Community Engagement Learning

Graduating Christensen Community Scholars
Community Action Project Poster Session
April 19, 2023

COMMUNITY NEED

As a parent it can be difficult to provide children with fun, engaging, education opportunities in the community. Families get busy with work and other family obligations. We believe families need information to get involved in education opportunities outside of regular school activities.

Resources
1. Educational Games: Developing Effective Games for Kids
2. How to Choose Educational Games
3. Learning Games
4. Understanding Benefits of School-Home Literacy Partnerships

OUTCOMES

The curriculum we developed will be used for future Cache Valley and throughout the region.

Additional methods for advertising to increase access to educational opportunities will be utilized.

Children will have increased access to engaging educational opportunities outside of regular school activities.

PAYTN DROLLINGER & TAYLIA NORRIS
STATE UNIVERSITY: COMMUNITY ENGAGED SCHOLARS
Artists in Action Conference

April 11 - 15, 2022

Empowering emerging artists to engage with community + cause, instigating and participating in sustainable, positive change.

The Artists in Action Conference is set to take place each spring, here at Utah State University through the Caine College of the Arts. Through keynote speakers, workshops, socially engaged art gallery exhibitions, a slam poetry night, the AAC gave attendees a head-start to affecting positive change with their work. Discussions of systems theory played a key role in helping students explore connectivity and fractal influence—the understanding of which is fundamental to successful socially engaged art.

As the first conference of its kind in the Intermountain West, we set out to build an event that could be replicated and expanded over time.

Monday, 5pm
IMPACT Art Exhibition

Tuesday, 7pm
USU Film Club Film Screening

Wednesday, 12pm
Community Art Project

Thursday, 7pm
Keynote María Del Mar González-González

Friday, 5pm
IMPACT Art Exhibition Closes

+A BONUS EVENT!
Saturday, April 23, 9-11pm
Sustainability PoBev

1.2 K participants
70 performers
25 artworks

Expanded understandings of collective action, of systemic change, of self.

Megan Wilson
BFA, USU Art & Design

Dr. Laura Gelfand
USU Art & Design
Community Need in Cache Valley

Of the 140,000 residents of Cache County, roughly 22,000 people could be struggling keeping up with the very basics of yard work and home ownership: raking leaves and shoveling snow. Here is a breakdown of those numbers. There are a little over 140,000 citizens of Cache County. 9.9% of those citizens, or just under 14,000 people, are over the age of 65 years. This also includes elderly adults that have disabilities. There is another 6% (8,400 persons) of the population that are under 65 years of age that have disabilities. This comes to a total of 16.9% or 22,260 citizens, that could be struggling to complete the basics of raking leaves and shoveling snow. Whether this is because of recent health concerns, long-term disabilities, or other effects of their individual circumstances, this can take a toll on an individual’s day-to-day life and morale. In addition to that, there are many living spaces in Cache Valley that are fenced if they don't shovel their driveway or connected sidewalks. The Community Rakes and Shovels aims to serve as many of these populations as possible. We serve all the neighborhoods in Logan, as well as North Logan, Hyde Park, Smithfield, and farther North, Providence, Nibley, Millville, Hyrum, and farther South.

Success of the Program

Community Rakes and Shovels has already grown quite a bit in the past two years. Our first year of service (2020-2021) we served 26 residents with 24 volunteers. The following year (2021-2022) we focused our efforts on 5 residents with 5 volunteers. This year has by far been our biggest year with 47 volunteers serving 44 residents.

It has been rewarding to see many students create relationships with the residents they are serving. Several of the residents have reached out to us and let us know that the volunteers are making a significant impact. I believe that one of the greatest benefits of this program is creating connection in the community between two populations that wouldn’t have otherwise had any interaction.

Get involved

To volunteer for Community Rakes and Shovels, or to request services, scan the QR codes below. You can also share these with others in need.

What is Community Rakes and Shovels?

Community Rakes and Shovels is a program designed by Nelda Ault-Dysin with the assistance of implementation by Kinsey Barlow that focuses on using the strength of number of students at Utah State University’s main campus in Logan Utah, to serve the surrounding community and citizens of Cache Valley. The goal of this program is to take pressure off of some of our elderly citizens and citizens with disabilities here in Cache County. While the program has just completed its third year of service, the Christensen Office of Social Action and Sustainability (COSAS) hopes that it will continue to evolve, grow, and aid those in need in our community.

