

California Adolescent Nutrition and Fitness Program

**Summary of Completed  
CANFIT GRANTEE  
PROJECTS  
1996-1997**

December 1999

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# ***Summary of Completed CANFit Grantee Projects 1996-1997***

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## ***Introduction***

This summary compiles the information submitted to the CANFit program in the final reports from CANFit Grantees completing projects in the 1996-1997 funding year. A total of twelve grants, summing \$305,380, were awarded November 1, 1996: two planning grants and ten implementation grants. Please see *Table 1* for a description of the location and target populations of the grantee projects included in this report, and *Table 2* for information about the number of youth reached by these projects.

*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: 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.

**Table 1:**

**Location and Target Population of CANFit Grantees included in Summary Report 1996-97**

<b>Grantee</b>	<b>Location</b>	<b>Target Population</b>
<b>Planning Grants:</b>		
Boys and Girls Club of the Peninsula	Belle Haven - African-American North Fair Oaks district – Latino (San Mateo County)	Primarily African-American and Latino
Riverside-San Bernardino County Indian Health, Inc.	Indian Health Clinic, (Riverside-San Bernardino County)	American Indian
<b>Implementation Grants:</b>		
Culver City Youth Health Center	Culver City Middle & High School (Los Angeles County)	Adolescent Girls - African American and Latinas
El Concilio del Condado de Ventura	Oxnard (Ventura County)	Latino
Escondido Community Health Center	Escondido, Pauma Reservation (San Diego County)	Latino and American Indian
Kalusugan Community Services	Chula Vista, National City (San Diego County)	Filipino
Korean Health, Education, Information and Referral (KHEIR) Center	Korean Language School and Public Schools (Los Angeles County)	Korean American
Southeast Asian Health Project	Long Beach (Los Angeles County)	Southeast Asian
Telegraph Hill Neighborhood Center	San Francisco	Chinese and Vietnamese
The West County Public Education Fund (The Ed. Fund)	Helms Middle School, San Pablo (Contra Costa County)	Ethnically Diverse
Ventura County Public Health Department	Santa Paula (Ventura County)	Latino
Viejas Indian School Incorporated	Viejas Indian Reservation (San Diego County)	American Indian

**Table 2**

**Youth Reached by CANFit Grantees included in Summary Report 1996-1997**

	<b>Age</b>	<b>Girls</b>	<b>Boys</b>	<b>Total</b>
	10	169	205	374
	11	321	246	567
	12	250	221	471
	13	155	132	287
	14	146	152	298
	<b>Subtotal</b>	<b>1,041</b>	<b>956</b>	<b>1,997</b>
	<10	152	162	314
	>14	97	86	183
	<b>Total</b>	<b>1,290</b>	<b>1,204</b>	<b>2,494</b>

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

**Grantee:**

- Boys and Girls Club of the Peninsula
- Culver City Youth Health Center
- El Concilio del Condado de Ventura
- Escondido Community Health Center
- Kalusugan Community Services
- Riverside-San Bernardino County Indian Health
- Southeast Asian Health Project
- Telegraph Hill Neighborhood Center
- Ventura County Public Health
- Viejas Indian School

## ***Section 1: Information Gathered***

### **Planning Grants**

***Grantees:*** Boys and Girls Club of the Peninsula and Riverside-San Bernardino County Indian Health, Inc.

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

#### ***Fitness Habits***

Of the youth surveyed, after-school physical activities occurred on 3.8 days (Boys and Girls Club). The youth were often not in good physical shape (Riverside-San Bernardino).

#### ***Nutrition Habits***

Both grantees found that soda is the youth's beverage of choice. Fifty-nine percent (59%) of the youth in San Bernardino chose soda as one of their top three snacks. In addition, it was found that the youth depend on fast food restaurants as one source of food. Skipping meals is a big concern in the Boys and Girls Club. Regarding fruit and vegetable intake, San Bernardino reported the mean serving of fruits and vegetables to be 1.9 and 2.1 daily. This average is a small cry from the recommendation of five servings of fruits and vegetables daily. In regard to milk consumption, the youth of San Bernardino consumed an average of 1.7 cups of milk per day rather than the recommended 4 cups/day.

#### ***Knowledge and Attitudes***

The Boys and Girls Club reported that the youth have distorted ideas about the term "healthy." However, in San Bernardino, the youth were able to identify healthy food items, describe which foods from the *Food Guide Pyramid* belonged in specific groups, and discuss foods that were not as healthy to eat. According to the survey by San Bernardino, 63% of the youth correctly identified the *Food Guide Pyramid*, while 76% were able to correctly identify breakfast foods. These results show that the majority of the youth in San Bernardino are familiar with the *Food Guide Pyramid*. Of these youth, 53% indicated that they consumed enough milk (yet only 1.7 cups per day were consumed).

The attitudes of the youth seemed to indicate a willingness to learn. Seventy-five percent of the surveyed youth indicated an interest in taking a cooking class, while 68% of the youth were interested in learning more about fitness.

#### ***Environmental Factors and Barriers***

On the San Bernardino-Riverside reservation, the youth have limited access to certain types of physical activities or places to exercise, such as parks, ball fields, swimming pools and basketball courts located on or near the reservation.

### ***Project Results***

Youth involvement in the planning stages was a key to changing the behavior of youth. Both the Boys and Girls Club and San Bernardino used youth's input in their planning grants. Direct involvement allowed the youth to assume responsibility for their own well being.

Staff at the Boys and Girls Club increased their awareness of the obstacles facing the youth in their area regarding nutrition and fitness, and are now accepting the challenge of informing the community of these obstacles by providing information at all their events. The Club has also taken the initiative to educate the youth by taking them on field trips: camping, skiing, and touring a local restaurant.

In both agencies, healthy snacks such as fruits and vegetables were provided at all events and activities. In addition, healthier snacks are now being sold in the area (San Bernardino).

### ***Other***

Both agencies emphasized the importance of youth involvement. Not only did the youth learn about nutrition and fitness but developed leadership and organizational skills.

## **Implementation Grants**

### ***Grantees:***

Culver City Youth Health Center (Culver City)  
El Concilio de Ventura (El Concilio)  
Escondido Community Health Center (Escondido)  
Kalusugan Community Services (Kalusugan)  
Korean Health Education, Information and Research Center (KHEIR)  
Telegraph Hill Neighborhood Center (Telegraph)  
The West County Public Education Fund (Ed Fund)  
Ventura County Public Health Department (Ventura)  
Viejas Indian School (Viejas)  
Southeast Asian Health Project (SEAHP)

### ***Noticeable Change***

#### *Youth*

Several agencies reported an increase in awareness of the importance of nutrition and fitness among the youth (El Concilio, Kalusugan, Ventura and Culver City). Agencies have reported changes in the youths' eating habits (Escondido, Kalusugan). Escondido has observed a greater intake of water and fruit juice instead of soda. Culver City reported the development of skills in reading food labels and menu selection.

The youth have been the driving force in implementing changes in the school cafeteria. For example, students pushed for low-fat salad dressings on the school menu (Ventura). They have also expressed interest in how the fast food and soft drink companies target their communities (El Concilio).

Regarding physical activity, agencies have reported several behavioral changes and an increase in knowledge and skills (Culver City, Escondido and Kalusugan). Instead of taking a car to go places, the youth have opted to walk (Escondido). Culver City youth developed skills in muscle conditioning and heart rate monitoring, and even started a walking program. Attitudes changed, too: Kalusugan reported an increased interest in learning new ethnic dances, and youths' sense of esteem, pride, importance, and unity reportedly increased in Culver City. Several agencies indicated an increase in interest in physical activity (Ed Fund, Kalusugan)

#### *Parents*

Parents found the information on nutrition and fitness in the newsletters that Kalusugan provided very helpful. In Culver City, parents became so enthralled with changes that were happening that they became more involved in the program and more aware of the benefits of good nutrition.

#### *Teachers*

Teachers at the Ed Fund received mini-grants to use in activities dealing with nutrition and fitness. The resulting activities increased students' awareness of nutrition and fitness. Coaches at Culver City supported the behavioral changes they have seen by getting more involved in the program and demonstrating greater awareness of the benefit of optimal nutrition.



### Staff

Knowledge of the importance of nutrition and fitness increased among several agencies' staff members. Staff at El Concilio became interested in how the Latino community is being targeted by fast food and soft drink companies. Staff members at Ventura and Viejas have become more aware of what they eat. At Escondido, staff members exercise more and include their children in their activities. As they have become more aware of their food intake, they have shared low-fat recipes, taken breaks that include healthy snacks such as fruit, and used alternative means of transportation such as taking the stairs instead of the elevator. The Culver City staff eats more fruits and vegetables.

### Organizational

CANFit grants have enabled the grantees to increase their network with other agencies and allowed for collaboration among these networks (Culver City, SEAHP and Ed Fund). Changes in the school menus have improved the nutritional value received by the adolescents (Culver City, Viejas and Ventura). These changes included providing lower fat meats and dairy products and more fruits and vegetables.

Ventura has begun to do health screenings for the Migrant Education Parents program and is counseling parents on making positive nutrition and fitness changes in their lives. Other agencies (KHEIR and Kalusugan) have the distinction of being the only organizations to provide adolescent nutrition and fitness material to their communities.

### Community

All grantees impacted their target community to some degree. Viejas modified the food preparation in their cultural gatherings and events and improved the food served at the school, and Ventura's school cafeteria now serves 1% milk and a salad bar with non-fat dressing;

Moreover, community members have shown support for program goals and have become involved in the process (Culver City, SEAHP, KHEIR, Ed Fund and Kalusugan). In Culver City, the community itself started to provide programs focused on nutrition and fitness.

### Environmental/Policy

Many of the organizations institutionalized the programs started by the CANFit grant into their regular programs (Ed Fund, Kalusugan, Culver City, SEAHP). In addition, their efforts to improve youth nutrition and fitness have convinced the communities to get involved (SEAHP, Ventura, Kalusugan). For example, the city of Santa Paula has funded a Youth Matters Plan, which includes improving and developing play areas for young people (Ventura) and Helms School has made it a policy to provide healthy snacks and curtail the use of high-sugar sweets (Ed Fund).

### ***Strengths***

While many of the agencies had strengths specific to their program, there were several strengths common to more than one grantee. Widespread support and participation were strengths cited by a majority of the agencies (Culver City, SEAHP, Telegraph, Kalusugan, Escondido and El Concilio). These agencies credited their success in large part to their collaboration with other organizations or community members, such as the school, fitness centers, recreational centers,

restaurants and parents. Escondido remarked that utilization of community-based facilities in the target area allowed their project to offer a wider variety of activities and ensured participation.

Another common strength among the agencies was the use of the youth as health advocates (Culver City, El Concilio and Escondido). This allowed the youth to feel empowered and develop a vested interest in the outcome. Also, several agencies cited the dedication and knowledge of their staff as being a great asset in ensuring project success (Ventura, KHEIR and Kalusugan). Ventura greatly benefited from having a bicultural and bilingual staff. Two agencies stated that positive role modeling was key to the program success (Viejas, Ed Fund). Culver City and SEAHP remarked that including healthy snacks at all events contributed to their success, while Kalusugan, KHEIR and El Concilio cited a comprehensive program that targeting the whole community at different levels as a good strategy.

