

California Adolescent Nutrition and Fitness Program

**Summary of Completed
CANFIT GRANTEE
PROJECTS**

1997-1998

July 2001

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INTRODUCTION

In 1998, CANFit provided grants in two cycles. In Cycle 1, one planning grant and three intervention grant were given; in Cycle 2, three additional planning grants were awarded. The findings and results of these seven projects comprise this summary. 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 reviews the principal findings of each category of grantees. This section summarizes the similarities and differences between those who received planning grants and those who received intervention grants. The information presented about *planning* grantees includes youth physical activity and nutrition habits, knowledge and attitudes, environmental factors and barriers, and project results. Information about *intervention* grantees details needs of youth in terms of knowledge, attitude, behavior, and environment, changes resulting from the projects, the strengths and weaknesses of the projects, and any materials developed by the grantees.

Section II describes in detail 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, surveys or other materials developed, 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 1* provides information about the resources leveraged by those projects who reported receiving in-kind donations of time and/or resources.

Table 1: Location and Target Population of CANFit Grantees included in Summary Report 1997-1998

Grantee	Location	Target Population
<i>Planning Grants:</i>		
Escondido Community Health Center	Temecula, San Diego County	Latino youth
Health Education Council	Lemon Hill, Sacramento County	Southeast Asian youth
La Clinica de la Raza	East Oakland	Latino youth
YWCA of San Francisco	San Francisco	Latino and African American girls
<i>Intervention Grants:</i>		
American Indian Child Resource Center	Oakland	American Indian youth
Bayview Hunters Point	Bayview Hunters Point, San Francisco	African American youth
San Leandro Boys and Girls	San Leandro, Alameda County	African American youth

Table 2: Youth Reached by CANFit Grantees included in Summary Report 1997-1998

	Age	Girls	Boys	Total
	10	95	46	141
	11	66	39	105
	12	67	38	105
	13	67	39	106
	14	60	45	105
Subtotal		355	207	562
	<10	51	33	84
	>14	111	30	141
Total		517	270	787

SECTION 1: INFORMATION GATHERED

Planning Grants

Grantees: Escondido Community Health Center (Escondido)
Health Education Council (HEC)
La Clinica de la Raza (La Clinica)
YWCA of San Francisco (YWCA)

Physical Activity Habits

Rates of physical activity vary among youth. At least 64% of students, including females, in La Clinica's program participate in sport activities "that made you sweat and breathe hard" 5 days a week for at least 20 minutes. Yet only 30% of the YWCA girls exercise or play sports regularly, with the remainder citing a lack of time or friend to exercise with as reasons for not doing so.

Nutrition Habits

Milk consumption is low, while soda intake is high. Southeast Asian youth from HEC report drinking an average of 2-4 glasses of milk per week (where 3 glasses per day would meet their calcium requirements), and less than half of the African American girls in the YWCA survey drink at least one glass of milk per day. On the other hand, almost all (93%) of these same girls drink at least one can of soda per day. In La Clinica's survey, 74% drink Tampico (or Sunny Delight, Fruit Punch, or similar high sugar drink) and 78% drink soda at least once a day. Further, many youth (46% of YWCA and close to 20% of La Clinica) drink more than one can of soda per day. **Skipping breakfast is common.** Slightly more than half (54%) YWCA girls eat breakfast regularly. While the same number of males in La Clinica's survey eat breakfast, only 13% of the females do. They offer reasons such as "don't like breakfast," "don't have an appetite in the morning," and "too busy" for skipping breakfast.

Knowledge and Attitudes

Education is needed for some, but for others who are knowledgeable, the connection between nutrition and physical activity and health and illness is missing. Findings from YWCA indicate that education is needed in several areas of nutrition, fitness, and eating disorders. Many of the Asian youth in HEC's survey understand the importance of eating low-fat, but do not apply it to their own diets. Only half of La Clinica's youth feel they needed to eat nutritiously to be healthy, while 38% agree that what you eat and how much physical activity you do can influence if you get sick or not.

Families influence youth nutrition and physical activity attitudes. Sixty percent of Escondido's youth say that neither parent participates in physical activity with them. Also, many of the mothers of HEC youth report that while they know about cooking low-fat, they do not consciously apply to it their families' meals.

Body image concerns are important. Only half of the YWCA girls feel that their body is "just about right," and 3 out of 5 focus group participants have known someone who threw up when

they ate too much. One participant has also shared that she has an eating disorder.

Programs need to incorporate education on racial relations. After some conflict between the Southeast Asian and African American youth, HEC staff learned to address issues of race while providing nutrition and physical activity education.

Environmental Factors and Barriers

Schools provide barriers to healthy eating. La Clinica's youth attend a school that does not offer a breakfast program or free or reduced price lunch program. Due in part to the healthy meal choices being expensive (about \$3 compared to the \$2 most students have to spend on lunch) and only available at lunchtime, students choose affordable, less healthy options like soda and chips. This school also enforces a "closed campus" rule that forces students to buy the snacks available on campus. Students often sell pre-packaged candy to raise funds because they are convenient. In addition to low-cost lunch and breakfast programs and access to nutritious snacks, other needs at the school site include spaces for physical activity, locker facilities, and teacher training.

Fast food chains and liquor stores are too numerous in these communities. YWCA youth would like to see the number of fast food chains and liquor stores in their community decrease. And 93% of La Clinica's youth eat at one of the many fast food establishments near school at least once a week.

