

Sustainable Contributions of an

Asset-Based Community- University Collaboration

to the Local Public Good



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CALIFORNIA STATE UNIVERSITY
FULLERTON

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Welcome!

- Introductions
- What do you hope to get out of this presentation?

Presentation Objectives

- Social ecological model and asset-development model
- Weaving an Islander Network for Cancer Awareness, Research, and Training (WINCART)
- Innovative service learning curriculum (ASAM 230) and CSUF-OCAPICA capacity-building
- Service learning collaborations (ASAM 330) and Healthy Asian Pacific Islander-Youth Empowerment Program (HAPI-YEP)

OCAPICA Stands for:

Orange County

Asian

Pacific Islander

Community Alliance



Established in 1997 with the mission to **build a healthier and stronger community** by enhancing the well-being of Asians and Pacific Islanders and other underserved communities through **inclusive partnerships** in the areas of **service**, **education**, **advocacy**, **organizing**, and **research**.

Program Areas

Health
Youth Education
Mental Health
Workforce
Policy & Advocacy



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Service. Education. Advocacy. Organizing. Research.

Socio-Ecological Approach

Influences to a Community's Well-Being



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What is Asset-Based Development?



Each partner contributes assets towards endeavor.

Health Department

- Weaving an Islander Network for Cancer Awareness Research and Training (WINCART)

**Community
Health**

- PATH Project
- Komen LA & OC

**Women's
Health**

- CA Healthy Nail Salon Collaborative
- Grandpa Grandma Keep Me Safe

**Healthy
Environments**



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Community-Based Participatory Research (CBPR)

Community Organizations

2005-2015

University Researchers

Ainahau O Kaleponi Hawaiian Civic Club
California Chamorro Breast Cancer Survivors Alliance

Empowering Pacific Island Communities
Guam Communications Network

Orange County Asian and Pacific Islander Community Alliance

Orange County Health Care Agency

Pacific Islander Community Council

Pacific Islander Health Partnership

Samoan National Nurses Association

St. Joseph Hospital of Orange

Sons and Daughters of Guam Club

Tongan Community Service Center/SSG

Union of Pan Asian Communities

California State University, Fullerton

California State University, Northridge

Claremont Graduate University

University of California, Irvine

University of California, Los Angeles

University of California, Riverside

University of Southern California

WINCART



Weaving an Islander Network for Cancer Awareness, Research, and Training (WINCART) is a CBPR Community Network Program to promote cancer education, research and training among Pacific Islanders in Southern California.

- 2005-2010 (U01CA114591)
- 2010-2015 (U54CA153458)

The study was supported by the National Institutes of Health, National Cancer Institute, Center to Reduce Cancer Health Disparities. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the NCI CRCHD.

<http://wincart.fullerton.edu>



Physical Activity & Nutrition Among Pacific Islander Youth: An Exploratory Study

(2008-2010)

Project Aims:

1. Test the feasibility of various obesity, physical activity and nutrition assessments among Marshallese, Samoan and Tongan adolescents.
2. Estimate point prevalence of obesity, physical activity, and nutrition.
3. Explore the factors influencing physical activity.



Physical activity and obesity prevention

Feasibility

- Recruitment rate: 65%
- Retention rate:
 - 100% anthropometric
 - 100% questionnaires
 - 99% FFQs
 - 88% 4 days of accelerometer data



