

# San Joaquin Valley Health Fund Participatory Evaluation Technical Assistance Final Reflections and Learnings

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**Prepared For**

The Center at Sierra Health Foundation

**Prepared By**

Learning for Action



Learning for Action partners with social sector organizations to advance knowledge, capacity, and culture of learning in the service of equity and justice.

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# Foreword by The Center

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## An Inclusive Approach to Evaluation

Traditionally, The Center at Sierra Health Foundation has used third-party evaluators to learn whether and how our investments have contributed to the outcomes achieved by community partners and how we can improve our support. In 2017, we decided to try an approach that more closely aligned with The Center's mission of advancing health and racial equity, and consistent with the movement toward equitable evaluation in philanthropy. Instead of us driving the evaluation, we turned the reins over to three clusters of community partners funded through the San Joaquin Valley Health Fund. We engaged to undertake participatory evaluation (PE) – an approach intended to center the engagement of the clusters, and the communities they serve, in the design and implementation of the evaluation. Each cluster was tasked with developing evaluation questions, planning data collection, analysis and interpretation strategies, and using the evaluation process and findings in their community mobilization and advocacy activities.

We knew when we took this approach that the evaluations carried out by the cluster partners might not address our interest in understanding what contribution (if any) our support had made to the clusters' work advancing equitable policies and systems changes in the San Joaquin Valley. We also understood that community partners would need resources to support the PE process and reinforce the community partners' responsibility for (and power over) the evaluation. To set the clusters up for success in carrying out PE, we provided financial resources (\$20,000 over two years for each cluster) and technical assistance (TA). We believe that to adequately support PE, it is important to provide both of these types of supports.

In addition to driving the evaluation process, the clusters had a central role in shaping the TA they received and from whom. The TA providers were selected through a competitive process, in which representatives from the cluster partners and San Joaquin Valley Health Fund staff worked together to select the TA consultants. With unanimous support from the selection panel, Learning for Action was contracted to assist the cluster partners' PE activities. Throughout the 18-month process, the Learning for Action coaches actively engaged clusters in designing the TA alliance – how TA sessions would be used, how often to convene, and how to focus the support.

This report, prepared by the Learning for Action coaches, describes the journey that The Center, the partners, and Learning for Action took in pursuit of successfully supporting and implementing PE. The report starts with brief descriptions of the San Joaquin Valley Health Fund, the cluster partners, and the principles of PE. Learning for Action then outlines their TA strategies and summarizes some of the clusters' evaluation outcomes. In their reflection on the process, the Learning for Action coaches provide guidance on planning and supporting PE as well as for carrying it out.

This, our first use of PE, was an important learning opportunity for The Center. It confirmed our commitment to inclusive approaches to evaluation and increased our sensitivity to the challenges and opportunities PE creates for funded partners. As foundations increasingly embrace a vision of an equitable society, this report provides insight into one way to incorporate that vision in their evaluation practices.

The evaluation, as well as the work of the clusters, was made possible by resources provided by the San Joaquin Valley Health Fund through a grant from the W.K. Kellogg Foundation.



# I. Introduction

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The San Joaquin Valley Health Fund (SJVHF/The Center) provided participatory evaluation (PE) technical assistance (TA) to clusters of organizations working together to improve the health and well-being of children in the region, recognizing that a participatory approach helps to ensure that evaluation design and implementation is more equitable, culturally competent, and relevant to the organizations and communities involved in the work. This report: I) provides an overview of SJVHF’s cluster grants and the participatory evaluation approach; II) summarizes the participatory evaluation technical assistance activities that Learning for Action (LFA) provided; and III) shares cross-cutting reflections and learnings from our experience providing PE capacity building supports. We share details and insights from our coaching and TA work with the intention that advocacy organizations interested in participatory evaluation can learn about our experience.

## The San Joaquin Valley Health Fund

The goal of the [San Joaquin Valley Health Fund](#) is to strengthen the capacity of communities and organizations in the San Joaquin Valley to improve health and well-being through measurable and equitable program, policy, and system changes.

Located in the Central Valley, the San Joaquin Valley is the agricultural heart of California, producing a rich supply of fruits and vegetables consumed across the nation. While the region is high in agricultural productivity, it has some of the worst health outcomes and highest poverty rates in the state. Vulnerable populations bear the brunt of these burdens, and young people are most at risk of harmful conditions that impact their physical and emotional well-being, including food insecurity, air pollution, unsafe drinking water, and other neighborhood stressors. Community organizations in the region have been working with residents to mobilize them to address these health inequities. SJVHF launched in 2014 to support local organizations working to address the policies and practices that lead to and perpetuate poor health outcomes by providing them with financial, resource, and capacity-building support.

*The San Joaquin Valley Health Fund is managed by The Center with funding from Sierra Health Foundation, The California Endowment, Rosenberg Foundation, The California Wellness Foundation, W.K. Kellogg Foundation, Blue Shield of California Foundation, Wallace H. Coulter Foundation, Dignity Health, Tides, Hellman Foundation, The James Irvine Foundation, Convergence Partnership, Health Net, The Grove Foundation, Werner-Kohnstamm Family Giving Fund, New Venture Fund, Sunlight Giving, Heising-Simons Foundation, and The Libra Foundation.*

## SJVHF Healthy Communities Cluster Grants

In April 2017, The Center awarded three-year grants to three clusters of organizations working together in the San Joaquin Valley. The clusters focus on advancing healthy communities via a regional or county-based advocacy agenda, coordinating action to increase the health and well-being of children, and promoting racial equality and social justice. As a condition of the grant, The Center asked the clusters to engage in participatory evaluation work and made available coaching/technical assistance support from LFA. A brief description of the three clusters is provided in the table below.

Cluster Organizations	Area of Focus
<ul style="list-style-type: none"> <li>▪ The Center on Race, Poverty &amp; the Environment (lead agency)</li> <li>▪ Californians for Pesticide Reform</li> </ul>	<p>Led by The Center on Race, Poverty &amp; the Environment, this cluster focuses on improving the lives of the most vulnerable children in the San Joaquin Valley by reducing exposure to toxic pesticides near schools and daycares. The project works to ensure that there are new restrictions on pesticide use near where children live, learn, and play, and by engaging with sustainably inclined farmers to demand greater state support to transition to more sustainable growing methods.</p>
<ul style="list-style-type: none"> <li>▪ United Farm Workers (UFW) Foundation (lead agency)</li> <li>▪ Centro Binacional Para El Desarrollo Indígena Oaxaqueño</li> <li>▪ Education and Leadership Foundation (ELF)</li> </ul>	<p>The goal of this cluster is to improve the health and well-being of families in the San Joaquin Valley by establishing a cadre of local health advocates that will identify priority health needs and implement effective civic actions to increase health and racial equity in immigrant communities.</p>
<ul style="list-style-type: none"> <li>▪ Faith in the Valley (lead agency)</li> <li>▪ Public Health Advocates</li> </ul>	<p>This cluster engages parents, community leaders, and other partners across the region in research, power building, and advancing policy in three areas affecting young children’s health: 1) safe, healthy housing; 2) clean air; and 3) a healthy environment and safe places to exercise.</p>

## Participatory Evaluation Approach

The Center engaged LFA to provide participatory evaluation (PE) technical assistance (TA) and coaching to the three clusters for two years (July 2017-June 2019).

Generally, participatory evaluation approaches center evaluation on active stakeholder and community engagement. The process requires involvement of stakeholders, such as partners engaged in the work and the communities they serve, to design and implement the objectives of the evaluation, collect and analyze data, and use the information to inform any program adjustments. The Center felt that a PE approach would ensure that the evaluation design, methods, and implementation are culturally competent and yield learning that is relevant and useful to the organizations and communities doing the work.

In order to best meet the TA needs of each cluster, LFA proposed a flexible, two-pronged approach to participatory evaluation that provided a combination of **cohort learning sessions** to support group and peer learning, and **individualized cluster support**. The cohort learning sessions included activities such as presentations, tool/approach demonstrations, hands-on practice, and group problem-solving time. The learning topics of each session were informed by feedback from the cluster partners as well as The Center. To ensure appropriate attention to the needs of each cluster, LFA provided one-on-one support during coaching and technical assistance sessions. One-on-one support provided the opportunity to deepen and build on learning from the cohort learning sessions.

The cohort learning sessions and one-on-one TA is discussed in more detail in the following section.

## II. Participatory Evaluation Technical Assistance Activities

### Participatory Evaluation Technical Assistance Activities

This section summarizes the cohort learning sessions and one-on-one supports provided by the LFA coaches, Elba Garcia and Jessica Xiomara García, who drew on their expertise in participatory evaluation methods, capacity building, adult learning models and facilitation methods, and equitable evaluation to design and implement their work with the clusters. We describe the supports provided and share learnings from the engagement – both in terms of what the coaches learned about the TA we provided and what the clusters learned (from the coaches’ perspectives).

### Cohort Learning Sessions

LFA facilitated two cohort learning sessions. The first session focused on regrounding the clusters in key PE concepts, and the second focused on building the clusters’ data sense-making skills. Both sessions included time to build and strengthen relationships between the coaches and clusters, and among the clusters. The session participants included a cross-section of staff involved in leading, managing, and implementing the PE, such as organizers, development staff, and leadership. (The participants at each session are noted in the section below.)

### Learning Session #1

#### *Session Design*

The focus of the first session (in November 2017) was to lay the groundwork for participatory evaluation by (re)orienting cluster partners to key PE concepts and creating space for relationship building.

To ensure that all of the cluster partners had a shared understanding of participatory evaluation, we presented on its purpose and principles, including: centering stakeholder involvement, advancing racial justice, and ensuring that evaluation results are relevant and useful. We also shared examples of common participatory approaches (World Café, Most Significant Change, PhotoVoice, data sense-making meetings, and data walks) and considerations for using each method. To ground these concepts in the clusters’ practices, we invited each cluster to present their participatory evaluation plan and share reflections on their implementation to date (what was going well and where they were feeling stuck). After each cluster presented, the group had an opportunity to ask questions about the plan and offer ideas to challenges each cluster was wrestling with. Regrounding the group in the basics of PE, as well as each cluster’s PE implementation plan, helped to clarify the group’s understanding of what PE is and is not.

Building authentic relationships with those involved in evaluation is a critical component of PE. To facilitate connections, we opened the session with an activity during which the cluster partners selected an image (from a deck of Visual Explorer images) that visually depicted what it means to involve stakeholders/community in evaluation and learning. Each partner shared their image with the group and

#### Cluster Participants

- Faith in the Valley: Alex Gonzalez, Andy Levine, Kim Martinez, Carmen Medrano, Curtis Smith, Tsia Xiong
- Centro Binacional para el Desarrollo Indígena Oaxaqueño: Norma Trinidad-Díaz, Virgilio Vega Lopez
- UFW Foundation: Ester Cadavid, Eriberto Fernandez
- Education and Leadership Foundation: Jose Martinez, Xavier Vasquez
- Center for Race, Poverty and the Environment: Valerie Gorospe, Lupe Martinez, Sarah Patterson
- Californians for Pesticides Reform: Ángel García, Jane Sellen

explained how that image reflected *how* they envisioned involving their stakeholders/community in their PE. We also organized one-on-one coaching meetings with each cluster to discuss progress, troubleshoot challenges, and plan for next steps.

### *Session Reflection: What Worked Well and What Could Have Been Improved*

The learning session accomplished the majority of its intended goals. Meeting in person provided an opportunity for PE coaches to deepen their connection with each cluster. The meeting also supported clusters to strengthen relationships between each other. Cluster partners appreciated learning about each other's plans, as well as the successes and challenges each had faced to date. Inviting a diversity of staff from each cluster (such as directors, field staff, and organizers) to attend the session increased exposure and buy-in among staff involved in the participatory evaluation. Furthermore, because each participant had a different level of exposure and understanding of PE, the variety of questions raised during the session helped the group gain further clarity about the concept.

