

Summary of Completed CANFit Grantee Projects 1995-1996

Introduction

The following report compiles the information submitted to CANFit in the final reports from the thirteen CANFit Grantees that completed their projects and reports by December 1996. A total of twenty-one grants, summing \$473,380, were awarded in 1995/96, thirteen planning grants and eight implementation grants. Please see *Table 1* for a description of the location and target populations of the thirteen grantee projects included in this report, and *Table 2* for information about the number of youth reached by these projects. The grantees not included in this report* needed more than twelve months to complete their planning or implementation phases. Information from the eight organizations listed below will be included in next year's summary.

Section I of this report separates the grantees into two groups: those who received planning grants and those who received implementation grants. This section summarizes the similarities and differences in each group of reports. The information presented about *planning* grantees includes: youth fitness and nutrition habits, knowledge and attitudes, environmental factors and barriers, and project results. Information about *implementation* grantees details changes resulting from the projects, the strengths and weaknesses of the projects, and the materials developed by the grantees.

Section II provides a summary of each individual grantee's final report. The following topics are examined: the top five significant findings, major strengths, areas to improve, youth/community needs identified, noticeable changes resulting from the project, ways in which the grantees shared their information, the type of technical assistance sought and from whom, the way in which the agency may be able to institutionalize the project, and the grantees' plans beyond CANFit funding. Where possible, quotations from youth or others involved with the projects also are included. Finally, *Appendix I* provides information about the resources leveraged by each project.

* *The following grantees are not included in this report:*

Planning

*Boys and Girls Club of the Peninsula
Girls' After School Academy
Viejas Indian School
City of Paso Robles
Riverside/San Bernardino
County Indian Health
Stanislaus County Dept. Of Public Health*

Implementation

*El Concilio Del Condado de Ventura
Ventura County Dept. Of Public Health
Viejas Indian School*

**Table II: Youth Reached by CANFit Grantees
Included in Summary Report 1995-1996**

<u>Age</u>	<u>Girls</u>	<u>Boys</u>	<u>Total</u>
10	140	167	307
11	156	182	338
12	317	261	578
13	329	262	591
14	226	200	426
<i>Subtotal</i>	1168	1072	2240
<10	244	426	670
>14	80	140	220
Total	1492	1638	3130

The data in this chart were compiled using information from the following thirteen grantees:

- Avalon Carver Community Center*
- Hispanos Unidos*
- Kids in Sports*
- Pacific Institute for Women's Health*
- Southeast Asian Health Project*
- Telegraph Hill Community Center*
- The West County Public Education Fund*
- Kalusugan Community Center*
- Korean Health, Education, Information, and Referral Center*
- Girls' Inc. Of Alameda County*
- Escondido Community Health Center*
- Monterey County Health Department*
- San Bernardino County Health Department*

Section I: Information Gathered

A. Planning Grants

Grantees: Avalon Carver Community Center, Hispanos Unidos, Kids in Sports (KIS), Pacific Institute for Women's Health (PIWH), Southeast Asian Health Project (SEAHP), Telegraph Hill Community Center, and The West County Public Education Fund (Helms Middle School).

Grantees not included in this report: Boys and Girls Club of the Peninsula, Girls After School Academy, City of Paso Robles, Riverside/ San Bernardino County Indian Health, Stanislaus County Department of Public Health.

The agencies which received planning grants assessed the nutrition and physical activity needs of the populations they plan to serve during the implementation phase. The following section presents a summary the agencies' findings, emphasizing the similarities among the grantees' populations in terms of their nutrition and fitness practices and needs.

Habits

Fitness

Many of the youth surveyed reported a minimal level of physical activity, and girls seemed to be less active than boys. The Pacific Institute for Women's Health and SEAHP both responded that most students did not exercise, participate in sports, or engage in regular physical activity. At Hispanos Unidos, 30% of youth reported exercising 2 days a week or less, and at Helms Middle School, fewer than 50% of the students reported exercising more than four days each week.

Agency

PIWH
SEAHP
Hispanos Unidos
Helms Mddle School

Exercise Habits

Most do not exercise
Most do not exercise
30% exercise 2 days/week or less
<50%exercise more than 4 days/ week

Forty to 60% of Helms respondents said they rarely exercise or play sports after school, though the numbers differed for girls and boys-- 56% of boys said they play sports after school, while only 28% of girls did. Similarly, of the girls at Hispanos Unidos, only 22% of respondents said that they exercise or play outside after school. Interestingly, at Helms more than 70% of the students said they are in "good" or "fair" shape, but less than 45% passed most parts of the state's physical fitness test.

Hispanos Unidos and SEAHp both reported information about parental fitness patterns. At Hispanos Unidos, 27% of students said their parents exercise regularly, 36% said they do not, and 37% said they exercise sometimes. At SEAHp, about 50% of respondents said their parents were active, but only 27% said their parents include them in their exercise. SEAHp found that students most often cited friends as their primary encouragement to get involved in sports, activity, or exercise. Of the respondents at Hispanos Unidos, 68% said their parents did not make it harder for them to exercise.

The physical activities that students reported liking best or participating in most varied among the grantees. Hispanos Unidos respondents said their most frequent activities were walking, roller skating, and playing baseball. At SEAHp, the most popular activities were basketball, volleyball, and football. Helms students expressed the most interest in swimming, hip hop or regular aerobics, having a Helms Olympics, and playing tennis, street hockey, and ping pong. Many agencies found that the majority of respondents watch television each day. Hispanos Unidos found that about 75% of students surveyed watched 3 or more hours of television each day, and SEAHp found that 29% spent 5 or more hours daily watching television.

Nutrition

A number of grantees found that youth reported skipping meals, and breakfast was the meal most often skipped (Hispanos Unidos, Kids in Sports, Pacific Institute for Women's Health, SEAHp). At SEAHp, youth said they most frequently skipped breakfast because they do not receive it at home. The following are specific data reported about meal skipping:

<u>Agency</u>	<u>almost never skip</u>	<u>Sometimes or frequently skip</u>
Telegraph Hill	80%	20%
Hispanos Unidos	30%	70%
Helms Middle School	60%	40%

Grantees also gathered information about youth lunch patterns. Many students depend

on the schools' lunch meals, and at Hispanos Unidos, 72% said they do not like the school lunch. Sources of lunch food reported by Hispanos Unidos included: school (51%); home (23%), and no lunch (22%). Telegraph Hill found that their target youth depended more on food from school for lunch than their control group counterparts, who brought more food from home. Telegraph hill also found that 46% of the target youth got some or all of their lunch at the *Beanery*, a concession in the cafeteria that resembles the corner store.

Both Helms Middle School and SEAHP asked about family meal patterns. At Helms, 2/3 of youth reported that their families eat dinner together at home 5-7 days a week. SEAHP found that 80% of youth reported eating with their families at least 3-5 times a week, and 29% ate with their family once a week or less. Helms also found that students or their siblings prepared dinner about 1/5 of the time: 22% of youth said they prepare meals for themselves or their family 5-7 days/week.

Youth frequently snack after school on foods high in fat and sugar (KIS, PIWH, SEAHP). Both SEAHP and Telegraph Hill found that survey respondents reported visiting liquor and/or corner stores both before and after school to purchase unhealthful snacks. At Helms, 57% reported eating an after-school snack at home, and only 15% bought one at a market close to school. SEAHP found that the majority of respondents reported eating after-school snack foods such as potato chips, ice cream, and fast food-- 56% of SEAHP respondents said they ate fast food at least twice a week. At Hispanos Unidos, the most popular fast food establishments were Taco Bell, McDonalds, and Fresh Choice.

<u>Agency</u>	<u>Source of snack food</u>
Kids in Sports	convenience stores
SEAHP	liquor store
Telegraph Hill	corner store
Helms	home (57%) and market (15%)

Seventy-nine percent of SEAHP respondents ate one or fewer servings of vegetables per day, and at Helms most youth consumed fewer than the recommended number of fruit and vegetable servings. Avalon Carver respondents said their favorite fruits were peaches, apples, bananas, and watermelon, and their favorite vegetables were spinach, broccoli, and tomatoes. Avalon Carver also found that young people were willing to try new foods-- only 23% of youth surveyed said that they would not try a food they had never heard of. Hispanos Unidos found that 21% of students drank whole milk, 77% said they drink coffee, and 31% take vitamins. At Helms, 25% said they usually take a vitamin, and 10% of students said they are vegetarian.

Telegraph Hill found that in response to the question, "When you buy foods what influences your decision?" many students said that taste and price had the largest influence on food choice, while advertising and making the same choices as their peers had the least influence. Avalon Carver's literature review suggested that children tend to model their caretakers' choices of food.

Body Image

At Avalon Carver, 53% of youth surveyed said they did not like their bodies: 26% felt they were underweight and 27% felt they were overweight. Other grantees also gathered information about whether youth thought they were normal-, under-, or over-weight:

<u>Agency</u>	<u>normal</u>	<u>underweight</u>	<u>overweight</u>
Hispanos Unidos	61%	10%	30%
SEAHP	57%	27%	17%
Helms	57%	22%	21%

Although many youth thought their body weight was "normal", a large number also reported that they were trying to lose weight. The following information describes whether youth were trying to lose weight, gain weight, maintain weight, or were not making any efforts regarding their weight.

<u>Agency</u> <u>effort</u>	<u>lose</u>	<u>gain</u>	<u>maintain or no</u>
Hispanos Unidos	61%	11%	24%
SEAHP	30%	22%	49%
Helms	36%	17%	47%

While 36% of Helms students were trying to lose weight, only 18% of students had been on a diet. This response was almost equal for boys and girls, but the numbers varied by ethnicity. The percent of students who had been on a diet, by ethnicity were as follows: 10% Asian, 18% African American, 18% Latino, and 34% white or another ethnicity. At Hispanos Unidos, 11% of respondents said they know someone who makes themselves vomit after eating and 92%

know someone who takes diet pills; however, no respondents reported making themselves vomit and 13% reported taking diet pills. At Avalon Carver, 76% of the youth said that they do not watch what they eat.

Knowledge and Attitudes

Many agencies found that youth had at least some minimal knowledge of nutrition and fitness, but lacked knowledge of specific recommendations, and had difficulty translating knowledge into behavior (PIWH, SEAHP, Avalon Carver, Telegraph Hill, Helms). The Pacific Institute for Women's Health found that girls did not know the benefits of regular exercise, the recommendations for physical activity, or how to engage in simple and safe exercises. PIWH also noted that the girls were unaware of the disadvantages of skipping meals, did not know the principles of the Food Guide Pyramid, and needed skills training to identify and select healthful foods away from home. SEAHP found that almost 59% of the teens did not know the number of servings of fruit and vegetables recommended daily, and most students did not know the health problems which may result from too little dietary fiber. Adult respondents at Avalon Carver scored poorly on questions about how to lower dietary sodium, fat, and cholesterol.