Youth also need culturally appropriate role models and positive media messages. Youth from Escondido face a lack of both role models and culturally appropriate environments, while the girls from YWCA would like to see fewer negative media messages in regards to body image.

Project Results

Youth participation contributes to success. The girls of YWCA were essential to the program's success. Similarly, Escondido praised the work of the youth advisors in the implementation of their needs assessment. And while HEC experienced some difficulty recruiting a consistent pool of youth, they believe having a core set of committed youth leaders is important.

Coalitions and the involvement of communities and schools bolster efforts. Both HEC and YWCA developed strong coalitions of diverse agencies to provide guidance, expertise, and support in developing culturally appropriate materials. Although La Clinica faced challenges organizing its coalition, their program received strong support from school administration. HEC also attracted the support of three local schools, and both HEC and Escondido mentioned community involvement as strengths of their programs.

Program staff also benefit. La Clinica, YWCA, and Escondido staff became more conscious of their eating and physical activity habits. All programs have begun to integrate nutrition and physical activity into their current services, through snacks and physical activities, changes in educational services and curriculum, and collaboration with outside agencies.

Intervention Grants

Grantees: American Indian Child Resource Center (AICRC)
Bayview Hunters Point (Bayview)
San Leandro Boys and Girls (San Leandro)

Youth/Community Needs Identified

Knowledge: All three grantees note that youth are unaware of the planting and growing of food and how farming is related to the processed foods they purchase at the grocery store. San Leandro youth also misunderstood what foods are beneficial for athletes and could not prepare a nutritious meal from scratch before the program.

Attitudes: Youth need to be exposed to a healthy diet that is similar to their own (Bayview).

Behavior: Youth need to have healthy eating habits reinforced at home; family participation is key to success (Bayview). Bayview also suggests that poor eating habits are linked to the emotional turmoil youth face.

Environment: The lack of low-cost healthy snack shops and the proliferation of liquor store food products provides a negative influence on youth. Organized physical activities that serve the general youth population in inner cities are lacking, especially when compared to those of suburban communities. There is also a lack of nutritional educational material for African American inner city youth (Bayview).

Noticeable Change

Individual: Each program saw their youth begin to make healthier choices and eat nutritious foods that were either provided to them as snacks or came from their own gardens. At San Leandro, fewer participants would bring fast food or vending machine snacks to the Club on Teen Cuisine days. Even the San Leandro staff have improved their attitudes about healthy eating habits. San Leandro also mentions improved self-esteem among youth as a result.

Organizational: Bayview staff have introduced healthy snacks into the group sessions. They have also started non-competitive physical activities that involve all the group participants.

Strengths

One of the main strengths of these programs is that they provided opportunities to expose youth to new experiences. San Leandro youth discovered how to cook for themselves. Bayview youth learned not only a variety of healthy foods and style of cooking, but were also able to engage in new activities, such as skiing at Lake Tahoe, hiking in the Redwood Forest, and swimming. This program also gave youth not involved in organized sports a chance to form sports teams. As far as the effectiveness of the program goes, San Leandro mentions an organized teaching format and youth interest in improving program as strengths.

Ways to Improve

On the other hand, Bayview regrets not having enough of a structured nutritional focus as a weakness of their program. For example, they would emphasize having the youth keep a dietary journal to track their progress.

Both San Leandro and Bayview have ideas for expanding their programs to reach more youth. These include access to a larger kitchen, a more varied menu and emphasis on multicultural foods, and a stronger emphasis on and materials for individual projects.

Other ideas for improving programs are to create recognition programs and to integrate modules on table setting and etiquette.

Materials Developed

Teen Cuisine cookbook (San Leandro)

SECTION II: GRANTEE REPORT SUMMARIES

Planning Grants

Escondido Community Health Center
Health Education Council
La Clinica de la Raza
YWCA of San Francisco

ESCONDIDO COMMUNITY HEALTH CENTER

Grant Number: PS03-98

Project Title: Youth Needs Assessment

Target Youth: Latino youth in Temecula, CA

Methods: Youth peer leaders were trained in assessment and community outreach. These leaders then recruited a larger planning group from the community to implement a needs assessment.

Significant Findings/Results

The overall significant result of this project was the accomplishment of 107 surveys and the completion of a detailed analysis report.

The project director commented, "One of my personal joys was when we delivered the incentives to the participants. We purchased sport equipment such as balls, jump ropes and etc. The children's smiles and joy was very impacting. The community members want us back to do another assessment."

Due to the involvement in Temecula, the clinical staff and health promotion staff received calls to do prevention presentations to the Hispanic community.

The Temecula Clinic's involvement in community meetings increased due to this grant. This grant allowed the health center to open the door to other organizations and school systems.

Major Strengths

The implementation of the needs assessment by youth advisors

Bilingual/bicultural staff and peer advisors

The community interest and involvement in the development of the needs assessment

The development of community relations with target community members and key leaders

Delivering the results of the needs assessment to a population that has not been involved in any planning process in the past

Areas to Improve

The length of time to hire the peer advisors was too short, and it was difficult to hire youth in program target ages.

The project coordinator leaving the program was a challenge because he left in middle of implementation of the need assessment when the teens needed supervision.

The Health Center under went a reorganization process in the middle of the implementation of this project that definitely had an impact.

The lack of Latino/Hispanic representation at the recreational resources in the community was a challenge.

The Park and Recreation staff in Temecula needed to increase their awareness of the community needs and culturally appropriate outreach techniques.