### ***Would Have Done Differently***

Most things identified as needing improvement were specific to each individual program. However, a few areas to change were identified by more than one grantee. The most significant area that needed improvement was related to the staff (SEAHP, Kalusugan, and Telegraph). Many of these agencies had ambitious program objectives, but lack of staff resulted in a failure to achieve these objectives (SEAHP, Telegraph). Other staffing problems included unexpected staff changes and key staff members leaving projects at crucial times (SEAHP, Kalusugan). Several organizations felt more training was needed for peer advocates (SEAHP, Escondido, El Concilio) and that a lack of transportation caused difficulties (SEAHP and Escondido). Finally, the Ed Fund and Viejas commented that the failure of other individuals, groups, or organizations to follow through on commitments was an area that needed to be addressed to ensure future success.

### ***Materials Developed***

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

#### *Curricula*

4- week Basic Series and 5-month Advanced Series Curriculum (Ventura)

Teen Activity Project (TAP) Workbook (Culver City)

“Healthy Eating and Active Life,” a four-session nutrition and fitness curriculum (KHEIR)

“Korean Food and Korean Language” nutrition and fitness curriculum manual - in Korean (KHEIR)

Making Food Choices for a Healthy Diet: A Nutrition Curriculum Manual (Telegraph)

6-week curriculum featuring 10 workshops: Nutrition; Fitness; Social & Peer Pressure; Muscular Strength, Flexibility & Endurance; Eating Healthy when Eating Out; Sports Conditioning; Self-esteem & Body Imaging; Decision Making & Goal Setting; Careers; and Television Production Fieldtrip (El Concilio)

A Guide for Elementary School Children (Kalusugan)

A Guide for Middle School Teens (Kalusugan)

#### *Guides:*

A Guide for Teachers (Kalusugan)

A Guide for Parents (Kalusugan)

A Guide for Food Services Supervisors (Kalusugan)  
A Guide for Restaurant Owners (Kalusugan)  
Resource Directory (Kalusugan)

Other:

TAP Leader's Manual (Culver City)  
Final Report containing sections on Recruitment Methods, Program Evaluation, Use of Peer Leaders, TAP Night Sessions Outline, Future Suggestions and Attitudes (Culver City)  
Food Frequency Questionnaire (Ventura)  
Focus Group Discussion Guide (RSB Indian Health)  
Two bilingual PSAs (30 seconds each) on nutrition and fitness (El Concilio)  
Native American Food Pyramid Poster (Escondido)  
Mini-grant Guidelines (Ed Fund)  
Nutrition and Fitness Survey (with parental consent form) (RSB Indian Health)

## ***Section II: Grantee Report Summaries***

### **I. Planning Grants**

#### **Boys and Girls Club of the Peninsula**

**Grant Number:** PB03-95

**Project Title:** Niños Sanos Project

**Target Youth:** Primarily African-American and Latino youth

**Methods:** Established two separate CANFit Task Forces (CTF), one for each community served (Menlo Park and Redwood City).

#### ***Significant Findings/Results***

Youth are consuming a great deal of fast food.

Youth are also skipping important meals such as breakfast.

Soda is a main source of liquid for youth.

Youth often are not in good physical shape and have distorted ideas about what is healthy.

#### ***Major Strength***

At the outset, direct involvement of adolescents who assumed leadership roles in the planning group.

#### ***Youth/Community Needs Identified***

Knowledge: Youth had distorted ideas about what is healthy.

#### ***Noticeable Change***

Individual: Staff is more aware of the nutrition and exercise challenges faced by the target communities and has taken the first steps to meeting the challenge by exposing many of our members to a more healthy lifestyle.

#### ***Materials Developed***

Niños Sanos fliers and information

#### ***Sharing Information with Others***

Program information was made available to the community at each of our two clubhouses.

### ***Institutionalization of Nutrition/Fitness Promotion***

The program had a lasting positive effect on the Club, such as influencing the type of snacks served at club functions and events.

### ***Plans Beyond CANFit Funding***

Due to a lack of direct funding, we have not been able to continue with the program to the extent we did during the grant period. However, running the program has made us more sensitive to the nutritional needs of our members.

### ***Other Project Activities***

Annual Día de la Raza Community Event—The Club had a nutrition booth, which provided healthy snacks such as fruits and pasta. Over 700 snacks were served. The Club also provided an exercise booth for kids during this event. The event drew over 5,000 people from the surrounding communities.

Third Annual Cesar E. Chavez Health Fair—The Club had a nutrition booth, which provided fruit plates of grapes, strawberries, and sliced apple, cantaloupe, and pineapple. Approximately 400 fruit plate snacks were given out. The children also had an opportunity to be involved in various physical activities.

Cinco de Mayo Celebration—Both clubhouses held events celebrating this special day. The Club provided healthy snacks: tossed salad and fresh fruit at the Redwood City Clubhouse and fresh cabbage and a mixture of fruits served with Mexican-style rice at the Menlo Park Clubhouse.

Field Trips—The Club took program participants on numerous field trips, during which nutrition and exercise were emphasized. Examples of such trips were camping and skiing trips, Mel's Bowling in Redwood City, and a local Fresh Choice Restaurant.

Getting the Word Out—During the grant period the Club took advantage of every opportunity to extol the virtues of good eating habits and regular exercise. A Niños Sanos banner was designed to advertise the program at the Club and other events listed above. The Club provided fliers and information to our already established network of contacts at the local schools for distribution to the students. Niños Sanos information was announced at holiday parties.

## **Riverside-San Bernardino County Indian Health, Inc.**

**Grant Number:** PL04-95

**Project Title:** Developing Healthy Native American Youth Project

**Target Youth:** American Indian

**Methods:** Formation of a planning committee, determination of data source and collection methods, development of a survey, collection, analysis and interpretation of data, and evaluation of committee's activities.

### ***Significant Findings/Results***

The mean number of days the surveyed youth participated in physical activity outside school was 3.8.

The mean number of servings of fruit and vegetables consumed by the youth on the preceding day was 1.9 and 2.1, respectively.

63% of the youth were able to correctly identify the *Food Guide Pyramid*.

The most popular snack consumed was soda; 59% of the youth chose this as one of their top three snacks.

75% of the youth indicated they would be interested in taking a cooking class to learn how to prepare healthy and traditional foods.

A lesson learned is to get the youth who show an interest in health and nutrition involved early on in the planning process as well as the implementation of youth activities. They are key players in getting others involved.

### ***Major Strengths***

The CANFit project enabled us to interact with the youth and their families. We were able to promote the Health Promotion Department and encourage families to lead healthier lifestyles.

### ***Areas to Improve***

More successful focus groups in order to obtain more input from the community. Three Family Awareness nights were scheduled at the Morongo, Torres-Martinez and Pechanga reservations. During this time, activities were planned with the youth and with their parents in order to learn more about the nutrition and fitness needs of that community. Unfortunately, there was little response and attendance at these events.

More involvement from adult/parents in planning the activities.

Lack of staff from the Health Promotion Department and other assigned departments (Nutrition).

The Recreation Director left his position around April 1996 and was not replaced. This key person was very involved in youth programs and activities. The nutritionist was on leave for approximately three months during the planning and development of the survey.

### ***Youth/Community Needs Identified***

Knowledge: Youth participating in the CANFit sponsored activities were able to identify healthy food items, describe which foods from the *Food Guide Pyramid* belonged in the specific group, and discuss foods that were not as healthy to eat. According to the results of the CANFit survey, 63% of the youth identified the correct *Food Guide Pyramid*. When asked to identify the correct breakfast, 76% were able to identify the correct answer. These results indicate that a majority of the youth are familiar with the *Food Guide Pyramid* and healthy food choices. More emphasis could be placed on the current dietary recommendations and how much of a food item is enough. According to the CANFit survey, only 66% of the youth drank milk the preceding day, the mean number of cups consumed was 1.7, 53% thought this was enough. Over half (51%) of the youth indicated they ate vegetables the preceding day (2.1 servings average).

Attitudes: A full 75% of the youth indicated an interest in taking a cooking class, yet when the classes were offered, there was little response. 68% of the youth responded that they would like to learn more about fitness, but when the classes were offered there was little participation from the youth in the community.

Behavior: Increase the amount of time spent in physical activities outside of the school. The mean number of days spent participating in activities outside of school was 3.8. There is also a need to educate the youth on how to make healthy choices at fast food restaurants since 50% of the youth indicated that they eat at fast food restaurants one or more times a week.

Environment: Youth who live on some of the reservations have limited access to certain types of physical activities. There may not be parks, ball fields, swimming pools, basketball courts, etc. located on or near the reservation.

### ***Noticeable Change***

Individual: Several youth participated in all of the CANFit activities and showed a strong interest in nutrition. These youth became more involved in assisting in the preparation of the activities and planning for future activities.

Organizational: Healthier snacks are being sold at the Morongo Clinic.

Community: More fruits and low-fat foods are provided during activities and events.

### ***Materials Developed***

Nutrition and fitness survey with parental consent form  
Focus group discussion guide

### ***Sharing Information with Others***

A written report indicating the findings and the results of the CANFit project will be sent to the

RSBCIHI Board of Directors. They will inform the councils who will in turn inform the community.

The Office of Criminal Justice and Planning's (OCJP) Community Challenges program and the Fresh Air Tobacco grants are two programs focusing on Healthy Native American Youth. CANFit survey results will be shared with both of these programs.

### ***Technical Assistance***

Purpose: SPSS training was utilized in order to perform the data analysis of the survey.

Would have been helpful: More information on other projects that target nutrition and fitness for Native American youth

### ***Institutionalization of Nutrition/Fitness Promotion***

RSBCIHI could develop policies requiring that only healthy snacks and beverages be provided to youth at events and activities. More events such as the Native American Drug Free Mini-Olympics could be offered to encourage youth to be involved in exercise and sports events. RSBCIHI could sponsor youth athletic teams such as basketball, soft ball or running. There should be more healthy and traditional cooking classes provided at all of the clinics and outreach offices for those who are interested in learning how to prepare and shop for healthy foods.

### ***Plans Beyond CANFit Funding***

Community Liaisons are providing youth with equipment that can be used to increase physical fitness and activities. The youth are served healthy snacks during meetings and activities sponsored by these grants. There will be a nutrition education component added to OCJP planned activities.



## **II. Implementation Grants**

### **Culver City Youth Health Center, Culver City, Los Angeles County**

**Grant Number:** IL05-96

**Project Title:** Teen Activity Project (TAP)

**Target Youth:** Middle and High School Girls at Culver City School District

**Methods:** Eleven high school girls were selected and trained in Hip Hop Aerobics, Strength Training, and the ten-week TAP Nutrition and Fitness Curriculum. These girls then led TAP classes at Culver City Middle School.

#### ***Significant Findings/Results***

Middle school girls need and want adult leadership. Peer-based nutrition and fitness education programs do not need to be exclusively peer-led to be effective. However, some degree of youth leadership seemed desirable and necessary to make TAP fun and effective. In fact, the middle school girls unanimously agreed that they would prefer having a college-age teacher over a high school-age teacher.

Sixth grade (ages 11-12) is the perfect time to administer nutrition/fitness interventions for girls. At this age, the girls seem very motivated to participated in after-school and lunch-time activities, whereas older girls seem to have “more important things to do and people to see.”

Teens like fresh fruit and physical activity when adults give them the opportunity to enjoy them.

Nutrition knowledge and skills training are not sufficient to change adolescent girls’ eating habits. Environmental changes that make healthful foods more available, tasty, and affordable to teens at school, plus increased role modeling from teachers, administrators and students, are needed to actually change adolescent girls’ eating habits.

Parents, teachers, school administrators, and community members think TAP is a valuable program. Twelve teachers submitted the names of 114 students whom they thought would benefit from the program.

#### ***Major Strengths***

Widespread support and participation at Culver City Middle School because of its collaboration with school teachers, coaches, and administrator.