At Helms Middle School, 55% of students said they did not believe that food affects their school performance, 44% did not believe that what they eat affects their health, and 42% said they did not notice ups and downs after caffeine and/or sugar consumption. Also at Helms, 83% of students said it was important to them to be in good shape, and 61% said they would like to exercise more. These students had misconceptions about the average fitness level of students at their school. The majority of students believed that Helms ranked high or average on the state physical fitness test; however, it ranks well below average.

Both Avalon Carver and SEAHP found that youth had health concerns that were higher priorities than fitness and nutrition. SEAHP teens were apathetic about fitness and nutrition, and said that issues such as violence, sex, drugs and alcohol took precedence. However, lack of exercise, health, and body image *were* ranked in the top 10 concerns of these young people.

The PIWH found that girls cited concerns about physical appearance as the primary determinant of their exercise and eating patterns. Girls reported wanting "to lose weight and fat" as the top reason for exercising and agreed that "nobody watches what they eat to keep healthy," but they watch what they eat for weight control, " so they can look good in their clothes and bathing suits and stuff." The respondents believed that physical activity would negatively affect their appearance, by messing up their hair and causing them to sweat. These girls also believed that they do not have time to exercise, and though some girls aspired to athletic success and greater fitness, most had low

expectations of themselves and of their school's ability to help them achieve these goals.

Environmental Factors and Barriers

A variety of environmental factors were identified by the agencies as preventing youth from engaging in healthy nutrition and fitness patterns. Almost all of the grantees identified the need to increase the availability of healthy food at school and at corner and/or liquor stores (Avalon Carver, KIS, PIWH, SEAHP, Telegraph Hill, Helms). Many grantees also indicated the need for more access to youth sports programs, fitness centers, and after-school activities (PIWH, SEAHP, Hispanos Unidos, Helms). Additionally, the need for contemporary activities in school PE classes was identified by the Pacific Institute for Women's Health and Helms Middle School. Another problem found by PIWH was that some of the male PE teachers and coaches discriminated against girls. Mothers and daughters agreed that girls do not receive equal attention, opportunity, or encouragement to be physically active.

Concerns about safety were often cited by youth as determinants of their activity pattern (SEAHP, Telegraph Hill). At Telegraph Hill, many youth reported that sometimes it was not safe to play in their home neighborhood because of gangs and other unsafe conditions.

The PIWH found that a negative attitude about promoting healthy eating and exercise among adolescent girls existed in the professional community. Professionals hesitated to instruct girls on these topics for fear of "causing" eating disorders. The PIWH felt that this attitude in the professional community presented a barrier to nutrition and fitness promotion in this population. Mothers told the PIWH that they believed that Latina girls face additional barriers to exercise due to traditional cultural beliefs which discourage physical activity among girls and to a lack of female athletic role models. PIWH found that the girls' locker room facilities at Culver City Middle School needed remodeling, and that the weight room at the Culver City Teen Center needed to be more "female friendly"--adding lighter free weights and changing some of the decorations.

Parents impact the fitness and nutrition habits of their children; thus parents and caregivers must be educated about the impact of physical activity and proper nutrition on the overall health of their children (Avalon Carver, Hispanos Unidos, KIS, SEAHP).

Project Results

Both Hispanos Unidos and SEAHp reported that the youth involved in the planning process changed their nutrition and fitness habits. At Hispanos Unidos, students improved their snack choices, ate more fruits and vegetables, and reported eating breakfast more often. Parents learned from their daughters: they included more fruits and vegetables, reduced fat in family meals, and increased their interest in family exercise activities. At SEAHp, Peer Leaders became more aware of their eating habits and those of their peers, made an effort to eat healthier foods, and some have become involved with youth sports programs. Tel-Hi and Helms students also have begun to eat healthier snacks, as both agencies now provide a nutritious snack for participants. KIS participants became more aware of healthful eating patterns, and more conscious of 'bad habits' related to food.

After the survey indicated that 66% of Helms students would like to swim, an arrangement was made with Contra Costa college for Helms to offer a free after-school swimming program there. The West County Public Education Fund (administering the Helms Middle School grant) will seek funding to provide more sports activities in its After School Enrichment Program, and Helms students plan to establish an after-school, student-run snack bar which offers healthy snack choices.

Many projects reported that their CANFit grant has greatly increased staff awareness and knowledge of nutrition and fitness (Avalon Carver, SEAHp, Telegraph Hill, Helms). For programs that did not previously work with youth or with the specific youth populations on which their grant focused, they gained awareness of youth, youth health issues, and the particular circumstances facing their target populations.

Other

Most of the agencies involving young people in the planning process felt that the youth provided invaluable assistance (SEAHp, Telegraph Hill, Helms), and many noted that the youth developed skills such as leadership and planning, that went beyond nutrition and fitness (Helms, Hispanos Unidos, Telegraph Hill).

Most of the agencies realized the importance of presenting nutrition and fitness information in a way that attracts the attention of multicultural, at-risk adolescents, and greatly appreciated the CANFit Program's goal of helping them to do this.

B Implementation Grants

Grantees: Escondido Community Health Center, Girls' Incorporated of Alameda County (Girls Inc.), Kalusugan Community Services, Korean Heath Education, Information, & Referral Center (KHEIR), Monterey County Department of Health, and San Bernardino County Department of Health.

Grantees not included in this report: El Concilio Del Condado de Ventura, Ventura County Department of Public Health, and Viejas Indian School.

Noticeable changes

Individual

Youth

A number of agencies reported an improvement in youth's knowledge of nutrition (Kalusugan, Girls' Inc., Monterey). Improvements were seen in the practical use of the food guide pyramid (Kalusugan, Monterey), improved knowledge of the benefits of dietary fiber (Kalusugan), ability to choose healthier alternatives at fast food restaurants (Monterey), and knowledge of the importance of eating fruits and vegetables (Girls' Inc.).

All of the agencies reported a dietary behavior change resulting from their projects. Kalusugan, KHEIR, and Monterey found that youth increased their consumption of low-fat foods and decreased their consumption of high-fat food items like sausage, hot dogs, cookies, and pepperoni. Additionally, a number of agencies noted that youth also increased their intake of fruits and/or vegetables as a result of the intervention (Kalusugan, Monterey, Girls' Inc.). Participants at Kalusugan and Escondido decreased their consumption of soda, and instead drank more juice and water. Girls' Inc. and Escondido found that the youth were willing to try new foods and recipes, particularly when they were presented in a culturally sensitive manner.

Kalusugan reported that more youth ate breakfast, though KHEIR found that meal skipping and fast-food restaurant frequenting did not change with intervention.

Many agencies found that youth fitness behaviors also changed due to their projects (Kalusugan, KHEIR, Girls' Inc., Escondido). Youth increased physical activity both in school and at leisure (Kalusugan), reported more walking and bicycling days per week (KHEIR), exercised more often once they found an activity that they enjoyed (Girls'

Inc.), and walked to the Tribal Hall instead of asking for a ride (Escondido). Girls' Inc. actually found an 86% increase in the amount of weekly exercise time the young women reported, and noted improvements in the girls' levels of stamina, strength, and flexibility.

Parents

Kalusugan and Girls' Inc. noted changes in parents as well as the youth. Kalusugan parents became more aware of the nutrition problems of their children, encouraged them to eat better, and also became more physically active. Some parents at Girls' Inc. reported trying and liking the recipes distributed by the project.

Teachers

Kalusugan and Monterey found that their projects had an influence on teachers. Teachers who attended Kalusugan trainings stated that they learned a lot about Filipino-American culture, and seemed more sensitive to individual cultural differences. These teachers also became more familiar with nutrition and fitness information and resources. The Monterey project encouraged the health teacher to focus more on nutrition and fitness than she had planned, and one math teacher began to use healthful foods rather than "junk" foods as examples when teaching math to ESL students.

Staff

A number of grantees found that their involvement with CANFit produced noticeable changes among project staff (Kalusugan, KHEIR, Escondido). Staff became more aware of healthful foods and their own eating habits (Kalusugan, KHEIR, Escondido), and some initiated exercise programs (Kalusugan, Escondido). Escondido's on-site coordinator enrolled in and completed a semester-long basic nutrition course at the local community college. Office snack breaks at Escondido now consist of fruit and bagels, and staff use stairs instead of the elevator to reach the office. The Escondido project staff also learned new ways of communicating nutrition and fitness information to youth via educational material.

Organizational

CANFit grants expanded grantee agencies' ability to work with adolescents (Escondido, KHEIR), and to work in the areas of nutrition and fitness (Kalusugan, KHEIR, Girls' Inc., San Bernardino, Escondido). Many of these agencies had not worked with adolescents prior to the grant, or had not been involved in nutrition and fitness promotion. Kalusugan also found that their personnel and other agencies working with the project gained awareness of the Filipino-American culture. Girls Inc. incorporated the project they developed for their grant into one of their other programs, increasing

access to more than 35 girls. The Escondido Community Health Promotion Department modified their luncheons, so that they now serve whole wheat rolls instead of croissants or butter rolls, and low-fat chips instead of regular chips. Escondido also purchased nutrition books and cooking equipment that are available for use at the tribal library and the community center. Monterey's U-Fit program purchased new books that are available at schools and in the local library, which focus on youth, nutrition, and social action, including: "Kids Get Cooking", "The Kid's Guide to Service Projects", and "The Kid's Guide to Social Action".

Community

All six grantees reported some degree of community impact resulting from their project. Many projects included specific events or actions which involved their target communities: Girls' Inc. participants organized a healthy foods bakesale; the Escondido project distributed sports equipment in the community; and the Monterey participants' Spring Fiesta/Mother's Day celebration which featured delicious, healthy food, introduced many community members to the idea of recipe modification and low-fat eating. The Kalusugan project increased community awareness of nutrition and fitness issues for Filipino Americans, and generated a great deal of community support for the project: more than 90% of participants at the Korean principal meeting responded favorably to the idea of hosting nutrition and fitness presentations. Escondido also found that the community was interested in learning about nutrition, and even noted that some community members had eliminated *manteca* (bacon fat) when cooking beans and instead used spices and onions to add flavor. San Bernardino reported that key informants in the community had increased their awareness of healthful eating.

