

5-2021

## Fun Park Activities and Resources for the Whole Family!

Kimberly Escarrega  
*California State University, Monterey Bay*

Follow this and additional works at: [https://digitalcommons.csumb.edu/caps\\_thes\\_all](https://digitalcommons.csumb.edu/caps_thes_all)

---

### Recommended Citation

Escarrega, Kimberly, "Fun Park Activities and Resources for the Whole Family!" (2021). *Capstone Projects and Master's Theses*. 1067.

[https://digitalcommons.csumb.edu/caps\\_thes\\_all/1067](https://digitalcommons.csumb.edu/caps_thes_all/1067)

This Capstone Project (Open Access) is brought to you for free and open access by Digital Commons @ CSUMB. It has been accepted for inclusion in Capstone Projects and Master's Theses by an authorized administrator of Digital Commons @ CSUMB. For more information, please contact [digitalcommons@csumb.edu](mailto:digitalcommons@csumb.edu).

Fun Park Activities and Resources for the Whole Family!

**Kimberly Escarrega**

Yoga For All Movement - Shandara Gill

Collaborative Health & Human Services

Department of Health Human Services and Public Policy

California State University Monterey Bay

May 20, 2020

Author Note

Kimberly Escarrega, Department of Health Human Services and Public Policy, California State University Monterey Bay. This research was supported by Yoga For All Movement. Correspondence concerning this report should be addressed to Kimberly Escarrega, California State University Monterey Bay, 100 Campus Center, Seaside, CA, 93955. Contact: [kescarrega@csumb.edu](mailto:kescarrega@csumb.edu).

**Project Title:** Fun Park Activities and Resources for the Whole Family!

**Abstract:**

Yoga for All Movement is a non-profit organization that makes yoga and mindfulness available to marginalized communities. The agency collaborates with organizations to provide needed services to the families of the Live Oak and Emerald Bay communities. The macro level problem is that children and youth in Santa Cruz County are experiencing the negative effects of being isolated at home during the COVID pandemic. The micro level problem is that the children and youth of the Live Oak and Emerald Bay communities are facing barriers to social development opportunities and lack knowledge on available resources to help them. The capstone project was a community event at the Winkle Park in Live Oak, with a purpose of providing safe outdoor social activities that involve self-care and engagement. Survey results showed that children and youth were actively engaged, learned basic tools for self-care, and parents gained information on available services.

**Key Words:** health, wellness, park, community, self-care

## **Agency Description**

Yoga for All Movement (YFAM) is a non-profit organization located in Santa Cruz County that was founded in 2014 by Executive Director Shandara Gill. The agency transitioned from being a yoga collective into a non-profit, with a mission to make yoga accessible for incarcerated individuals, and have yoga become a tool to reduce the negative effects of institutionalization (Yoga for All Movement, n.d.). They have recently expanded their outreach services and are now able to provide the benefits of yoga to individuals in recovery from substance abuse, youth in alternative education and probation, as well as survivors of domestic violence (Yoga for All Movement, n.d.). The vision of Yoga For All Movement is to advocate for equity and justice for all, through the practice of yoga and mindfulness, and actively work on making yoga accessible to as many underserved communities as possible in Santa Cruz County.

## **Mission and Values**

Their mission includes four parts. The first is to collaborate with for-profit yoga studios to develop a system of equity within the yoga community. The second is to encourage yoga instructors to enhance their services by delivering safe and culturally responsive yoga to at-risk communities that are underserved. The third is to construct and recruit for yoga teaching jobs. The fourth is to host teacher-training programs in custody, in hopes that incarcerated individuals will receive the skills to be equipped to leave jail with the ability to teach yoga to others (Yoga for All Movement, n.d.). The agency values equity and is deeply invested in providing yoga that not only feels good, but is also trauma informed, physically safe, culturally competent and affordable (Yoga for All Movement, 2019).

## **Services and Projects**

Yoga for All Movement understands the need for healing services, to support the process of dismantling the negative effects of institutionalization, poverty, domestic violence and substance abuse. YFAM has many wellness programs and projects in place to serve underprivileged communities in Santa Cruz County. They are a part of the United 4 Youth Project, a “community empowerment model -

assembling teams of nonprofits, to co-design innovative collaborative programs that lead to positive and sustainable outcomes for highest need youth” (Jenna et al., 2020, p. 1). Additionally, the Emerald Bay/Live Oak project is where YFAM collaborates with other agencies to deliver services and activities that focus on the disproportional unmet needs of the predominantly low-income, Latinx youth in the Emerald Bay neighborhood. The goal is to advocate for the mental, emotional and educational development of youth, while building community and healthy relationships with peers (Pamela et al., 2019).