Supportive school food service involvement

Family and community involvement, including parent participation with TAP take-home assignments. Monthly TAP night sessions gave parents, teachers and other community members an opportunity to learn about and to actively participate in healthy eating and fun physical activities.

Students as health advocates.

Healthy snacks at all events and fitness rewards/incentives.

### ***Areas to Improve***

The high school TAP leaders were not consistently prepared to teach the TAP classes, their schedule and interests changed, or they lacked the expertise required to lead the dance classes. In addition, some leaders were missing class time and falling behind in their school work. Because of these problems, the Program Coordinator and TAP advisory board decided to use the middle school girls as the leaders for the spring session of TAP.

Significant loss of students due to the following reasons: parents thought that TAP was interfering with homework; TAP was boring (too much talking); students were unable to secure rides after school; and/or students wanted to be in other activities (e.g., cheerleading).

According to the students who completed the TAP program, more girls would have stayed in TAP if there was less talking, less paper work (i.e., the initial assessments), and more dancing at the beginning of the program. These students also suggested that words like “aerobics” and “nutrition” be avoided in advertisements for TAP, since they “make the class sound boring.” Instead, they suggested words like “Hip Hop” and “free food.”

Difficulties in program evaluation such as the long questionnaire, administrative timing, and unclear and difficult questions/directions.

TAP leaders needed better monitoring to ensure adequate preparation and goal setting.

### ***Youth/Community Needs Identified***

Knowledge: Most students are familiar with the *Food Guide Pyramid*, but they don't know the number of recommended servings or what constitutes a serving. Most know that dietary fat is associated with “clogged arteries” but few know what saturated fat is and in what foods it is found. While students can correctly identify some foods that are high in fat, they need more education about modifying the fat in their diets. Middle school students don't realize the amount of fat and/or sugar in some of their favorite snacks and fast foods. Visual demonstrations are a great way to teach this. Middle school students have little experience in reading food labels. Most middle school girls know about eating disorders (mostly from TV shows) and are already concerned about their weight. Therefore, education about healthy ways to achieve and/or maintain a healthy weight is needed.

*Attitudes:* Barriers to eating breakfast included: no time, not hungry, too lazy, nothing to eat, habit, don't like breakfast, makes me sick, not many foods to choose from, and makes me hungry all day long. Barriers to eating healthy school lunch included: it is not easy to eat healthy in school, no healthy food to choose from, no information about which foods are healthy, junk food tastes good, health foods are more expensive, takes too long to wait in line for healthy foods, and healthy foods taste bad. Barriers to participating in more physical activities included: there is no one to take me, need to be 16 or older to go to a gym, school gym is a mess.

*Behavior:* Most younger middle school girls eat breakfast. This is a sharp contrast to the low breakfast consumption reported among the high school TAP leaders. Middle school girls do not eat the recommended 5 servings of fruits and vegetables each day. While most girls report liking most fruit and some vegetables, they do not typically choose these foods on their own. Middle school girls chose a high number of high-fat foods and participate in moderate physical activity for an average of 20 minutes about 5 days per week. High school girls reported less activity.

*Environment:* Middle and high school girls who participated in TAP agreed that lack of healthy choices was the main barrier to eating healthy at school. They would like to see the following healthy choices on the menu: fresh fruit, crunchy fresh vegetables, low fat yogurt, healthy sandwich bar, a pasta bar, and a fresh fruit and salad bar. To assess the feasibility of adding a fresh fruit and salad bar to the cafeteria, highlighting which foods are healthy, and serving a daily healthy meal special, the Program Coordinator arranged a field trip with Ian McLeod, the Food Service Director. Physical education classes should incorporate more activities that appeal to adolescent girls and promote lifelong participation. Nutrition should also be incorporated in these classes. Schools and community health centers should improve their fitness facilities and make them appealing to adolescent girls. More activity classes, such as TAP, should be offered after school.

### ***Noticeable Change***

*Individual:* Several high school students reported behavioral changes (such as starting a walking program), a greater sense of self-esteem, and more. Middle school TAP participants gained a sense of pride, importance and unity as the program evolved and became more recognized in the community. Also, they developed skills in reading food labels, menu selection, muscle conditioning, heart-rate monitoring, public speaking and peer education. Health center staff ate more fruits and vegetables. Several parents and coaches supported the girls' behavioral changes, became more involved in the program, and became more aware of the benefits of good nutrition.

*Organizational:* The Food Service Director has implemented suggestion boxes in the elementary, middle, and high school cafeterias. In addition, he has agreed to maintain the Food and Nutrition (FAN) committee next year and involve them in taste-testing new recipe ideas and planning healthy school menus. Culver City Youth Health Center (CCYHC) has benefited greatly from TAP. First, TAP provided high school and middle school students the opportunity to participate in a peer-based program. Second, CCYHC has been able to participate in numerous activities and staff trainings. Third, because TAP is incorporated into the Culver City Middle School's after-school program, CCYHC is officially part of the school district programs and further collaboration may occur.

Community: Community Teen Center (Club TC) has shown its support for improving teens' food choices and engaging more girls in physical activities by agreeing to administer a survey. They will assess the teens' interest in various healthy menu options, planning a Hip Hop Aerobics Day for girls, and publicizing the TAP After School Program/TAP Night Sessions at Club TC.

Policy: Several school administrators, teachers and staff have demonstrated heightened support of TAP and nutrition/fitness education and promotion at the school.

### ***Materials Developed***

TAP Workbook: questionnaire and food record forms; lesson plans; games; sample flyers  
Leader's Manual: application form; lesson plan; training schedule  
Final Report contains sections on the following: Recruitment Methods, Program Evaluation, Use of Peer Leaders, TAP Night Sessions Outline, Future Suggestions and Attitudes.

### ***Sharing Information with Others***

Findings and results were shared through articles in the Culver City Middle School PTSA newsletter (*News from the Panther's Pen*) and presentations at various community meetings (friends of the Culver City Youth Health Center Annual Meeting and the Exchange Club Meeting). Also, the findings were shared through: the TAP Advisory Board monthly meetings; California Department of Education Summit on Improving Children's Health Through Nutrition Education; SHAPE California meeting; California Department of Education's Nutrition Education Design Group Meeting; and the International Child/Youth Conference at the University of Alberta in Edmonton, Canada. A research article, *Development and implementation of a school-based nutrition and fitness promotion program for ethnically diverse middle school girls* was published in the Journal of the American Dietetic Association, Volume 99, No. 8, August 1999, pp. 967-970.

### ***Technical Assistance***

Purpose: Evaluation instrument

From: TAP advisory board, Dr. Joanne Leslie, Dr. Antoinette Ward.

Would have been helpful: Assistance in identifying potential sources of funding.

### ***Institutionalization of Nutrition/Fitness Promotion***

Continuation and dissemination of the TAP After-School Program, formalization of the Food and Nutrition (FAN) committee, and creation of nutrition and fitness education materials.

### ***Plans Beyond CANFit Funding***

CCYCH has already been awarded \$5,000 from the American Cancer Society. Also, we have been awarded \$7,500 from the 1997 Ocean Spray "Crave To Be Your Best" Award. TAP hopes to receive additional funding from CANFit. Pacific Institute for Women's Health has been seeking funds for TAP by submitting proposals to the Ms. Foundation and to CANFit for replicating TAP in the Pueblo del Rio Housing Center. In addition, several members of the TAP advisory board are seeking additional sources of funding.



### ***Other Project Activities***

Food and Nutrition (FAN) Committee—Primary goals of the committee were to involve students, parents, and teachers in making healthy menu changes in the school food services and planning fun nutrition education and promotion activities in the school cafeteria. One parent and 21 students volunteered to participate on the committee.

Nutrition Week—The week before Spring Break, Culver City Middle School's first annual Nutrition Week was held. Students set up a colorful nutrition booth in the school cafeteria that displayed various nutrition and fitness brochures and coordinated two different nutrition education/promotion activities each day. In addition, the students planned a poster contest between homeroom classes to create an innovative Nutrition Week mascot using only fruits and vegetables.

El Marino Elementary School—Six students on the FAN committee volunteered to be nutrition peer educators for younger students at El Marino Elementary school at three different 3rd grade classes.

An incentive program was developed to encourage students to come to TAP on time and to prepared. Students earned 5 points for every TAP class they taught, only 2 points if they came to TAP but were either tardy or not prepared to teach, 0 points if they did not attend TAP but notified the Program Coordinator ahead of time, and -10 if they simply did not show up to TAP without prior notice. Students could also earn additional points for helping with outside activities (e.g., TAP night sessions) or for performing exceptionally well in TAP. The student with the most points at the end of the year would receive a \$50 gift certificate to the Fox Hills Mall.

Community Recognition—TAP students performed at the following events: Friends of Culver City Youth Health Center Annual Meeting; Exchange Club; and California Nutrition Network.

## **El Concilio del Condado de Ventura, Oxnard, Ventura County**

**Grant Number:** IS12-96

**Project Title:** Project LANPA [Latino Adolescent Nutrition and Physical Activity]

**Target Youth:** Latino youth from the La Colonia housing project in Oxnard, CA

**Methods:** Leadership development through an after-school peer advocates training program and media training.

### ***Significant Findings/Results***

Forty youth participated in the program, significantly more than the 20-30 targeted. Also, 14 of these trained youth became peer advocates.

All of the advocates participated in the production of two 30-second PSAs: one about nutrition and the other on physical fitness.

Over 140 fifth and sixth grade students received outreach presentations on nutrition and/or fitness.

Cesar E. Chavez school teachers and administrators were very supportive of Project LANPA. They saw the importance of an after-school program.

The project and CANFit received good media exposure through two community TV talk shows, two PSAs and two articles in the local newspaper.

### ***Major Strengths***

Involved trained youth in community awareness and advocacy activities.

Developed comprehensive training that included topics on life skills and careers.

School-based program allowed for access to participants and school resources such as a classroom, playground and recreational equipment.

### ***Areas to Improve***

Modify the training workshops to make them more interactive and “hands-on.”

Work with junior high school students in order to improve the quality and quantity of the advocacy activities.

Improve the recruitment, hiring, training and retention of the health educators.

### ***Youth/Community Needs Identified***

Knowledge: The students' understanding of general nutrition and fitness concepts is limited. For example, whereas many are familiar with the *Food Guide Pyramid*, most do not know about the recommended number of servings, serving sizes or nutrients.

Attitudes: Students' attitudes appear to be positive regarding the importance of nutrition and fitness.

Behavior: As with health promotion projects, behavior change is the most difficult goal to attain and measure. Nevertheless, it was evident that parents needed to be targeted and included in the project in order for behavior change to occur.

Environment: Countering the advertisement of fast food products, soft drinks, and sweets to Latinos is needed to decrease the consumption of these products. Also, the lack of availability and access to sport and recreational equipment are issues in the community of La Colonia.

### ***Noticeable Change***

Individual: Project staff, advisory group members, and participants were more knowledgeable about the importance of nutrition and fitness. They also seem to be more interested in issues related to this area, such as the targeting of the Latino community by fast food restaurant and soft drink companies.

Organizational: El Concilio has incorporated nutrition and fitness issues and activities into its youth and health promotion programs. For example, mostly healthy snacks and drinks are provided at meetings, camps, and conferences. Also, nutrition-related workshops have been conducted at recent youth group meetings and at a two-day retreat for Latina youth.

Community: Cesar E. Chavez school officials are interested in having an ongoing project similar to Project LANPA and have begun discussing this with the YMCA.

