



2019 YOUTH COUNCIL FINAL REPORT

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The UServeUtah Youth Council is a youth-driven advisory board comprised of several passionate and driven youth ages 16-22 from across the State of Utah. This final report contains their research in which they identify and address barriers to youth volunteerism, as well as their detailed individual project reflections. Each Youth Council member has put in significant work over the past 11 months to improve their communities, and UServeUtah thanks them for their service and looks forward to their continued leadership and engagement in the community.

USERVEUTAH YOUTH COUNCIL RESEARCH REPORT

ADDRESSING BARRIERS TO YOUTH VOLUNTEERISM IN UTAH

By

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with special thanks to Dexonna Talbot, Miss Utah 2019

November 2019

INTRODUCTION

In 2005, a federal survey found that youth ages 12-18 contribute more than 1.3 billion hours of community service each year.¹ More specifically, while Utah ranked number 1 in the nation for highest rates of volunteering,² median volunteer hours for Utahns ages 16-24 was less than half of median hours for 55 and over Utahns. The UServeUtah Youth Council was created to address this discrepancy utilizing several different methods.

During the term of service for UServeUtah's 2019 Youth Council, Youth Council members worked to identify and address barriers related to youth volunteerism. This was accomplished in 2 parts: their projects and this research report. This research examines the benefits youth receive for volunteering, as well as the barriers to youth volunteerism. This research will aid UServeUtah in increasing youth engagement throughout the state, as well as provide current and future Youth Council members increased knowledge about data pertaining to youth volunteerism. We hope to see Youth Council leverage this data to encourage more young people to volunteer, educate their communities on the importance of youth volunteerism, and continue to engage for change.

BENEFITS TO YOUTH VOLUNTEERISM

Whether youth volunteer for altruistic reasons or personal development³, research has proven that volunteerism has extensive positive effects on youth participants. Volunteerism has a positive influence on academic and job success. Volunteerism allows youth to gain practical skills for the workforce, such as leadership and time management. It also allows

¹Community Service, Corporation for National and, "Issue Brief: Youth Helping America: The Role of Social Institutions in Teen Volunteering" (2005). Service Learning, General. 276.

²"Still #1 in Volunteering!" <https://userve.utah.gov/still-1-in-volunteering/>

³R.A. Cnaan, K.A. Smith, K. Holmes, D. Haski-Leventhal, F. Handy, & J.L. Brudney, "Motivations and Benefits of Student Volunteering: Comparing Regular, Occasional, and Non-Volunteers in Five Countries," (2010).

young people to perform better in school, as well as write better resumes and scholarship applications for university.⁴ Another significant effect: youth who volunteer have better health outcomes. If youth volunteer one hour or more per week, they are less likely to abuse alcohol, cigarettes, or engage in other risky behaviors.⁵ Youth volunteers also demonstrate higher self-esteem, emotional stability, and improved mental health, including lower rates of depression.⁶ It also improves social connections. It allows youth to develop strong ties to the community and meet new people through fulfilling activities.⁷ Prosocial behavior such as helping and sharing strangers, is tied to having stronger familial relationships and being less likely to be in trouble.⁸

While the benefits of volunteerism are often fairly immediate, the consequences last into adulthood. Young people who volunteer are more likely to vote, and they will be more likely to be volunteers as adults.⁹ An investment in youth volunteerism today is an investment for lifelong service.

IDENTIFYING AND ADDRESSING BARRIERS TO YOUTH VOLUNTEERISM

There is extensive documentation demonstrating the benefits of youth volunteerism, and yet, not all youth choose to volunteer. In their March meeting, the 2019 Youth Council used their personal experience to identify several barriers to youth volunteerism. Other barriers were identified throughout their service. These barriers include:

- High school students aren't aware of university resources or opportunities
- Lack of motivation
- Only external motivators are emphasized or used (padding the resume, NHS requirements, graduation requirements, etc.)
- Opportunities don't connect with student interest
- Time given in service isn't seen as valuable or effective
- Youth are self-centered and don't see how volunteerism is good for them
- Students don't understand all the ways they might engage, perspective is limited to direct service
- Service doesn't create lifelong engaged citizens
- Youth don't feel like they're respected or appreciated when they volunteer / poor experience
- Reflection is not included in service opportunities
- Students don't see the impact of the work that they do
- Extracurricular activities (ie clubs, sports, etc) are promoted much more heavily and with more frequency
- Clubs aren't engaged in meaningful service or service at all
- Lack of commitment to long-term service
- Lack of time
- Doesn't feel like they are valuable for the organization

Each Youth Council member addressed several of these barriers or misconceptions in their own projects. Their ability to identify the problems they noticed in their communities helped them involve youth in a different way to circumvent the reasons youth may not have been volunteering. In their project reflections, they elaborate on their projects and what barriers they addressed. In this way, these reflections become important case studies for future youth engagement efforts at UServeUtah and for future Youth Council members.