Program implementation

Our Community Rakes and Shovels program targets students of Utah State University’s Logan Campus to volunteer (though any willing and able citizens are accepted), as well as seeks out residents all over Cache Valley that are in need of services. After both of these populations have signed up via QR code or link that takes them to an online form, they are categorized into what neighborhood they live in (residents) and what neighborhoods they are willing to serve in (volunteers). They are also sub-categorized by their access to snow shovels and rakes.

Once the categorizing has been done, the matching process begins. Each volunteer is assigned to between three and five residents. In reverse, each resident receives between three and five volunteers. Their contact information is exchanged via COSAS representative over mail and email. The rest of the work is up to the residents and volunteers. Residents will call or contact the volunteers when they need help. The volunteers can then respond when available. If volunteers don’t have access to rakes or shovels, the COSAS has tools available for check out. Using mainly college students as our volunteer population, we have kept in mind that students have busy, ever-changing schedules. For this reason, we give residents multiple volunteer contacts in case there are individuals that can’t serve when needed.

The Future of Community Rakes and Shovels

Though the intake, categorization, matching, and distribution processes seem simple, doing it by hand has taken many hours. Every time new residents or volunteers complete our intake form, the matching process has to be completely restarted resulting in the distribution process also having to be restarted.

Kinsey Barlow has worked throughout the year to develop and implement new strategies and procedures to help the program run smoother and more efficiently. She is continuing to develop a volunteer management database via Airtable. Once perfected, the Airtable interface will implement google forms for intake and satisfaction surveys as well as automate the categorization and matching process. This will create sustainability for the program allowing any COSAS representative in future years to oversee Community Rakes and Shovels more efficiently and effectively, as well as allow us to increase the number of residents we are serving.

Kinsey Barlow | Community Action Project | Christensen Community Scholars
COMMUNITY NEED

As a parent, it can be difficult to provide children with fun, engaging, education opportunities in the summer. Families get busy and summer programs can be very expensive. We wanted to provide families with a cheap, fun option to educate their children during the summer.

The Family Place provides summer camps for families, but relies heavily on volunteers and donations to make this happen. We teamed up with The Family Place to develop the curriculum, and provide the support and supplies needed to successfully run these summer camps.

COMMUNITY PARTNER

The Family Place

"The Family Place Utah's mission is to strengthen families and protect children. We do this by providing fun, family-focused events in the community. We also offer a variety of services such as therapy, educational workshops, and our Kid's Place. The Family Place Utah will always be a place for families of all kinds. We welcome anyone who wishes to grow closer to his or her family to come learn with us!"

https://thefamilyplaceutah.org/about-us/

OUTCOMES

- The curriculum we developed will be used for future summer camps in Cache Valley and throughout the region.
- The supplies donated will continue to be a valuable resource.
- Additional methods for advertising to increase community awareness of educational opportunities will be utilized.
- Children will have increased access to engaging education opportunities outside of regular school activities.

PAYTIN DROLLINGER & TAYLIA NORRIS

UTAH STATE UNIVERSITY: COMMUNITY ENGAGED SCHOLARS
Video games can be used to encourage healthy eating practices in youth.

Nutrition concepts can be taught through educational video games.

Nikelle Price
Utah State University

Nelda Ault-Dyslin
Utah State University

Introduction

The 2020 Covid-19 pandemic increased the need for education-based games and activities when children were transitioned to at-home learning.¹

The following statistics were found:
• Children younger than 8 years old average about 3 hours a day for screen time.¹
• 50% of their gaming time is on a mobile device.¹
• 67% of children ages 5-8 have their own device.¹

Methods

A nutrition-focused video game was drafted to understand video game design. Adjustments were made based on feedback received during beta testing where select dietetics students, parents, and target-age children tried the game.

The need for at-home application after playing the game was realized. Activities were compiled into printable packet to support reflection for solidifying concepts and encouraging parent/family participation.²

Results

The first game was well-liked by the children and parents based on interviews and the evaluation forms completed after playing the game. A new game was developed to teach basic nutrition concepts using MyPlate principles.

As technology continues to become an integral part of our society, we can create resources that combine the pastime of gaming with learning important concepts like healthy eating.

