

CalFresh Healthy Living, UC Town Hall: November 15th Agenda

- **YPAR: 3 Models for a Scaffolded Approach**
Brandon Louie
Community Engagement Coordinator
UC Davis Center for Regional Change
- **PA Break**
Paul Tabarez, CFHL, UC Physical Activity Manager
- **Career Pathways Toolkit**
Alyssa Nelson
Community Engagement Coordinator
UC Davis Center for Regional Change
- **County Highlight: Foothill Indian Education Alliance**
Cailin McLaughlin, Community & Nutrition Educator
CFHL, UCCE Central Sierra
- **State Office Updates**



Youth Participatory Action Research (YPAR)

3 Models to Support a Scaffolded Approach to Planning & Facilitation

**Direct
Education**

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

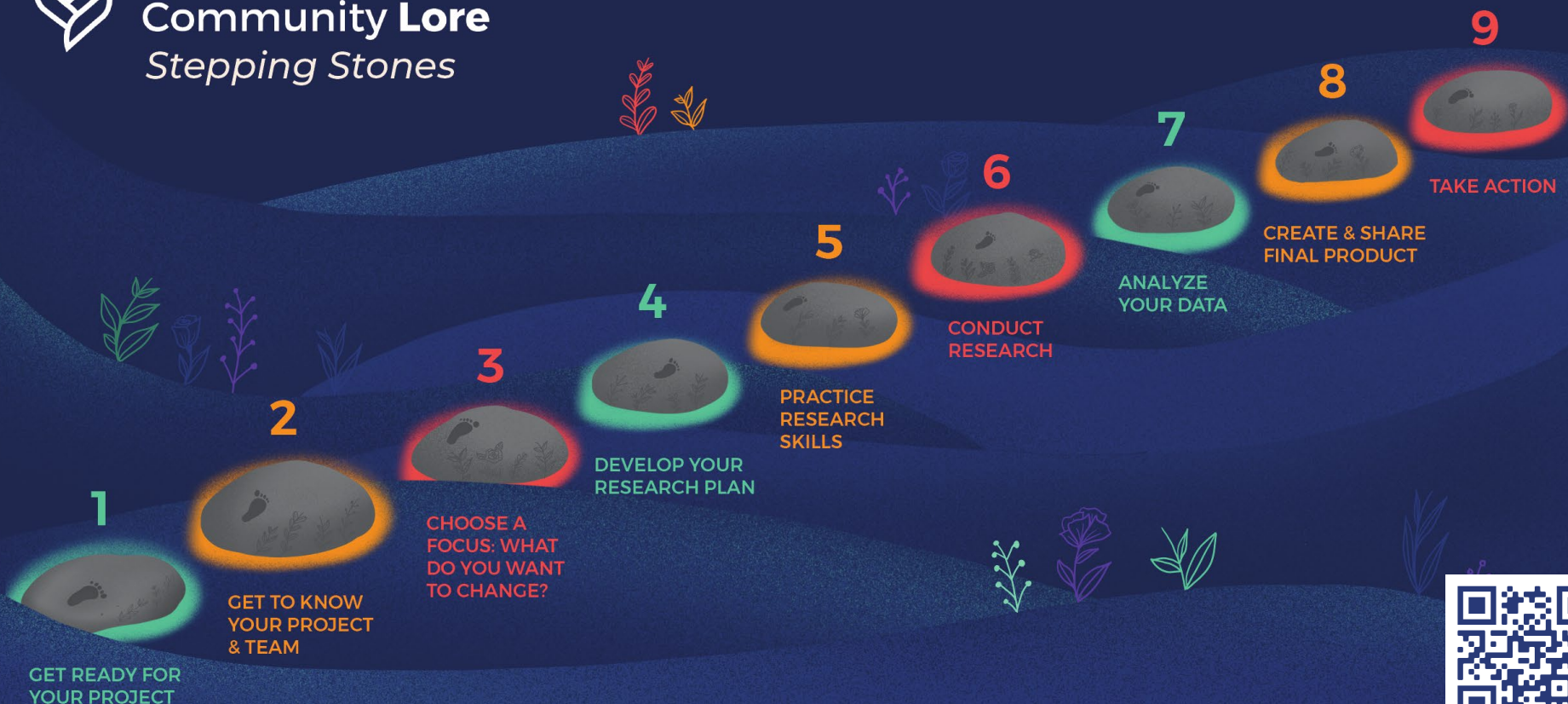
**Youth-led
PSE
Changes &
YPAR**







Community Futures Community Lore *Stepping Stones*



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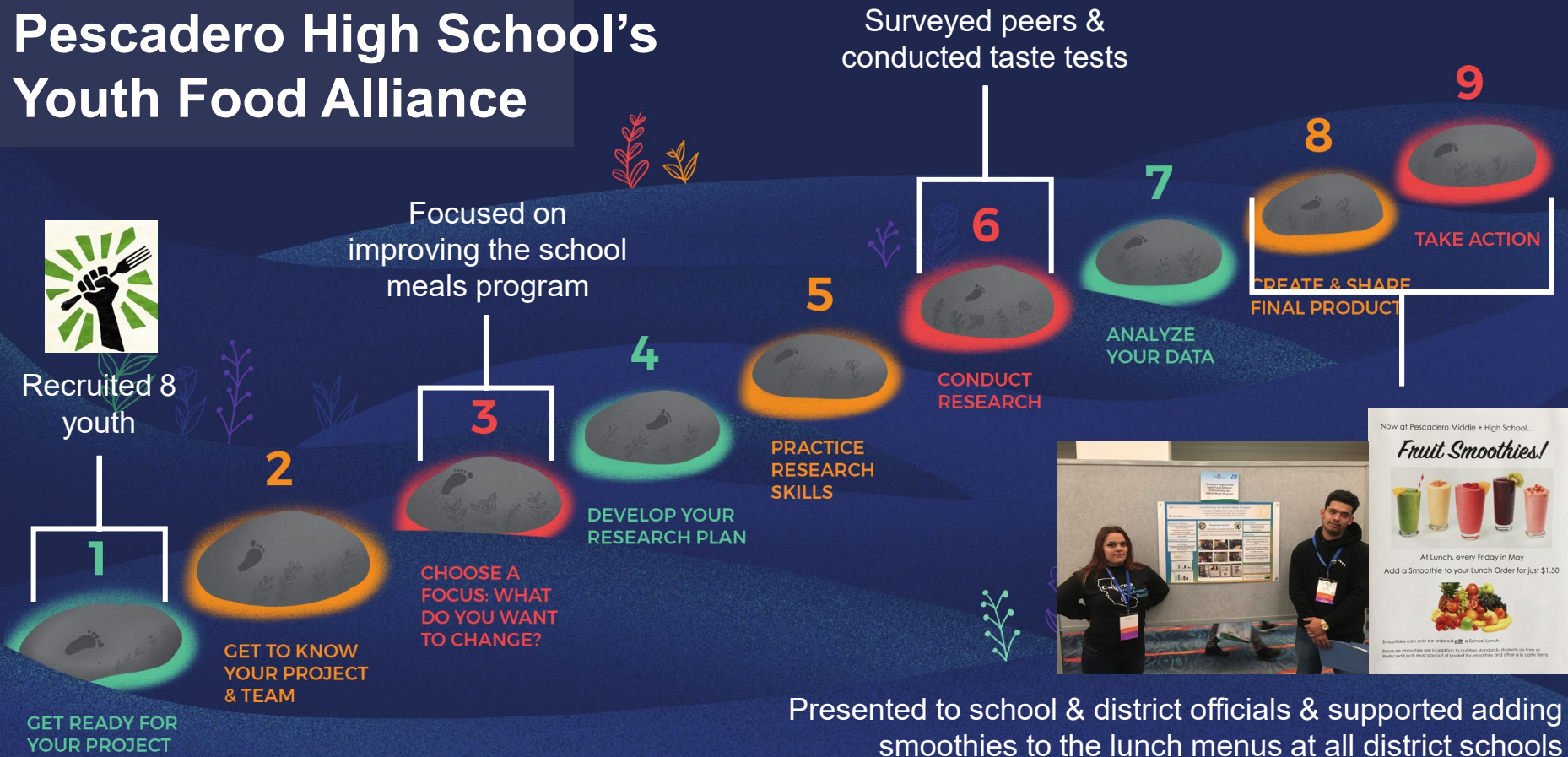
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Pescadero High School's Youth Food Alliance



Presented to school & district officials & supported adding smoothies to the lunch menus at all district schools



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YPAR & Scaffolded Approaches

6-Session Model

- Project-based module
- Introduction to PSEs
- Asset-based
- Exploration of personal/familial experiences

12-Session Model

- Structured YPAR effort
- Increased issue exploration & investigation
- Greater youth agency & potential for action

YPAR

- Not time delimited
- Least amount of predetermination
- Emphasis on youth-led PSE changes



Water Access, Quality & Appeal

Contra Costa
Imperial
Madera (6-session)



Healthy Food Access

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



School & Community Gardening

El Dorado
Imperial
Riverside (12-session)



Cafeteria Food Waste

Imperial



School & Community Physical Activity Opportunities

Imperial (12-session &
full)
Riverside

6-Session Project-Based Model

1. **Introduction to Issue + Real vs. Ideal** (*What's important to us regarding this issue?*)
2. **Decision Makers & Making Change** (*What would PSE change look like? Who makes decisions about this issue? Understand decision making and planning processes and how to act upon them*)
3. **Data/Story Collection** (*What does this look like in my own life?*)
4. **Synthesize Data** (*What do we have in common?*)
5. **Create Final Product** (*Can be teacher/UCCE activity if needed*)
6. **Analysis, Reflection & Sharing** (*Analyze what they created and what's been compiled from other UCCE sites investigating the same issue, share final product*)

Issue / Topic

Exploring individual / family history with gardening / foraging / gleaning / cooking healthy food or a particular healthy food item / dish