Although the session was largely a success, there were two goals that were *not* fully achieved – increasing clarity and shared understanding among each cluster about: 1) their own PE plans, and 2) PE concepts more broadly. In advance of the meeting, we asked clusters to meet with their members to discuss and prepare a quick presentation about their PE plan. It became clear during the session that some of the cluster members were learning about the plan for the first time. In retrospect, the coaches could have followed up with each PE lead to assess the extent to which they had been able to discuss the PE plan with their members in advance of the meeting. Having a better understanding of the knowledge participants were bringing to the meeting would have informed a different approach to the day (e.g., we could have prioritized giving clusters more time to meet on their own or with their coach). Moreover, while the session introduced partners to the basics of participatory evaluation, partners struggled to understand what PE looks like in practice. One reason partners may have struggled is due to the similarities between the principles of PE and the community-centered principles partners implement in their organizing and advocacy work (e.g., centered in the community's needs, supportive of self-advocacy/empowerment, etc.). Because of this overlap, some partners found it hard to distinguish the difference between PE and what they already do as part of their day-to-day work (e.g., as part of how they conduct research about an issue affecting the community or as part of their debrief and feedback practices).

## **Learning Session #2**

### *Session Design*

During the second session (in April 2018) we focused on continuing to make the PE approach concrete for the cluster partners. We did so by providing a hands-on demonstration of a **gallery walk** approach to participatory data interpretation and action planning, as well as creating space for each cluster to share the progress on their PE work with each other and their coaches.

The gallery walk demonstration had participants review and reflect on pesticide data displayed on a wall. The data included sample PhotoVoice data (photos and narratives) that explored the question "What has been your experience with pesticides in your community?" and descriptive data from a community needs assessment survey related to pesticides. Participants

### **Cluster Participants**

- Faith in the Valley: Andy Levine, Kim Martinez, Pam Nelson-Hollis, and Thomas Weiler
- Centro Binacional para el Desarrollo Indígena Oaxaqueño: Norma Trinidad-Diaz
- UFW Foundation: Pamela Martinez, Ester Cadavid
- Education and Leadership Foundation: Xavier Vazquez Baez
- Center for Race, Poverty and the Environment: Lupe Martinez, Sarah Patterson, Byanka Santoyo
- Californians for Pesticides Reform: Ángel García, Mark Weller

reviewed the data displays with a partner and reflected on three questions: 1) What is surprising to you or confirms what you know about community members' experiences with pesticides? 2) What commonalities or differences exist among community members' experiences with pesticides? What key differences, if any, exist by County? 3) Does your interpretation of the data suggest any next steps: For policy recommendations? For campaign strategy? Partners then engaged in a second reflection focused on action planning - how cluster partners might adjust their current work based on what they confirmed or learned through the data. The group then harvested their learnings through a full group discussion.

This session also included spaces for each cluster to share updates on their PE work. One space was the **peer panel**, which included two parts. During the first part, each cluster met on their own to reflect on their progress to date. The guiding questions for the clusters were: What is one PE accomplishment you are most proud of to date? What is one participatory element in your evaluation that is new to or builds on your current evaluation practices? What is going well with engaging the community in PE work? and Where are you feeling stuck? A representative from each cluster then presented their reflections to a panel of their peers. The charge of the peer panel was to actively listen to each presentation and ask questions and/or offer suggestions to each cluster. The goal of the peer panel was to acknowledge the expertise of everyone in the room and counter a reliance on the PE coaches to generate questions and solutions. Lastly, we again included time for **one-on-one coaching meetings** to ensure that each cluster had individualized time with their coach to discuss progress, troubleshoot challenges, and plan for next steps.

### *Session Reflection: What Worked Well and What Could Have been Improved*

The learning session accomplished its intended goals. Meeting in person provided an opportunity for us to deepen our connection with each cluster. The meeting also supported clusters to continue building relationships with each other. Cluster partners appreciated learning about the PhotoVoice work and seeing a model of how to interpret data and develop actionable next steps through the gallery walk activity.

One way in which the session could have been improved was by soliciting input from more cluster members on the session's objectives and design. While the coaches solicited feedback from the main points of contact at each cluster, feedback from other staff leading the PE work could have informed the session's content and activities. For example, participants shared that they wanted more examples of how PE could be designed to impact or influence policy and media.

## **Cluster Coaching and Technical Assistance**

### **Faith in the Valley (FIV)**

#### *The PE Journey*

The goal of Faith in the Valley's participatory evaluation is to explore the most effective ways to **activate new community voices** in addressing the air pollution crisis. The work focused on understanding what aspects of their campaign messaging, trainings/meetings, and development of leaders support the activation of new voices.

Faith in the Valley began their PE journey by focusing on **message testing** (understanding what types of language, stories, etc. are most effective at moving community members to take action) in Stanislaus and **community meetings** (specifically the evaluation component of the meeting) in Fresno. In Stanislaus, the organizer engaged youth in canvassing efforts to test messaging intended to engage community members around air pollution and environmental justice issues, in particular bringing back curbside recycling (an issue the youth identified as a priority). The youth documented their observations of what

messages resonated most with community members and debriefed their insights about what worked and what did not. Overall, the youth found that connecting the issue to children’s health drew people in. In some cases, youth shared their own stories dealing with asthma. The Fresno chapter had initially set out to engage in message testing, however, given where the campaign was in its work, the chapter decided to explore how to incorporate PE into an existing campaign evaluation meeting. The focus of the meeting was to assess the growth of individual leaders and the campaign team, as well as the campaign’s progress. During the meeting, grassroots leaders shared that they had learned how to speak up about the lack of prioritization of their communities; members discussed the need to motivate more young people to engage in the campaign; and the team celebrated an increase in awareness about the air quality impact of proposed corporate projects.

Though the PE work in Stanislaus and Fresno was successful from a learning perspective, it became clear from these experiences that message testing might not work as an approach across *all* the counties. As was the case in Fresno, most chapters were in the early stages of or not currently engaging in message testing work. Having all chapters focus on message testing was therefore not appropriate. Moreover, as was the case in Stanislaus, when chapters were testing messages, their methodology was less structured than anticipated (canvassers were not using a structured script), and this did not lend itself well to developing a consistent, structured PE approach across counties.

### Advocacy Evaluation Field Learning

Faith in the Valley’s leadership development rubric was featured in a GuideStar webinar lead by LFA called “Is Your Advocacy Making a Difference? A Framework for Evaluating Your Campaign” (July 2019). The tool was shared with organizations and individuals interested in advocacy evaluation methods and how to leverage evaluation to inform their internal learning and program management practices.

To meet the chapters where they were at, Faith in the Valley decided to integrate another component to their participatory evaluation focused on **leadership development**. Faith in the Valley kicked off this component with the development of a leadership assessment tool. The tool included two components: 1) a *conversation guide* to understand more about each leader’s trajectory – what brought them to the air quality campaign work, in what ways they have engaged with the work, and what has deepened their commitment to the work (see Appendix A); and 2) a *leadership development rubric*, a continuum that defines what it means and looks like for community members to develop as leaders in the air quality movement (see Appendix A). Each chapter implemented the tool with two leaders. Chapter members then gathered to discuss their assessments of where each leader is in their evolution as a leader, the leaders’ understanding of and involvement in the air pollution campaign, and what has contributed to the leaders’ development. A goal of the discussion was also to discuss implications for campaign strategy; however, the data gathered from the leaders during these first conversations did not generate many actionable insights in this area. Faith in the Valley plans to conduct these assessments approximately every six months to track each leader’s progress. They also plan to convene community members at leadership assemblies to review the results together, make meaning of the data, and develop recommendations for next steps.

## Learnings

### **Organizers strengthened their collective understanding of leadership development.**

Organizers have an intuitive understanding of leadership development because it is part of the work they do every day. The process of developing a leadership development rubric deepened this understanding by making *explicit* how organizers envision the trajectory of the leaders that they work with, and what markers (or indicators) signal to organizers that leaders are progressing along this trajectory. During this process, organizers also learned about areas where they were *not* in complete alignment about the overall trajectory and markers of progress. For example, the organizers clarified that they expected an “early leader” (level 1) to be developing an understanding of how air quality connects to the larger corporate and political power dynamics that are controlling the health and wellbeing of their community, while an “emerging leader” (level 2) should understand who is responsible for the problem and who can make the change (e.g., Air Board, County Supervisors).

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[Being a Faith in the Valley leader] means so much because through this organization **I know I have a voice** and it means so much to me. It means being able to put solutions to these problems and being able to speak about things that have not been brought up before. **That I can speak on behalf of the people that do not yet know that they have a voice, just like I didn't know once either. Now I know I do.**

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*Community Leader*

**Organizers deepened their understanding of and relationships with individual leaders.** As part of completing the leadership development tool, organizers conducted semi-structured conversations with two community leaders to learn more about: what brought them to the air quality campaign work; in what ways they have engaged with the work; what had deepened their commitment to the work; and what has contributed to the leader’s development. Although the organizers already had established relationships with the leaders, the organizers were surprised by the new information and insights they gained about the leaders through these focused conversations. One of the organizers shared that when organizers talk with grassroots leaders, they can get caught up in the details of the campaign and miss the opportunity for intentional conversation about the leader’s story and growth. The tool prompted both the leader and the organizer to look inward to reflect on: where they have experienced a personal breakthrough; how they were realizing their leadership; their place in the movement and in FIV’s leadership; and what FIV organizers could be doing to better support leaders.

**Organizers learned that they should be thinking about leadership development holistically as well as relative to the issue campaign.** The leadership development rubric was designed to assess where a grassroots leader is in their development as a leader within the air quality movement. Specifically, how they are progressing from developing awareness of how they are impacted by poor air quality (level 1) to becoming advocates for improved air quality policies and practices (level 4). When the organizers met to rate each leader they realized that the assessment was missing a way to take stock of where the leader is as a whole and not just relative to the air quality campaign. Many of the leaders that FIV assessed have been organizing their communities for many years, so while a leader may be new to the air quality work they may be an advanced community leader in other ways. Faith in the Valley is considering developing a second rubric that assesses leadership holistically to have a more nuanced understanding of each leader.

## Strengths and Challenges

### Strengths

- **Faith in the Valley’s regional leadership was deeply involved in implementing the PE work.** Two members of Faith in the Valley’s regional leadership worked closely with the PE coach to set the vision for and coordinate the PE work throughout the coaching engagement. Their position within the organization made it possible to make decisions about changing course to ensure that the PE was responsive to how their work was unfolding. The ongoing involvement also signaled the importance of the PE as a core component of the work.
- **Chapter staff had a voice in deciding what PE approach would work best for them given what their work on the ground looked like.** Faith in the Valley’s PE journey started with a focus on message testing, and they quickly learned that chapters would need another option since most were too early/not implementing message testing in their work. The chapters then had the option to choose between focusing their work on message testing or leadership development.
- **Chapter staff pilot tested and helped refine the leadership development assessment tool.** Chapter staff participated in a training that introduced the tool and provided hands-on practice with the tool. During this training, chapter staff asked questions to clarify their understanding of the purpose of the tool and shared input on what felt missing or needed refinement. Their questions and feedback helped strengthen the tool.
- **The leadership assessment was built into the organizers check-in routines with the leaders.** Evaluation can often feel like a burden on staff because they are being asked to engage in additional activities on top of their other duties. To minimize this burden, the leadership assessment was incorporated into the one-on-one check-in meetings that organizers conduct with leaders. Organizers appreciated that the assessment did not introduce a new process and was incorporated into their regular workflow. Moving forward Faith in the Valley is planning to further connect the two processes by identifying a few questions from the conversation protocol that *all* chapters can incorporate into their check-in protocols.

#### Challenges

- **The air quality campaign is a new area of work for Faith in the Valley, and this was an added learning edge for them in their PE work.** While Faith in the Valley has many years of experience organizing communities in the region, air quality is a new area of focus for the organization. This meant that Faith in the Valley was working to deepen their understanding of air quality issues at the same time as they were working to understand PE. This context was not considered in the decision to implement the PE with the air quality campaign. Faith in the Valley, in consultation with their coach, decided to start with air quality because this campaign was common across its five county chapters, and therefore it would involve a cross-section of the communities they serve. The fact that Faith in the Valley was building its understanding of air quality issues and how to shape this campaign may have played a factor in early struggles to understand what PE would look like in practice.

