

THE FOOD AND FITNESS INITIATIVE
SPONSORED BY THE W.K. KELLOGG FOUNDATION
PRESENTS THE

Youth Networking Conference

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Tucson, AZ

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Youth Networking Conference Overview

Who is at this Conference?

More than fifty youth aged 11-21 and twenty-five supporting adults from nine sites nationwide are participating in the Food and Fitness Initiative sponsored by the W.K. Kellogg Foundation. Participating sites include Holyoke and Boston, Massachusetts, New York City, Philadelphia, Detroit, Northeastern Iowa, Seattle-King County, Oakland and the Tohono O'odham tribe in Arizona. Some participating youth are experienced, and some are not. Participants were selected by organizations at each site that support youth engagement in advancing the goals of the Initiative.

What is the Food and Fitness Initiative about?

At its core, the Food & Fitness Initiative is about people, youth and adults, working together to create vibrant communities, where healthy eating and physical activity are convenient, affordable, and safe for children and families. It's about creating healthy places, where the built and physical environment—the places we live, work and play—and the food system—how food gets from farm to table—support healthy communities.

Why are we here?

This is the low pressure, relationship building start of our journey together as a group of youth and adults committed to stronger, healthier communities. Think of it as an opportunity to make new friends (youth and adults as equals), and to have an on-going conversation about what we can and should do during the planning phase of the Initiative, and during implementation over the next eight years. During sessions at our hotel, in and around Tucson, and at the Tohono O'odham reservation, here is what we want to accomplish:

- RELATIONSHIPS - We want to learn more about each other and our communities, to tell our stories, to share our visions; and to build relationships of trust and respect so we can work together for stronger, healthier communities.
- THE INITIATIVE - We want to learn more about the ideas and strategies behind the Food and Fitness Initiative; what other youth and communities can and will do to advance those goals; and what ideas and strategies youth like or want to learn more about at this stage.
- YOUTH ENGAGEMENT - We want to learn more about the things youth can do to advance the goals of the Food and Fitness Initiative, which of those youth want to pursue, and what kind of support from adults will be necessary for youth to succeed.

What is the framework for our exploration and planning during the Conference?

This is not a homework assignment or a model set in stone, just a helpful framework to help us process information during full and small group activities throughout the conference:

- OUR VISION - What do we think will things look like when we have achieved success? What is the *ideal* that we seek? What conditions will be in place? What are people doing?
- THE REALITY - What is the actual or *real* situation in our communities and organizations? How do we determine or measure the current conditions, so we

can know if we are making progress? What tools do we have to do these assessments?

- **BEST IDEAS** - How do we bridge the gap between our vision and reality? What ideas, strategies, practices and policies are most likely to help us get to our vision or the *new real*?
- **YOUTH OPPORTUNITIES** - Among those ideas and strategies we like, what can youth do to advance those goals? How can we maximize opportunities for youth back home? What support is needed?
- **MEASURING SUCCESS** - How will we know when we are successful? What are the indicators of that success? What tools can we use to measure?

What will we do with the new information, understanding and questions we will have after this conference? On Sunday, the last day of this conference, the youth from your community and others will lead a conversation about the above with adults during a **YOUTH-ADULT ROUNDTABLE**. This conversation will help adults understand more about participating youth's visions, ideas and concerns, and what support youth will need to be successful.

Back home, participating youth and adults from your community will lead discussions, make presentations and lead efforts to ENGAGE ADDITIONAL YOUTH IN THE FOOD AND FITNESS planning and implementation phases. A \$2,500 grant will be provided for participating youth to use to support their activities during the planning phase.

FAF Goals, Strategies and Structures

THE LOGIC

There has been a steady rise in obesity among people of all ages in the United States. Obesity is being recognized as a symptom of larger social issues where healthy eating and being physically active are intertwined with social, cultural, and environmental factors. In response, the Food and Fitness Initiative promotes new relationships with food and place and builds on findings from previous and current practice in community collaborations, public health, the built environment and physical activity, local food systems, and addressing social equity.

THE INITIATIVE

Food and Fitness is a multi-year national initiative launched in 2007. Supported by the W.K. Kellogg Foundation, the Food and Fitness Initiative it is about people working together to create vibrant communities, where healthy eating and physical activity are convenient, affordable, and safe for children and families. It's about creating healthy places, where the built environment—the places we live, work and play—and the food system—how food gets from farm to table—support healthy communities.

The Food and Fitness Initiative vision is for vibrant communities in which families and children eat healthy, locally grown food purchased in their neighborhoods; engage in physical activity and play regularly and with the confidence that they are safe; and live in an environment that supports family and community health. The Goals to advance these positive changes include:

- ✦ Create the policy and system changes necessary to make our vision a sustainable reality for all communities
- ✦ Create community environments that support access to local, healthy, and affordable food, and safe places for physical activity and play for families and children

THE STRATEGIES

Some of the guiding strategies that have been identified by the Kellogg Foundation to drive this initiative, include:

- ✦ Investing in communities and partnerships through a diverse group of individuals and organizations as a community collaborative that engages community voices to plan, implement, and sustain social and physical environments that promote healthy eating and physical activity.
- ✦ Supporting family and community interaction by creating opportunities for social connection that enhances social equity, family and community well-being, and honors cultural practices and traditions.
- ✦ Creating opportunities for physical activity within families, neighborhoods, and communities using the natural and built environment to integrate physical activity into daily life.
- ✦ Ensuring availability and access to local, healthy, and fresh food through the participation of local farmers, food processors, and food purchasers with well-informed “food citizens,” who not only have a stake but also have a voice in where their food is produced, processed, and sold.

- ✧ Engaging youth as key change agents and leaders in organizing community and neighborhood efforts and in the design and implementation of communications, policy, and evaluation efforts.
- ✧ Informing policy by increasing the level of community civic engagement in changing organizational practices, and policy and regulatory action at local, state, and national levels.
- ✧ Using communication strategies to inform advocacy and support change in systems, organizational practices and public policies.
- ✧ Building momentum and leveraging resources to ensure long-term success.

THE PARTNERS SITES

Nine sites across the country are participating in the Food and Fitness Initiative. Each community has received a two-year planning grant, with the potential for long-term implementation support. Youth and adults at each site are now embarking on local planning efforts addressing the social and environmental conditions that affect children and families where they live, work and play. These communities are

- Boston, MA
- Oakland, CA
- Philadelphia, PA
- Detroit, MI
- New York, NY
- Seattle, WA
- Holyoke, MA
- Northeast Iowa
- Tohono O’odham Nation, AZ

These nine communities represent diverse geographies and cultures, ranging from a five-county region in rural Northeast Iowa to urban Detroit to the Tohono O’odham Nation in Arizona. Each is building a local collaborative that will plan, implement and sustain changes to increase opportunities for healthy eating and everyday physical activity. These changes can help reduce existing social and health inequities. They can help support the health of families and children. And they can help rebuild community by providing space and opportunity for people to come together.

Local Food and Fitness Coalitions include government agencies, public health officials, community organizations, youth and youth serving organizations, and local experts in key areas such as food systems and the built environment. The point persons and organizations for the planning phase are called “co-conveners”. In most cases, each site has now hired staff to support the Initiative as well as youth engagement. Each community creates its budget and proposal in a way that they think will be most effective.

The level of expertise and experience among communities participating in the Food and Fitness Initiative are assets that will help the Initiative succeed. During the planning phase, at a June Conference and later, during implementation communities will learn about strategies, challenges and solutions from one another through a “peer-learning” approach.

Collaboration is the foundation of the Food and Fitness Initiative. Each community is building a local collaborative that will plan, implement and sustain changes to improve the quality of life for children and families. Ultimately, this initiative will be built upon the collaboration and work of the entire community. By working together, long-lasting and practical solutions will emerge and serve as a model of positive change in these communities and beyond.

YOUTH ENGAGEMENT

Involving youth in government or foundation-funded community and health-related initiatives is often an afterthought, or symbolic in nature. However, the Kellogg Foundation, participating communities and all supporting organizations are FIERCELY committed to authentic and well-supported youth engagement. Participants in this conference, especially youth, will have a major role in determining how youth are engaged, and what support will be necessary.

SYSTEMS AND POLICY CHANGE

Although the Food and Fitness Initiative is interested in outstanding individual programs that promote healthy eating and physical activity, programs come and go. Food and Fitness is about creating far-reaching and lasting change in our communities through practices and policies that affect entire school districts, cities, regions and organizations. Youth are expected to play an important role promoting these changes.

Several nationally respected organizations and institutions with experience in key areas will provide technical support to communities participating in the Food and Fitness Initiative. The Technical Assistance Providers (TAP) will respond to the needs of communities and develop materials to support them during the planning phase. The so-called TAP team includes Active Living by Design (for Fitness Environment support), Michigan State University (for Food Systems), Pyramid Communications in Seattle (for Communications and Strategy), the University of Michigan (for Evaluation), Visions (for Cultural Competency) and the Youth Engagement Associates (for Youth Engagement).

EVALUATION

Evaluation is a key element of the Food and Fitness Initiative. We want to know what success means and how we can measure that, so that we can improve our strategies and share them with the rest of the nation. Evaluation starts on the local level where each site has been provided with funds to hire their own evaluator, and to work with the community and coalition to develop their own indicators to measure success. In addition, a "cross-site" evaluation will help figure out what strategies are working (or not) in each community. Finally, there is a national evaluation component that will try to connect the lessons learned to national organizations that can promote wide spread change.

