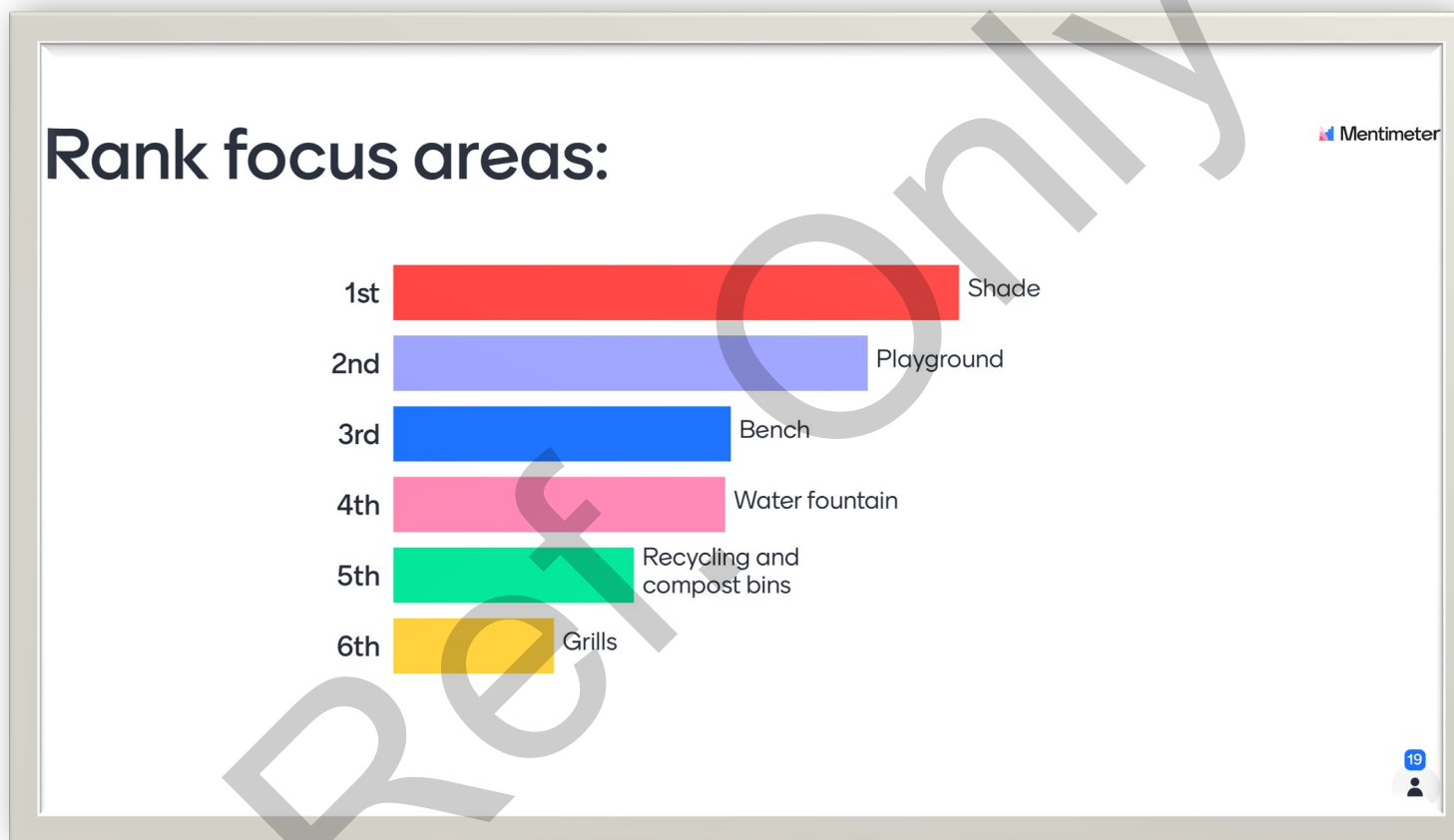


Seating



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Project Activities – Voting



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Project Activities – Final Project

Natalia, Rubi, Stephanie, Citlaly, Brenda, Alexa

M.A.R.S Handout

Message: Elementary School

What is the message that we want to get out? What story are we trying to tell?