Youth/Community Needs Identified

Knowledge: The parents and youth demonstrated little knowledge regarding the low cost physical activities resources available in their community. Almost 42% of youth participants demonstrated a lack of nutrition knowledge.

Behavior: 60% of all respondents indicated that neither parent exercised or participated in any kind of physical activity with them.

Environment: The lack of role models for youth and of culturally appropriate environments were limitations.

Noticeable Change

Individual: The staff and the peers advisors were more conscious of providing nutritional snacks during staff trainings.

Organizational: During staff meetings, staff conducted 5 minutes of physical activity. Due to the results of the needs assessment, the Temecula clinic has applied for funding to hire an outreach worker to assist residents identify health related resources.

Community: The Temecula Parks and Recreation Department became more aware about the needs of the Latino/Hispanic community, and parents' interest in getting involved increased.

Materials Developed

Nutrition, Physical Fitness and Education Survey

Sharing Information with Others

Project staff distributed the results among clinic staff and the executive director, city council members and community residents. Informal meetings were also held at community sites.

Technical Assistance

Purpose: Evaluation analysis

From: Evaluation Consultant

Would have been helpful: None

Institutionalization of Nutrition/Fitness Promotion

Nutrition and physical activity promotion have been institutionalized by training all health promotion staff on the results of the needs assessment and training medical staff to refer participants to recreational services.

Plans Beyond CANFit Funding

The grant writing staff and director created a plan to write a grant for more prevention and health care services in the area of Temecula.

HEALTH EDUCATION COUNCIL

Grant Number: PN01-98

Project Title: Lemon Hill FitKids

Target Youth: Southeast Asian youth in the Lemon Hill area of Sacramento

Methods: The Health Education Council formed a coalition to develop, pilot, and implement nutrition and fitness interventions into youth programs. Partners included the Sacramento Chinese Community Service Center (SCCSC), the US Tennis Association, California State University Sacramento, and other community organizations and schools.

Significant Findings/Results

Lessons learned in performing survey assessment: In working with a diverse Asian population which sometimes faces language barriers and low literacy rates, staff found that alternative assessment techniques needed to be developed. Obstacles included: non-responsive youth, youth tending to say what they anticipated to be the correct answers, and literacy and language difficulties. What was learned was to conduct focus groups by same sex and same age to generate more effective dialog among the youth. As a result, staff and coalition members developed a simple general survey which applied to all Asian populations.

Unanticipated racial tensions: In conducting the Tai-chi activity, staff noticed racial tension between the African-American youth and the Southeast Asian youth. Many of the Southeast Asian youth felt they were being laughed at and encountered negative comments by the African-American youth. On numerous occasions, project staff had to intermingle the youth. It is the belief of coalition members and a Boys & Girls Club representative that issues of fitness and nutrition within these two groups need to incorporate education on racial relations.

Milk intake is substantially low: According to the US Dietary Guidelines the average calcium intake for a 9-18 year old youth should be 1,300 milligrams/per day. That would mean a youth would have to drink approximately 3 glasses (8 ounces) of milk per day to meet their calcium intake. In a survey of 156 Southeast Asian youth ages 7-17 we found on average that the youth drink only approximately 2-4 glasses of milk per week, meaning that 86% of the youth are deficient in their calcium intake of milk.

Major Strengths

Coalition building: The coalition's diverse representation of individuals from youth organizations, a local middle school, and a University (California State University, Department of Health and Physical Education), has provided valuable guidance and technical assistance in the areas of physical fitness and nutritional activities.

Coalition member recruitment: In addition to Will C. Wood Middle School, the CANFit message has attracted three local elementary schools located within our target radius. Elder Creek Elementary has actively assisted in a recent nutrition and fitness survey, and plans to be an active member of the coalition.

Community involvement: Through networking and building stronger relationships with the Southeast Asian communities of Sacramento, the Council has been able to involve local Asian CBO's, and an Asian Church in assisting with survey assessments. Some of these agencies include Southeast Asian Assistance Center, Asian Pacific Community Counseling, Lemon Hill Circle, and a local Iu Mien based church.

Areas to Improve

Finding a consistent pool of youth: Due to some uncontrollable factors, the project encountered setbacks in recruitment of a core set of youth to participate on a consistent basis. More effort should have been made to collaborate with a number of local elementary schools and middle schools instead of limiting collaboration to one or two schools and organizations.

Development of relationships with local schools: It took more than the anticipated time to fully gain commitment from the local elementary schools and middle schools. Also, involvement promised from Will C. Wood middle school's PE instructor changed over time due to other constraints.

Project publicity: More culturally appropriate and language specific written materials about the project need to be developed and distributed throughout the community. To address this, staff and the coalition plans to create a small tri-fold brochure about the program both in English and an Asian language to be distributed throughout the community and among collaborators.

Youth/Community Needs Identified

Knowledge: In discussing the survey with Asian youth, staff discovered that many did have some education with regard to nutrition and the importance of physical activity. Many understood the importance of eating low-fat but they still did not apply it to their own diets. It was also discovered that some of the youth, specifically the females were limited in the amount of physical activity they could do at home or in front of their homes due to safety concerns.

Also, in conducting surveys for adults, staff noticed that the parents did not put much thought into preparing healthy snacks or meals for their families. Many of the mothers expressed that they know about cooking low-fat but were not consciously applying it to their families meals on a regular basis.

Attitude: Overall the community was enthusiastic, but some of the barriers faced included low-literacy, language barriers, and resistance due to potential interference with cultural norms. During some of the outreach activities, many of the youth had expressed that they had been exposed to some nutrition education in school, but not much.