Jace Draper, a Youth Council member from Price City, surveyed over 450 youth, as well as 450 adults to ask them about youth volunteerism. Jace explains that while "everyone can jump on board with hydro flasks and metal straws because it helps save the turtles and they can see the vision and the importance but while trying to get the youth and adults to partake in activities, the biggest reason was that they either did not know the purpose or they didn't have any investments or

⁴Shobha Bhaskar, "Teaching teens to volunteer; the importance of community service," (January 2015).

⁵Molley Latham, "Young Volunteers: The Benefits of Community Service."

⁶Molley Latham, "Young Volunteers: The Benefits of Community Service."

⁷Lawrence Robinson and Jeanne Segal, Ph.D. "Volunteering and its Surprising Benefits," <https://www.helpguide.org/articles/healthy-living/volunteering-and-its-surprising-benefits.htm>, (June 2019).

⁸Marianne Holman Prescott, "Youth who serve strangers have higher self-esteem, BYU study finds," (January 2018).

⁹Molley Latham, "Young Volunteers: The Benefits of Community Service."

knowledge as to why they should help.” In his survey, he found the leading cause for youth to volunteer. Most people (57%) said a personal tie to the cause or organizations or that it was a good cause, and that’s why youth would volunteer. Many youth were busy and didn’t know about volunteer opportunities, two barriers that could be addressed. Jace explained how he dealt with those barriers: “My biggest success was understanding personalities and using them to motivate youth to spend their time helping others.”

All the aforementioned barriers account for some of the discrepancies in youth volunteerism rates compared to other age groups; however, it is important to note that underrepresented youth in service face additional and different struggles when attempting to volunteer. For example, one significant barrier for people with developmental disabilities is barriers of omission, in that they are often not asked to volunteer. Additionally, accessibility and lack of transportation posed barriers to these individuals when volunteering.¹⁰ However, there are solutions to this as well: actively recruiting youth with disabilities and making opportunities accessible.¹¹ For youth of color, there are barriers as well. For example, 40% of Black youth do not believe they can make a difference. However, if they believe they can make a difference, the probability of Black youth volunteering increases by 22%. With Hispanic youth, service learning is the second most important determinant of volunteer behavior. Service learning also increases the likelihood of White and Black youth volunteering, as well.¹² While there are barriers to underrepresented youth when volunteering, there are clearly feasible solutions to incorporate into future projects and programs.

CONCLUSION

This research and the project reflections serve as a guide and as case studies to inform efforts to increase youth engagement throughout Utah. It is certainly important to note that youth engagement in Utah is impressive, and that is exemplified through the work of the UServeUtah Youth Council members. This guide can only help increase the number of youth that participate in meaningful service in Utah.

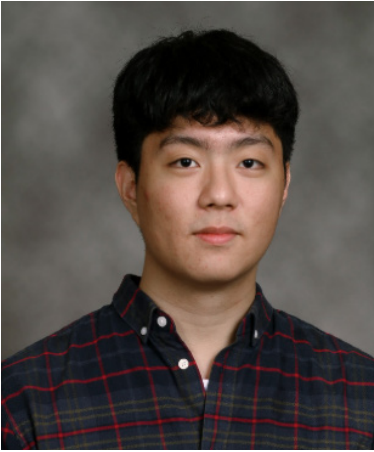
¹⁰ Miller, K., Schleien, S., & Bedini, L.,. “Barriers to the inclusion of volunteers with developmental disabilities.” *The Journal of Volunteer Administration*, 21(1), 25-30, (2003).

¹¹ Inclusive Design Research Centre, “Supporting Volunteerism by People with Disabilities.”

¹² Marni Deborah Schultz, B.A. “Volunteer Behavior of Minority Youth,” https://repository.library.georgetown.edu/bitstream/handle/10822/555985/etd_mds66.pdf?sequence=1&isAllowed=y, (April 17, 2016).