Youth Networking Conference Agenda

Day 1—Thursday, March 13, 2008			
Time	Activity	Facilitators	Location
1:00-5:15	Early Arrivals, Registration and Free Time: Welcome to Tucson! Check-in, pick up your packets and room assignments. <i>For early arrivals, self-guided tours available or relax by the pool! Snacks or box lunches will be available.</i>	YEA CCCP Staff	Lobby
3:15-5:15	Facilitator Orientation	Jim Muldavin	Solarium
5:20-5:40	Youth-Led Energizer: Let's have some fun!	Youth	
5:40-6:00	Welcome and Introduction: Welcome to all and introduction to facilitators; a quick review of the conference and materials.	Jim Muldavin, Anim Steel and youth	
6:00-6:30	Human Bingo: A fun, full-group activity to get to know your fellow participants.	Youth	
6:30-7:20	Dinner	Youth	
7:30-8:00	Defining our Rules of Engagement – A Multi-Cultural Lens: Let's discuss and agree on what things are important as we prepare to work together over the next few days.	Visions and The Food Project	
8:00-8:40	Research Team Meeting #1: Get a brief overview of the role of the cross-site teams and framework. Get to know your team members better.	Youth and adult	Patio
8:00-8:40	TAP TEAM Check-In Meeting	Becca-CCCP	Fountain
8:40-8:50	Site Team Caucus: Check-in with your site team, review assignments, and identify areas where support is needed.		Solarium and Fountain
8:50-9:50	Adult Workshop #1: Adults from each site, staff and other supporting adults will form a "peer learning" support network.	Jim & Arnell	
8:50-10:15	Free Time- Group Activities: Have discussions, play cards, or do some kind of activity.	Anim Steel	
10:15-10:30	Transfer to Rooms-Quiet Time		

Day 2—Friday, March 14, 2008

Time	Activity	Facilitators	Location
7:15-8:20	Breakfast		Dining Room
7:15-8:20	Facilitator Breakfast: Youth and adult facilitators meet to discuss assignments, roles, and responsibilities.		
8:20-8:30	Overview of Day: A preview of activities and goals of day two.	Becca and Lead Youth	Solarium
8:30-9:15	FAFO'RAMA - Informative Icebreaker: Get to know one another and key concepts related to the Food and Fitness Initiative.	Youth Facilitators YEA, TAP Team	
9:15-10:00	About the Focus of the Food and Fitness Initiative: During this lively interactive session, participants will take a look at Food Systems and the Fitness Environment.	Food Project and Active Living by Design	
10:00-10:10	Break		
10:10-11:25	About Our Communities: The first “story telling” exercise to develop a vision for healthy communities.	Oakland Youth	
11:25-11:35	About Assessments and Evaluation: Link visioning, assessments, strategies for change and measuring success.	Evaluation Team (Cleo and Laurie)	
11:35-12:20	Youth Expert Presentation: Youth participants with expertise in Community-Based Participatory Assessments and Evaluation will make presentations and field questions.	Oakland and Iowa Youth	
12:20-12:50	Lunch		
12:50-1:20	Assessment Indicators – Learn about indicators we use to determine the health, assets, or deficits of a community.	Oakland Youth	
1:20-1:50	Research Team Meeting #2: Prepare for site visits: Brainstorm a vision and develop a plan for assessing and documenting challenges and assets during site visits.	Youth and Adult Facilitators	
1:20-1:50	Adult Workshop #2: Adult participants not participating on a cross-site team can select which assessments/ appointments they would like to observe.	Jim and Arnell	
2:00-2:20	Bus Transfers to Tucson		
2:20-5:00	Research Team Field Activities: Cross-site teams will visit model communities and communities facing distinct challenges. Teams will be assigned to assess one of the following areas: <ul style="list-style-type: none"> • School Environments and Design • Food Systems or • Active Transportation After community visits, teams will have the opportunity to conduct investigative appointments with government agencies, public	YEA-CCCP TBD; Local Youth and Adult Facilitators	Tucson at large

Day 2—Friday, March 14, 2008

Time	Activity	Facilitators	Location
	health officials, academics, non-profits and businesses.		
4:30-5:30	Informal Debriefing of Field Activities-Staging for Dinner		Arizona History Museum
5:30-7:30	Dinner Out and Free-time: Lot's of fun places to check out and eat in this college neighborhood. We'll give you some cash. Please meet return at 7:45 for Bus		University Area
7:45-8:00	Bus Transfer to Hotel		
8:00-8:45	Photo Gallery: Representatives of each cross-site team will provide anecdotes to accompany their photo gallery.		Solarium
8:45-9:00	Site Team Caucus: Check-in, review assignments, and identify areas where support is needed from colleagues and/or the technical assistance team.		
9:00-10:30	Free Time and Open Space: Open space for discussions or just chillin! Participants seeking to hone their creativity and communications skills can attend an optional open space discussion. Featured topic: Youth Communications and Social Networking Opportunities.	Becca	
9:00-10:00	Adult Open Space: Adults will determine topics for discussion		Fountain
10:30-10:45	Transfer to Rooms-Quiet Time		

Day 3—Saturday March 15, 2008

Time	Activity	Facilitator	Location
7:15-8:00	Breakfast		Dining Room
7:15-8:00	Facilitator Breakfast: Youth and adult facilitators meet to discuss assignments, roles, and responsibilities		
8:00-10:00	Bus Transfer To Tohono O'odham Reservation		
10:00-10:30	Official Greeting and Introductions: Youth and Adults representing the Tohono O'odham Nation will welcome us.	Lloyd Youth Facilitator	Cultural Center & Museum
10:30-11:30	Exploration of Food Systems – A Deeper Look: The Tohono O'odham tribe and will invite us to learn about their food traditions and systems.	Tribal Hosts with Arnell as Liaison	
11:30-12:00	Multi-Cultural Food Systems Debriefing: Debrief the multi-cultural aspects of the visit.	Amy and Carla from Visions	
12:00-1:00	Lunch - Prepared by our tribal hosts!		
1:00-1:45	The River of Life: Reflect on the paths we traveled, and are yet to travel.	Tribal Hosts	

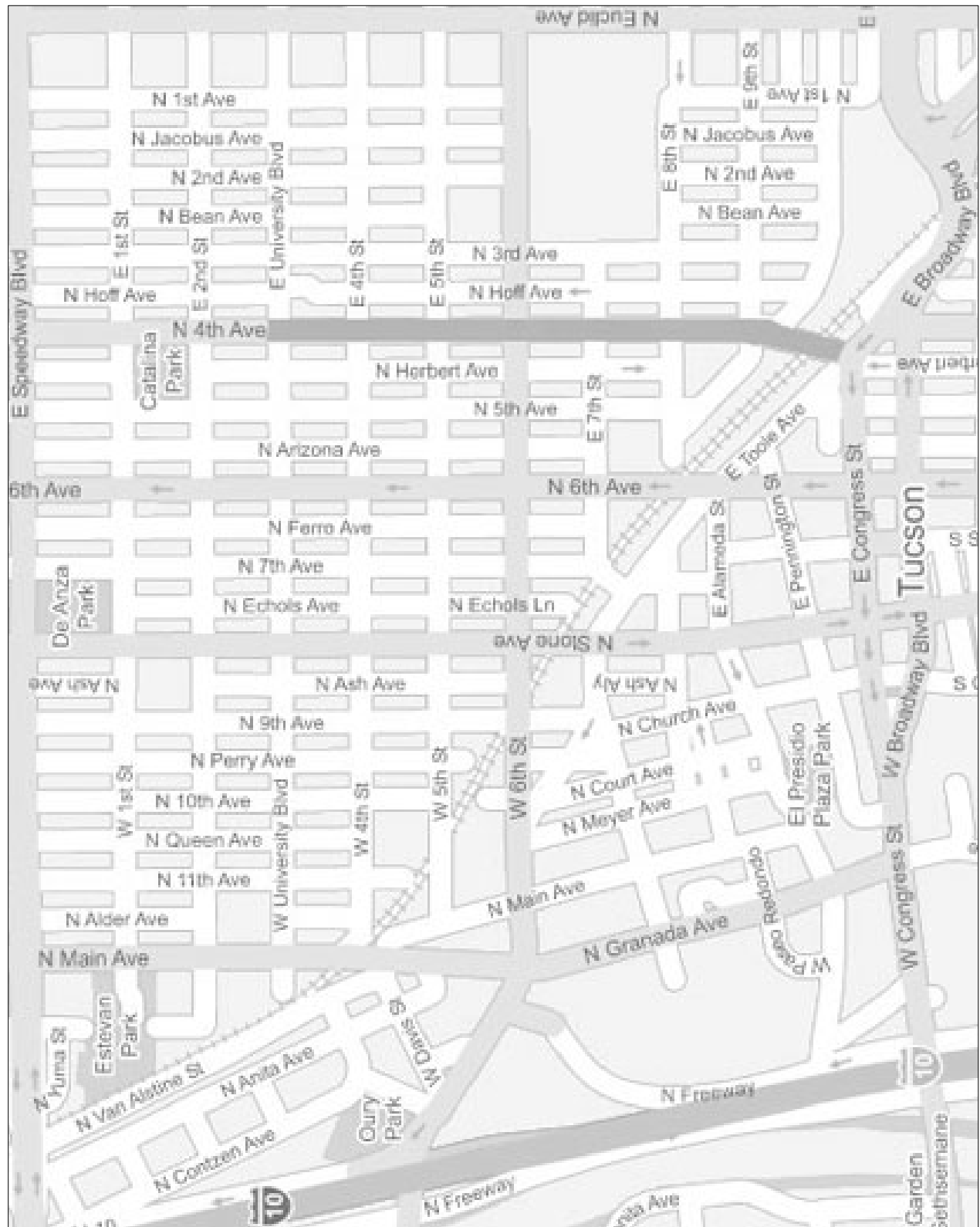
Day 3—Saturday March 15, 2008

Time	Activity	Facilitator	Location
1:45-2:00	Youth-Led Energizer	Youth Leaders	
2:00-3:00	Cross the Line - Multi-Culturalism and Social Capital: Learn from and about each other while practicing ways to build cultural competency and social capital in our communities.	Visions and The Food Project	
3:00-3:45	Research Team Meeting #3: Process and distill information, make outlines and assignments for Sunday.	Youth or Youth-Adult Facilitators	
3:00-3:45	Adult Workshop #4: What did you learn today? How will it affect or inform the support we provide youth?	Jim and Arnell	
3:45-4:45	Communications Practicum: Develop, practice and present information in a variety of formats followed by a debriefing and discussion with the full group.	Lloyd, Emilie and Daveda	
4:45-6:45	Return Transfer to Hotel		
6:45-7:45	Dinner		Dining Room
8:15-8:30	Site Team Caucus: Check-in, review assignments, and identify areas where support is needed. (Up to sites to arrange meeting as needed)		TBA
7:45-10:30	Free Time and Open Space Discussions: Open space for discussions or just chillin!	Lloyd	Solarium
10:30-10:45	Transfer to Rooms-Quiet Time		

Day 4—Sunday March 16, 2008

Time	Activity	Facilitator	Location
7:00-7:30	Pack and Store Luggage		Solarium
7:15-8:00	Breakfast		
8:00-8:05	Preview Day	Lead Facilitator	
8:05-8:15	Youth-Led Energizer	Youth Facilitator	
8:15-8:45	Evaluation – Ideas for Measuring Success: What ideas do youth participants have to measure success?	Cleo and Laurie	
8:45-10:00	Research Team Meeting #4: A chance to prepare and practices presentation to the Roundtable later in the morning.	Youth-Adult Co-Facilitators	
8:45-10:00	Adult Workshop #5: Review of the last 4 days, brainstorm ideas for June meeting and identify Technical Assistance needs.	Jim and Arnell	
10:00-11:15	Youth-Adult Roundtable Discussion: Each of the three cross-site teams will make a 15 minute presentation with youth recommendations, followed by a ten minute question and answer session with participating adults, technical assistance providers and WKKF officials.	Lead Facilitator	
11:15-11:30	Closing Session	Anim Steel	
11:30-12:00	Site Team Caucus and Conference Evaluations: Site teams will meet briefly to discuss what they learned during the conference, and how that will shape or inform their youth engagement work plan.	Local Youth and Adult Co-Facilitators	
12:00-12:15	Transfer to Airport for Departures: Please let us know if you need to leave earlier, or if you are staying over.		