### ***Materials Developed***

Curriculum developed for several educational workshops (10 workshops in 6 weeks). Topics included: Nutrition; Fitness; Social & Peer Pressure; Muscular Strength, Flexibility & Endurance; Eating Healthy when Eating Out; Sports Conditioning; Self-esteem & Body Imaging; Decision Making & Goal Setting; Careers; and Television Production Fieldtrip

Two 30-second PSAs (bilingual English/Spanish)

### ***Sharing Information with Others***

The project results have been and will continue to be shared with other social service agencies, groups and organizations.



### ***Technical Assistance***

Purpose: Develop and administer physical assessments; PSA production.

From: Fitness and media consultant.

Would have been helpful: None

### ***Institutionalization of Nutrition/Fitness Promotion***

The concept could be institutionalized within El Concilio by having the Board of Directors adopt a resolution to incorporate nutrition and fitness issues in existing programs.

### ***Plans Beyond CANFit Funding***

The organization's plans are to promote improved nutrition and fitness to clients and program participants. In addition, Cesar E. Chavez school teachers and administrators are in communication with the YMCA to have an ongoing nutrition and fitness program at the school.

## **Escondido Community Health Center**

**Grant Number:** IS11-95

**Project Title:** Healthy Lives CANFit for Kids Project

**Target Youth:** Low-income Latino and American Indian adolescents

**Methods:** A Youth Advisory Committee was established to assist in planning and developing project activities. These activities provided educational training and activities for youth and their families on how to increase their skills in shopping, cooking and dining.

### ***Significant Findings/Results***

Development and maintenance of community trust contributed to the successful implementation of the project.

Due to the communities' lack of funds to purchase physical activity equipment, the distribution of equipment provided by the CANFit Project made a significant change within the community.

Community interest in increasing their nutritional knowledge was a driving force for project activities. Project staff provided nutrition education trainings, healthy tips, food pyramids, nutrition pamphlets and home cooking demonstrations, which increased participants' understanding of the importance of maintaining a balanced diet along with physical activity.

Institutionalizing the CANFit Project activities (food demonstrations) into Native American traditional events such as CUPA Cultural Days and local pow-wows has been an excellent method of promoting the project within the Pauma Reservation Community.

### ***Major Strengths***

The CANFit Youth Leadership Committee strengthened the project by assisting in activities and recruiting other youth to promote project activities.

Providing and utilizing community-based facilities in target communities allowed the project to offer a wider variety of activities and ensured participation.

Providing mini-educational nutrition trainings became a strength in reinforcing the CANFit philosophy in the community.

Youth interest to promote project activities was invaluable, and essential to promoting and delivering nutrition messages to the community.

Youth involvement in community events was an asset in promoting project activities. Due to the lack of activities available in the community, CANFit Project staff was able to reach children and youth of all ages.

### ***Areas to Improve***

To assist in the implementation and field trip activities, it would have been great to be able to purchase or lease a van to provide transportation to the participants. Although the Pauma Indian Reservation allowed the CANFit Project to use the Tribal van to transport youth, the van broke down. This caused some transportation problems and delayed or canceled a few of the planned activities.

Additional funding for more physical fitness equipment (such as a treadmill, step machine or weight-lifting equipment) would have been a great asset for a self-paced physical fitness program. The quality of such equipment would help ensure the long term durability to maintain physical activity options.

In working with some communities, it takes longer than two years for community members to acquire the feeling of ownership and to continue the philosophy or institutionalization of the project in their community.

Conducting more focus groups to identify youth interest would assist in planning events or activities that result in a greater response from the participants.

### ***Youth/Community Needs Identified***

Knowledge: The importance of physical activities in a daily routine; utilizing culturally-related food/recipe samples during trainings and nutrition education; and the development of a physical and nutritional plan.

Attitudes: Youth attitudes toward physical fitness changed when presented as a game with a creative approach. Youth were reluctant to change their eating habits. Youth were receptive to trying new foods during the beginning of project implementation. Although gaining acceptance of favorite foods prepared in a new way was a challenge, project staff succeeded by presenting participants with a culturally-sensitive approach. Through the nutrition education trainings and physical activities, the attitudes of youth participants soon changed. With a new attitude came the excitement of trying new foods (which they helped to prepare) and the use of the fitness equipment.

Behavior: The *Food Guide Pyramid* educational component gave youth the knowledge and willingness to make good choices. Staff continued the nutrition education trainings and brought in fruits and a variety of low-fat snacks to share with the youth participants and teachers. As a result, youth began to open their minds and change their attitudes toward eating healthier foods and trying different kinds of fruit in their diet. Low-fat (1%) milk was more acceptable than non-fat milk. Drinking water instead of soda has been a great behavior change by community youth. Youth increased their participation in outside activities.

*Environment:* Awareness and changes were evident when requests for nutrition education training came from community leaders, such as the Pala Boys and Girls Club, the Escondido Salvation Army, and Indian Child Welfare Consortium.

### ***Noticeable Change***

*Individual:* Project staff have seen the following changes within their organization: exercising more and motivating their children to be a part of their exercise activities; greater awareness of individual food intake; sharing new, low-fat recipes with each other, friends and family; taking office breaks to snack on fruit and bagels; taking the stairs instead of the elevator to the office as a means of exercise; and buying low-fat potato chips instead of regular potato chips. Project staff observed community members drinking more water and juice instead of soda; not having to be reminded to eat healthy snacks (e.g., taking an apple to school instead of a bag of chips); and walking to the Tribal Hall instead of asking for a ride.

*Organizational:* Luncheons have been modified to feature whole wheat rolls (instead of croissants or butter rolls) and low-fat chips. Less manteca (lard) or bacon fat is used when cooking beans (instead they boil their beans and add herbal spices/onions to taste). Youth are engaging in more physical activities (rather than sitting around the tribal complex) partly due to the availability of equipment as an incentive to be physically active.

*Policy:* Project staff developed large *Food Guide Pyramid* display boards to be placed at each intervention site, in school cafeterias, school classrooms, and tribal complexes. This was done so that the children continue to get the message, even when CANFit is no longer at these sites. It sends out positive messages to youth and reinforces the CANFit philosophy in each work site area. A nutrition information corner has been instituted in the library.

### ***Materials Developed***

Community survey  
Native American Food Pyramid Poster

### ***Sharing Information with Others***

Results from the CANFit Project were shared with the community through the Pauma AA'Alvikat "Pawekatchum" Library newsletter that is distributed to all Pauma Indian Reservation members and other reservation tribal offices. Also, results were shared at Tribal Council meetings.

### ***Technical Assistance***

*Purpose:* "What's On Your Plate" video; "CHOW" video; culturally-sensitive material  
*From:* McDonald's Corporation, Center for Science in the Public Interest, Arnell Hinkle  
*Would have been helpful:* Training on cultural sensitivity, including successful approaches; barriers faced in dealing with diverse populations; cultural eating habits and nutritional values; and speakers who are culturally-sensitive and knowledgeable in traditional foods.

### ***Institutionalization of Nutrition/Fitness Promotion***

The CANFit Youth Leadership committee will continue as part of the California Wellness Foundation grant program (see below). The committee will continue participating in community events and cooking demonstrations. Youth committee members will continue recruiting members to extend the nutritional aspect of the CANFit Project. Migrant Education will incorporate the Nutrition and Fitness program into their curriculum during home visits. The California Wellness program will continue to emphasize the importance of improving the health of youth and community members at Pauma Indian Reservation.

### ***Plans Beyond CANFit Funding***

Escondido Community Health Center received a two-year grant of \$100,000 from the California Wellness Foundation. This grant will assist in promoting the nutritional component of the CANFit Project; increasing the physical fitness activities in the community; training health promotion staff and community members on nutrition education components; and continuing to promote healthy messages in the tribal newsletter.

### ***Other Project Activities***

Recognition—Tribal Council Members recognized youth leaders. Project staff took community youth on a field trip to Segme Oaks Water Park on the La Jolla Indian Reservation. Staff and youth discussed the different types of physical activities done as a result of the trip. For example, youth identified walking up the hill to the slides and swimming in the wading pool as excellent physical activities. This field trip taught the youth that you can exercise and have fun at the same time.

Summer Nutrition Program—conducted with the Pauma Indian Reservation JOM Students. This Nutrition and Physical Activity Program provided the students with nutrition training, cooking demonstrations and physical activities using a fun and creative approach. A total of 39 youth and four instructors participated during the six-week summer training program. As a result, participants are utilizing equipment kept at the library on a continuing basis.

## **Kalusugan Community Services**

**Grant Number:** IS02-96

**Project Title:** Nutri-Fit

**Target Youth:** Filipino Youth

**Methods:** Worked with the media to increase awareness and communication; educated food service personnel about Filipino-American food habits; trained teachers, parents, and teens about nutrition and fitness; and educated the community via health fairs, restaurant awareness activities, and workshops.

### ***Significant Findings/Results***

The curriculum guides for elementary and middle school students, teachers, parents, restaurant owners, and food service supervisors have been completed and field-tested.

A systematic way to recruit, train and utilize student volunteers was developed. Volunteers were recruited at San Diego State University (SDSU) and Grossmont College, and trained by the Teen Coordinator, Norliza Tayag, on how to use the lesson plans developed for Filipino elementary school children. The volunteers taught the classes with supervision from the teen coordinators and school coordinator. Lesson plans were evaluated each week and revised accordingly.

An Exercise Fair, held in conjunction with the celebration of Kalusugan Community Services' (KCS) fifth anniversary, was a successful community event. Activities included stretching and aerobic exercises, games, fitness testing and sports.

Marybeth Bautista, Community Outreach Coordinator, presented a poster session of the restaurant project at the California Dietetic Association annual meeting. The poster highlighted restaurant owners and heart-healthy Filipino dishes.

The Nutri-Fit staff was featured in an article in the local magazine, *San Diegan*.

### ***Major Strengths***

Dedicated staff and volunteers—Most of the staff was enthusiastic in continuing the project and worked hard to produce the curriculum guides. A total of 30 staff & volunteers participated in Nutri-Fit activities.

Outstanding consultants—Ms. Donna Caeg assisted in recipe development and testing of the Filipino dishes by the food service supervisors and was instrumental in the acceptance of the project in the schools and among school food service personnel. Dr. Audrey Spindler provided student volunteers from her class and edited the guide for restaurant owners. Ms. Elaine Hiel, Nutritionist with the San Diego County Department of Health Services, attended meetings and shared information regarding child nutrition relevant to the project.

Cooperative media—The San Diego County newspapers (*Asian Journal*, *Filipino Press*, *Mabuhay Times* and *California Examiner*) were very cooperative in publishing news and feature articles about Nutri-Fit.

Enthusiastic restaurant owners—Owners of Karihan, Max's, Manila Sunset and Manila Garden restaurants expressed desire to continue the project.

A comprehensive program aimed at parents, teens, teachers and community—The project reached out not only to teens but also to teachers, administrators, parents, community leaders and health professionals. It also aimed at changing the environment at school through the school lunch program, at home and in the community through restaurants and grocery stores.

### ***Areas to Improve***

Revised workplan to fit the budget—The original proposal was written with a budget of \$50,000/year (\$25,000 from CANFit and \$25,000 matching funds). However, we were not able to obtain the matching funds. The workplan failed to compensate for the new budget. Consequently, we were overloaded with the amount of work to be done.

Contingency plan for staff changes—There were so many changes in staffing this year that it led to delayed accomplishment of some of the objectives. Staff changes are inevitable; nevertheless, plans can be made ahead of time to prepare for it. One disadvantage of hiring students is that when they graduate they leave and you have to train others all over again. KCS Directors are training Amy Guerra to be the executive director so she can continue with the project on a more permanent basis.

Better parent outreach—It was difficult to recruit parents from Bethune Elementary School (BES) to come to the Nutri-Fit sessions and especially for an eight-week program to field-test the Guide. We were more successful last year in recruiting them to attend one session per month. Our solution is to move on and work in a different school where no nutrition/fitness program was previously conducted.