Methods

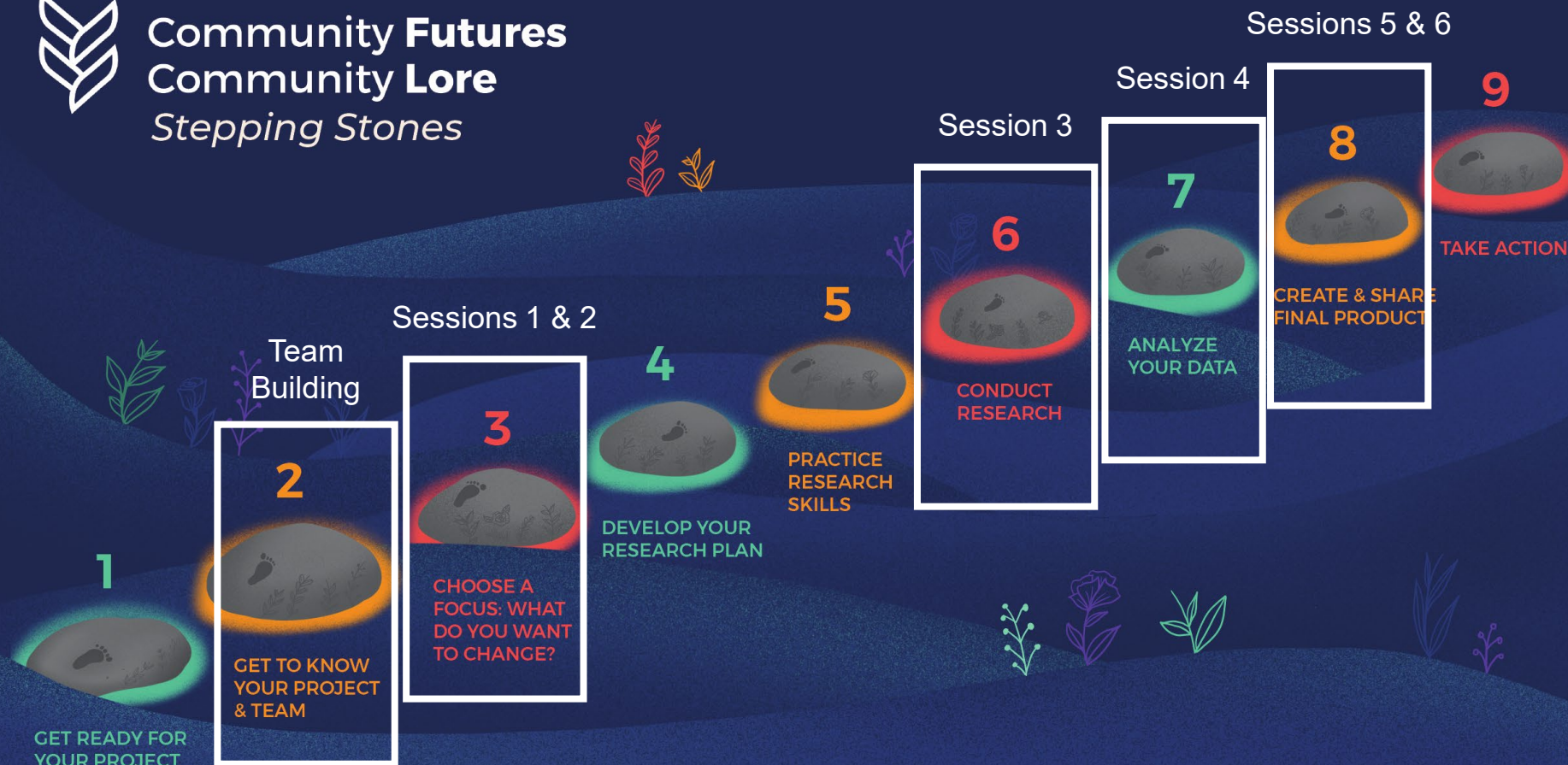
- Interview of parent / elder
- Personal narrative
(could be accompanied by photo or video)

Final Products

- Slide presentation
- Booklet / zine / comic book
- Possibly photo exhibit / slide show or video montage



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12-Session Structured YPAR Model

Explore Local Context of Issue (*What's important to us regarding this issue?*)

1. Group Agreements & YPAR Brainstorm
2. Real vs. Ideal
3. Community Issue Mapping
4. Data Ground-Truthing
5. Decision Makers & Making Change

Collect Data (*What does this look like in our own lives?*)

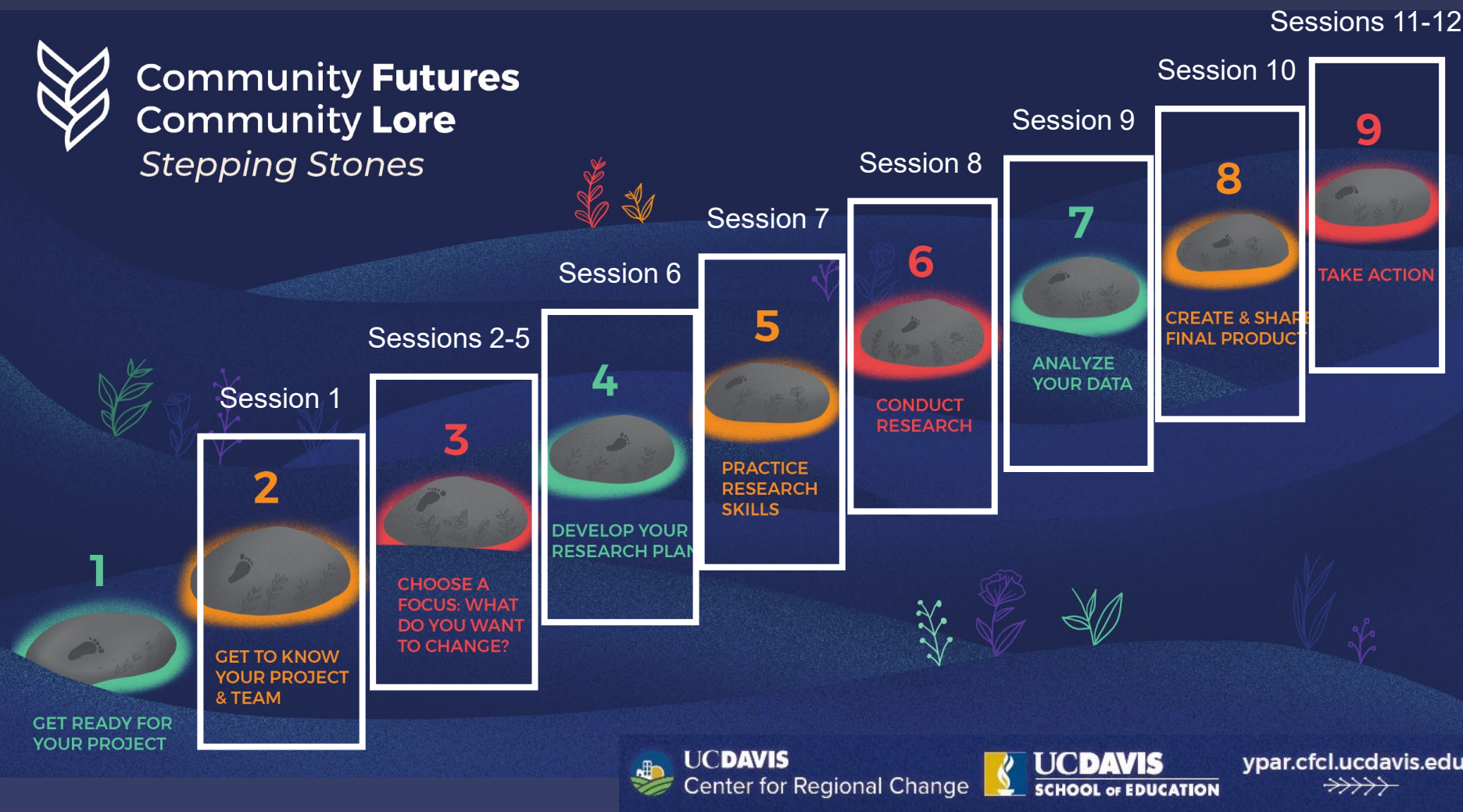
6. Research Design
7. Practice Research Skills
8. Collect Data
9. Data Analysis

Tell & Share Stories (*What actions can we take to support change?*)

10. Create Final Product
11. Ways We Take Action
12. Analysis, Reflection & Sharing



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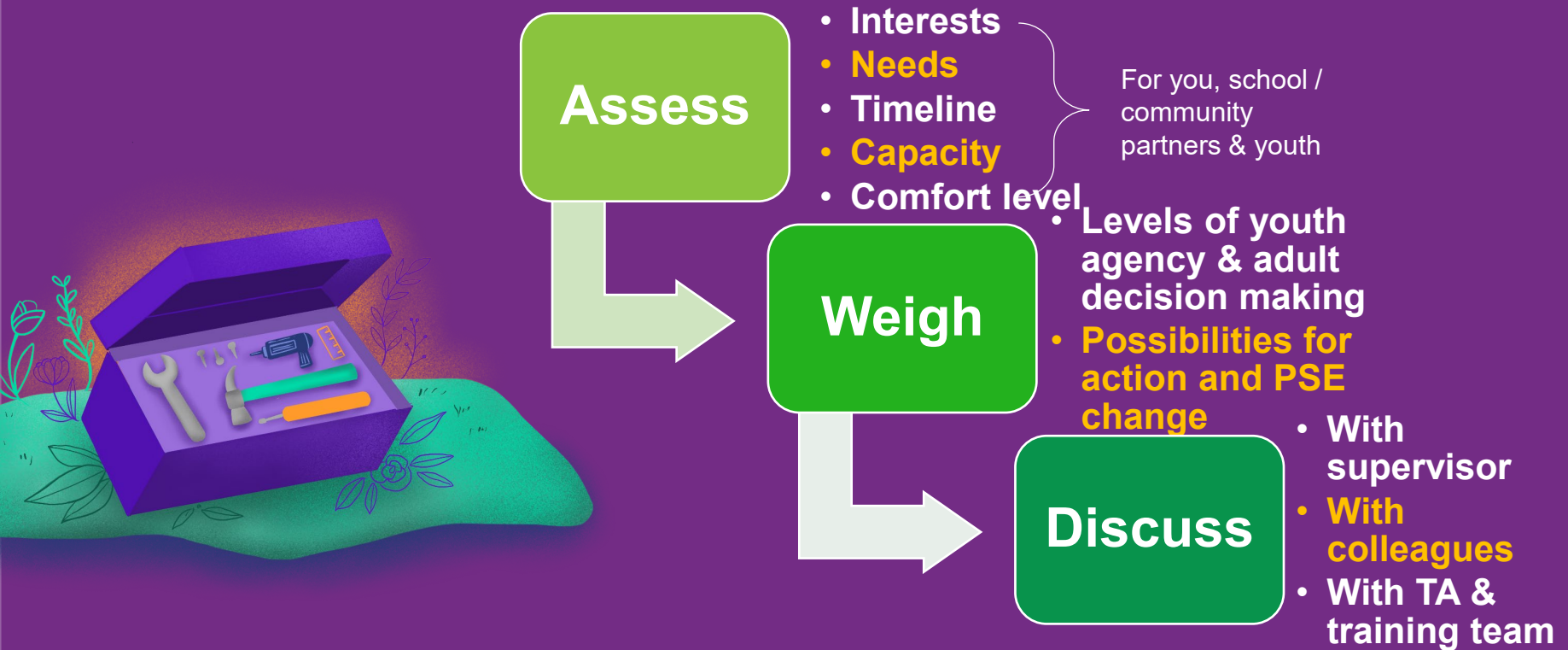
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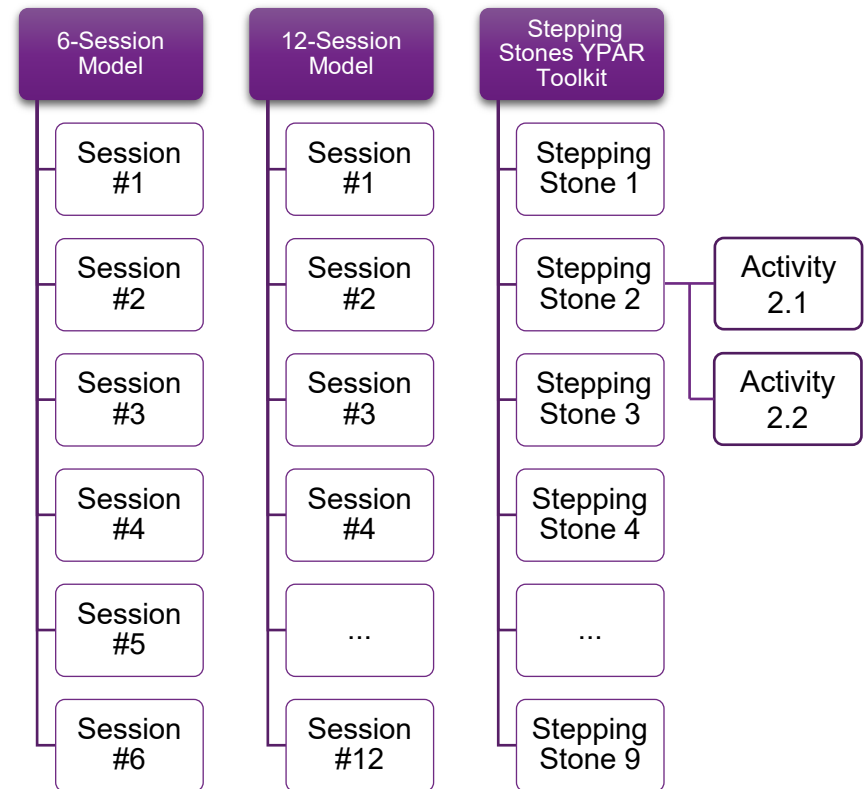
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Determining Which Approach is Right for You...