Point prevalences

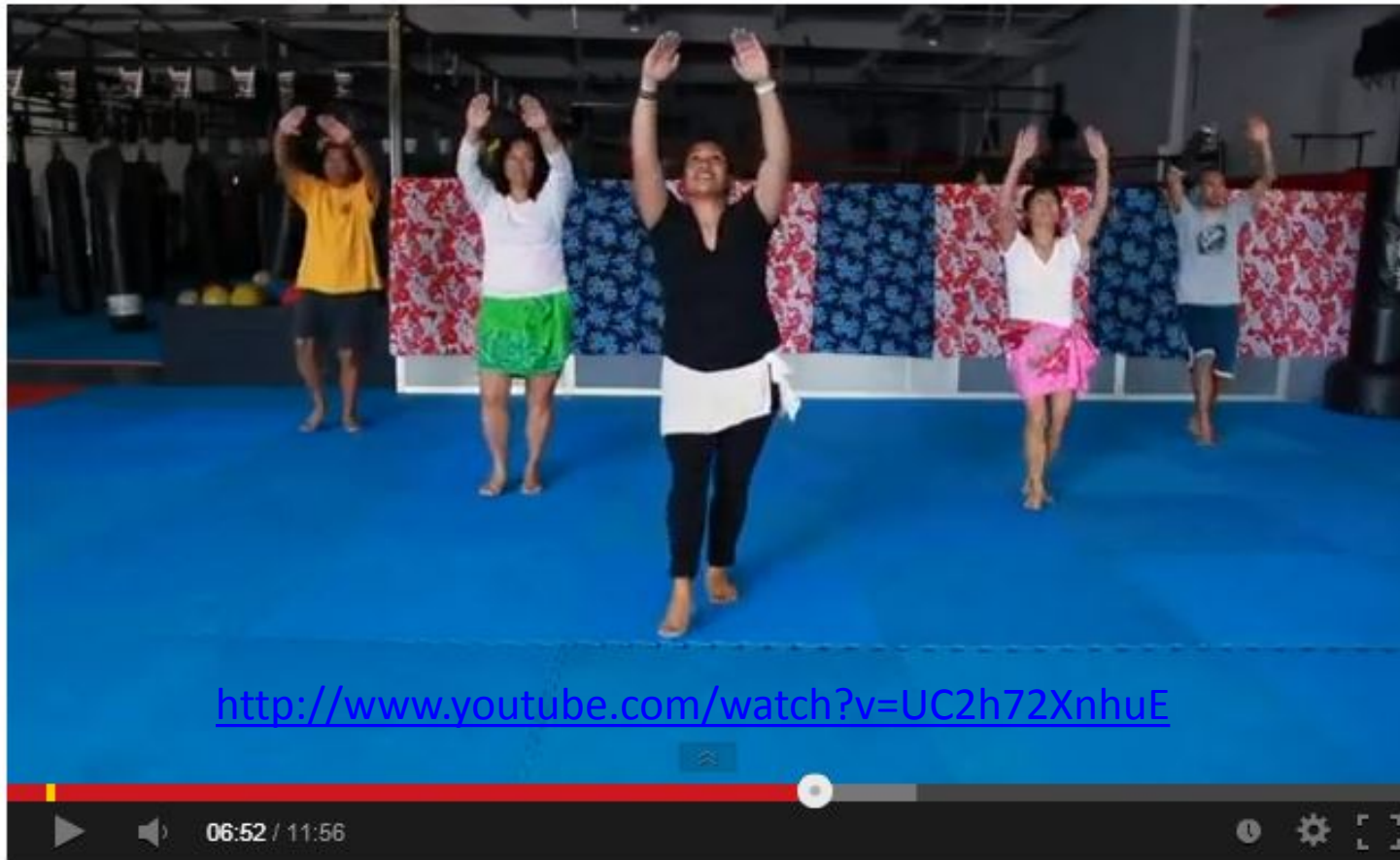
- Confirmed high rates of obesity, caloric intake
- Low frequency and duration of physical activity

Tanjasiri et al. (2010). Balancing community and university aims in community-based participatory research: A Pacific Islander study. *PCHP*, 5(1): 19-25.