IMPROVING THE ENVIRONMENT: GLASS RECYCLING

Seung Joon Lee
InTech Collegiate High School
Cache County



Seung Joon Lee is a junior at InTech Collegiate High School. Other people also call Seung Joon Lee “Andy Lee.” He has 300 hours of lab experience as an intern at the United States Department of Agriculture (USDA) Bee Lab and the founder of Math Club in his school. He is also president of the National Honors Society (NHS) club. He is deeply interested in recycling and tries to protect our environment from pollution.

PROJECT DESCRIPTION

I installed one recycling bin in our school, and four near my house. Every Friday, I collected glass bottles that are collected for one week and sort brown and white glass. After sorting those, I brought the sorted glasses to USU recycling center and check those are being recycled properly.

In South Korea, the Korea Waste Association collects plastic bottles and recycles them. This is Because Korea’s environment has reached a severe level of pollutants, however, Utah’s environment is not at such high levels--yet. Before Utah’s environment get polluted like South Korea, I wanted to prevent it.

In completing this project, I’ve learned more thoroughly about the importance of recycling and the specific recycling process. This is the first project that I conducted and tried to involve others into my project in my life. It was a unique experience. While observing the increasing glass bottles inside my recycling bin, I could have confidence that our community’s glass recycling rate will increase.

PROJECT DATES: October 1, 4, 11, 18, and 25

OF VOLUNTEERS: 7

OF VOLUNTEERS 25 AND YOUNGER: 6

TOTAL VOLUNTEER HOURS: 61+

BARRIERS ADDRESSED:

- Lack of motivation
- Time given in service isn’t seen as valuable or effective
- Students don’t see the impact of the work they do



ELEMENTARY AND COLLEGE STUDENTS CONNECT AND SERVE

Kenzie Campbell
Westminster College
Salt Lake County



Kenzie Campbell is currently a senior at Westminster College studying Psychology and Justice Studies. She is interested in nonprofit and governmental work surrounding gender equity and sexual violence prevention. Kenzie is graduating this year and plans to intern with the US government in Washington DC this summer and eventually pursue a graduate degree in Public Health. In her spare time, she enjoys playing with her Australian Shepherd named Luna and spending time with her friends.

PROJECT DESCRIPTION

I completed a project by recruiting college student volunteers to help connect elementary school students to service. Over 100 Westminster Students volunteered their Friday afternoon to complete various service projects with Hawthorne Elementary 4th and 5th grade classes. We completed several projects intended to be fun introductions to service for youth including creating holiday centerpieces for the Sarah Daft home, tying blankets for dogs at Best Friends Animal Shelter, and decorating food boxes for the Food Bank's holiday boxes.

I chose to complete this project, because I liked the multiple communities it engaged. The intention of this project was both to engage Westminster students in service in their communities, and show positive examples of what service can look like for youth who may have not yet participated in volunteering. Additionally, the project served as a college access event because it gave youth positive opportunities to interact with college students and talk about what the future might look like.

I learned that service projects can have multifaceted intentions and engage multiple communities. I also learned that adding a mentorship opportunity between younger kids and young adult college students creates a fun and meaningful experience for all involved. Volunteering can be fun, and this project was an excellent reminder for me of the types of volunteer projects possible.

PROJECT DATE: October 5

OF VOLUNTEERS: 120

OF VOLUNTEERS NEW TO THE PARTNERING ORGANIZATION (WESTMINSTER CIVIC ENGAGEMENT CENTER): 60

OF VOLUNTEERS 25 AND YOUNGER: 115

TOTAL VOLUNTEER HOURS: 240

BARRIERS ADDRESSED:

- Extracurricular activities (i.e. clubs, sports, etc.) are promoted much more heavily and with more frequency than service
- Clubs aren't engaged in meaningful service or service at all
- Opportunities don't connect with student interest
- Youth are self-centered and don't see how volunteerism is good for them
- Service doesn't create lifelong engaged citizens



BEAUTIFYING SHARED SPACES: SCHOOL TRASH CLEANUP

Mary Hurner
Park City High School
Summit County



Mary Hurner is a senior at Park City High School. Her passion for service has lead her to join multiple service groups at her school including Interact Club, the National Honor Society, and Key Club, for which she is currently serving as Vice President. Mary is also the president of the Model United Nations club at her school. In her free time, she enjoys skiing, reading, and traveling.

