Community Capacity-Building through Fred Hutchinson Cancer Research Center

The following PowerPoint series (January 2013 through March 2016) demonstrates how the Fred Hutch builds community based participatory research capacity through standard Community Advisory Board (CAB) meetings. The capacity-building topics were identified by both Fred Hutch researchers and Yakima Valley community members through bi-directional learning. This PowerPoint series offers a snapshot of the capacity building process, recognizing that even small communities have resources and networks that can be harnessed to build a healthier community.

*Note: Community related images have been removed for protection of study participants.*
COMMUNITY ADVISORY BOARD MEETING
JAN. 31, 2013
Coalition for A Healthy Community

Agenda

- Introduction – 15 min
- Funding & Project Update – 10 min
- Principles of Community-Based Participatory Research – 15 min
- Roles and Responsibilities – 10 min
- Meeting and Communication Plan – 20 min
  - Evening Meetings
  - Steering Committee
  - Youth Advisory Board
  - Chair/co-chairs of CAB
- Program Planning Activities – 20 min
  - Review activities planned for six months
Funding Update

- Preliminary notification from the National Institute of Health (NIH) that we are funded
- Awaiting official letter from NIH
- Received notification for funding cuts

Obese and Overweight - Nationally

- Childhood obesity has more than tripled in the past 30 years.
- In 2008, more than one third of children and adolescents were overweight or obese.
- National Health and Nutrition Examination Survey results on overweight

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Children &amp; Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexican origin</td>
<td>22%</td>
</tr>
<tr>
<td>African American</td>
<td>22%</td>
</tr>
<tr>
<td>Non-Hispanic White</td>
<td>14%</td>
</tr>
<tr>
<td>American Indian</td>
<td>39%</td>
</tr>
</tbody>
</table>
Obese and Overweight
Yakima Valley & State

What contributes to overweight and obesity?
Washington State

Healthy Youth Survey Fact Sheet for students in grades 8, 10 & 12

- Nutrition
  - Eating fewer meals at home
  - Increased food portion sizes
  - Viewing more food advertisements

- Physical Activity
  - Fewer opportunities for physical activity
  - Increased sedentary activities

- What works?
  - Collaborative work between the governments, communities and researchers to create environments that support healthy diets and opportunities for physical activity.
Principles of Community Based Participatory Research

1. Partners have agreed upon goals and measurable outcomes for the partnership

2. The relationship between partners is characterized by mutual trust, respect, genuineness and commitment

3. The partnership builds upon identified strengths, assets, but also address areas that need improvement

4. The partnership balances the power among partners and enables resources among partners to be shared

5. There is clear, open, and accessible communication between partners, making it an ongoing priority to listen to each need, develop a common language, and validate/clarify the meaning of terms

6. Roles, norms, and processes for the partnership are established with the input and agreement of all partners

7. There is feedback to, among and from all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes
Principles of Community Based Participatory Research

8. Partners share the credit for the partnership’s accomplishments
9. Partnerships take time to develop and evolve over time

CAB Organization

- What is a CAB?
- CAB Member Roles
- CAB Member Responsibilities
- Steering Committee
- Youth Advisory Board
- Chair/co-chairs of CAB
  - responsibilities
Meeting and Communication Plan

- CAB meeting is planned for 3 times a year (January, May, September)
- Evening meetings
- Email or phone or US mail

Program Planning Activities-Year 1 (2013)

<table>
<thead>
<tr>
<th>Activities</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convene CAB</td>
<td>Winter</td>
</tr>
<tr>
<td>Establish Roles and Responsibilities</td>
<td>Winter</td>
</tr>
<tr>
<td>Complete Relevant Trainings</td>
<td>Winter-Spring</td>
</tr>
<tr>
<td>Review Regional Activities on Nutrition and Physical Activity – Sandra Linde</td>
<td>Winter-Spring</td>
</tr>
<tr>
<td>Need Assessment (focus groups, interviews, environmental audits)</td>
<td>Spring-early Summer</td>
</tr>
<tr>
<td>SWOT (Strengths, Weaknesses, Opportunity, and Threat) analysis</td>
<td>End of Summer</td>
</tr>
<tr>
<td>Town Hall Meeting</td>
<td>Fall</td>
</tr>
<tr>
<td>Development of the pilot study</td>
<td>Fall-Winter</td>
</tr>
</tbody>
</table>
Wrap Up

- Please provide names and contacts for potential future CAB members
- Next CAB meeting: May, 2013
Agenda

- Introduction – 10 min
- Introduction of Steering Committee – 5 min
- Funding & Project Update – 10 min
- Needs Assessment – 15 min
- Role of IRB – 15 min
- The Weight of the Nation (Children in Crisis) – 15 min
- Next Steps – 10 min
Funding Update