University District Map



University District Restaurant Guide

***Highly recommended*

VEGETARIAN RESTAURANTS

- **Botanica Restaurant** - 328 E. 7th St. - (520) 623-0913. Delicious raw food served in a beautiful and relaxing atmosphere. Food for the body meets food for the spirit.
- **Casbah Restaurant and Teahouse** - 624 N. 4th avenue - (520) 740-0393. An organic, vegetarian restaurant that also serves coffee and tea.
- ****Delectables Restaurant** - 533 N. 4th Ave. - (520) 884-9289. A wonderful selection of vegetarian dishes highlight an eclectic menu that will please all comers.

ETHNIC-STYLE CUISINE

- **Athens on 4th** - 500 N. 4th Avenue – (520) 624- 6886. Serves Greek cuisine. Average entrée to cost in the range of \$8 to \$12.
- **The B Line** – 621 N. 4th Ave. – (520) 882-7575. Breakfast served daily; a variety of Mexican food, pasta, salad and sandwiches.
- ****La Indita Restaurant Mexicano** - 622 N. 4th Ave. - (520) 792-0523. A traditional Tucson favorite that serves Mexican and Native American cuisine with indigenous dishes. They serve chicken, beef and vegetarian entrées. Other menu items include tacos, enchiladas, Indian fried bread and more.
- **Maya Quetzal – Guatemalan Restaurant** – 429 N. 4th Ave. – (520) 622-8207. Great Guatemalan dishes!
- **World Wide Wrappers** - 500 N. 4th Ave. #7 - (520) 884-7070. An innovative and quick service restaurant providing a healthy and flavorful alternative to traditional fast food. World Wide Wrappers goes beyond burritos by wrapping gourmet, multicultural ingredients into flavored low-fat tortillas.

PIZZA/ITALIAN

- **Brooklyn Pizza Company** - 534 N. 4th Ave. - (520) 622-6868. New York style pizza by the pie or by the slice, take out or eat in.
- ****Carusos Restaurant** - 434 N. 4th Ave. - (520) 624-5765. Must be good after providing 68 years of Italian dining on 4th avenue; unique setting, great service.
- ****Magpies Gourmet Pizza** - 605 N. 4th Ave. - (520) 628-1661. Voted Best Pizza in Tucson over the last 19 years. Serves gourmet pizzas, calzones and salads. Has a vegetarian menu as well.

COFFEE HOUSES/SANDWICHES

- **Cafe Passe'** - 415 N. 4th Ave. - (520) 624-4411. Great coffee and espresso, teas, smoothies, fresh bread goods. Delicious sandwiches, breakfast served all day. Beautiful outdoor patio, sidewalk seating and free wi-fi.
- **Epic Cafe** - 745 N. 4th Ave. - (520) 624-6844. The hip place to hang! Free wi-fi access. Serves coffee, tea, soups, salads, sandwiches, hummus and quiche
- **Rainbow Planet Coffee House** - 606 N. 4th Ave. - (520) 620-1770

Interview & Introduction Activity

The purpose of this activity is to provide you with an opportunity to get to know one another; and to practice questioning and reporting skills that will be useful throughout The Food and Fitness Initiative.

DIRECTIONS:

- Begin by forming teams of two participants to conduct interview sessions. Each team of two should turn their chairs so that they are facing one another. (The facilitator may pair up with anyone that does not have a partner).
- Using the questions listed below, one person interviews the other person for five minutes.
- After five minutes, participants reverse interviewer-interviewee roles and repeat the process (five more minutes).
- After ten minutes, the interview sessions end. Each person then presents a one or two minute report on "their new friend" *summarizing one or two highlights of the interview.*

SAMPLE QUESTIONS

- What community are you from? What is it like? What are the one or two best features of your community? What one or two things would you change?
- How did you find out about the Food and Fitness Initiative? Why do you think it is important to participate? What do you hope to accomplish?
- What are your favorite foods? When and how often do you eat them? Have you ever prepared and cooked a meal for more than a couple of people? What did you cook? How did that turn out? Have you ever helped grow, distribute or sell food?
- Do you walk or bike during a typical day? When and how far? What are your favorite ways to be physically active? Do conditions in your community encourage or discourage physical activity? Why or why not?
- Are youth in your community respected? Are their opportunities for youth to get involved and contribute to their community? Do you think the Food and Fitness Initiative might expand opportunities for youth? What types of involvement might be attractive to youth?

Notes:

Research Team Site Visits

PURPOSE OF ACTIVITY

To observe and learn about real-life conditions and strategies that encourage or discourage healthy eating and physical activity. Although we don't live here, we can compare and contrast what we see and learn during these visits with conditions in our own communities. Think of this as a moving workshop, an on-going conversation where we are all teachers and students. This experience will help expand our base of knowledge about the Food and Fitness Initiative and generate discussion about what can be done for youth and adults to shape and advance the goals of our own communities.

THE PREPARATION

We will board three separate buses at 2:00 PM on Friday (school team leaves earlier) for a series of observations, walking tours and appointments (see attached), according to the cross-site research team to which you have been assigned. Here's a brief overview of what you might want to think about to prepare for, during and after your appointments. Additional instructions and suggested discussion topics can be found below.

Before your visit

After lunch and hearing about assessments and indicators, you will meet with your team to prepare for your visits (refer to the handout for your assigned topic). *It is important that you think about what you might see, what tools you might use to collect information, and that you have questions prepared for the youth and adults you will meet.*

During your visit

We will provide you with six or seven disposable cameras for you to take pictures of what you see, and you can also take written or mental notes. Some hints and guidelines for the visits are provided below.

After your visit

You will have the opportunity to share and discuss what you observed and learned with the full group during a Photo Gallery Reception back at the hotel after a fun dinner on the town. This information and what you learn can also be incorporated into your Roundtable Presentation on Sunday.

WHAT TO DO BEFORE YOUR VISIT

Your team will have thirty minutes after lunch to prepare for the Research Appointments. Below you will find a number of suggested topics and questions that your team may want to discuss prior to arriving at your first appointment.

Create a Vision for your team's topic and identify some indicators. Before you depart, please take five minutes or so to brainstorm what the ideal environment might look regarding your topic (Fitness Environment, Food Systems or the School Environment). What things do you see? What policies are in effect? How do those conditions encourage physical activity or healthy eating? What are people doing? What information or observations can you identify to measure that your vision has come to life?

Identify some barriers that your team can anticipate observing. Please take about five minutes or so to brainstorm. In reference to your topic (Fitness Environment,

Food Systems or the School Environment), what real-life challenges might you see, observe or learn about that tend to discourage physical activity or healthy eating? Are these challenges present in your own communities? Do they affect all people or just some? Why or why not? What things might you see, learn or observe that would indicate the existence of these challenges? What practices and policies might help overcome these challenges?

Take a look at your Research Topic Handout. Please take the remaining twenty or more minutes to preview what your team is going to see and do. What will you see? What things will indicate whether what you are observing is something that encourages (assets) or discourages (deficit) physical activity or healthy eating? What tools will you use to gather the information? Who are you going to visit or interview? What experience or expertise will your host have? What questions do you want to ask?

WHAT TO DO DURING YOUR VISIT:

Take advantage of this time to learn from each other and your hosts. Be curious and observant. Some helpful hints and tips that might make this activity even more affective for you are provided below. Take a look and apply whatever you feel might be helpful.

- Use the cameras provided to take photos of things that encourage (assets) or discourage (deficits) healthy eating or physical activity or any thing else that you feel is relevant to the dialogue of the conference.
- Think and talk with each other (youth and adults) about you own communities. How is what you are seeing or learning the same or different from your own community? What are some ideas that you could apply to achieve your team's ideal vision?
- Think about how what you are doing can be used in your own community. What methods and tools can you use to do assessments and evaluations back home?
- Ask the adults or youth you visit or interview the questions you've prepared, or any others that come to your mind.
- Take notes (optional) about what ideas you might want to share during this evening's Photo Gallery reception or during Sunday's Roundtable Discussion.

WHAT TO DO AFTER YOUR VISIT

During the Photo Gallery Reception back at the hotel after dinner, be prepared to point out and discuss what things you observed, and what you learned from each other and the people you met.

- What deficits (barriers) or assets did you learn about or observe? What was interesting or significant about these examples? Which photos best illustrate what you observed?
- Are the things you observed present in some or all of you communities? Why or why not?
- What did you learn from the people you visited or interviewed? Is there experience similar to or different from you own?
- Which of the ideas, programs, or strategies that you learned about do you really like, or want to know more about? Why?

Research Team- Fitness Environment

Matt Zoll, the Director of Bicycle and Pedestrian Safety for Pima County (Tucson) will lead this team. It will focus on measures to promote walking, biking, safe play and routine physical activity:

- During your first brief stop you will observe how a pedestrian island on a fast and busy boulevard is making crossing that street a little easier.
- Next, in Barrio San Antonio, a mixed ethnic low to middle income neighborhood, the team will meet with the President of the Neighborhood Association and students from the Project M.O.R.E. High school. They will answer your questions before providing a walking tour highlighting efforts to improve walking and biking safety and provide places for children to play. (*440 South Park*)
- Just before getting back on the bus, Matt Zoll will walk the group over to the nearby "Basket Bridge". Inspired by Tohono O'odham design, this beautiful bridge links previously isolated walking and biking routes from the low income South Tucson to the downtown and University area.
- The tour continues with observation and discussion of a variety of innovative traffic calming strategies, with periodic opportunities to disembark and take pictures. In the Dunbar Springs neighborhood. (9th Ave & University) Matt Zoll and his colleague Ignacio will talk with us about conditions in our own community, show us a traffic calming circle with a public art installation, a community garden, and a look at the truck that houses their bicycle rodeo program.
- During the transfer to the University area, you will have a chance to see a new light rail line, and to discuss how transit oriented, mixed use developments can help promote safety and routine physical activity. To conclude, Matt Zoll and others will have a conversation with us about policies that can help promote change on a larger scale.