YPAR Folder & Materials on Google Drive

“FINAL- UCCE Online Lesson Materials” -> “YPAR”



Documenting Use of the Scaffolded Approaches

- Simplifying the YPAR process—and providing ready-made planning and facilitation resources—**helped lower the bar to entry for newcomers while still exposing them to the YPAR approach**, increasing their knowledge, experience, and confidence for future efforts.
- The exposure to YPAR provided by scaffolded approaches **may serve as a gateway to pursuing more in-depth, youth-led PSE change interventions**.
- Having distinct project options **can be beneficial for developing YPAR partnerships**.
- **It can be beneficial to pair facilitation of a scaffolded approach with direct education curricula** that expose youth to PSE changes and lay a foundation for further exploration in a YPAR effort (e.g., TWIGS, CATCH, Up4It, etc.).

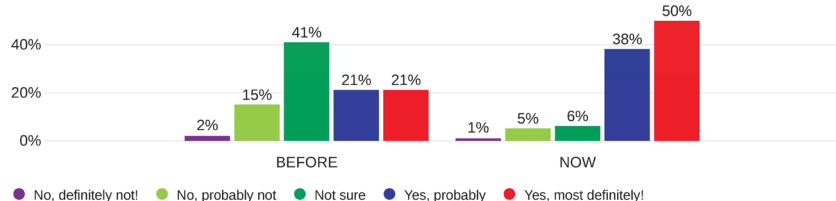


FFY22 YPAR Retrospective Survey Results

Youth participants noted substantial shifts in their desire and ability to make a difference in creating healthier schools and/or communities.

Q1. I want to make a difference in making my school/ community healthier.

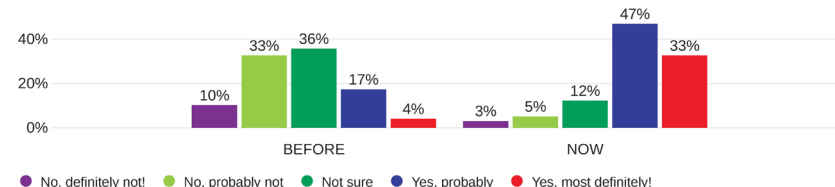
100 Responses



Field	No, definitely not!		No, probably not		Not sure		Yes, probably		Yes, most definitely!		Total
BEFORE	2%	2	15%	15	41%	41	21%	21	21%	21	100
NOW	1%	1	5%	5	6%	6	38%	38	50%	50	100

Q2. I know where and how to gather useful data on making my school/ community a healthier place.

98 Responses



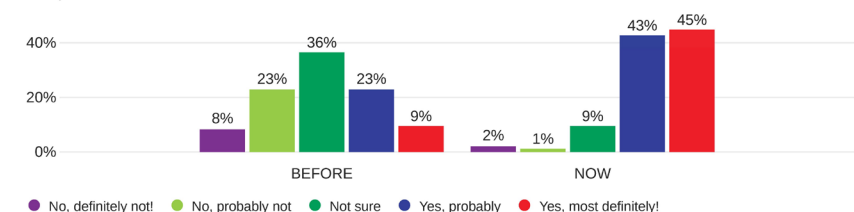
Field	No, definitely not!		No, probably not		Not sure		Yes, probably		Yes, most definitely!		Total
BEFORE	10%	10	33%	32	36%	35	17%	17	4%	4	98
NOW	3%	3	5%	5	12%	12	47%	46	33%	32	98

FFY22 YPAR Retrospective Survey Results

Youth participants noted substantial shifts in their desire and ability to make a difference in creating healthier schools and/or communities.

Q3. I can use research results to come up with solutions or recommendations for making my school/ community a healthier place.

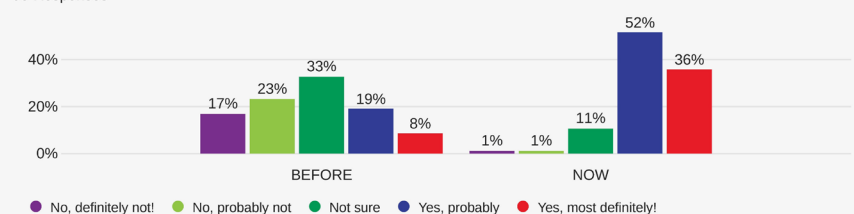
96 Responses



Field	No, definitely not!		No, probably not		Not sure		Yes, probably		Yes, most definitely!		Total
BEFORE	8%	8	23%	22	36%	35	23%	22	9%	9	96
NOW	2%	2	1%	1	9%	9	43%	41	45%	43	96

Q4. I can share research findings in a meaningful way to adults, decision makers or other policy makers in my school/community.

95 Responses



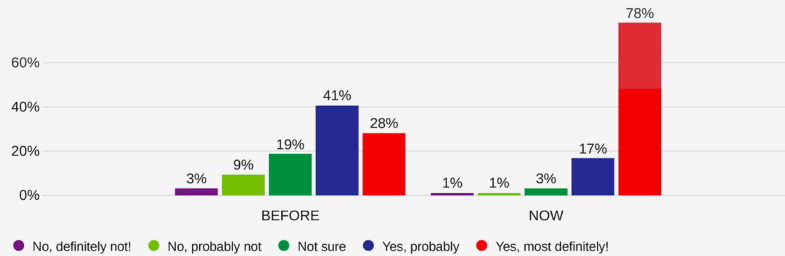
Field	No, definitely not!		No, probably not		Not sure		Yes, probably		Yes, most definitely!		Total
BEFORE	17%	16	23%	22	33%	31	19%	18	8%	8	95
NOW	1%	1	1%	1	11%	10	52%	49	36%	34	95

FFY22 YPAR Retrospective Survey Results

Youth participants reported having new knowledge that informs how they think about and act upon health.

Q5. I understand how my surroundings affect my health.

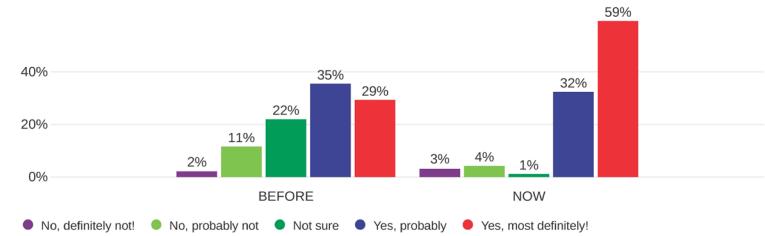
96 Responses



Field	No, definitely not!	No, probably not	Not sure	Yes, probably	Yes, most definitely!	Total
BEFORE	3% 3	9% 9	19% 18	41% 39	28% 27	96
NOW	1% 1	1% 1	3% 3	17% 16	78% 75	96

Q8. I feel confident in knowing what is healthy and not healthy to eat.

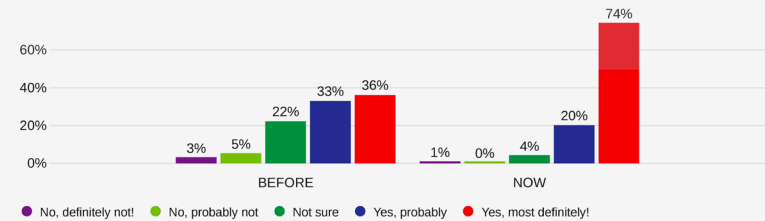
96 Responses



Field	No, definitely not!	No, probably not	Not sure	Yes, probably	Yes, most definitely!	Total
BEFORE	2% 2	11% 11	22% 21	35% 34	29% 28	96
NOW	3% 3	4% 4	1% 1	32% 31	59% 57	96

Q9. I feel confident in knowing what is healthy and not healthy to drink.

94 Responses



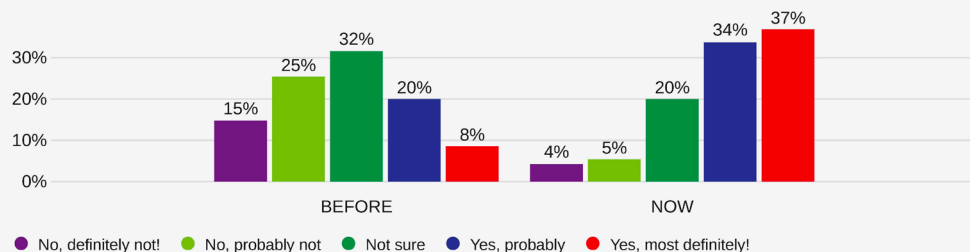
Field	No, definitely not!	No, probably not	Not sure	Yes, probably	Yes, most definitely!	Total
BEFORE	3% 3	5% 5	22% 21	33% 31	36% 34	94
NOW	1% 1	0% 0	4% 4	20% 19	74% 70	94

FFY22 YPAR Retrospective Survey Results

Youth participants reported an increased sense of efficacy both with respect to making healthy choices themselves, and with respect to acting on behalf of their communities.

Q6. I see myself as part of a youth community that can solve problems we are concerned about.

95 Responses



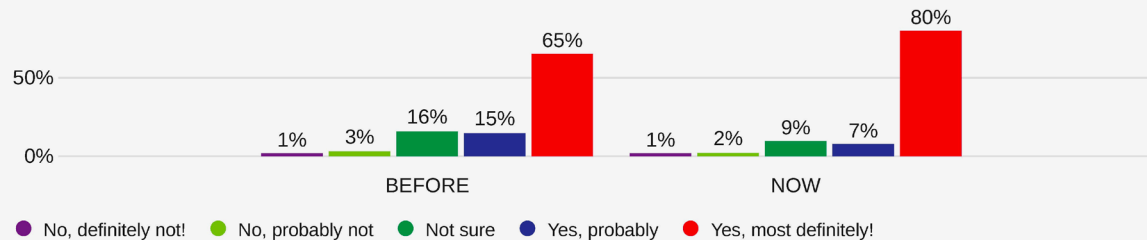
Field	No, definitely not!		No, probably not		Not sure		Yes, probably		Yes, most definitely!		Total
BEFORE	15%	14	25%	24	32%	30	20%	19	8%	8	95
NOW	4%	4	5%	5	20%	19	34%	32	37%	35	95

FFY22 YPAR Retrospective Survey Results

More youth participants reported planning to pursue some sort of postsecondary education after participating in YPAR compared to before their participation.

Q18. I plan to go to college after high school (community, 4-year, technical).