PROJECT DESCRIPTION

My project was a trash clean-up around my school. There were multiple groups organizing the event including a local recycling group and the National Honor Society at my school. I helped recruit new volunteers for the project through Key Club. During the Project, groups were sent to different areas of the community and picked up any trash they saw on the ground. I think everyone who participated was shocked by the

amount of trash we had at the end of the day.

I choose to help with this project because cleaning up the community directly helps the environment but also serves as an eye-opening experience to the volunteers. Realizing the amount of trash that collects allows people to consider their own actions and potentially make a change to proactively avoid litter and make eco-friendly choices in their daily lives.

From my project, I learned about how interested and passionate people can be in service if they see the impact that their service is having. After the project, people who participated were bragging to others about how much trash they cleaned up and sharing their disbelief as to how much trash there really was around the community. I used to believe that only certain types of people enjoyed volunteering but I have realized that it doesn't matter what kind of person you are, it's about finding your interests and serving in a way that is interesting and rewarding to you.

PROJECT DATE: September 21

OF VOLUNTEERS: 22

OF VOLUNTEERS NEW TO THE PARTNERING ORGANIZATION (LOCAL RECYCLING GROUP & NHS): 15

OF VOLUNTEERS 25 AND YOUNGER: 20

TOTAL VOLUNTEER HOURS: 98

BARRIERS ADDRESSED:

- Clubs aren't engaged in meaningful service or service at all
- Lack of motivation
- Opportunities don't connect with student interest
- Time given in services isn't seen as valuable or effective
- Youth are self-centered and don't see how volunteerism is good for them
- Students don't see the impact of the work they do



A PLACE FOR EVERYONE: CREATING A COMMUNITY GARDEN

Sione Siaki
Utah State University Eastern
Carbon County



Sione Siaki is a proud member of the UServeUtah Youth Council and is currently serving as the President of the Serving Utah Network at USU Eastern. He is a first generation Tongan-American student pursuing a degree in Sociology, with an emphasis in Criminal Justice. He is passionate about serving others and working to improve our communities. He especially enjoys working with the youth. He was a part of the People of the Pacific peer leadership team as a pilot program in high school, and has since gone on to serve as an Ambassador for the Utah Systems of Higher Education, and on the Utah Pacific Islander Civic Engagement Coalition. He enjoys learning, creating, and spending time with family and friends.

PROJECT DESCRIPTION

My project was initially going to be updating local park equipment in Price City, Carbon County, Utah. The project has since evolved into working with local community leaders and developers to create a community garden for all members of the community. The project I planned was the initial cleaning and preparing of the lot where the garden is going to be.

I wanted to help create a place where youth, students, families, and all members of the community to spend their time, and to ultimately help create unity in Price City. I also wanted to help beautify the area and make use of a space that was currently uninhabited.

I learned that not everything goes entirely to plan. I also learned that there are people out there who are trying to accomplish the same goal as you. Look for them, work with them, combine your efforts and you can accomplish more than you can imagine.

What started out as a projected one time thing turned into a larger project. Larger than I had even anticipated. However, we are moving forward and taking it one step at a time in order to create a sustainable, and efficient community garden.

PROJECT DATE: August 17

OF VOLUNTEERS: 65

OF VOLUNTEERS NEW TO THE PARTNERING ORGANIZATION (UTAH STATE UNIVERSITY EASTERN SERVING UTAH NETWORK): 45

OF VOLUNTEERS 25 AND YOUNGER: 60

OF FAMILIES VOLUNTEERING: 2

TOTAL VOLUNTEER HOURS: 200

BARRIERS ADDRESSED:

- Clubs aren't engaged in meaningful service or service at all
- Lack of motivation
- Opportunities don't connect with student interest
- Time given in service isn't seen as valuable or effective
- Students don't understand all the ways they might engage, perspective is limited to direct service
- Youth don't feel like they're respected or appreciated when they volunteer
- Service doesn't create lifelong engaged citizens
- Reflection is not included in service opportunities
- Students see the impact of the work that they do



FEEDING THE COMMUNITY: LOCAL FOOD BANK PROJECT

Jacob E. Gunderson
Maple Mountain High School
Utah County



Jacob Gunderson is a senior at Maple Mountain High School. Apart from his obligations on his Student Council, Gunderson holds positions at the Utah County Health Department, Spanish Fork Youth City Council, and UServeUtah. He believes service is fundamental to a successful society and is an Eagle Scout. Gunderson has interned at the Springville City Attorney's office and is interning at Congressman John Curtis's office next semester. In his spare time, he loves spending time with friends, mountain biking, and playing the saxophone. After high school, Gunderson intends to study law and become an attorney or judge.