NHPI Youth Health & Fitness Day



WINCART *Let's Move!* Physical Activity Project

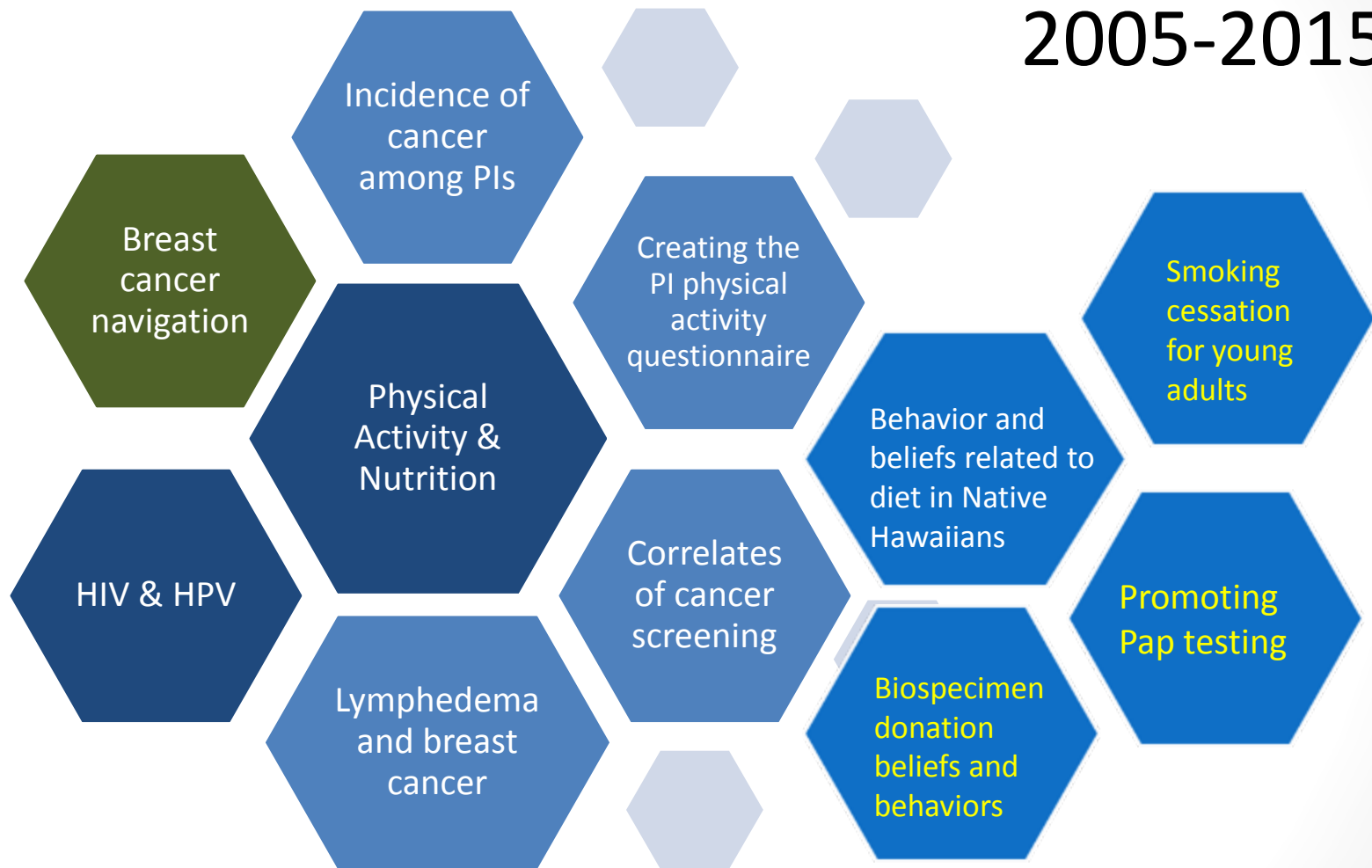


Toolkit available through CES4Health.info: <http://www.ces4health.info/find-products/search-results.aspx>
Funded through a supplement from the NCI to 3U54153458-03S1.

http://wincart.fullerton.edu/cancer_edu/ToolkitLetsMove.htm

WINCART CBPR Research Projects

2005-2015



<http://wincart.fullerton.edu>



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Youth Education Department & Service Learning

Youth Education Department

1999-2001

- OCAPICA Youth Programs began to take shape.
- Financial Literacy
- Youth Coffee House
- 2001- An Afterschool Program held at OCAPICA's office was started. It later became known as SOAR After-school program. Funding was provided by United Way.

2007

- OCAPICA Received funding from The California Endowment to create a Health Careers Pipeline program for the Pacific Islander Community.
- As a result of the findings of the PIPELINE Program, OCAPICA received additional funding from Orange County United Way to start an after school program focused on PI students. The Program was called College Bound. The program was started at Magnolia HS.

2010

- The SOAR Afterschool program ended and OCAPICA Youth programs began to take a different shape.
- WIA Youth Employment Program began.
- the Collegebound Afterschool program held at Magnolia High School was renamed OCAPICA Bridges. It was renamed as a branding effort to be inclusive of potential expansion to other schools.
- A pilot after school program was launched at Bolsa Grande High School in Garden Grove. This program focused on junior students and followed them for the two remaining years of their high school experience. The program was funded by Southern California Edison.