### **Impact of COVID-19 Pandemic**

The ways in which Yoga For All Movement originally delivered their services were drastically affected by the pandemic. YFAM was used to providing their yoga and mindfulness services in person, but the pandemic forced them to deliver remote online services. Although it has been manageable, the agency initially found difficulty in altering their modalities of services. In the United 4 Youth Report on the Emerald Bay Project (2019-2020), YFAM expressed that some collaborative partners were laid off due to budget cuts at the start of COVID-19, which negatively impacted the programs and services that FYAM was a part of. The agency had to work hard to adjust to changes in staff and had to rebuild relationships. The benefits received from virtual services provided have decreased, since teaching yoga and mindfulness to clients in person is a better experience for them (Pamela et al., 2019-2020).

### **Collaborative Partnerships**

Some of YFAM's ongoing partnerships with other organizations include the following. At Community Bridges – Live Oak Community Resources (LOCR), they deliver essential services, provide equitable access to resources, and advocate for health and dignity across every stage of life. (Community Bridges, 2020). Your Future Is Our Business (YFIOB) helps provide career exploration opportunities such as career panels, college and career expos, guest speakers, informational interviews, and connects students to local internships, workplace tours, and job shadows (YFIOB, n.d.). Walnut Avenue Family & Women’s Center (Walnut Avenue) is a strength-based family center dedicated to improving the quality of life for

women, children, and families in Santa Cruz County (Walnut Avenue, n.d.). Monarch Services is a non-profit organization whose mission is "to end the cycle of violence and sexual assault for all women, youth and children in our community" (Monarch Services, 2020).

**Demographics**

Yoga For All Movement (YFAM) is focused on providing yoga and mindfulness services to individuals who are underserved in their community. The population served by the organization are individuals facing adversity, who live in Santa Cruz or Watsonville. The agency serves individuals who are incarcerated, along with people in recovery from substance abuse, victims of domestic violence, and youth in alternative education and probation (YFAM, n.d.). They serve all people, regardless of their race and economic status, but clients are mainly individuals and families who are White or Hispanic (US. Census Bureau, 2019). In Santa Cruz, 19% of the population are individuals under the age of 18, whereas in Watsonville it is 30.3% (U.S. Census Bureau, 2019). The families served value education, health, religion, and sports (Malina et al., 2020). Watsonville has a lower percentage of people with a Highschool and bachelor’s degree, compared to Santa Cruz County (U.S. Census Bureau, 2019). Table 1 shows the demographic information for the communities of Santa Cruz and Watsonville.

**Table 1:** The Population Demographics of Santa Cruz County and Watsonville (U.S. Census Bureau, 2019)

	<b>Santa Cruz</b>	<b>Watsonville</b>
<b>Population</b>	273, 213	53, 856
<b>Persons under 18 years</b>	19%	30.3%
<b>White</b>	87%	50.8%
<b>Hispanic or Latino</b>	34%	81.2%

<b>High School Degree or Higher</b>	86.3%	60.8%
<b>Bachelor’s Degree or Higher</b>	40.8%	12.3%
<b>Persons with a Disability</b>	8.8%	9.2%
<b>Persons without Health Insurance</b>	7.3%	8.6%
<b>Live in Poverty</b>	10.6%	14.8%
<b>Language other than English</b>	32.1%	74.9%

**Community Needs and Assets**

Within Santa Cruz County and Watsonville City, there are families experiencing challenges that can damage family stability and parent-child attachments. According to the Youth Violence Prevention Strategic Plan (2015), “socioeconomic status and poverty impact the ability of youth and families to access services and resources and impede youth from participating in pro-social activities in school and community” (p. 24). Living in a community where poverty, domestic violence, and substance use exist, can influence victims to engage in these negative behaviors, that can lead them to experience problems with interpersonal and cognitive functioning, mental health and substance abuse disorder into and during their adulthood (Youth Violence Prevention Task Force, 2015). The Santa Cruz County Status on Youth Violence (2013) report explains that “twelve percent of families with children under 18 years old were living in poverty in Santa Cruz, lower than in California at 19% (p. 17). Sobriety Works is a community asset that provides treatment and therapy, to support individuals in their recovery from substance abuse (Sobriety Works, 2020). Other services delivered by these agencies include therapy, food stamps, free or affordable childcare and support in education for children and youth.

**Initial Capstone Project Ideas**

A possible idea for the capstone project is a community event. YFAM and their collaborative partners on the Emerald Bay/Live Oak project have previously held an educational and entertaining event each month, alternating between Winkle Park in Live Oak and Ramsey Park in Watsonville (Jenna et al, 2020). The event activities were organized for the children, youth and families living in the Emerald Bay/Live Oak communities. Due to the difficulties brought on by the COVID-19 pandemic, including the high need of socioemotional activities for families in the Emerald Bay community, the Capstone Project will consist of communicating with the agencies involved in the Emerald Bay Project, to collectively deliver their first in person community event of park activities, since the start of the pandemic. Participants will be asked to wear a mask, sanitizing alcohol, and extra masks will be provided. To fund the Emerald Bay Project, a \$30,000 grant was provided by United Way, a non-profit organization that values common good by creating opportunities for all, in regard to education, income and health (United Way, n.d.).