Notes:

Research Team- Food System

Dana Helfer, Program Manager at the Tucson Community Food Bank will lead this team. It will focus on the Food System, including food security and a variety of programs and strategies to make healthy, affordable, locally produced foods available to Tucson residents, especially those living in low income neighborhoods:

- Your first stop will be in a South Tucson neighborhood, (South Tucson Library, 1607 S. 6th Ave) where you will form small groups for a brief walking tour to observe, discuss and document challenges residents there face to gain access to healthy, affordable foods.
- Next you will head over to the Food Bank itself to observe and learn about their programs, and to interview and talk to others working in this area. The Food Bank features a demonstration community garden and hen house, grounds for a farmers market serving low income residents, a discount grocery store, a “good groceries” mobile market housed in a truck providing fresh food to isolated neighborhoods, a ten acre off site farm gearing up to produce, a farm to school program, and a program to promote healthy foods in corner stores, and more!
- After your stop at the Food Bank, you’ll head over to the Dunbar Springs Neighborhood to meet Brad Lancaster for a visit to a community garden and an edible landscape (you might bump into the Fitness Environment Team there).
- Finally, you’ll head over the University of Arizona area, where, time permitting, all or a few of you will have a chance to visit Phillippe Waterinckx (300 East University, #145) to observe and learn Tucson Community Supported Agriculture (CSA).

Notes:

Research Team- School Environment

(Earlier 1:40 PM departure for this Team): The team's tour will be led by Jennifer Reeves, from the University of Arizona who has helped schools throughout the Tucson region develop and fund a variety of programs that promote nutrition (healthy eating) and physical activity:

- Your first stop will be Drachman Elementary School (1085 South 10th Avenue), a widely recognized "best practice" example of a systematic approach to promoting healthy school environments that is based on the Center for Disease Control's Coordinated School Health model. There, at the tail end of the school day, you'll have a chance for brief observation of a few of their programs in action, along with an opportunity to talk to students and staff.
- Since you will be arriving just before school gets out for the day, you'll also have chance to document pick-ups and departures, and to consider whether the "safe routes to school" modifications have made things a bit safer for students coming and going on foot or on bikes. Since most of you will be observing things inside classrooms, be sure to send a small group out to document this.
- The visit to Drachman Elementary concludes with a brief stop at the recreation center directly across the street to observe and document their after school programs, and what they are doing to encourage healthy eating and physical activity in that realm. These programs are modeled after evidence-based research conducted by the CDC.
- Your next stop is at Tucson High (400 North Second Avenue), you'll have a chance for a short "focus group" style interview session with several high school students from both Tucson and Palo Verde High Schools to ask them about what things encourage or discourage healthy eating or physical activity in their lives, and to learn about work they may be doing in this area. From master teachers and others, you'll learn about innovative programs such as their yoga classes and an urban hiking program. Time permitting, the local students will provide a brief walking tour of the campus to point out food options and other features.
- Finally, you'll head out on foot to the History Museum (949 East Second Street) to have a discussion with Jennifer Reeves, Pam Palmo (TUSD Food Services) and others about the challenges and opportunities for systems and policy change in the school realm.

Notes:

Youth & Adult Roundtable Overview & Guidelines

DESCRIPTION AND PURPOSE: The Youth-Adult Roundtable provides an opportunity for adults and youth to engage in a dialogue about what they have learned and to apply it to the different dimensions of the Food and Fitness Initiative. In addition, this will be an opportunity for youth and adults to think about youth engagement in their community. Each fifteen-minute presentation by each of our three Research Teams will be followed by ten minutes of conversation between youth and adults, before a session to close the program.

NOT SET IN STONE: *This format, content and timing suggestions are just that, suggestions! Participants are free to revise or change this format to reflect what and how they want to communicate and discuss during the Roundtable. Let us know what you are thinking!*

OVERALL ROUNDTABLE FORMAT AT-A-GLANCE (75 Minutes Total)

Fitness Environment Team Presentation (15)
>> Questions and Conversation with Adults (10)

Food Systems Team Presentation (15)
>> Questions and Conversation with Adults (10)

School Environment Presentation (15)
>> Questions and Conversation with Adults (10)

SAMPLE FORMAT FOR TEAM PRESENTATIONS (25)

Introductions to Team and Participating Communities (1)

Brief Statement about Food and Fitness (1)

Our Team's Vision for the Ideal in our Assigned Realm (2)

Conditions in our Communities (2)

Ideas and Strategies to Reach Vision (4)

Youth Engagement Opportunities and Support Needed (4)

How we might measure or evaluate success (1)

Conversation with Adults about Presentation (10)

Further presentation preparation and suggestions Worksheets and be found in the subsequent pages!

Roundtable Preparation Suggestions

INTRODUCTION - 1 Minute

Assigned to: 1. _____
2. _____

Preparation Suggestions:

- Introduce yourself and communities that served on your team. We suggest that you withhold individual introductions of entire group at this time. Instead, as the next youth is about to speak, you can say, "and now you'll hear from (name of person) from (name of community) about (subject).
- Introduce topic and *very briefly* describe where you went and who you visited

BRIEF STATEMENT ABOUT FOOD AND FITNESS -1 Minute

Assigned to: 1. _____
2. _____

Preparation Suggestions:

- Reflect on your sources of information about the Initiative and related activities, as well as conversations you have had with youth and adults to craft a statement of one minute or less.
- Why is it necessary? Who is participating? What are its key elements and strategies? Who is the sponsor?
- Remember, this is just a very short description to let people know what it is about. Even though most of the adults and youth in the room will know this information, doing this is good practice for introducing the Initiative to folks back home who are unfamiliar with it.
- Conclude with an Introduction of the youth who will start the brief presentation on your vision.

OUR TEAM'S VISION FOR THE IDEAL IN OUR ASSIGNED REALM - 2 Minutes

Assigned to: 1. _____
2. _____
3. _____
4. _____

Preparation Suggestions:

- Sources of information for this include the visioning you and others have been doing throughout the conference, including your visioning session just before your tour.
- What are people doing? What conditions are in place? How does this vision for your realm fit in with the overall Food and Fitness vision?
- Spend a little time now with your team and others to gather updated information. Based on your conversations during the conference, your observations and things you learned, has your vision evolved or changed? Why or why not?
- Make note if contributions to the vision were different depending on the individual or community? If so, what were those differences and why? What elements of the vision are common to you all?
- Conclude with an Introduction of the youth who will start the brief presentation on the real conditions in your community.

CONDITIONS IN OUR COMMUNITIES (REALITY) - 2 Minutes

Assigned to: 1. _____
2. _____
3. _____
4. _____

Preparation Suggestions:

- Sources of information for this section include the discussions you and others have been having throughout the conference, including your discussion and observation of real-life barriers (to physical activity and healthy eating) during your tour in Tucson.
- Which of these barriers are most challenging? Do they exist in all or just some of your communities? Did individuals on your team perceive these
- What methods did you use here in Tucson, and which can you use in the future to measure or assess real conditions in your community? What indicators were most important and effective?
- It might be interesting to talk about what is on the minds of people in your community...are they thinking about the importance of healthy eating and physical activity? Why or why not?
- Conclude with an Introduction of the youth who will start the brief presentation on Ideas and Strategies you like or want to learn more about.

IDEAS AND STRATEGIES TO ACHIEVE OUR VISION - 4 Minutes

Assigned to: 1. _____ 2. _____
3. _____ 4. _____

Preparation Suggestions:

- Sources of information for this section include the discussions you and others have been having throughout the conference, activities focusing on the Fitness Environment and Food Systems, your tours, what you are doing in your community, and what you have learned from other communities about what they are doing or have planned.
- Remember, there are no right or wrong answers, we just want you to talk about three or four (more if you have time) ideas or strategies that you think are promising or you already know are effective.
- What is the source of this idea? What are the one or two reasons you and your team likes each idea? Will it work in just some or most communities? What challenges might be faced to implement this idea?
- You might also think about ideas or strategies you and your team mates want to know more about. What intrigues or confuses you about this idea? What questions do you have for adults or other youth?
- Conclude with an Introduction of the youth who will start the brief presentation on youth engagement ideas and strategies you like or want to learn more about.

YOUTH ENGAGEMENT OPPORTUNITIES AND SUPPORT NEEDED - 4 Minutes

Assigned to: 1. _____ 2. _____
3. _____ 4. _____

Preparation Suggestions:

- You might begin with a brief statement why youth engagement is important, and if and how you and your teammates view the initiative as a chance to increase opportunities for other youth.
- Sources of information for this section include the discussions you and others have been having throughout the conference, activities participated in that focused on youth empowerment and youth engagement, what you are already doing or planning in your community, and what you have learned from other communities about what they are doing or have planned.
- Remember, there are no right or wrong answers, we just want you to talk about three or four (more if you have time) youth engagement strategies that you think are promising or you already know are effective.
- What is the source of this idea? What are the one or two reasons you and your team likes each idea? Are these ideas that youth will be attracted to? Why? Will it work in just some or most communities? What challenges might be faced to implement this idea? Most important, what support do you think youth will require in order to succeed?
- You might also think about youth engagement ideas or strategies you and your team mates want to know more about. What intrigues or confuses you about this idea? What questions do you have for adults or other youth?
- Conclude with an Introduction of the youth who will start the brief presentation on Ideas of Measuring Success.

HOW WE MIGHT MEASURE OR EVALUATE SUCCESS - 1 or 2 Minutes

Assigned to: 1. _____
2. _____

Preparation Suggestions:

- Sources of information for this section include the discussions you and others have been having throughout the conference, activities you participated in that focused on assessment and evaluations, and your session with Cleo Caldwell Sunday morning.
- Since the time is short, you might develop a very short statement of what indicators and tools you might use to measure the success of a top priority Food and Fitness Strategy, and a Top Priority Youth Engagement Strategy.

IF YOUR TEAM HAS ANY QUESTIONS OR NEEDS MORE INFORMATION ABOUT EVALUATION, PLEASE LET ADULTS KNOW.

SITE TEAM DISCUSSION GUIDELINES

Below you will find some *suggested* questions that you might want to use to promote discussion in your site team. You are by no means required to discuss each of these questions.

QUESTIONS – DAY 1, THURSDAY, MARCH 13

The first day of the Youth Networking Conference is one where we are getting to know one another. It will have been a long travel day with lots of new sights and people. Suggested discussion questions for the first evening are as follows:

1. How are we doing? What do we think so far?
2. What do we each want to get out of the conference?
3. Is there anything we are hoping to learn in the next three days to take back to our community?

QUESTIONS – DAY 2, FRIDAY, MARCH 14

The second day of the Youth Networking Conference is when we will be continue to get to know one another and learning more about the Food and Fitness Initiative Planning Phase. Assessment is a big part of planning, and we will have had a workshop and a hands on activity where we practice assessment. Suggested discussion questions for the second evening are as follows:

1. Think about your community, and what you know of your Food and Fitness Collaborative. How are youth currently playing a role?
2. What are some ideas or examples of youth engagement in Food and Fitness related projects and assessments that we observed today?
3. What role can youth play in assessing our local community?
4. What support do youth need to successfully participate in our local assessment process?
5. What are our thoughts on how we and our community can measure success in youth involvement?