PROJECT DESCRIPTION

It deeply saddens me to hear about local people not being able to afford food for their families. I wanted to organize a project that allowed other students and I to serve those less fortunate. I organized a service project at Tabitha's Way, a local food bank where other high schoolers and I organized food for them. After we became oriented, I worked with the employees to delegate assignments and help out where needed.

There were a lot of kids that committed to showing up, but didn't. While I was wholly satisfied with the help I received, I learned that it's always good to overshoot for volunteers to engage as many as possible. Another thing I learned was that kids react better to a leader that is working alongside them, rather than simply commanding them from afar. I noticed that as I went around to the different stations to help, people responded positively to seeing me help alongside them.

PROJECT DATE: August 15

OF VOLUNTEERS: 17

OF VOLUNTEERS 25 AND YOUNGER: 16

OF FAMILIES VOLUNTEERING: 1

TOTAL VOLUNTEER HOURS: 55

BARRIERS ADDRESSED:

- Extracurricular activities (i.e. clubs, sports, etc.) are promoted much more heavily and with more frequency than service opportunities
- Lack of motivation
- Only external motivators are emphasized or used (padding the resume, NHS and/or graduation requirements, etc.)
- Time given in service isn't seen as valuable or effective
- Youth are self-centered and don't see how volunteerism is good for them
- Students don't understand all the ways they might engage, perspective is limited to direct service
- Youth don't feel like they're respected or appreciated when they volunteer
- Students don't see the impact of the work that they do



INCLUDING EVERYONE: FOREIGN EXCHANGE STUDENT OUTREACH

Alyse Erikson
Viewmont High School
Davis County



Alyse Erikson is a senior at Viewmont High School. In addition to serving on the UServeUtah Youth Council, Alyse is a member of the Centreville City Youth Council Mayor's Committee, National Honor Society, Best Buddies International, and Interact Club. Service has been a central part of her life and has led her to volunteer and lead in many different capacities. After high school, Alyse plans to study international relations and continue violin performance.

PROJECT DESCRIPTION

After studying the inclusion efforts of several universities and discussing the challenges of studying abroad with exchange students, I developed a district-wide Foreign Exchange Student Outreach Initiative to welcome, support, involve, and celebrate these students. I partnered with service, academic, and cultural clubs in four high schools and gave them a list of best practices drawn from my research. Our efforts this fall included providing exchange students with a list of student tutors and including them in school, lunch, and club activities. Implementing these practices has helped exchange students transition to American high school, refine their English abilities, and develop friendships with local students. For local students, this service has broadened their cultural awareness and appreciation.

Each year, my school hosts foreign exchange students who often struggle in adjusting to a new culture and environment. Without an existing school program to support exchange students, their needs often go unmet. While I have befriended them, I wanted to do more to ensure the exchange students in my entire school district would receive academic and social support from the student body for years to come.

Through this experience, I have learned how to direct my desire to serve into effective action. In researching, designing, and organizing this project, I have learned that I can be a catalyst for change.

PROJECT DATE: August 20 - Present

OF VOLUNTEERS: 58

OF VOLUNTEERS 25 AND YOUNGER: 49

TOTAL VOLUNTEER HOURS: 115

BARRIERS ADDRESSED:

- Clubs aren't engaged in meaningful service or service at all
- Opportunities don't connect with student interest
- Time given in service isn't seen as valuable or effective
- Youth are self-centered and don't see how volunteerism is good for them
- Students don't understand all the ways they might engage, perspective is limited to direct service

BRINGING JOY: MAKING STUFFED ANIMALS FOR HOSPITALIZED KIDS

Melody Sanjinez
Karl G. Maeser Preparatory Academy
Utah County

Melody Sanjinez is currently attending Karl G. Maeser as a junior. She participates in different extracurricular programs such as girl's soccer, track team, National Honors Society, science olympiad, and orchestra. She also loves to serve in her community and help one another.

PROJECT DESCRIPTION

For my project, I wanted to focus on children who don't tend to get toys and those who are ill. I thought by getting a group together to create a stuffed bear would be a way to donate to children who don't happen to have a friend by them. By doing so, I first searched different organizations that do donations such as this and got different materials. For this, it requires fleece, the print out (which was borrowed from a site dedicated to donating stuff-bears), scissors, a marker, and a sewing machine. With my group, we managed to cut out the pieces to the bear. As for sewing, I asked for some family members to help to add the features and stuffing. After completion, the bears were placed in a box.