**Project Title:** Fun Park Activities and Resources for the Whole Family!

### **Description**

The Capstone project was a community event designed for the children and youth of the Emerald Bay Apartments and Live Oak community, to provide them with opportunities for self-care and engagement, as well as knowledge about available resources. The development process included collaborating with 5 organizations to plan and implement a park event for the children, youth and families of the Emerald Bay and Live Oak community. Responsibilities consisted of developing the activities, creating a pre- and post-survey, writing a donation request letter, and purchasing materials as well as healthy prepackaged snacks. Promotional outreach for the event was done in advance, by putting up flyers in English and Spanish around the Emerald Bay Apartments and at Winkle Park in Live Oak, which is where the event took place on Saturday, April 10, 2020 from 12pm to 3pm. Additional roles were setting up the activities, greeting the families that attended, and making sure participants completed the surveys. Each



partnering agency led one of the activities at the event, which were tie dying shirts, slacklining, 2 different art activities, as well as a yoga and mindfulness activity led by the founder of YFAM.

### **Justification**

The Live Oak/Emerald Bay project is designed as a project to benefit the youth, ages 10-24, of the Emerald Bay Live Oak neighborhood. The need for the project is directed by members of the Youth Violence Prevention Network (YVPN). The short-term outcome that the agency expected to accomplish by implementing the community event was in helping children and youth learn skills and activities to improve and maintain their mental and physical health/wellness, as well as provide equitable access to resources (Pamela et al., 2019). The expected long-term outcome of this community event was that it would support the process of building community and healthy relationships with peers.

### **Stakeholders**

The stakeholders who participated in this project were the Executive Director of Yoga For All Movement, the Emerald Bay/Live Oak children and families, and the collaborative partners on the Emerald Bay Project. The primary partner was the Program Manager of Community Bridges' Live Oak Community Resources (LOCR), as the lead organization in the Emerald Bay Project. The event was also supported by a representative from Walnut Avenue Family & Women's Center, Monarch Services, and by the executive director of Living Evolution. These organizations cared about the success of the community event, because they are aware of the disproportionate unmet needs of the predominantly low-income, Hispanic/Latin youth and families residing in the Emerald Bay neighborhood. These organizations participated in the event to support youth in connecting with their community, and building healthy relationships, which will hopefully guide them to maintaining a healthy lifestyle in the future.

### **Benefits**

The potential positive impacts that were expected as a result of the project for the agency and the communities they served were for the prosocial activities to result in children, youth and families being connected to resources to receive benefits from services provided. Also, for children and youth and families to engage in self-care activities in a safe space. As a result of their active participation in the community event self-care activities, participants were expected to have slightly improved their mental/physical health and wellbeing in some way, and to start developing an increased sense of community, as a result of the activities and collaboration. Another benefit was the opportunity for children, youth and families in the Emerald Bay/Live Oak community to have a voice in regard to their needs (Jenna et al., 2020).

### **Implementation Method**

This project was a community event that was delivered to children and youth ages 10 to 15, of the Emerald Bay and Live Oak neighborhood. The activities provided were yoga and mindfulness, art projects, slacklining and tie dying shirts. The United 4 Youth Best Practices for Collaboration (n.d.), indicated that it is important to have “clearly identified roles and responsibilities for collaboration and service delivery” (p. 1). An agenda and budget sheet were created, to have the partnering agencies show what activity they would lead, the materials that were required and how much they would cost. The community event was based on the existing Emerald Bay Project, and the reason why the activities provided were similar to those delivered in the past to the children and youth. Flyers were developed in Spanish and English, to provide the families with information about the event. A donation letter was written and personally given to Costco in Santa Cruz, to ask for help in providing healthy prepackaged snacks and drinks. Masks and hand sanitizer were provided, while also enforcing social distancing. Each collaborating organization led one of the activities, with 5 participants in each. A pre- and post-survey were made to evaluate the effectiveness of the event.

### **Participants**

I was specifically responsible for doing outreach by developing the flyers, so that there was a successful turnout. My other responsibilities were in supporting the development of the agenda and budget

sheets, purchasing the materials for the activities, creating posters for the activity booths, and writing a letter to Costco, asking for support in providing healthy prepackaged snacks for the event. YFAM's Executive Director participated in the project by overseeing and providing feedback for the implementation and leading the yoga/mindfulness activity at the event. Collaborative partners from the Emerald Bay Project that led one activity included Community Bridges – Live Oak Community Resources, Living Evolution, Monarch Services, Walnut Avenue, and Living Evolution. Community members who participated were the children, youth and families living in the Emerald Bay and Live Oak neighborhoods.