Noticeable Change

Individual: During the last few months, there has been a more proactive involvement on the part of members and an active initiative to recruit youth to serve as coalition members.

Community: The Coalition is growing in members and igniting interest from other local CBO's. Elder Creek Elementary school has expressed an interest in joining the coalition, and a number of other local CBO's who assisted with the survey have expressed an interest in joining the coalition

and incorporating the CANFit message into their current programs.

Materials Developed

Assessment Survey

Sharing Information with Others

The data findings will be disseminated through the coalition which includes representatives from organizations representing Southeast Asian youth. The information will also be shared directly with the local elementary school nurses, principals, and with Asian community based non-profits (CBO's) that assisted in the survey assessment. The Council will also distribute press releases to Asian press outlets outlining the findings.

Technical Assistance

Purpose: Technical assistance in nutrition and in developing activities and compiling questions within the target area for the assessment questionnaire.

From: Health Education Council's R.D. and coalition members such as the California State University Sacramento

Would have been helpful: Maybe a resource guide applicable to CANFit.

Institutionalization of Nutrition/Fitness Promotion

Efforts were made to incorporate current nutrition projects, Food on the Run, Project LEAN, and 5 a Day Power Play with CANFit activities. Since the goals of these programs are similar and the target populations are similar in scope, it made good sense to collaborate whenever possible.

Plans Beyond CANFit Funding

The Council received a new osteoporosis education/prevention grant and many of these activities will further augment the CANFit project. The Council's ongoing nutrition education programs are another avenue to integrate the CANFit fitness message on a regular basis through such activities as the Nutrition Olympics and others.

Other Project Activities

Activities were best implemented within an organization that had youth regularly meeting during the week.

It was also learned to simplify needs assessment survey instruments in order to make analysis less time consuming and more accurate.

Having one committed staff member that knows the resources of the community and is experienced in working with the population is essential to any program.

LA CLINICA DE LA RAZA

Grant Number: PB7-98

Project Title: Adolescent Fitness and Nutrition Program

Target Youth: Latino youth in the Fruitvale and San Antonio neighborhoods of East Oakland

Methods: La Clinica initiated a youth-driven community coalition of schools and community organization to identify and address the nutritional and fitness needs of youth at the Oakland Charter Academy.

Significant Findings/Results

Inconsistent breakfast: 13% of female student population eats breakfast "every day," and 43% "rarely or never" eat breakfast. Reasons for not eating are: "don't like breakfast," "do not have an appetite in the morning," and "too busy." Reason for eating breakfast is "mom makes me." In comparison 54% of male students eat breakfast "every day," and 18% "never or rarely" eat breakfast. The school does not offer a breakfast program. Many students would like to have free breakfast options offered at the school.

Lunchtime disaster: No free or reduced priced lunch program offered on campus. The meal policy at school is not conducive to healthy meal choices, (i.e. food is only available at lunchtime and what is available is costly, leading students to purchase lower priced and low nutritional items).

Very high Tampico and soda intake: Of the students surveyed, 74% drank Tampico, Sunny Delight or Fruit Punch at least once a day, while a full 25% drink this high sugar beverage 3 or more times a day. This is matched by 78% of students who drink soda at least once a day, with 18% drinking 3 or more cans or bottles daily.

Need for healthy snacks provided at break time.

High self-reported rate of exercise: At least 64% of students both female and male participate in sport activities "that made you sweat and breathe hard" 5 days a week for at least 20 minutes. Forty percent (40%) of males did this type of activity 7 days per week compared to 23% of females. Students also report strong participation in PE; 86% spend at least 20 min exercising during PE with 64% of them exercising 30 minutes or more.

Major Strengths

School personnel and students learned to perform data collection and analysis through participatory research project.

Students felt they had a voice.

Data was gathered from the specific school site.

School administration was very supportive.

Areas to Improve

Need to address scarcity of Registered Dietitians (RD) available to work in culturally specific settings.

Need full 12 months to complete the project.

Need better organization of local coalition.

Youth/Community Needs Identified

Attitude: Students self reported high levels of physical activity and said they liked team sports, wanting more opportunity to participate in intramural sports.

Teachers felt imposed upon to teach PE when they were already overburdened with academic obligations and had little to no preparation to teach PE. Teachers requested training in fun, low cost activities that promoted communication, team building and group support. They recognize the need to increase their skills on the playground and in recreational activities.

Behavior: The high consumption of soda and fruit punch beverages of students should be addressed through implementation of school policy regarding sales of soda on campus and access to more nutritional beverages.

Environment: The two surveys looked at include the school environment and the larger community. Needs at the school site include:

Space for indoor and outdoor physical activities

Larger spaces to change and shower

Lockers to hold gym clothes.

Low cost lunch and break fast meal programs

Access to nutritional snacks during the day

Students are literally surrounded by fast food establishments to and from school. Ninety three percent (93%) report eating at these places once a week. Students need to find other low cost, nutritional alternatives in the area or to learn how to order healthy from the fast food establishments.

Noticeable Change

Individual: Project staff and larger Community Health Education section (Casa CHE) became more aware of eating habits. The planning group and participants also noted becoming more conscious of the foods they ate and an increase in planning meals. There was also increased awareness of nutrition and fitness among teachers.

Organizational: Charter school instructors involved in the program included additional curricula with the theme of eating, food, nutrition and health in their classroom activities. Sometimes through written assignments or in word problems for a math component. This helped to maintain a certain level of consciousness around food and physical activity throughout the school even without the presence of the health educator or the RD.

