

**From Cheetos to Broccoli:
Teaching Burton Street Youth Wellness and Empowerment
through Experiential Learning**

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Abstract

Recent budget cuts to education and community recreation facilities have limited the number of available programs for youth health and wellness. This project at the Burton Street Community Center focused on how to increase opportunities for youth through the creation of accessible programs. Creating and sustaining such programs has become more difficult with the lack of adequate funding. This work with Burton Street, both ethnographic research and program development, depended on community collaborations for funding and support. The project explored how educational youth programming, such as nutritional cooking classes, may enable and empower youths in underserved areas. The research methods are interdisciplinary. The methodology involved participant-observations through the cooking classes and systematic observations as an inactive observer.

Key Words: youth, health, empowerment, wellness, experiential learning

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Origins of the Project

As of 2010, 22% of all children in the United States lived below the federal poverty line.¹ This conservative estimate amounts to 16 million or one out of every five children who struggle with hunger and limited resources. Additionally, these numbers may also indicate that 16 million children are struggling in school and experiencing major developmental obstacles.

In the spring of 2013, I began volunteering with the afterschool youth program at the Burton Street Community Center in West Asheville. After a few months of working with the youth program, I noticed that student snacks consisted almost entirely of heavily preserved and artificially flavored foods. I ask a staff member, Josh, how he determined what to serve students. The answer was straightforward: the center's budget is tight. City parks and recreation programs such as Burton Street have experienced tight budgets due to spending cuts in North Carolina. These cuts came from the 2013 North Carolina General Assembly's decisions to reform state taxes. The reforms left community centers and other community programs with major budget losses or the loss of entire programs as well as scholarships for summer programming and athletic programs. Due to these budgetary reforms, cheaper snack foods, like Cheetos, were being bought to stretch the center's budget.

The cheaper foods are also the more unhealthy foods. Highly processed snacks like Cheetos or frozen pizza bites deliver the most calories for the least amount of money. Providing food for twenty-five to thirty children, five days a week, for ten months out of the year demands this cost per calorie consideration. Kids do not learn well on empty stomachs. Unfortunately, the same calorie dense, processed foods are also linked to major illnesses such as diabetes and heart disease. Burton Street Center's afterschool youth were eating, but the food's high sugar and low nutritional content affected the way students were functioning. After snacks, students would have high levels of energy that distracted them from tutoring or homework. Within the hour, these same students would be crashing from the sugar high and express this through problematic behavior. These observations were informal, but eventually became more focused. During the summer of 2013, a new Youth Program Director, Josh, was hired at Burton Street Community Center. His youth development strategies focused on health and wellness. After speaking with Josh about my observations, we decided to collaborate on methods to affect

childhood health in the afterschool program. The first step was changing snack foods. After this initial move, Josh approached me about creating more opportunities for youth to learn about health, wellness, nutrition, and empowerment. In the spring of 2014, I began planning a youth cooking and nutrition course for afterschool students at Burton Street.

Methods and Work Undertaken

The project at the Burton Street Community Center focused on how to increase opportunities for youth through the creation of accessible programs. Creating and sustaining such programs has become more difficult with the lack of adequate funding. This work, both ethnographic research and program development, examined youth development in experiential learning settings. The project explored how youth programming, such as nutritional cooking classes, may enable and empower youths in underserved areas. The research methods are interdisciplinary. The methodology involved participant-observations through the cooking classes and systematic observations as an inactive observer.

Medical and wellness studies on youth development have also been central to interpreting and grounding the observation's findings. Research and statistics for childhood nutrition, obesity, and overall wellness are also important to the research findings. A growing body of evidence suggests that lower income individuals and areas are at a higher risk for malnutrition. The results of malnutrition can come in the form of both obesity and hunger. These two may even occur simultaneously. A recent study on dietary quality showed that, out of the participating children in the study, "zero percent of low-income children met at least 7 out of 10 dietary recommendations."¹ These basic recommendations included items from the essential food groups: whole grains, fruits, vegetables, and healthy proteins. These points have been examined within the intersection of poverty and childhood development. Majority of Burton Street Community Center's youth participants are of lower-income backgrounds. For example, obesity and malnutrition studies used in this research specifically concern children experiencing these obstacles within an underserved or impoverished environment.