### **Resources**

Materials that were utilized for the art activities were supplies such as construction colored paper, markers, and colored pencils. For the yoga and mindfulness activity, materials needed were yoga mats and a mindfulness script to guide the activity. The tie dye activity required shirts and the use of 2 kits of dye. In order to cover the cost of the materials, an existing grant for the Emerald Bay Project will be used. The grant will provide financial support for the Emerald Bay project for the fiscal year 2020-2021 (Pamela et al., 2019). The community event met the requirements for the grant, because it demonstrated cultural responsiveness, involved youth voice/perspective, and identified equity access issues as well as evaluating and reporting on specific, measurable outcomes, so the cost for materials was covered (Jenna et al., 2020)

### **Supplemental**

The community event was an addition to the Live Oak/Emerald Bay project that is currently in place, to focus on the disproportionate unmet needs of the predominantly low-income, Latino youth in Live Oak's Emerald Bay neighborhood (Pamela et al., 2019). Activities were determined by selecting activities based on the Emerald Bay Survey Results (2019), which showed that the children and youth are in need of services related to yoga and mindfulness, including art projects and other fun activities to practice self-care. Community assets that contributed to the success of the project were the yoga mats that the children and

youth were given, masks, sanitizing wipes and hand sanitizer that the partnering agencies already had, and the equipment required to safely lead the slacklining activity.

### **Potential Challenges**

Due to the risks and fears of exposure during the pandemic, families living in the Emerald Bay Apartments and Live Oak community might not have felt safe or comfortable enough to participate in the event. Collaborative partners on the project would have made adjustments in determining how the transition would happen. Planning ahead and organizing the event to take place virtually would have been required. Materials for the activity would have needed to be given to the participating children and youth ahead of time, and the activities could take place through Zoom, having each activity be delivered in a breakout room, and the surveys could have been shared as a google form for participants to complete.

### **COVID-19 Accommodations**

For the in-person community event at the Winkle Park in Live Oak, COVID-19 accommodations included enforcing the use of masks and providing them to those who didn't have one, as well as providing hand sanitizer. The activity booths were stationed far apart from each other, to follow social distancing protocols, and children were divided into small groups of 5 for each activity, and participants were able to choose the activities they wanted to participate in, while being mindful to make sure there were no more than 5 participants at an activity. Participating children and youth were socially distanced to keep everyone safe and reduce the risk of exposure. Prepackaged snacks and beverages were provided for sanitation.

### **Scope of Work and Timeline**

For the implementation phase of the community event at the Live Oak Winkle Park, the months of October through December were used to generate a list of tasks to complete and supplies needed to pull off the community event. The month of January was spent collaborating with agencies to develop the content of the activities for the event and make an agenda and budget sheet. In February, promotional materials and

flyers to recruit participants (children, youth and volunteers) were developed, and later hung up at Emerald Bay Apartments and Winkle Park. A pre- and post-survey was created to evaluate the effectiveness of the event in the month of March, as well as purchasing materials, writing a donation request letter, and delivering it in person to a Costco representative. Days before the event, pre-packaged snacks were purchased and the event was implemented on Saturday, April 10, where participants were reminded to complete surveys. Volunteers helped set up the activities, food table, and helped clean up after the event. After the event, reporting requirements were completed in April and presented at the Capstone Festival in May. A summary of these activities is provided in Table 2.

<b>Table 2. Scope of Work Table and Timeline:</b>					
<b>Title:</b> Fun Park Activities and Resources for the Whole Family!					
<b>Project description:</b> A community activities event at Winkle Park in Live Oak, for children and youth living in the Emerald Bay and Live Oak neighborhoods, that includes yoga and mindfulness, and interactive activities on skills/tools for mental, emotional and physical self-care.					
<b>Goal:</b> Engage the children and youth on learning about ways to support their mental and physical wellness.					
<b>Primary objective of the project:</b> Engage the children, youth and families through the activities and teach them methods of self-care and about available resources.					
<b>Phases</b>		<b>Activities/Tasks</b>		<b>Deliverables</b>	<b>Timeline/ deadlines</b>
1	Select capstone project	1.1	Discuss capstone project idea with mentor and agency staff using Emerald Bay pre-surveys to determine activities	Submit draft capstone project idea to mentor for final approval	September 2020
2	Plan project	2.1	Generate a list of tasks to complete and supplies needed to pull off event	Submit draft timeline for capstone project to mentor for review and approval	Oct - Dec 2020
3	Implement project	3.1	Collaborate with agencies to develop the content of the activities for the event. Make an agenda and budget sheet.	Submit draft documents to mentor for review and approval.	January 2020
		3.2	Develop promotional materials to recruit participants (children, youth and volunteers). Hang up flyers at Emerald Bay Apartments and Winkle Park.	Submit draft content for each of the event activities to mentor for review/approval.	February 2021
		3.4	Develop a pre- and post-survey to determine event effectiveness. Purchase materials and write a donation request letter and deliver it.	Submit preliminary survey data analysis to mentor for review/approval	March 2021
4	Assess project	4.1	Purchase snacks and implement the event and remind participants to complete surveys.	Submit the list of participants to mentor for review.	April 2021
5	Report on project findings	5.1	Complete reporting requirements	Final agency and capstone reports	April 2021