Resources

Community-Based Intuitive Eating Classes for Women in Cache Valley

Authors: Aubree Wilcox, Meghan Adair  Affiliations: Jenna Dyckman MS, RD

Background
Jenna Dyckman with USU Extension, observed that the women in Cache Valley had limited health and wellness programs available to them. Recent research showed that the most effective interventions were face-to-face programs held in a group setting (1). Based on this research, we decided to create a health and wellness program for the women in Cache Valley to increase the satisfaction and health of women within the community (2,3). A survey was sent out to the women in the community to assess nutrition-related needs; results showed an overwhelming preference for education on Intuitive Eating. Intuitive eating is a framework for eating in which a non-diet approach is used and focuses on learning to trust the body to meet energy needs (4).

Theory
Interactive community classes about intuitive eating and mindfulness practices will empower women to build a healthy relationship with food (5).

Method
A health and wellness program made specifically for women living within Cache Valley consisted of four face-to-face group classes held once a week teaching the principles of Intuitive Eating. Dinner was provided to women each night as they came to learn more about Intuitive Eating and discussed the principles taught. The target audience was women 13 years or older living within Cache Valley. The curriculum consisted of four intuitive eating courses that were created to teach all 10 principles of intuitive eating which were based around the book "Intuitive Eating" by Evelyn Tribole and Elyse Resch (3,6). The curriculum was reviewed and edited by Jenna Dyckman and approved to be taught to women in the community. Advertising for this program was done through flyers posted throughout the community, social media, and USU Extension newsletter. Anonymous entry and exit surveys were distributed to program participants at the beginning and end of the course to gather information on the impact this program had on community members.

Impact
Using basic excel data analysis tests, the class participants’ (n=8) answers were compared from the entry survey to the exit survey, an increase in overall empowerment to build a healthy relationship with food was seen. There were higher overall scores seen in the exit survey compared to the entry survey indicating an increase of class participants overall understanding and acceptance of intuitive eating. Significant findings are displayed in Figure 1 and Figure 2 (p<0.05) with questions the participants answered shown in Table 1.

Future Directions
The goal in creating this program was to create a curriculum that is recyclable and can be used to provide this class annually for all women in Cache Valley. USU Extension faculty will continue to offer this class to the Cache Valley community each year in hopes to empower more women to build healthy relationships with food. The curriculum was made so both RD and non-RD instructors can teach the class.

References:

Figure 1. Increase of Empowerment to Build a Healthy Relationship with Food

Figure 2. Increase of Class Participants Overall Understanding and Acceptance of Intuitive Eating

Table 1: Questions 1-3

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<th>Question</th>
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<td>2. Energy intake and overall nutrition</td>
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<td>3. Intuitive eating behaviors</td>
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Table 2: Questions 4-9

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"I enjoyed learning more about making peace with food! It really helped me gain a better mindset of approaching my food and my body."

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THE IMPACT OF DANCE, YOGA, AND EXERCISE PROGRAMS ON THE COMMUNITY

COMMUNITY ACTION PROJECT BY KARLI LUDWIG

THE IMPACT OF DANCE, YOGA, AND EXERCISE PROGRAMS ON THE COMMUNITY

INSPRIATION

Karli provided community members with an opportunity to learn dance, yoga, and exercise-based skills. As a kinesiology major with a yoga minor, and a presidency member of the USU Dance company, her goal was to educate others on the benefits of these various forms of movement while giving them exposure to activities they may not have otherwise had the chance to experience. She wanted to allow people to learn about the things she was learning in school and introduce them to her passions.

IMPLEMENTATION

Karli started by partnering with AmeriCorps to learn about the after-school programs, students in the community, and other community members who could benefit from dance, yoga, and exercise training. Karli got involved and worked in the after-school programs to plan, develop, and implement programs specific to the school's preferences. While hosting open-invitation classes, Karli specifically taught numerous events with CRIC and Common Ground Outdoor Adventures. She worked in person and remotely to provide open opportunities for the community using the knowledge she learned in her courses at USU. Karli worked with Common Ground Outdoor Adventures and Arts Access to offer classes to people and students of all abilities, emphasizing serving those with disabilities. Classes were held remotely and in person to accommodate and reach the intended community.

COMMUNITY NEED

While working with AmeriCorps, Karli was introduced to the students in the after-school programs in Logan and Cache Valley school districts and the refugees and immigrants through the Cache Refugee and Immigrant Connection (CRIC). She worked with Arts Access as a Visual Artist and Common Ground Outdoor Adventures to teach students of all abilities, emphasizing serving students with disabilities.