During the winter and spring of 2014, Josh, the Burton Street Youth Program Director, and I began discussing possibilities for programs and increased opportunities for youth wellness. Josh had recently started teaching Zumba exercise classes at the center, but most students were not able to access these classes due to scheduling. LEAF Schools and Streets program provides dance class on Wednesdays during afterschool programming. This was the only program providing health and wellness opportunities for youth at Burton Street. LEAF is a non-profit organization that concentrates on building community and enriching lives through the arts. The specific program held at Burton Street is through their Schools and Streets program. A resident artist, Lisa Zahiya, teaches dance to students every week. Other than LEAF dance classes, the center did not provide youth programming outside of tutoring and Big Brothers and Big Sisters. The conversations with Josh eventually came back to experiential learning for students to influence their physical, mental, and emotional health. As we collaborated on ideas, food

became a more central topic. I have a long personal history with food and nutrition. Coming from a family with many health issues, like diabetes and heart disease, healthy cooking has been a special personal project for many years. Additionally, I spent four years working as a cook and baker before returning to my undergraduate work. This personal connection to food influenced our decision to focus on cooking. Josh had taken initial steps towards healthy change by effectively trading majority of the snack foods from highly processed to more whole foods. But education and empowerment around these changes was not yet available. Through these ongoing conversations with Josh and the Community Center Director, Shateisha, we landed on the idea of a nutritional cooking class for kids.

A single pilot class took place in the spring of 2014 to examine youth and parent responses as well as the practicality of such a class. The pilot class provided instruction on kitchen safety as well as nutritional discussions. The students made gluten-free, low-sugar cookies. Additional dough along with the cookie recipe was provided for students to take home. We received great responses from students, parents, and other community members. Parents and staff alike wanted to see a cooking course like this offered to youth during afterschool programming. Staff asked both students and parents to consider whether a regular nutritional cooking class would be valuable to the center's programming. The center staff received positive feedback from parents and students asking for more classes. We decided to plan for regular classes beginning in the fall of 2014. After this initial test, I began looking for local businesses interested in partnering with the center to provide funding and resources. Throughout the summer, I met with community center staff and two local businesses: Ingles Market and B Clip Productions.

Ingles Market is a local grocer that started in Asheville, North Carolina. Today the business serves people throughout the South East with over 200 locations. Ingles Market often contributes donations or helps fundraise for their local communities. It is also the only grocery store within a mile of the Burton Street community.

B Clip Productions is a local Asheville company that manages all Ingles Market advertising and media outreach. The partnership between these two companies and Burton Street developed after I submitted a written proposal to B Clip Productions. The company then helped negotiate funding and a partnership with Ingles for youth cooking classes. From May to July of 2014, I facilitated a partnership between B Clip, Ingles Market, and the Burton Street Community Center with the aim of funding cooking classes for fall semester of afterschool programming. The facilitation took form in meetings, submission of written proposals, and introducing these local businesses to the center and the youth program. Representatives from B Clip first came to the center during that May to meet staff and observe some youth programming. After this initial introduction, I kept up communication with the production company and Ingles. Throughout the summer of 2014, I met with B Clip to discuss the history of the Burton Street Community and the influence of Ingles in this neighborhood. Ingles Market on Haywood Road in West Asheville is the only thing keeping the community from being designated a food desert by the USDA.ⁱⁱ Ingles expressed to me a commitment to the Asheville community. This commitment included maintaining stores in low food access

areas. Ingles also recognized that by partnering to provide nutritional foods for the youth program, the market would be supporting their commitment to community and local foods. The partnership and funding agreement was finalized in August. Ingles Market provided one thousand dollars of funding in the form of two five hundred dollar Ingles gift cards. B Clip Productions provided aprons for each child and the opportunity for kids to be featured in an Ingles Market commercial. Four of the cooking class students were featured in an Ingles Market commercial that was filmed in September of 2014.

Nutritional cooking classes for youth at the Burton Street Community Center began soon after the finalization of this partnership and funding source. Center staff circulated a handouts explaining the cooking classes to parents during the first week of school in August of 2014. A week later, I provided sign up sheets that included: a waiver to be signed, space for comments on special needs, and space requesting information on food allergies. Because of Ingle's funding, the cooking classes were offered as a free program to students. Burton Street Youth cooking classes took place during afterschool programming twice a month on Wednesdays. Each class lasted one to two hours. A total of 12 students signed up for the courses. On Alternating Wednesdays, students leave LEAF dancing classes, wash their hands, put on aprons, and wait outside the kitchen door. The cooking classes have taken a similar form as other programs like dance or tutoring. It is a formal education space coated in fun. Students understand it as an educational space that requires safety, listening, and teamwork. But experiential learning is meant to be fun. Cooking in teams, eating together, being creative, and getting messy are all essential parts of this youth program.