There are many children in hospitals who don't have the opportunity to play with a doll or access to one. By conducting a project where youth volunteers make stuffed animals, then those children shouldn't have to worry about such things.

Although it was difficult getting the project together, it was worth it because of the impact I know it'll make to kids in the hospital.

PROJECT DATE: November 8 & 9

OF VOLUNTEERS: 16

OF VOLUNTEERS 25 AND YOUNGER: 13

OF FAMILIES VOLUNTEERING: 1

TOTAL VOLUNTEER HOURS: 7

BARRIERS ADDRESSED:

- Extracurricular activities (i.e. clubs, sports, etc.) are promoted much more heavily and with more frequency than service opportunities
- Lack of motivation
- Students don't see the impact of the work that they do

SERVICE NETWORKING CONVENTION AT SNOW: GIVE & GROW

Danny Russon
Southern Utah University (Alumni of Snow College)
Iron County & Sanpete County

Danny Russon is a full-time third year student at Southern Utah University, where he is studying exercise science. He enjoys helping people elevate their vision and increasing their motivation and hopes to do so as a physical therapist. He graduated from Snow College, where he served as a student ambassador, and fell in love with the Sanpete area, where he is currently conducting his service project.

PROJECT DESCRIPTION

This project is a service networking convention called Give & Grow. It is an event where local businesses and organizations come together and setup tables and give support in various ways to the community. Each participating organization will also provide service opportunities at the event. Individuals will be able to come to the event and network with local groups in order to find help that they need, or to lend service where it is needed. There will also be hands-on service opportunities available the day of the event, such as tying blankets, donating food/school supplies/hygiene items, a giving tree, and a "Be The Match" sign-up.

I live by a quote by Tad R. Callister that says, "With increased vision comes increased motivation." I believe that most people are willing and able to serve others, but some just don't know where or how. This event provides people with the knowledge of how to serve in their own neighborhoods.

This project took a lot of planning, and was only possible with the help of many people. In order to conduct a project that spans a whole county, I had to get people from all over the county involved.

PROJECT DATE: December 7th

OF VOLUNTEERS: 200

OF VOLUNTEERS 25 AND YOUNGER: 30

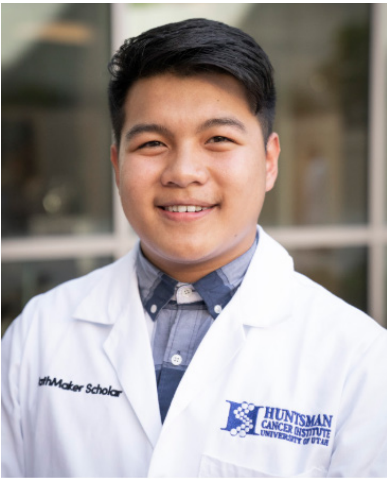
OF FAMILIES VOLUNTEERING: 1

BARRIERS ADDRESSED:

- Clubs aren't engaged in meaningful service or service at all
- High school students aren't aware of university resources or opportunities
- Lack of motivation
- Only external motivators are emphasized or used (padding the resume, NHS requirements, graduation requirements, etc.)
- Time given in service isn't seen as valuable or effective
- Youth are self-centered and don't see how volunteerism is good for them
- Students don't understand all the ways they might engage, perspective is limited to direct service
- Service doesn't create lifelong engaged citizens
- Students don't see the impact of the work that they do

RECRUITING FOR BIG BROTHERS, BIG SISTERS

Thanh Le
University of Utah
Salt Lake County



Thanh Le is a freshman at the University of Utah who is double majoring in International Studies and Health, Society & Policy while also on a Pre-Med route. He graduated from Taylorsville High School this spring. Being an immigrant, he had help from the community to help him and his family adapt to the American lifestyle. Consequently, he has been on the receiving end of service and has seen how much it had helped his family. Consequently, he strives to be involved in service in hopes to reciprocate the same guidance and aid that he and his family once had when they were new to the country. Thanh has been involved with many other extracurriculars including his representative role at the Student Advisory Council of the Utah State Board of Education, being a PathMaker Scholar, and a Daniels Scholar. In his spare time, he enjoys martial arts, spending time with families, and listening to audiobooks.