Community: Although not put into action at the time of writing this report, the school was

willing to include some of the recommendations coming from the surveys into the plan to move the school to another site. Recommendations included finding a location that had sufficient indoor and outdoor areas for recreational activities, onsite cooking facilities (or the acquisition of an outside meal program) and a possible locker or shower area that students could use after PE.

Policy: Based on surveys and focus groups the school administration was discussing the possibility of bringing back fresh fruit sales during lunch as fundraisers for various school clubs to replace the candy and cookie sales that had become so popular. Additionally, the school was looking into acquiring start up monies that would bring a school lunch program to campus. This became a priority, as the lunch truck currently being used as the sole provider of food during lunch, could not offer quality food at a reasonable price. Students felt strongly about finding alternative food providers.

Materials Developed

- Recruitment flyers and materials
- Focus group instruments
- Surveys

Sharing Information with Others

The school communities (teachers, parents and students) received a summary of the report through an oral presentation outlining the nutrition and fitness needs identified through surveys and key informant interviews. Based on the raw data, each group was asked to prioritize issues of importance and interest and develop a plan of action to address each issue.

Recommendations include:

- Establish a reimbursed meal program
- Contact California Food Policy Advocates in SF to explore "start up" grants to initiate the meal program.
- Partner with community agencies for space to provide a more creative PE program
- Provide technical assistance to PE teachers.
- Work with youth to establish policy regarding food/candy sales as fund raising efforts
- Include workshops and information to parents regarding breakfast, snacking and lunch

Technical Assistance

Purpose: The RD on the grant sought assistance in reviewing the key informant interview tool, in networking, and in improving access to physical education and exercise activities useful at the school site.

From: CANFit - Arnell Hinkle, Grantee Training, and grantee conference call

Would have been helpful: La Clinica received all the assistance necessary for completion of this grant and always felt welcomed by CANFit staff to request additional assistance.

As mentioned earlier, in response to the difficulty in hiring a culturally sensitive RD, it might be

more realistic for La Clinica to hire a Bachelors level Health Educator with experience in participatory research and have access to an RD through CANFit. This person could provide technical assistance to all the grantees, leaving the actual work to be carried out by the Health Educator on site.

Institutionalization of Nutrition/Fitness Promotion

The two areas in the clinic that could address nutrition and fitness for youth would be Community Health Education (Casa CHE) and the Teen Clinic, (Clinica Alta Vista). Working together, they could increase awareness to clinic patients in waiting rooms with culturally and linguistically appropriate materials. Additionally, providers could be encouraged to focus more on nutrition and fitness during their routine medical visits with patients. (Intake forms already have questions pertaining to eating habits, body image and exercise.) Specifically through health education, Casa CHE could include physical activities in the youth leadership programs, incorporating team building skills such as good communication and problem solving, group bonding, trust, support, constructive feedback and goal setting.

Plans Beyond CANFit Funding

The Community Health Education section at the agency works with youth leaders identifying issues pertinent to today's youth. In previous years, the health educators focused on reproductive health, drugs and violence. The health educators will add nutrition and physical activity to the list of topics to discuss, hoping to raise awareness and interest in these topics. Additionally as mentioned in the previous question, the health education section can include physical activities as strategies to reach goals related to leadership skills (team building, communication, problem solving, self esteem, goal setting etc). Through the parenting classes, the team will incorporate family outings into the curriculum, exposing families to low cost, accessible activities where families can enjoy the outdoors together and get some physical activity in as well.

Other Project Activities

As a lesson learned, the project team realized that working with youth is time consuming and requires constant strong, positive energy over a long period of time. The project attempted to cover a lot of ground in a short period of time and would have been less stressful, more productive and would have had longer lasting effects if it had been implemented over the original time frame. For future grants, the recommendation is to re-work the scope of work into a more realistic time frame.

YWCA OF SAN FRANCISCO

Grant Number: PB1-98

Project Title: Girls NOW

Target Youth: Latina and African American girls in the Mission district of San Francisco

Methods: Girls were taught about nutrition, eating disorders, and physical activity, then assisted in creating a tool that would be effective and useful to their peers. A collaborative of community partners contributed their expertise to the planning and training processes.

Significant Findings/Results

Many of those surveyed are not eating three meals a day and are skipping breakfast - the meal considered to be the most important meal of the day. Only approximately half (54%) eat breakfast; almost 80% eat lunch and 70% eat dinner.

Many are not consuming enough milk yet over consuming soda. Almost all surveyed (except for 7%) reported drinking at least one can of soda a day; 46% reported drinking more than one can of soda a day and approximately 70% drink regular vs. diet soda. Less than half drink at least one glass of milk a day. However 38% reported feeling sick (upset stomach, nausea, diarrhea) when they drank milk.

Many of those surveyed were not able to make the connection between nutrition/physical activity and health and illness. Only half of those surveyed felt that they needed to eat nutritiously to be healthy. Only 38% agreed that what you eat and how much physical activity you do can influence if you get sick or not, 40% were not sure and 21% disagreed.

Only approximately 30% of those surveyed exercise or play sports regularly after school. The main reasons for not doing more physical activity were reported as not enough time (51%) and not anyone to do it with (30%).

Although their opinion on fashion models were split between positive and negative comments; only 24% of those surveyed said they don't try to loose weight and only half felt that their body was just about right. In one focus group 3 out of 5 participants reported knowing someone who threw up when they ate too much and one participant confided in the group that she has an eating disorder.