Environmental/Policy

One of the environmental strategies agencies used involved working to improve the selection of foods available to the youth both at and away from school (Kalusugan, Monterey, San Bernardino). Kalusugan worked with the school lunch program and was able to add a modified Filipino-American dish to school lunches. They also worked with restaurants to increase the availability of heart-healthy options. Monterey attempted to improve the selection of fruits and vegetables available in school food service, but was unable to implement the change due to a change in the school's administration. The San Bernardino project changed the foods available at the CYSO snack bar: they now serve fresh fruits and vegetables, low-fat carbohydrates (breadsticks, bagels, pita bread), and other healthful foods. Other strategies used by grantees included Escondido's creation of a nutrition and fitness information corner in the library, and San Bernardino's implementation of a raffle for merchandise as an alternative to their annual candy-selling fundraiser.

Additionally, many agencies were able to incorporate the CANFit projects into their yearly activities (Kalusugan, Girls' Inc., Escondido, San Bernardino). Kalusugan voted to make NUTRI-FIT an on-going project, and volunteer staff plan to continue the project activities after funding ends. The Girls' Inc. program was incorporated into the school day with support of the school, and also was incorporated into Girls' Inc.'s annual math/science camp (the Eureka Summer Camp). Migrant Education plans to incorporate Escondido's Nutrition and Fitness program into their curriculum during home visits, and the nutrition education modules may be adopted by the California State University of San Marcos's teacher education program.

Strengths

While many of the strengths found in each project were unique, a number of strengths were recognized by more than one grantee. The ability to continue all or part of the project, as mentioned above, was cited as a strength by Kalusugan, Girls' Inc., and San Bernardino. Another often mentioned strength was the fostering of good working relationships among the grantee agency and those with whom their respective projects were working (KHEIR, Monterey, San Bernardino). Those reporting good working relationships felt that they would not have been able to accomplish what they did had it not been for the support of others. Media support was mentioned as a strength by Kalusugan and KHEIR. Through the media, these projects were able to access their communities and inform them of their programs. Involvement and visibility in the community was key to many of the projects (Kalusugan, KHEIR, Escondido, Monterey). Escondido felt that the development and maintenance of community trust was among the project's greatest strengths, and Monterey proudly supported local businesses when they needed supplies. The support of the staff, volunteers, teachers, and/or youth strengthened many projects (Kalusugan, Monterey, Escondido), and both KHEIR and San Bernardino felt that their ability to act as a resource for nutrition and fitness information in their communities was one of their greatest strengths. San Bernardino also was able to present their project at two national meetings— the Society for Nutrition Education's annual meeting, and the Centers for Disease Control and Prevention's Health Promotion Conference.

Would Have Done Differently

Most of the things identified as needing improvement were specific to each individual program; however, a couple of areas to change were identified by more than one grantee. Kalusugan, KHEIR, and Monterey all wished that they had started earlier. Late starts made it difficult for these agencies to implement all aspects of their projects as they had planned. More and/or better communication with project collaborators also

was mentioned more than once as an area to improve (KHEIR, Monterey, San Bernardino). Some other ideas for improvement included: conduct a more structured volunteer recruitment and training (Kalusugan); gather more feedback about the programs from students and teachers (KHEIR); offer the in-school portion of the program during more than one class period (Girls' Inc.); conduct more focus groups early to identify youth interest (Escondido), and limit materials so that they require fewer resources to develop (San Bernardino).

Materials Developed

The two most popular types of materials developed by CANFit implementation grantees were curricula and cookbooks. The following were created this year:

Curricula

- Teaching curricula in English and Korean for teachers, adolescents, and parents (KHEIR).
- Healthy Lives CANFit for Kids: *Healthy Eating through Healthy Choices*, Nutrition and Fitness Education Module (Escondido)
- Colton Middle School Lesson Plans-- Curriculum for incorporating nutrition and physical activity into science and math curricula (San Bernardino).
- How-to Guide-- Guide to sensible nutrition and physical activity issues aimed to help educate coaches and others involved in youth sports (San Bernardino).
- Afro-centric health curriculum developed, focusing on nutrition and fitness (Girls' Inc.).
- Nutrition and Fitness Curricula for Filipino American youth(Kalusugan)

Cookbooks

- *Healthy Lives CANFit For Kids Cookbook* (Escondido)
- *Grizzly Gourmet Cookbook*-- relatively easy, tasty, healthful recipes in English and Spanish (Monterey)
- *Power Recipes*-- Recipes with pictures for youth and parents to cook together (San Bernardino).
- Modified Filipino recipes for school food service programs (Kalusugan)

Other

- Fast Food Survival Guide-- includes composition of fast foods and general healthful eating strategies (San Bernardino).
- Power Pyramid-- Food Guide Pyramid with culturally appropriate foods and

- sample meals and and snacks with serving sizes (San Bernardino).
- Get Into Power Foods-- Guide describing foods to eat before and after exercise with sample menus (San Bernardino).
- Nutrition and Fitness Resource Directory (Kalusugan)

Section II: Grantee Report Summaries

I. Planning Grants

Agency: *Avalon Carver Community Center*

Target Youth: *Youth living in drug-compromised environments in the southern Los Angeles area.*

Methods: *Literature Review and survey of 76 youth and 11 parents.*

Top Five Significant Findings

- Literature review confirmed that much of youth behavior associated with prenatal crack exposure may result from environmental rather than physiological factors.
- Young people in drug-compromised environments were aware of good nutrition habits, but did not have them.
- Young people said they were willing to try new foods. Only 23% of youth surveyed said that they would not try a food they had never heard of. 76% of the youth said that they do not watch what they eat.
- Fifty-three percent of youth surveyed don't like their bodies. 26% felt they were underweight and 27% felt they were overweight.
- Children tend to model their caretakers' choices of food; adults scored poorly on questions about how to lower dietary sodium, fat, and cholesterol.

Major Strengths

- Project allowed Avalon Carver to continue to focus the community's attention on the long-term impact of drug-compromised environments on the health and welfare of young people.
- The literature search provided confirmation of the suspicion that many children in crack-compromised environments may not be physically damaged.
- Project renewed relationships and networks by bringing together some of the most influential members of the South Los Angeles community.

Areas to Improve

- Project was too ambitious given the limited budget.
- The reliance on in-kind contributions limited the seriousness with which many viewed the project.
- More in-depth research should have been conducted prior to identifying the source of the survey subjects. Some of the initial subjects did not meet the

- criteria or were inaccessible.
- Because research shows that caregivers influence the fitness and nutrition habits of youth, more project emphasis should be placed on the caregivers.
- Project focused more on nutrition, rather than a balance of nutrition and physical activity.

Youth/Community Needs Identified

Knowledge: The community is not familiar with a number of healthy foods.

Attitude: Nutrition is not a priority issue for the youth.

Behavior Change: Youth and adults in drug-compromised environments need to learn to make healthful food choices from foods that are available.

Noticeable Changes

Individual: The CANFit project refocused attention on the fact that good nutrition is important, even though it usually is not "top of mind."

Organizational: The project renewed relationships and networks.

Community: N/A

Policy: N/A, but in intervention hope to work with the school food service operation to develop a nutritious menu.

Sharing Information with Others

- A press release of the study results will be distributed to the media with special emphasis on community media.
- The project advisory committee will be asked to share the report with their networks and respective institutions.

Technical Assistance

Purpose: Research advice, preparation of the research design and data analysis components, assistance in creating an understanding of drug-compromised environments and help developing the contextual framework and literature search.

From: Dr. John Griffith, Associate Director of the Kedren Community Mental Health Center; Judson Hixson; Dr. Xylanta Bean, King Drew Medical Center.

Institutionalization of Nutrition/Fitness Promotion

Avalon Carver could add a standard nutrition and fitness component to each of the community center programs. For example, the parenting class for drug-abusing parents ordered to counseling by the courts could include a nutrition and fitness component. The summer youth jobs program could include nutrition and fitness reading and exercises for young people.

Plans Beyond CANFit Funding

As stated above.

Agency: *Hispanos Unidos, Inc.*

Project Title: *Project 4 Health*

Target Youth: *Latina middle school girls in Redwood City*

Methods: 17 Core Group Youth (CGY) participated in the planning process which involved surveying 200 of their peers about nutrition and fitness. Focus groups conducted with CGY, adult family members, and 2 with community members. CGY also participated in a number of activities, and kept food diaries.

Top Five Significant Findings

- CGY changed their eating habits, especially their snack choices, and reported eating breakfast more often.
- Parents reported learning from their daughters: they included more fruits and vegetables and reduced fat in family meals and had increased interest in family exercise activities, such as a walking club.
- CGY were able to meet with the district nutritionist, who explained the process of planning school meals to them. Youth were able to share their questionnaire findings with her, and discuss their concerns.
- CGY and staff developed and administered a questionnaire to 200 girls at McKinley Middle School. CGY then collated and distributed the results.
- CGY developed leadership skills, and established a list of recommendations for promoting nutrition and fitness among their peers.

Major Strengths

- Consistency of CGY and Advisory Committee meetings.
- Variety of hands-on activities in which CGY participated.
- Completion of a good questionnaire product.
- Leadership and planning skills developed by CGY.

Areas to Improve

- Funding constraints strained the organization's ability to absorb project administrative costs; also required the YMCA representatives to limit their participation.
- Questionnaire development took six weeks longer than anticipated.
- Working with the schools made timing difficult for the project since students are unavailable between May and September.
- Would have liked to receive funding earlier to begin project in time for the final survey results to be available at the Cesar Chavez Health Fair.

Youth/Community Needs Identified

Behavior Change: About 75% of students surveyed reported watching 3 or more hours of

television each day. 30% of youth surveyed reported exercising 2 days a week or less, and 21% drank whole milk.

Environmental Change: After-school activities and fitness centers are not accessible to youth. 72% of respondents said they did not like the school lunch, and 70% said they would like to see other foods sold at the school brunch.

Noticeable Changes

Individual: Core Group Youth (CGY) changed their eating habits, especially their choice of snacks, and their parents reported increasing fruits and vegetables and reducing fat in family meals.

Organizational: N/A

Community: N/A

Policy: District nutritionist applied for Shape Expansion Grant.

Sharing Information with Others

- Preliminary results distributed at Cesar Chavez Health Fair attended by nearly 2000 people, where youth also sold *pico de gallo*.
- Final reports sent to all advisory and technical support persons.
- Media coverage of field trip to Fresh Choice.
- Youth shared survey results with their parents at a Family Potluck.

Technical Assistance

Purpose: Assistance in designing, collating, and interpreting survey and results.

Educational presentations to youth, fitness tests, educational materials.

Received from: Karen Pertschuk (county nutritionist), Bat-Ami Klejner (Youth Center counselor), Tim Meikle (YMCA), school principal and physical education staff, Healthy Kids Resource Center, CANFit Board, Arnell Hinkle.