We want to rebuild the park so that the community can use it to get together. Also want a park that kids can go to and have fun.

Audience:

Who are the people that we want to impact with our message?

young children, elementary & middle school

Resources:

What do we need and what do we already have available to help us tell our story?

Tools & Equipment:

- Cameras ✓
- Microphones
- Computers ✓

Knowledge & Skill:

- How to create social media posts (if needed for audience)? Canva, google slides
- Photo editing
- Graphic design

People and Partnerships:

- Community organizations working on the same issue
- Media contacts (social media included)

Additional Resources:

Situation:

What is the setting where we will tell our story?

- City/County/School Board Meeting
- Rally/Direct Public Action
- Presentation ✓ Elementary School
- Online Forum or Social Media Campaign
- Town Hall Meeting (Especially Citizens Advisory Committee)
- Organizational Event
- Written Report
- Newspaper Op-Ed (Valley Voice – RISE Inc.)
- Press Release
- Other

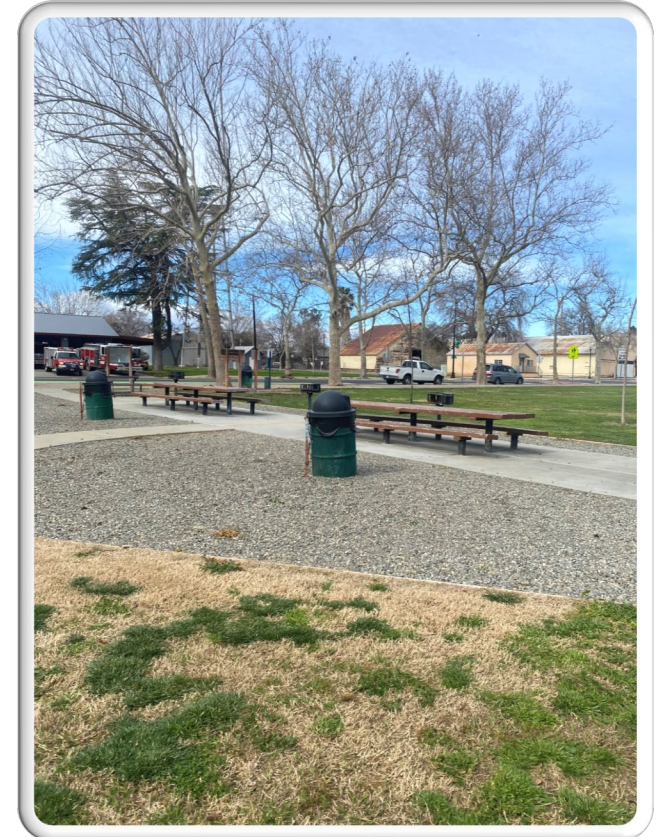
presentation - Natti
taking pictures - Citlaly
contacting teachers -
script - Alexa



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Youth Reflection - Plus

- Learning the data collection process
- Teamwork & collaboration
- Solve problems within the community
- Expanded outreach outside of classroom
- Including youth-voice



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Youth Reflection - Delta

More sessions

Park improvement was not initiated within project timeframe

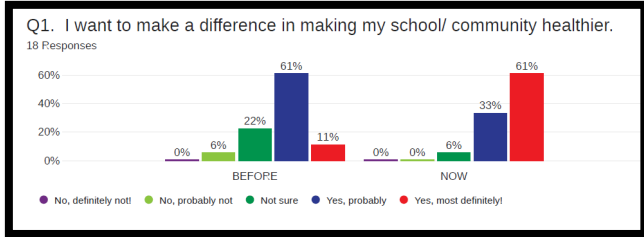
Provide contact information for decision makers and government representatives

Present final reports to community leaders

Youth choose issue within a setting with more opportunities for advancement



CFHL, UCCE Yolo Staff Reflection - Plus



YPAR Evaluation Results

Yolo County Board of Supervisor Angel Barajas expanded engagement project to include community.