PROJECT DESCRIPTION

My project was based on my interest in exploring a different variant of service. Oftentimes, service could be understood through a physical lens where people gather and perform tasks to better their community guided along by a leadership group. My project focused more on self-inspired individuals. It was a recruitment for the Big Brothers Big Sisters program. My project's goal was to be able to recruit 5-8 long-term individuals who would be able to commit at least one year to help a younger individual through mentorship.

I chose to do this project to explore the timeframe in service. In the past, I have done multiple service projects where it was for one day or guided by a leader. Consequently, I did this project to explore the youth's interest in a long-term commitment in comparison to shorter projects.

I learned a lot from the project, specifically how deterrent a long commitment is, especially when it's regulated by the person doing the service. During this process, one of the steps in my recruiting was conducting an orientation interview with various students to identify the time commitment and processes involved. Oftentimes, during these interviews, I have to explain to them the one-year time commitment. In this, I found that as I was explaining to the youths about the time commitment, they were deterred because of the continuous expectation of time in a mentorship. Whereas physical service, you can show up and do whatever, mentorship was self-guided by the individual interested which granted a sense of freedom, but, ultimately serving as a loose guideline that made many of my applicants reconsider to participate in the service. Consequently, based on multiple interviews, I concluded that long-term self-guided service aren't preferable among youths. I believe that this was the case when I asked some of the applicants what their class rigors and other extracurriculars were. In this, they explained how heavy their classwork and extracurriculars were, and that they believed that mentorship allowed them to be flexible with service. However, the bi-weekly time commitment for a year was a deterrent for many of the volunteers.

Although my service project wasn't as successful as I hoped it to be, I learned that physical service is much better in gathering people together to see an immediate change. My service project entailed a lot of future change within the youth of the next generation, and I don't think that long-term outlook was inviting towards many youths. Ultimately, I think that an immediate service project is better for youths while mentorship or long-term based service is better for adults as they don't have the academic pressures as many students have during their high school and collegiate years.

PROJECT DATES: August 21 - October 31

OF VOLUNTEERS: 2 full commitments and 16 people interested

OF VOLUNTEERS NEW TO THE PARTNERING ORGANIZATION
(BIG BROTHERS BIG SISTERS): 18

OF VOLUNTEERS 25 AND YOUNGER: 18

PROJECTED TOTAL VOLUNTEER HOURS: 74+

BARRIERS ADDRESSED:

- High school students aren't aware of university resources or opportunities
- Lack of motivation
- Only external motivations are emphasized or used (padding the resume, NHS requirements, graduation requirements, etc.)
- Time given in service isn't seen as valuable or effective
- Commitment to a long-term service project

FIGHTING CHILDHOOD HUNGER AND INTERGENERATIONAL POVERTY ACROSS RURAL UTAH THROUGH YOUTH VOLUNTEERS

Jace Draper
Carbon High School
Carbon County



I was born in the heart of Coal Country, beneath the Castle Gate, east of Historic Helper. We have been known as the melting pot of Utah for immigrants and a large, diverse group of people. This being said; most families have long-standing roots and know the routine, while others are still learning English. It is not uncommon to have illegal immigrants in the workplace. Carbon County's economy in the last decade has severely plummeted due to the controversial extraction of coal. Our main economy has been a source of political engagement--good or bad. Carbon County, ranked 27 of 27 counties (Piute and Dagget abstained) in 2015, 2016, 2017, 2018, and 26 of 27 in 2019. One in every 4 adults reports a Body Mass Index (BMI) of 30 or obese (County Health Rankings). This is highly linked to poverty rates, and the decisions made in the household. After many efforts, I have seen the first-hand effects of volunteerism and youth engagement throughout rural Utah. From the joys of giving families a Christmas dinner, watching students hide food from their families because of a mentality forced upon

them due to harsh circumstances. Volunteering is the first step to fighting childhood hunger and intergenerational poverty across rural Utah and in our community.

PROJECT DESCRIPTION

I wrote a grant proposal to help Carbon Caring 4 Kids find funding for a central location to store food items and pack kits, as it is now done in the basement of a local family. The grant proposal also serves to help facilitate the program during the summer. Carbon Caring 4 Kids is a program that offers food to children ages 5-18 and is dependent on members of our community to donate food and money to carry out their mission. Community volunteers donate every week and then the food items, which have been purchased or donated, are then packed into kits by more community volunteers, most of which are youth. Volunteers then deliver the kits to all of the schools in our area, before the end of the school week, where they are handed out by counselors. These kits provide nutrition for children over the weekends and long holiday breaks when they do not have access to free school lunch and breakfast, most times which is their only source of food for the day. Our community does this to supplement the school lunch program which cannot support these children outside of school hours. According to the Salt Lake Tribune, the Carbon School District school lunch program is \$47,000 in debt (Salt Lake Tribune, 2018). Through government subsidies, school lunch costs on average \$1.50 per student when in reality, the true cost is well over \$5.00. Carbon County's poverty level is at 33% which impacts children the most. Currently over 125 children in 10 different schools are fed weekly by this program which is only made possible by volunteers, especially youth volunteers, and businesses in our community. This grant proposal helps young people in the community and encourages more youth to volunteer.