Would have liked: nothing

Institutionalization of Nutrition/Fitness Promotion

Could develop a peer teaching model in which high school students teach younger students about selected health topics. Could also incorporate health information into the plays developed by HU's Teen Educational Theater Project. Involved professionals will explore the possibility of expanded liaison between the county nutritionist's office and the school district. HU currently is undergoing administrative changes (including the hiring of a new Executive Director) which make immediate institutionalization difficult.

Other Project Activities

CGY participated in numerous activities, including:

- Visited Fresh Choice restaurant for complementary lunch and discussion with chef.
- Read nutrition labels with county nutritionist at Lucky store.
- Had a fitness test with school PE faculty.
- Experimented with exercise equipment and facilities at YMCA.
- Heard presentations on body image, obesity, and eating disorders at the health center.

Agency: Kids in Sports

Target Youth: African American and Latino youth in sports clubs in Central, South Central, and Eastside Los Angeles.

Methods: Series of focus groups with youth from four KIS sports clubs.

Top Five Significant Findings

- Focus group participants demonstrated greater awareness of healthful eating by the end of the third group meeting.
- Healthy Snacks Kick-off introduced sports club participants to healthful snacks, free of charge. Youth responded very positively to these foods.
- Advisory board realized that parental involvement in a nutrition education program is the key to success.
- Youth indicated that convenience was the determinant of their eating and physical activity patterns.
- Most youth reported eating “junk” food on their way to and from school, as well as at school. Many youth said they skip breakfast in order to save time.
- Advisory board realized that many hours and resources are necessary for the development and implementation of an independent program within KIS. The board realized that amount of time and resources was not available, and that KIS would not be able to implement another program.

Major Strengths

- The data collected in the focus groups about participants' time allocation, eating behaviors and activity patterns can be used by another planning group with adequate resources to implement a nutrition education program.
- The project has great potential to impact the food choices of youth.
- The healthy snacks kick-off exposed youth to healthful foods, and excited them about choosing these foods more regularly.
- All participants at the third focus group meeting had their body composition analyzed.

Areas to Improve

- Time, transportation, and willingness to be involved made recruitment of

youth volunteers very difficult. Could have given surveys to the youth at the sports clubs before practice.

- Despite the goal of involving girls, KIS was unable to recruit any female participants.
- KIS faced difficulty in maintaining youth interest in focus group participation. A great deal of effort was devoted to keeping in contact with focus group participants to encourage them to attend all three meetings.
- Advisory board attrition compounded the problems of low youth participation rates.
- USC student volunteers did not want to continue their commitment after their semester ended. Could have had student volunteers sign a contract to secure their participation for the duration of the project.

Youth/Community Needs Identified

Knowledge: Many youth were not aware of healthful food and snack choices.

Attitude: Youth were very enthusiastic about the planning project, and were open to new ideas about health and fitness.

Behavior Change: Youth tend to chose “junk” food and convenience foods rather than more healthful snacks.

Environmental Change: Youth are forced to rely on small convenience stores which tend to carry more expensive, highly processed, snack-oriented foods.

Noticeable Changes

Individual: Youth and staff became more aware of healthful eating habits, and more conscious of bad eating patterns.

Organizational: KIS board realized their limitations for taking responsibility for a nutrition education program.

Community: Participants in the Healthy Snacks Kick-off were introduced to nutritious and appealing snack options.

Policy: KIS plans to develop future programs with an awareness of nutrition.

Sharing Information with Others

KIS has no current plan for sharing the information gathered.

Technical Assistance

None

Institutionalization of Nutrition/Fitness Promotion

KIS will promote nutrition in their sports programs, and will attach a “Power Foods”

flier (developed by CANFit Grantee San Bernardino County Health Department *Goal for Health* Project) to their registration forms to encourage participants to eat well. Nutrition will be addressed briefly by coaches when a new sports seasons begin.

Plans Beyond CANFit Funding

KIS will continue to provide seasonal sports programs to youth in Los Angeles.

Agency: *Pacific Institute for Women's Health*

Project Title: *Culver City Youth Health Center Teen Activity Project*

Target Youth: *Culver City Middle School girls*

Methods: *Planning Group of professionals and 2-3 high school representatives. Focus Groups conducted with middle school girls and their mothers. Planning group mobilization led to receiving Project LEAN funding (\$350) for Teen TV Project.*

Top Five Significant Findings

- Few Culver City Middle School girls engage in regular physical activity.
- Many girls skip meals, especially breakfast, and frequently snack after school on foods high in fat and sugar.
- Girls cite concerns about physical appearance as the primary determinant of their exercise and eating patterns.
- Both girls and mothers emphasized that boys receive preferential treatment from the school's PE teachers and coaches. They feel that girls do not receive equal attention, opportunity, or encouragement to be physically active.
- Mothers were aware of their daughters' concerns about appearance, but they placed relatively more emphasis on environmental barriers to exercise and identified other non-cosmetic benefits of their daughters' participation in physical activity. They agreed that Latina girls, in particular, lack female athletic role models and face cultural beliefs that traditionally discouraged physical activity among girls. Mothers see participation in sports as desirable for reasons other than health and better physique, such as, "it keeps them away from those boys" and "builds their self-esteem."

Major Strengths

- Project evolved through a collaborative effort of a diverse, qualified, community-based planning group which developed a strong team spirit.
- Planning process utilized input from girls in the target population, their mothers, and from high school girls.
- Generated a group of enthusiastic girls to pilot test possible intervention components via "Teen TV" project.
- School-base allowed project to reach many adolescent girls of color, and to influence community opinion through parents and staff.

Areas to Improve

- High school girls lost interest in the planning group and ceased participation. Should have involved middle school girls instead of or in addition to the high school girls. Also, could have formatted planning group meetings to be more interesting for the student participants.

- Difficult to complete "Teen TV" project on schedule. Should have met weekly with the project coordinators to help them develop agendas for each meeting and to generate time lines for completion of key activities.
- Should have observed participants at one or more of the school's PE classes after learning about the male PE teachers' unequal treatment of the girls.

Youth/Community Needs Identified

Knowledge: Girls unaware of disadvantages of skipping meals, and need education on the principles of the Food Guide Pyramid and practice translating the guidelines into food-related behaviors. Also need skills training to identify and select healthy foods away from home. Girls didn't know recommendations for physical activity or the benefits of regular exercise. Need exposure to simple and safe exercises.

Attitude: Belief that activity will negatively affect their appearance. Need to embrace more positive attitude about sweating. May need to be shown hair styles that are appropriate to the age and hair type and are compatible with exercise. Belief that they do not have time to exercise-- need to learn ways to incorporate activity into their daily routines. Though some girls aspired to athletic success and greater fitness, most had low expectations of themselves and of their school's ability to help them achieve these goals. Negative attitude in professional community that nutrition and fitness should not be promoted among adolescent girls in order to avoid "causing" eating disorders.

Behavior Change: (1) Need to alter the discriminatory behavior of some male PE teachers and coaches. (2) Girls need to learn to be more active, not to skip meals, and to choose healthy snacks.

Environmental Change: (1) Renovate girls' locker room facilities at Culver City Middle School. (2) Offer more contemporary PE activities that are especially appealing to adolescent girls of color (Mothers recommend kick boxing, step aerobics, synchronized sticks, or hip hop dance aerobics). (3) Make weight room at Culver City Teen Center more "female friendly" by getting lighter free weights and changing posters of muscular men. (4) Increase female athletic role models, one idea: have female college student (preferably African American or Latina) staff the weight room. (5) Increase availability of healthier food choices at the school cafeteria, the Teen Center, and at nearby food outlets.

Noticeable Changes

Individual: Mothers gained sense of empowerment and seemed energized to make changes in the school and community for the health of their daughters. At least two have taken steps to find out when they can "take action". Many Teen TV participants gained self-confidence, pride, and leadership skills, and an awareness of and appreciation for good nutrition and multiple forms of physical activity. Planning group

members made international contacts in the area of adolescent health and fitness.

Organizational: Project generated exposure for the CCYHC, and more of the participating students have begun utilizing the center. Involvement with CANFit has given agency an opportunity for further funding and creation of programs that have not existed in the past. Pacific Institute for Women's Health has gained a richer appreciation of the realities and challenges of the lives of underserved adolescent girls in California. The improved understanding is important to the Institute's ability to develop culturally appropriate California-based activities within their Adolescent Health Linkages Program.

Community: Several community members have expressed their willingness to make changes in their organizations to facilitate better eating and exercise patterns among adolescent girls of color. For example, the Culver City Teen Center has offered space at their facility to hold either aerobic or nutrition education classes and has expressed interest in making its weight room more "female friendly."

Policy: The Culver City Middle School principal has reorganized the school schedule so that an optional elective period will be available to students from 2:15-3:00 pm beginning in the Fall of 1996, during which time The Teen Activity Project will be offered. The Culver City Teen Center has started offering bottled water as an alternative to soda pop at their snack bar, and is willing to pilot test the addition of other healthier items in the future.

Materials Developed

- Teen TV public access channel video demonstrating physical activity and promoting healthy eating habits.
- Literature review on adolescent fitness and nutrition and current programs addressing these needs.

Sharing Information with Others

- Presented findings at three professional meetings:
California Dietetic Association annual meeting, 4/96
Population Council meeting in New York, 6/96
Teaching to Promote Women's Health conference in Toronto, 6/96
- Informally shared findings with staff of Culver City schools and the Culver City Department of Parks and Recreation.
- Feature article in the Culver City local paper highlighting consistency of project with findings and recommendations of the recent Surgeon General's Report on physical activity and health.
- Announcements made at the Culver City Middle School's Parent Teacher Student Association meetings, and a project description will be mailed to all Culver City Middle School households.

- Teen TV project video to be completed by 10/96 will air on public access channel.
- Paper from Toronto conference submitted for publication in *Women's Health Issues* as part of the proceedings of the conference.

Technical Assistance Sought

Purpose: Equipment for video production and four training workshops on video production, filming, editing, and equipment use; design of focus groups, balance between physical activity and nutrition, and advice on proposed intervention.

Received From: Local public access TV network, Culver City Middle School assistant principal, Planning Group members, Arnell Hinkle.

CANFit Consortium member in planning group.

Would have been helpful:

More access to public relations information and media contacts.

Institutionalization of Nutrition/Fitness Promotion

School has allotted time and space for the Teen Activity Project. Hope to make other changes at school: increase the healthy food items offered in the cafeteria; bring local vendors onto campus to sell bagels, juice, and fruit for breakfast; and renovate the girls' locker room.

Plans Beyond CANFit Funding

During the intervention phase of the Teen Activity Project, plan to develop an advocacy coalition of parents and other community members to advocate for environmental changes which will promote healthy eating and exercise patterns.