95 Responses



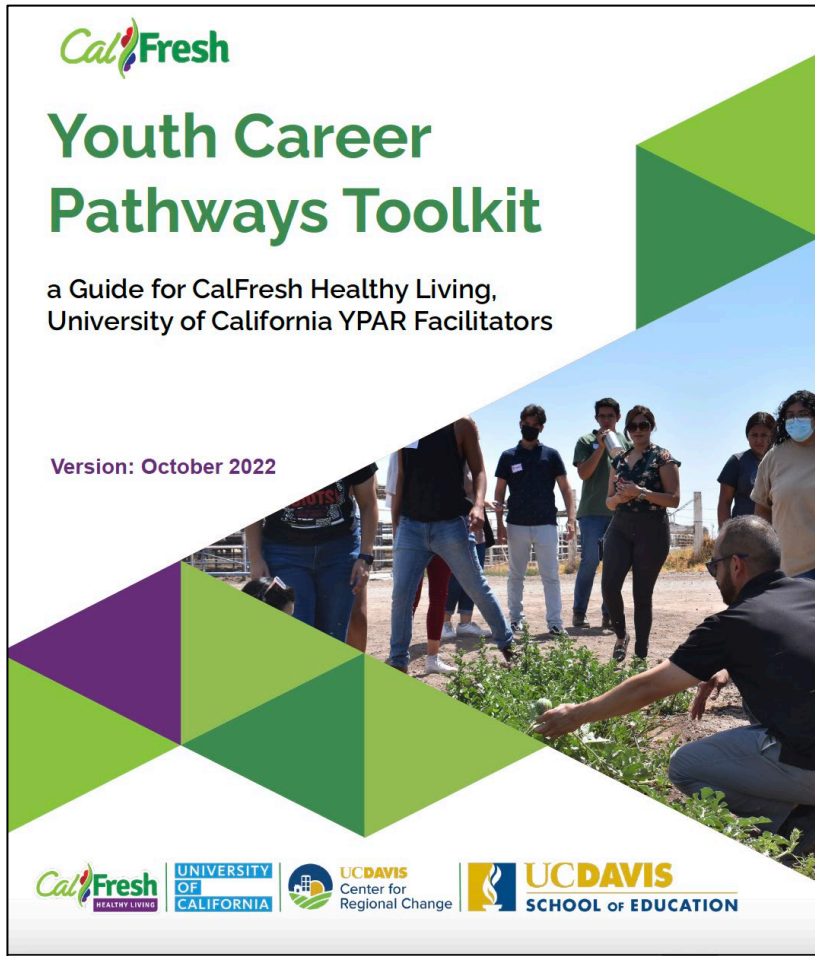
Field	No, definitely not!		No, probably not		Not sure		Yes, probably		Yes, most definitely!		Total
BEFORE	1%	1	3%	3	16%	15	15%	14	65%	62	95
NOW	1%	1	2%	2	9%	9	7%	7	80%	76	95



Orientation to the New *Youth Career Pathways Toolkit*

CFHL, UC Town Hall

November 15, 2022

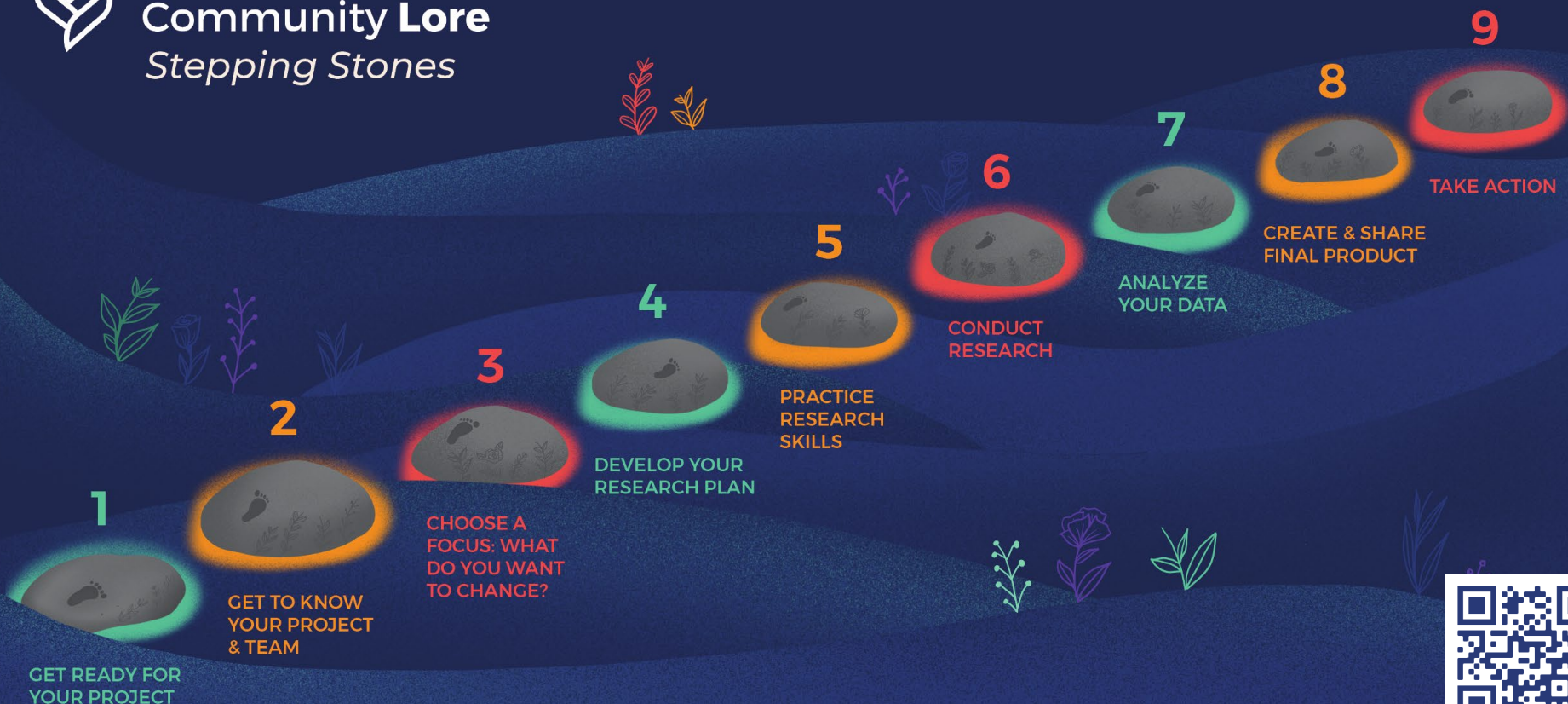


Mini-Agenda

- Expressed Need & Process
- Contents of Toolkit
- Design Elements
 - Activities & Resources
 - YPAR focus w/ applicability to other Youth Engagement
 - Pedagogical frameworks: Experiential Education + Positive Youth Development
- Gratitude
- Q&A and Poll Input



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YPAR Skills

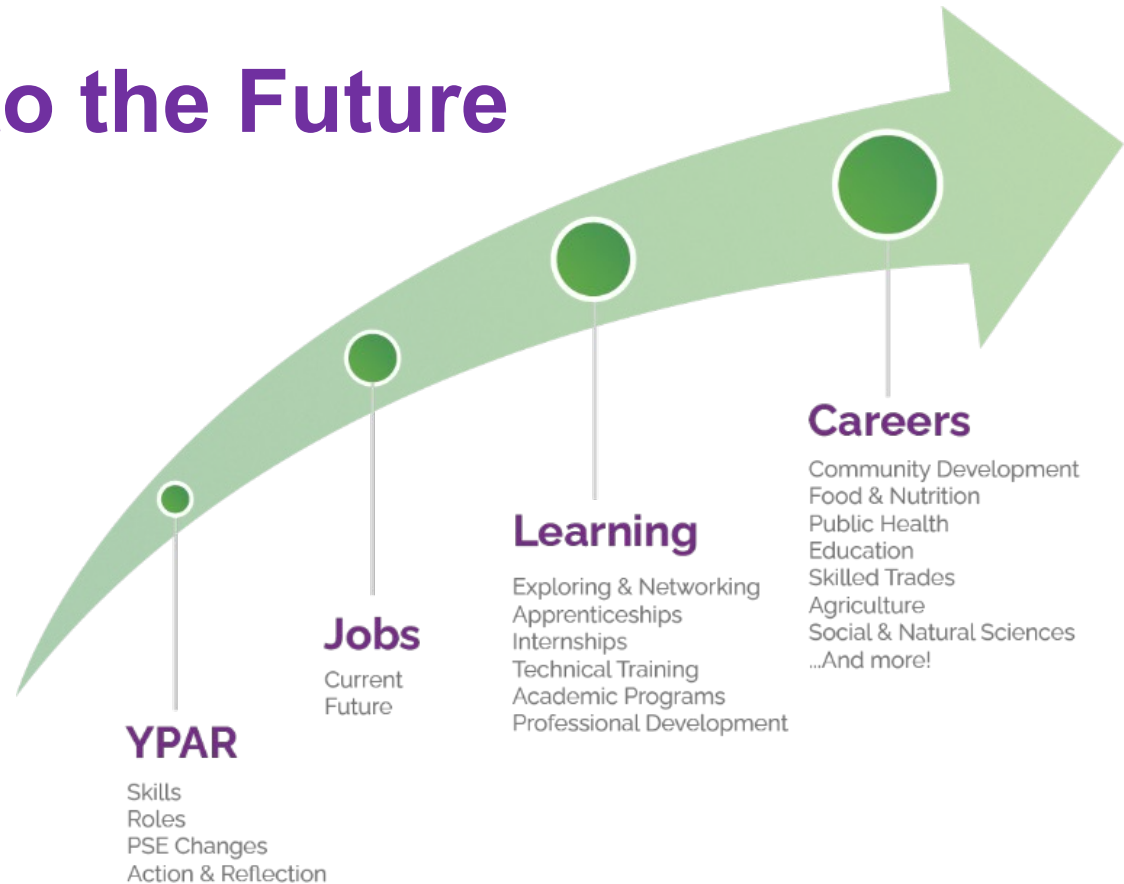
Youth
Participatory
Action
Research



From YPAR* into the Future

Youth Career Pathways

(*and other Youth Engagement)





Youth Career Pathways Toolkit

a Guide for CalFresh Healthy Living,
University of California YPAR Facilitators

Version: October 2022



**Authored by Alyssa A. Nelson, Brandon Louie, Kelley Brian,
and Nancy Erbstein, with Chris Gomez Wong, Rigoberto Ponce,
Daisy L. Valdez, Mary Ann Mills, and Kamaljeet Singh-Khaira**

Graphic Design

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Participants at the May 2022 pilot YPAR Youth Symposium in Imperial County, California (Crystal Cortez, Imperial Valley Regional Occupational Program's Career Readiness Instructor at the Central Union High School District; and youth representatives from the YPAR teams from Calexico High School's Eco-Garden Club, the Central Union High School District Imperial Valley Regional Occupational Program, and Southwest High School's Sports Medicine Career Technical Education Classes);
UC Davis Early Academic Outreach Program (EAOP)

Photo Credits

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UC Davis Early Academic Outreach Program (EAOP)

Photo Credits

Rigoberto Ponce

Brandon Louie



Alyssa A. Nelson





Questionnaire * Interviews * Reflections

Input from CFHL, UCCE YPAR Facilitators



Questionnaire: Resources on College & Career Readiness in YPAR Projects

Hello! Thank you for helping us in our initial scan of needs and resources.

Please fill this out by COB Monday, March 21, 2022, and feel free to reach out with any

Resources Used *

What types of materials/resources have you used or developed as part of your CFHL, UC youth engagement activity to support youth participants' college and career readiness? (Select all that apply.)

[Back to Survey](#)

- ☐ I have not used or developed such resources
- ☐ Guest speakers
- ☐ Field trips
- ☐ University/College campus tours
- ☐ Practice applying, interviewing, or other skills for employment or higher ed
- ☐ Activities to foster understanding of the relationship between YPAR skills and careers or higher ed
- ☐ Reflection activities or discussions at the end of an activity and/or project
- ☐ Curriculum or toolkit for college and career readiness, for example 4-H materials
- ☐ Promotional materials to advertise your programming and its benefits to potential partners/employers/educators
- ☐ Other: _____

Samples of Resources Used

Imperial Youth Symposium: May 2022

- **Piloted the Toolkit activities and symposium model**
- **Evaluations from the 23 youth participants from 4 schools**
- **Reflections from facilitators and the teacher extender**
- **Insights about the potential for future cross-county youth symposiums**



Overview

Introduction

Tips for Facilitators

Activities

Ready, Set, Go!
Reflect!
Explore!
Write!
Speak!