2012

- OCAPICA expressed interest in applying for the U.S. Department of Health and Human Services, Office of Minority Health Youth Empowerment Program funding opportunity.
- Dr. Tu-Uyen Nguyen was approached by OCAPICA to partner in the proposed program
- Partnership was established with Asian American Studies Department and the CSUF Health Promotions Research Institute was identified and funding route.
- **June 8, 2012- Proposal was submitted in which the program was titled HAPIY**
- **September 2012- HAPIY was fully funded and the ground work began!**

2013

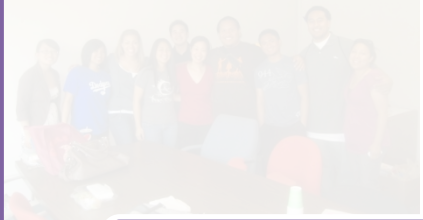
- **HAPI-YEP Officially Launches!!**
- The OCAPICA Bridges afterschool program begins to transition into HAPI-YEP, an academic and health focused program.

Youth Education Department



In-School Support

• HAPI-YEP



After-School Support

• APAC
• FAFSA Completion

• OCAPICA Scholars

College and Beyond!





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“Partnership for Youth (PFY)”

Asian American Studies/CSUF & OCAPICA Collaboration
2008 - Present

Partnership for Youth: Evolution

1. Partnership Development

- **Relationship-building:** visioning together, mutual support
- **Collegial/shared governance:** mission, values, assumptions and beliefs
Communication: Monthly meetings, weekly phone calls, email
- **Research** sustainable models (SFSU and resources)
- Create and co-teach ASAM 230, "Civic Engagement Through AAPI Studies"
- helloasam230.wordpress.com

2. Infrastructure/Curriculum Development

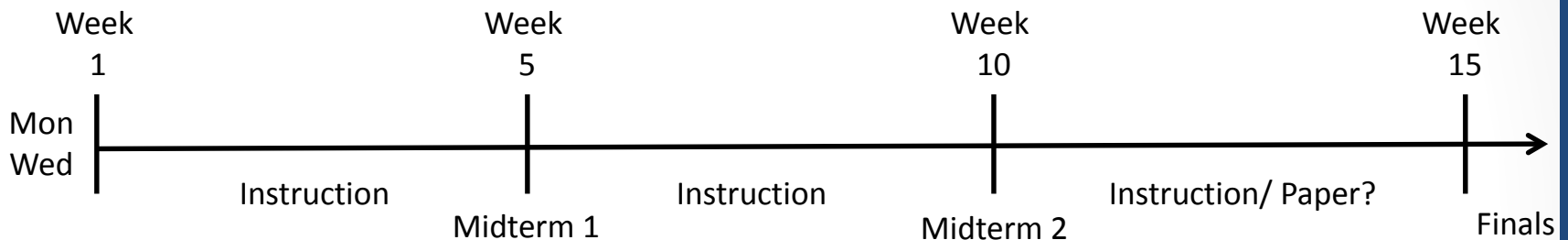
- **Identify:** curricular solution to community need (consistent college-aged mentors)
- **Research:** CSUF curriculum development; enrollment-driven budget
- **Spring 2010.** Special course (Program and College approval; elective limited to 3 semesters)
- **Fall 2011.** Permanent course (Program, College, University Curriculum Committee and Academic Senate approval; elective in university curriculum)
- **Fall 2016.** General Education course (Program, College, University General Education Committee and Academic Senate approval for Fall 2017)
- **FIRST dedicated Service-Learning course** (created as a SL course, not modified) **to be approved for GE Status in CSUF history**

3. Infrastructure/Resource

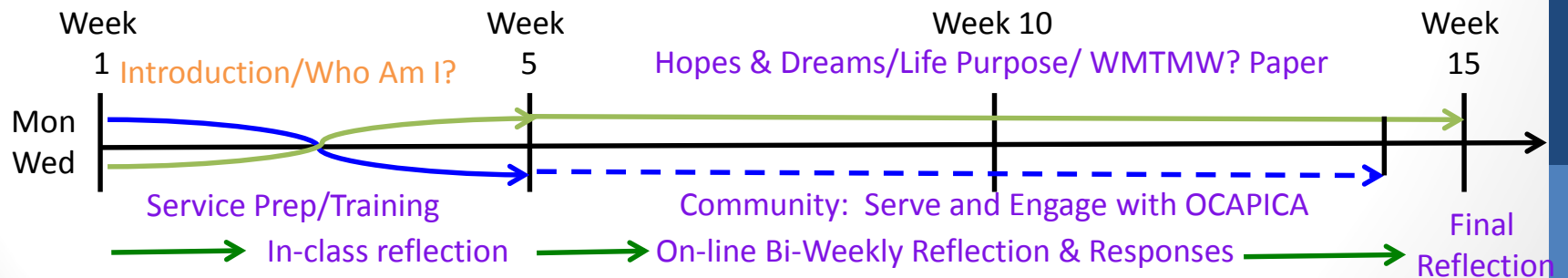
- **Intramural Grants:** CSUF Center for Internships & Community Engagement; Faculty Enhancement & Instructional Development
- **Extramural Grants:** Southern California Edison, 2011 and 2012

