Youth Engagement FAQs

This Frequently Asked Questions (FAQs) document includes questions specific to youth engagement efforts in the areas of **program planning and implementation**, **PEARS**, and **evaluation**. This document will be updated regularly to include new questions. For more information on specific topics, recorded Youth Engagement Leadership Calls and Office Hours can be found on the Youth Engagement Training and Resources webpage. If you have additional questions or would like to discuss your youth engagement efforts in more detail, or have comments to share, please contact Kelley Brian at kmbrian@ucdavis.edu.

Program Planning and Implementation

1. What is youth engagement?

   Youth engagement encompasses efforts in SNAP-Ed to actively and intentionally involve young people in opportunities to serve as leaders and decisions makers, explore assets and needs within their communities, and participate in activities that support positive youth development and positive social change, all while learning and building life and leadership skills.

   Youth engagement includes specific strategies such as Youth-Led Participatory Action Research (YPAR), Teens as Teachers, Student Nutrition Action Council (SNAC), as well as other activities that incorporate approaches that support youth decision-making and partnership alongside adults in direct education and Policy, System, and Environmental (PSE) change efforts.

   For more information about youth engagement strategies and approaches, check out the CFHL, UC Youth Engagement Initiative webpage, along with webpages specific to YPAR, Teens as Teachers, and SNAC and other youth engagement efforts.

2. What type of youth engagement strategy should my county/cluster program implement?

   Depending on a variety of circumstances, your county/cluster program may be interested in implementing one or more youth engagement strategies, such as Teens as Teachers, Youth-led Participatory Action Research (YPAR), Student Nutrition Action Council (SNAC), or another youth engagement and leadership strategy. Identifying opportunities to connect youth engagement efforts to other CFHL, UC initiatives such as Gardening, Physical Activity, School Wellness Policy, Smarter Lunchrooms Movement, and Direct Education, may help in determining a youth engagement strategy. Contact Kelley Brian with the CFHL, UC State Office to arrange a time for more conversation around opportunities for youth engagement programming in your county/cluster.

3. Is technical assistance available for my youth engagement effort?

   Yes! Technical assistance is available for all youth engagement efforts. Additionally, there are also training opportunities to support youth engagement strategies. Contact Kelley Brian with the CFHL, UC State Office to learn more.

California's CalFresh Healthy Living, with funding 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.

4. What trainings can I expect annually for youth engagement?

    Youth Engagement Leadership Calls and Office Hours take place the first Thursday of each month at 10:00am. Training and discussion topics, along with Zoom information, for FFY 2022 can be found on the FFY 2022 Youth Engagement Leadership Calls and Office Hours document. Additionally, a YPAR Summer Training Institute takes place in July annually. Dates for the YPAR Summer Training Institute will be posted on the CFHL, UC Training Calendar.

5. Where can I find archived, recorded trainings?

    All Youth Engagement Leadership Calls and Office Hours are recorded and archived in Box, and are also posted on the CFHL, UC Youth Engagement Training and Resources webpage.

6. Are there videos of past CFHL, UC youth engagement activities?

    Yes! Videos highlighting youth engagement efforts can be found on the UCCE Youth Engagement Highlights webpage. If you are interested in any videos or other types of examples showcasing youth engagement efforts, please contact Kelley Brian with the CFHL, UC State Office.

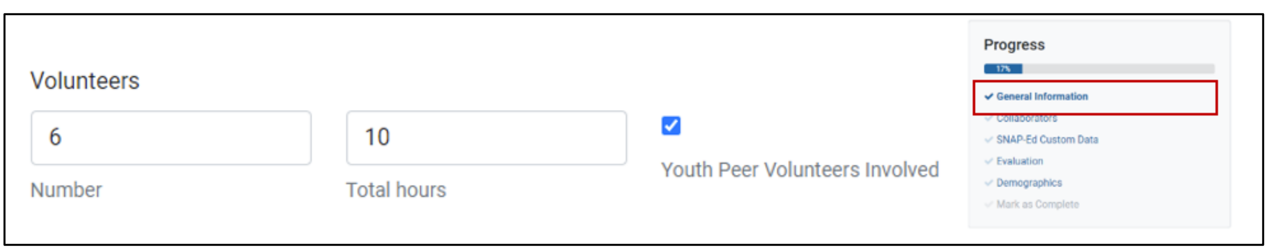
PEARS

1. How do I know whether my youth engagement activity should be reported as a program activity (direct education), a policy, systems, or environmental change effort (PSE), or both in PEARS?

    Some youth engagement activities are only reported as direct education, others are reported as PSEs, and still others include both direct education and PSEs. Page 1 of the CFHL, UC Tip Sheet for Reporting Youth Engagement Activities in PEARS includes a table to aid in determining if your youth engagement activity is direct education, PSE, or both. Check out this resource to determine where your activity should be reported in PEARS.