Additional Resources

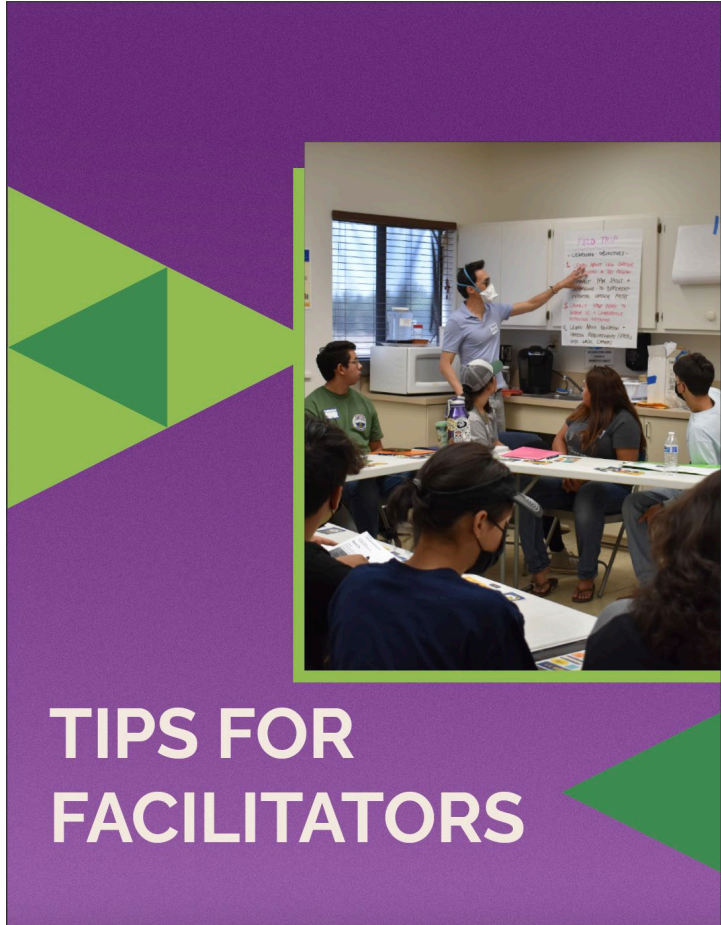
References



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INTRODUCTION

Purposes and design of this Toolkit

How the Toolkit came to be

TIPS FOR FACILITATORS

How the Toolkit is organized

Utilizing the Toolkit

Reflecting as adult allies

Preparing career area experts to act as adult allies

Organizing a field trip for career pathway exploration

Writing letters of recommendation for YPAR participants

Putting on a YPAR symposium

Sample Agenda for a YPAR youth symposium at a UCCE site ...

**TIPS FOR
FACILITATORS**

Symposium

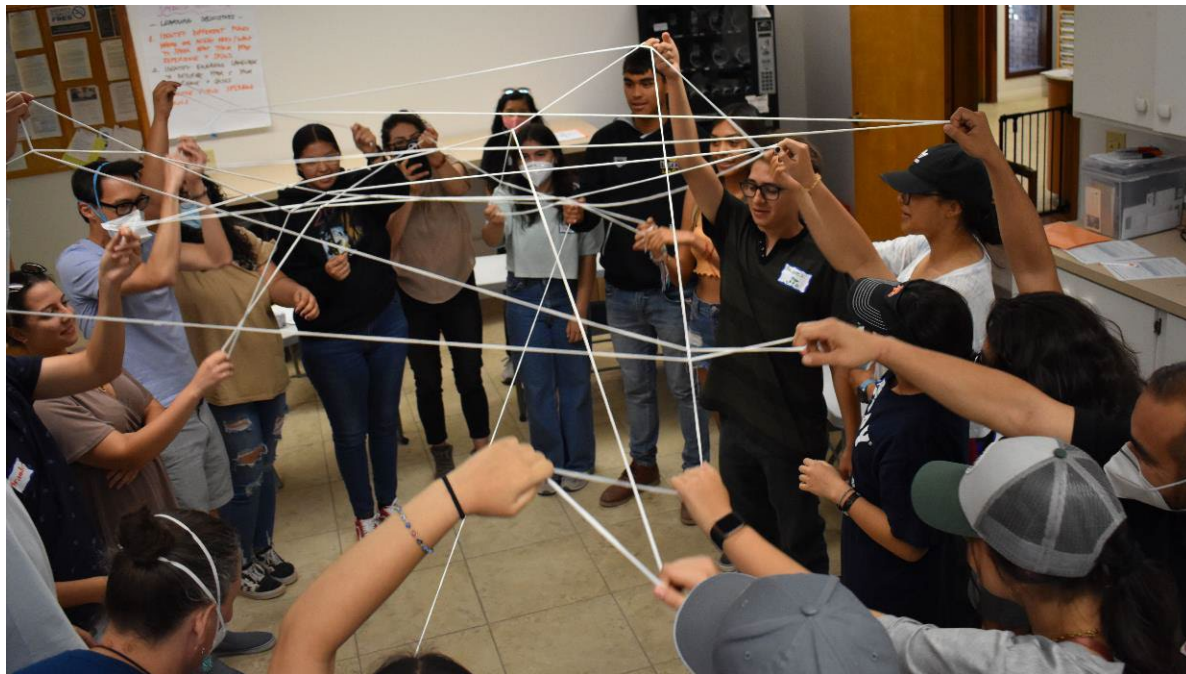
“Field Trip” & Tour



Jobs, roles, and research at Imperial County UCCE and the Desert Research Station



Group Activities





ACTIVITIES

ACTIVITIES

Ready, Set, Go!.....

Activity: The Invitation.....

 Handout: Invitation to Explore Career Pathways Together

Activity: Career Pathways Journal

 Handout: Journaling with the UC Personal Insight Questions ... in YPAR.....

Reflect!.....

Activity: Reflection Circles.....

 Prompts for Reflection Circles (and/or Journaling).....

Activity: What is YPAR? – Revisited

Explore!.....

Activity: Question Cards

 Handout: Networking & Informational Interviewing

Write!.....

Activity: Writing About YPAR Experiences.....

 Handout: Writing About YPAR in Cover Letters, Resumes, and Essays.....

 Handout: YPAR Language Templates for Resumes, Cover Letters, and Portfolios

Speak!

Activity: Let's Talk about YPAR.....

 Handout: Preparing for Common Interview Questions ... in YPAR.....



Activities Structure

- Intro
 - Objectives
 - Time Needed
 - Materials
 - YPAR Stepping Stones Framework Connections
- Activity Preparation
- Facilitator Instructions
- Tips
- Debrief Question Suggestions
- Handouts: Activities and Resource Materials

Activity: Question Cards

This section introduces the practices of networking, informational interviewing, and asking questions of career area experts: all powerful strategies for young people to explore career pathways and how these relate to their YPAR experience. It guides facilitators and youth to connect with career area experts and mentors in a way that honors young people's own expertise and lived experiences. More specifically, in this activity youth write their own questions to ask career area experts, tailored to their own particular interests. This activity flows well following the "Reflection Circles" activity (see p. 28) in which youth are primed to consider and share about their own career interests as well as what more they want to know about.

Objectives

Youth will:

- ❖ Create questions to ask career area experts
- ❖ Learn and practice how to conduct an informational interview before meeting with invited guests
- ❖ Lay a foundation for learning about real-world examples of possible career and educational pathways and making a networking or mentorship connection with an adult/elder

Time Needed

50-90 minutes for the activity and debriefing. (Plus variable time for connecting with career area experts or mentors and arranging and implementing field trips, guest speakers, panels, informational interviewing, etc.)

Materials

- Handouts: Paper or electronic copies (or links) for each participant of:
 - "Networking & Informational Interviewing" (handout for this activity, below)
 - "Additional Resources" list from the back of the Toolkit
 - Optional: Prompts for Reflection Circles
- Index cards or paper (or electronic adaptation) for "Question Cards"

YPAR Stepping Stones Framework Connections

As the group thinks about people to network with, preparation for informational interviews, and writing of questions to ask, this activity directly relates to the following elements of the CFCL YPAR Stepping Stones (SS) Guides:

- [SS 1](#), p. 30: "1.9 In It Together – How Adults Can Stop Adulthood"
- [SS 1](#), p. 56: "1.19 Team Recruitment and Hiring" > "Trip Waiver Form"
- [SS 4](#), p. 133: "4.6 Mapping in Our Community" > "Introduction" (on guest speakers)
- [SS 4](#), p. 140: "4.9 Snowball Fight for Tool Development" (on developing questions)

YPAR Stepping Stones Framework Connections

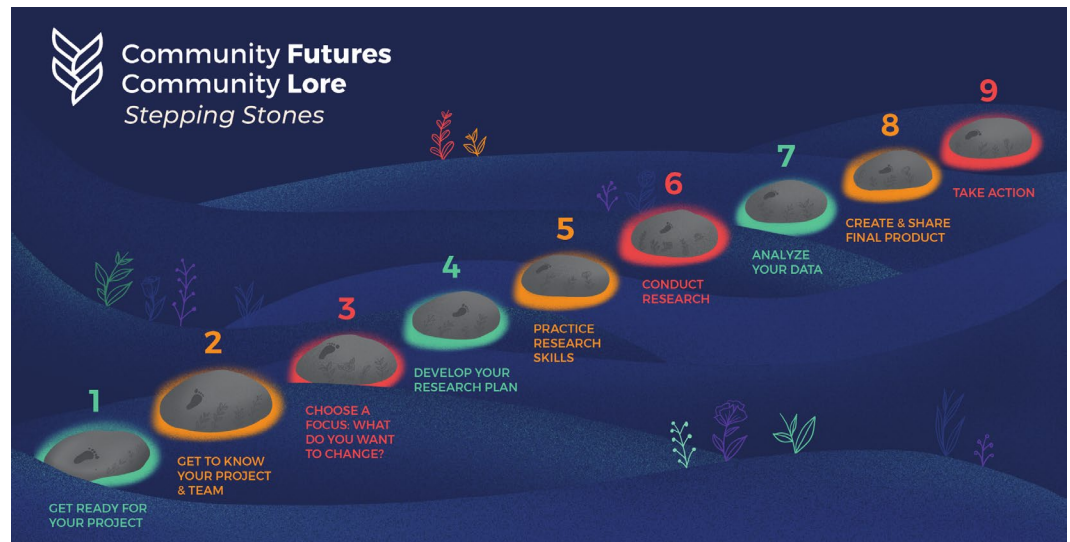
As the group thinks about people to network with, preparation for informational interviews, and writing of questions to ask, this activity directly relates to the following elements of the CFCL YPAR Stepping Stones (SS) Guides:

[SS 1](#), p. 30: “1.9 In It Together – How Adults Can Stop Adulthoodism”

[SS 1](#), p. 56: “1.19 Team Recruitment and Hiring” > “Trip Waiver Form”

[SS 4](#), p. 133: “4.6 Mapping in Our Community” > “Introduction” (on guest speakers)

[SS 4](#), p. 140: “4.9 Snowball Fight for Tool Development” (on developing questions)



Debrief Question Suggestions

- “Something new I learned through this activity is....”
- “Something that surprised me in doing this activity is....”
- “Something I wonder about is....”
- “Something I have a question about is....”
- “Something I’m going to do next to prepare for writing more about YPAR is....”

Point out that there is a symbiotic relationship between writing and speaking as different-but-related modes of expression, and between the “Write!” and “Speak!” activities. Prompt participants to pay attention to whether they are stronger in one mode than the other and to think about how they can use their strengths to their advantage while continuing to improve both skillsets.

Be sure to do the debrief as a group so that participants get to learn from each other’s perspectives. These are also good prompts for individuals’ Career Pathway Journals.

Preparing: Ready, Set, Go!

Activity: The Invitation

This activity launches the Toolkit activities, whether used early on in a YPAR project, mid-project, or afterward. It can also be used at the beginning of a stand-alone event like a YPAR youth symposium; in that case, the handout for this activity, "Invitation to Explore Career Pathways Together," can be modified to be an invitation to the event. (For advice on putting on such an event, see page 12 in "Tips for Facilitators.") It aims to introduce youth to the career pathways activities and create a welcoming climate for honest reflection, goal setting, practicing new skills, and planning next steps; facilitators can also gather information on how best to explicitly link YPAR with young people's own career pathway interests.