## The Center on Race, Poverty & the Environment (CRPE) (lead agency) with Californians for Pesticide Reform (CPR)

### *The PE Journey*

CRPE and CPR focused their participatory evaluation on learning about and assessing the leadership development of the community members in their coalitions as they work toward reducing pesticide exposure. Using photos, videos, and written narratives they documented the leadership trajectory of a subset of their community leaders. CRPE and CPR organizers interviewed and documented the experiences of community members in developing leadership skills and their sense of empowerment to make change. Community leaders (with support from the CRPE Community Organizer in Kern County and the CPR Community Organizer in Tulare County) worked with self-trained community videographers and photographers to capture profiles and testimonies of their experiences related to their advocacy work and community leadership. The community leaders and organizers used the leadership reflection guide to generate content for the leadership profiles and testimonies, and assess community member's leadership development. (The reflection guide is available in Attachment B). About 45 people from some of the communities most impacted by pesticides in Kern and Tulare counties participated in a summit to engage in participatory meaning-making and action planning based on what they learned from the leadership profiles. The cluster is excited to use these ongoing evaluation strategies, as well as the photos and stories already gathered for their digital media work.

### *Learnings*

**The cluster realized their initial PE plan did not make sense and pivoted once they learned about additional strategies they could implement.** The cluster and coach struggled to make traction on their initial PE plan, which focused on assessing the strength of their coalitions and how community members build power to change agricultural practices near schools. The topic and proposed approaches did not resonate across clusters partners. Following the April 2018 Learning Session, which featured the gallery walk demonstration, cluster partners became inspired to focus on leadership development and integrate more visual components into their PE strategy. This new direction created excitement and more authentic interest in the participatory evaluation, because learning more about how leadership develops within their community greatly piqued this cluster's interest. Producing visual products was an added benefit given the cluster's interest in expanding their digital media campaigns.

**Community members felt a sense of empowerment to address pesticide issues.** Cluster partners have a deeper understanding of how community members grow their leadership as well as how community members that do not perceive themselves as leaders become empowered to act. Through the gallery walk and meaning-making session, cluster partners were able to highlight the achievements of their leaders and help Valley residents feel like they are all part of a "collective solution, rather than victims of the

### Reflections on the Summit

#### Staff Reflections

*"It was an inspiring event with the most frequent comments about how people want to get more involved on [the issue of pesticide exposure]. Participants talked about pesticides as a community-wide issue and named the need for communities to work together with allies to be strong and build leadership. They also spoke of the need to center the most impacted residents in organizing, emphasizing the importance of storytelling in the work and in reaching wider audiences."*

*"Participants saw how leadership can take different forms, how everyone can be a leader in his or her own way and that we all have the capacity to grow and contribute to this collective fight against injustice."*

#### Participant Reflections

What participants learned about pesticides and leadership:

*"Even though the fight, at times seems difficult, that it's not worth it, we have the power to continue the fight and struggle because one day, it will all be worth it!"*

*"We all need to be united and fight for a better quality of life."*

*"We should not be afraid to speak up."*

*"We need to come together with the community because coming together makes us stronger and we can all be leaders."*

*"If it weren't for them [the organizations] we would not be here and people would keep dying, being born with defects, and we would not know why."*

terrible injustices they face.” The session allowed valuable space for intentional reflection and helped the organizations drive forward the notion that leaders are not only people in history, but everyday community members who fight for the improvement of their lives, their families, and their communities. The session also gave the coalitions in different counties the opportunity to share more about the work happening across the Valley, which built greater rapport and a stronger sense of solidarity among Valley residents. One of the organizers shared, “The event itself was a part of us building leadership. The work can be very disheartening, and this event inspired people and reminded them of their worth.” For this cluster, this PE was a helpful reminder to take the time to reflect on how to best communicate about the issues and work with residents to build their skills and leadership.

## *Strengths and Challenges*

### Strengths

- **Organization representatives came together to plan and implement a successful data gallery walk, meaning-making, and action planning session.** When all the cluster partners could come together, we were able to capitalize on the opportunity to have CRPE and CPR PE leads, organizers, and the coach in the same room to discuss the participatory evaluation. Following the April learning session, CRPE and CPR agreed to have staff and organizers from each of the organizations involved in all PE planning conversations with the coach. It was important to have organizers and staff members from each of the organizations involved to share PE coordination responsibilities and decision-making. Once both partner organizations clarified their PE strategy and were able to commit to meeting regularly, the PE work moved along fluidly and made possible a successful session with community members.

### Challenges

- **CRPE and CPR made slow progress in clarifying their PE strategy, roles, and responsibilities.** At the start of the engagement, the cluster struggled to refine their PE learning questions and strategies. It was challenging for the clusters to come together regularly to plan given staff transitions, so a point person from CRPE was designated as the lead. Having only one lead meant that it was challenging to make final decisions about the PE plan given that the lead needed to consult with multiple staff at CRPE and CPR. The level of coordination with cluster partners and ongoing capacity constraints also made for PE implementation delays. It became clear that also having one lead from CPR as well as having organizers engaged directly in our calls to ensure true community grounding in the PE process would be critical to finalize the PE plan. Once staff from CPR joined the planning sessions again, we were able to refine the PE learning questions and agree on PE strategies that they could propose to CRPE and CPR organizers.
- **Implementing the PE was time and resource intensive for the small organizations that are part of this cluster.** The cluster partners shared that the most challenging aspect of the PE was their inability to financially support staff that provided so much of their time to this work. Though the coach tried to be supportive, owning the implementation of PE was very time consuming. The cluster’s ability to provide staff with additional resources, beyond what the grant provided, was also frustrating. Partners felt that properly completing the PE took significant time away from other staff obligations, and having additional grant funds to support this effort would have been helpful for implementation as they figured out how to weave the PE work into their day-to-day work. Now that the cluster has piloted a PE strategy they better understand what it takes to develop profiles for other community leaders on an ongoing basis. Organizers have shared that they do not celebrate or honor community leaders enough. The meaning-making session provided that opportunity, therefore they plan to integrate this component into their annual programming. Cluster partners are also considering developing a community member/leader “spotlight” - where once a quarter the cluster will share that person’s story, what they have learned, and how they have developed. The spotlight will help the cluster continue to reflect on how they can better support leadership development; serve

as a reminder that all community members are/can be leaders in the collective pesticide efforts; and help them celebrate an individual's efforts as a way of celebrating their collective work.

## **United Farm Workers Foundation (UFWF) (lead agency), with Centro Binacional Para El Desarrollo Indígena Oaxaqueño (CBDIO), and Education and Leadership Foundation (ELF)**

### *The PE Journey*

The key component of this cluster's PE plan was to launch a PhotoVoice project, which they viewed as a valuable strategy to document the change residents and youth leaders hope to see or are seeing in their communities in relation to: pesticide exposure, access to health care, and immigration rights. UFWF and partners launched the PhotoVoice project with a training in March 2018 for over 30 of their members. A key consideration that UFWF and the coach worked through was how to ensure that those participating in the PhotoVoice project had a clear anchoring learning and reflection question while also giving participants the option to respond to that question through three possible issue lenses: immigration, pesticide, and healthcare. The anchoring question was: What are your experiences in your community with access to health care, pesticide issues, or personal experience with the immigration system? Another consideration was how to address the possible triggering nature of the PhotoVoice topics. To address this concern, the training included a module on addressing the trauma, fear, and post-traumatic stress disorder (PTSD) that some community members are experiencing as a result of increased immigration enforcement. Furthermore, to mitigate any potential trauma surfaced during the PhotoVoice experience, Ester Cadavid of UFWF worked with the PE coach to integrate a self-care component to the PhotoVoice training. Incorporating intentional debrief processes, acknowledging trauma, and being explicit about self-care were critical parts of the PhotoVoice process.

#### **The Power of Stories & Photos**

"Throughout the Photo Voice Project we reminded community members of the bigger picture and the power and impact that stories and photographs have in our communities. It is through story telling that we are able to put a face to issues in our communities such as immigration, health, and pesticides. Community members were able to see the entire process and impact when we took the photo voice photographs to Equity on the Mall and showcased them with thousands of other community members from the San Joaquin Valley. Participants saw the impact their stories and photographs had in other community members who learned more about what each topic (immigration, health, pesticides) has on a personal level."

**-UFW Foundation**

After about a year of gathering photos and narratives, each partner selected 10 photos and 10 narratives to display for a joint, community-based meaning-making session held in Fresno in March 2019. (One of the selected photos and narratives is included below.) The session began with a gallery walk and reflection activity and ended with small and full group discussions to harvest key learnings and recommendations for future work.

## Exhibit 1. Photo and Narrative from PhotoVoice Project

### Spanish Narrative

Soy una mujer indígena, originaria del estado de Oaxaca, y tan solo tenía seis años cuando mi familia decidió emigrar a Estados Unidos. Un país con costumbres y un idioma totalmente diferente a las cuales yo estaba acostumbrada.

En aquel entonces, solamente hablaba zapoteco porque era la única lengua que mis padres me habían enseñado en casa y eso dificultó mi proceso de adaptación en clase y el aprendizaje. Mi mamá se sentía mal al no poder ayudarme con mi tarea, pero con ayuda de mis maestros pude continuar hasta graduarme de High School. El día de mi graduación, mi mamá estaba orgullosa de mí porque sabía que su sacrificio había valido la pena.

Al poco tiempo de graduarme empecé a trabajar en el campo para ayudar a mi familia, pero en mi mente siempre estuvo la idea de ir al colegio para estudiar una carrera. Fue entonces que escuche sobre el programa DACA. Me emocione tanto porque sabía que bajo este programa podría continuar con mis estudios, aplicar para becas, tener un seguro social y lo más importante, estaría protegida de una deportación.

Asimismo, el programa de Acción Diferida mediante el permiso de viaje me dio la oportunidad de poder viajar a México y visitar a mis abuelitos en a quienes no veía desde hace más de catorce años.

### English Narrative

I am an indigenous woman, originally from the state of Oaxaca, and I was only six years old when my family decided to emigrate to the United States. A country with customs and a totally different language to which I was used to.

At that time, I only spoke Zapotec because it was the only language my parents had taught me at home and that hindered my process of adapting in class and learning. My mom felt bad about not being able to help me with my homework, but with the help of my teachers I was able to continue until I graduated from High School. On my graduation day, my mom was proud of me because I knew her sacrifice was worth it.

Shortly after graduating I started working in the field to help my family, but in my mind there was always the idea of going to school to study a career. It was then that I heard about the DACA program. I was so excited because I knew that under this program I could continue my studies, apply for scholarships, have a social security number, and most importantly, I would be protected from deportation.

Also, the Deferred Action program through the travel permit gave me the opportunity to travel to Mexico and visit my grandparents in whom I had not seen for more than fourteen years.



## *Learnings*

**PhotoVoice is a powerful organizing and evaluation tool.** Cluster partners remained excited about how PhotoVoice could provide additional opportunities to support efforts to educate their communities about immigration, healthcare access, and pesticides. Furthermore, some participants viewed PhotoVoice as an opportunity for them to counter and contribute to some of the negative narratives on immigration that are part of the current political climate. Cluster partners were enthusiastic about continuing to use PhotoVoice as an ongoing evaluation strategy as well as use the photos and stories gathered for their digital media campaigns.

## *Strengths and Challenges*

### Strengths

- **This cluster smoothly transitioned to the “you do” phase of capacity building.** Following the PhotoVoice training, the coach shared additional resources to support the development of the narratives that accompany the photos. The cluster then largely worked independently to follow up on progress and to generate the content with community members. Having ongoing engagement from representatives from each of the three partner organizations and a clear PE strategy made for successful ownership of the PE work.
- **The cluster was excited about PhotoVoice and understood the value of PE for their work.** UFWF and partners are committed to implementing PhotoVoice as their evaluation strategy given that it helped them better assess needs, learn more about and identify issues that affect community members with different backgrounds and from different regions, and use these learnings to inform their state-level strategy. UFWF had the capacity to support community organizers with the logistics of this PE approach, which made for smoother coordination. Community organizers were also fully bought in to PhotoVoice and their excitement helped with implementation of this PE approach.