The partners agreed it is difficult for everyone to be exposed to dance, yoga, and exercise-based experiences and classes. They identified that finding inclusive, available, and affordable classes was arduous for the populations of interest. People with different abilities, immigrants, and lower-income families should be given the opportunity to have equal participation and pursue movement-based learning and exploration if they desire.

FAVORITE MEMORIES

The kindergarten and first graders of Bridger Elementary were lying on the floor for some muscle relaxation and savasana. During muscle relaxation, they would tighten all their muscles and then release them. Karli was sitting out at these students' scrunch-up faces and ball-sid up fists and watching them release their energy, she heard one of the students yell out, "I'VE THE BEST THING THAT HAS EVER HAPPENED TO ME!"

While working as a Visual Artist with Arts Access, Karli taught the special education program at Sky View High School. She collaborated with the students to make dance moves for a piece they were working on. Each student came up with their own dance move, and then they were strung together to create a dance. The students performed their dance routine with confidence and a smile, and everyone adored it. There were a lot of watery eyes in the audience that day.

When teaching a community class with CRIC, everyone was invited to bring friends and family to participate in a dance class. Karli hoped this would provide a nurturing and supportive entryway to dance and movement as a means of self-expression, joy, safe exploration, and connection with the community. Laughter and smiles immediately permeated the space, regardless of language barriers and age differences. Everyone was able to communicate and connect with their bodies and movement.

OUTCOMES

Number of Schools Reached:

Community Engagement and Connections:
AmeriCorps - Art Access - Cache Refugee and Immigrant Connection - Common Ground Outdoor Adventures

Ages Reached:
1-39

NEXT STEPS

The next step is to recruit and train other artists and teachers interested and passionate about dance, yoga, and exercise to the after-school clubs, special education programs, refugees and immigrants, and those with disabilities, to help expand the number of classes, teachers, and areas of the community to serve. As well as:

- Continue to implement the programs Karli has made, as well as programs others create into the after-school clubs as a regular activity the students get to explore.
- Create open community classes and outreach to CRIC to allow connections and opportunities for movement in the community.
- Help Common Ground Outdoor Adventures to continue to seek out volunteers to teach their dance and yoga classes year-round.
- Assist Arts Access with continuing to hire movement-based Visual Artists to continue infiltrating the community with movement-based art and offer classes for people of all ages and abilities.

The goal is to continue to make classes a routine practice where the community can experience the enlightening power that dance, yoga, and exercise can have, and through the exploration of movement, they may envision future possibilities and awaken passions they would never have experienced otherwise.
USU Ramadan Initiative

A Capstone Project By:

Jaidyn Thomson
Dietetic Student

Nelda Ault Dyslin
Preceptor

Asmaa Yazidi Alaeou, Rana Abulbasal, & Mudasir Mustafa

Special thanks for sharing their insight on Ramadan and the Muslim community at USU, providing information on what foods to serve, and helping to make this project happen!

Project Background

The holy month of Ramadan is one of the five pillars of Islam where practicing Muslims fast from sunrise to sunset. Ramadan is considered a sacred time for prayer, charity, meditation, reflection, and reconnection. During this month Muslims consume a morning meal before dawn, known as suhoor, and break their fast after sunset with an evening meal called Iftar. These meals are often socially shared at home with family and friends or with the religious community at the Mosque and consist of traditional foods like dates, kofta, jeera rice, curry, and lentil soup. Many students look forward to Ramadan to reconnect with their religion and oftentimes this month falls within the school year. This means that many students are fasting while they study and learn. While their education must continue, universities can find better ways to support their students during this time. 


This means that more families are able to provide ease to students during the end of the semester while many students are fasting while they study and learn. Oftentimes dining halls close before sunset and transportation is a common worry for students during this time.

Dyslin, N. (2023). Oftentimes dining halls close before sunset and transportation is a common worry for students during this time. While their education must continue, universities can find better ways to support their students during this time.