How does ASAM 230 work?

“Traditional” Course Structure



ASAM 230 Course Structure





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Partnership for Youth: Timeline

2008-09

1. Build relationship
2. Research
3. CSUF Curriculum Development
4. FEID Grant: Curriculum Development

2009-10

1. Deepen collegial relationship
2. Curriculum Dev.: Develop course prototype. Pilot project with student feedback. Propose "Special Course."
3. Campus partner: Center for Internships & Community Engagement (CICE)
4. Seek intramural and extramural grant funding

2010-11

1. Fall 2010-Spring 2011: Debut ASAM 230
2. Curriculum Dev.: Propose "Permanent Course."
3. Intramural grants and support: CICE 3
4. Extramural grant: Southern California Edison "Partnership for Youth" creates Community-University-Secondary model for serving youth (OCAPICA supervises after-school program; CSUF evaluates program; Bolsa Grande High School houses program; Community Action Partners of Orange County provide technology)

2011-12

1. Fall 2011-Spring 2012: ASAM 230 offered again
2. Curriculum Dev.: ASAM 230 approved as permanent course in Fall 2012.
3. Grant funding: SCE renews for 2012
4. Dr. Nguyen and OCAPICA apply for HAPI-YEP grant.
5. Dr. Yee goes on medical leave in Summer 2011.

2014-present

1. Fall '14, Fall '15, Spring '16: ASAM 230 offered
2. Curriculum Dev.: ASAM 230 approved for GE in Fall 2016 for offering in Fall 2017! First time in CSUF history!
3. Grant funding: CICE
4. Pipeline Development: ASAM 230 students hired as staff and interns at OCAPICA. Design curriculum, supervise 230 Service-learners, cycle through program
5. Dr. Yee returns from medical leave Fall 2014.



**Healthy Asian Pacific Islander
Youth Empowerment Program**

WHAT IS HAPI-YEP?

HAPI-YEP stands for:
**Healthy
Asian Pacific Islander
Youth Empowerment
Program**

**1 of 6 Federally Funded
Youth Empowerment
Programs through the
U.S. Department of
Health and Human
Services, Office of
Minority Health.**