Objectives

Youth will:

- ❖ Be introduced to the Youth Career Pathways activities
- ❖ Ask clarifying questions
- ❖ Give input to help tailor activities to interests and needs
- ❖ Start planning their next steps

Activity: Career Pathways Journal

This Career Pathways Journal activity is written as if participants are starting it when launching Toolkit activities and continuing throughout, in order to create a place for youth to document and reflect on their learning. However, you can adjust it to be introduced at any point, including as a stand-alone activity.

Objectives

Youth will:

- ❖ Initiate a career-focused journal that suits their needs and personal style
- ❖ Make notes about their YPAR experiences related to career pathways
- ❖ Record, reflect, brainstorm, and plan
- ❖ Imagine and investigate connections between YPAR experiences and career pathways of interest, including the training needed to get there
- ❖ Review their journal periodically and at the end of the project
- ❖ Begin to compile writing that could become the basis for written and spoken responses in application processes, such as the UC Personal Insight Questions (see handout for this activity)
- ❖ Begin to assemble materials for an optional portfolio

UC Personal Insight Questions ... in YPAR

Adapted from: <https://admission.universityofcalifornia.edu/how-to-apply/applying-as-a-freshman/personal-insight-questions.html>

"Remember, the personal insight questions are just that — personal. Which means you should use our guidance for each question just as a suggestion in case you need help. The important thing is expressing who you are, what matters to you and what you want to share with UC."

1. Describe an example of your leadership experience IN YPAR in which you have positively influenced others, helped resolve disputes or contributed to group efforts over time.
2. Every person has a creative side, and it can be expressed in many ways: problem solving, original and innovative thinking, and artistically, to name a few. Describe how you express your creative side IN YPAR.
3. What would you say is your greatest talent or skill IN YPAR? How have you developed and demonstrated that talent over time IN YPAR?
4. Describe how you have taken advantage of a significant educational opportunity IN YPAR or worked to overcome an educational barrier you have faced IN YPAR.
5. Describe the most significant challenge you have faced IN YPAR and the steps you have taken to overcome this challenge. How has this challenge affected your academic achievement?
6. Think about an academic subject that inspires you. Describe how you have furthered this interest inside and/or outside of the classroom IN YPAR.
7. What have you done IN YPAR to make your school or your community a better place?
8. IN YPAR, beyond what has already been shared in your application, what do you believe makes you a strong candidate?

Tips for the UC Personal Insight Questions:

- The UC Personal Insight Questions are for everyone! Really! Whether or not you're applying to a UC, another educational program, or a job, these questions are good, general prompts for reflection and brainstorming.
- ***This activity adapts these questions to focus on YPAR*** to help you practice talking about the YPAR skills you learned, roles you played, and experiences you had. Pick one or try them all!
- You might be able to use your responses to these questions for many types of written applications or interview preparation. **Note these are NOT the exact UC application questions, since they are slightly altered to add "in YPAR" to them. For current UC application information please check with [UC Admissions](#).** The questions and worksheets on their website are available in both Spanish and English.
- Note that the [online version of the UC Personal Insight Questions](#) has excellent further guidance for how to approach each question. Take a deeper look there.
- At first, write freely in your journal and for any length without worrying about grammar and word choices. You can even just jot down ideas and key words related to each question and add to it as you get farther along in your pathway.
- Feeling stuck? Try recording yourself talking the questions through with a friend, using talk-to-text tools, doodling, acting them out, or whatever mode is most natural for you. Then later you can start translating your thoughts into more formal writing.
- It's a good idea to have a friend or mentor give you feedback on your drafts. (Getting feedback and input isn't cheating; having someone else write your responses is.)
- If submitting your responses in an actual application, be sure to revise them to fit the appropriate style and tone, and adhere to any word limits.

Tips for the UC Personal Insight Questions:

- ➔ The UC Personal Insight Questions are for everyone! Really! Whether or not you're applying to a UC, another educational program, or a job, these questions are good, general prompts for reflection and brainstorming.
- ➔ ***This activity adapts these questions to focus on YPAR*** to help you practice talking about the YPAR skills you learned, roles you played, and experiences you had. Pick one or try them all!

1. Describe an example of your leadership experience IN YPAR in which you have positively influenced others, helped resolve disputes or contributed to group efforts over time.

Reflecting on YPAR and Career Pathway Interests





Prompts for Reflection Circles (and/or Journaling)

Youth Question Prompts (choose 3-5 or add your own)

1. Optional warm-up icebreaker questions, such as for a mixed-group symposium where the young people don't know each other: How'd you get interested in YPAR in the first place? What surprised you about working on the YPAR project?
2. What are two or three things you've learned through YPAR that you didn't know before? This could be new skills, roles, information, or something else.
3. What kind of jobs would you like to do in the future? If you have a job now, what connections do you see in it to your future goals?
4. How might the kinds of jobs or careers you're interested in draw on what you've learned or done through your YPAR project?
5. What kinds of training and education do you think you might need for the jobs or career you want?
6. What do you wonder about how to enter the kind of job or career field you're interested in?
7. What's something you'd like to ask someone who does the kind of job you're interested in? *[Alternative: Use this as the prompt for "Question Cards" writing in the "Explore!" activities on page 38.]*



← → uccalfresh.ucdavis.edu/initiatives/ye/ypar

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YPAR

[UC CalFresh Nutrition Education](#) • [Initiatives](#) • [Youth Engagement](#) • [YPAR](#)

YPAR

Youth-led Participatory Action Research (YPAR) is designed to empower youth and center youth voices in PSE change interventions and community leadership.

Youth carry vital knowledge about community strengths, challenges and possible solutions, yet they are rarely included in the crucial decision-making processes that impact their lives. YPAR's adaptive, flexible approach trains youth to design and conduct a research project based on the questions and concerns they have about their school and/or community. Youth researchers then use their findings to propel social action and advocate for relevant PSE changes related to nutrition and physical activity.

Some examples of YPAR projects include youth researching water access and appeal at their school and advocating for the installation of new water stations; youth researching food waste in their lunchroom and advocating for a share table and refrigerator to redistribute unwanted items; and youth researching food access in their community and advocating for an expanded school garden.

Additional information and examples can be found in the following reports, which document successive CFHL, UC YPAR projects across California:

Exploring: Networking & Informational Interviewing (Panel)



Networking & Informational Interviewing

(Adapted from UC Davis Internship and Career Center)

Definitions and Resources

“**Networking** is the development of relationships that can benefit your internship or career exploration. Networking is not asking everyone you know for a job. It is an opportunity to gather information about the skills necessary to succeed in the various types of jobs, careers, and industries of the people you meet. This can help you clarify your career interests and next steps.”

Remember that networking can happen “in day-to-day life, with family or friends in casual conversation (i.e. at family gatherings or social activities)” as well as with identified career area experts.

See “**Networking**,” UC Davis Internship and Career Center webpage, <https://icc.ucdavis.edu/find/resources/networking> (This site includes how networking happens and how to prepare for it.)

“**An informational interview** is an arranged meeting with someone who works in a job, career field or organization that interests you. It has many benefits, including:”

- ◆ Effective technique for researching and screening careers, jobs, employers.
- ◆ Answers questions about what it's like to work in a particular career field or job or for a specific organization.
- ◆ Increases your network of contacts (the majority of jobs are obtained through networking).
- ◆ Talking to industry professionals is a good way of finding out if a field is a good fit for you.
- ◆ Helps prepare you for a job search.

See “**Informational Interviews**,” UC Davis Internship and Career Center webpage, <https://icc.ucdavis.edu/find/resources/networking/informational-interviews> (This site includes how to find people to talk to, how to initiate contact, how to prepare, how to conduct an informational interview, and sending a thank you note.)

Activity: Question Cards

This section introduces the practices of networking, informational interviewing, and asking questions of career area experts: all powerful strategies for young people to explore career pathways and how these relate to their YPAR experience. It guides facilitators and youth to connect with career area experts and mentors in a way that honors young people's own expertise and lived experiences. More specifically, in this activity youth write their own questions to ask career area experts, tailored to their own particular interests. This activity flows well following the "Reflection Circles" activity (see p. 28) in which youth are primed to consider and share about their own career interests as well as what more they want to know about.

Objectives

Youth will:

- ❖ Create questions to ask career area experts
- ❖ Learn and practice how to conduct an informational interview before meeting with invited guests
- ❖ Lay a foundation for learning about real-world examples of possible career and educational pathways and making a networking or mentorship connection with an adult/elder

Sample Questions to ask a Career Area Expert in an Informational Interview

"Remember, this is a conversation, not an interrogation, so let it flow."

Personal connection questions:

- ★ What were you interested in at my age/grade? How did that change over time?

Questions about careers:

- ★ How did you become interested in this career?
- ★ What is a typical workday like? What are your job responsibilities?
- ★ What are the rewards, challenges and frustrations of working in this career?
- ★ What entry-level jobs are available in this field?
- ★ What experience is necessary to enter this career?
- ★ What advice do you have for someone preparing to enter this career?

Questions about the organization or industry:

- ★ How does your position fit within the organization/industry/career field?
- ★ What is your work environment like?
- ★ What is the economic forecast for this industry?
- ★ What is unique to your organization? Who are your competitors?

Questions about growth opportunities and compensation:

- ★ What are the employment prospects for someone entering this field?
- ★ What are some of the current issues and trends in this field?
- ★ What is a typical starting salary or salary range in this field?

Follow-up questions:

- ★ Would you mind taking a look at my resume and giving feedback?
- ★ How should I tailor my resume for your field?
- ★ Are there professional publications I should read or associations I should join?
- ★ What other professionals in this field would you recommend I speak with for additional information? May I use your name when I contact them?
- ★ May I keep in touch with you?

Writing about YPAR



Writing about YPAR in Cover Letters, Resumes, and Essays

Gather a few resources to support you in this writing activity.

Here are some suggestions:

- ❑ The UC Davis Internship and Career Center's webpage on "[Resume and Materials](#)," which includes templates and information about resumes, cover letters, portfolios, action verbs for writing about experiences and skills, and more.
- ❑ The *California 4-H Interview Contest Manual* sections on resumes and cover letters (pp. 3-4, 29-44). <https://ucanr.edu/sites/sfd/files/318455.pdf>
- ❑ The resources from the "What is YPAR - Revisited" activity in this Toolkit.
- ❑ If relevant, your work from other activities from this Youth Career Pathways Toolkit (e.g., journaling or notes, the UC Personal Insight Questions, Question Cards) and/or your group's written materials so far from your YPAR project (e.g., notes from brainstorm, final product, etc.).

Reflect & Brainstorm

If you have done a similar version of this in a previous activity, refer to your notes and add to them.

- List some skills that you have gained in YPAR.
- List some interests or insights you have developed from your YPAR work.
- List some roles that you have played in the course of your YPAR project.
- What are some examples of group outcomes or accomplishments from your YPAR project?
- List some action words (verbs) that describe what you've done in the project. For inspiration, see the [verbs list](#) on the [UC Davis Internship and Career Center website](#).

Start drafting

In your Career Pathways Journal or other method of your choice, respond to these prompts in writing. At first, just let your ideas flow. You can come back to them later and do as many rounds of revision as you like.