### Challenges

This cluster did not face specific challenges. Any overall challenges, such as time constraints, are addressed in the next section.

### III. Building Participatory Evaluation Capacity: Reflections and Learnings

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#### Launching the PE Engagement

- **Clarify PE expectations as part of the grant RFP process.** Grantees had varied understanding of The Center’s PE expectations, and it took some time to clarify these expectations. For future efforts, The Center should consider providing written PE guidelines earlier in the process so that grantees are clear about what PE is and what is expected of them. The Center could also consider hosting a webinar/information session with grant applicants and provide a menu of potential PE strategies with examples to clarify and build understanding about participatory evaluation. The lack of clear expectations and communication about PE made for a disconnect between the advocacy/organizing work cluster partners were doing, the grant reporting requirements, and PE.
- **Design the initiative so that TA providers/coaches build a relationship with grantee partners before grantee partners design their grant evaluation and participatory evaluation plan.** By the time PE coaches were engaged, all the clusters had drafted their PE plans. Our role was then to review the draft PE plans and support clusters to finalize them. Through our review of the draft PE plans, we found that all of the clusters did not seem to fully grasp foundational PE concepts, have a clear understanding of PE TA/coaching expectations, or a strong understanding about how to develop a plan that was feasible within allocated resources and each organization’s capacity. Through our work with cluster partners we were able to clarify what PE is and what it takes to implement it. Though this process took longer than anticipated, the greatest drawback was the resulting confusion, and at times frustration, on behalf of some cluster partners with the participatory evaluation. PE was not seen as integral to the grant requirements and felt burdensome on top of the other grant reporting and convening requirements. In hindsight, it would be helpful if the PE coaches were able to orient the cluster partners to PE concepts before they draft their grant evaluation plan so that PE and grant reporting are seen as one. Furthermore, developing a relationship with cluster partners before the PE plan development could allow additional opportunity to clarify the difference between the role of a coach and a third-party evaluator - as some cluster partners perceived TA providers/coaches as agents of the foundation charged with evaluating their efforts to meet overall grant requirements. We understand that launching our engagement with the clusters earlier in the process may not have been feasible for reasons we are not privy to, however if The Center invests in PE in the future we would urge exploring the possibility of engaging TA providers/coaches earlier in the process or asking grantee partners to draft their grant evaluation and PE plan after the PE coaches begin working with them.
- **Incorporate a set of PE knowledge and capacity assessment questions in the RFP.** Questions could include: the extent to which organizations understand the differences between evaluation and participatory evaluation; staff capacity to champion PE efforts; and interests in or ideas for how PE can be incorporated into ongoing evaluation and learning systems. TA providers/coaches could then use responses to better understand the types and levels of support each cluster needs, and tailor the coaches’ approaches to the development of the evaluation plan. We imagine that this type of inquiry may have surfaced that some clusters needed more “hands-on” PE support and led to earlier conversations about how to allocate TA hours in a way that was responsive to these needs. We understand that the level of support clusters need naturally changes over time, and LFA has found that the “I do, we do, you do” frame has helped better determine how to best support clusters and onboard them to participatory evaluation. LFA believes that there is an opportunity to explore the “I do, we do, you do” framing as part of a PE capacity assessment at the onset of these types of engagements in order to get a better sense of the level and amount of support each organization will need.

## Providing One-on-One Coaching

- **Prioritize one-on-one coaching support over group learning sessions.** Early in the cluster work, LFA assessed that the clusters would benefit from more one-on-one attention and decreased the number of planned cohort learning sessions from five to two, while increasing individualized support. The shift reflected an emphasis on individualized support because early experience working with the clusters suggested that they would benefit most from this level of attention. Throughout their time with the cluster, the senior coaches continued to learn more about what supports would benefit the clusters as they operationalized their PE plans and adapted the learning plans to be responsive to the clusters' evolving needs. The benefit of the one-on-one coaching/TA support is that coaches were able to stay attuned to and adapt to changes in the needs of each cluster.
- **Organizations need to define roles and responsibilities within their clusters.** It is important to clarify early in the process *who* will be involved in the participatory evaluation work and *how* each person will be involved so that participatory evaluation leaders have ownership of the process and their responsibilities. At the same time, while establishing these roles at the beginning is critical, we have also learned that team membership should remain flexible and oriented towards having the right people involved at the right junctures.
- **Organizations need to set PE meeting routines early.** Establishing set meeting routines early is also important, because it provides a helpful structure to advance the participatory evaluation work among busy staff members, and it minimizes time spent coordinating schedules.
- **It is important to have organizers and staff who are on-the-ground/in the field involved in PE planning.** Organizers are most familiar with how the work unfolds on the ground and will have important ideas about how PE can best augment and/or align with existing organizing efforts. The involvement of organizing staff must acknowledge that there are priorities that compete for the organizers' time and attention. Organizing staff are necessarily and importantly focused on their organizing priorities, which can change and shift rapidly, and potentially pull their attention away from participatory evaluation efforts. Given this reality, it has been important to ensure that timelines have enough spaciousness to ensure that organizing staff can be authentically engaged in planning. Overall, LFA has observed the most promising PE engagement and collaboration happens when internal staff responsible for evaluation activities helps to champion and coordinate the PE work and has integrated field staff in the early and ongoing planning and implementation of evaluation activities.
- **It is important to make time for PE.** A participatory approach requires ongoing time commitment from all those involved to coordinate, train, implement, and evaluate. Finding the time to implement PE was a challenge faced by all three clusters. Even though Faith in the Valley was committed to their PE work, it was often a struggle to find the time to implement the PE. Faith in the Valley's time was constrained by staff transitions (including departures and role changes) and the need to prioritize windows of opportunity for their policy/organizing work. Similarly, small organizations like CRPE and CPR lacked the capacity to stay fully engaged. These challenges are common among advocacy organizations and hard to overcome without more intentional structures in place to conduct PE (e.g., a staff person whose role is to explicitly champion PE).
- **The participatory meaning-making sessions conducted by some cluster partners were powerful opportunities to connect with community members in a new way, gather input, assess progress, and invigorate participants for continued advocacy work.** As part of the final phase of their PE, two clusters held data gallery walks and meaning-making sessions with their constituents. The opportunity to showcase the fruits of the PE were in themselves valuable, and having community members observe, reflect on, and learn from the photos, videos, and narratives made for a collaborative approach to generating community insights.

## Concluding the Engagement

- **To sustain the PE work organizations will need to prioritize PE and embed it into their practices.** Now that the engagement with the LFA coaches has ended there is a risk that organization will lose the momentum. In order to sustain it, organizational leaders will need to continue to message the importance of PE to their work. Leaders will also need to work with staff to embed it into their existing learning and evaluation practices. If PE activities are not integrated into these existing practices it will be challenging to sustain the work.
- **The PE champions will need to continue to emphasize the connection between PE and their advocacy/organizing work.** A key role that the PE coaches played throughout the engagement was to continuously emphasize the connection between PE and the clusters' advocacy/organizing work. A message that the coaches shared regularly was that the PE should be in service of helping clusters understand how to strengthen their advocacy/organizing work, and build power by engaging community members in the process of evaluation. Regularly reminding the clusters of the PE's core purpose helped allay perceptions that the PE was an add-on or disconnected from their work. In addition, it was also important that the clusters see this connection in practice. Throughout the process, the coaches sought opportunities to connect the PE work to their existing advocacy/organizing processes and structures. For example, Faith in the Valley's message testing work in Stanislaus was embedded into the post-canvassing debriefing process that organizers and grassroots leaders engaged in. The Stanislaus organizer included reflection questions that helped the grassroots leaders unpack what they were learning about messages they used in the field. UFWF members connected their PhotoVoice project to their outreach work. When they were out in the community taking photos, they also used that opportunity to share information and resources in order to educate and recruit more community members to the campaign. Moving forward, it will be important for the champions to continue to emphasize this connection so that the PE work continues to be meaningful and relevant.
- **While the coaches strengthened the capacities of the clusters, some clusters could have benefitted from a longer engagement with their coach.** Early in the engagement we learned that the clusters varied in their capacities to implement PE. Some clusters needed their coach to be more involved in the direct implementation (e.g., helping to coordinate their cluster and set the vision for the work). To ensure that we were meeting each cluster where they were at, we implemented a more hands-on approach with these clusters with the goal of ultimately being less involved over time. While one cluster got to a place where they needed little support from their coach, the other clusters still needed substantial support. In retrospect, given that some clusters were lower capacity than expected, it would have been helpful if some clusters could have continued their work with their coach through the end of the initiative, rather than ending the coaching relationship with almost a year left in the grant. During this additional time, the coaches could have provided additional TA as well as helped the clusters develop a transition plan to articulate how the role/supports provided by the coach could be sustained within the organization.
- **The clusters will benefit from more clarity about reporting expectations in the final year.** As the coaches concluded their engagement with the clusters several partners asked about reporting expectations for the final year. Partners wondered what their PE product would include. Will they be asked to report on their PE progress as they have in the past? Or, will they be expected to submit a more substantial report of their final findings? In the past, The Center has sent information about what the partners should expect for upcoming reports, and we recommend continuing this practice in the coming year. We also recommend that The Center consider regular check-in calls with each cluster (if possible monthly) to monitor the clusters' PE progress. Since the coaches will no longer be engaged, The Center should strive for more regular communication with the clusters to stay up to date on their progress and help them troubleshoot as needed.

## IV. Conclusion

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Over the past two years of our engagement, the clusters have grown their capacities to conduct PE. The clusters deepened their understanding of PE concepts and approaches, and they established the structures and processes for implementing their PE. In addition to strengthening the capacities of their organization/staff, UFWF also built the evaluation capacities of community members by training them on how to implement PhotoVoice.

The PE strengthened the clusters' work in the Valley communities. Faith in the Valley learned about the most effective ways to activate new community voices in addressing the air pollution crisis. UFWF learned about the change residents and youth leaders hope to see or are seeing in their communities in relation to pesticide exposure, access to health care, and immigration rights. CRPE and CPR learned about the leadership development of their coalition members as they work toward improving childhood health and racial equity by reducing pesticide exposure.

The PE work required that the cluster partners have clear implementation plans that specified the goals and purpose of their PE, the roles and responsibilities of staff, and how data from the PE would be used. Having buy-in and participation across staff at various levels was also important to ensure that the PE was relevant to the work and realities on the ground. In the coming year, sustaining the PE work will require leadership at each organization to continue to prioritize PE, staff who can champion the PE work and coordinate activities with each cluster, and that PE activities are integrated into existing advocacy/organizing routines and processes.

Given these successes and learnings we urge The Center to encourage other funded organizations (who are part of future cohorts) to engage in participatory evaluation. The Center can reflect on the lessons learned from this first experience to refine its future approach, in particular spending more time up front to ensure that organizations understand what PE is. The Center can also enlist clusters from this cohort to share their experiences and possibly mentor other organizations. Hearing directly from their peers may help demystify the approach for organizations who are new to PE, and provide them with concrete examples of what PE looks like in practice.

## V. Appendices

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**A. Faith in the Valley: Leadership Development Conversation Guide & Rubric**

**B. CRPE & CPR: Leadership Reflection Conversation Guide**

**C. UFWF, CBDIO, & ELF: Photovoice Guide**

*See attachments*

## Faith in the Valley (FiV)

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### Appendix A: Leadership Development Conversation Guide & Leadership Development Assessment Rubric

## Leadership Development Conversation Guide (Part 1)

1. Conversation Date: \_\_\_\_\_
2. Leader Name: \_\_\_\_\_
3. Campaign Organizer: \_\_\_\_\_
4. Contextual Notes: \_\_\_\_\_

Use the questions below to guide your conversations with community leaders as they share their stories related to their leadership development.