Major Strengths

The amount of youth participation in the project has been one of the greatest strengths. At the start of the program a group of five youth participants were identified as a leadership/youth advisory council. They were involved in the development, distribution, collection and analysis of the needs assessment survey. They created an educational video on eating disorders and were responsible for script writing, filming, acting and editing. The leadership group is currently recruiting youth for the summer pilot program, where the curriculum will be implemented.

The number of collaborating agencies involved in the project is another one of the project's major strengths. The steering committee overseeing the project includes a citywide representation of agencies including; community based organizations, city departments, and public schools, each sharing their resources and expertise. Through this committee it has been possible to plan an intervention project that will be culturally and linguistically appropriate for the target population (African American, Latino, Asian Pacific Islander youth).

Areas to Improve

Due to a high level of staff turnover in the course of this grant there were several setbacks in the implementation of the project. As a result of these setbacks, it was not possible to conduct as many focus groups and surveys as anticipated. The majority of youth surveyed were or had been participants of YWCA after school centers. The high scores on the surveys in terms of eating, fitness habits and attitudes can be attributed to the fact that the current program participants surveyed had received some prior information on health education and are involved in self-esteem building activities. Furthermore, data entry and analysis of the needs assessment findings were extremely time consuming and required expertise that staff did not have. A university student intern volunteered to analyze the data but a more qualified source could have been sought.

Youth/Community Needs Identified

Knowledge: Education is needed in the following areas:

- General nutrition information (food guide pyramid, basic food groups, recommended servings of major food groups)

- Relationship between nutrition/fitness and health and illness.

- Various forms of eating disorders

- What are forms of fitness activities and their benefits

- Importance of milk and calcium at their age

Attitude:

- Education on how to shop for healthy low-cost snacks/foods within their environment.

- Broaden their limited perception of what exercise can be and expose them to various forms of exercise that's fun and interesting to them.

Behavior:

- Increase milk intake

- Decrease soda consumption

- Purchase healthier snacks

- Risk Reduction: Choose healthier foods at fast food restaurants, choose healthier alternatives to soda

- Increase physical activity

Environment:

- Decrease numbers of liquor stores and fast food chains in their community

Decrease negative media messages in regards to body image

Noticeable Change

Individual: As a result of participating in this project, staff became more conscious of their eating and fitness habits. They regularly comment about what they are going to eat for lunch and try to make healthier choices. As role models for the young girls, staff try to model good eating and fitness habits. Two staff members have begun walking together during their lunch break after attending one of the CANFit training's. The youth participants have been exposed to nutrition and fitness information and although they admit they can't stop eating fast food completely, they have begun to make healthier choices even if it's eating a "Fajita Pita" at Jack in the Box instead of a "Jumbo Jack".

Organizational: There has been a great interest in developing and incorporating a nutrition and fitness curriculum into existing programs by the grantee agency and agency partners. Although this was a planning grant, the grantee agency implemented portions of the proposed intervention project, such as healthy snacks and fitness activities and planned to pilot the curriculum during the summer programs.

Community: As a result of distributing the survey to the community, the schools and agencies that youth surveyed became aware of the project and expressed interest in being informed of the results and having access to the curriculum.

Materials Developed

Needs assessment survey

Keeping it Real: Moving, Eating, and Transforming Attitudes - a curriculum on nutrition and fitness

Educational video on anorexia

Sharing Information with Others

The results of the data findings from the needs assessment survey were distributed to the agencies and schools where the surveys were collected. They have also been shared with other collaborating agencies and schools. Once the curriculum is piloted in the summer, it will be distributed among agencies and school-based programs interested in incorporating the curriculum into their projects. The educational video will be presented to the community through a peer education model. Youth participants from the YWCA program will present the video and give an hour workshop on body image and eating disorders to interested parties.

Technical Assistance

Purpose: Expertise in the areas of health and nutrition; analysis of the needs assessment survey results, development of a nutrition and fitness curriculum based on the survey and focus group findings; script writing, filming and editing in the course of producing the educational video; and support in compiling a summary on the data analysis of the survey

From: Maria Cora, an established and respected health educator with the San Francisco

Department of Public Health, Marta Martinez (video production assistance), Ana Castillo former coordinator of the project, and a university student volunteer.

Would have been helpful: It would have been helpful to have had more technical support in the areas of data entry and analysis of the survey results. Due to budget constraints, the project was unable to hire a consultant and therefore recruited a volunteer student intern to analyze the data results. Then there was some delay in receiving the analysis report since the intern was volunteering their time for school credit.

Institutionalization of Nutrition/Fitness Promotion

As YWCA is committed to the well-being and empowerment of women and girls, the concept of promoting nutrition and fitness for youth must naturally be included in the program. The curriculum on nutrition and fitness which includes workshops on health education, healthy snack classes and physical activities developed in the planning grant will be implemented in after school sites. Each site currently enrolls 40-60 young girls a year in their after school and summer programs. Girls with the greatest need will be recruited for the project. The curriculum will be conducted during the current program hours.

Plans Beyond CANFit Funding

Upon completion of the grant, a nutrition and fitness curriculum developed for adolescent girls will continue to be offered through YWCA programs. In addition, this curriculum will be distributed to middle and high school as well as to other local youth programs. A recipe book of ethnic healthy snacks and an educational video on eating disorders will be available for distribution. The organization also plans to continue serving healthy snacks. The educational video on eating disorders can also be distributed and presented by youth to different schools and community agencies.