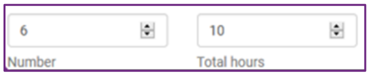
2. How do I report trained youth who participated in the delivery of a program activity in PEARS (for example, in Teens as Teachers)?

    *In the Program Activity General Information section under **volunteers**, you can check the box to indicate that trained Youth Peer Volunteers were involved in all or part of the Program Activity for direct education. In the Comments section, please include a brief description of the Youth Peer Volunteer involvement.*

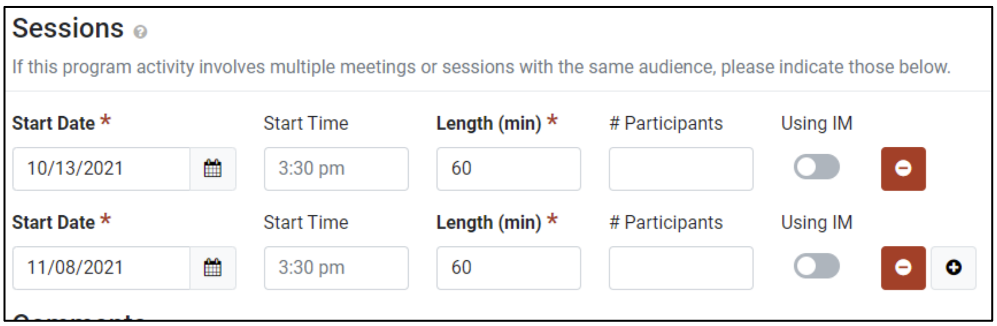


3. When working with multiple youth in a Teens as Teachers project, should we report 60 minutes (as an example of lesson length) per teen per lesson, or 60 minutes per lesson regardless of the number of teens involved?

   In this type of scenario, you would report the total number of hours for all of the youth extenders (and classroom extender's time if they are involved in delivering the lessons) in the Volunteer total hour field. (i.e., of the six volunteers, 2 teens reported 2 hours and 4 teen report 1.5 hours)



   When youth are providing direct education in a Teens as Teachers project, you would report the lesson length per each session regardless of the number of Peer Educators involved. (I.e., if three teen educators were involved in a 60 minute lesson you would report 1 session for 60 minutes. See example below).

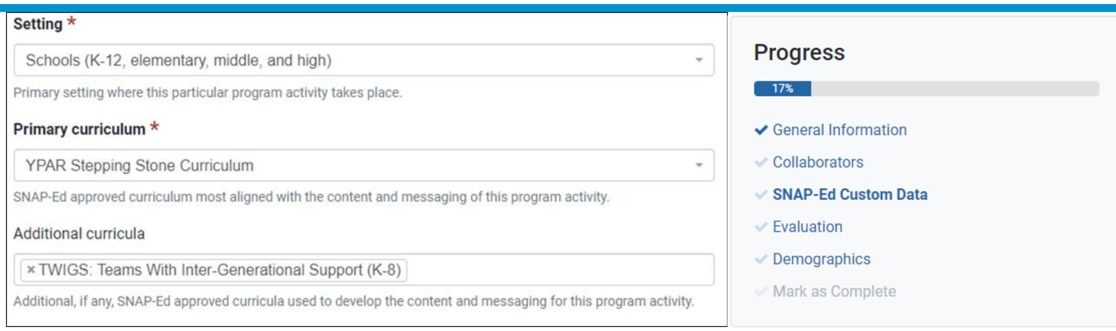


4. Should youth involved in Teens as Teachers programming each fill out a Program Activity Tracking Form, or do the teacher extenders allowing youth to guest-teach fill it out, or do both the youth teen teachers and teacher extenders complete a tracking sheet?

   Before determining who should complete the tracking sheet, start by asking what the plan for data collection was originally. For example, if a plan is in place for the youth to be trained to complete the form, then it is okay for them to complete it on their own. If a teacher extender was trained to fill out the form or if a program coordinator would be better suited to track the teaching progress of the youth, than those individuals are the appropriate people to fill out the form.

5. How do I record two curricula being used to support my youth engagement efforts? For example, I am using both TWIGS and Stepping Stones to support YPAR facilitation.

   In the PEARS Program Activity, under SNAP-Ed Custom Data in the right-side toolbar, there is a required field for entering the Primary curriculum, whichever curriculum is the main one being taught. Below that section is an option field for Additional curricula, where any other additional approved supporting SNAP-ED curricula can also be listed. When Additional curricula are included, remember to also report all Priority Indicators, Objectives, and Interventions Topics for the Additional curricula, as well as for the Primary curriculum.