CCYHC plans to institute the following programs:

(1) a female adolescent only aerobic activity, light weight training and healthy snack options at Club Teen Center; (2) a female adolescent only aerobic activity, light weight training, and nutrition education as an elective that will be offered the last period of each school day at Culver City Middle School; (3) implement healthier food choices and a "healthy-food friendly" environment at the Culver City and Mikkleand High School cafeterias.

Quotations

From one of the Teen TV participants, "thanks to you my parents are proud of me."

Focus group participants:

"...And even if you do play like a boy, sometimes they not going to give you the ball... That's why we're sitting in the cafeteria talking, rather than playing in the playground, or sitting doing something else besides playin'. They always think we're lazy or something, but it's because they won't give us the ball or nothing."

"The girls are worried about sweating and stuff...They just probably thinking about looking nice and cute... Yeah, looking cute for the boys."

Agency: Southeast Asian Health Project, Long Beach

Project Name: *Teens in Good Health (TiGH)*

Target Youth: 10-14 year old Southeast Asian (*Hmong, Laotian, Cambodian*) youth in Long Beach

Methods: Four peer leaders were employed to assist with a needs assessment, including a 3-Day Diet Recall. More than 100 youth answered questions about their general knowledge of nutrition and physical activity, and about their eating and exercise habits.

Top Five Significant Findings

- Almost 59% of the teens did not know the American Dietetic Association's recommended number of fruit and vegetable servings. 79% eat one or fewer servings of vegetables per day, and 56% eat fast food at least twice a week. Of the teens surveyed, 29% spend 5 or more hours per day watching television. Lack of exercise, health, and body image were ranked in the top 10 concerns of these teens.
- Youth commonly visited liquor stores to purchase unhealthful snacks before and after school. The majority of respondents reported eating snack foods such as fast food, potato chips, and ice cream after school hours.
- Southeast Asian youth frequently reported skipping meals, particularly breakfast because they do not receive it at home.
- Most respondents did not exercise or participate in sports.
- The Peer Leaders have made positive changes in their nutrition and fitness habits, and have demonstrated heightened awareness of community resources in Long Beach.

Major Strengths

- The Peer Leaders provided invaluable assistance with the needs assessment and with the development of the proposed intervention.
- Developed successful activities with the Peer Leaders, including a Food Guide Pyramid Party and the Healthy Food Scavenger Hunt.

Areas to Improve

- Increased communication with existing CANFit programs to receive constructive feedback on the project, and to learn what is/isn't working in other communities.
- Increased communication with the Program Manager for feedback and ideas.
- Should have conducted focus groups with parents to determine their feelings about their teens' involvement in sports and about nutrition.
- Access more community resources to facilitate completion of the survey.

Youth/Community Needs Identified

Knowledge: Teens have general knowledge of fitness and nutrition, but lack understanding of specific nutrition principles and exercise guidelines.

Attitude: Teens are apathetic about fitness and nutrition; issues such as violence, sex, drugs and alcohol take precedence.

Behavior Change: The population is involved in low levels of exercise and needs to increase selection of healthful food.

Environmental Change: Community needs access to youth sports programs (such as: transportation, information, affordable activities) and healthier food selections in local liquor stores. Need to educate parents about the impact of physical activity and proper nutrition on the overall health of their children.

Noticeable Changes

Individual: Program staff have developed grant-writing and teamwork skills. Peer leaders have become more aware of their eating habits (and those of their peers), and are making an effort to eat healthier foods. Some have become involved with youth sports programs

Organizational: Staff has heightened awareness of youth health issues.

Sharing Information with Others

The results will be used to develop an intervention targeting surveyed youth and their parents. Community and media events will spread word of intervention. Article published in the *St. Mary's Press-Telegram*, a local hospital newsletter.

Technical Assistance

Purpose: Advice on programmatic issues, feedback regarding proposed TiGH project, advice for working with Peer Leaders, help with administering surveys.

From: Families in Good Health Advisory Board, Jason Robinson (Program Manager SEAHP), Duerr Evaluation Resources, Arnell Hinkle, CANFit.

Would have liked: None

Institutionalization of Nutrition/Fitness Promotion

SEAHP Community Health Workers have been trained to complete a health assessment (physical, mental, and environmental) of their clients and their families. Inquiries are made about nutrition and fitness. Also, nutrition and fitness are priority issues underlying most SEAHP programs.

Plans Beyond CANFit Funding

FiGH will continue work with the whole family to reduce sedentary lifestyles among Southeast Asians in Long Beach. FiGH will continue to offer youth activities, including

tennis, swimming, and Cambodian dance, and will support the proposed TiGH project.

Quotations

"...We learn how to become peer leaders, so we can teach many other peers like us to be active and eat nutritiously so they can be healthy."

"The TiGH program has been very helpful to me because this program has taught me how to eat properly, and it also taught me leadership skills that I can use later on... now I know how to calculate the percentage of fat in every serving of the food that I'm eating... I think if this program is introduced to more teens, it would help them a lot because it will show them the consequences they will face later on in their life if they don't start eating properly now. I know that this issue is not very important to them right now, because I was one of them, but if we can show them the benefits of eating properly right now, they might start to listen."

This project has helped me ...not only educationally, but the job has given me some extra cash to spend. I watch what I eat now and I even joined a cross country sports team to keep in shape and stay healthy."

" We also did something called a 3-Day Recall. It involved having to record what we ate for three days. Each day we had to record specifically what we ate and how many servings we had. It was a very good idea because I learned a lot about myself. I wasn't getting enough fruit and I was skipping meals."

Agency: Telegraph Hill Neighborhood Center

Project Title: Tel-Hi Youthfit

Target Youth: Ethnically diverse youth at Francisco Middle School in San Francisco

Methods: Nine students and a group of professionals developed and distributed a survey to a target group of more than 430 youth of color and a control group of 103 youth at a private school (predominantly white) to determine their nutrition and fitness needs.

Top Five Significant Findings

- In response to the question, "When you buy foods what influences your decision?" many students said that taste and price had the largest influence on food choice, and advertising and making the same choices as their peers had the least influence.
- Adults in the Planning Group initially believed that most youth did not eat breakfast, but survey found that 80% of the target group did eat breakfast.
- Survey respondents reported buying snacks at the corner store both before and after school.
- Compared to the control group, target group depended more on food from the school cafeteria for lunch than on food from home. 46% of target youth got some or all of their lunch at the "Beanery", a concession in the cafeteria that resembles the corner store.

Major Strengths

- Worked with an experienced and enthusiastic evaluator.
- The commitment of the nine youth consultants who attended all of the meetings, contributed important suggestions and ideas, and helped distribute the surveys at Francisco Middle School.
- Planning group members were "experts" in their various fields: youth program directors, physical education teachers, nutritionists, clinical professor of pediatrics, parents, and youth.

Areas to Improve

- Design survey to be scored more easily. Also, should have accepted data analysis assistance, because a lot of the raw data has not been analyzed.
- Would have involved more youth. All of the Youth Consultants were eighth graders and said they will not be able to continue with the project because they are graduating.
- Would have liked to collaborate with other organizations/agencies that truly were interested in the project and had personnel with time to offer the project.

Youth/Community Needs Identified

Behavior Change: Youth need to balance their meals, and to spend fewer hours watching TV and more hours involved in physical activity. Youth need to look at nutritional value as well as taste and price when choosing food.

Environmental Change: Many youth report that sometimes it was not safe to play in their home neighborhood because of gangs and other unsafe conditions. Also, need to make healthier foods available at the corner stores.

Noticeable Changes

Individual: Project staff have realized the importance of nutrition. Youth Consultants have become full project participants, though they were shy and reluctant at first.

Organizational: Tel-Hi Youth Program has designed a Strategic Plan plan which includes a nutrition/cooking/health component.

Community: Survey distribution resulted in interest from other schools and groups. The math teacher who distributed the survey asked to see the results so that he could use them to formulate math lessons.

Policy: Tel-Hi has implemented a "no candy or gum" policy and a "no outside snacks" policy. They now provide a nutritious snack for program participants.

Sharing Information with Others

- Data findings will be given to the PE team at Francisco Middle School.

Technical Assistance

Purpose: Review of survey questions.

Received from: Arnell Hinkle

Would have been helpful: Subscribe to EarthSave, the Healthy School Lunch Program Action Guide. Establish communication with other individuals involved in similar projects. Also, would have liked more opportunities for CANFit project members to get together informally.

Institutionalization of Nutrition/Fitness Promotion

Telegraph Hill Community Center's strategic plan incorporates a nutrition/cooking/health component into daily programming activities. Will provide youth with the opportunity to participate in more physical activities, such as volleyball, swimming, basketball, softball, and other organized sports. Will have workshops with presentations from a nutritionist and other health professionals.

Plans Beyond CANFit Funding

Will send a copy of the findings to various city departments advocating change and will solicit funding to implement the change. Also, will try to make changes at the food wagon at the middle school. Will contact local chefs and farmers to see whether they

can donate products or sell them at a lower cost to the food wagon to improve selection of healthful foods.

Quotations

'As a result of being a part of CANFit, I have learned and instilled on the young ladies in my Ladies First Program that it is okay to eat foods that are frequently labeled as 'bad foods'...as long as we do so in moderation and there is a balance in our everyday diet (we must let go of that all-or-nothing way of thinking).'

Agency: *The West County Public Education Fund; Helms Middle School*

Project Title: *Helms Middle School Nutrition and Fitness Project*

Target Youth: *Multicultural students in 6th-7th grade in Richmond.*

Methods: *Planning group of 5 adults and seventeen 13-14 year olds developed, administered, and analyzed a survey given to all sixth and seventh grade students. The Planning Group then devised a comprehensive action plan for their implementation period.*

Top Five Significant Findings/Results

- 60% of students reported eating a healthy breakfast at home almost every day. 33% eat breakfast only 1-3 days a week.
- Fewer than 50% of students exercise more than four days per week, and 40-60% rarely exercise or play sports after school-- 55% watch TV. More than 70% of students said they are in "good" or "fair" shape, but less than 45% passed most parts of the state's physical fitness test.
- After the survey indicated that 66% of Helms students would like to swim, an arrangement was made with Contra Costa college for Helms to offer an after school swimming program there.
- Many students (22%) regularly cook for themselves or their families; thus, ethnically sensitive cooking classes will be added to the school curriculum.
- Student members of the Planning Group gained the power to plan and implement projects, and the power to interact with adults as equals.
- As a result of the needs assessment, students plan to establish an after-school student-run snack bar which offers healthy snack choices.