QUESTIONS – DAY 3, SATURDAY, MARCH 15

On the third day of the Youth Networking Conference, we will be going to the Tohono O’odham reservation to explore food systems, multi-culturalism and communications in a little more depth. We will also be participating in an assessment activity hosted by the tribe called “River of Life”. Suggested discussion questions for the third evening are as follows:

1. How are we all doing?
2. How can thinking and talking about multi-culturalism help us in our work back home?
3. What is the importance of communications to our work in our community?
4. How do today’s conversations affect what youth engagement ideas we might propose or plan for our community?
5. Are we getting what we wanted from the conference so far? If not, what can we do to try to get more of what we wanted out of it?

QUESTIONS – DAY 4, SUNDAY, MARCH 16

The fourth and last day of the Youth Networking Conference is when we will be discussing evaluation for the overall Food and Fitness Initiative. We will also be presenting our ideas and recommendations for how youth can best be involved in Food and Fitness and what we believe Food and Fitness priorities should be to adults from the Technical Assistance Provider Teams and W.K. Kellogg Foundation. Finally, we will be saying “Goodbye” and “Hope to see you in June!” to our new friends and colleagues, both youth and adults. Suggested discussion questions for the last day are as follows:

1. Did we get what we wanted from the conference?
2. What were the most important things we learned?
3. How will we take our lessons back to our community? What will be necessary to support our recommendations for youth engagement?
4. What was each of our favorite part of the conference?

What Do You Mean by “Youth Development”?

A commonly accepted definition of youth development is:

“...the ongoing growth process in which youth are engaged in attempting to (1) meet their basic personal and social needs to be safe, feel cared for, be valued, be useful...and (2) to build skills and competencies that allow them to function and contribute in their daily lives.”¹

This understanding of youth has become the foundation for a shift in public policies – a shift away from problem-centered approaches toward “youth development” approaches.

Problem-Centered Approaches

For many years, policymakers have tried to solve youths’ problems in isolation – with separate programs for teen pregnancy, violence prevention, substance abuse, etc. (This approach is also called “*categorical*” or “*deficit-based*.”) While some programs with this orientation have proven successful, the approach fails to account for the fact that many problems are interrelated. Money is often wasted because services overlap or complementary programs fail to coordinate with one another. In addition, the problem-centered approach reinforces negative stereotypes of youth by unfairly casting young people as problems to deal with—as opposed to valuable resources to develop.

Youth Development Approaches

By contrast, true youth development focuses on young people’s positive aspects and sets high (rather than low) expectations for them. Proponents of youth development look for meaningful ways to engage youth in the development of a specific array of skills, knowledge and attitudes – which they call “*competencies*.” Proponents also mobilize entire communities to provide the “*assets*” youth need to be successful. They seek to develop young people into well-rounded individuals with the “*resiliency*” to succeed, even under challenging circumstances. Some of the “*assets*” that enable youth to thrive include: belief by adults that youth are resources to develop not problems to solve; connection to community; supportive families; relationships with caring adults; personal safety; access to positive youth programs; and ability for planning and decision-making.²

For more information on youth development, visit the Search Institute at www.searchinsitute.org.

¹ Karen Pittman, 1993. *Forum for Youth Investment*.

² Paraphrased and culled down from the full 40-asset list compiled by the Search Institute, *Healthy Communities, Health Youth Tool Kit*.

TIPS FOR BUILDING YOUTH ADULT PARTNERSHIPS

Working Effectively with Youth

Adults who want to work with young people need to respect them as individuals who can make contributions to the well being of the community. While it is important to recognize the differences between adolescents and adults, it is as important to recognize the similarities. The first task that collaboration needs to undertake when involving youth is to spend some time listening. Ask them about their concerns, what they like to do, their suggestions for addressing identified needs and what kinds of support from adults would be helpful.

TEN TIPS FOR WORKING WITH YOUTH:

1. **Shared Leadership.** Provide guidance, but avoid total control.
2. **Develop a Listening Ear.** As adults, sometimes we have to be quiet, listen carefully to youth and try to understand their perspective.
3. **Meaningful Engagement.** Provide meaningful roles and assignments for youth.
4. **Share in the Work.** Share all work activities, even tedious ones.
5. **True Partnership.** Treat young people as equals and develop a partnership relationship.
6. **Clear Communication.** Keep youth informed about activities, even when problems occur.
7. **Positive Attitude.** Be energetic and excited about activities. Have a positive, open attitude. Make activities fun and challenging.
8. **Youth Members are Not Spokespeople for All Youth.** Do not make the mistake of placing youth in a position where they are supposed to be representing the views of all youth. Youth's opinions differ the same as adults. Encourage youth to conduct surveys, focus groups, etc. to represent the broader viewpoint of their peers in their community. It is wise for young people to be clear whose ideas they are representing - their own or a larger group.
9. **Expect Bumps in the Road** You will no doubt encounter conflict at some point during your project. Rather than viewing the conflict as an indicator that the youth development model is not working, recognize that it is normal for any group of people (regardless of their ages) to encounter conflict.
10. **Back Youth Up.** Be clear about the levels of authority for youth and back their decisions when they fall within the agreed upon guidelines.

TIPS FOR WORKING WITH ADULTS:

1. **Most Adults Have Good Intentions.** Remember that they are simply not used to working in partnership with young people.
2. **Don't Take it Personally.** Criticism doesn't necessarily mean adults are putting you down or that an adult doesn't value your contribution. It may mean the adult is treating you the same way he/she would an adult colleague. Remember that adults are used to critiquing each other's work and offering constructive ideas to improve a project. Just because an adult doesn't agree with someone, it doesn't mean that he/she disrespects that person.
3. **Education Through Action.** Adults may not be aware of the capabilities of young people. They can be told a hundred times that young people are mature, but showing them that you can act maturely is the best way to make the case.
4. **Adults May Experience Different Pressures.** Adults often feel responsible for the success or failure of the project. This is what makes it hard for them to share power. They may need to know that you are willing to share in both the successes and the failures.
5. **Adults are Often Just as Uncertain as Youth** - They may have just learned to hide it better!
6. **Communicate Clearly, and Speak Up.** Sometimes adults use phrases and expressions, whether consciously or not, that are viewed as red flags by young people and that make them feel as if they are not being engaged as partners. Like an annoying drip of water, these phrases and expressions can ruin a relationship. Be prepared to speak up and tell adults how you feel when they say certain things.
7. **Ask Questions.** Don't be afraid to ask questions or for an adult to go over something again. Adults often use words, phrases, and acronyms that you might not understand. Adults new to the program usually do not understand them either.
8. **You Don't Have to Volunteer for Everything.** Don't be afraid to say, "No, I can't do that or no, I can't help on that project, etc." Adults will understand that you have other important commitments, like your education, family, friends, hobbies, and sports.
9. **Create a Way for Adults To Reach You.** Youth are in school all day and hard to reach. Your adult and youth partners may not want to spend their evenings trying to track you down. Options include email addresses, or phone voicemail or answering machines. *Whatever system you use, check it for messages often! (Every day if you can.)*
10. **You Don't Have to Volunteer for Everything.** Don't be afraid to say, "No, I can't do that or no, I can't help on that project, etc." Adults will understand that you have other important commitments, like your education, family, friends, hobbies, and sports.

Self-Assessment Tool: Adults

This is not a test! Rate yourself on a scale from 1-5, "one" being a beginner in this area. In the first column, put where you see yourself now. In the second column, put where you would like to be.

Where I
am now: Where I
 would like
 to be:

_____ _____ I am familiar with resources about youth participation and youth and adult partnerships (e.g., technical assistance, books, etc.).

_____ _____ I affirm and support both young people and adults' feelings and ideas.

_____ _____ I treat all group members with respect, regardless of age.

_____ _____ I appreciate and incorporate the strength of similarities and differences among people (gender, spiritual, class, etc.).

_____ _____ I resist the urge to take over.

_____ _____ I am careful about interrupting people of all ages.

_____ _____ I provide opportunities that allow youth to reflect and learn.

_____ _____ I believe in the potential and empowerment of all youth.

_____ _____ I trust youth to have the power to make decisions on how a youth program is designed.

_____ _____ I listen carefully to people of all ages.

_____ _____ I expect youth to make their own decisions.

Adapted from: Innovation Center for Community and Youth Development, 7100 Connecticut Avenue, Chevy Chase, MD 20815.

Self-Assessment Tool: Youth

This is not a test! Rate yourself on a scale from 1-5, with “one” being a beginner in this area. In the first column, put where you see yourself now. In the second column, put where you would like to be.

Where I am now: Where I would like to be:

_____ _____ I am familiar with resources about youth participation and youth and adult partnerships (e.g., technical assistance, books, etc.).

_____ _____ I affirm and support both young people and adults’ feelings and ideas.

_____ _____ I treat all group members with respect, regardless of age.

_____ _____ I appreciate and incorporate the strength of similarities and differences among people (gender, spiritual, class, etc.).

_____ _____ I can step-up and take leadership.

_____ _____ I am careful about interrupting people of all ages.

_____ _____ I am provided with opportunities to reflect and learn.

_____ _____ I believe in the potential and empowerment of all youth.

_____ _____ I trust youth to have the power to make decisions on how a youth program is designed.

_____ _____ I listen carefully to people of all ages.

_____ _____ I expect youth to make their own decisions.

Adapted from: Innovation Center for Community and Youth Development, 7100 Connecticut Avenue, Chevy Chase, MD 20815.

40 Assets: Youth Development Building Blocks

Through extensive research, Search Institute has identified the following 40 building blocks of healthy development that help young people grow up healthy, caring, and responsible. The asset definitions shown in this chart are based on research on adolescents (6th to 12th grades).

This list is an educational tool. It is not intended to be nor is it appropriate as a scientific measure of the developmental assets of individuals. Copyright © 2000 by Search Institute. All rights reserved. This chart may be reproduced for educational, noncommercial use only (with this copyright line). No other use is permitted without prior permission from Search Institute, 615 First Avenue N.E., Suite 125, Minneapolis, MN 55413; 800-888-7828.

Asset Type	Asset Name & Definition	
EXTERNAL ASSETS		
Support	Family support	Family life provides high levels of love and support.
	Positive family communication	Young person and her or his parent(s) Communicate positively, and young person is willing to seek advice and counsel from parent(s).
	Other adult relationships	Young person receives support from three or more non-parent adults.
	Caring neighborhood	Young person experiences caring neighbors.
	Caring school climate	School provides a caring, encouraging environment.
	Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.
Empowerment	Community values youth	Young person perceives that adults in the community value youth.
	Youth as resources	Young people are given useful roles in the community.
	Service to others	Young person serves in the community one hour or more per week.
	Safety	Young person feels safe at home, at school, and in the neighborhood.