- Try writing at least 4 sentences that could be used in an application letter or essay about your YPAR experience and future goals. Be specific: tell a short, descriptive story with your sentences. Instead of saying generic things like "it was great" or "I learned about YPAR," use specific examples of a skill, role, challenge, and or accomplishment. You can use each prompt to write more than one sentence, and you can change the wording to fit your own voice and purposes.
 1. "I learned to [skill] by [doing what in YPAR?]."
 2. "I acted as a [role] in [doing what in YPAR?]."
 3. "Together, our group [what did you accomplish, learn, or change in YPAR?]."
 4. "My [personal goal or interest] is [_____]. My [specific ability or experience] gained in YPAR will contribute [_____] when I [do what?]."
- Write one or more short sentences that explain what YPAR is so the person receiving the letter or essay can get a basic understanding. (Hint: spell out the individual words that make up Y, P, A, and R!) Look back at your journal notes and materials from the "What is YPAR – Revisited" activity in the "Reflect!" section of this Toolkit if needed.
- Now that you've drafted some written responses, how might you tailor them for different types of application materials? For example, try writing them in the style appropriate for:
 - a. A resume
 - b. A cover letter
 - c. An online portfolio

Use the resources listed at the top of this handout and/or the templates in the next handout to help you tailor your writing for these different types of materials.

- List some skills that you have gained in YPAR.
- List some interests or insights you have developed from your YPAR work.
- List some roles that you have played in the course of your YPAR project.
- What are some examples of group outcomes or accomplishments from your YPAR project?
- List some action words (verbs) that describe what you've done in the project. For inspiration, see the [verbs list](#) on the [UC Davis Internship and Career Center website](#).

1. "I learned to [skill] by [doing what in YPAR?]."
2. "I acted as a [role] in [doing what in YPAR?]."
3. "Together, our group [what did you accomplish, learn, or change in YPAR?]."
4. "My [personal goal or interest] is [_____]. My [specific ability or experience] gained in YPAR will contribute [_____] when I [do what?]."

YPAR Language Templates For Resumes, Cover Letters, and Portfolios

The following examples describe the same fictional YPAR project details but tailor them to fit into either (A) a resume, (B) an application or cover letter, or (C) a digital portfolio entry. They may be adapted for various projects and individual interests and roles, or inspire other approaches.

A) Resume Example: This language is an example of how youth can include their YPAR experience as part of a resume.

Youth action researcher with Youth Engaged in Health (YEH) at Independence High School

September 2021 – May 2022

- Youth leader in a UC-supported research program focused on food access and nutrition at our school.
- Collaborated with a team of 10 other young people and 2 UC Cooperative Extension Nutrition Educators to conduct youth participatory action research (YPAR), a process in which youth explore issues they care about and use their findings to try to make their school or community stronger and more just.
- Designed and administered a survey to other students that gathered 503 responses.
- Presented research results and recommendations to school leaders and district board members.
- Successfully championed adding healthier food options to our school lunches.

Tips for writing about YPAR

- ➔ **Revise and get feedback, and revise again:** Once you've gone through a writing prompt a first time, go back with fresh eyes to add to, change, and polish your sentences. Show your drafts to a friend or mentor for comments and encouragement. Other people's constructive feedback can help give you the confidence to brag appropriately. Let yourself shine!
- ➔ You can also use these responses for a job, college, scholarship or other type of application essay question response. For example, try out a 350-word response to a UC application question: **What have you done to make your school or your community a better place?** The [online guide](#) for the UC Personal Insight Questions recommends the following:

Things to consider: Think of community as a term that can encompass a group, team or a place — like your high school, hometown or home. You can define community as you see fit, just make sure you talk about your role in that community. Was there a problem that you wanted to fix in your community? Why were you inspired to act? What did you learn from your effort? How did your actions benefit others, the wider community or both? Did you work alone or with others to initiate change in your community?

From: <https://admission.universityofcalifornia.edu/how-to-apply/applying-as-a-freshman/personal-insight-questions.html>

- ➔ Your own personal digital portfolio is another way to share important experience with potential employers or higher education institutions. Explore online to check out example portfolios and put together an essay or a video script with visuals to explain your YPAR project and its impact on yourself and others.

Speaking about YPAR



Activity: Let's Talk about YPAR

In this activity youth practice talking about their YPAR experiences and prepare to do so in a formal setting, such as an interview for a job, program, college, or scholarship. They experience a mock interview setting from the perspectives of an interviewer, a person being interviewed, and an observer. It is intended to be used near the end or after their YPAR project (e.g., along with Stepping Stone 8 or 9).

The activity has two main sections:

- Part I) Preparing to speak about YPAR

- Part II) Role-playing interviews

These are followed by a debrief and optional journaling. Facilitators should choose which parts to include based on their group's needs and which activities they have done so far. This activity fits at the end of the series of Toolkit activities or at the end of a youth symposium agenda (see Tips for Facilitators section on p. 12 for more about putting on a youth symposium). However, it can also be a stand-alone activity or be implemented before the "Write!" activity.

Preparing for Common Interview Questions ... in YPAR

Overview

There are many career-related interviews in which it could be beneficial to talk about your YPAR experience – for a job or internship, for a college application, for a scholarship to help pay for higher education, amongst others. Interview questions can be about you, your skills, your experiences, and about the position, company, or organization. To be prepared for your interview, practice all types of questions and be ready to ask your own questions, too! Use the following instructions, practice questions, tips, and further resources to prepare.

Suggested instructions

- 1) Read through all the questions in the list below. Notice your initial impressions: Are there any you feel drawn to? Which ones do you feel unsure about how to answer? Trust that you can learn and prepare to talk about YPAR in an interview!
- 2) If you have other questions you'd like to practice, add them to the list.
- 3) Go back through the list and write "YPAR" into each question wherever it makes sense. Think about this from the point of view of someone who could be interviewing you.
 - a) For example, the question, "What are a few of your strengths?" could become "What are a few of your strengths in YPAR?"
 - b) Another example: "What contributions could you make to our company/organization/program?" could become "What contributions from YPAR would you bring with you to?"
- 4) Then jot down notes with examples from your own YPAR experiences that you could use to respond. These notes are just for you. You can write on this handout or in your Career Pathway Journal.
- 5) Note: In a typical interview, the interviewer won't ask specifically about YPAR unless you bring it up or maybe if you have it featured prominently in your resume, cover letter, or essay. While you should be prepared to talk about a variety of examples in your interview, the purpose of this specific activity is to practice talking about YPAR.

Sample Common Interview Questions (to add "... in YPAR" to)

General Questions about You

- ▶ Tell me about one of your interests.
- ▶ Tell me a little about yourself.
- ▶ Who is a role model to you, and why?
- ▶ What are a few of your strengths?
- ▶ What's one needed area of growth or a weakness for you?
- ▶ How would your coworkers or classmates describe you?
- ▶ What are some of your goals?
- ▶ Where do you see yourself in five years?

Skill Questions

- ▶ Tell us about a time you used written communication skills.
- ▶ Describe a time you used verbal communication skills.
- ▶ How do you make decisions?
- ▶ How do you deal with pressure?
- ▶ How do you manage your time?
- ▶ What role or roles do you like to play in a group?
- ▶ What are some ways you teach others something new?
- ▶ What's a skill you want to improve? How do you plan to do so?

Experience Questions

- ▶ Tell us about a time when you worked well on a team.
- ▶ Describe a time when you wished you had done more planning.
- ▶ Have you ever had to make changes to get a project done on time? What did you do and how did it turn out?
- ▶ How do you handle difficult customers?
- ▶ Why did you leave your last job?

Position/Company/Organization Questions

- ▶ What about this [position/program] interests you most?
- ▶ What contributions could you make to our [company/organization/program]?
- ▶ Why should we [hire/choose/select] you?
- ▶ Why do you want to work for us?
- ▶ Tell us some things you already know about the [company/program].
- ▶ How would being selected for this [position/scholarship/program] benefit you?

Questions for YOU to Ask Interviewers

Most interviews end with "Do you have any questions for us?" Do your own research and prepare some questions ahead of time. Here are some suggested questions you could ask your interviewers:

- ▶ What would "success" look like for this position?
- ▶ What can you tell me about the culture of [company/organization]?
- ▶ How does [company/organization] support staff to grow in their jobs and advance?

Tips for Interviewing

- *Feeling nervous is normal!* Channel that energy into doing your best in the moment and trusting that it's always a learning experience. (This is sometimes called "having a growth mindset.")
- Be direct and concise, and fit within the time given.
- Answer the question that is asked.
- Use examples to show experiences that are relevant to the question and to the position/organization/program.
- Express your personality and interests.
- Be organized and complete, but you don't need to give every detail.

Resources on Interviewing

California 4-H Interview Contest Manual

<https://ucanr.edu/sites/sfd/files/318455.pdf>

Interview Contest (webpage)

California 4-H State Field Day

https://ucanr.edu/sites/sfd/Competitions/Interview_Contest/

This page also has tips for virtual interviews and links to these supporting Documents:

- [California 4-H Interview Contest Manual](#)
- [Interview Contest Evaluation Rubric](#)
- [Interview Contest Evaluation Guidelines](#)
- [2022 Job Descriptions](#)

Roadmap to Transition: A Handbook for Autistic Youth Transitioning to Adulthood

"Post-secondary education" (Chapter 7)

"Employment" (Chapter 8)

<https://autisticadvocacy.org/book/roadmap/>

Types of Interview Questions

UC Davis Internship and Career Center

<https://icc.ucdavis.edu/interview/questions>

See the "Additional Resources" section of the Toolkit, search online or in your library, or ask a mentor!

[illegible]

REFERENCES

➔ **Do some career research.** Examine your interests and explore all of the work opportunities that align with those interests. Career planning is a lifelong process, and it is never too early to start. The University of California, Davis Internship and Career Center is one of many places to look for resources:
<https://icc.ucdavis.edu/research>

ADDITIONAL RESOURCES

The following section includes additional resources for youth participants and is designed to be used as a handout for the Toolkit activities.

Youth Career Pathways Resources

While the Toolkit activities focus specifically on connecting YPAR to your self-defined career and educational goals, there is a vast field of general information on how to choose among potential career pathways, set goals, and take steps along the way. Ask your counselors, teachers, mentors, and other adult allies for help, and take advantage of online and library resources as well as those listed here.

→ **Use keyword searches to find more resources.** Here are some suggested keywords for searching online. Add your own and share with your group!

- Career exploration tools
- Goal setting and monitoring techniques
- Career mentoring
- Educational mentoring
- Apprenticeships
- Internships
- Best practices for applications and interviews
- Asking for letters of recommendation

→ **Do some career research.** Examine your interests and explore all of the work opportunities that align with those interests. Career planning is a lifelong process, and it is never too early to start. The University of California, Davis Internship and Career Center is one of many places to look for resources:
<https://icc.ucdavis.edu/research>

Resumes, cover letters, interviewing, virtual interviews, networking, and informational interviews

The UC Davis Internship and Career Center has resources and short informational videos.

Resumes, cover letters, and other application materials:

<https://icc.ucdavis.edu/materials>

Informational Interviews:

<https://icc.ucdavis.edu/find/resources/networking/informational-interviews>

Networking:

<https://icc.ucdavis.edu/find/resources/networking>

Types of interview questions:

<https://icc.ucdavis.edu/interview/questions>

The Autistic Self-Advocacy Network's *Roadmap to Transition: A Handbook for Autistic Youth Transitioning to Adulthood* has tips and information for transition-age autistic youth that also are good advice for everyone. "This plain language handbook was created to help young autistic people understand and plan for their transition to adult life."

<https://autisticadvocacy.org/book/roadmap/>

- "Post-secondary education" (Chapter 7)
- "Employment" (Chapter 8)

The University of California 4-H Youth Development Program's "Interview Contest" and California 4-H State Field Day

https://ucanr.edu/sites/sfd/Competitions/Interview_Contest/

These resources offer an "opportunity to practice the real-life skills needed to apply for a job... The California 4-H Interview Contest Manual is a complete guidebook containing rules, procedures and helpful hints for a successful interview. It also contains sample interview questions, sample job descriptions, judging rubrics, and supporting materials for preparing for an interview." The webpage offers advice on virtual interviews and has links to the following items for more details:

- [California 4-H Interview Contest Manual](#)
- [Interview Contest Evaluation Rubric](#)
- [Interview Contest Evaluation Guidelines](#)
- [2022 Job Descriptions](#)

Many thanks to
our symposium
hosts,
co-facilitators,
photographers,
co-authors,
and
reviewers.