### Introduction

#### Purpose

- Thank you so much for participating in this conversation.
- We have invited several of our most committed leaders across the Valley to engage in these conversations so that we may understand more about each of your leadership trajectories. Specifically, what brought you to this work; in what ways have you engaged with this work; what has deepened your commitment to this work; and what if, anything, we could be doing better to support you as a leader.
- Understanding your story will help us strengthen our work so that we can grow our work and build even more power. Knowing what inspired you to get and stay involved will help us as we develop more leaders in your community. We also want to make the case to others (including our current and future funders) about why this work is important and what difference we're making. It is also important that we are able to tell these stories to others in our community and beyond so that they understand the need and our vision for change in the Valley.

#### Notetaking and Confidentiality

- To make sure I'm able to document your unique story, I will be taking notes during our conversation. *[Or, if you are planning to record the conversation, ask the leader for permission]*
- If it is okay with you, we would like to share quotes or snippets from your story with our funders so they understand the impact of the work we have been doing.
- We may also want to share your story more widely, beyond our organization and funders, so that we can build more power in your community.
- We will make sure to get your permission before we share anything more publicly (e.g. on our website or other promotional materials).
- If there's anything you don't want to be quoted on or included in my notes, please let me know if you'd like it to be off the record or not included in my notes.

#### Miscellaneous

- In appreciation for your time, you will receive a \$50 stipend for this conversation.

**Do you have any questions or concerns about any of the above?**

### Questions to Ask the Leader during the Reflection Session #1

**Important Reminder:** *There may be questions below that you may feel you know the answer to. Please try to resist the urge to skip them. We don't want to assume we know what the leader will share.*

- 1) When you think about your life, what is a short story you would tell someone so they could learn more about you?
- 2) How did you come to be involved with Faith in the Valley?
- 3) How did you become aware of / interested in air quality issues in your community?
  - a.

- 4) How do or how have issues of air quality or air pollution affected your life?
- 5) Was there a specific moment or event that stands out to you for when you decided to dedicate your time to this issue?
- 6) In what ways, if any, have you shared what you know about air quality issues with others?
  - a. Where and with whom have you shared what you know about air quality, for example to your family, neighbors, or other people you regularly interact with?
- 7) To what extent do you feel able to speak up about the harms of air pollution or advocate for solutions to address poor air quality to community leaders/decision-makers?
  - a. Where and with whom have you shared your perspective on air quality? *(Note for organizer: As needed share, share the following examples at school, your workplace, city council meeting, on-record comments to the media, speaking at hearings, or with decision-makers)*
  - b. What helped you develop the skills to speak up?
- 8) Was there a moment or event when you felt more comfortable talking about issues of air quality? *(Note for organizer: Listen for the options below then check all that apply. You don't have to go through each individual option.)*
  - a.  "1-to-1" conversation with an organizer or another leader
  - b.  Research action with an elected official, decision-maker or expert
  - c.  Public community action with FIV that you attended
  - d.  Public community action with FIV that you played a role on the agenda (if yes, please specify which role)
  - e.  Interview with a reporter or some type of media
  - f.  Sharing your vision/work with a funder
  - g.  Not on the list (please specify):

- 9) In your opinion, who is responsible or needs to be held accountable for protecting the environment? Why?
- 10) To what extent would you define yourself as an advocate for reducing the harms of air pollution in your community? Why or why not?
- 11) What does it mean for you to be a Faith in the Valley leader? Why is that important to you?
  - a. If you were able to achieve success as an environmental justice leader, what would that look like for you? How would you know you were successful?
- 12) Is there a **specific accomplishment or example of how you have demonstrated leadership in reducing the harms of air pollution in your community that you can share?** Tell me the story of this accomplishment from your perspective. The example may be something you have done in a civic or professional setting. Please explain the process from the initial phase to the end result.

*Probes:*

- a. How were you able to achieve this?
- b. How did this accomplishment unfold?
- c. What was the result? What problem was addressed by achieving this result?
- d. Who was involved?
- e. How do you explain the importance and relevance of that "win" to those who aren't familiar with this cause?

- 13) What if anything do you feel you need to build your confidence and skill set to share more information on air quality with your community?
- a. How could FiV help you continue to grow your skills as a leader?
- 14) Are there other ways that being involved with Faith in the Valley has impacted your life?

**Follow-Up Observation Notes**

*We understand that during the course of your work with the leader you may observe evidence of their leadership growth. Please use this space to document examples of growth that may come up between the initial and follow-up conversations.*

## Leadership Development Conversation Guide (Part 2)

1. Conversation Date: \_\_\_\_\_

2. Leader Name: \_\_\_\_\_

3. Campaign Organizer: \_\_\_\_\_

4. Contextual Notes: \_\_\_\_\_

### Questions to Ask the Leader During the Follow-up Sessions

Review the notes and ratings from your last conversation with the leader.

- 1) Since we last met, X months ago, in what ways, if any, have you shared what you know about air quality issues with others?
  - a. Where and with whom have you shared your what you know about air quality, for example to your family, neighbors, or other people you regularly interact with?
- 2) To what extent has your ability speak up or advocate about the harms of air pollution to community leaders/decision-makers changed since we last met?
  - a. Where and with whom have you shared your perspective on air quality? *(Note for organizer: As needed share, share the following examples at school, your workplace, city council meeting, on-record comments to the media, speaking at hearings, or with decision-makers)*
  - b. What, if anything, helped you improve your skills to speak up?
- 3) Do you continue to define yourself as an advocate for reducing the harms of air pollution in your community? Why or why not?
- 4) What does it mean for you to be a Faith in the Valley leader? Why is that important to you?
  - a. Have your thoughts about being a leader changed since we last met? What informed that change?
  - b. Tell me more about how you have continued develop as a leader:
- 5) Is there a **specific accomplishment or example of how you have demonstrated leadership in reducing the harms of air pollution in your community since we last met that you can share?** Tell me the story of this accomplishment from your perspective. The example may be something you have done in a civic or professional setting. Please explain the process from the initial phase to the end result.

*Probes:*

- a. How were you able to achieve this?
  - b. How did this accomplishment unfold?
  - c. What was the result? What problem was addressed by achieving this result?
  - d. Who was involved?
  - e. How do you explain the importance and relevance of that “win” to those who aren’t familiar with this cause?
- 6) What if anything do you feel you need to build your confidence and skill set to share more information on air quality with your community?
    - a. How could FiV help you continue to grow your skills as a leader?
  - 7) Since we last spoke, are there other ways that being involved with Faith in the Valley has impacted your life?

## Questions that Campaign Organizer Should Respond to Following the Conversation with Leader

1. **Conversation Date:** \_\_\_\_\_
2. **Leader Name:** \_\_\_\_\_
3. **Campaign Organizer:** \_\_\_\_\_

### Leadership Trait Assessment Instructions

Circle the overall leadership rating (on the scale from 1: Early to 4: Excelling) for the leader you spoke with based on today's conversation. Check off all of the traits you think most apply to this leader under that domain. Provide a brief statement or example(s) that capture your rationale for this rating.

Overall Rating	Early Leader (1)	Emerging Leader (2)	Established (3)	Excelling Leader (4)
Domain	<b>Developing Awareness</b>	<b>Promotes Awareness and Understanding</b>	<b>Supports Power Building</b>	<b>Advocates for Improved Policies and Practices</b>
Description	The leader is developing an awareness of how they, their families, and their communities are being impacted by poor/hazardous air quality conditions in their community. The leader may <i>not</i> be at a point where they know who is responsible for the problem.	The leader understands who is responsible for the problem, and is promoting awareness and understanding among other community members.	The leader is helping to cultivate other leaders to build more power.	The leader is actively involved (and has a leadership role) in advocacy activities that engage elected officials/ key decision makers. The leader is developing other leaders (e.g. training other trainers)
Traits	<input type="checkbox"/> The leader identifies air pollution as a problem  <input type="checkbox"/> The leader attended a meeting (training, research action, other, etc.), and understands their role in addressing the issue.  <input type="checkbox"/> The leader is beginning to understand and/or identify the connection between their own personal health (as well as their family's or community's health) to air quality issues.  <input type="checkbox"/> The leader understands how air quality connects to the larger corporate and political power dynamics that are controlling the health and wellbeing of the Valley  <input type="checkbox"/>	<input type="checkbox"/> The leader understands who is responsible for the problem (e.g. San Joaquin Air Board, County Supervisors) and who can make the change.  <input type="checkbox"/> The leader has brought a friend or neighbor to air quality meetings/actions.  <input type="checkbox"/> The leader participates in outreach/ canvassing activities (if appropriate the leader owns/leads a part of the activity).  <input type="checkbox"/> The leader is building key organizing skills (e.g. conducting 1to1 meetings, research meetings, and actions)  <input type="checkbox"/> The leader is sharing their story/giving public testimony at community action forums.	<input type="checkbox"/> The leader is continuously bringing <i>potential</i> new leaders to meetings/actions.  <input type="checkbox"/> The leader is training other community members.  <input type="checkbox"/>	<input type="checkbox"/> The leader is training other trainers.  <input type="checkbox"/> The leader attends meetings where policy makers make decisions that impact air quality, such as the regional air board.  <input type="checkbox"/> The leader leads (has a role in leading) after action debriefs.  <input type="checkbox"/> The leader is helping to set strategy or is a thinking partner in ways that the campaign can move forward.  <input type="checkbox"/> The leader is a media spokesperson in telling their story and is able to represent the campaign's agenda with confidence and independence (i.e. can speak to specific policies and player at the same level as an organizer)
Rationale and Examples				



LEARNING *for* ACTION

## **The Center for Race, Poverty and the Environment (CRPE) (lead agency), with Californians for Pesticide Reform (CPR)**

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### **Appendix B: Leadership Reflection Conversation Guide**

# Leadership Profile Conversation Guide

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Use the questions below to guide your conversations with community leaders as they share their stories related to:

- What supports community member movement on a leadership spectrum from being concerned citizens, to becoming activated, to identifying as leaders?
- To what extent do community members feel empowered to take action based on their work with CRPE/CPR?
  - What do we do to help community members grow their leadership capacity?

## Interview Questions

1. When you think about your life, what is a short story you would tell someone so they could learn more about you?
2. How did you come to be involved with pesticide work?
  - a) How do or how have pesticides affected your life?
3. How are you currently involved with CRPE? What motivated you to become involved with CRPE?
4. To what extent do you feel able to speak up about the harms of pesticides in your community?
  - a) Where have you shared your perspective on pesticides, for example at school, your workplace, city council meeting, on-record comments to the media, speaking at hearings, or with decision-makers?
  - b) What helped you develop the skills to speak up?
5. To what extent would you define yourself as an advocate for reducing the harms of pesticides in your community? Why or why not?
6. Is there a **specific accomplishment or example of how you have demonstrated leadership in reducing the harms of pesticides in your community that you can share?** Tell me the story of this accomplishment from your perspective. How were you able to achieve this? Please explain the process from the initial phase to the end result.

*Probes:*

- Is there an example of something you have done in a civic or professional setting that has made an impact reducing pesticide exposure, education others about pesticides, etc.?

*Listen for:*

- How did this accomplishment unfold?
- What was the result? What problem was addressed by achieving this result?
- Who was involved?
- How do you explain the importance and relevance of that “win” to those who aren’t familiar with this cause?

- a) In what ways did CRPE contribute to your ability to achieve this/these accomplishment(s)? Please tell us how your participation in CRPE supported your accomplishment?

*Listen for:*

- Skillsets and knowledge learned via CRPE
  - Relationships, networks, and connections via CRPE
  - What were the most important components of the CRPE experience in facilitating this/these “win(s)”?
  - What other factors facilitated this success?
  - How would things have been different without CRPE contributions?
7. How could CRPE help you continue to grow your skills as a leader?
    - a) If you were able to achieve success as a leader, what would that look like for you? How would you know you were successful?
    - b) What feedback do you have for CRPE to inform their work with community members moving forward?
    - c) What could CRPE do more of to meaningfully engage you as a interfaith leader? Are there specific programs or activities you’d like to see more of?
  8. What if anything do you feel you need to build your confidence and skillset to share more information on pesticides with your community?