	5.2	Prepare capstone presentation in selected format	Present at Dress Rehearsal for grading	May 2021
	5.3	Final preparation for Capstone Festival	Final Capstone Festival presentation	May 2021

**Problem Description**

The micro level problem addressed by Yoga For All Movement is that the children, youth and families of the Live Oak and Emerald Bay community are facing barriers in social development and lack knowledge on self-care and available resources for support. Factors that contribute to this problem include having a low socioeconomic status, being deeply impacted by the COVID-19 Pandemic, as well as lacking a healthy social and/or home environment. The consequences that can result from not addressing this micro level problem are an increase in dropout rates among this population, followed by the lack of social mobility in the future, as well as the inability to develop the necessary social skills to help foster healthy social relationships. On the other hand, the macro level social problem is the increase in students who are experiencing deficits in academic achievements. Contributing factors are having a low socioeconomic status, having a learning disability, and having malnutrition or a lack of healthy sleep pattern. Consequences include reduced job opportunities, problems with substance abuse in adulthood, along with the development of poor social relationships. Figure 1 outlines the micro- and macro-level problems.

<b>Figure 1. Problem Model</b>		
<b>CONTRIBUTING FACTORS TO AGENCY PROBLEM</b>	<b>AGENCY-SPECIFIC “MICRO-LEVEL” PROBLEM ADDRESSED BY PROJECT</b>	<b>CONSEQUENCES TO AGENCY</b>
Low socioeconomic status	The children and youth of the Live Oak community are facing barriers in social development and lack knowledge on self-care and available resources for support.	High school dropout rates increase
COVID-19 pandemic		Lack of social mobility
Lack of supportive social and/or home environment		Poor social skills and relationships
<b>CONTRIBUTING FACTORS TO BROADER PROBLEM</b>	<b>BROADER “MACRO-LEVEL” HEALTH/SOCIAL PROBLEM</b>	<b>CONSEQUENCES TO SOCIETY</b>
Low socioeconomic status		Reduced job opportunities

Learning disabilities	Too many students in Santa Cruz County are experiencing deficits in social development.	Increase in substance abuse in adulthood
Malnutrition		Increase in mental health issues

**Micro Level Problem**

---

The low-income Emerald Bay/Live Oak children, youth and families, are facing barriers to healthy social development. With education having transitioned to a virtual learning environment, children and youth are no longer able to participate in in-person activities that allow them to develop healthy social skills and obtain educational support to help them succeed in school. 30% of the community’s population regularly experience the effects of not having the income to provide food, electricity, or other necessities (Emerald Bay Survey Results, 2019). The American Psychological Association (2017) explains that having a low socioeconomic status during childhood and adolescence is related to poor cognitive development, language and memory, which can negatively impact a student’s social development. The COVID-19 pandemic contributes to their barriers, by preventing students from participating in after-school activities that support students' mental and emotional well-being and skills development (García and Weiss, 2020). “A lack of encouragement, low quality of parental involvement and lack of stimulating activity in the home will reduce the home's effectiveness as a learning environment” (Doley, 2018).

An increase in dropout rates can result from not addressing barriers to social development and academic achievement. “In 2014, the high school dropout rate among persons 16–24 years old was highest in low-income families (11.6 percent) as compared to high-income families (2.8 percent)” (American Psychological Association, 2017, para. 15). Due to the inability to be social and interact with others during the pandemic, the children and youth may develop poor social relationships. Children require healthy learning and exploration for optimal brain development. Unfortunately, many low-SES children face emotional and social instability, because they can't afford medical care for their health (Jensen, 2009). Low-income students may not be able to pursue higher education, which allows for upward social mobility.

## **Macro Level Problem**

There is an increase in children and youth who are experiencing deficits in academic achievements. The COVID-19 pandemic is disrupting many of the services that support vulnerable children and youth to stay in school, such as academic engagement and achievement, strong relationships with caring adults, and supportive home environments (Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E., 2020). Additionally, school lockdowns reduced instructional and learning time, which have been found to drastically impact student performance (García and Weiss, 2020). The population affected are all students, especially those who come from low socioeconomic backgrounds. Achievement disparities continue to exist across income levels, as well as between white students and students of Black or Hispanic heritage (Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E., 2020).