Major Strengths

- The support of the principal, two teachers, and the 17 student participants.
- Provided employment by hiring high school students to score the surveys.
- Able to accomplish a great deal in a short period of time.
- Planning group atmosphere allowed even the most withdrawn students to share ideas and facilitate meetings by the end of the year.
- The students grew to enjoy healthy snacks.
- Student members of the planning group learned the fundamentals of

facilitating meetings, appropriate ways of expressing differences of opinion, and the techniques of brainstorming and problem solving.

Areas to Improve

- Should have established Planning Group earlier.
- Would like to involve more parents in the project.
- Difficult to coordinate meeting times for all planning group members.

Youth/Community Needs Identified

Knowledge: Many of the youth demonstrated only little to fair knowledge of nutrition, and most youth consumed fewer than the recommended number of servings of fruits and vegetables. Many students believed that Helms ranked high or average on the state physical fitness test; however, it ranks well below average.

Attitude: 55% of students said they did not believe that food affects their school performance; 44% did not believe that what they eat affects their health, and 42% said they did not notice ups and downs after caffeine or sugar consumption.

Behavior Change: Youth need to choose healthy foods and increase their physical fitness. Need to present nutrition and fitness information so that it attracts the attention of multicultural, at-risk adolescents.

Environmental Change: Need to provide breakfast at school, and to work with cafeteria staff to discover more appealing, healthful food items. Need to provide hands-on opportunities for the students to control what they eat. Must provide more attractive options for PE classes, since 15% of students said they seldom or never participate in PE. Need to provide access to sports activities and course offerings similar to the activities available to higher income youth.

Noticeable Changes

Individual: All connected with the Planning Group have become excited about the project plan. Youth have begun to enjoy healthy snacks.

Organizational: The Ed. Fund will seek funding to provide more sports activities in its After School Enrichment Program. Also, The Ed. Fund is trying to provide healthy snacks to all students in the After School Enrichment Program and to ensure that any food provided to students at any time is healthy.

Community: Contra Costa College has offered free swimming instruction to Helms students, and college credit to students who serve as swimming instructors.

Policy: Curriculum changes have been implemented, including the addition of cooking classes, swimming, and more extensive PE offerings.

Sharing Information with Others

- Findings presented to the Planning Group and to all administrators and

- members of the Helms faculty.
- In implementation, plan to distribute findings to organizations with which collaborate, potential in-kind donors and grantors, local health providers, and parents in the community.

Technical Assistance

Purpose: Design, administration, evaluation, and analysis of Student Survey.

From: John Haller

Would have liked: none

Institutionalization of Nutrition/Fitness Promotion

If funding can be secured, the Ed. Fund could provide grants to teachers to implement projects that promote nutrition and fitness. The Fund could provide supplementary programs focusing on health, fitness, and nutrition to schools.

Plans Beyond CANFit Funding

See above. Also, increase the number of sports and fitness activities in the After School Enrichment Programs in the district junior high and middle schools. Continuation of many of the proposed implementation plans: school breakfast, improved cafeteria menu, cooking classes, student-run snack bar, PE expansion, and swimming program.

II. Implementation Grants

Agency: *Kalusugan Community Services (KCS)*

Project Title: *NUTRI-FIT*

Target Youth: *Filipino-American youth at Chula Vista Junior High and Bethune Elementary School*

Methods: *The four project components included: working with the media to increase awareness and communication; educating food service supervisors about Filipino American diets; training teachers, parents, and teens about nutrition and fitness; and educating the community via health fairs, restaurant awareness, grocery store tours, and workshops.*

Top Five Significant Findings/Results

- A modified Adobo recipe was introduced in the county school lunch programs, and has become a popular lunch item
- One school principal has lost more than 20 pounds, which he attributes to the NUTRI-FIT project.
- Teachers who attended trainings stated that they learned a lot about Filipino American culture as a result of the project.
- Close to 100 parents and their children have indicated their desire to continue project participation.
- Several staff members have volunteered to donate some of their time to the project next year after funding ends.

Major Strengths

- Number, enthusiasm, and varied expertise of 14 staff and 40 volunteers.
- Comprehensive program reaching out to youth, teachers, school administrators, parents, community leaders, health professionals, school lunch program providers, restaurants, and grocery stores.
- Support of families, teachers, teens, and community.
- Publicity generated through the media campaign made the program popular in the Filipino community.

Areas to Improve

- Structured volunteer recruitment and training necessary.
- More defined organizational structure and clearer job descriptions.

Youth/Community Needs Identified

Knowledge: Youth need information to determine which foods advertised on TV actually are nutritious, especially "fat-free" products. Educate teachers and parents about the nutrition and fitness problems of youth. Need information about food safety (i.e. how

long to keep refrigerated leftovers) and about health issues related to nutrition, such as obesity, weight control, and subsequent health problems.

Attitudes: Need to work on the cultural gap between parents and children and between parents and schoolteachers. Many maintain a nonchalant attitude about changing unhealthy eating and exercise patterns. Nutrition and fitness are not a priority for many Filipino families; they are concerned about survival and working to improve their economic status. Few are interested in meeting to discuss social and health issues.

Behavior Change: Need to translate knowledge into practice. Most people in the community know what they should eat, but many barriers prevent them from accomplishing their goal, such as: lack of time to prepare nutritious meals, ease of purchasing dishes high in fat and sodium from Filipino American restaurants.

Environmental Change: Work with restaurant owners to provide more heart- healthy dishes. Provide Filipino American dishes in the school lunch programs.

Noticeable Changes

Individual: Project staff became more aware of foods to eat and avoid. One staff member lost 10 pounds, another began exercising regularly, a principal lost more than 20 pounds, and teachers became more familiar with Filipino customs, nutrition and fitness information and resources. Teachers seemed more sensitive to individual cultural differences. Parents and students increased knowledge of nutrition, physical activity and culture, and improved their practical use of the food guide pyramid. Parents became more aware of the nutrition problems of the children and encouraged them to eat better. Teens developed better food choices, chose more low-fat foods, consumed more fruit and less soda, hamburgers, hot dogs, and sausage. More youth ate breakfast and improved their knowledge of the benefits of dietary fiber. Youth increased physical activity both in school and at leisure. At the junior high schools, more productive energy went towards learning than to participation in "gang" like activity. Parents have also become more physically active.

Organizational: Personnel and other agencies working with the project gained awareness of the Filipino American culture. Members of Kalusugan Community Services are more aware of nutrition and fitness, and are sponsoring a 5-mile walkathon.

Community: Increased community awareness of the project, and of nutrition and fitness issues for Filipino Americans.

Environment: Restaurant owners linked to NUTRI-FIT are learning to prepare heart- healthy dishes.

Policy: KCS voted to make NUTRI-FIT an on-going project. Volunteer staff at BES and CVJH will continue the project activities after funding ends. School lunch now includes modified Filipino American foods.

Materials Developed

- School food service recipes for Adobo, Pancit
- Nutrition and Fitness Resource Directory
- Nutrition and Fitness Curricula

Sharing Information with Others

- Articles and results of different components of the project will be written by coordinators and submitted to the local ethnic media for publication.
- Recipe contest winners featured in an article and winning recipes published.
- Curriculum guides will be developed for teachers, parents and teens, and will be pilot tested this year.
- Guides for restaurant and grocery owners will also be developed, tested, and then distributed.
- Resource Directory disseminated during health and cultural fairs, meetings and other social events. Copies will be mailed to interested parties.
- Articles have been written and will be submitted to the *Journal of the American Dietetic Association*, food service journals, or the *Asian Pacific Islander Journal of Health*.
- At the end of the project, a monograph will be written detailing the activities and results from the project starting from the assessment period through project evaluation.

Technical Assistance

Purpose: Evaluation of the physical activity component of the project and directions for the future. How to work with teenagers and develop a curriculum guide. How to work with restaurants. Ways to design and disseminate the Filipino food packet to school food service supervisors. Working with the media.

From: Project SPARK, Project CATCH (Child and Adolescent Trial for Cardiovascular Health), Project LEAN, Project SHAPE, Dr. Oades.

From CANFit Consortium/Administrative Board

Arnell Hinkle: Advice about program operations.

Joan Rupp: How to work with restaurants

Would have been helpful:

Information about how to get into the mainstream media.

How to produce guides, handouts, monographs (desktop publishing)

How to conduct grocery tours.

How to work with food service supervisors in school lunch programs.

Institutionalization of Nutrition/Fitness Promotion

NUTRI-FIT will become a permanent KCS program.

Plans Beyond CANFit Funding

Integrate NUTRI-FIT into other youth programs of KCS, and allot resources and staff time to the continuation of the program. Seek funding through grants and other fundraising activities.

Other Project Activities

- Health Fairs-- NUTRI-FIT participated in three health fairs and distributed brochures.
- Presentation: EFNEP invited NUTRI-FIT to showcase the program at 10/96 meeting.

Agency: Korean Health Education, Information & Referral Center (KHEIR)

Project Title: Healthy Eating, Active Life

Target Youth: Korean American Adolescents, 10-14 years old in Los Angeles

Methods: Piloted a nutrition and fitness curriculum designed specifically for Korean American adolescents. Provided participants with before and after food frequency questionnaires to determine program effectiveness.

Top Five Significant Findings/Results

- KHEIR was able to develop and implement nutrition and fitness curricula for adolescents, parents, and teachers, with materials available in English and Korean.
- After the 6-week intervention, attitude scores toward "doing aerobic exercise" increased statistically significantly.
- The local Korean television station aired a special five minute news segment on the project.
- More than 90% of participants at the Korean principals meeting responded favorably to the idea of hosting nutrition and fitness presentations.
- KHEIR has developed and sustained successful working relationships with two of the most prominent Korean Language Schools.
- KHEIR found that the food-tasting portion of the presentation was highly effective in gaining the students' interest; also learned which foods were students' favorites, to use in the future.

Major Strengths

- As the first nutrition/fitness program implemented in the Korean community, it is an important source of information for many Koreans.
- Project was supported by the Korean media, community, and educators.
- From the 5-7 week program curriculum, a modified one-session curriculum

was developed. The project coordinator and the student dietitian interns were trained by the nutritionist to present both segment lengths.

Areas to Improve

- Contact the Korean schools at the beginning of the semester to facilitate presentation approval. Late start made it difficult for them to fit project into their schedule.
- Include food-tasting into the one-time presentations. Food tasting for longer sessions was very successful and helps students modify their preconceived notions of low-fat food.
- Contact all teachers for feedback and follow-up. Also, solicit more information from students about how they felt about the presentations.
- In retrospect, it seems that it would have been easier to gain approval for a 2-3 session curriculum rather than the 5-7 week curriculum.
Comparing validity of data findings not as accurate because students of one-week session were not asked about behavior or knowledge changes and did not take pre- and post- tests.

Youth/Community Needs Identified

Knowledge: Many students said that they had never had the opportunity to take any nutrition and/or fitness classes.