## Conclusion

9. Is there anything else you’d like to share regarding your leadership or accomplishments?

## For the Interviewer:

To help people elaborate or say more about their stories, here are some ways to ways to probe/ask follow-up questions so they add more detail and/or richness to their answers:

- “Can you give me an example of...”
- “What makes you feel that way?”
- “Could you please elaborate?”
- “Could you explain what you mean when you said...?”
- “Could you say/tell me more about...?”
- “Can I make sure that I have this right? This is what I heard...”
- “What I think I hear you saying is... Is that a fair/accurate interpretation?”
- “Could you please tell me more about...”
- “I’m not certain what you mean by... Could you give me some examples?”
- “You mentioned....Could you tell me more about that? What stands out in your mind about that?”
- “This is what I thought I heard...Did I understand you correctly?”
- “You just told me about.... I’d also like to know about....”

Probing questions often begin with “what” or “how” because they invite more detail. Questions that begin with “Do you...” or “Are you...” invite personal reflection. “Why” questions can be problematic. They may put the respondent on the defensive or result in little useful information and require additional probing. Example: “Why did you do that?” “...because I wanted to”. If possible, try to replace “why” with “what”. With any question, watch for leading questions or bias in your probes.



LEARNING *for* ACTION

**United Farm Workers Foundation (UFWF) (lead agency), with Centro Binacional Para El Desarrollo Indígena Oaxaqueño (CBDIO), and Education and Leadership Foundation (ELF)**

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## **Appendix C: PhotoVoice Training Materials**



## Guía FotoVoz

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Entrenamiento, 3 de marzo de 2018

Prepared by Jessica Xiomara García, M.A., Director



Adapted from *Empoderamiento vocacional a través de Fotovoz: Guía para los participantes*. Texto adaptado de la versión en inglés "Vocational Empowerment PhotoVoice," Boston University and other sources.

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# I. Introducción a FotoVoz

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## ¿Qué es FotoVoz?

La técnica de FotoVoz pone cámaras en manos de gente que vive en la comunidad para darles la oportunidad de tomar fotos acerca de sus experiencias y para educar a otros. FotoVoz utiliza fotografías y narraciones para aumentar la concientización de situaciones (problemas o fortalezas) y para promover los cambios necesarios. Con FotoVoz, son los miembros de la comunidad, como investigadores, los que definen y deciden qué imágenes representan mejor a su comunidad.

## Metas del entrenamiento de FotoVoz

1. Aprender acerca del proceso de FotoVoz.
2. Documentar los pensamientos y sentimientos acerca de sus experiencias con acceso a cuidado de salud, problemas con pesticidas, o su experiencia personal con el sistema de inmigración utilizando FotoVoz.
3. Completar tres a cuatro misiones fotográficas y creaciones con FotoVoz.
4. Sentirse preparados para participar en el proyecto de FotoVoz.

## Su compromiso con el entrenamiento de FotoVoz

- Poner atención y hacer preguntas durante el entrenamiento de FotoVoz e otras juntas para discutir las fotos.
- Completar todos los deberes que se asignen en el entrenamiento.
- Participar en grupos de discusión.
- Tratar a otros con amabilidad y respeto.

## Nuestro compromiso con usted

- Le trataremos con amabilidad y respeto.
- Le ayudaremos a completar cualquier asignación que haya sido dada en la clase.
- Le daremos el apoyo que usted necesita para asistir y participar en el entrenamiento e en este proyecto de FotoVoz.

## II. Proyecto FotoVoz

---

### FotoVoz tiene tres metas principales:

1. Ayudar a las personas a documentar y reflexionar sobre sus fortalezas, problemas, y experiencias.
2. Promover conversaciones sobre temas importantes a través de discusiones de grupo y fotografías.
3. Educar a otras personas acerca de experiencias en su comunidad.

La pregunta de enfoque será: **¿Cuáles son sus experiencias en su comunidad con acceso a cuidado de salud, problemas con pesticidas, o su experiencia personal con el sistema de inmigración?**

### ¿Que se espera de mí después del entrenamiento?

Tomar fotos durante 4 semanas siguiendo este entrenamiento

Participar en una reunión en su región para discutir las fotos que ha tomado y escribir declaraciones/narraciones para acompañar sus imágenes

Seguir tomando fotos por 4 semanas más después de la reunión

Reunirse con el grupo, escribir más narraciones, seleccionar fotos para la exhibición, y prepararse para la exhibición

Participar en la exhibición

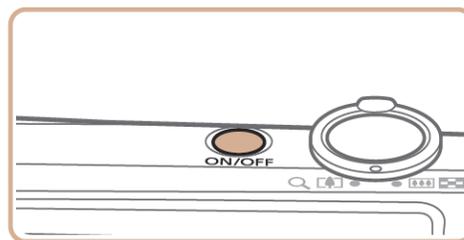
### III. Introducción a la fotografía

- Una de las partes más emocionante del FotoVoz es tomar fotografías. No se necesita tener experiencia en fotografía. Tanto principiantes como expertos pueden captar imágenes que “hablan” por ellos.
- Se le entregará una cámara digital para utilizar durante la clase. Si le gustaría usar su propia cámara o teléfono, está bien.
- Es importante traer la cámara a cada junta. Descargaran las fotos que desee presentar y convertir en una creación de FotoVoz, lo cual consiste en escribir una narración acerca de la fotografía.

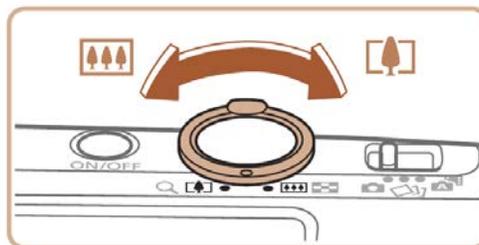
#### ¿Cómo utilizar la cámara digital?



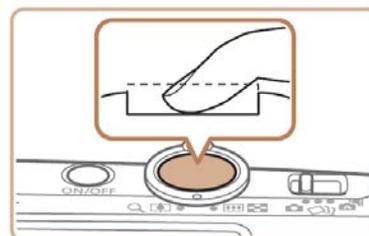
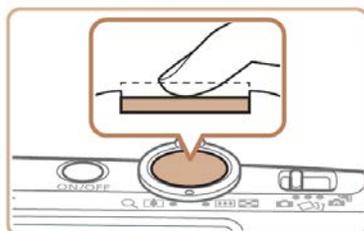
1. Revise la cámara y accesorias. Asegure que las baterías estén cargadas.
2. Encienda la cámara. El interruptor para prender y apagar es un pequeño botón en la parte de arriba de la cámara.



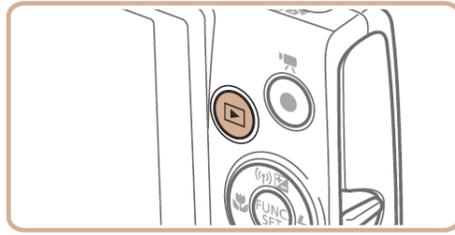
3. Asegúrese la cámara esté en la posición de “tomar fotos” y no en “ver fotos.”
4. Mire la parte arriba de la cámara. Tómese el tiempo que quiera para encuadrar la foto.



5. Empuje el botón grande que se encuentra en la parte de arriba de la cámara para tomar la foto.



6. Revise la foto. Presione el botón de flecha para mostrar la imagen más reciente. Presione hacia la izquierda y hacia la derecha para ver otras imágenes.



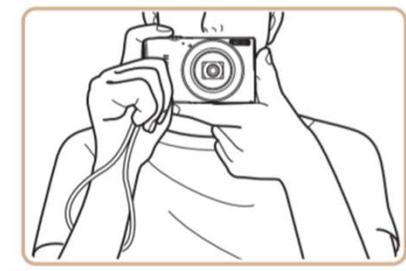
## Introducción a la fotografía

### Disparo

Sostenga la cámara con ambas manos, con los codos contra el cuerpo y los pies separados y suelte el obturador con cuidado. Esto ayuda a evitar el movimiento de la cámara o la vibración que genera imágenes borrosas. Evite poner su dedo en frente de la lente.

### Iluminación

Coloque el sol en su espalda cuando tome fotografías. Use el flash al aire libre incluso en un día soleado.



### Composición

Preste atención a cómo organiza las personas, los objetos y el entorno en su fotografía y no siempre piense que debe colocar el objeto en el centro del encuadre. Tome una combinación de disparos planteados y disparos sin plantear. Considere tu distancia del sujeto.

### Luz:

- Preste especial atención a las condiciones de luz en su fotografía.
- Cuando trate de evitar sombras intensas, tome fotografías de personas en la sombra cubierta para que la luz sea más uniforme en su (s) sujeto (s).
- Intente colocar el sol en su espalda cuando está tomado sus fotografías. Esto lo ayudará a evitar sujetos a contraluz con caras oscuras.
- Si está en un lugar oscuro o es de noche y la cámara tiene flash, úselo.

### Disparo

- Al fotografiar una fotografía, sostenga la cámara firmemente y suelte el obturador con cuidado.
- Sostenga la cámara con ambas manos, con los codos contra el cuerpo y los pies separados. Esto ayuda a evitar el movimiento o la vibración de la cámara, lo que genera imágenes borrosas.
  - Para evitar que las fotos salgan borrosas, no se muevas mientras tome la foto y procura que el sujeto fotografiado tampoco este en movimiento rápido.
- Si quiere tomar una foto de una persona en movimiento, busque un lugar fijo que le sirva de apoyo para tomar la foto.

## Sujeto

- Tenga un fuerte centro de interés en su fotografía.
- Acérquese lo más posible con su cámara para incluir solo lo que se necesita en el marco. Las fotografías suelen tener elementos adicionales en el marco que distraen del centro de atención
- Cuando tome una foto, no se acerque más de 1 metro al sujeto que vas a fotografiar. Si se acerca demasiado, la foto va a salir borrosa.
- Puede tomar una foto de una persona sin que salga su cara.

## Enmarcar

- Preste atención al fondo en su foto.
- Observe el desorden o un objeto como un poste de teléfono que parezca estar saliendo de la cabeza del sujeto en la imagen final.
- ¿Hay elementos en el fondo de su fotografía que sean importantes para contar la historia que desea contar?

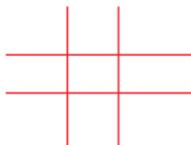
## Composición

- Composición es la colocación de elementos (personas, objetos, entorno) en una fotografía dentro de la restricción del marco de la fotografía.
- Preste atención a cómo organiza las personas, los objetos y el entorno en su fotografía.
  - *Líneas*: Nuestros ojos tienden a seguir líneas, por lo tanto, las líneas en una imagen pueden ayudar a guiar a su espectador hacia el tema principal.
  - *Regla de los tercios*: Colocar el sujeto principal fuera del centro hace que su imagen se vea más dinámica.

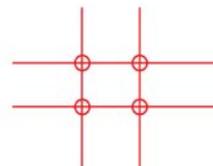


### ¿Cómo aplica la regla de los tercios?

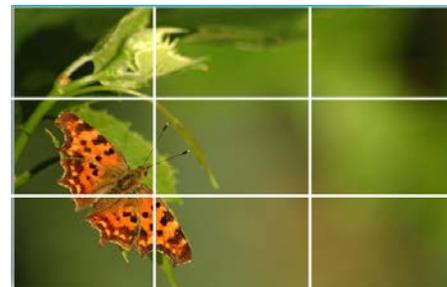
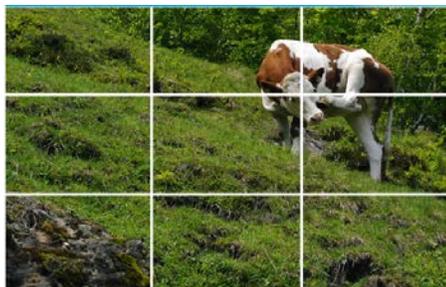
Divida su imagen en tres partes para que su imagen sea más interesante de mirar. Puede hacer esto colocando líneas imaginarias sobre lo que quiera fotografiar



Asegúrese de que el tema principal de su imagen esté en uno de los círculos.