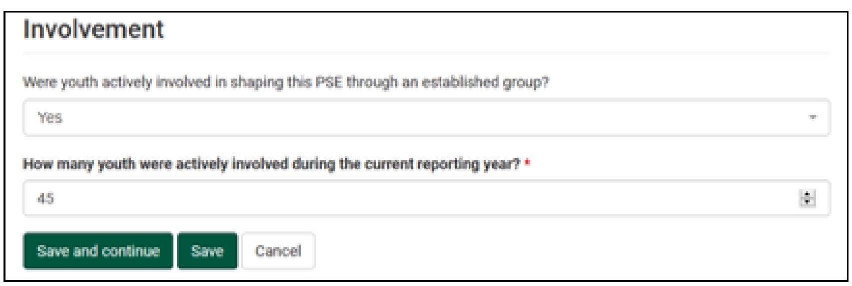
6. If I am reporting a Program Activity in PEARS using YPAR Stepping Stones as a direct education curriculum, what Priority Indicators, Objectives, and Intervention Topics should I include?

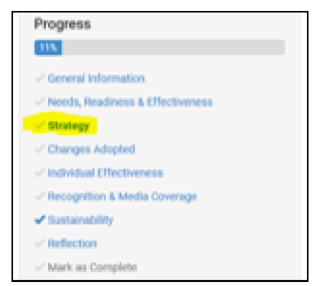
   Using the [Curriculum Job Aid](), locate the curriculum title Youth-Led Participatory Action Research – Stepping Stones Curriculum, to identify which Priority Indicators, Objectives, and Intervention Topics to include. As the YPAR topic can differ from group to group, select only the applicable Priority Indicators, Objectives, and Intervention Topics that reflect the YPAR research topic. Include this information in your Program Activity under the SNAP-Ed Custom Data section.

7. How do I report in PEARS youth involvement in PSEs?

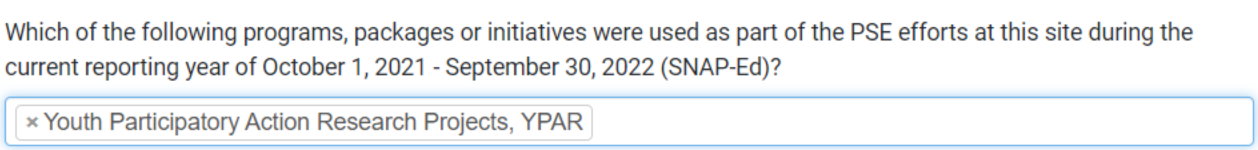
   *For PSE Reporting: Only report the number of youth actively involved in **shaping** the PSE through an established group; the number of youth simply reached by the PSE should not be reported here. Examples of active involvement include youth helping to plan, prepare, implement, evaluate, shape and otherwise directly support the PSE change. Also include in the comments section the youth-led PSE for that site as well as a brief description of the youth-led activity.*

   *For PSE Reporting in PEARS: Navigate to PEARS → Track → PSE Site Activities. Select **Strategy** from the right-side toolbar. If youth were actively involved in shaping this PSE, select "Yes" from the dropdown, and then indicate the number of youth actively involved in **shaping** the PSE (this is <u>not</u> the number of youth reached by the PSE).*



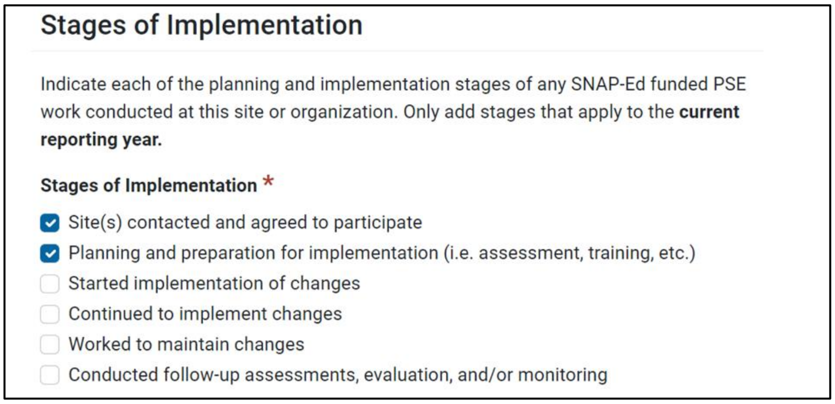


If implementing YPAR, please also select YPAR as a Program, Package, or Initiative also in the PSE Activity Strategy section – see below



8. For YPAR, can I report the research that teams conduct to explore a PSE-related topic?

For PSE reporting, when the PSE activity is in the planning stages at a site it is appropriate to report the PSE activity. For example, youth researchers conduct an assessment of their selected nutrition or physical activity topic that they will use to recommend PSE changes. Since no PSE changes have been adopted yet, the appropriate Stages of Implementation to be selected in the PSE Activity- General Information, would be contacted sites, and planning and preparation for implementation.