Other Project Activities

The YWCA of San Francisco was awarded a \$2,500 grant from the Mayors Sports Fund to implement a fitness program during the summer in conjunction with the CANFit project. During the summer a sports camp will be offered three days a week with this fund. The girls who participate in the sports camp will also participate in weekly workshops on nutrition and fitness, as well as a healthy cooking class to be funded by the CANFit grant.

SECTION II: GRANTEE REPORT SUMMARIES

Intervention Grants

American Indian Child Resource Center
Bayview Hunters Point
San Leandro Boys and Girls Club

AMERICAN INDIAN CHILD RESOURCE CENTER

Grant Number: IB6-98

Project Title: Tending Our Roots

Target Youth: American Indian youth in Oakland

Methods: Youth learned how to build and maintain a greenhouse and garden at the American Indian Public Charter School. After construction, youth learned about, planted, and harvested native plants. Foods were used in lunches and community gatherings throughout the year.

Significant Findings/Results

During the months of March - May 1998, there was a full winter organic garden growing, including: 3 kinds of peas, 4 kinds of lettuce, broccoli, carrots, 2 kinds of kale, cabbage, beets, onions, and 3 kinds of potatoes. The students were very encouraged to see that they had grown a successful garden.

An unintended success was that the students ended up eating peas, actually loving them.

Several garden days were held throughout the grant period on Saturdays. These days were opportunities for the students, parents, and community members to work together in the garden.

Noticeable Change

Individual: The students wanted to eat the food right out of the garden. With so many of today's youth unaware of and underexposed to the actual planting and growing of food, the majority of them only know about foods from their experiences in the grocery store. At first the students did not want to eat the food - it was dirty and came out of the ground. But then they started eating right out of the garden, raw vegetables, especially the peas. Many of the students spent their lunch hour working in the garden.

Sharing Information with Others

A Recognition Night Dinner was held at the end of the 1999 school year for all American Indian Public Charter School students, parents, and community members in general. It was a huge and successful event, with part of the food coming from the community garden.

At the graduation ceremony, an "environmental learning board" was displayed.

Other Project Activities

A Father's Day event where students painted 40 clay pots and planted tobacco seeds in them.

BAYVIEW HUNTERS POINT

Grant Number: IB3-98

Project Title: FLAAASH (Fitness and Leadership Alternatives for African American Students)

Target Youth: African American youth in the Bayview Hunters Point community of San Francisco

Methods: Peer counselors assisted in planning and implementing a nutrition curriculum and activities, such as gardening, and determining locations for and methods of physical activity.

Significant Findings/Results

Youths' are able to adapt to a positive pattern of healthy eating.

Participants' have innate knowledge of what food products are healthy and what food products are not.

Organized physical activities that serve the general youth population are lacking.

Inner city youth lack knowledge about the production and distribution of food.

There is also a lack of nutritional educational material that focuses on the dietary habits of African-American inner city youth.

Major Strengths

The main strength of the program was the ability to expose the youth to a variety of healthy foods and style of cooking, such as different ways to prepare chicken, instead of the traditional African-American method of frying chicken.

Many of the youth in the program were not involved in any form of organized physical activity. During the grant contract year, staff formed a girls softball team and an informal boys flag football team. The participating youth were very enthusiastic about participating in these activities.

Another strength was exposing youth to a number of activities and experiences that they would not have had the opportunity to participate in such as skiing at Lake Tahoe, hiking in the Redwood Forest, and swimming.

Areas to Improve

A more structured nutritional focus needed to be implemented. More emphasis on keeping a dietary journal, so the participating youth could see the progress, or lack of progress, in their eating habits. Access to a larger kitchen was also needed so that more of the participating youth could be involved. Providing a more vast variety of menu items and ancillary services to the youth would have also been beneficial.

The lack of a strong organized athletic program within the urban communities when compared with the high number of programs like soccer leagues and various baseball and junior football leagues in suburban communities was also an obstacle.

Youth/Community Needs Identified

Knowledge: Youth need to have healthy eating habits reinforced at home. There needs to be a focus on providing non-competitive physical exercise to youth. Family participation is key to success.

Attitudes: Youth need to be exposed to a healthy diet that is also culturally similar to their own.

Behavior: Poor eating habits are linked to the emotional turmoil youth face.

Environment: The lack of low-cost healthy snack shops and the proliferation of liquor store food products is a negative influence on youth.

Noticeable Change

Individual: The staff was very enthusiastic about implementing the FLAAASH program, and the introduction of fitness and nutrition was seen as very important to the overall development of the individual. The most significant change was in the introduction of healthy snacks into group sessions. Since the implementation of the program, staff have focused on providing fresh fruits and vegetables. The staff has also focused on providing non-competitive physical activities that involve all of their group participants.

Organizational: The project has shown that youth, when provided with food options will eat healthy, nutritious foods. The organization presented their findings to other programs who work with adolescents in the Bayview Hunters Point Foundation. The partnership with the San Francisco League of Urban Gardeners was very positive. Many of the youth who participated in the FLAAASH Program have continued to work with SLUG in the summer in their ongoing garden program.

Sharing Information with Others

Currently, the findings are shared within the Bayview Hunters Point Foundation programs that work with adolescent youth. Due to the short time period it has not been possible to generate enough statistics to provide comprehensive information to the community at large. Hopefully, this task will be accomplished in the next phase of the program.

Technical Assistance

Purpose: Consultation, nutritional guides, and assistance with garden program

From: CANFit Grantee Training, Laura Branin-Rodriguez (City and County of San Francisco), San Francisco League of Urban Gardeners.