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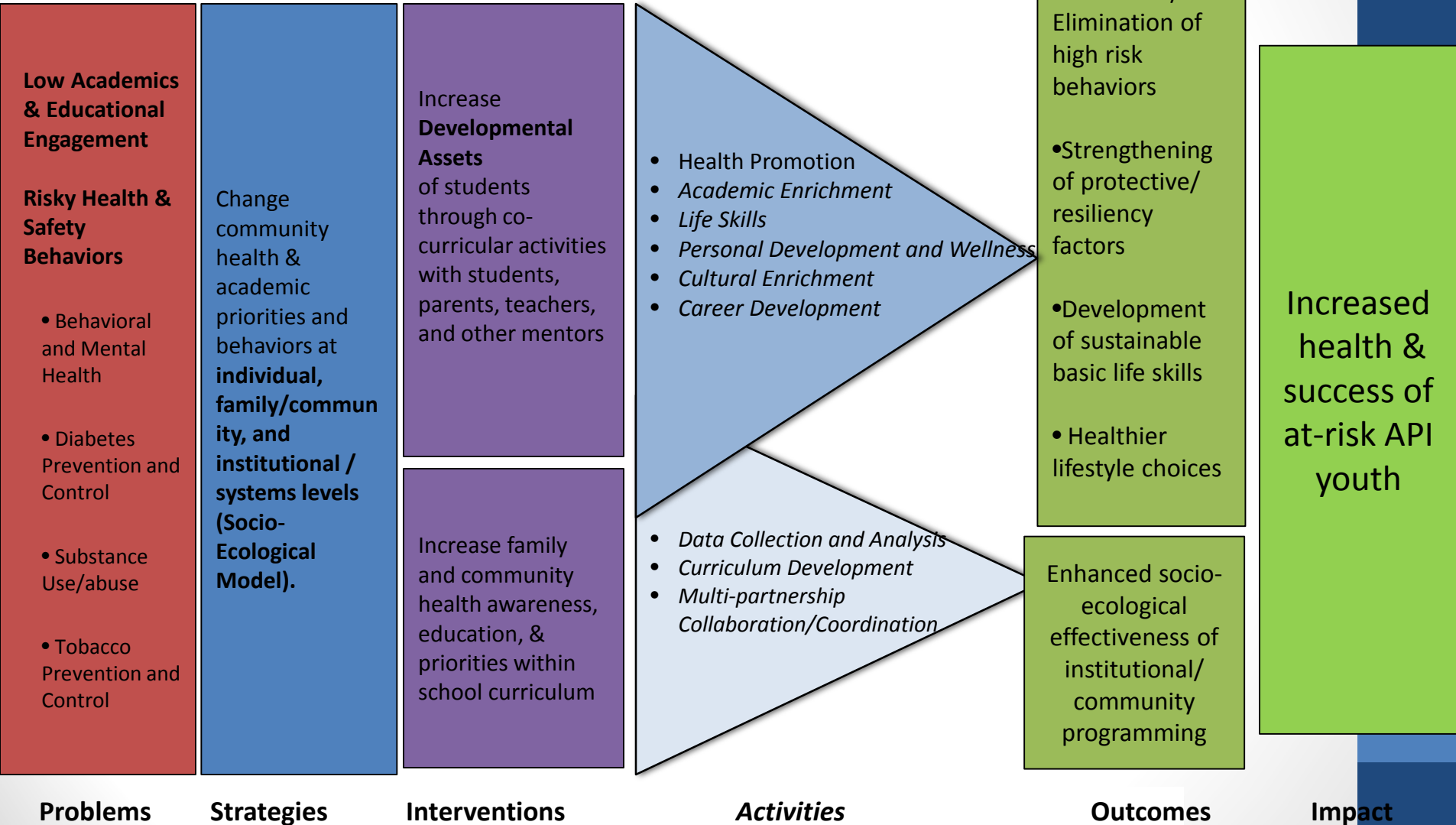
What does HAPI-YEP Do?

We aim to address the health concerns and improve higher educational access for Asian, Pacific Islander, and other students at Magnolia High School in Orange County, CA.



HAPI-YEP LOGIC MODEL

GOAL: Increase community health and success of (Pacific Islander and Southeast Asian) youth in Orange County.



Student Cohorts

Magnolia High School (Intervention Site)

Savanna High School (Comparison Site)

9 th Grade Students	60 students at Magnolia; 50 students at Savanna	Low income	Asian and/or Pacific Islander
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HAPI-YEP



During the school day

- APAC specialized English course
- Health & Science Classes
- Collaboration with teachers, counselors, and other campus resources (GEAR UP, Talent Search, Titan Choices,



After school (on-site)

- Case management
- Tutoring and mentoring
- Health & Developmental Assets/ Skills building workshops
- Parent support



Summer Programming

- 4-week summer program (including mentor training)
- Leadership development
- Community Service/Community Health Projects
- Personal Development
- Field trips