Boundaries and Expectations

Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.
School boundaries	School provides clear rules and consequences.
Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.
Adult role models	Parent(s) and other adults model positive, responsible behavior.
Positive peer influence	Young person's best friends model responsible behavior.
High expectations	Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time

Creative activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
Religious community	Young person spends one hour or more per week in activities in a religious institution.
Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week.

INTERNAL ASSETS**Commitment to Learning**

Achievement motivation	Young person is motivated to do well in school.
School engagement	Young person is actively engaged in learning.
Homework	Young person reports doing at least one hour of homework every school day.
Bonding to school	Young person cares about her or his school.
Reading for pleasure	Young person reads for pleasure three or more hours per week.

Positive Values	Caring	Young person places high value on helping other people.
	Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.
	Integrity	Young person acts on convictions and stands up for her or his beliefs.
	Honesty	Young person tells the truth even when it is not easy.
	Responsibility	Young person accepts and takes personal responsibility.
	Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.
Social Competencies	Planning and decision making	Young person knows how to plan ahead and make choices.
	Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.
	Cultural competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
	Resistance skills	Young person can resist negative peer pressure and dangerous situations.
	Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.
Positive Identity	Personal power	Young person feels he or she has control over "things that happen to me."
	Self-esteem	Young person reports having a high self-esteem.
	Sense of purpose	Young person reports, "My life has a purpose."
	Positive view of personal future	Young person is optimistic about her or his personal future.

Technical Assistance and Planning (TAP) Group Overview

The Food & Fitness Initiative requires communities to think, work and stretch themselves in new ways. We appreciate the scope of this challenge, and the W.K. Kellogg Foundation has developed an initial technical assistance and planning structure and process to help support you over the next two years. It is intended to promote a mutual learning environment so each community has the greatest potential for achieving its vision and desired outcomes.

As part of the initial technical assistance effort, the University of Michigan is facilitating a team of individuals from institutions and organizations with expertise in relevant topics— the Technical Assistance and Planning (TAP) Group—to provide individualized technical assistance to Food & Fitness communities. The following pages provide information about how to access technical assistance and describe the organizations and individuals that currently comprise the TAP Group. We expect this structure and process to evolve as we learn more about your needs and how we can serve you best. As we work with communities, the TAP Group will continuously look for ways to help sites exchange ideas and expertise and build on local resources.

The TAP Group

The TAP Group currently consists of five organizations, each providing technical assistance in a specialized area(s):

- **Food systems**—Michigan State University (MSU)
- **Physical activity and the built environment**—Active Living by Design (ALbD)
- **Planning and collaboration/evaluation**—University of Michigan (U of M)
- **Communications**—Pyramid Communications (Pyramid)
- **Multicultural processes**—VISIONS, Inc. (VISIONS)
- **Youth engagement**—California Center for Civic Participation (CCCCP)

Organizations or consultants from outside the TAP Group may be engaged on an as needed basis, and the TAP Group may grow to include other organizations focusing on issues such as policy change. We will share updates on the evolution of the TAP Group as it occurs.

Your TAP Team

Each community has a dedicated TAP team composed of six individuals—one representing each of the primary technical assistance topics. Your TAP team is available to help throughout the planning process by offering strategic guidance directly and/or linking your partnership to other experts and resources related to partnership building, communications, food systems, policy change, changing the built environment, active living, planning processes, evaluation and more. We also recognize that your community has a wealth of resources for you to utilize and share with other sites, and we hope to support and build on these resources throughout our efforts.

Contacting Your Team

Feel free to contact any of your team members directly. However, if you are not sure who to contact, have a nonspecific question or issue, or have multiple requests, Renee Bayer has been designated lead contact for every team. She is available to help answer pressing questions and/or link you to specific team members who can best assist you with a particular issue or need.

TAP Teams by Community

New York

Planning/partnership development: Renee Bayer *Physical activity:* Rich Bell *Food systems:* Cheryl Danley *Communications:* Denise Rhiner *Planning/evaluation:* Cleo Caldwell *Multicultural processes:* Sarah Stearns *Youth engagement:* Eduardo Aguilar

Northeast Iowa

Planning/partnership development: Renee Bayer *Physical activity:* Rich Bell *Food systems:* Cheryl Danley *Communications:* Denise Rhiner *Planning/evaluation:* Laurie Lachance *Multicultural processes:* Deborah Walker *Youth engagement:* Becca Louisell

Tohono O'odham

Planning/partnership development: Renee Bayer *Physical activity:* Phil Bors *Food systems:* Cheryl Danley *Communications:* Daveda Russell *Planning/evaluation:* Laurie Lachance *Multicultural processes:* Deborah Walker *Youth engagement:* Arnell Hinkle

Boston

Planning/partnership development: Renee Bayer *Physical activity:* Phil Bors *Food systems:* Cheryl Danley *Communications:* Welling Savo Justin *Planning/evaluation:* Cleo Caldwell *Multicultural processes:* Joan Schoenhals *Youth engagement:* James Muldavin

Oakland

Planning/partnership development: Renee Bayer *Physical activity:* Rich Bell *Food systems:* Cheryl Danley *Communications:* Welling Savo Justin *Planning/evaluation:* Laurie Lachance *Multicultural processes:* Sarah Stearns *Youth engagement:* Lloyd Nadal

Seattle

Planning/partnership development: Renee Bayer *Physical activity:* Phil Bors *Food systems:* Cheryl Danley *Communications:* Welling Savo Justin *Planning/evaluation:* Laurie Lachance *Multicultural processes:* Joan Schoenhals *Youth engagement:* James Muldavin

Holyoke

Planning/partnership development: Renee Bayer *Physical activity:* Phil Bors *Food systems:* Cheryl Danley *Communications:* Welling Savo Justin *Planning/evaluation:* Laurie Lachance *Multicultural processes:* Joan Schoenhals *Youth engagement:* Eduardo Aguilar

Philadelphia

Planning/partnership development: Renee Bayer *Physical activity:* Rich Bell *Food systems:* Cheryl Danley *Communications:* Daveda Russell *Planning/evaluation:* Cleo Caldwell *Multicultural processes:* Sarah Stearns *Youth engagement:* Becca Louisell

Detroit

Planning/partnership development: Renee Bayer *Physical activity:* Rich Bell *Food systems:* Cheryl Danley *Communications:* Daveda Russell *Planning/evaluation:* Cleo Caldwell *Multicultural processes:* Deborah Walker *Youth engagement:* Becca Louisell

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Who Will You Be Working With?

The following organizations and individuals are existing members of the TAP Group who may be called upon to provide technical assistance.

Physical Activity and the Built Environment: Active Living by Design

Active Living by Design, part of the School of Public Health at the University of North Carolina at Chapel Hill, helps communities increase routine physical activity and healthy eating through changes in community design. Working with multidisciplinary community partnerships throughout the country, it offers comprehensive expertise related to a variety of issues that impact physical activity, the built environment and public health, including land use, transportation, zoning, community and economic development, parks and recreation, health promotion and policy change. Its work has been informed by the provision of hands-on technical assistance to a diverse portfolio of communities funded by the Robert Wood Johnson Foundation, Blue Cross and Blue Shield of Minnesota, the Blue Cross and Blue Shield of North Carolina Foundation and the North Carolina Health and Wellness Trust Fund. Active Living by Design will be offering a host of resources, tools, coaching and tailored consulting related to built environment assessment; education and learning opportunities on how to link the built environment to active transportation and active recreation; coaching on strategy and workplan development; and much more.



RICHARD BELL

Rich Bell is a project officer with Active Living by Design, providing technical assistance and support to grantees. His professional experience includes managing nonprofit organizations, building and supporting partnerships and collaboratives, training, fundraising and providing strategic advice and technical assistance. Rich previously served as executive director of the North Carolina Smart Growth Alliance, executive director of South Eastern Efforts Developing Sustainable Spaces, director of resource development (U.S. Western Region) for Habitat for Humanity International and as a community planner and project manager for the Spanish Speaking Unity Council. Rich serves as a lead point of contact for Active Living by Design for issues related to transportation, land use and community development. Rich is a member of the New York, Philadelphia, Detroit and Oakland TAP teams to provide technical assistance related to physical activity.



Philip Bors

Phil Bors is a project officer with Active Living by Design, providing technical assistance and support to grantees. His professional experience includes coalition building, community assessment, strategic and program planning, program implementation, evaluation, and surveillance of physical activity and built environment initiatives. Phil previously served as evaluation coordinator for the North Carolina Cardiovascular Health Program in the Division of Public Health, N.C. Department of Health and Human Services. Phil serves as a lead point of contact for Active Living by Design for issues related to physical activity and public health. Phil is a member of the Tohono O'odham, Boston, Seattle and Holyoke TAP teams to provide technical assistance related to physical activity.



SARAH STRUNK

Sarah Strunk is the national program director of Active Living by Design. Her professional experience includes strategic planning, business planning and fundraising in academic, corporate, healthcare and community-based organizations. She currently serves on a variety of local and national advisory committees related to physical activity and the built environment, including the YMCA's Activate America Program, the North Carolina Physical Activity Policy Research Center, the Safe Routes to School National Partnership, the League of American Bicyclists' Bicycle Friendly Community Advisory Group and the Missouri Foundation for Health's Healthy and Active Communities Program. Sarah is a member of the TAP Group and may be accessed for specialized technical assistance as appropriate.

Food Systems: Michigan State University

The C.S. Mott Group for Sustainable Food Systems at Michigan State University is focused on community engagement and scholarly activity for community-based food systems. Activities center on small-and medium-scale family farm viability, equal access to a healthy diet and pasture-based animal production systems. They offer a wide variety of expertise related to food systems—from economic development to nutrition and public health and from production agriculture to market development. The C.S. Mott Group is working to make more localized food systems viable nationwide. Technical assistance could range from providing guidance on developing a Food Policy Council to assessing local production capability or increasing food availability through retail food channels (farm to cafeteria, corner store and farmer's markets).



SUSAN COCCIARELLI

Susan Cocciarelli specializes in community-based finance, asset building, agri-business, effective land use, and market niches and linkages to a sustainable community food system. Susan's experience includes technical assistance in the development and direct governance of two microenterprise loan funds in Michigan; the development and implementation of programs on Individual Development Accounts for schools, community-based service organizations, community development corporations and low-income credit unions; and providing board development and training to emerging community development corporations. She currently is coordinating a statewide EITC-Financial Education-Financial Services Learning Demonstration initiative in Michigan communities. Susan is a member of the TAP Group and may be accessed for specialized technical assistance as appropriate.