- We received the award letter!
- Received 24% funding cuts for Year 1
- Years 2 and 3 – funded by expect funding cuts

Program Planning Activities-Year 1 (2013)

<table>
<thead>
<tr>
<th>Activities</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convene CAB 1/31/2013</td>
<td>Complete</td>
</tr>
<tr>
<td>Establish Roles and Responsibilities</td>
<td>Complete</td>
</tr>
<tr>
<td>Complete Relevant Trainings</td>
<td>In-progress</td>
</tr>
<tr>
<td>Review Regional Activities on Nutrition and Physical Activity</td>
<td>In-progress</td>
</tr>
<tr>
<td>Need Assessment (focus groups, interviews, environmental audits)</td>
<td>Early Summer</td>
</tr>
<tr>
<td>Steering Committee Meeting to discuss pilots</td>
<td>Fall</td>
</tr>
<tr>
<td>Convene CAB (2nd week of October) &amp; SWOT (Strengths, Weaknesses, Opportunity, &amp; Threat) Analysis</td>
<td>Fall</td>
</tr>
<tr>
<td>Town Hall Meeting (2nd Week of October)</td>
<td>Fall</td>
</tr>
<tr>
<td>Development of the pilot study</td>
<td>Fall-Winter</td>
</tr>
</tbody>
</table>
**Needs Assessment Activities**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-depth Interviews (15-20)</td>
<td>School principles, nutrition services, PE teachers, school nurses, other constituents - Granger, Grandview, Toppenish, &amp; Sunnyside</td>
</tr>
<tr>
<td>Parents Focus Groups (4)</td>
<td>Parents of youth</td>
</tr>
<tr>
<td>Youth Focus Groups (4)</td>
<td>Youth</td>
</tr>
<tr>
<td>Surveys</td>
<td>Parents</td>
</tr>
<tr>
<td>Physical Activity Environmental Audits</td>
<td>Parks and Recreational Amenities at Granger, Grandview, Toppenish &amp; Sunnyside</td>
</tr>
<tr>
<td>Nutrition Environment Audits</td>
<td>Grocery stores and restaurants – Granger, Grandview, Toppenish &amp; Sunnyside</td>
</tr>
</tbody>
</table>

**We Need to Protect our Research Participants!**

- Overview of
- Human Subjects Research
- Institutional Review Board (IRB)
Overview

- What is Research & What are Research Participants?
- Why Protect Research Participants?
- The Belmont Report & its Guiding principles & applications
- IRB Process

What is Research & What are Research Participants?

- Research is an organized way to gather information that is useful for as many people as possible in the future.

- Types of Research
  - Biomedical & Behavioral

- A research participant is anybody we gather information about
Why do we want to Protect Research Participants?

- US Public Health Study,
  - Tuskegee, Alabama, 1932-1972
- Nazi Germany
  - Nuremberg, 1946
- Willowbrook State School
  - Staten Island, 1956-1963

The Belmont Report

<table>
<thead>
<tr>
<th>Principle</th>
<th>Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect for Persons</td>
<td>• Informed consent</td>
</tr>
<tr>
<td></td>
<td>• Privacy (Confidentiality/Anonymity)</td>
</tr>
<tr>
<td>Benefits/Harms Beneficence</td>
<td>• Protecting participants from harm</td>
</tr>
<tr>
<td></td>
<td>• Assessment of risks and benefits</td>
</tr>
<tr>
<td>Justice</td>
<td>• Choosing participants</td>
</tr>
</tbody>
</table>
IRB Process

- What is an IRB?
- What is the process for protecting Human Research Subjects?
  - File initial application
  - Initiate study & follow procedures (i.e. obtain consent)
  - Make appropriate modification(s) to application
  - Perform Continuous Review

Summary

- Research involving people
  - Helps make better programs or treatments
  - Only done with permission of participants
  - Rules to make it as safe as possible
  - Must be approved by an IRB
The Weight of the Nation
Children in Crisis

Discussion Topics

- What is your response to the video?
- What are your thoughts about the marketing strategies by the food industry?
- What are your thoughts about the school lunch programs and menus?
- How would you feel about developing a program that improves nutrition and encourages Physical Activity in the schools?
  - Health Programs about healthy eating and PA in Health and PE classes
  - Healthy snack - after school program
  - Bike to school program
  - Recess
  - Community gardens
  - Healthier options in school lunches
Wrap Up

- Please provide names and contacts for potential future CAB members
- Next CAB meeting: October, 2013
COMMUNITY ADVISORY BOARD MEETING
OCTOBER 4, 2013
Collaboration for a Healthy Community