Environmental Change: Needs assessment indicated that mothers in Korean families prepare and purchase food, so need to educate parents.

Noticeable Changes

Individual: KHEIR staff have become more aware of the Korean community's need for nutrition and fitness education. Also, the staff members' personal knowledge of nutrition and fitness has increased. Interviews with presentation participants suggest that they applied their new knowledge of healthy eating and fitness. Results of food frequency comparison showed an increased consumption of low-fat snack foods (crackers, rice cake, pretzel, and air-puffed popcorn). There was a reported decrease in consumption of the items "cookies, cakes, and pies" and "sweet roll, doughnuts, and muffins". French fry consumption did not change, but more students reported substituting frozen yogurt for ice cream. Ramen consumption decreased and U-dong intake increased. Though attitude changed regarding aerobic exercise, behavior did not change significantly. More students reported more walking and bicycling days/week. Meal skipping and fast-food restaurant frequenting did not change with intervention.

Organizational: Due to CANFit grant, organization's target population expanded to include adolescents, rather than adults only. KHEIR has spent a great deal of time and

energy into developing the most effective ways to teach Korean adolescents about nutrition and fitness.

Community: Due to media attention, the Korean community has become aware of the statistical findings of the project. Additionally, Korean Language School and public school principals and teachers have expressed interest in implementing the project in their schools. Though the project was unable to assess changes resulting from the distribution of educational materials to parents, some students said that their parents applied the information by choosing low-fat foods at the grocery store and incorporating exercise into their weekly routine.

Policy: Not yet drafted.

Materials Developed

Teaching curricula in English and Korean for teachers, adolescents, and parents.

Sharing Information with Others

- Five minute news segment on local Korean TV station.
- Met with education providers at the Korean-American Educator Association Conference and the Korean School Association Conference.
- Nutrition and information booth set up at KHEIR Center Family Health Fair, which occurs biannually.

Technical Assistance

Purpose: Updated Korean nutrition resources.

Received from: Korean Nutrition Society

Would have liked : More guidelines from CANFit for the lesson plan and the curriculum development.

Institutionalization of Nutrition/Fitness Promotion

Will train staff and interns on topics related to fitness and nutrition so that they can present this information at the annual Family Health Fair and can include nutrition and fitness education in their other outreach presentations.

Plans Beyond CANFit Funding

KHEIR Center is looking for other funding sources to improve and expand the project.

Other Project Activities

Principals of the Korean Language Schools expressed interest in having the project teach mothers about nutrition and fitness.

Agency: Girls Incorporated of Alameda County

Project Title: Mawiyah Program

Target Youth: African American 11-14 year old girls at King Estates Jr. High in San Leandro

Methods: Funk aerobics classes and health curriculum. Aerobics incorporated into school PE program, as well as after school activity.

Top Five Significant Findings/Results

- Girls reported an 86% increase in the amount time they exercised each week.
- Girls will increase their consumption of healthy foods once they are educated about nutrition.
- Girls will exercise more often once they find an activity that they enjoy.
- Girls will incorporate health and nutrition into other aspects of their lives.
- Girls will attend school and even sacrifice their "free" time if they feel that they are good at something
- Girls' self-confidence increased with stress management, self empowerment, and body image workshops.

Major Strengths

- Mawiyah developed an Afro-centric nutrition and physical activity curriculum.
- In-School activity program gave more girls the opportunity to participate and access to the nutrition and health curriculum.
- Mawiyah Program has been implemented as one of the components of the Girls' Inc. summer program in math, science, sports, and health (the Eureka Teen Enrichment Program).
- Teachers and faculty were impressed that students who rarely participated in classroom activities joined Mawiyah and demonstrated leadership qualities.

Areas to Improve

- Would have liked greater after-school attendance rate.
- Offer the program during more than one PE class period so that more young women can be reached during school. Many girls indicated interest in participating during other class periods.
- Should incorporate more sports nutrition information into the summer program curriculum.

Youth/Community Needs Identified

Knowledge: Most girls had never heard of the Food Guide Pyramid, and did not understand why a healthy diet, regular exercise, and stress management are important

for them. Many girls attributed illness to environmental factors such as bad air or water. Many girls reported skipping meals in attempt to lose weight and decrease their caloric intake.

Attitude: Young women at King Estates Jr. High are not encouraged to participate in physical activities. Many young women believed that only boys play sports and exercise consistently. Many girls had adopted an "I can't" attitude about exercise, or would stop when they were a little tired. The negative attitude was the largest barrier to overcome, particularly with the Latina participants. Culture plays an important role in discouraging girls from exercising and participating in sports.

Behavior Change: Girls need to exercise instead of just watching the boys exercise. Also, need to stop skipping meals and eat a balanced diet.

Environmental Change: Improve safety of local parks to provide open space for girls to participate in outdoor activities. Incorporate nutrition curriculum into school physical education classes or into science classes. Need to improve the food selection at local convenience stores where many of the parents shop, especially to increase the amount and quality of fruits and vegetables available. Need a positive and constructive after school program.

Noticeable Changes

Individual: Girls stamina, strength, flexibility, and exercise time increased, as did self-esteem and their awareness about their families' eating behaviors. By the end of the program, all the girls were able to state the reasons it is important to eat fruits and vegetables. 80% of the participants increased their weekly fruit and vegetable consumption, and reported that they or their parents tried the recipes and liked them. Girls also developed leadership qualities. Several teachers commented that some of the "troubled" students had improved their attitudes and behavior since their involvement in the Mawiyah Program. Girls identified different standards of beauty at the end of the program than they had at the beginning. Program fostered an overall positive attitude, and girls that may not traditionally be chosen as role models became "leaders".

Organizational: Girls Inc. added Mawiyah to the Eureka Teen Enrichment Program, providing program access to more than 35 additional girls. Also, the program staff at Girls Inc. has expressed interest in maintaining some type of health and nutrition curriculum at Girls Inc. and is seeking sources of funding for this particular purpose. Additionally, a Southern California Girls Inc. affiliate was interested in the possibility of replicating the program for the African American and Latina girls they serve.

Community: Some parents reported trying and liking the recipes distributed. Girls organized a healthy foods bake sale.

Policy: Program was incorporated into the school day with support of the school.

Sharing Information with Others

- Girls Inc. staff have presented information to: Girls Inc. Board of Directors, United Way donors, Mills College faculty and staff.

Technical Assistance

Purpose: Posters and handouts, nutrition information, and pamphlets for students.

From: Healthy Kids Resource Center, Gold's Gym, Kaiser Health Education Dept.

Would have liked: Early assistance developing the program evaluation tools.

Institutionalization of Nutrition/Fitness Promotion

Girls' Inc. has a new facility which includes a gym and a weight room. Mawiyah has been institutionalized by offering the program in the Eureka Teen Achievement program.

Plans Beyond CANFit Funding

Hope to create a new sports program to increase young women's involvement in non-traditional sports such as basketball, soccer, and football. The project would also have a nutrition curriculum to educate young women about the role of food in maintaining a healthy and active sports life.

Other Project Activities

Students performed two funk aerobic routines for the entire school and discussed the importance of a healthy diet and exercise.

Agency: *Escondido Community Health Center*

Project Title: *Healthy Lives CANFit for Kids*

Target Youth: *American Indian and Hispanic adolescents in the north inland communities of San Diego County (e.g. Pauma Reservation, Pala Reservation, Escondido).*

Methods: *Project provided nutrition and fitness education and information to Native American and Hispanic communities. Distributed sports and cooking equipment, visual aids, and educational materials to these communities, and participated in a variety of activities, including home cooking demonstrations and community Fun Runs and other events.*

Top Five Significant Findings/Results

- The distribution of sports equipment made a significant change in the community, and made an outstanding and lasting impression.
- Youth were interested in promoting project activities.
- Youth were willing to try new foods and accepted preparing favorite foods in a new way when project staff presented a culturally sensitive approach.
- The community was interested in learning about nutrition.
- Due to the lack of activities available in the community, CANFit Project staff were able to reach children.

Major Strengths

- CANFit Youth Leadership Committee strengthened the project by assisting in activities and recruiting other youth to promote other project activities.
- Utilizing community-based facilities in target communities allowed the project to offer a wider variety of activities and ensured participation.
- Mini-nutrition trainings reinforced the CANFit goals in the community.
- Youth participation was identified by staff as one of the most important and significant aspects of promoting and delivering nutrition messages.
- Project developed and maintained community trust.
- Project staff and youth leaders participated in twelve community events.
- Home cooking demonstrations and food demonstrations at Native American traditional events exposed the community to healthful cooking.

Areas to Improve

- Transportation. Would have been better to purchase or lease a van to transport participants. Borrowed tribal van, but it broke down sometimes.
- More funding to buy more costly fitness equipment, ensuring quality and durability of machinery to provide long-term physical activity options.
- Need third year of funding to allow community members to feel ownership of project and institutionalize it into their community.
- Should have conducted more focus groups early to identify youth interest

- and to facilitate planning events and activities.
- School staff turnover presented difficulty.

Youth/Community Needs Identified

Knowledge: Youth need to know the importance of nutrition and physical fitness.

Attitude: Youth reluctant to change eating habits and to engage in physical activity.

Youth initially not interested in trying modified recipes of traditional foods.

Behavior Change: Youth consume a lot of soda, do not include enough fruits and vegetables in their diets, and are not adequately physically active. Instructors need to use culturally appropriate food/recipe samples during trainings.

Environmental Change: Community lacked exercise equipment.

Noticeable Changes

Individual: Project staff exercise more and motivate their children to join them. Project staff at the Escondido Community Health Center, Health Promotion Department are more aware of their food intake and use low-fat recipes. Office snack breaks consist of fruit and bagels, and staff use stairs instead of the elevator to reach the office. Youth eat healthy snacks without being reminded, and take apples to school instead of chips.

Youth walk to the Tribal Hall instead of asking for a ride. More people drink water and juice instead of soda.

Organizational: Community Health Promotion Department luncheons include whole wheat rolls instead of croissants or butter rolls, and low-fat chips are served instead of regular.

Community: Some community members report elimination of manteca (bacon fat) when cooking beans and instead boil beans with spices and onions to add flavor. Youth are more physically active and spend less time sitting around the tribal complex.

Policy: A nutrition and information corner has been created in the library. Migrant Education will incorporate the Nutrition and Fitness program into their curriculum during home visits. Nutrition Education modules may be adopted by California State University of San Marcos teacher education program

Materials Developed

- Healthy Lives CANFit For Kids Cookbook
- Healthy Lives CANFit for Kids Healthy Eating through Healthy Choices, Nutrition and Fitness Education Module

Sharing Information with Others

- Project results shared via Pauma AA'Alvikat "Pawekatchum" Library newsletter, distributed to all Pauma Indian Reservation members and other reservation tribal offices.