The first nutritional cooking lesson was based on healthy alternatives to sweeteners. Students made all natural popsicles with honey instead of sugar. After two days in the freezer, cooking students distributed and shared their creation with other afterschool program students at the center. It was their reward during Friday recreation time. Since this first class, we have learned about calcium, fresh fruits, leafy greens, heart health, and the power of cooking what you eat. There have been a total of six classes. Beyond nutritional lessons, the class has been able to learn teamwork needs, personal empowerment, and sharing with our community. Over the course of ten weeks, students have made yogurt popsicles, green pizzas, fruit kabobs, and vegan cookies. Each week, I asked students for feedback. We discuss ideas for cooking, but ultimately, I made decisions for each week's lesson. The nutritional guidelines come from my personal studies in this area and formal training through the Health and Wellness program at UNC Asheville. I have consulted nutritional cookbooks for children and popular resources like popular chef Jamie Oliver's Kids Recipes.ⁱⁱⁱ

The cooking classes stemmed from more than just conversations or negotiations between partners. The idea of providing additional programming for youth came after three semesters of service-learning work in the Burton Street community. The service-learning courses that provided these valuable experiences were POLS 357, Civic Engagement in Community, POLS 337, ReStorying Community, and HWP 250, Health Parity. Due to these influences, the Burton Street youth cooking and nutrition courses took on a similar schedule and organization as a service-learning course. Hours committed to organizing

the cooking class were just as necessary as time spent actually teaching and cooking. Youth cooking classes would not have been possible without the community partnership aspect. Food and materials were given in order to provide opportunities for wellbeing without a cost attached to it. Essentially, Ingles Market and B Clip Production's support helped create an additional youth program at the center without burdening parents or the limited center budget. By offering the courses for free, we increased access to wellness for these students.

The final stage of this community service project will take place on November 20th of 2014 during the annual Burton Street Community Potluck. Students are preparing dishes to share at this event during our last cooking class on November 19th. Students will also be recognized in front of family, friends, and community members for the work they have done in the cooking classes. Each student will receive a program completion certificate during this recognition. Going forward, Burton Street Community Center hopes to retain a partnership with Ingles Market and B Clip Productions. The project will be complete after this final course, but additional information will be provided for the center and future students to pick up where this program ended. A folder of contacts, organizational plans, and budgets will be provided to the center in order to aid in future efforts.

Ties to Academia

My area of study at the University of North Carolina Asheville has been in the interdisciplinary program. My individual degree concentration is "Community Development." This program has incorporated Anthropology, Political Science, Health and Wellness, and Sociology. The majority of my degree has emphasized applied research and service-learning programs. During this public service project, I utilized the skills acquired in the social science programs, previous undergraduate research, health and wellness studies, and service-learning experiences. This project directly links back to my experiences in Health Parities courses, Anthropology courses in ethnographic work, and service-learning courses on community development and civic engagement.

Anthropology studies have empowered me to use the participant-observation method during the service project. Participant-observation has been a primary method used during this project. Using field notes, observations, and participation experiences during cooking classes and time in the center has provided helpful insights on service projects and community programs. The perspective of an anthropologist has also helped me gain culturally relative understandings and avoid an ethnocentric or "savior" view during community work. Both Anthropology and Sociology helped stress the need for community development in ways that were not hierarchical. I never intended nor approached the service project at Burton Street as "helping" the community. It is not my job nor place to help a population. Rather, I am participating in my community and facilitating relationships between communities. After using field notes and observations, ethnography and qualitative method courses gave me additional methods to understand my surroundings in an academic but humanistic way. Using participant-observations, critical reflections, and social science texts, I have been able to effectively communicate with center staff, parents, youth, Ingles Market and B Clip Productions. Critical

reflections using the DEAL Model, which stands for describe, examine, and articulate learning, have been invaluable throughout this experience. Being both participant and observer can be both overwhelming and confusing during academic community work. Using critical reflections through the DEAL model helped me better articulate and understand my experiences at Burton Street, during cooking classes, and throughout the negotiation and partnership processes.