### ***Youth/Community Needs Identified***

Knowledge: Students and parents needed more education on the following: healthy food choices; how to read food labels, using the *Food Guide Pyramid*, cooking low-fat (including cultural dishes) and the importance of exercise and how to incorporate it in the family. Parents needed to learn the importance of teaching children good nutrition at an early age and should be more aware of what their children are eating and not eating. Adolescents were able to learn quickly, but may not be able to retain much of the acquired information. They seem to be interested in learning more about the cultural aspects of foods and nutrition. Throughout the sessions, they were able to learn more about ethnic foods and different cultural games. Restaurant owners needed more information regarding low-fat cooking. School food service supervisors need more guidance and information regarding Filipino American dietary practices and the Filipino dishes.

Attitudes: Filipino families are traditional and often unwilling to reveal deficits in their knowledge regarding nutrition and fitness. In our testing of the Filipino dishes in schools with a mostly Caucasian population we encountered some food supervisors who have negative attitudes toward serving Filipino dishes to their students. They felt that the dishes were labor-intensive and would not be accepted by the children. One food supervisor stated that children in her school would rather eat hamburger, pizza and French fries all the time and are not willing to try new foods. Teachers need to be more culturally sensitive.

Behavior: We needed to see more translation of knowledge on nutrition and fitness into practice for staff, parents, children and community groups. The challenge is to provide information and encourage people to be patient and persistent in practicing positive health habits.

Environment: There is a continued need to work with Filipino restaurant owners to develop more low-fat recipes until they learn the techniques and are able to apply it to all their recipes. Grocery owners should learn to identify, label and encourage the sale of more nutritious foods in their stores. School lunches need more improvement; however, the challenge is to serve nutritious foods that children will eat.

### ***Noticeable Change***

Individual: Project staff learned how to work with the community and school systems. Staff members continue to be aware of the importance of nutrition and exercise. Everyone is conscious about what to eat and hopes to exercise more often. Children at BES showed great interest in learning Filipino dances. They showed more interest in the physical activity portion of the lesson plan than in the nutrition education. Pre- and post-test results showed changes both in nutrition knowledge and behavior. Students at Chula Vista Junior High were very enthusiastic to learn and participate in the activities in the curriculum guide. Evaluation of pre- and post-tests showed that each session was successful in teaching students at least one major concept listed under the session's objectives. Results from the questionnaires administered at the beginning and end of the program showed positive changes in the teen's dietary and exercise habits. Parents stated that information in the newsletters regarding nutrition and fitness was very helpful. However, making time to go to Nutri-Fit meetings seemed very difficult.

Organizational: Agency partners demonstrated awareness of the importance of achieving a desirable body weight.

Community: Community members seemed to be more relaxed with Filipinos discussing nutrition and fitness and how to make changes. They were very supportive and interested in participating in programs that involved exercise or physical activity.

Policy: Other agencies in the community are becoming more interested in nutrition as evidenced by the inclusion of nutrition activities in their programs for senior citizens. Also, we noticed the proliferation of youth basketball tournaments organized by the community.



### ***Materials Developed***

A Guide for Teachers  
A Guide for Parents  
A Guide for Elementary School Children  
A Guide for Middle School Teens  
A Guide for Food Service Supervisors  
A Guide for Restaurant Owners  
Resource Directory

### ***Sharing Information with Others***

Curriculum guides will be printed and disseminated to institutions (such as schools and health agencies) and individuals (teachers, administrators, parents, food service supervisors, restaurant owners and others whom it will benefit). Schools with a large concentration of Filipino students will have priority. Advertisements and information regarding the guides will be posted in the local news media (*Asian Journal, Filipino Press*), at the Maternal and Child Health Resource Center, in journals and newsletters, on bulletin boards, at meetings, and via correspondence with interested individuals. News about the project and feature articles relating to nutrition and fitness will be submitted to the local ethnic newspapers for publication and to newsletters for parents and teachers at the different schools.

### ***Technical Assistance***

Purpose: Editing of the curriculum guides, games for the exercise fair, working with food service supervisors, financial help

From: Ms. Arnell Hinkle, Dr. Audrey Spindler, Ms. Melissa Fletcher, Asst. Director of Project SPARK, Ms. Donna Caeg, Helen Magnuson, Sally Livingston, Ms. Joan Rupp, Pat Lozada

Would have been helpful: How to write, produce and publish guides, handouts, and monographs (including desktop publishing); how to effectively market the guides; sources of funding

### ***Institutionalization of Nutrition/Fitness Promotion***

KCS has adopted Nutri-Fit as its permanent program. Although funding has ended from CANFit, it will continue under the auspices of KCS. Nutrition and fitness will be incorporated into all youth projects, e.g., Violence Intervention Program (VIP), the Filipino American AIDS Project and Fil-Am Substance Abuse Prevention Program (SAPP).

### ***Plans Beyond CANFit Funding***

Staff plan to disseminate the curriculum to schools, agencies, restaurants and the community. We hope that the guides will serve as a reminder of the work that was done and will be used to improve the nutrition and fitness status of our youth. Staff will conduct a written survey or make follow-up telephone calls to determine whether the guides are being used or if there are any questions regarding it. Walkathons, participation in health fairs, publication of news and feature articles, working with volunteers in the schools and community or the PTA groups within the schools, and conducting yearly seminars on nutrition and fitness will continue as a way to disseminate information to the community. KCS has applied for a Project LEAN grant to start a project among high school students. We hope that this will extend our outreach to the rest of the

adolescent population. The project plans to charge restaurant owners a fee for the recipe analysis and modification to obtain funds for continuing this program.

***Other Project Activities***

KCS sponsored a walkathon last year and participants stated that they would like to have another walkathon this year if someone will volunteer to organize it.

The project plans to start a cooking class for families to be taught by Gina Saclauso-Caro, home economics teacher at CVJH. A recipe book will result from the cooking classes. Staff will start the grocery tours as soon as the other activities are completed.

## **Korean Health Education, Information, and Research Center, Los Angeles**

**Grant Number:** IS14-96

**Project Title:** Healthy Youths Project

**Target Youth:** Korean Youth

**Methods:** Needs assessment conducted through focus groups and phone interviews. Developed and pilot-tested two curricula from the findings found.

### ***Significant Findings/Results***

Presented the curriculum to the Korean School Association Annual Teachers' Conference.

Approximately 300 teachers attended the conference, and 70 teachers attended the presentation.

Developed strong relationships with different organizations such as the Korean School Association, Han-Kook Middle School, Radio Korea, YWCA, and several Korean churches in the community.

Developed two culturally-sensitive nutrition and fitness education curricula.

### ***Major Strengths***

Provided a useful source of nutrition/fitness information for the Korean community. The pioneering efforts of KHEIR have given it great visibility, and thus, many prospects for further outreach and growth.

Knowledgeable and dedicated staff, particularly Jane Oh, a dietitian who earned her Master's degree in nutrition in Korea and has had experience working as a dietitian in Korea. This background was essential to the development of the curriculum as the process required tremendous knowledge as well as understanding of the Korean culture.

### ***Areas to Improve***

KHEIR Center has not found an efficient way to distribute the 4-session curriculum. Attempts to contact the Korean-American Teachers Association proved unsuccessful. Getting the Korean-American teachers' list and a Korean parents meeting through APOLO was also unsuccessful.

It was not possible to evaluate the Korean Food and Korean Language curriculum in the time frame of the grant.

We were unable to get nutrition articles published in the *Korean Central Daily*.

### ***Youth/Community Needs Identified***

Actual evaluation wasn't conducted due to the time issue. Therefore, identifying specific results was not possible. According to the pilot-test of the 4-session curriculum, however, students showed most interest in nutrition label reading and the food taste-tests. They became more willing to try new food items that were lower in fat and calories. Students really enjoyed the classroom activities like the puzzles. Performing classroom activities increased their participation during the session.

### ***Noticeable Change***

Individual: The project coordinator has become more aware of the urgent need for nutrition and fitness education in the Korean community. The coordinator has taken steps to ensure the continued success of the program.

Organizational: KHEIR has built a reputation as the only organization providing nutrition and fitness education for adolescents in the community. KHEIR has built strong relationships with other community organizations.

Community: Due to the media attention, the Korean community has become more aware of the importance of nutrition and fitness. After the nutritionist appeared on FM Seoul "Women Salon" radio show, many people called to ask questions. The two curricula KHEIR Center developed are the only sources for Korean language nutrition education available in the community.

### ***Materials Developed***

"Healthy Eating and Active Life," a four-session curriculum designed for use in public schools. It's primary objective is to educate minority students in nutrition and fitness.

"Korean Food and Korean Language," designed to educate Korean students at Korean language schools about nutrition and fitness.

### ***Sharing Information with Others***

The KHEIR Center is a well-known health-related organization in the Korean community. KHEIR will provide both the "Healthy Eating and Active Life" and "Korean Food and Korean Language" curricula to any organization or individual. The KHEIR Center's nutritionist will be responsible for providing intervention results to anyone who requests such information.

The KHEIR Center hosts a Family Health Fair twice yearly. These fairs were established for the purpose of serving low-income families who lack access to mainstream health facilities due to cultural and language barriers. KHEIR has set up a nutrition and fitness table for providing information and answering questions.

### ***Technical Assistance***

Purpose: Feedback on curriculum and figuring out nutrition content

From: Arnell Hinkle

Would have been helpful: Nothing noted

### ***Institutionalization of Nutrition/Fitness Promotion***

The KHEIR Center has other projects working with adolescents that require frequent outreach and presentations. They have begun to include nutrition and fitness components as a part of their outreach and will continue to do so. The KHEIR's annual Family Health Fair is another event that the KHEIR Center can use to institutionalize nutrition and fitness education.

### ***Plans Beyond CANFit Funding***

KHEIR is looking for any possible funding sources to improve and continue the nutrition and fitness program. Until KHEIR finds other funding sources, CANFit funding would be the only source for the adolescent nutrition and fitness program.

### ***Other Project Activities***

The program coordinator participated in nutrition and fitness education for the elderly in KHEIR's Adult Day Health Care Center. Each session lasted 45 minutes with different topics being discussed each month. As a part of the senior citizens program, the program coordinator educated the elderly on diabetes and general nutrition.

The nutritionist gave a presentation at the L.A. YWCA on women's health. The response was very positive. It was a chance to introduce the "Healthy Youths" program and stress the importance of nutrition and fitness during adolescence. Most of the participants were mothers, so they were very interested in learning about nutrition and fitness for adolescents in addition to women's health.

Modification of a six-session curriculum. Includes more food play activities, diverse food examples, and in-class aerobic exercise handouts/activities.

Informal meetings and trainings took place with teachers.

Targeted parents by mass media. The nutritionist appeared on FM Seoul for a total of five times from March to June 1997.

## **Southeast Asian Health Project, Long Beach**

**Grant Number:** IS05-96

**Project Title:** Teens in Good Health

**Target Youth:** 50% Cambodian, 15% Hmong, 12% Vietnamese, 4% White, 13% Hispanic and 7% African-American of the ages 10-14.

**Methods:** Trained 6 Southeast Asian (SEA) adults as mentors and 14 SEA adolescents as peer leaders. Addressed the following topics: the role of the peer advocates, peer education, healthy eating habits, appropriate types and levels of physical activity, and community activism. Peer advocates worked in pairs to provide information and education in the form of healthy snacks and handouts with short explanations on various health, nutrition and fitness topics, including proper foods for exercising; stretching techniques; food label reading; the *Food Guide Pyramid*; healthy and unhealthy ethnic-specific foods; important nutrients for a proper diet; healthy recipes; and healthy food selection.