- Results shared at Tribal Council meetings.
- Copy of cookbook sent to each intervention site, youth leadership committee member, and to recipe contest winners.
- Project staff and youth leadership committee members developed CANFit bulletin to share project information.

Technical Assistance

Purpose: Educational videos, lists of culturally sensitive materials, and general project assistance.

From: McDonald's Corporation, "What's on Your Plate", Center for Science in the Public Interest, "CHOW", Arnell Hinkle and Patricia Lozado-Santone.

Would have liked: (1) Trainings on: cultural sensitivity approach, barriers faced with diverse populations, cultural eating habits and nutritional value of traditional foods. (2) Binder of all materials produced by previously funded projects.

Institutionalization of Nutrition/Fitness Promotion

Will train health promotion staff and community members in nutrition education components. Continue to include food demonstrations at Native American traditional events such as CUPA Cultural Days and local Pow-wows. Continue to promote healthy messages in the tribal newsletter.

Plans Beyond CANFit Funding

California Wellness Foundation provided a two-year \$100,000 grant to continue programs. The CANFit Youth Leadership committee will continue, and will participate in community events and cooking demonstrations during local Pow-wows and other events. Migrant Education will incorporate the Nutrition and Fitness Program into their curriculum during home visits.

Other Project Activities

- Summer Nutrition program with JOM students. Six week nutrition and physical activity program with Pauma Reservation JOM students reached 39 youth and encouraged them to eat well and be active.
- Pauma CANFit Youth Leadership Committee Member Awards Dinner honored youth committee members for their efforts.

Agency: Monterey County Department of Health

Project Name: *Project U-Fit*

Target Youth: *Vista Verde Middle School Students (98% Hispanic)*

Methods: *Implemented after-school cooking club, Grizzly Gourmets. Also, added nutrition and fitness curriculum, MVE-TV, to health classes.*

Top Five Significant Findings/Results

- Students like to cook, and enjoyed being on display at the Spring Fiesta/Mother's Day event.
- Students adamant about continuing the cooking club for the next year, and school has donated the necessary after-school personnel time.
- Students responded well to the MVE-TV curriculum implemented in the classroom. The curriculum was modified to include more vegetable proteins, and needed to be revised when teaching the ESL students.
- Students modeled learning at end-of-the year party by blotting fat from pizza, and/or removing pepperoni from pizza before eating. Students also demonstrated understanding of healthful eating behaviors by including fruits and vegetables and asking how to make foods lower in fat.
- The after school club worked due to the support of the school teachers and administrators. The good working relationship established between the health department and the school made the program possible.
- Program encouraged health teacher to focus more on nutrition and fitness than she had planned.

Major Strengths

- Greenfield's small population of 8800.
- Good relations between the health department, the community, the school, Healthy Start, Migrant Education, the library, and others.
- Provided food examples to adults and youth to show them how to eat healthful foods.
- Ability to coordinate resources through different agencies.
- Teacher awareness of program allowed students to leave class in order to attend cooking sessions.
- Supported local businesses when needed supplies.

Areas to Improve

- Physical activity portion not as successful as cooking club. All after-school clubs on same day, so had to compete with dance club. Tried to implement some fitness ideas into health classes instead.
- Unable to begin program as early as planned.

- Need better communication with Duerr-- would have modified project planning and timing if had clearly understood the role of the Duerr evaluation team.

Youth/Community Needs Identified

Knowledge: It was difficult for the youth to fit some of their ethnic foods into the food groups of the Pyramid, especially mixed dishes.

Attitude: Attitude that low-fat means no-taste prevalent regardless of age or gender of students. Girls seemed more interested in low-fat eating and ways to lose weight. Sixth- and seventh graders more open to nutrition and fitness in class than eighth graders. Students in after-school club more interested in trying new foods than those in health classes, though students in ESL class wanted to do as much cooking and tasting as possible.

Noticeable Changes

Individual: 4-day food diary surprised some students about foods they included/excluded. Students were able to choose healthier alternatives at fast food restaurants. Students able to stay within fat and calorie targets, but wonder whether would actually be satisfied with menus. Fewer students reported drinking whole milk, and more chose 1 or 2%. Students became more aware of the food guide pyramid, and the number of recommended servings from each food group. Students blotted extra grease from pizza, some removed pepperoni. Students checked to see what teachers ate at lunch. One teacher began to use healthful foods rather than "junk" foods as examples when teaching math to ESL students.

Organizational: U-Fit purchased new books available at schools and in the local library that focus on youth, nutrition, and social action, including: "Kids Get Cooking", "The Kid's Guide to Service Projects", and "The Kid's Guide to Social Action". Also, the health teacher will continue using the MVE-TV curriculum. *Community:* The Spring Fiesta/Mother's Day celebration which featured delicious, healthy food was a big success and introduced many community members to the idea of recipe modification and low-fat eating.

Policy: Attempted to improve selection of fruits and vegetables available in school food service, but food service department did not agree that changes are necessary. Principal new, so not able to influence change in policy.

Materials Developed

- Grizzly Gourmet Cookbook-- relatively easy, tasty, healthful recipes in English and Spanish

Sharing Information with Others

- Results shared with the Monterey Nutrition Council
- A newsletter article will be published in the health department newsletter.
- A press release will be submitted to the *Greenfield News*, the local community newspaper.

Technical Assistance Sought

Purpose: Review of concepts for a proposed milk lesson, a review of a Project U-Fit project description, and a list of recommended cookbooks and recipes.

From: Monterey County WIC; Dr. Kamachi, pediatrician; Arnell Hinkle, CANFit.

Institutionalization of Nutrition/Fitness Promotion

Already institutionalized into department of health. Project broadened the department's experience with adolescents and expanded relationships with schools.

Plans Beyond CANFit Funding

Project staff will continue to serve on the Advisory Board for the Greenfield Union School District Healthy Start. The project coordinator is working with Project LEAN, which is being implemented in the local high school.

Other Project Activities

Through work with Migrant Education, the staff made two presentations at "Advance" which is an intensive four week summer school program for migrant students held at UC Santa Cruz. Second presentation revealed that most students reported eating the recommended servings of fruit, and needed to be encouraged to eat vegetables other than salad. About one-third of the students also reported trying new foods, such as grapefruit, cherry tomatoes, tofu, and white sauce on pasta.

Agency: *San Bernardino County, Department of Public Health*

Project Title: *Goal for Health*

Target Youth: *10-14 year old Colton Youth Soccer Organization participants (85% Latino).*

Methods: *Campaign among youth soccer league participants framed as promotion of peak athletic performance, with the additional underlying goals of improving health status and preventing chronic disease. Initiated the Colton Youth Playerz Health Club of 11 youth leaders who served as peer advisors and planned events that promoted nutrition and fitness.*

Top Five Significant Findings/Results

- Created numerous educational materials, including the how-to guide: A Road Map to Promoting Nutrition and Physical Activity in Youth Sports Leagues, designed to share lessons learned and materials developed with other youth-oriented organizations.
- Changed CYSO snack bar options, including addition of fresh fruits and vegetables, low-fat carbohydrates (breadsticks, bagels, pita bread, etc.), and other healthful foods.
- Created an alternative to candy-selling fundraiser by instituting a raffle for merchandise.
- Developed Colton Middle School Lesson Plan which incorporates nutrition and physical activity information into science and math curricula.
- Maintained positive working relationship with the Colton Youth Soccer Organization members.

Major Strengths

- Served as a local resource for information regarding nutrition and physical fitness for youth.
- Provided camera-ready originals of materials developed to share with youth-oriented organizations trying to promote nutrition and fitness.
- Framed nutrition and physical activity promotion as a way of achieving peak athletic performance, which motivated youth to consider making changes in their diets.
- Colton Youth Soccer sustained valuable project components, such as the Opening Ceremony and distribution of educational materials.

Areas in Need of Improvement

- Better communication with CANFit office and Board in first year.
- Limit materials so that they require fewer resources to develop.
- Involve a CYSO adult as a Project Co-Coordinator.

Youth/Community Needs Identified

Knowledge: Youth coaches need to know the direct impact of nutrition on physical performance. Adults (coaches and parents) were identified as the primary source of nutrition and fitness information for youth, but lacked knowledge and resources.

Attitude: Once youth and adults accepted the importance of nutrition, they wanted to be told specifically what to eat. Many youth believed that healthful eating meant eating foods without flavor.

Noticeable Changes

Individual: Project staff learned new ways of communicating nutrition and fitness information to the target community via educational material. Some youth reported behavior change resulting from information in the Fast Food Survival Guide.

Organizational: Grantee agencies established a track record and the capacity to promote nutrition and fitness in expanded settings.

Community: Key informants reported change in awareness of healthful eating.

Policy: Candy was not sold as a CYSO fundraiser. Snack Bar food choices changed.

Materials Developed

- Power Recipes-- Recipes for youth and parents to cook together, with pictures.
- How-to Guide-- Guide to sensible nutrition and physical activity issues aimed to help educate coaches and others involved in youth sports.
- Colton Middle School Lesson Plans-- Curriculum for incorporating nutrition and physical activity into science and math curricula.
- Fast Food Survival Guide-- includes composition of fast foods and general healthful eating strategies.
- Power Pyramid-- Food Guide Pyramid with culturally appropriate foods and sample meals and snacks with serving sizes.
- Get Into Power Foods-- Guide describing foods to eat before and after exercise with sample menus.

Sharing Information with Others

Project findings and lessons learned presented at the following meetings:

- California Dietetic Association Convention
- Society of Nutrition Education
- Inland District Dietetic Association
- American Public Health Association
- Centers for Disease Control Conference

A summary of the results from the Nutrition and Physical Fitness Survey will be distributed to each youth survey participant, and the materials developed will be

available in the Healthy Kids Resource Center.

Technical Assistance Sought

Arnell Hinkle (CANFIT) reviewed and provided feedback on the educational materials developed.

Institutionalization of Nutrition and Fitness Promotion

Will integrate nutrition and fitness promotion into other youth-centered health department projects using the materials developed for this project. Will act as lead agency for Project LEAN's "Food on the Run" nutrition and fitness campaign, and will function as a resource for adolescent fitness and nutrition information in the community.

Plans beyond CANFit funding

Distribute the materials developed.

Provide materials and/or give presentations to community.

Function as nutrition and fitness resource for CYSO.

Other Project Activities

- Youth wrote articles for CYSO newsletter.

Quotations

"Now I'm more aware. I pay attention to what I eat and keep in shape. I eat more vegetables. My family has changed the way they eat, too." -- 13 year old participant