At the start of the year, I decided to help in our community garden which had not been available for previous three years. Because this garden was not utilized, there was a potential loss of 15,000 pounds of food annually. After collecting natural fertilizers from the tri-county area, a team of nearly sixty high school students spread, tilled, and set up the high tunnel system which allows for an extended growing season maximizing harvests. In the tri-county area (Carbon, Emery, and Grand) over 700 families benefit from the fresh food. During the 2019 growing season, roughly 18,000 pounds of food was grown. For a few different programs, I teach and provide vital information through workshops. My part is to teach our youth this information and encourage them to use these skills as a stepping stone. I also provide them access to other mentors who

teach them other life skills to broaden their environment. Circles Program is a weekly program that encourages families struggling with intergenerational poverty to break this cycle by teaching them new techniques regarding their budgets, finances, and how their money is spent. Children partake in a scaled-down version of the adult lectures as well as learn new life skills each week. I provide information regarding Agricultural components such as “Where Your Food Comes From,” “Growing Your Own,” and “Floriculture.”

I teach two different applications of Grow Boxes: Teaching the Youth What They Eat Impacts Them to two different organizations. The first application focuses on life skills at a school for children with mental or physical handicaps. They start with plant ID and basic gardening techniques. The second version is for the Boys and Girls Club where they learn larger scaled concepts such as gardening, harvesting, cooking, and flower arrangements.

In addition to Circles, Family Food Night is in its second year teaching families healthy eating and how to make dinner the least stressful part of their day. Workshops are held after a general session which covers the following: Food Waste, The Importance of Eating Healthy, Spend Now Save Later, Helping the Family, Meal Planning, and Composting. After the session, the following breakout sessions were available: Sustainable Landscapes, Gardening, Preserving the Harvest, Food Labeling, and Backyard Chickens. Within 2 years information was demonstrated to over 4 counties (Carbon, Emery, Grand, Wayne) and approximately 160 families.

PROJECT DATES: 2019 - Present

OF VOLUNTEERS: 648

OF VOLUNTEERS 25 AND YOUNGER: 403

PROJECTED TOTAL VOLUNTEER HOURS: 10,000



SERVING REFUGEES IN THE COMMUNITY

Bethany Crisp
Brigham Young University
Utah County



Bethany Crisp is a junior at Brigham Young University studying Political Science and Middle Eastern Studies/Arabic. She volunteers with several community groups including her service as a rape crisis counselor for the Center for Women and Children in Crisis and her work with Girls Lobby, a nonprofit that empowers high school girls to lobby their state legislature and become involved in local government. She feels strongly about youth engagement in society which led her to apply to join the UServeUtah Youth Council.

PROJECT DESCRIPTION

For my project I wanted to do something to help the refugee population in my area and increase awareness. I worked on planning an event where a refugee would come and tell his story to students at BYU and people from the community.

I feel strongly about helping refugees be able to adjust life in the US and about their communities being active in welcoming them in. Understanding the story of a refugee helps create a more empathetic population.

By working with a chapter of an organization that is new to campus, I was able to be a part of an organization and get many others to sign up to be a part of an organization that will have many more events in the future. We helped connect people who wanted to become regular volunteers with several refugee organizations in our area. There was a follow-up event where refugee kits were created.

PROJECT DATE: October 10

OF VOLUNTEERS: 60

OF VOLUNTEERS NEW TO THE PARTNERING ORGANIZATION: 45

OF VOLUNTEERS 25 AND YOUNGER: 50

TOTAL VOLUNTEER HOURS: 100

BARRIERS ADDRESSED:

- High school students aren't aware of university resources or opportunities
- Opportunities don't connect with student interest
- Students don't understand all the ways they might engage, perspective is limited to direct service
- Service doesn't create lifelong engaged citizens
- Students don't see the impact of the work that they do