### ***Significant Findings/Results***

One hundred Southeast Asian youths were integrated into organized sport programs with five different activity sites.

Peer advocates (in pairs), mentors, staff members, and guest speakers presented monthly formal and informal nutrition education sessions to 163 youths.

SEA youths increased healthy eating habits by reducing consumption of sodas and junk food and eating more fruits and vegetables, baked meats, fresh juices and milk, steamed rice, and noodles.

SEA parents were more involved with their children's physical activities in the organized sports program in the community.

One hundred SEA participants (at least 80%) were enrolled in several organized service groups, including YMCA, Boys and Girls Club, Long Beach Organic Garden, Japanese Garden, and Long Beach Recreational Center.

Peer advocates and mentors improved their skills and knowledge in providing information and education about nutrition and physical activities to the SEA attendees.

### ***Major Strengths***

Attracted new participants in the program continuously every quarter.

Collaborated with the school site, fitness centers and recreational centers.

Provided nutritious foods to the kids in all the events and activities.

Trained the mentors to be responsible and assist their youth in activities.

### ***Areas to Improve***

Staffing—Not enough paid staff hours for the work that was required to implement the grant.

During the project, numerous staff personal losses occurred. We lost our project director and had to hire a new one. Due to the lack of staffing, the quality of these activities decreased.

Training—More training was needed for mentors and peers advocates on nutrition and fitness.

The training should be changed to once a week in the future instead of once per month.

Transportation—Some parents were unable to provide transportation since they didn't have cars or were unable to drive the car. Parents and staff provided the transportation for youth to access activity sites. However, we were unable to join forces to petition the City of Long Beach to address the transportation needs of the program participants. It was very difficult for parents and staff to pick up and drop off the youth in every event with more than one trip. In the future, we will try to get a viable system of transportation so that we won't have to make more than one trip per event.

### ***Youth/Community Needs Identified***

Knowledge: The children need to make an intelligent decision about what they eat. Further education is needed for parents to provide more nutritious foods for their children. Need more local referral networks to provide health education information in SEA languages.

Attitudes: SEA girls are prohibited to do any excessive exercise since parents believe that they will lose their virginity. Most SEA parents do not understand the concept of the *Food Guide Pyramid* due to the language barrier. Thus, the *Food Guide Pyramid* needs to be translated and disseminated to the parents.

Behavior: Need parents' encouragement and support to modify youths' eating habits. Girls need to be more involved with physical activity. Both boys and girls need to be taught how to cook healthier food. Teachers greatly influence what they teach children. Therefore, they need to provide basic knowledge on the *Food Guide Pyramid*.

Environment: Parents and schools in the community need to provide healthier meals. Schools and parents need to make observations and conduct a survey to determine the type of foods the children like to eat. Schools lack health educators to provide education to the children in grades K-12.

### ***Noticeable Change***

Individual: Another obstacle that we faced was in trying to incorporate nutrition education in the activities without losing the youths' interest. Therefore, we tried to incorporate the nutrition

education along with the physical activity and incentives. At the end of the first quarter, there was an enormous increase in participation.

*Organizational:* Other agencies were very helpful, including Long Beach Health Department, United Cambodian Community, Cambodian Association of America, Hmong Association of Long Beach, YMCA, Long Beach Organic Gardens and Boys and Girls Club. With the support of these agencies, we were able to establish our events and activities. In our findings, the teens indicated that they preferred the YMCA due to the variety of activities. Furthermore, United Cambodian Community, Cambodian Association of American and the Hmong Association of Long Beach were all represented on the TiGH (Teens in Good Health) advisory board. These organizations referred some teens and peer advocates to our program.

*Community:* At the beginning of the program, it was very difficult to reach the teens in the community. We collaborated with Franklin Middle School to work with SEA teens. Many SEA teens were not able to participate in an after-school program because their parents would not allow them to stay after school due to the unsafe neighborhood. For this reason, we did not meet our objectives as stated in our grant proposal, but we still continued to maintain our relationship with Franklin Middle School by attending the monthly meeting of the “Triangle of Caring” program.

At this point, we decided to involve the parents in the community by giving information about our CANFit program—how this program could benefit their children physically and educationally. It was successful. Parents suggested providing weekend activities because on weekdays the kids are overwhelmed with school responsibilities.

*Policy:* As part of the intervention site, we included the Long Beach Organic Garden at Signal Hills in Long Beach and Japanese Garden at California State University of Long Beach. We found that it is helpful to associate nutrition education at these sites since they learned faster by seeing the results of their labor: fresh fruit and vegetables.

### ***Materials Developed***

Four nutrition lesson plans for Saturday fitness club  
Eight recipes for Energizing Drinks (fruit smoothies/shakes)

### ***Sharing Information with Others***

The results of the intervention were shared with the community at large via referrals, word of mouth, distribution of flyers, presentation to middle school, and participation in special community events such as health fairs and the Hmong and Cambodian New Year celebrations. Last year, approximately 10,000 people participated in the Cambodian New Year event. We had a display booth and disseminated educational materials to provide information about nutrition and physical activities. Parents and teens from the CANFit program participated by demonstrating their nutritious cooking methods to the public with their own fresh grown fruits and vegetables.



### ***Technical Assistance***

Purpose: Transportation, general training, teaching nutrition and fitness, guest speakers, community events, room reservation for activities/workshop, education materials, activities

From: Parents, mentors, TiGH staff, guest speakers, Lillian Lew, volunteers, CSULB professors, Public Health Departments, Parks, St. Mary Medical Center, YMCA, Arnell Hinkle, Boys & Girls Club, and Franklin Middle School

Would have been helpful: Additional staff to assist with designing, collating and interpreting survey results, and with filming

### ***Institutionalization of Nutrition/Fitness Promotion***

Nutrition and fitness can be institutionalized within our organization by incorporating it with other programs that provide services to the youth, e.g., the “Male Involvement Program” for male teens and the “Little Sister Program” for pregnant teens within our agency. Our mentors from the CANFit program are participating with these programs.

### ***Plans Beyond CANFit Funding***

In the city of Long Beach, we have several organic gardens that provide space for the SEA community who have no place to plant their own fruits and vegetables. Our program has been working closely with the Long Beach Organic Gardens to assist the community needs. Mentors and parents have participated in this project to enhance the knowledge of teens in the CANFit program. Some of the teens are actually planting their own fruits and vegetables. These activities will be continued in the future.

### ***Other Project Activities***

Youth, mentors, and parents participated in the steering committee. It met once every quarter to determine ongoing direction of this program.

Community liaisons and peer advocates worked together in assessing the local middle school and YMCA to identify and document food selections offered through the snack bars. As the result of this, we were able to establish healthy food choices and physical activity among the SEA youth.

## **Telegraph Hill Neighborhood Center, San Francisco**

**Grant Number:** IB13-96

**Project Title:** Youth Fit

**Target Youth:** Chinese and Vietnamese youth

**Methods:** Developed a curriculum and possible restaurant kitchen tours and cooking demonstrations. Nutrition workshops/activities were drafted and reviewed. The activities were piloted at Francisco Middle School. Students participated in discussions involving their own age groups. Discussions included topics on eating disorders, models in magazines and how these issues did or did not affect their lives.

### ***Significant Findings/Results***

One of the most important aspects of the program was to involve the students. Kids responded well to the activities requiring class participation.

Many students were concerned about what they fed their bodies, and what they can do to eat more healthy. The class was great about asking questions and dialoguing with one another.

Ten minutes of physical activity, usually stretching, kept the students' interest. Students volunteered to lead the class in a variety of stretches.

Students wanted to be continually engaged in hands-on experiences and tended to ignore the lecture component, which made it difficult to proceed without everyone's attention. Tried to have the students keep a food journal to record what they ate but they complained that it was too much writing. Also, found that 40 minutes (average class time) was not enough time to cover all the material.

### ***Major Strengths***

The support and cooperation of all the individuals involved: Patty Unterman (community member and local restaurant owner), Jack Jung and Shane McLennan (PE teachers at Francisco Middle School), and four youth peer leaders.

### ***Areas to Improve***

The proposal tried to accomplish too much. Each of the three goals by itself could justify three separate projects: develop and pilot a nutrition curriculum that other youth programs could use; develop a cookbook with recipes for meal/snacks written and field-tested by youth; and initiate a change in the food selection for the beanery/snack concession stands at Francisco Middle School.

Lack of staff also led to being unable to finish all the project on time.

The failure to incorporate the six youth trained to be peer educators. Initially, both the

coordinator and youth were meeting to discuss and develop the workshop curriculum. The youth gave us instant feedback as to whether the workshop material might be too difficult, uninteresting, too easy, or too boring as well as offered new ideas, games and suggestions. Conflict of time schedules between the coordinator and youth, and the coordinator's lack of experience dealing with youth led to a breakdown in communication. Concern that the peer educators may not fully understand the material and present the information accurately was another reason why it was decided to not have peer educators.

A difficult aspect of developing the curriculum was writing it so that the youth would understand the material. Many of the students' English was limited, so it was difficult adapting the material so it could be easily understood. The class was quite diverse and it was a constant balancing act to keep the material from being too easy or difficult.

### ***Youth/Community Needs Identified***

Knowledge: All kids were familiar with the *Food Guide Pyramid* but did not know exactly what it meant.

Attitudes: Students seem to exhibit a short attention span and started to become fidgety and/or lose interest in the subject in about 10 minutes.

### ***Materials Developed***

Making Food Choices for A Healthy Diet: A Nutrition Curriculum Manual

### ***Sharing Information with Others***

Workshops were field tested at Francisco Middle School.

### ***Technical Assistance***

From: Patricia Unterman (local restaurateur and community member), Arnell Hinkle (CANFit), Gail Frank, Dairy Council of California, USDA Western Region, McDonalds, Wendy's, Odwala Juices, and youth peer educators.

### ***Institutionalization of Nutrition/Fitness Promotion***

The curriculum that was developed will be incorporated into existing programming at Telegraph Hill Neighborhood Center.

### ***Other Project Activities***

A food pyramid relay game was used to help the youth begin to understand and learn how to classify foods on the pyramid.

To share the knowledge of what they have learned, the students decided to make magnets symbolizing new vocabulary words they learned that day. Then the students would take the magnets home to their parents and explain to them what they have learned about nutrition.

## **Ventura County Public Health Department, Santa Paula**

**Grant Number:** IS12-95

**Project Title:** Baile de Vida/Dance for Life Project

**Target Youth:** Low-income Latino youth from Santa Paula, CA

**Methods:** Nutrition education activities (such as food tasting) and physical education (including games and “quabradita” dance) for sixth grade students at Isbell Middle School and community-based food and fitness promotions.

### ***Significant Findings/Results***

Project activities focused positive attention on Santa Paula’s Latino community and helped to correct some preconceived notions.

Isbell’s cafeteria now serves 1% milk and a salad bar with non-fat dressings, the latter at the request of the students.

Increased milk consumption, especially among female participants.

Increased physical activity during school days and on weekends.

Some participants reported being happy with the size and shape of their bodies even though their perception of body weight did not change, a change from the initial answer of unhappiness with body size and shape.

### ***Major Strengths***

Bicultural and bilingual staff.

Introduction of low-fat Mexican cooking to the parents. We utilized both purchased and donated cookbooks as well as developing some original recipes. There was a large demand for the bilingual cookbooks.

Flexibility, especially when dealing with the school bureaucracy.

Development of a small cookbook lending system. Word of mouth has created quite a demand for our materials.