CHERYL DANLEY

Cheryl Danley is an outreach specialist with the C.S. Mott Group for Sustainable Food Systems at MSU in the department of community, agriculture, recreation and resource studies. Her primary responsibility is to provide technical assistance to communities to strengthen access to fresh, locally grown, healthy, affordable food. Cheryl is an agricultural economist with broad international experience in community development, agricultural marketing, natural resource management and policy. She previously served as assistant director of MSU's Partnerships for Food Industry Development—Fruits & Vegetables. Cheryl is a member of each TAP team to provide technical assistance related to food systems.



MICHAEL HAMM

Mike Hamm is the C.S. Mott Professor of Sustainable Agriculture at Michigan State University and has a doctorate in human nutrition. His research, outreach and teaching are focused around community-based food systems and community food security. Mike works to identify socially, environmentally and economically constructive opportunities for linking farmers and consumers. He has written and spoken extensively in these areas. He is also experienced working with community groups, state and local government, and higher education institutions. Mike is a member of the TAP Group and may be accessed for specialized technical assistance as appropriate.



BARBARA MUTCH

Barb Mutch is an outreach specialist in the department of community, agriculture, recreation and resource studies at Michigan State University. Her current position with the C.S. Mott Group for Sustainable Food Systems focuses on working with communities to assess and strengthen their local food system. She has worked as a consultant focusing on peer and paraprofessional education models and community engagement in low-income communities in the areas of food, nutrition, health and community/economic development. Barb is a member of the TAP Group and may be accessed for specialized technical assistance as appropriate.

Planning and Evaluation: University of Michigan Center for Managing Chronic Disease

The University of Michigan School of Public Health (UM-SPH) is one of the premier public health schools in the United States. The Center for Managing Chronic Disease (CMCD) at University of Michigan was established to better understand the root causes of chronic disease and support programs that promote healthy behaviors. The CMCD Food & Fitness team brings extensive experience developing and implementing community-based public health initiatives; coordinating and providing technical assistance for large-scale, national initiatives; and evaluating single and multi-site collaborative projects. U of M can provide technical assistance on a range of topics around evaluation and community engagement, including development of diverse partnerships, evaluation design and methodology, and community-based participatory evaluation.



RENEE BAYER

For the past 14 years, Renee Bayer has been the University of Michigan School of Public Health's community academic liaison coordinator, facilitating the development of partnerships among community-based organizations, local health departments, and faculty and students. She is the current program manager for the National Program Office of the Kellogg Health Scholars Postdoctoral Program—Community Track and serves on the board of directors of Community-Campus Partnerships for Health. Renee brings considerable expertise in building and sustaining partnerships, conducting community-based participatory research (CBPR), and developing and implementing community-based public health initiatives. Renee is the lead contact for and a member of all TAP teams, providing linkage to other team members and technical assistance on planning and partnership development.



CLEOPATRA H. CALDWELL

Cleo Caldwell is an associate professor in the department of health behavior and health education at the University of Michigan School of Public Health and associate director of the Program for Research on Black Americans at the Institute for Social Research. Her extensive research experience has cultivated expertise in program evaluation, survey research methodology, employing a community-based participatory research (CBPR) approach and effective strategies for recruiting and conducting culturally competent research with African-American adults, adolescents and families. She has applied CBPR principles to her research involving black churches and for developing and evaluating culturally based, family-centered preventive interventions. Cleo is well known for her research on racial identity, discrimination and psychological adaptation among African-American adolescents and has an interest in youth engagement as a strategy for achieving broader community change. Cleo is a member of the Boston, New York, Philadelphia and Detroit TAP teams to provide technical assistance related to planning and evaluation.



NOREEN M. CLARK

Noreen Clark is the Myron E. Wegman Distinguished University Professor, professor of health education and health behavior, professor of pediatrics and director of the Center for Managing Chronic Disease at the University of Michigan. She was previously dean of the university's school of public health. Currently the national program director for Allies Against Asthma, Noreen has served as president of the Society for Public Health Education, editor of *Health Education and Behavior* and as a member of the National Institute of Environmental Health Sciences Advisory Board, the Board of the American Lung Association and the CDC Task Force on Community Preventive Services. She is also a member of the Institute of Medicine of the National Academy of Science. Noreen is a member of the TAP Group and oversees the University of Michigan's Food & Fitness activities. She may be accessed for specialized technical assistance as appropriate.



LAURIE LACHANCE

Laurie Lachance is an assistant research scientist in the department of health behavior and health education and director of evaluation at the Center for Managing Chronic Disease. Laurie's research focuses on the prevention and management of chronic disease, community-based interventions and patient-centered measures. She has considerable experience working with community-based public health partnerships and has worked closely with interdisciplinary teams of public health professionals and academic researchers to integrate research findings into the development and implementation of community-based interventions. Laurie is directing the University of Michigan's Food & Fitness evaluation efforts and is a member of the Holyoke, Northeast Iowa, Seattle, Tohono O'odham and Oakland TAP teams to provide technical assistance related to planning and evaluation.



AMY FRIEDMAN MILANOVICH

Amy Friedman Milanovich is the head of training and dissemination at the University of Michigan’s Center for Managing Chronic Disease. In this role she has managed several research and community-based initiatives including Allies Against Asthma, a national initiative of the Robert Wood Johnson Foundation that provides technical assistance to and is currently completing an evaluation of community-based asthma coalitions. Prior to her work at the Center she helped manage a

large-scale, community-based effort to reduce infant mortality in New Orleans, developed and implemented a training curriculum for nongovernmental organizations in the former Yugoslavia, and provided consulting support for nonprofit organizations. Amy brings expertise in developing and implementing community-based public health initiatives, coalition and partnership development, training and technical assistance, and nonprofit administration. Amy is facilitating the Food & Fitness technical assistance efforts and the TAP Group and may be accessed for specialized technical assistance as appropriate.



MARCIA PINKETT-HELLER Marcia Pinkett-Heller coordinates technical assistance for the Food & Fitness initiative. She is an associate at the University of Michigan’s Center for Managing Chronic Disease, as well as a Senior Lecturer at the Mailman School of Public Health, Columbia University and Associate Professor of Health Science, New Jersey City University. She brings a wealth of experience as a former community organizer with significant experience providing technical assistance to community based organizations and projects.

Communications: Pyramid Communications

Pyramid Communications is a full-service public affairs firm dedicated to socially responsible causes. We are a group of writers, graphic designers, web developers, filmmakers, special events managers, campaigners, researchers and strategists who help foundations and nonprofits communicate compellingly with their audiences. For more than a decade, Pyramid has worked at the intersection of public health, social equity and the environment. Its team has an in-depth understanding of the issues, audiences and goals related to the healthy eating and active living fields as a result of past and ongoing work with the Robert Wood Johnson Foundation and its portfolio of Active Living Programs. Pyramid can provide support on a variety of communications topics, ranging from identifying communications strategies that support real change to creating an effective communications plan and from developing effective messages and materials to creating a local brand identity for your initiative.



WELLING SAVO JUSTIN

Welling Savo Justin specializes in developing strategies and tactics for initiatives, nonprofits and foundations. A former journalist, she writes extensively for print and the web, helping organizations to hone key messages, craft stories, produce materials and build relationships to further

their causes. She also serves as director of the Active Living Network for the Robert Wood Johnson Foundation, a national project to promote healthier, more walkable communities by stimulating coordinated action and collaboration across diverse professional sectors. Welling is a member of the Boston, Holyoke, Oakland and Seattle TAP teams.



DENISE RHINER

Denise Rhiner helps clients develop sound foundations for their communications and branding strategies. She develops strategic communications plans, guides branding and messaging processes, and writes and edits content for a variety of formats. She has worked on a variety of projects around childhood obesity prevention for the Robert Wood Johnson Foundation and other clients. Her report on the model policies and programs for increasing children's physical activity and healthy eating, *Healthy Schools for Healthy Kids*, written for the Foundation, continues to be an Internet resource. Denise is a member of the Northeast Iowa and New York City TAP teams.



DAVEDA RUSSELL

Daveda Russell has a knack for breaking down the big picture into digestible, actionable details, helping clients to actualize their visions. She is a gifted writer, strategist, instructional designer and facilitator. She has extensive experience in facilitation, coalition building and community outreach for public, private and tribal agencies. Before joining Pyramid, Daveda managed education and training programs nationwide for Casey Family Programs, the largest child welfare operational foundation in the country. Daveda is a member of the Detroit, Philadelphia and Tohono O'odham TAP teams.

Multicultural Processes: VISIONS, Inc.

VISIONS Inc. is a nonprofit enterprise that provides training and consultation to organizations, communities and individuals seeking to achieve greater effectiveness in a multicultural setting. As an organization, VISIONS helps to maximize the positive aspects of cultural diversity and engage in a multicultural organizational development process that addresses personal, interpersonal, institutional and cultural needs. The VISIONS team can provide training and support to help groups develop a "common language" around and begin addressing issues of oppression (racism, classism, sexism and other "isms") that hinder personal, institutional and cultural growth. They also provide technical assistance on team building, organizational and community development, and mediation/conflict resolution from a multicultural perspective, helping to create bridges across our differences.



VALERIE BATTS

Val Batts is executive director and cofounder of VISIONS Inc. She leads the consultation and training components of the organization and is the originator of the VISIONS training model and experiential workshops. Working both nationally and internationally, Val provides training to human service providers, educators and managers, helping people and organizations develop and maintain environments that support, respect and appreciate differences. Val earned her doctorate in clinical psychology from Duke University and is a licensed clinical psychologist. She is also author of *Modern Racism: New Melody for the Same Old Tune*. Val is a member of the TAP Group and may be accessed for specialized technical assistance as appropriate.



JOAN SCHOENHALS

Joan Schoenhals has served as associate director of programs and as a lead consultant for VISIONS. Joan provides training and consultation in diversity and multiculturalism to a wide range of groups and organizations. Having emigrated to the United States in the 1980s from Canada, she has been an invaluable resource helping others to see the nuances of difference from a non-U.S., North American perspective. She is drawn to exploring the intersection of the dynamics of external and internalized oppression with faith, spirituality and healing—for the benefit of self, others and organizations. Joan also serves as project director of ACCESS: A Multicultural Approach to End of Life Care, offering workshops and consultation on end of life care from a multicultural perspective to health care and social service providers. Joan is a member of the Boston, Holyoke and Seattle TAP teams to provide technical assistance on issues/needs related to multiculturalism/diversity at the personal, interpersonal, institutional and cultural levels.



SARAH STEARNS

Sarah Stearns is a licensed clinical psychologist and senior consultant with VISIONS. She has been a practicing psychotherapist, faculty member and organizational consultant for the past 25 years. Sarah has led trainings and workshops with diverse participant groups, including schools, religious groups, nonprofit organizations and businesses, across the United States. She applies tools for addressing cultural differences and the impact of societal power disparities to facilitate processes for cross-cultural collaboration. She believes in multiculturalism as a way of developing all our capacities to create healthy and sustainable relationships and communities. Sarah is a member of the New York, Philadelphia and Oakland TAP teams to provide technical assistance on issues/needs related to multiculturalism/diversity at the personal, interpersonal, institutional and cultural levels.