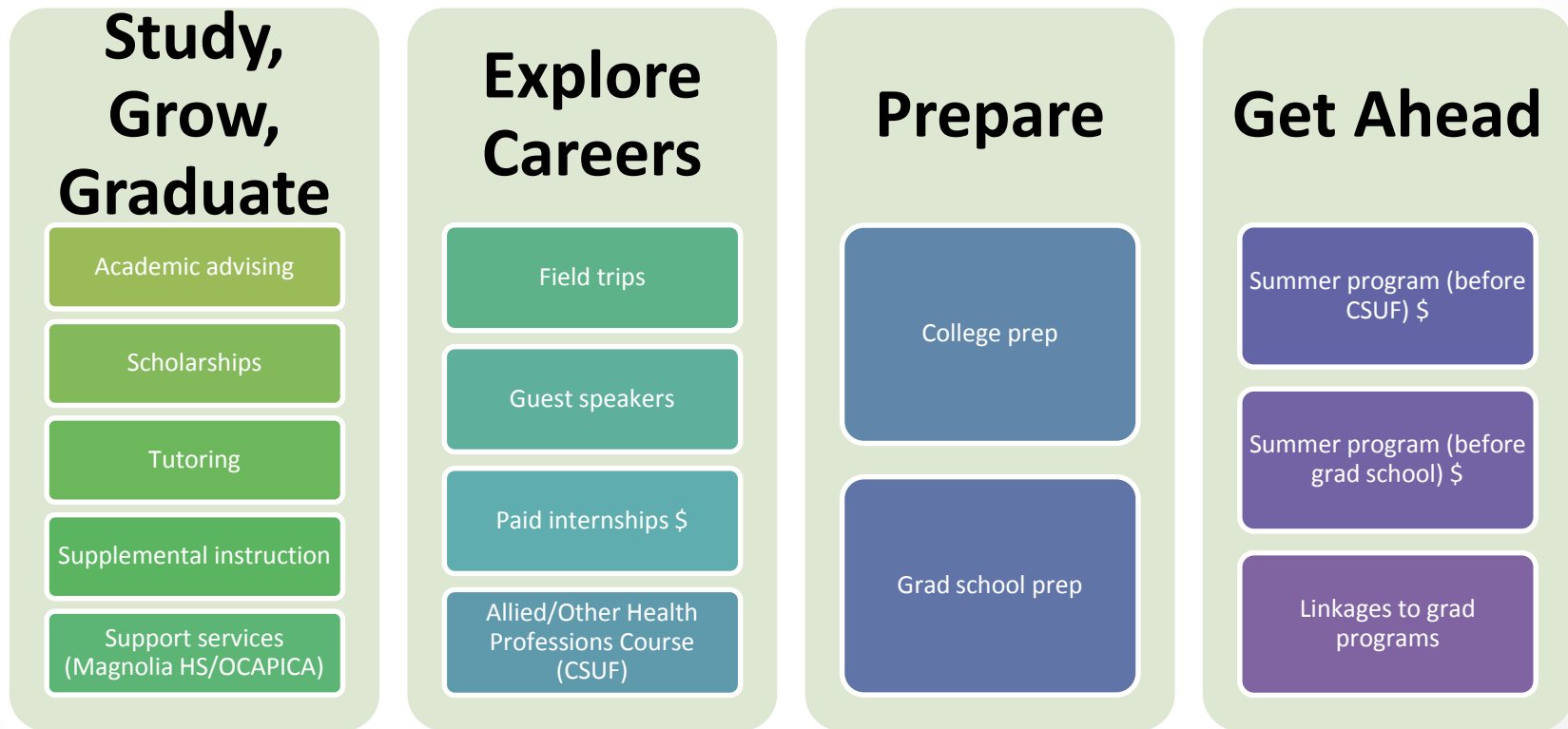


Allied Health Academy

CSUF | Cypress Community College | OCAPICA | AUHSD

Allied Health Academy

- Increases the pipeline of Latinos, Pacific Islanders, and Southeast Asians into allied and other graduate health career professions
- Support students through high school, community college, and university