Effective and appropriate language learned during sociological and political science studies has played a large role in my communication methods. Understanding community development from the perspective of a social scientist has empowered me to seek out partnerships in community work. The cooking program relied on a partnership between Ingles and the center. Effective communication as an advocate for the Burton Street Community Center was central to collaborating with B Clip Productions as well. By introducing the production company to the center, the community's work, and the history of this area, I was able to gain an additional advocate for the youth cooking program. B Clip Production's belief in the center's mission and the need for partnership was necessary to gain support from Ingles.

Social science courses as well as Health and Wellness Promotion program helped me learn a language of advocacy and not sympathy. Instead of appealing to Ingles or B Clip out of pity for the students or community, the project began with egalitarian language. Pity is to be avoided in this work. Social scientists stress the need for equal partnerships and not community saviors. Burton Street is now a representative of Ingles in the Asheville community. Burton Street's age and historic significance helps represent Robert Ingle's original intent of serving the local Asheville community.

Beside community gardens, Ingles grocery store continues to be the only place of access to whole foods within a few miles of the Burton Street community. During the 2013 and 2014 school year at UNC Asheville, I participated in a service-based research program that focused on food access and Asheville food deserts. Building on this research experience, I intended to expand knowledge and exposure to whole, fresh foods during the cooking classes. Students are able to participate in an experiential education program that also builds their brains through nutrition. The project is a win, win, win situation in many ways. The center wins free programming that educates children on health, cooking, and working as a team. Ingles Market and B Clip products are able to build alliances within the community they serve. Students get to learn, play, eat, and share all in one setting.

My experiences in academia have helped me better understand multiple dynamics to community building. Research projects on food access and undergraduate research in poverty have helped create a lens for my understandings. Studying political theories and methods of civic engagement have helped me understand the power of partnerships and collaborations in community work and between private and public groups. Studying health parities and childhood health in HWP 250, Global and Domestic Health Parities, allowed me to see the importance in childhood nutrition. Children living in or near food deserts with limited access to fresh foods can be at a higher risk of diabetes, heart disease,

obesity, and other damaging health risks. Research in this area of childhood health shows that, “early childhood poverty predicted individual trajectories of BMI into young adulthood,” and this result, “substantially strengthens earlier evidence for an association between childhood SES (socio-economic status) and weight.”^{iv} Around 85% of students at Burton Street Community Center receive free and reduced-price lunches with additional students participating in the free breakfast program. Some students are also residents of public housing. My undergraduate research in the Hillcrest community and with food deserts has given me insight into the limited foods children access in underserved areas and food deserts. Families using SNAP (formerly known as Food Stamps) benefits are also more likely to buy processed, calorie dense foods rather than the more expensive fresh foods. The Burton Street Youth Program Director, Josh, already understood that majority of his students were undernourished. School lunches provide basic nutrition with many simple, processed sugars and carbohydrates. The center was providing snacks that were also calorie dense, processed foods. These same foods are heavily correlated with obesity and diabetes.^v

The intersectionality present within my community engagement reflections and service project were inescapable. In my Sociology course work we read *Between Good and Ghetto: African American Girls and Inner-City Violence* by sociologist Nikki Jones^{vi}. Jones stressed the need for understanding intersectionality in social research and public policies. The women in inner-city Philadelphia were not simply poor, African American, and female. These women experienced all of the forces of marginalization at once, not separately or neatly. Likewise, the youth at the Burton Street center are not simply “poor.” It is an unfair portrayal and characterization of the students to make such a claim. Youth in the Burton Street Center are bright, capable, loving, and creative students. But their surroundings and life circumstances unavoidably affect their health and wellbeing. Busy, single parents may not have schedules that allow for home cooked meals or personal gardens. Two parent households with the means and resources may also struggle to find the time and energy to educate children on nutritional foods. Children living in underserved circumstances may also have fewer opportunities to experience cooking or fresh foods. It is not one or even two circumstances that affect a child’s exposure to healthy foods. School provided foods, socio-economic status, home location, and a variety of other life circumstances may impact a child’s exposure to healthy foods. Instead of blaming or judging this circumstance, Josh and I chose to combat it through center initiatives. This program at Burton Street was a version of solution-oriented activism within our community. The cooking classes originated through discussions with staff and participant-observations at the center. But the classes were organized, planned, and executed using the skills gained from my interdisciplinary education and experiences.