One poll showed that 4 out of 5 universities offer a packed meal for Iftar. The hot meals that were served included kofta, lentil soup, seasoned chicken, jeera rice, and naan. Cold items were also offered with these items. Due to last year’s turn out, this year’s Ramadan was able to gain a lot more funding. Currently, hot meals are served 4 times a week to 50 students each time. This year, the amount of serving days has doubled and a total of 800 meals will be provided! This means that more families are able to attend, and more students can be served. Meals this year are catered through Himalayan Kitchen and Tandoori Oven. Funding for cold items also increased and juice, milk, dates, fresh fruit, and yogurt are also served.

Many students look forward to Ramadan to reconnect with their religion and oftentimes this month falls within the school year. This means that many students are fasting while they study and learn. While their education must continue, universities can find better ways to support their students during this time. This means that more families are able to provide ease to students during the end of the semester while many students are fasting while they study and learn. Oftentimes dining halls close before sunset and transportation is a common worry for students during this time.

For this project, I have served hot halal meals (the dietary standard practiced by Muslims) offered 4 times a week to 50 students with the help of volunteers and then served them out of the SNAC pantry. Cold items such as yogurt, milk, dates, fresh fruit, and dates were served. These meals were prepared by myself and volunteers in the research kitchen. The hot meals that were served included kofta, lentil soup, seasoned chicken, jeera rice, and naan. Cold items were also offered with these items.

With funding from the President’s Fund for Student Diversity Organizations, we planned to prepare and serve hot halal meals (the dietary standard practiced by Muslims) aimed to provide community and support for students practicing Ramadan and to create awareness around this sacred month. Communal experience of Ramadan can create common social identity among students. Students mentioned feeling a sense of belonging through the honoring of their traditions. The USU Ramadan Initiative also aimed to provide ease to students during the end of the semester while fasting and to provide the community with opportunities to learn more about Ramadan.

Project Summary

My project began during the spring semester of 2022. Nelda Ault-Dyslin, my preceptor, and I began meeting in February of that year and planned on what initiatives could be taken to provide accommodations for Muslim students during the month of Ramadan. We decided on providing hot, to-go Iftar meals for students. I met with Muslim students and staff who shared their knowledge about recipes and traditional dishes that are commonly served during the month of Ramadan. I then tested and standardized these recipes, created production schedules for volunteers, and built a budgeted shopping list for the decided menu items. With funding from the President’s Fund for Student Diversity Organizations, we planned to prepare and serve hot halal meals (the dietary standard prescribed in Islamic Law) and built a budgeted shopping list for the decided menu items.

Anticipated impacts from this project, aside from providing meals free of charge to students, were aimed to provide community and support for students practicing Ramadan and to create awareness around this sacred month. Communal experience of Ramadan can create common social identity among students. Students mentioned feeling a sense of belonging through the honoring of their traditions. The USU Ramadan Initiative also aimed to provide ease to students during the end of the semester while fasting and to provide the community with opportunities to learn more about Ramadan.

Future Directions

Upon starting this project, we were unsure of how many students would participate and if there would be sufficient funding to be able to meet the needs identified. Thanks to generous sponsors from across campus this project was able to grow and be offered a second year.

Nelda Ault-Dyslin leads and continues this project through this year. The budget sheets built can be reused and easily modified for future use. Currently reservations for Iftar meals open each morning and close once filled. More often than not these reservations fill up and multiple students are added to the wait list. Through building relationships with community partners, Muslim students, and current sponsors we hope to continue and grow the USU Ramadan initiative for years to come and further optimize serving capabilities, volunteer opportunities, and student experiences.
After School Club Career Night

My Project

As an ASC leader, I wanted to expose the students to careers that they may not be typically familiar with. I wanted to use resources within the community like Bridgerland Tech and Utah State University to help promote furthering education.

Volunteers

Volunteers were students and advisors of USUSA clubs, as well as advisors from Bridgerland Tech. The volunteers were responsible for a career at their booth and they provided a 5 minute activity that immersed the ASC students in that career. Volunteers at Career Night included...

- Agricultural Education Club
- Family & Consumer Sciences Club
- Bridgerland Tech
- Spanish Club
- Pre-Med Club
- Music Therapy

Outcome

From this experience, I believe the ASC students were able to explore unfamiliar careers. This was a great opportunity for them to be encouraged to further their education. I've created a document for all the resources I used, and provided it to the Woodruff ASC site manager. My hope is that Woodruff ASC implements this event as an annual activity to help the ASC students explore career opportunities and to promote higher education.