Included youth in a process normally reserved for adults.

Opened opportunity for youth engagement in FFY24



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CFHL, UCCE Yolo Staff Reflection - Delta

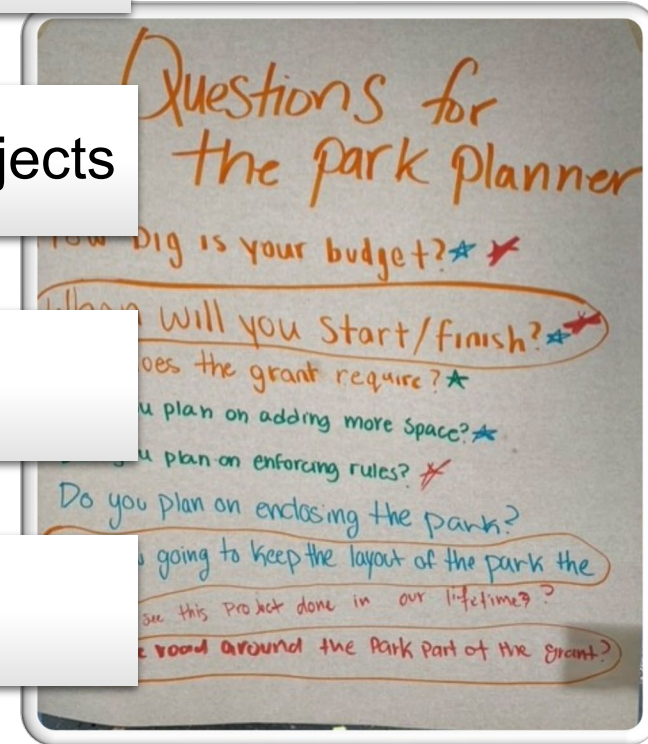
Staff turnover & workload

More sessions were need to complete and present final projects

Tokenizing

Extender capacity and involvement

Partner with agencies that are more invested in youth leadership opportunities.





Thank you!

Monica Drazba

Program Supervisor

CFHL, UCCE Yolo

mcdrazba@ucanr.edu



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CFHL, UCCE YPAR Example: Madera County





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Poll!

Are you interested in connecting for a 1:1 call to talk about your youth engagement ideas and plans? Select all that apply.

- Yes, for Teens as Teachers
- Yes, for YPAR
- Yes, for SNAC
- Yes, for Youth-led Gardening
- Yes, for another youth engagement idea
- No, not at this time

Upcoming In-Person Trainings

SAVE THE DATES!

YPAR Summer Training Institute 2-day In-Person Workshops

1 series planned for Northern CA
& 1 planned for Southern CA

- **Week of July 8th**
- **Week of July 15th**





Save the Date!

Wednesday, May 1, 2024 in Davis, CA

Youth Engagement In-Person Training:

Centering youth voice in your CalFresh Healthy Living, UC Programming



This material was funded by USDA's Supplemental Nutrition Assistance Program – SNAP. This institution is an equal opportunity provider. Visit www.CalFreshHealthyLiving.org for healthy tips.

Thank you!

Kelley Brian

CFHL, UC State Office

Youth Engagement Project Manager

kmbrian@ucdavis.edu



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Physical Activity Break

CFHL, UCCE Imperial County

Jose Vallejo

PA BREAK

CA Native Animals Exercises

Adapted from the Health Choices Through History Curriculum



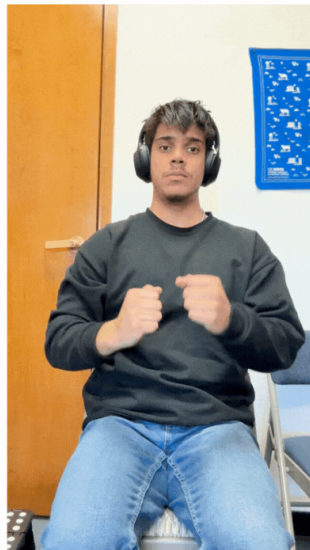
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Native Animal: Quail