Utilizing the migrant education program staff and parents whenever possible provided us with a much more efficient way to conduct our program activities.

### ***Areas to Improve***

Planning period prior to implementation would have eliminated some of our early frustrations.

Physical presence in the community would have permitted parents to drop in and ask questions.

We didn't realize the great impact that Prop 187 would have on the community. We knew that some barriers were going to be created but we didn't know how divisive this issue was to become. Partly because of the problems we encountered, a broad-based community group began to meet with Elsa Campbell, MFCC to discuss and begin the healing process.

### ***Youth/Community Needs Identified***

**Knowledge:** Lack of knowledge concerning the health risks of being overweight (especially important because of a high incidence of diabetes), handling food in a safe manner, lead contamination of traditional pots and pans and the importance of calcium for women. Many also lack awareness as to what constitutes physical fitness and the level and rate of activity required for its maintenance.

**Attitudes:** Prevalent beliefs are that participating in physical activity is unseemly for young women, eating American processed foods is better than traditional food items, driving is better than walking, and learning to speak the English language is an insurmountable obstacle.

**Behavior:** Ability to make wise food choices and eat everything in moderation. Traditional or cultural does not mean outdated. That, unfortunately, working in the fields does not meet the body's need for aerobic exercise.

**Environment:** Potential dangers of pesticides need to be addressed in this agricultural community. Threat of gang violence, especially after dark, is a barrier to exercise. Convenience stores located on the school routes need alternatives to the current high-fat snack food selections.

### ***Noticeable Change***

**Individual:** Coalition members watched what we ate, because if we slipped, someone would point out what our choice should have been. Participating youth have been the driving force for changes in the school cafeteria. Although improvements are still needed, changes such as switching from whole to low-fat milk, offering raw vegetables as snack alternatives, and adding low-fat salad dressings have resulted due to their requests.

**Organizational:** This project has added to the credibility of all associated with it in the Santa Paula community. Our Health Department is currently doing health screenings for the migrant education parents in our area. During the first phase of this two part program, participants are weighed, measured, and have a body fat composition analysis done, and asked about their diets and levels of physical activity. When they return for their second visit, they are given their results and positive changes recommended. This is being done partially based on the information and experience gained from this project.

**Community:** Although the elementary school district has made positive changes mentioned before, much work still remains to be done. Our bilingual, low-fat Mexican cookbooks have been popular. Community members experiment with the new recipes, and marvel that they don't taste so bad—some are even better than the old!

Policy: The Santa Paula City Council has just accepted and funded a five-year Youth Matters Plan which includes improving and developing play areas for young people. For example, the basketball backboards that have been broken for years will be repaired and parks will be cleaned and maintained. Some coalition members worked very hard on the advisory committee that developed this plan and used some of the skills and information acquired during this project to suggest needed changes in the community.

### ***Materials Developed***

Food Frequency Questionnaire

Curriculum for after-school program: lessons (Food Pyramid Basics, Cardiorespiratory Fitness, Sugar Types, and Reading Food Labels) and games

### ***Sharing Information with Others***

Laura Espinosa, coalition co-chair, has submitted our findings and results to the Santa Paula *Times* for publication. This information has also been presented to the school district, at migrant education parent meetings, and at community health fairs/festivals. Several newspaper articles were published.

### ***Technical Assistance***

Purpose: Nutrition, physical fitness

From: Arnell Hinkle, Sylvia Navarro, UCSB Cooperative Extension, Ventura YMCA, Shape Shop.

Would have been helpful: Additional information on physical fitness

### ***Institutionalization of Nutrition/Fitness Promotion***

The coalition always promotes wise food choices and physical activity whenever planning any activities for member organizations.

### ***Plans Beyond CANFit Funding***

We will continue the radio interviews and work with the school district to maintain the positive changes that have occurred and advocate further improvement. Our nursing department, also with some community partners, is currently searching for funds for an adolescent nutrition and fitness program.

### ***Other Project Activities***

We participated in the Fourth of July Festival and enjoyed a fair amount of food traffic. Former participants recognized us and brought their parents. We played Food Pyramid Lotto with the kids while we spoke with their parents. We had a body fat composition analyzer available for those who were interested, and many did take us up on our offer. Explaining the results provided an excellent opportunity to do some health education. We were surprised that so many wanted to take time from the midway to spend so much time with us.

## **Viejas Indian School, Alpine**

**Grant Number:** IS07-96

**Project Title:** Health Literate Teens Program

**Target Youth:** American Indian youth at the Viejas Indian Reservation

**Methods:** Involved teens in nutrition, physical and cultural activities that encourage healthy lifestyle choices in a consistent, non-threatening manner and a safe environment respectful of individual teens, their families and their heritage and beliefs.

### ***Significant Findings/Results***

Institutionalization of healthy choices (low-fat milk, vegetable oil instead of lard, turkey and chicken luncheon meats, and more fruits and vegetables) in Viejas Indian School's menu and at cultural events such as Pow Wows and traditional gatherings.

More awareness of general health than before.

Our Kapsala Library has a new "Health" Section, where students and parents can obtain books, such as cookbooks and health and fitness information.

Conducting a community needs assessment was paramount to the project success. When we surveyed our teens, parents and elders, we found that there was no safe place that teens could go after school and youth were not physically active after school. There was not a lot of variety in teen diets. Most foods were fried, not because we are located close to a fast food restaurant but because, culturally, frying is the food preparation of choice. Living in San Diego so close to the border, most kids consider Mexican food part of their diet like hamburgers.

### ***Major Strengths***

The population living on Viejas Reservation is stable, so it is easier to track a control group.

When a student moves off the reservation, it is a major event. Our only variable was whether a student was enrolled in Indian School and attending on a regular basis.

The Viejas Indian School's executive director, Robert Brown, is highly respected in the Native American community and is a positive role model. He was a key to the program's institutionalization.

The project has provided healthier foods at the Viejas Indian School and community events such as Pow Wows and traditional gatherings. In addition, students have become more aware of food safety. They received a certificate once they completed the Food Handlers Class.

### ***Areas to Improve***

We relied heavily on the support of San Diego State University (SDSU) Nutrition and Fitness student teachers. During our planning grant we were fortunate enough to have a student teacher who was conscientious and reliable. For the implementation grant we were excited to have two student teachers sign up to interact with our teens. Unfortunately, they did not show up. The other problem we faced was scheduling our afternoon tutorial in conjunction with the student teachers' plans, but it never happened. This hurt us in a key element of our nutrition curriculum planning, which was the "new face" theory: teens listen and are more receptive to a "new face" delivering an old message.

Cooking preparation was harder to measure, unless the students were preparing food for Pow Wows or at school.

There was a concern early on from our staff that a direct, "in-your-face," fact-based program would turn most teens off and that the real lessons about healthy lifestyle choices would be lost. This happened during our first year. Our planning grant activities were based on foods most readily available to teens at that time: USDA commodities. We found that, even though over 90% of our student's families received "commods," teens were immediately turned off to food demonstrations featuring these foods.

We also learned that "kids are kids are kids." We were so busy looking for the cultural differences that we overlooked the similarities between what Viejas teens and non-reservation teens eat. So making a big deal out of the Native American diet vs. Traditional American diet was very difficult because there isn't much difference. The differences lie in food preparation and the variety of fruits and vegetables. We had to re-evaluate what we wanted to accomplish concerning the cultural aspects of the CANFit project. When we realized there is only a slight difference in the eating habits of our students and non-reservation students we concentrated more on taste-tests and food preparation, mainly targeting frying.

### ***Youth/Community Needs Identified***

Knowledge: A lack of food preparation knowledge (although some experience) provided us with the impetus to change the main focus of our program. Along with introducing new foods, we would also talk about food preparation, oils, fats and cooking methods. During an initial focus group, one teen said, "There's no difference between French fries or a baked potato; they are both healthy because they are both a vegetable."

Attitudes: Teens are a hard sell when it comes to trying something new. Their first decision is to decline. This statement makes them look cool to their peers, who generally follow suit. To combat this, we would select one student to help set up the food demo and coax them into tasting the food before the others. By the time we were set up, our helper was busy eating the new food, which is all we needed to get the other teens interested. Teens seemed to be more set in their eating patterns, where the younger students were much more willing to try new foods.



Behavior: Most Viejas teens help with the food preparation for Pow Wows and cultural events, and they know how to make tortillas, Indian tacos and fry bread. These traditional foods are fried. Our teens can't change traditional foods, but they can use lower saturated fat cooking oils and beware of fat consumption when eating traditional foods.

Environment: There was a high need for some type of facility for after-school sports. The basketball court idea came directly from our teens. Viejas Indian School's menu was relatively high in fat and needed more fruits and vegetables.

### ***Noticeable Change***

Individual: When preparing meals at home, old recipes are revised to be more health-conscious. We introduced new ways of preparing old favorites, such as making soft tacos with flour tortillas instead of fried corn tortillas and introducing baking as an alternate cooking method. In addition, we introduced new fruits and vegetables such as kiwi and mangos to our teens. Viejas Indian School students are asking more questions about foods, especially after the "Restaurant Tour," "Fast Food Challenge" and other nutrition activities.

Organizational: The Viejas Indian School menu has been changed to represent our commitment to healthy choices. The menu offers more fruits, low-fat milk, ice milk (instead of ice cream), turkey and chicken luncheon meats (instead of beef), and foods cooked with vegetable oil (instead of lard) and microwaved or baked (instead of fried) whenever possible. The school keeps apples, oranges, watermelon and fruit juices on hand at all times.

Community: Foods prepared for Senior Dinner, Pow Wows and cultural gatherings have been modified to coincide with the nutritional changes Viejas Indian School has instituted.

### ***Sharing Information with Others***

Through the continuation of our nutrition and fitness curriculum students will continue to receive scientifically based information through the Kapsala Library. Our goal is continue to build the library's health section to encourage students, parents and staff to learn about the latest in nutrition and health technology. We will continue to disseminate to the community any nutrition and fitness information that we receive from CANFit, student teacher nutrition and fitness volunteers and other sources.

### ***Materials Developed***

Games and nutrition lessons for after-school youth meetings (fast food challenge, tasting of frozen desserts, fruits and snacks, and so forth)

### ***Technical Assistance***

Purpose: Posters & incentives on healthy diets, nutrition and fitness student teachers, teen nutrition and fitness information.

From: American Cancer Society, San Diego State University (SDSU), California Project LEAN, and California Healthy Kids Resource Center

### ***Institutionalization of Nutrition/Fitness Promotion***

The new school building includes a salad bar that will allow our nutrition education to continue on a daily basis. Introducing new foods and food preparation methods has become a new tradition at Viejas. A basketball court has been constructed. This will not only give students access to safe after-school sports, it will allow us the opportunity to work with teens and a student fitness teacher to develop a physical activity component at our school.

### ***Plans Beyond CANFit Funding***

We plan to continue to introduce new foods, provide healthier foods on school menus and at traditional gatherings, disseminate scientifically based nutrition and fitness information, and recruit volunteer student teachers for nutrition and fitness instruction. If possible, we would also like to attend CANFit Grantee Trainings, even though we are not officially still grantees.

### ***Other Project Activities***

**Fast Food Challenge**—Teens ordered from their favorite fast food restaurant menu and instead of food were given the equivalent of fat (lard) in a zip-lock baggy to hold and feel. This exercise definitely made an impression on our teens and staff.

**Taste Tests**—Taste tests are the easiest way to introduce youth to new foods (mostly fruits and vegetables) and continue to be popular and successful. The Parent Committee generously donated funds to keep the taste tests ongoing. Students consumed more fruit at school.