Low socioeconomic status contributes to the increase in students who are experiencing deficits in academic achievement. Students of low income are “less likely to have access to high-quality remote learning or to a conducive learning environment, such as a quiet space with minimal distractions, devices they do not need to share, and high-speed internet” (Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E., 2020). Additionally, the National Center for Learning Disabilities (NCLD), explains that individuals with learning disabilities suffer from low self-esteem, set low expectations for themselves, and struggle with underachievement, which can ultimately lead to poor social development (2014). Malnutrition affects the ability for students to learn and causes them to perform poorly in school, evidently affecting their social development (Asmare, B., Taddele, M., Berihun, S., and Wagnew, F., 2018).

The inability to address the increase in students who are experiencing deficits in academic achievements, can result in these students growing up to experience reduced job opportunities. “In the last ten years, the percentage of students from low-income families who attend college immediately after high school dropped to less than 50 %” (Taylor, 2017, para. 21). Students unable to attend higher education are at high risk of experiencing reduced job and social opportunities, due to their lack of preparation in school.



“Young people are more susceptible to the short- and long-term cognitive effects of drug abuse while the social and emotional repercussions further increase risk factors for problems in school” (Recovery First Treatment Center, n.d.). Mental health issues developed in early childhood and adolescence, can negatively impact healthy social development (Agnafors, S., Barmark, M., & Sydsjö, 2020).

### **Expected Outcomes**

The short-term outcome that was expected as a result of the implementation of the community event was to engage children and youth in physical and hands-on activities involving self-care and provide them with information on available resources that can be beneficial for them. The outcome of having the participants engage in the activities was for them to learn about some methods of self-care. An anticipated intermediate outcome was to hope that the children, youth and families would incorporate this learned knowledge on health and self-care into their lifestyle. As a result, the long-term outcome was to substantially improve the mental and physical health and well-being of the children, youth and families.

### **Outcome Measures**

Since the expected outcome was for participants to have gained knowledge from the activities, the most effective measure of knowledge gained that was used involved conducting an assessment of participants’ knowledge before and after an event. A pre- and post-survey was developed to evaluate whether the participants were engaged, participated in self-care activities, and learned a little about the services that the collaborating agencies provide, to assist them in meeting their needs. Another measure that was used involved counting the number of pre- and post-surveys that were completed by the participants, to document how many children, youth and families attended the event. To keep survey responses anonymous, participants were not asked to put their name.

### **Methods for Gathering Evidence**

In order to gather useful and appropriate evidence to be able to measure the effectiveness of the spring community event, the pre- and post-survey was developed and implemented to gain information on

the participant’s current well-being and knowledge of available self-care practices and resources. Pre survey questions were focused on obtaining information on the kind of self-care that participants practice regularly, whether they know about the agencies that collaborated on the event and how the pandemic has affected them mentally and physically. The post survey asked about the participant’s satisfaction with the event, and whether they learned new information on self-care and resources that the agencies provide.

<b>Short term outcome(s)</b>	<b>Intermediate outcome(s)</b>	<b>Long-term outcome(s)/Impacts</b>
Engage children and youth and provide them with information on available resources.	Provide children, youth and families with knowledge on health and self-care for them to incorporate it into their lifestyle.	Improved mental/physical health and well-being of children, youth and families.

**Findings and Assessment Results**

Based on surveys, there were 16 toddlers, 18 children, 6 teenage youth and 23 adults who attended the event. Data analysis results showed that 67% of participants felt that they definitely learned about self-care, as a result of being engaged in the activities. 63% of participants said it is “very likely” that they will attend future community events. 76% of participants said they will continue to use the activities learned from the event, as a method of self-care. Another finding was that 53% of participants felt that they benefited from attending the event. The event was successful in engaging the Emerald Bay and Live Oak community through the activities and it helped them improve their knowledge on self-care and resources that can help them. A limitation was that not everyone who attended completed a pre- and post-survey.

**Recommendations**

Due to the success of the community event in achieving the expected outcomes, the collaborative partners on the event should continue to deliver similar self-care activities and services for the children, youth and families of the community Emerald Bay/Live Oak community to gain further knowledge on the importance of self-care and to learn more about the resources that are provided by the organizations. Some changes should include having surveys be completed in a google form, along with a google sign up form.

## **Conclusions and Personal Reflection**

My biggest area of personal growth was in gaining self-confidence when being in a professional setting. Being an intern at Yoga For All Movement allowed me to grow my skills in collaborating with organizations to serve vulnerable communities, and being able to balance my personal and professional responsibilities. I plan to continue to gain experience in serving individuals who need support. I learned that planning, implementing and evaluating an event takes a lot of dedication, and that collaborating with others to serve a community in need allows for a better outcome and meaningful experience. My advice for future interns is to do things that are out of your comfort zone, because that is how you will grow the most, and to not be afraid of getting involved in huge learning opportunities.