Exercise 1: Quail Arm Circles



Adapted



Moderate



Vigorous



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Native Animal: Road Runner

Exercise 2: Road Runner Run



Adapted



Moderate



Vigorous



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Native Animal: Jack Rabbit

Exercise 3: Jack Rabbit Hop



Adapted



Moderate



Vigorous



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Native Animal: Bobcat

Exercise 4: Bobcat Balance



Adapted



Moderate



Vigorous



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Native Animal: Coyote

Exercise 5: Coyote Stretch



Adapted



Moderate



Vigorous



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State Office Updates

February 1, 2024
1:00-2:30pm
Youth Engagement
Leadership Call

Student Nutrition
Advisory Council
(SNAC)
Youth-led Gardening



Auto Calculate in PEARS – Status

- Auto Calculate is not fully functional
- **Please refrain from completing demographics for program activities at schools until Melanie sends confirmation that it has been fixed**

Program Activity Demographics

PEARS can compute the demographic makeup of participants automatically. To use this tool, first enter survey response data, or ask your administrators about using site-wide demographics as estimates.

Auto Calculate

Report the total number of unique participants for this program activity. Also include the demographic makeup of participants.

Total *

10

Method used to determine demographic makeup of participants *

Estimated Count

Select the option that most accurately describes how the demographic makeup was collected.

Source of Data *

Site-provided demographics



PEARS Demographic Reporting- FFY24 Update

- In FFY24, Age Breakdowns for 5-17 years will be required
- The State Office will inform counties when the update to the PEARs system will go live
- More information coming soon!

| | |
|--------------------------|----------------------|
| 5 – 17 years | <input type="text"/> |
| 5 – 7 (grades K-2) | <input type="text"/> |
| 8 – 10 (grades 3-5) | <input type="text"/> |
| 11 – 13 (grades 6-8) | <input type="text"/> |
| 14 – 17 (grades 9-12) | <input type="text"/> |

Evaluation Office Hours – FFY 2024

Suggestions for Topics?

If have suggestions for topics, please either

- type into chat or
- email evaluation team members
 - Angie akeihner@ucdavis.edu
 - Barbara bmknelly@ucdavis.edu
 - Lolita lcquintero@ucdavis.edu
 - Melanie magerdes@ucdavis.edu



FFY 2024 Success Story Evaluation Results

Please review your success story evaluation results with the evaluation team and in your success story quarterly meetings to ensure accuracy in framing these results before entry into PEARs.

Program Directives 2024-01 & 2024-02

- Program Directive 2024-01: Update to Lodging Rates
 - Lodging Rates for the CalFresh Healthy Living, UC program have been updated in accordance with the new rates set by the State of California Department of Human Resources (CalHR).
- Program Directive 2024-02: Change in Mileage Reimbursement Rate
 - Employees may claim a mileage reimbursement rate of **67 cents per mile** when using their personal vehicle for authorized CFHL, UC business travel on or after January 1, 2024.

| County | Effective January 1, 2024: Maximum Lodging Reimbursement Rate |
|---|---|
| Alameda | \$189 |
| City of Santa Monica | \$270 |
| Los Angeles | \$169 |
| Marin | \$166 |
| Monterey | \$184 |
| Napa | \$195 |
| Orange | \$169 |
| Riverside | \$142 |
| Sacramento | \$145 |
| San Diego | \$194 |
| San Francisco | \$270 |
| San Mateo | \$222 |
| Santa Clara | \$245 |
| Ventura & Edwards AFB, excluding the city of Santa Monica | \$169 |

The Lodging rate for all other CA Counties not listed above is \$107 + tax per night.

If you have any questions, please contact Lindsay Hamasaki (lmhamasaki@ucdavis.edu) and Ryan Keeler (crkeeler@ucdavis.edu).

Thank you!

Next Town Hall: Tuesday February 20, 2024



Image Source: [Gellinger](#) via Pixabay/ CC0