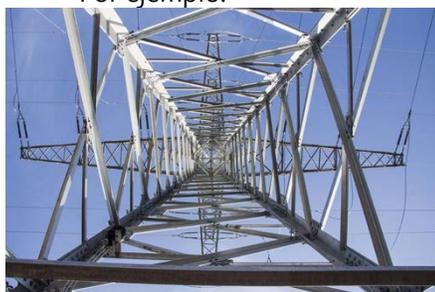


Por ejemplo:



- *Punto de vista/ángulo:* El ángulo que elija para sacar su foto puede hacer que su imagen sea más interesante

Por ejemplo:



### *Juegue con el escenario que quiera fotografiar*

- Recuerde que es usted que elige lo que va a fotografiar. Puede acomodar algunos objetos, tomar la foto en diferente posición (sentada, acostada, parada), también puede acercarse o alejarse un poco del sujeto.
  - Todo esto hace que la foto sea llamativa, diferente y sobre todo que logre transmitir su propio mensaje.

### *¡Se creativa/o!*

- Diviértase al momento de tomar la foto.
- Puede hacer reales las ideas que se le ocurran y las palabras que no sepa cómo expresar. Por ejemplo, demostrar creativamente ideas como "fe", "trabajo", "libertad" etc.

## **Algunos consejos para comenzar**

- Sea consciente de su entorno
- No apresure sus tiros
- No tenga miedo de experimentar con la cámara
- Mire más allá de lo obvio

## **Errores comunes**

Los errores son una parte importante e inevitable del proceso de aprendizaje. Incluyen:

- dedos, cabello o correas sobre el lente
- movimiento de la cámara
- tomar fotos desde muy lejos (uno de los errores más comunes). Acuerde de "llenar el cuadro" y mirar todo el espacio así como el objeto que está fotografiando. Si es demasiado pequeño, necesita acercarse.
- corte de cabezas o de la escena no intencional

## **¿Cómo mantener la camera segura?**

- Manténgala alejada de alimentos y bebidas. Evita que la cámara esté en contacto con agua, tierra, lodo y el calor o frío extremos.
- Mantenga todas las puertas/persianas del lente cerradas cuando no esté en uso
- Use la pulsera.
- Manténgala en la caja de la cámara cuando no se utiliza.

## Consentimiento y ética

Esperamos que estén de acuerdo en seguir las siguientes normativas mientras tome fotografías para el proyecto de FotoVoz.

1. Siempre **pida permiso** si toma una foto de una persona o de un bien que le pertenece a alguien (por ejemplo: un árbol o un auto que está en el patio de alguien, etc.). Es un buen gesto **presentarse dando su nombre** si se dirige a un extraño.
2. Si desea utilizar una fotografía de una persona(s) en su creación de FotoVoz, es importante obtener una autorización firmada por la persona (s). (Los instructores tienen copias de este documento de autorización).
3. Recuerde que si toma una fotografía de un niño(a) menor de 18 años, necesita obtener el **permiso de los padres del niño(a)/representante legal o tutor** para tomar la fotografía. El padre o madre/tutor deberá llenar el formulario de consentimiento (puede sólo hacer una nota en el formulario de consentimiento cuando esto sucediera o si llegase a pasar).
4. Situaciones en la que la mayoría de la gente **no** le gustaría ser fotografiada incluyen: llorando, comiendo, besando (momentos íntimos), usando drogas, mendigando – generalmente, situaciones embarazosas.
5. Sienta plena libertad en usar fotos “montadas o manipuladas” para así capturar una escena/idea/emoción si piensa que sería difícil de obtener la foto “naturalmente.”
6. **¡Preste atención al ambiente que le rodea!** No sacrifique su seguridad por una foto. Considere llevar a otra persona con usted si va a tomar fotos afuera, particularmente si toma fotos en lugares o vecindarios donde usted puede ser víctima del crimen. Asegúrese de prestar atención a estar parado sobre una superficie firme cuando esté tomando una foto, para evitar caer en el borde de la acera, en un hueco, hacia el tráfico, etc.
7. Puede ser que existan algunos lugares donde no le van a permitir tomar fotografías – por ejemplo: edificios federales, ciertas tiendas. Si es posible, encuentre a una persona de autoridad quien podría darle permiso para tomar fotos en estos lugares.

Consentimiento necesario	Consentimiento no es necesario
<ul style="list-style-type: none"><li>▪ Tomar una foto de alguien que sea reconocible (por su rostro, tatuajes o marcas)</li><li>▪ Tomar una foto de menores (menores de 18 años)</li><li>▪ Tomar una foto de pertenencias personales y/o propiedad personal</li></ul>	<ul style="list-style-type: none"><li>▪ Tomar una foto de figuras públicas</li><li>▪ Tomar una foto del entorno o la configuración pública</li><li>▪ Tomar una foto de personas que no pueden ser identificadas específicamente</li></ul>

## Seguridad

### Manténgase seguro/a

- No corra riesgos innecesarios.
- No vaya a ningún lado al que no vaya habitualmente, o haga lo que normalmente no haría.
- Lleve un compañero.
- Sea consciente de lo que le rodea.

### Se respetuoso

- Siempre pregunte primero, incluso si esto significa perderse la toma perfecta.
- Debe pedir permiso antes de tomar fotos de personas.

### Grupos grandes o paisajes

- No necesita un Formulario si las personas son demasiado pequeñas para ser reconocibles.
- Todavía es una buena idea pedir permiso antes de tomar una foto de la propiedad privada (la casa o el patio de alguien, por ejemplo).

### Fotos de personas

- Haga que sus sujetos firmen un Formulario de Autorización antes de tomar cualquier fotografía.
- Tenga cuidado especial cuando tome fotografías de niños. Primero hable con los padres y pida a un padre que firme un Formulario de Autorización.
- No tome fotografías de personas que están "en privado", como a través de una ventana a su casa.
- Pregúntese: "¿Me importaría si alguien me tomara una foto en esta situación?"
- Recuerde ofrecerle a la persona una copia de la imagen.

## Fotografiando extraños

Durante todo el proyecto usted tal vez quiera fotografiar personas que no conozca. Algunos puedan sentirse incómodos al acercarse a desconocidos y tomar fotografías, y de hecho esto puede causar problemas en algunas culturas. También puede ser muy difícil tomar fotos naturales en la calle: las personas pueden jugar hasta la cámara y posar constantemente.

### No solo caras

Recuerde que el retrato no tiene que ser solo la grabación de caras. Si la gente no quiere que se tomen sus retratos, puede fotografiar una parte diferente del cuerpo, o puede fotografiar un objeto. Puede mantener la identidad de personas anónima, ya sea para su seguridad personal o personal.

## Ejercicio práctico: Introducciones

Hay que dividirnos en pares para practicar con introducirse.

1) Saludo amistoso	"Hola. ¿Cómo está?"
2) Cuénteles brevemente sobre FotoVoz	"Soy parte de un proyecto llamado FotoVoz. Estamos tratando de mejorar las cosas en nuestra comunidad tomando fotos. Quiero que las personas sepan sobre lo que nos importa y, con suerte, estas imágenes pueden marcar la diferencia. Mostraremos estas imágenes en una galería de arte."
3) Pida permiso <b>Si la persona dice, "No", acéptelo, dele las gracias, y siga adelante.</b>	"¿Le puedo tomar una foto?" "¿Puedo tomar una foto de su _____?"
4) Haga que la persona firme un formulario de consentimiento, si es necesario.	"Antes de tomar su foto, necesitaré que firme este formulario."
5) Ofrezca a la persona una copia de la imagen.	"Si escribe su correo electrónico, puedo enviarle una copia de la foto".
6) De las gracias	"Gracias por permitirme tomar la foto. Puedo enviarle más información sobre la exhibición."

## IV. ¡Ha tomar fotos!

---

### Misión Fotográfica

1. Cargue la cámara con usted a todas partes.
2. Piense sobre sus experiencias con acceso a cuidado de salud, problemas con pesticidas, o su experiencia personal con el sistema de inmigración.
3. Tome muchas fotos que pudieran expresar algo acerca de lo que usted piensa cuando reflexiona acerca de acceso a cuidado de salud, problemas con pesticidas, o su experiencia personal con el sistema de inmigración.
4. Su foto puede ser abstracta o muy simple. Puede captar lo que usted piensa es importante acerca de del cuidado de salud, pesticidas, o sobre la inmigración, o algunos de sus sentimientos acerca del cuidado de salud, pesticidas, o sobre la inmigración.

### ¿Por dónde empezar?

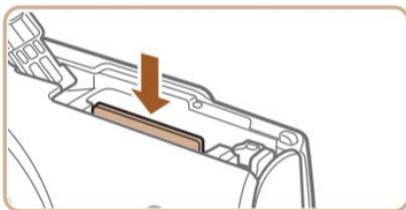
Puede empezar en cualquier parte: puede en su comunidad, un mercado, un parque, una tienda, etc. Es importante que el lugar que visite esté relacionado de alguna manera con acceso a cuidado de salud, problemas con pesticidas, o su experiencia personal con el sistema de inmigración. Al seleccionar una ubicación de campo, se deben tener en cuenta algunas cosas:

- Debe ser un entorno donde pueda caminar de forma segura sin ser hostigados de ninguna manera. Caminar con una cámara atrae la atención en algunas áreas.
- Puede tomar fotos en cualquier lugar, pero debe proporcionar una variedad de posibilidades para las imágenes. ¡Una clínica pequeña y oscura no es el lugar ideal para tomar fotografías!
- Mire el pronóstico del tiempo. Si llueve, va estar menos motivado/a caminar y tomar fotos, y también las cámaras pueden dañarse con el agua. Elija una ubicación donde pueda tomar fotos tanto dentro como fuera.
- Tome fotos de la realidad e imágenes simbólicas. Algunas ubicaciones pueden estimular a usar el simbolismo, porque las imágenes de realidad son más difíciles de encontrar.

Elija visitar por lo menos de dos ubicaciones para garantizar la variedad de imágenes. Pueda motivarse visitando una segunda ubicación si no puede encontrar buenas imágenes en su primera ubicación.

### Organizar y almacenar fotos

Las cámaras vienen con una tarjeta de memoria (SD card) que almacena las fotos. Puede revisar las fotos en la pantalla de la cámara. Al juntarse con su grupo, va poder bajar las fotos de la cámara para que sean almacenadas y compartidas con su organización.



## Selección y discusión de fotos

Algunos fotógrafos encuentran difícil hacer una elección o les resulta difícil explicar por qué tomaron ciertas fotos. Si es difícil, use las tres preguntas que siguen como una guía:

- ¿Qué vemos en la imagen?
- ¿Qué representa esto?
- ¿Cómo responde esto la pregunta de investigación? **¿Cuáles son sus experiencias en su comunidad con acceso a cuidado de salud, problemas con pesticidas, o su experiencia personal con el sistema de inmigración?**

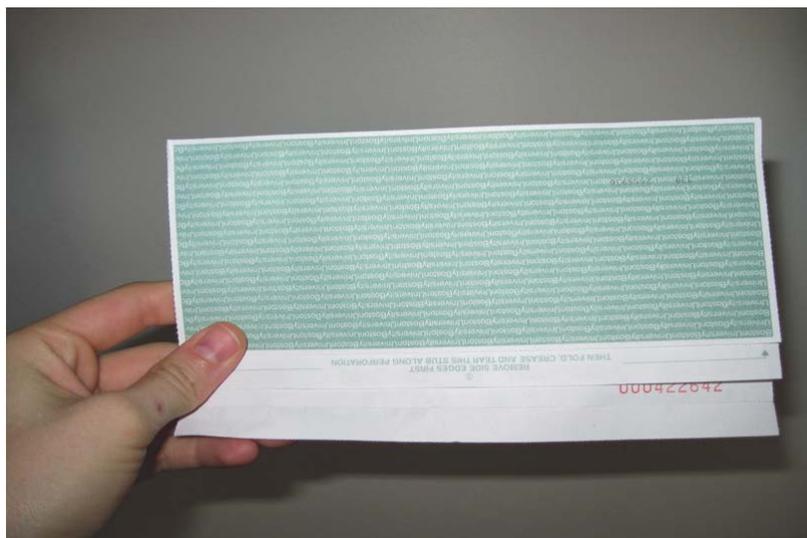
*Tenga en cuenta que no se trata de una imagen hermosa, se trata principalmente de la historia que pertenece a la foto. Seleccione las imágenes por sus significados, las ideas y las experiencias que representan.*

## V. Escribir narraciones de FotoVoz

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FotoVoz es algo más que solo tomar fotografías. Implica escribir una narración que refleje nuestros pensamientos, sentimientos e ideas acerca de la foto que hemos tomado. Vea a continuación un ejemplo de fotovoz con narración.