## References

Agnafors, S., Barmark, M. & Sydsjö, G. Mental health and academic performance: a study on selection and causation effects from childhood to early adulthood. *Soc Psychiatry Psychiatr Epidemiol* (2020). <https://doi.org/10.1007/s00127-020-01934-5>

American Psychological Association (2017). Education and Socioeconomic Status Factsheet. Retrieved from <https://www.apa.org/pi/ses/resources/publications/education>

Community Bridges: Live Oak Community Resources. About Us. Retrieved from <https://communitybridges.org/locr/>

Doley, D. (2018, January 01). The Impact of Home Environment Factors on Academic Achievement of Adolescents. Retrieved from <https://www.questia.com/library/journal/1P4-2015382863/the-impact-of-home-environment-factors-on-academic>

Economic and Social Research Council (2012). Education vital for social mobility. Retrieved from <https://esrc.ukri.org/news-events-and-publications/evidence-briefings/education-vital-for-social-mobility/>

García and Weiss (2020). COVID-19 and student performance, equity, and U.S. education policy: Lessons from pre-pandemic research to inform relief, recovery, and rebuilding. Economic Policy Institute. <https://www.epi.org/publication/the-consequences-of-the-covid-19-pandemic-for-education-performance-and-equity-in-the-united-states-what-can-we-learn-from-pre-pandemic-research-to-inform-relief-recovery-and-rebuilding/>

Jensen, E. (n.d.). Teaching with Poverty in Mind: Chapter 2. How Poverty Affects Behavior and Academic Performance. <http://www.ascd.org/publications/books/109074/chapters/How-Poverty-Affects-Behavior-and-Academic-Performance.aspx>

Living Evolution (2015) Creating Change in our Community. Retrieved from

<https://livingevolution.org>

Long, M., Prime, A., Garcia, I., Sinn, J., & Gill, S. (2020). Emerald Bay: Summer 2019 Youth Survey Results. Retrieved from

<https://docs.google.com/document/d/17VkwUKBrXMPJtYRBZNCIrtXgEEombL3D/edit>

Monarch Services (2020) About Us. Retrieved from <https://www.monarchsc.org/about-us/>

National Center for Learning Disabilities (2014). The State of Learning Disabilities. Retrieved from

<https://www.nclld.org/wp-content/uploads/2014/11/2014-State-of-LD.pdf>

Nell, P., Prime, A., Garcia, I., Sinn, J., & Gill, S. (2019). Youth Well-being Grants Program. Letter of Intent (LOI) Form. Retrieved from

<https://docs.google.com/document/d/1pwKX45KTVFhuYdrmLNq8zM-3Rs6scFPVkB8PsbFJn0/edit>

United Ways of Santa Cruz County. Turning the Curve: Youth Violence Prevention Strategic Plan (2015) Retrieved from

[https://www.unitedwaysc.org/sites/unitedwaysc.org/files/YVTF%20Strategic%20Plan\\_FINAL%205-7.pdf](https://www.unitedwaysc.org/sites/unitedwaysc.org/files/YVTF%20Strategic%20Plan_FINAL%205-7.pdf)

Shankman, J., Mata, A., Gamban, A., Prime, A., & Emmert, S. (2020). United 4 Youth Project Charter. Retrieved from

[https://docs.google.com/document/d/1xdUzwwwL04pHAg2tDGvUC\\_RXnf\\_etC-7/edit](https://docs.google.com/document/d/1xdUzwwwL04pHAg2tDGvUC_RXnf_etC-7/edit)

Sobriety Works: Hope for the future (2020) Retrieved from <https://sobrietyworks.com>

Taylor, K. (2017). Poverty's Long-Lasting Effects on Students' Education and Success. Retrieved from <https://www.insightintodiversity.com/povertys-long-lasting-effects-on-students-education-and-success/>

United 4 Youth: Best Practices for Collaboration (n.d.) Retrieved from <https://docs.google.com/document/d/1tXaGFacLCK0wBtpa5th2YDm1WQbhqoTW/edit>

United Way (n.d.). Our Focus: Education, Income and Health. Retrieved from <https://www.unitedway.org/our-impact/focus>

U.S. Census Bureau QuickFacts: Watsonville city, California, Santa Cruz County, California (n.d.). Retrieved October 13, 2020, from <https://www.census.gov/quickfacts/fact/table/watsonvillecitycalifornia,santacruzcountycalifornia/PS/T045219>

Walnut Avenue Family & Women's Center (n.d.) Who We Are. Retrieved from <http://www.wafwc.org/whoweare>