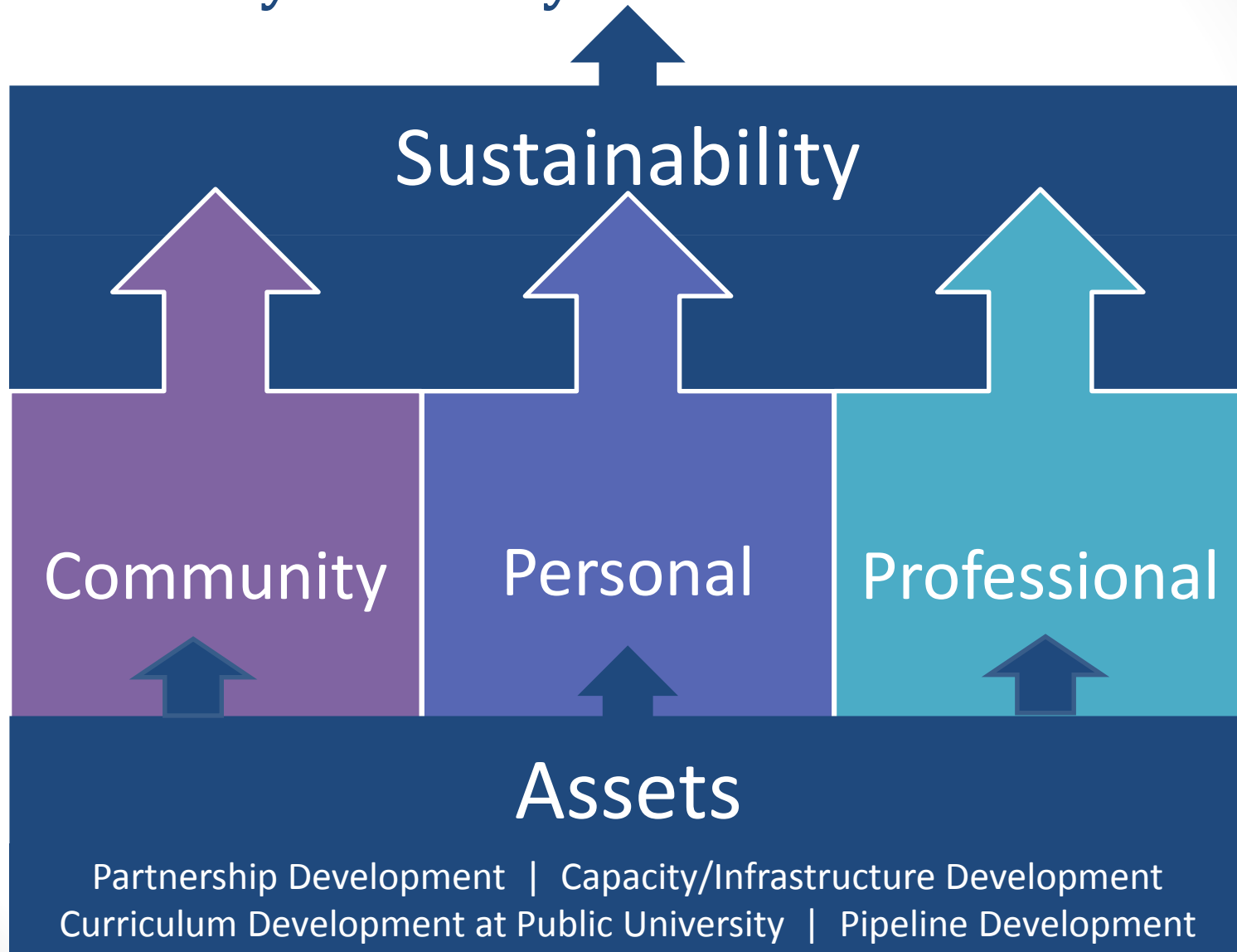
This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Dept of Health and Human Services (HHS) under grant number D18HOP29033, Health Careers Opportunity Program in the amount of \$488,566. This information or content and conclusions are those of the author and should not be construed as the official position of policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government.

<http://alliedhealth.fullerton.edu>

Assets & Benefits of Campus-Community Partnerships

ASSETS/ BENEFITS	COLLEGE CAMPUS	COMMUNITY
Collaboration & Complementary Partnership Roles	Research, evaluation, teaching expertise	Community-based, relevant youth programming
Institutional and Systemic Support from Multiple Partners – Builds Capacity & Infrastructure	Grants & Contracts administration, Budget management, Curriculum development, Institutional Review Board approval	Community partners drive academic curriculum & service-learning components, allowing students hands-on, applied learning
Multi-Level, Asset Based Developmental Activities – Social Ecological Model	College students serve as tutors and mentors to high school youth; mutually strengthens leadership development & empowerment Community Collaborative research to address health disparities	Outreach throughout the community at multiple levels; In schools, at community events, through one-on-one case management, etc.
Leverage and Share Resources; Contributes to Program & Partnership Sustainability	Campus funding and administrative support from existing programs (e.g. Health Promotion Research Institute, GEAR UP, University Outreach)	Expanded network of community support & programming to increase health and well being of community (e.g. WINCART, FAFSA. Scholars, Pipeline programs)

Sustainable Contributions to an Asset Based Community University Collaboration



Sustainability

Community

Personal

Professional

Assets

Partnership Development | Capacity/Infrastructure Development
Curriculum Development at Public University | Pipeline Development

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