### Ejemplo de FotoVoz: Cheque de pago



*Desde que enfermé no era capaz de mantener un trabajo de 40 horas semanales. Me sentía mal conmigo mismo porque antes siempre había podido trabajar. Mi identidad la había obtenido por mi trabajo – mi ego estaba ligado a lo que hacía para ganarme la vida. Con el paso del tiempo comencé a trabajar medio tiempo en turnos de 10 horas. Estaba tan contento cuando me entregaron este pequeño pedazo de papel verde – mi primer talón de pago. Todavía tengo recaídas y tengo que tomarme unos días libres aquí y allá. Pero en general, voy a mi trabajo cada día, animado por el contacto y el valor que obtengo al estar en la compañía de otros.*

### Proceso para escribir narraciones de FotoVoz

Una manera de comenzar a escribir una narración para FotoVoz es haciendo las siguientes preguntas:

- 1. ¿Qué VE aquí?**
  - ¿Sobre qué es esta foto?
  - ¿Dónde fue tomada esta foto?
- 2. ¿Qué está realmente PASANDO aquí?**
  - ¿Acerca de qué realmente es la foto?
  - ¿Hay cosas pasando en la foto que el observador casual podría no ver?
  - ¿Qué representa realmente la foto?
- 3. ¿Cómo se relaciona esto con NUESTRAS VIDAS?**
  - ¿Por qué tomó esta foto?
  - ¿Por qué escogió esta foto para la discusión?
  - ¿Cómo esta foto se relaciona con usted o con las perspectivas o actitudes de su comunidad?

#### 4. ¿POR QUÉ existe este problema, recurso o situación?

- Si la foto es sobre algo negativo (Ej. un "problema"), ¿diría algo acerca de qué contribuye con este problema?
- Si la foto es de algo positivo (Ej. una "fortaleza" o "recurso"), ¿diría algo acerca de la importancia de este recurso? ¿Se pasa por alto este recurso? ¿necesitamos más?

#### 5. ¿Cómo podría esta imagen EDUCAR a otros, a la comunidad y a los legisladores?

- ¿Qué le gustaría decirle a la gente acerca de este problema, recurso o situación?
- ¿Qué necesita saber o entender la audiencia acerca de este problema, recurso o situación?

#### 6. ¿Qué podemos HACER acerca del problema, recurso o situación?

- ¿Qué podemos hacer para fortalecer este recurso?
- ¿Qué podemos hacer para arreglar este problema?
- ¿Quién más puede ayudar a arreglar este problema?

### Otro ejemplo

Español			Ingles		
<b>V</b>	Ve	Mencionar el asunto. ¿Qué es lo que VEMOS literalmente en la foto?	<b>S</b>	See	What do you literally SEE in the photo? (Describe what the eye sees)
<b>E</b>	Explica qué sucede	Explica ¿Qué SUCEDE en la foto?	<b>H</b>	Happening	What is HAPPENING in the photo?  What is really Happening? (The unseen "story" behind the image)
<b>N</b>	Nuestras vidas	Lo que sucede en la foto ¿En qué se relaciona a NUESTRAS vidas? y ¿Cómo nos sentimos al respecto?	<b>O</b>	Our lives	How does this relate to OUR lives?
<b>C</b>	Causa	¿Cuál o cuáles son las CAUSAS por las que esto sucede? (a nivel individual, familiar y social)	<b>W</b>	Why	WHY does this situation, concern, or strength exist?  Why are things this way?
<b>E</b>	Empoderar/Educar	Ahora que ya comprendemos lo que sucede ¿Cómo podemos EMPODERAR a la comunidad o a nosotros/as mismos/as? ¿Cómo podemos EDUCAR o sensibilizar a otros sobre el problema?	<b>E</b>	Empower/Educate	How can we empower the community and ourselves to address this? How can we EDUCATE others about the problem?  How could this image Educate people?
<b>R</b>	Resolver	¿Qué podemos hacer y cómo podemos RESOLVER esto en nuestras vidas?	<b>D</b>	Do	What can we DO to improve the situation or enhance these strengths?

## Ejercicio práctico

### Escribiendo una narración de FotoVoz



Mire la foto y responda a las preguntas:

**1. ¿Qué VE aquí?**

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**2. ¿Realmente qué está PASANDO aquí?**

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**3. ¿Cómo se relaciona con NUESTRAS vidas?**

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**4. ¿POR QUÉ existe este problema, recurso o situación?**

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**5. ¿Cómo esta imagen podría EDUCAR a otros, a la comunidad y a los legisladores?**

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**6. ¿Qué podemos HACER acerca del problema, recurso o situación?**

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**Narración de FotoVoz:**

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## VI. Exhibición

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La exposición brinda la oportunidad de mostrar el mensaje del grupo al público e ayuda a transmitir el mensaje de los participantes del proyecto. La exposición también es una oportunidad de celebrar todo su esfuerzo ya que todos los participantes tendrán la oportunidad de compartir los resultados de su trabajo. Van a discutir más sobre la exhibición de sus fotos cuando se reúnan con su grupo.

El trabajo de cada participante se puede mostrar por separado, o se puede usar otro principio de organización, como los temas de acceso a cuidado de salud, problemas con pesticidas, o su experiencia personal con el sistema de inmigración.

¡Usted tiene la opción de que sus fotos sean presentadas en anónimo!

## VII. Apéndice

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### Fuentes:

- PhotoVoice Hamilton, Manual and Resource Kit, 2007, Hamilton Community Foundation
- Mi Cuerpo, Nuestro Responsabilidad: Using Photovoice to Describe the Assets and Barriers to Sexual and Reproductive Health among Latinos. *Journal of Health Disparities Research and Practice*, Volume 7, Issue 1 Special Issue, Spring 2014, pp. 65-83
- From Snapshot to Civic Action, A Photovoice Facilitator's Manual, Developed by Meredith Powers, Darcy Freedman, & Ronald Pitner, University of South Carolina, College of Social Work, 2012.
- PhotoVoice Facilitator's guide, Rutgers.
- Facilitator's Toolkit for a PhotoVoice Project, United for Prevention in Passaic County.

# Proyecto FotoVoz

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## Escribiendo una narración de su foto

Mire las fotos que ha tomado, reflexione sobre la pregunta de enfoque **¿Cuáles son sus experiencias en su comunidad con acceso a cuidado de salud, problemas con pesticidas, o su experiencia personal con el sistema de inmigración?** y después responda brevemente a las siguientes preguntas antes de escribir una narración o historia sobre su foto.

### 1. ¿Qué VE aquí?

- *¿Sobre qué es esta foto?*
  - *¿Dónde fue tomada esta foto?*
- 
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### 2. ¿Realmente qué está PASANDO aquí?

- *¿Acerca de qué realmente es la foto?*
  - *¿Hay cosas pasando en la foto que el observador casual podría no ver?*
  - *¿Qué representa realmente la foto?*
- 
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### 3. ¿Cómo se relaciona con NUESTRAS vidas?

- *¿Por qué tomó esta foto?*
  - *¿Por qué escogió esta foto para la discusión?*
  - *¿Cómo esta foto se relaciona con usted o con las perspectivas o actitudes de su comunidad?*
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### 4. ¿POR QUÉ existe este problema, recurso o situación?

- *Si la foto es sobre algo negativo (Ej. un "problema"), ¿diría algo acerca de qué contribuye con este problema?*
  - *Si la foto es de algo positivo (Ej. una "fortaleza" o "recurso"), ¿diría algo acerca de la importancia de este recurso? ¿Se pasa por alto este recurso? ¿necesitamos más?*
- 
-

# Proyecto FotoVoz

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**5. ¿Cómo esta imagen podría EDUCAR a otros, a la comunidad y a los legisladores?**

- ¿Qué le gustaría decirle a la gente acerca de este problema, recurso o situación?
  - ¿Qué necesita saber o entender la audiencia acerca de este problema, recurso o situación?
- 
- 

**6. ¿Qué podemos HACER acerca del problema, recurso o situación?**

- ¿Qué podemos hacer para fortalecer este recurso?
  - ¿Qué podemos hacer para arreglar este problema?
  - ¿Quién más puede ayudar a arreglar este problema?
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## Narración de su foto:

Ahora que has reflexionado sobre foto use sus respuestas a las preguntas anteriores para escribir una historia o narración que acompañe su foto. Acuerde que su narración ayudara que alguien entienda como su foto contesta la pregunta de enfoque: **¿Cuáles son sus experiencias en su comunidad con acceso a cuidado de salud, problemas con pesticidas, o su experiencia personal con el sistema de inmigración?**

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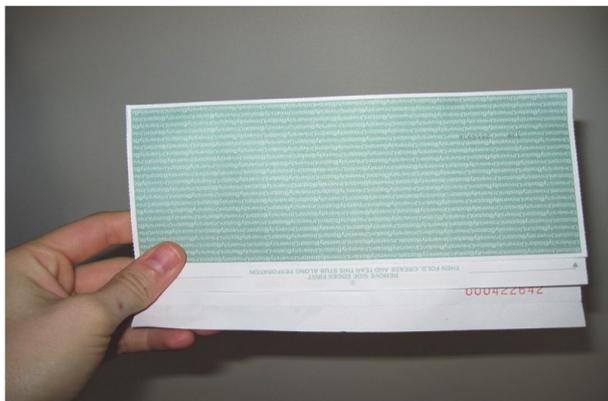
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# Proyecto FotoVoz

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## Ejemplos

### Cheque de pago



*Desde que enfermé no era capaz de mantener un trabajo de 40 horas semanales. Me sentía mal conmigo mismo porque antes siempre había podido trabajar. Mi identidad la había obtenido por mi trabajo – mi ego estaba ligado a lo que hacía para ganarme la vida. Con el paso del tiempo comencé a trabajar medio tiempo en turnos de 10 horas. Estaba tan contento cuando me entregaron este pequeño pedazo de papel verde – mi primer talón de pago. Todavía tengo recaídas y tengo que tomarme unos días libres aquí y allá. Pero en general, voy a mi trabajo cada día, animado por el contacto y el valor que obtengo al estar en la compañía de otros.*

### Transparencia



*En Inglaterra, no sé quién soy. Sé mi nombre y otras cosas, pero no sé lo que estoy haciendo aquí. En mi propio idioma, puedo contarte muchas cosas sobre mí, pero me cuesta hablar en inglés.*

## Mujer Poderosa



*Conocí a esta mujer durante una excursión. Ella demostró mucha confianza en sí misma y en su profesión. Después de entrevistarnos y pasar un tiempo con ella, abrió sus dificultades y nos dijo que encontrar trabajo era cada vez más difícil. Una cosa que me llamó la atención fue cuando nos dijo: "yo soy fuerte y encontraré un trabajo hoy". Mostró y expresó su fortaleza como mujer y su voluntad de perseguir sus sueños.*

## Identidad espiritual y cultural



*El mural de Nuestra Señora de Guadalupe en la pared de una tienda de flores en Highland Park habla de la identidad espiritual y cultural de la comunidad que enfrenta el peligro de ser blanqueada por la gentrificación.*