Yoga for All Movement. Annual Report (2019) Retrieved from [https://drive.google.com/file/d/1TrvoIhEMBsWreBP3JcjpMMVu\\_T6cBBWc/view](https://drive.google.com/file/d/1TrvoIhEMBsWreBP3JcjpMMVu_T6cBBWc/view)

Yoga for All Movement. Our Mission. (n.d.). Retrieved October 13, 2020, from <https://www.yogaforallmovement.org/our-mission>

Yoga for All Movement. Partners & Programs. (n.d.). Retrieved October 13, 2020, from <https://www.yogaforallmovement.org/partners>

Yoga for All Movement. Volunteer Training (2020) Retrieved from <https://docs.google.com/document/d/1T3HKpqIwvxIeO8G9PpaZ2WG7bbdAfRvIcwKYtiMYWtE/e>  
[dit](#)

Yoga for All Movement. Your Future Is Our Business (n.d.) About Us. Retrieved from

<https://yfiob.org/about-us/>

United Ways of Santa Cruz. Youth Violence Prevention Task Force. Turning the Curve: Youth Violence Prevention Strategic Plan. Community Input Summary Report (2015) Retrieved From

[https://www.unitedwaysc.org/sites/unitedwaysc.org/files/YVPT%20Community%20Input%20Summary%20Report%20\(2015\).pdf](https://www.unitedwaysc.org/sites/unitedwaysc.org/files/YVPT%20Community%20Input%20Summary%20Report%20(2015).pdf)

Appendix

Appendix A

Spring Connection Community Event: Pre - Survey

\* Your responses to this survey will remain anonymous so you do not have to put your name on this sheet. Please share as much information as you feel comfortable with. Please circle the responses that are closest to your experience.

- 1) What kind of self-care activities do you participate in regularly?
  - a) Watching a movie
  - b) Reading a book
  - c) Exercising or fun physical activities
  - d) Art and crafts
- 2) What types of personal self-care do you follow on a regular basis?
  - a) Getting at least 8 hours of sleep
  - b) Eating balanced meals
  - c) Staying hydrated
  - d) Going for a walk
- 3) Circle the organizations that you've heard of before.
  - a) Yoga For All Movement
  - b) Live Oak Community Resources
  - c) Walnut Avenue Women's Center
  - d) Monarch Independent Living Services
  - e) Living Evolution
- 4) On a scale of 0 to 10, (with 0 = not feeling well at all to 10 = feeling very well) how have you been feeling physically, emotionally and mentally in the past month?



Physically: \_\_\_\_\_

Emotionally: \_\_\_\_\_

Mentally: \_\_\_\_\_

- 5) Have you been able to maintain a mildly active lifestyle since the pandemic started?
- a) Yes, I've done many things to stay active!
  - b) Kind of
  - c) No, not really, but I like it that way.
  - d) No, but I would like to do more to be active.
- 6) Please provide any additional comments on your self-care.

Thank you for taking the time to complete this survey!

Appendix B

**Spring Connection Community Event: Post - Survey**

\* Your responses to this survey will remain anonymous so you do not have to put your name on this sheet. Please share as much information as you feel comfortable with. Please circle the responses that are closest to your experience.

- 1) Did you have fun at this event?
  - a) Yes, lots of fun!
  - b) I had a good time.
  - c) No, not really.
  
- 2) How likely are you to attend another one of our community events following COVID protocols?
  - a) Very likely!
  - b) Somewhat likely.
  - c) Not that likely.
  
- 3) Do you feel that you learned more about self-care?
  - a) Yes, I learned a lot about self-care!
  - b) Yes, I learned a little bit about self-care
  - c) No, I didn't learn anything about self-care.
  
- 4) Are you more aware of the type of services that are available to you?
  - a) Yes, a lot more aware!
  - b) Yes, I learned a little bit about the types of services available
  - c) No, I didn't learn anything about the services available.
  
- 5) How likely is it that you will continue to use the self-care activities and information that you learned during the event?
  - a) Very likely!
  - b) Somewhat likely

- c) Not that likely
  - d) Never
- 6) Were you able to feel comfortable in communicating with others your age at the event?
- a) Yes, really comfortable!
  - b) Kind of
  - c) Not at all
- 7) "After participating in this event, I feel more relaxed."
- a) Strongly Agree
  - b) Agree
  - c) Disagree
  - d) Strongly Disagree
  - e) Choose not to answer
- 8) Do you feel that you benefited from attending the event?
- a) Yes, I definitely benefited from attending this event!
  - b) Somewhat
  - c) Not at all, I shouldn't have come.
- 9) How likely are you to use the services that are provided as a result of learning about them in the event?
- a) Very likely!
  - b) Somewhat likely
  - c) Not that likely
  - d) Never
- 10) Please add any additional comments about your experience with this event.

Thank you for taking the time to complete this survey!