Challenges Faced and Responses to those Challenges

My first and most obvious challenge was finding a funding source for the program. Josh and I had discussed the basics for a health and wellness program. It was my job to research ways to make the program work. I began speaking with different faculty mentors at UNC Asheville. Because of my interdisciplinary background, I was able to reach out to

a variety of instructors with multiple perspectives. Each mentor suggested I look for a community partner for financial support.

I began reaching out through my Asheville network to find an appropriate community partner. After some informal searching among friends, I discovered the connection at B Clip Productions. I shared a number of mutual friends with the owners of the production company. The beginning stages of this partnership were helped by a friend's introduction. Ultimately, a solid partnership depended on my presentation and follow through. I began meeting regularly with the production company, supplying them with a formal, written proposal for the program, and brought them out to the center and Burton Street neighborhood. B Clip was quickly on board with the project and ready to advocate for Ingle's involvement. The challenge of funding was fixed after Ingles agreed to partner with the center and myself.

A second challenge came in the form of participation. In previous service-learning projects, I had trouble making sure students would show up consistently. After a few semesters with this experience, I decided to approach the cooking classes differently. My handout and waiver for the course notified parents that students would be asked to show up consistently for programming. The schedule for courses also simplified the problem of participation. Most students stay for the full afterschool program on Wednesdays due to the LEAF dance classes. Cooking class happens directly after dance and before parent pick up. This schedule has helped ensure a higher overall participation rate.

Results

Immediate results from the service project range from the obvious and tangible to the more abstract. Basic results include youth exposure to experiential education and nutritional knowledge. Students are able to actively create and participate in the kitchen using methods not typically applied in traditional classrooms. Students are washing and cooking spinach and at the same time able to discuss the calcium and vitamin C nutritional content of the leafy green. The cooking classes provide hands-on learning in nutrition, cooking, and teamwork. Students are expected to work together to complete one dish. Division of labor, communication, and cooperation are all necessary ingredients for ten hands to create one edible pizza.

Another immediate result from the project has been sharing. The ethical and personal origins for sharing have been expressed and discussed in class. Cooking class students understood that we were preparing popsicles for everyone to enjoy. Students learned that we shared because it was helpful and loving. Besides the ethical responsibilities of sharing with our communities, students also felt pride in sharing their creations. Some participants had protested the use of yogurt or fresh fruit because they had not previously enjoyed eating those foods. Yet, after creating popsicles, these students were advocating for others to try the popsicles and enjoyed eating it themselves. This connection to eating the foods prepared in our course has been invaluable. Parents commented to me that their child would never eat a fresh raspberry before our class. After making raspberry and yogurt pops, the child enjoyed these foods.

Cooking class students have also gained some self-esteem through the process. Quiet students are now taking initiative in class and sharing their product with pride. Participants are also gaining much positive reinforcement from parents, staff, and their peers after sharing foods from our course. Some students with prior behavioral problems are learning to embrace a different role in the classroom. Instead of being the “troublemaker” these students are leaders and helpers to the younger students. Their evolution in identity has helped these students embrace different attitudes and behaviors. In the kitchen, each student is equally creative, deserving, and capable. Participants have come to see the space as something fun that can also be serious. There are safety rules in the kitchen that cannot be ignored. Students respect this serious aspect of our course. Instead of trivializing the experience, experiential learning in this setting has empowered the youth participants to learn about nutrition, cooking, sharing, and helping in a tangible, meaningful way.

Sustainability

Sustainability in community development is necessary for effective, long-term change. Partnerships are a method to sustainable building, but require on-going commitments to collaboration. The partnership currently in effect at Burton Street is limited to funds available and volunteers willing to teach and organize classes.

Sustainability is the one area of the service project that concerns center staff and myself. The partnership between Ingles and Burton Street has been limited to the cooking classes. While the classes have been successful, further courses may depend on staff or other UNC Asheville students taking over this program and developing further funding streams or volunteer coordinators. Funding from Ingles may be sustainable, but there has not been a formal commitment on either side. In order to define this partnership as sustainable, Ingles and Burton Street staff would need to create some formal guidelines and commitments. I am hoping to facilitate a more formal partnership commitment between the center and Ingles Market during the spring of 2015.

