Sustainable Contributions of an
Asset-Based Community-University Collaboration
to the Local Public Good

Dr. Jennifer A. Yee
Assistant Professor, Asian American Studies
California State University, Fullerton

Ms. Ashley Cheri
Program Director
Orange County Asian & Pacific Islander Community Alliance

Dr. Tu-Uyen Nguyen
Associate Professor, Asian American Studies
California State University, Fullerton

Dr. Sora Tanjasiri
Professor, Health Science
California State University, Fullerton
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

Socio-Ecological Approach
Influences to a Community’s Well-Being

Health of the Community
What influences the Health of our Communities?

- Environment
- Urban Planning
- Social Behavior
- Politics, Policies, Laws
- Education
- Background and History
- Biology/Genetics
- Community & Economic Development
What is Asset-Based Development?

Each partner contributes assets towards endeavor.
Health Department

- Weaving an Islander Network for Cancer Awareness Research and Training (WINCART)
- PATH Project
- Komen LA & OC
- CA Healthy Nail Salon Collaborative
- Grandpa Grandma Keep Me Safe

Community Health

Women’s Health

Healthy Environments
Community-Based Participatory Research (CBPR)

**Community Organizations**
- 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

**University Researchers**
- 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

2005-2015

Braun, Nguyen, Tanjasiri et al. (2012). Operationalization of community-based participatory research principles across the National Cancer Institute’s Community Network Programs, *AJPH*, 102(6): 1195-1203
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.

Funded by the National Institute of Child Health and Human Development, R21HD055192
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

NHPI Youth Health & Fitness Day
WINCART Let’s Move! Physical Activity Project

http://www.youtube.com/watch?v=UC2h72XnihuE

Fundied through a supplement from the NCI to 3U54153458-03S1.

http://wincart.fullerton.edu/cancer_edu/ToolkitLetsMove.htm
WINCART CBPR Research Projects
2005-2015

Breast cancer navigation

HIV & HPV

Physical Activity & Nutrition

Incidence of cancer among PIs

Creating the PI physical activity questionnaire

Correlates of cancer screening

Behavior and beliefs related to diet in Native Hawaiians

Biospecimen donation beliefs and behaviors

Smoking cessation for young adults

Promoting Pap testing

Lymphedema and breast cancer

http://wincart.fullerton.edu
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

- HAPI-YEP
- APAC
- FAFSA Completion
- OCAPICA Scholars

After-School Support

College and Beyond!
“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
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. Intramural grants and support: CICE
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)

2010-11
1. Fall 2010-Spring 2011: Debut ASAM 230
2. Curriculum Dev.: Propose “Permanent Course.”
3. Intramural grants and support: CICE
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.
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.
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.
GOAL: Increase community health and success of (Pacific Islander and Southeast Asian) youth in Orange County.

Problems
- Low Academics & Educational Engagement
- Risky Health & Safety Behaviors
- Diabetes Prevention and Control
- Substance Use/abuse
- Tobacco Prevention and Control

Change community health & academic priorities and behaviors at individual, family/community, and institutional/systems levels (Socio-Ecological Model).

Interventions
- Increase Developmental Assets of students through co-curricular activities with students, parents, teachers, and other mentors
- Increase family and community health awareness, education, & priorities within school curriculum

Activities
- Health Promotion
- Academic Enrichment
- Life Skills
- Personal Development and Wellness
- Cultural Enrichment
- Career Development
- Data Collection and Analysis
- Curriculum Development
- Multi-partnership Collaboration/Coordination

Outcomes
- Reduction/Elimination of high risk behaviors
- Strengthening of protective/resiliency factors
- Development of sustainable basic life skills
- Healthier lifestyle choices

Impact
- Increased health & success of at-risk API youth

Increased family and community health awareness, education, & priorities within school curriculum
### Student Cohorts

<table>
<thead>
<tr>
<th>Magnolia High School (Intervention Site)</th>
<th>Savanna High School (Comparison Site)</th>
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<tbody>
<tr>
<td><strong>9th Grade Students</strong></td>
<td>60 students at Magnolia; 50 students at Savanna</td>
</tr>
<tr>
<td>Low income</td>
<td>Asian and/or Pacific Islander</td>
</tr>
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</table>
**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, etc.)

**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
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

Study, Grow, Graduate

- Academic advising
- Scholarships
- Tutoring
- Supplemental instruction
- Support services (Magnolia HS/OCAPICA)

Explore Careers

- Field trips
- Guest speakers
- Paid internships $

Prepare

- College prep
- Grad school prep

Get Ahead

- Summer program (before CSUF) $
- Summer program (before grad school) $
- Linkages to grad programs

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

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