Stages of Implementation

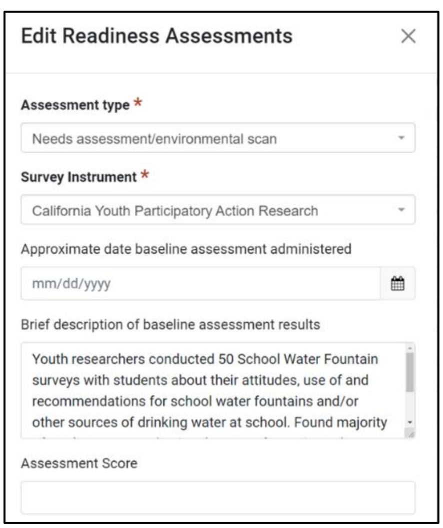
Indicate each of the planning and implementation stages of any SNAP-Ed funded PSE work conducted at this site or organization. Only add stages that apply to the **current reporting year.**

Stages of Implementation *

- [x] Site(s) contacted and agreed to participate
- [x] Planning and preparation for implementation (i.e. assessment, training, etc.)
- [ ] Started implementation of changes
- [ ] Continued to implement changes
- [ ] Worked to maintain changes
- [ ] Conducted follow-up assessments, evaluation, and/or monitoring

9. Should I report an assessment under PSE Activity - Needs, Readiness & Effectiveness if our YPAR youth created and implemented their own survey, or utilized another tool that assessed need?

Yes, any systematic assessments conducted by youth, including youth researchers in YPAR, should be reported in PEARS under PSE Activity – Needs, Readiness & Effectiveness. When you select the “Add Assessment” button within this section, you will see a box pop up to input information about the assessment. Select assessment type as “Needs assessment/environmental scan.” For the Survey Instrument, you will see the dropdown listing “California Youth Participatory Action Research.” You are not required to input assessment date(s). However, please enter a brief description of baseline assessment results. You can also leave the Assessment Score field blank. See the screenshot of the “Add Assessment” pop-up box below for an example:



Edit Readiness Assessments

Assessment type *

Needs assessment/environmental scan

Survey Instrument *

California Youth Participatory Action Research

Approximate date baseline assessment administered

mm/dd/yyyy

Brief description of baseline assessment results

Youth researchers conducted 50 School Water Fountain surveys with students about their attitudes, use of and recommendations for school water fountains and/or other sources of drinking water at school. Found majority

Assessment Score

For more detail, see the Reporting PEARS PSE Needs Assessment Job Aid posted on the CDSS website here.

10. If there is only one youth helping out with a PSE effort, including an assessment, can we still report that youth involvement in PEARS? For example, we are doing a stenciling project at an elementary school, and a teacher's daughter is participating in the planning and implementing process as part of a Girl Scout Project; can we count this one youth in the planning process?

    *When determining youth involvement in a PSE, the first thing to consider is if the youth is involved in **shaping** the PSE – not if the youth reached by the PSE. The second thing to consider is if the youth is part of an **established group**. Typically, the established group would be a SNAC or YPAR group at the school or before/afterschool site with UCCE staff involvement. However, in the example listed in the above question, the youth participant's involvement could be reported in PEARS PSE Activity if UCCE staff are involved in supporting the youth engagement PSE effort. In this example, a comment should be included to indicate the youth group was Girl Scouts.*

11. If our youth engagement PSE effort is in the planning stage, but the youth are creating videos that will support the PSE EFFORT, how should we report the videos?

    Include this PSE Activity in PEARS under the planning stage. In the comments section, include a brief description that you are working on creating these videos and where it is at in the planning stage. It is great to capture this in the comments in PEARS even though it is not specific to an actual PSE change yet.

Evaluation

1. Which evaluation tool(s) should I use for my youth engagement activities?

    The Youth Evaluation Tools webpage contains all of the evaluation tools for youth CalFresh Healthy Living, UC programming along with descriptions for each tool, including the evaluation tools for use in youth engagement programming. The Teens as Teacher Retrospective Survey can be used for older youth who have been trained to teach younger youth about nutrition and physical activity. The YPAR Retrospective Survey can be used for youth researchers who have participated in Youth-led Participatory Action Research. The YPAR Project Assessment can be used as a post-assessment for youth researchers who have participated in Youth-led Participatory Action Research as an overarching assessment of the project. For questions about youth engagement evaluation, please contact Kelley Brian at the CalFresh Healthy Living, UC State Office.

2. How should I administer the YPAR Retrospective Survey, or other youth engagement evaluation tools?

    Before administering the YPAR Retrospective Survey or other youth engagement evaluation tools, reference the Administration Protocol for the tool you intend to use. The Administration Protocol document will reference the steps to be taken for collecting data, which includes reviewing the consent page, adding local UCCE information, and entering "TEST" data to practice administering and collecting data.