An additional method for sustaining the program would be through community-service outreach. The main issue for sustainability is not funding but organization. Community members and chefs could volunteer for one course each while funding for supplies would continue to come from Ingles Market. Each chef or community cook would prepare a lesson plan, be provided with necessary supplies, and register for a specific date of teaching. The administrative and organizational burden of such a program would fall on the center staff. Unlike LEAF, the program is based on a partnership with a private business and no organizational staff to maintain it. Sustainability of this project depends heavily on administration. Burton Street staff does not currently have the bandwidth to organize volunteers, shop for supplies, and maintain an entire project.

Funding provided also does not consider paying teachers. Existing organizations in town provide nutritional cooking classes and teachers but come at a large cost. In order to provide these classes for free, chefs and community members would need to volunteer their time and efforts.

Another possibility for sustaining the cooking program could be through a more in depth partnership with Ingles. Currently, Ingles has chefs and food bloggers working for their online website, *Ingles Table*. These chefs could volunteer their time for one hour each to teach youth at the center cooking. Ingles would handle the administration of the program in many ways including organizing volunteers and providing funding. Ingles could continue to use the center kitchen space, claim Burton Street as a community partner, and recreate a name for themselves in the Asheville community as *the* local grocer with community investments.

Lastly, sustainability for this project could be achieved through diversifying community partnerships. The youth cooking classes at Burton Street were one program out of many in Asheville attempting to influence and increase healthy food access. Other local programs such as Patchwork Urban Farms, FEAST, or ASAP are currently attempting to address the issue of food deserts, low food access, and childhood nutrition. If these initiatives could combine efforts, collaborate on programs, and provide support for one another, further attempts to address the food problem could be made. Community partnerships have been key to creation of this project at Burton Street and continued partnerships will be central to future project sustainability. Fresh food access and community wellbeing has become a national movement in many respects. And increasing amount of community gardens, urban farms, mobile farmers markets, and youth cooking programs are being founded. Recently, a large community farm in New Haven, Connecticut created additional programs for nutritional education and community cooking classes.^{vii} This is just another example of the same movement. This harvesting season, the New Haven Farm provided a 20-week wellness program free of charge. Majority of the participating adults and children came to the farm's program by their doctor's recommendation. Many of the participants are from a poor, urban environment and suffer from type 2 diabetes or high-cholesterol issues. New Haven Farms is a perfect example of diverse collaboration. The wellness program was funded through a large donation from a local Connecticut health service provider. Another twenty-five local public and private organizations provide support for the farm. The state's agriculture department also provided large amounts of money over the course of two years. New Haven Farms has connected with the local community in a variety of ways including businesses and other non-profit organizations. It is a great example of how diversified, local support can help sustain community programs and initiatives.

Additionally, I have created a Google document for the Burton Street Community Center to organize and document this program. The file includes partner contacts, submitted proposals, budget outlines, nutritional recipes, waiver forms, and participant sign-up sheets. The purpose of this document is to facilitate sustainability and consistency with community programs. The center may be able to use the contact or program information for future volunteers and UNC Asheville students to continue similar efforts.

Conclusion

The intention of the service project was to increase opportunities for youth health and wellbeing at the Burton Street Community Center. The project opened up lines of communication for community partnerships and future collaborations. Cooking classes implemented a program at the center for students to experience hands-on learning while being educated in cooking and nutrition. Burton Street youth have gained insights into healthy eating through their work in the kitchen classroom. Snacks served at the center now have a whole new meaning to more students. Instead of the snacks and changes in food being something harmful, many students understand these foods as necessary for strong, healthy, and growing bodies. The project also sets the foundation for other students or community members to continue program building in the center with youth development.

The service project has been an invaluable experience for me personally. After working in the center for more than a year, I was able to connect with students and parents in a different capacity. I evolved from local college student volunteer to kitchen commander and youth mentor. Learning and sharing with the cooking class participants has taught me how much I love working with youth, building community, and eating nutritious foods. Seeing kale and cantaloupe through the eyes of my students has brought new life to these foods in my own world. Their excitement and enjoyment over nutritious foods has been infectious. While the intention of the project was to promote opportunities for youth, the project also increased opportunities for personal and community wellbeing. Private, local businesses are now more aware of their community and the impact of their support. Children learn to eat healthy, live healthy, and be well when receiving support from their community. Continued relationships between Ingles, UNC Asheville, and the Burton Street Community Center could expand the center's ability to positively impact youth development.

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