Gracey Gardner       Major: Communicative Disorders & Deaf Education       Location: Woodruff Elementary

After School Club

The After School Club (ASC) program is a safe and positive environment for children within the community. For more information or if interested in volunteering in the ASC program, please scan the QR code.
Aggies Building Community, or ABC, was built in response to the growing changes of the Christensen Office of Social Action and Sustainability (COSAS). Various tabling opportunities, office visits, farmer’s markets, and more brought one common thread of feedback: students want to be a part of something. Thus, ABC was born: a service team for students who are interested in helping the greater Cache Valley. Comprised of 15 students, ABC’s main goal is to fulfill community needs that might otherwise go unmet. ABC students participate in service projects throughout the school year, working on 3 main themes of social justice throughout the semester. For each theme, students discuss, find associated community partners, listen to guest speakers, and participate in a service project that supports what they are learning about. ABC students will earn 25 hours of community service to add to their resume, and they will have the option of progressing toward the Christensen Community Scholar requirements.

Aggies Building Community aimed to familiarize students with the new format of the Christensen Office of Social Action and Sustainability by offering students a behind-the-scenes look at what goes into community engagement. One student shared that they “really loved having an active part of planning service that [they] hadn’t experienced before.” One lesson from piloting ABC is that students want to be a lot more hands-on in planning community engagement (rather than just volunteering to participate), they just have never had the experiences of learning how to be a part of that process! Introducing students to grant-writing and budgeting was something new to 80% of ABC participants. Upon participating in that part of the planning process, 93% of ABC students said they would feel comfortable in the future writing or exploring grants/funding.

Students also learned to value the importance of connection and communication when it comes to building a community. One ABC student shared that even though ABC was only offered Spring Semester of this year, they had never been a part of a campus community that had grown close so quickly. This student credited group discussions regarding social issues with this closeness. “We would talk about the hard parts of being involved in the community. Addressing the challenges helps us to solve them, and I felt that the open-minds of ALL of our group members contributed to preventing a lot of those issues from occurring. At the end of the semester, having been a part of ABC has taught me that intentionality, asking questions, and genuinely listening is where community starts—both on campus and in the valley.”

**THE MODEL**

**Social Issue:** Homelessness & Housing Justice

**Community Partners:**

**Guest Speakers:** Dr. Jess Lucero & Dr. Jayme Walters

**Community Project:** record-breaking recruitment for the 2023 Point In Time Homelessness Count; grant writing and assembly of 100 snack and hygiene kits for the WAB Warming Center
FAST FORWARD CHARTER HIGH SCHOOL: COLLEGE AWARENESS & DRUG ABUSE PREVENTION

Background

Fast Forward High School is an alternative high school for students who are at risk of not completing their education due to factors such as economic difficulties and learning disabilities, as well as other factors.

My role in this project was to create awareness for higher education potential among students. At this school, the total minority enrollment is over 40%, and over 50% of the students are economically disadvantaged. It has been shown that schools in districts that mainly serve students of color receive substantially less state and local support than similar districts that serve primarily white students. Many of these students would like to pursue a higher education but feel as though they do not have the means to do so.

College Awareness Week

Held a College Fair featuring representatives from Utah State University, Bridgerland Technical School, University of Utah, Southern Utah University, Utah Valley University, and Weber State University, as well as current USU financial aide employees.

Assisted in leading a workshop on the college application processes, financial aid (FAFSA), and scholarships.

Encouraged students to participate in extracurricular activities, such as sports, clubs, and community service, to enhance their college applications.

Assisted in leading a financial planning session for parents and students (FAFSA Night).

Drug Prevention Week

Held educational workshops and presentations on the dangers of drugs, including the risks of addiction and overdose during homeroom period.

Had a guest speaker from the Bear River Health Department present and discuss working in the field of drug prevention and treatment.

Encouraged open and honest communication about drug use and its consequences among students and staff.

Provide training for students on how to recognize the signs of drug use and how to respond appropriately.

Hosted a media campaign to promote the importance of drug prevention and to share resources and support for those in need, in accordance with Red Ribbon Week.

Lasting Impact

The main goal of these programs was designed to allow students to understand that going to college to pursue a higher education is possible and can be achieved financially.

Math Test Scores (% Proficient)

Reading/Language Arts Test Scores (% Proficient)

Marina Brawand | Utah State University