Would have been helpful: None.

Institutionalization of Nutrition/Fitness Promotion

The most important and lasting effect that the CANFit grant has had on the program modality of the Bayview Hunters Point Foundation Youth Services has been the implementation and promotion of eating healthy snack foods at youth gatherings. As a primary prevention center that seeks to instill in youth habits of healthy lifestyles, the CANFit grant has been made a part of the treatment modality. This is evident in the method that has been introduced in the meal planning, nutritional education classes, and fitness activities within the overall group structure. Each of the standard groups are exposed to the nutritional/fitness philosophy as part of their overall life skills curriculum.

Plans Beyond CANFit Funding

The Bayview Hunters Point Youth Services' long-term goal is to expose as many youth as possible to the FLAAASH Program. This objective will be accomplished through effective outreach to our targeted population. By collaborating with existing athletic based projects in the community, those organizations whose primary purpose is to provide fitness to youth will hopefully be strengthened.

Other Project Activities

The Gardening Project is one that will be on-going for the calendar year. The youth will plant a variety of vegetables that will be available to Bayview program and to their families.

SAN LEANDRO BOYS AND GIRLS CLUB

Grant Number: IB11-98

Project Title: Teen Cuisine

Target Youth: African American youth in San Leandro

Methods: Through a cooking class and other nutrition activities, athletic programs, and a garden, youth increased their nutrition and fitness knowledge and learned how to maintain a healthy lifestyle.

Significant Findings/Results

The successful integration of the Backyard Garden and the Teen Cuisine programs.
The connection participants made between agricultural processes and consumption.
Improved understanding of the consequences of poor nutrition habits.
Participants' growing skills in preparing simple, healthy meals and snacks.
Increased interest in the program by male and female members.
Improved self-esteem.
More willingness to explore new things and eagerness to be involved.

Major Strengths

Members' increased interest in improving program
Structured teaching format

Areas to Improve

More emphasis on and materials for individual projects
More emphasis on multi-cultural foods
Create recognition program (best attitude, most improved, attendance, etc.)
Create a module teaching table setting and table etiquette

Youth/Community Needs Identified

Knowledge: Most kids didn't understand the connection between farming and the processed foods they purchased. They couldn't identify why certain foods do a better job as fuel for athletics than others. Most couldn't prepare a nutritious meal from scratch.

Attitudes: There were some objections to the program's focus on girls as opposed to a more co-ed class structure. However, the primary interest seemed to come from girls who weren't involved in the structured athletic activities. As their enthusiasm for the program increased, so did interest among other members, and fewer objections were seen.

Behavior: As the program progressed, participants gained confidence in making smart nutritional choices. Members moved from passive observation to actively making choices in what was grown in the garden, to menu preparation and preparing good tasting healthy snacks. There was also increased parental interest in the program. Fewer participants used the vending machine or brought fast food into the Club when they knew they would be working on Teen Cuisine.

Noticeable Change

Individual: There was increased collaboration between the garden staff and the Teen Cuisine Director. Female club members showed interest and enthusiasm for program. Members and staff developed improved attitudes about healthy eating habits.

Materials Developed

Teen Cuisine cookbook

Sharing Information with Others

Press release to local newspaper with description of program, photos, and request for volunteers and support

Meet with principals at the local elementary/middle school to present program and possible partnerships

Explore possible partnership with Davis Street Community Center, local homeless assistance agency

Technical Assistance

Purpose: Feedback on program and new ideas for nutrition program

From: Healthy Kids Resource Center at the Alameda County Offices of Education, Internet

Would've been helpful: None

Institutionalization of Nutrition/Fitness Promotion

With the addition of the Backyard Garden program, the plan is to have members rotate from the garden into the Teen Cuisine curriculum. Hopefully this will foster a clear understanding of the relationship between food production and healthy eating habits. As the Teen Cuisine program grows, a regular, healthy snack alternative to the local fast food, convenience store, and vending machine fare members currently purchase may be offered. A segment on the connection between healthy eating and improved fitness in athletic programs could also be incorporated.

Plans Beyond CANFit Funding

A relationship with local elementary/middle schools to promote healthy eating and dental hygiene is being developed.

APPENDIX 1: LEVERAGED RESOURCES

Grantee	Resource Donated	Monetary Value
American Indian Child Resource Center	Parents	\$ 172.50
	Community members	\$ 103.50
	United Way volunteers	\$ 31.63
	Canning materials	\$ 56.20
	Discounted fruit	\$ 21.62
	Plants	\$ 100.00
	Wood	\$ 17.49
	Total	\$ 502.94
Bayview Hunters Point	Project Coordinator (salary and fringe benefits)	\$ 4,778.00
	Consultant services	\$ 150.00
	Space lease	\$ 4,308.00
	Telecommunications, postage, duplication/printing	\$ 760.00
	Total	\$ 10,996.00
Health Education Council	Health Educator/Project Coordinator	\$ 4,000.00
	Nutritionist	\$ 4,000.00
	Secretary	\$ 2,080.00
	Space lease	\$ 1,183.00
	Telecommunications, postage, duplication/printing	\$ 600.00
	Travel	\$ 300.00
	Equipment rental	\$ 2,500.00
	Educational materials, promotional items	\$ 1,000.00
	Consultant services	\$ 5,000.00
	Contractual services	\$ 1,000.00
	Total	\$ 21,663.00

	<i>TOTAL</i>	\$	<i>33,161.94</i>
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