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UC Davis Early Academic Outreach Program (EAOP)

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UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources

Foothill Indian Education Alliance, CFHL: Fostering Cultural Knowledge in Food & Cooking

History

Foothill Indian Education Alliance (FIEA) faced many challenges as a result of the pandemic:

- Closed during the first 2 years of the pandemic.
- Only opened their doors in March 2022, and began recruiting students for their first Summer program.

This site provides support for all local Indigenous youth, primarily focusing on student wellness and academic success.

This site also provides food pantry services and food donations to local indigenous community members every Friday.

Goals of FIEA Summer Program

Goal 1: Center all summer learning in cultural identity and indigenous knowledge.

Goal 2: Provide a hands-on, interactive learning environment.

Goal 3: Connect students with indigenous cultural and building a program centered around community.

Cooking & Nutrition Lessons

Curriculum:

- TWIGS (6-16 years old)

Recipes:

- Leah's Pantry Young, Indigenous, and Healthy Cookbook
- CFHL CDSS Recipe Cards
- EatFresh.org

Evaluations: EATS



FEIA students (signed releases) helping with cooking preparing and serving Chia of the Valley California Parfait, CFHL CDSS Recipe Cards.

Intergenerational Support & Guidance

FEIA Staff Stepped Up to Be the Cultural Experts

Natalie (tutor), *Noixium* (garden coordinator), and *Lydia* (tutor and master gardener) really helped give input on the lessons and gave extensive cultural history from a broad spectrum indigenous perspective and more specific to NorCal and Central Sierra communities.

Permission from the Chief was sought at every level: curriculum, recipe/cookbook, EATS surveys, and photo releases.

Nutrition Lessons Centered on Indigenous Culture

- TWIGS Nutrition Activity Lessons were adapted to focus on indigenous food history and items that were important to indigenous communities:
 - For example: TWIGS “Sumptuous Seeds” focused on Pine Nuts, which are a huge food source for indigenous communities in NorCal.
- All lessons went in tandem with the recipes and were adapted when needed.
 - For example: Young, Indigenous, and Healthy Zucchini & Leeks with Walnuts swapped walnuts for pine nuts. Students then got the opportunity to build bracelets and necklaces during their Native Craft lessons with Cultural Arts Teacher.

Garden to Fork

Worked with Noixium, Garden Coordinator, to provide students the opportunity to work in the garden before cooking lessons.

Any food that could be harvested was used.

Students got to plant, harvest, care, and cook their food.



Garden Reinvigoration Project

Providing soil amendments, seeds, hose, and tools for the youth.

Project began in March, allowed garden coordinator opportunity to expand on garden education during the summer.

Working with garden coordinator to incorporate more native cultivars in the garden with other crops.



FIEA students and staff gave such comprehensive feedback on all elements of the summer program I was able to create a summary outcome guideline that can be used for future programming at this site.

CalFresh Healthy Living, UCCE nutrition educator collected feedback on the cooking lessons, gardening lessons, nutrition lessons/recipes throughout the Foothill Indian Education Alliance Summer Program. All the feedback has been summarized for potential programming opportunities for the FFY 2023.

Cooking Lessons Recipes

Outcomes

- Recipes sources from Young, Indigenous, and Healthy and CFHL Indigenous Recipe Cards
- Recipes were quick and easily managed
- Need more recipes, California specific
- TWIGS Nutrition Activities used for kitchen preparation and safety
- Head tutor started making the students' sandwiches out of whole wheat bread after a nutrition lesson on whole wheat.

Nutrition Lessons

Outcomes

- TWIGS Nutrition Activities used
- Need more curriculum situated in indigenous knowledge and history
- The more interactive the lessons were, the more focused the students were and enjoyed the lesson
- Tutors assisted in lesson adding in historical context to the food items discussed

Gardening Lessons

Outcomes

- TWIGS and Jr Master Gardener Curriculum used
- Students spent time in the garden, some preferred hands-on activities
- More garden lessons could be done in the future
- Possible future garden projects/YE
 - Composting Project
 - Winter crop planning
 - Seed saving

Page 1 of 2

California's CalFresh Healthy Living, with funds from the United States Department of Agriculture's Supplemental Nutrition Assistance Program - USDA, SNAP, produced this material. These institutions are equal opportunity providers and employers. For important nutrition information, visit www.CalFreshHealthyLiving.org

Revised: 7/26/2022

Feedback

Outcomes

- Adults really liked the lessons and recipes
- Comment from TOT: "As a result of my attending this program, I have developed a better awareness of the importance of a healthy, balanced diet." - Hal Sherry
- Students favorite recipes were the "Corn, Blueberry, and Wild Rice" and the "Chia of the Valley California Parfait"
- Students did not like the "Whole Wheat Fry Bread" recipe from the Young, Indigenous, and Healthy Cookbook - did not look like the fry bread the students have grown up eating.
- Need to adapt EATS evaluation for summer programming use, students did not understand the need for some questions.

Planning

Outcomes

- Tutors are interested in more lessons during the school year
- Possible lessons during the school year: gardening, nutrition, CATCH, PSE/YE
 - Continued support of garden reinvigoration PSE
- Head tutor has mentioned desired for a play ground/location for "students to release their energy"
 - Possible PSE/YE, environmental change
- Partnership with other businesses in the area
- Need more Native American resource materials
 - Tutors really liked the CFHL, UCCE My California Native Plant Diagram
 - More resources specific to California and Northern California tribes

Ongoing Programming

Nutrition educator is hosting two, 1 hour cooking academy lessons each week.

Students have continued to learn to cook using indigenous ingredients.

Students are able to harvest items from the garden and use them in their recipes.

Transitioning garden to winter crops has begun. Seeds, soil amendments, and California native cultivars have been purchased and recently planted in the garden space.

Currently, FIEA has currants, white mountain sage, elderberry, blackberries, strawberries, and raspberries growing in their garden

They are also growing winter squash, several herb varieties, peppers, artichoke, arugula, cabbage, swiss chard, onions, etc.

FIEA garden coordinator has been collecting and saving seeds from every variety grown in the garden in preparation for reseeding next season.

Future Programming

Hal (head tutor) and Noixium (garden coordinator) are excited for the potential of involving older young in youth engagement projects.

Potential Resource:

Mariah Gladstone (Blackfeet, Cherokee – *Indigikitchen.com* website) has been recognized as a “Champion for Change” through the Center for Native American Youth and a “Culture of Healthy Leader”.

She offers lectures, cooking demonstrations, and cooking lessons that center around the cultural history of indigenous foods, changes in diets due to colonization, and indigenous food sovereignty.

What CFHL, UCCE is doing

Seek permission from Tribal Leadership for:

- Curriculum use
- Activities
- Recipes
- Evaluation
- Photo Releases

Challenges/Learned Outcomes:

Know who the leadership is at your site, this allows you to make sure you are getting the appropriate permission. (Tribal Leadership could include: chief, a counsel, or a combination of the two).

Allow site participants to be the experts they are and include them as much as possible in the planning and curriculum delivering stage. It takes more time, but is well worth it.

Limited supply/high price for recipe materials.

Local cultivars for gardens are also limited and expensive.

Limited supply of indigenous recipes and resources.

Contact Information

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State Office Updates

Welcome Audrey McDaniel!



Administrative Officer III

Audrey can be reached at:
amcdaniel@ucanr.edu or
(530) 390-9753

Youth Engagement FFY23 Leadership Calls

Calls are recorded and links can be found on the CFHL, UC YE Training and Resources webpage

Date	Topic
December 1, 2022, 10:00-11:30am	Reporting YE Activities: PEARS and Evaluation
February 2, 2023, 10:00-11:30am	SNAC: Engaging Youth in their School Communities
April 6, 2023, 10:00-11:30am	Youth-led Garden Clubs and Activities
<i>May 4, 2023, 3:00-5:00pm</i>	<i>Youth Presentations and Celebrations Zoom details to follow for this special call inviting youth presenters</i>
June 1, 2023, 10:00-11:30am	Incorporating Technology and Social Media into YE Programs
August 3, 2023, 10:00-11:30am	Celebrating FFY23 YE Efforts: Highlights and Achievements



PEARS Office Hours – 10/25 & 10/27

- **FFY 2023 PEARS Updates/Changes (mostly in Program Activities module)**
 - [Handout](#)- Summary of FFY2023 Updates/Changes
 - [Slides](#) – Oct 25th and 27th Office Hour(s)
 - [Recording](#) – Oct 25th Office Hour



PEARS PSE Module Updates - **NEW**

- FFY 2023 PEARS PSE Module Updates
 - New **Partners** section to track partner contributions - links PSE to Partnerships records with drop down list
 - Demographic Characteristics updated in **Changes Adopted** section





FFY 2022 Annual Report Timeline and Target to have PEARS Summary

FFY 2022 Annual Report Timeline & Information +

December 2, 2022

- **First Draft FFY 2022 Annual Report documents due to State Office** | submit through BOX Annual Report Folder
 - FFY22 County/Cluster **Narrative** Annual Report
 - FFY22 County **Profile**

December 16, 2022

- State Office staff will provide feedback to Counties on draft Annual Report Documents
 - Comments and feedback will be posted into the Annual Report County Specific folders in BOX

January 10, 2023

- **Final Annual Report Documents due to State Office**
 - FFY22 Annual Report Narrative
 - FFY22 County Profile

FFY 2022 Annual Report Templates

[FFY22 County/Cluster Narrative Annual Report Template](#)

[FFY22 County Profile Template](#)

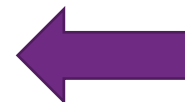


FFY 2022 Annual Report Timeline and Materials posted to CFHL, UC [home page](#)

FFY 2022 Annual Report Timeline & Information +

November 15, 2022

- **Summary PEARS & Evaluation Data Available from State Office**
 - Data will be posted to BOX on a rolling basis.
 - Counties will receive an email when data is available



County/Cluster specific Box folders –

>> [Evaluation](#) >> [PEARS Year End Results](#) >> [FFY22](#)

>> [Evaluation](#) >> [Year End Survey & Assessment Result](#)

Box access limited to Advisors, Managers, and Supervisors

FFY22 Results for 9 Youth Evaluation Surveys Available in Box



Youth Surveys	# of Surveys	# of Counties
Youth Taste Test Tool (TTT)	1,414	23
Eating and Activity Tool for Students (EATS)	732	13
Teacher Observation Tool (TOT)	321	15
YPAR Retrospective Survey	118	4
Large Group Taste Test Tool (LG-TTT)	74	9
Youth Leader Survey	26	1
Preschool Taste Test Tool (PreK-TTT)	12	2
Physical Activity Teacher Observation Tool (PA-TOT)	10	2
YPAR Project Assessment	3	1

FFY22 Results for 14 Adult Evaluation Surveys Available in Box

Adult Surveys	# of Surveys	# of Counties
Plan, Shop, Save & Cook (PSSC)	742	14
Food Behavior Checklist and Physical Activity (FBC+PA)	375	8
Intent to Change (ITC) - Total	1,866	13+
Food Label ITC	457	13
List ITC	306	10
Meals ITC	233	11
Sugar Sweetened Beverages ITC	230	7
Vegetables ITC	227	12
Unit Prices ITC	180	8
Food Groups ITC	97	9
PA Minutes ITC	79	5
PA Hours ITC	31	4
Fruits ITC	26	2
Healthy, Happy Families (HHF)	32	4
Adult Taste Test Tool (A-TTT)	33	4



Reminder: For pre/post surveys administered as hard copy

- Hold the pre-surveys until after the post-surveys are collected
- Only enter **matched** pre/post surveys in PEARS



Thank you!

Next Town Hall:

January 17, 2023



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