**Restaurant Tour**—The restaurant tour was fun and the teens seemed to enjoy being able to talk to the chef that prepared their food. They asked questions on healthy food preparation and the chef's qualifications to prepare food.

**SDSU Nutrition Student**—The teens and all Viejas School students enjoyed Trina Castle (our first student nutrition teacher) and look forward to having more students joining us.

**Salad Head Contest**—Students participated in the National Salad Head Contest with an entry called "Healthy Indian Head;" they received an award for their efforts.

## **The West County Public Education Fund (The Ed. Fund), San Pablo**

**Grant Number:** IB01-96

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

**Target Youth:** Middle school youth

**Methods:** Used mini-grants to encourage teachers to incorporate nutrition/fitness in their projects, including a school garden. Bought new equipment, expanded existing programs, and developed a youth-driven leadership team.

### ***Significant Findings/Results***

Breakfast Program—The numbers of students participating in the School Breakfast Program continued to grow during the 1997/98 school year. Students who participated in the Breakfast Program were less fatigued, paid better attention in class, appeared to be less hostile, and exhibited fewer behavior problems.

Cooking Program—Between the 1996/97 school year and the present, the cooking program has expanded from two to four periods per day and included two teachers. Both teachers indicated that there were waiting lists of students to enter the program.

New Sport Activities—The soccer program expanded this year to two afternoons per week as part of The After School Enrichment Program. Participating students (mainly Filipino, Hispanic, Asian, and Middle Eastern) represented a previously under-served population in the school.

With funds from the CANFit Implementation Grant, CANFit Leadership students worked with their PE teacher in purchasing needed equipment for basketball, softball, and table tennis. PE teachers have indicated that student participation has increased because of the availability of these activities.

Helms Health Education Collaborative—During the 1996/97 school year, the CANFit project awarded four \$500 grants to Helms teachers for projects that raised student awareness of fitness and nutrition. During the present school year, the CANFit project also awarded one \$1000 grant for a large garden project that will become cross-curricular in scope and focus on good nutrition.

### ***Major Strengths***

Faculty demonstrated a heightened awareness of the importance of good nutrition and fitness through the projects they proposed as part of the Helms Health Education Collaborative. The existence of the CANFit project at the school and the consistent, low-key message it carried helped to spark some of the faculty's willingness to view the curriculum from a less parochial and more integrated perspective, and encouraged them to participate in the present Healthy Start Planning Grant.

Students saw that time spent in planning can bring rewards, such as cooking classes and new sports equipment. Teachers who participated in the project were rewarded with funding, outside interest in their projects, recognition, and praise. The two cooking teachers have begun to investigate exciting cooking programs in other junior high schools and incorporate these ideas into their own program.

One PE teacher has been a wonderful role model for the students on the Leadership Team and for the students in his classes. He has demonstrated how adults can be responsible to children and help them achieve their goals. Moreover, he has shown his students the value of comparative shopping to obtain the best price and quality for the sports equipment.

The Ed. Fund has been able to assist the faculty and principal in creating a renewed interest in activities that will enrich the education for the student body.

### ***Areas to Improve***

Put much less faith in the principal, faculty and parents to deliver on their promises. At every stage, the students were ready and eager to move ahead; yet at every stage, most of the adults who had indicated they could be there for the students let them down.

The principal has been unable to carry out her assigned tasks and was unwilling to ask for or accept help. We should have been more aggressive in convincing the principal to relinquish some of the projects to us.

Neither faculty members nor parents were willing to act as advisors to the students; therefore, despite all their work and planning, the students have not realized their desire to run a snack bar that sells healthy, inexpensive snacks.

The leadership team needed to focus on fewer activities requiring adult involvement.

We should have been more aggressive in bringing in more outsiders from the professional community to speak and work with the leadership team.

Made the mini-grants available to the faculty earlier.

### ***Youth/Community Needs Identified:***

Knowledge: Helms students know the general principles of good nutrition and fitness; however, most of them do not follow the principles. Helms parents recognized the gaps in their own education (56% did not finish high school) and desired more information regarding nutrition/fitness for their children. It is apparent that education for both the students and their parents were needed.

Attitudes: Students tended to have negative attitudes and misconceptions regarding their own physical well-being. The faculty often expressed attitudes of neglect and desperation.

*Behavior:* During the Salad Festival, a few students remarked that they “never ate salad, but this is good.”

*Environment:* The school lacks sport facilities and equipment for PE classes.

### ***Noticeable Change***

*Individual:* The PE teachers, cooking teachers, and teachers who received CANFit mini-grants have benefited from the funding, but also from the positive recognition they have gained among their peers, the school administration, students and the tangible items obtained. The parents’ presence is already having a positive impact on the faculty who are feeling less isolated in their attempts to educate and mold the students. The faculty attitudes of neglect and desperation seem to be giving way to ones of measured optimism and a sense of not having to do this alone. Increased interest and in some cases increased enrollments of students showed the popularity of various programs implemented. The Helms PE teachers noted an increase in numbers of students willing to participate in PE since the new equipment was purchased. The after-school soccer teacher has convinced many of the student soccer players that physical fitness is important if they are to succeed in soccer. Revamping the PE program to include hip hop/aerobics has attracted more female students to PE who otherwise did not participate. The teachers in charge of the cooking classes and the garden project indicated that more students were willing to verbalize their desire to cook as well as eat and grow healthy foods. Last spring's “Salad Festival” was a success. The students who planted, tended, harvested, and served the lettuce were pleased and ready to duplicate their efforts next year. While there is not a groundswell of student support for good nutrition and physical fitness, there is a noticeable increase in interest and involvement.

*Organizational:* The Ed. Fund has increased its network of agency and individual contacts. Helms students have the same kind and quality of softball, table tennis and basketball equipment as students who come from more middle-class schools. Helms students have similar sport activities and course offerings as their peers in more affluent communities. The Ed. Fund still intends to make swimming a reality for these students.

*Community:* There is a sense of community at Helms Middle School for the first time in many years. Parents are becoming more evident on the campus and expressing an interest in more actively supporting the teachers. Teachers appear to be more positive about the school and their roles in the school. Hopefully, this will lead to an improved perception of the school held by the community.

*Policy:* The principal has implemented cooking classes, hip hop/aerobic classes, and more extensive PE offerings. Also, she has tried to impress upon the entire faculty the need to curtail the practice of providing high-sugar items when snacks or rewards are provided. The Ed. Fund’s After-School Program makes it a policy to provide healthy snacks.

### ***Materials Developed***

Guidelines for teacher mini-grants

### ***Sharing Information with Others***

The findings from the original planning grant student survey were included in the Healthy Start grant application. This allowed us to receive a Healthy Start Planning Grant. In addition, the student survey results summary was distributed to several parent focus groups that convened under the Healthy Start Planning Grant. The results were used as the basis for discussions regarding the health and fitness of the students.

### ***Technical Assistance***

From: American Institute of Wine and Food, the California Department of Education (Child Nutrition Division), Lisa Hunter, the California Healthy Kids Resource Center, Long Beach Unified School District, FHP Foundation

Would have been helpful: None

### ***Institutionalization of Nutrition/Fitness Promotion***

Within the school, the breakfast program, improved PE classes, and cooking classes have already been institutionalized. The Ed. Fund intends to continue to offer healthy snacks and well-designed physical activities during its After-School Enrichment Program.

### ***Plans Beyond CANFit Funding***

In the future, The Ed. Fund plans to allocate a portion of its annual mini-grant and school-wide grant funding for grants that will promote good nutrition and physical fitness.

### ***Other Project Activities***

Helms teachers received Teaching Excellence Awards on May 1998. The Ed. Fund Newsletter included an article about the CANFit project, the “salad festival” and the mini-grants.

In February 1998, the Ed. Fund launched the final round of CANFit mini-grants for Helms teachers.

The Ed. Fund provided two \$750 scholarships to two Helms students to attend a sports/fitness camp during the summer of 1998.

**Appendix 1:**  
**1996-1997 CANFit Program Grantees—Leveraged Resources**

<i>Grantee</i>	<i>Resource Donated</i>	Monetary Value	
<b>Culver City Youth Health Center</b>	Alexandra Ellis, Graduate Student	\$420	
	Andriette Ward, MD	\$1000	
	Fitness Instructors	\$60	
	Ballys Total Fitness	\$1450	
	American Cancer Society	\$250	
	Gatorade Sports Science Institute	\$200	
	UCLA Department of Athletics	\$60	
	American Heart Association	\$100	
	California Project LEAN	\$50	
	Culver City Farmers Market	\$30	
	Culver City Unified School District Food Service	\$50	
		<b>Total</b>	<b>\$3,670</b>
	<b>El Concilio</b>	Members of Advisory Board	\$900
American Cancer Society		\$66.67	
American Heart Society		\$66.67	
California Dairy Council		\$66.67	
		<b>Total</b>	<b>\$1,100</b>
<b>Escondido</b>	San Diego Padres	\$100	
	Farm Stand	\$20	
	John Moyer	\$10	
	McDonalds's Nutrition Information Center	\$10	
	Palomar Lanes	\$56.25	
	Segme Oaks Water Park	\$58.50	
		<b>Total</b>	<b>\$254.75</b>
<b>Kalusugan</b>	SDSU and Grossmont Students	\$880	
	Consultant, Dept. Of Education	\$900	
	Nutritionist	\$360	
	SDSU Professor	\$850	
	Parent	\$370	
	Teachers	\$1,200	
	Administrators	\$1,800	

	School Staff	\$200
	KCS Staff	\$625
	Membership to KCS	\$540
	Conference Registration	\$92
	American Heart Association	\$750
	EFNEP	\$30
	Dairy Council	\$450
	Food	\$500
	<b>Total</b>	<b>\$9,547</b>
<b>Riverside-San Bernardino</b>	Snacks/food	\$225
	Transportation	\$231
	Volunteer Staff	\$375
	<b>Total</b>	<b>\$831</b>
<b>SEAHP</b>	Program Manager	\$3,600
	Administrative Assistant	\$2,200
	General Expenses	\$3,000
	Telecommunications	\$300
	Postage	\$200
	Duplication/Printing	\$600
	Staff Training	\$250
	Space Lease/Rental	\$5,760
	Consultant Services	\$1,200
	Indirect Expenses	\$1,351
	Volunteer Staff	\$5,970
	Office Space	\$600
	Computer & Printer	\$1,000
	Transportation	\$1,350
	<b>Total</b>	<b>\$27,381</b>
<b>Ventura</b>	Dance Instructor	\$60
	Health Educators	\$148
	P.E. Teachers	\$702
	Coalition	\$400
	Label Facts for Healthful Eating- Resource Guide	\$75
	Kids' Cookbook	\$17
	Spanish Pamphlets - How to Read New Food Labels	\$5
	Pamphlets - Celebra la Buena Salud Con Una Fiesta Baja En Grasa	\$10



	CDS	\$250
	Baseball Caps	\$35
	Baseball Gloves	\$36
	Posters - Spanish Food Guide Pyramid	\$25
	Mileage	\$93
	<b>Total</b>	<b>\$1,856</b>
<b>Viejas</b>	American Cancer Association	\$300
	Parent Committee for Food	\$800
	Babes Program	\$200
	<b>Total</b>	<b>\$1,300</b>
<b>The Ed. Fund</b>	District Gardener	\$240
	Randy Rau - teacher	\$400
	Jeremy Beck - teacher	\$100
	Susan Wittenberg	\$3,600
	Wood for Planters	\$500
	Compost	\$200
	Spices	\$350
	Tennis Rackets	\$120
	Tennis Balls	\$50
	<b>Total</b>	<b>\$5,560</b>
<b>GRAND TOTAL</b>		<b>\$51,499</b>