DEBORAH J. WALKER

Deborah J. Walker is a senior multicultural and organizational development consultant with VISIONS. She has provided consultation and training to a wide range of business and corporate leaders and managers, police and community groups, legal professionals, educators and healthcare providers since 1986. Deborah focuses on personal empowerment, conflict resolution, team building, cross-cultural communication and interpersonal and organizational problem solving from a multicultural perspective. Her goal is to help individuals and organizations increase their internal capacity to create effective multicultural environments where all members can learn, participate and contribute as individuals and as a part of a larger community. She currently co-manages the VISIONS/Kellogg School-Based Health Care Policy Program and manages The Mid-South Delta Initiative, another W.K. Kellogg Foundation program. Deborah is a member of the Northeast Iowa, Tohono O'odham and Detroit TAP teams to provide technical assistance on issues/needs related to multiculturalism and diversity at the personal, interpersonal, institutional and cultural levels.

Youth Engagement: California Center for Civic Participation

The California Center for Civic Participation is a non-partisan organization dedicated to involving teens nationwide in real-life research, planning and policy-making processes at all levels. Youth supported by the California Center focus on issues including transportation, high school reform, violence prevention, access to health and mental health services, energy and sustainable community design. Participating youth conduct focus groups and surveys, testify at hearings, conduct press events, participate in policy conferences, educate peers, organize service projects, evaluate programs and grant applications, serve on boards and commissions, and partner with adults in long-term campaigns to reduce social, health and economic disparities. The California Center and our youth engagement associates at the Food Project (Boston) and California Adolescent Nutrition and Fitness (CANFit) Program (Berkeley) will provide technical assistance in support of youth engagement initiative-wide and through assignment to TAP teams for each community.



EDUARDO AGUILAR

Eduardo Aguilar is the director of youth and community engagement for the California Center for Civic Participation. In this capacity, Eduardo has developed a number of programs that have engaged hundreds of California youth in policymaking and civic engagement. A graduate of the University of California at Davis with degrees in political science and comparative literature, Eduardo brings with him an understanding of the systems and behaviors that can lead to social and political change. Eduardo is on the New York City and Holyoke TAP teams and coordinates youth engagement technical assistance in response to the vision and needs of each community.



MELISSA GUAJARDO

Melissa Guajardo is an associate of the California Center for Civic Participation who will support youth engagement for the Food & Fitness Initiative. She has more than 10 years of public health experience working in issues such as HIV, obesity, breast cancer early detection and prevention, and, most recently, community food security. Melissa received her master's in public health at Boston University with an emphasis in social and behavioral sciences. She is most proud of working with small communities to increase local production and distribution of fresh produce with the Del Paso Heights Community Farms and Farmers' Market project. Melissa was one of the founding steering committee members of the California Food and Justice Coalition. She enjoys learning about approaches to improving the fitness and food environment.



ARNELL HINKLE

Arnell Hinkle is an associate of the California Center for Civic Participation and founding executive director of the California Adolescent Nutrition and Fitness (CANFit) Program. Her efforts to produce culturally appropriate nutrition and physical activity education training resources have emphasized youth leadership. She has worked with numerous private, state and national agencies including the 100 Black Men of America Inc., South Dakota Lakota Sioux Diabetes Education Project, the U.S. Bureau of Maternal and Child Health, and the Centers for Disease Control and Prevention. She has been involved in projects in more than 80 African-American, Latino, Southeast Asian, Filipino and American Indian, low-income communities throughout California as well as in India, Ecuador and Scotland. Previously Arnell was project coordinator of the Hunger and Chronic Disease Prevention Program of the Contra Costa County Health Services Department, a professional chef and an organic farmer. She has a B.A. degree in geology from Princeton University and both a B.S. in nutrition and clinical dietetics and a master's in public health from the University of California, Berkeley. She is a registered dietitian and certified health education specialist. She is a member of the Tohono O'odham TAP team.



BECCA LOUISELL

Becca Louisell is the associate director of the California Center for Civic Participation and currently supervises the organization's statewide public health programs. Originally from St. Paul, Minn., Louisell has lived in California for the past 11 years. She was introduced to youth development through her service with BAYAC AmeriCorps and has worked with youth ever since. Her nonprofit career has been busy and eclectic, encompassing work on food security at the San Francisco Food Bank, outdoor education with low-income and LGBT youth at Trips for Kids and Bike Out, and bicycle advocacy as a board member of the Los Angeles County Bicycle Coalition. Becca serves as a TAP team member supporting the Philadelphia, Iowa and Detroit Food & Fitness teams.



JAMES MULDAVIN

James C. Muldavin is the founder and executive director of the California Center for Civic Participation, which was established in 1980. In that capacity, James has developed dozens of civic education and youth engagement programs including Capitol Focus, Political Discovery, the Youth Action League, CATAPULT, the Policy Leadership Program, Women in Politics and the North American Youth Leadership Project for a Sustainable Future. All California Center programs are distinguished by their inclusion of a cross-section of young people— especially youth who might be struggling for a variety of reasons—by their high expectations for youth participants, and by their ability to mobilize and connect hundreds of caring adults to support those youth. James serves on the Seattle and Boston TAP teams and coordinates overall youth engagement technical assistance in response to the vision and needs of each community.



LLOYD NADAL

Lloyd Nadal is an associate of the California Center for Civic Participation who will support youth engagement for the Food & Fitness Initiative. Lloyd is a program director at the California Adolescent Nutrition and Fitness Program (CANFit) where he provides training and technical assistance services for several community-based after-school programs. His most recent training, P.H.A.T. (Promoting Healthy Activities Together), demonstrates to youth providers how to use hip-hop culture to promote nutrition and physical activity to kids. Lloyd has more than seven years experience in the corporate fitness and wellness industry as well as five years experience coaching youth sports programs. He works with the Oakland site team as well as with the California Center for Civic Participation to provide technical assistance in response to the needs and direction of each community.



ANIM STEEL

Anim Steel is an associate of the California Center for Civic Participation who will support youth engagement and policy advocacy for the Food & Fitness Initiative. Anim has managed The Food Project's national programs for five years and holds a master's degree in public policy from Harvard University. Prior to joining The Food Project, he was a community development consultant with the Economic Development Assistance Consortium and a 1996–1997 Coro Fellow in public affairs. He has also served as the coordinator of a new employment program for homeless adults in New York City and as assistant director of admissions at Williams College.



CAMMY WATTS

Cammy Watts is an associate at the California Center for Civic Participation who will support youth engagement for the Food & Fitness Initiative. She is also the director of education and advocacy at The Food Project, based on Boston's initiative. As a founding staff member 16 years ago, Cammy has done just about every job at The Food Project, except drive the tractor! Her primary responsibilities include working to increase access to healthy food in Boston and build capacity in individuals and organizations around the country to create local food systems in their own communities. Cammy believes the involvement of young people from different backgrounds is essential to achieving long-term change in the food system. She is passionate about working with and supporting youth toward this end. Watts has also worked as a farmer and horticultural therapist at a residential treatment center for youth ages 5 to 19, taught environmental education and worked as an environmental consultant. When not at The Food Project, she grows food in central Maine.

At-A-Glance Agenda

Thursday, March 13th, 2008

Time	Location	Activity
1:00-5:15	Radisson Hotel	Program Registration and Free Time
3:15-5:15		Facilitator Orientation
5:20-6:00	Solarium	Welcome & Introduction
6:00-6:30		Human Bingo
6:30-7:20		Dinner
7:30-8:00		Defining our Rules of Engagement- A Multi-Cultural Lens
8:00-8:40		Research Team Meeting #1
8:00-8:40	Patio	TAP Team Check-in
8:40-8:50	Solarium	Site Team Caucus
8:50-9:50	Fountain	Adult Workshop #1
8:50-10:15	Multiple choices	Free Time/ Group Activities
10:15-10:30	Private Rooms	Get Ready for Bed

Friday, March 14th, 2008

Time	Location	Activity
7:15-8:20	Dining Room	Breakfast Facilitator Breakfast
8:20-8:30	Solarium	Overview of Day
8:30-9:15		FAF O'Rama – Informative Icebreaker
9:15-10:00		About the Focus of the FAF Initiative
10:00-10:10		Break
10:10-11:25		About Our Communities
11:25-11:35		About Assessments & Evaluation
11:35-12:20		Youth Presentation
12:20-12:50		Lunch
12:50-1:20		Assessment Indicators
1:20-1:50		Research Team Meeting #2
1:20-1:50		Adult Workshop #2
2:00-2:20	Main Entrance	Bus Transfers to Tucson
2:20-5:00	City of Tucson	Research Activities - Assessment and Appointments
4:30-5:30	History Museum	Informal Debriefing of Research Activities
5:30-7:45	University Area	Dinner Out and Free-Time
7:45-8:00		Bus Transfer to Hotel
8:00-8:45	Solarium	Photo Gallery
8:45-9:00		Site Team Caucus
9:00-10:30		Free Time and Open Space
9:00-10:00		Adult Open Space

Saturday, March 15th, 2008

Time	Location	Activity
7:15-8:00	Dining Room	Breakfast
7:15-8:00		Facilitator Breakfast
8:00-10:00	Main Entrance	Bus Transfer to Tohono O'odham Reservation
10:00-10:30	Cultural Center	Official Greeting and Introductions
10:30-11:30		Exploration of Food Systems – A Deeper Look
11:30-12:00		Multi- Cultural Food Systems Debriefing
12:00-1:00	Himdag Ki	Lunch
1:00-1:45	Cultural Center	The River of Life
1:45-2:00		Youth-Led Energizer
2:00-3:00		Cross the Line- Multi-Culturalism and Social Capital
3:00-3:45		Research Team Meeting #3
3:00-3:45		Adult Workshop #4
3:45-4:45		Communications Practicum
4:45-6:45		Return Transfer to Tucson for Dinner
6:45-7:45	Dining Room	Dinner
8:15-8:30		Site Team Caucus
7:45-10:30		Free Time and Open Space Discussions

Sunday, March 16th, 2008

Time	Location	Activity
7:00-7:30	Solarium	Pack & Store Luggage
7:15-8:00		Breakfast
8:00-8:05		Preview Day
8:05-8:15		Youth-Led Energizer
8:15-8:45		Evaluation – Ideas for measuring Success
8:45-10:00		Research Team Meeting #4 Adult Workshop #5
10:00-11:15		Youth-Adult Roundtable Discussion
11:15-11:45		Site Team Caucus & Conference Evaluations
11:45-12:00		Closing Session