Agenda

- Welcome
- Review of Current Program Activities – 15 min
  - Community Characteristics
  - Environmental Audits
  - Family Data Collection
- SWOT Analysis – 60 min
- Selecting Two Towns for Pilot Activities – 10 min
- Project Naming Contest
- Wrap Up
## Community Characteristics

<table>
<thead>
<tr>
<th>Community Characteristics</th>
<th>Granger</th>
<th>Sunnyside</th>
<th>Grandview</th>
<th>Toppenish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Town Population</td>
<td>3,246</td>
<td>15,858</td>
<td>10,862</td>
<td>8,949</td>
</tr>
<tr>
<td>Population density (per sq. miles)</td>
<td>1,813.4</td>
<td>2,391.9</td>
<td>1,743.5</td>
<td>4,281.8</td>
</tr>
<tr>
<td>Town Area (sq. miles)</td>
<td>1.80</td>
<td>6.63</td>
<td>6.31</td>
<td>2.09</td>
</tr>
<tr>
<td>Number of Schools</td>
<td>4</td>
<td>8</td>
<td>6-8</td>
<td>9</td>
</tr>
<tr>
<td>Approximate # of students</td>
<td>1,523</td>
<td>6,257</td>
<td>3,605</td>
<td>3,300</td>
</tr>
<tr>
<td>School District Superintendent Support</td>
<td>Supportive</td>
<td>Very Supportive</td>
<td>Less Supportive</td>
<td>Very Supportive</td>
</tr>
</tbody>
</table>

## Nutrition Environment Survey

- **Stores** - Rate the availability, pricing, and quality
  - Skim or low-fat milk
  - Fresh fruits and vegetables
  - Whole grain bread
  - Lean ground beef
  - Low-fat hot dogs
  - Baked/low-fat chips
  - Low-sugar cereal.
**Nutrition Environment Survey**

- **Restaurants** - Rate the availability of healthy options
  - Main dish entrees & salads
  - Low-fat or fat-free dressings
  - Fresh fruits in regular and kids’ menus.

---

**Rural Active Living Assessment (RALA)**

- **Segments (SEG)**
  - Physical characteristics & quality of the built environment.

- **Town-wide (TWA)**
  - Demographic data
  - Rates schools and amenities (e.g., parks and recreational centers)

- **Program & Policy (PPA)**
  - Availability of programs and policies around physical activity for youth and adults.
### Summary by Town

<table>
<thead>
<tr>
<th>Store</th>
<th>Stores</th>
<th>Restaurants</th>
<th>RALA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of Audits</td>
<td>Status</td>
<td># of Audits</td>
<td>Status</td>
</tr>
<tr>
<td>Grandview</td>
<td>16 0</td>
<td>19 4</td>
<td>24 0</td>
<td></td>
</tr>
<tr>
<td>Granger</td>
<td>4 Complete</td>
<td>2 Complete</td>
<td>17 Complete</td>
<td></td>
</tr>
<tr>
<td>Sunnyside</td>
<td>23 Complete</td>
<td>34 Complete</td>
<td>36 19</td>
<td></td>
</tr>
<tr>
<td>Toppenish</td>
<td>14 0</td>
<td>18 0</td>
<td>29 0</td>
<td></td>
</tr>
</tbody>
</table>

* Including TWA & PPA Assessments

### Store Results

<table>
<thead>
<tr>
<th>Type of Store</th>
<th>Convenience Stores</th>
<th>Grocery Stores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruit</td>
<td>77</td>
<td>67</td>
</tr>
<tr>
<td>Vegetables</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Bread</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Ground Beef</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Hot Dogs</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Chips</td>
<td>1</td>
<td>67</td>
</tr>
<tr>
<td>Cereal</td>
<td>67</td>
<td>67</td>
</tr>
</tbody>
</table>

**Sample Size:**

- Convenience Stores: n=11
- Grocery Stores: n=3
Restaurant Results

Availability of healthier choices by type of restaurant

<table>
<thead>
<tr>
<th></th>
<th>Fast Casual</th>
<th>Fast Food</th>
<th>Sit Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main dishes entrees</td>
<td>20%</td>
<td>40%</td>
<td>30%</td>
</tr>
<tr>
<td>Main dish salads</td>
<td>40%</td>
<td>60%</td>
<td>50%</td>
</tr>
<tr>
<td>Dressings</td>
<td>30%</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>Fresh fruits</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Activities

Upcoming Program Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Who, What, Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stores and Restaurant Audits</td>
<td>Grocery stores and restaurants – Grandview, Toppenish</td>
</tr>
<tr>
<td>RALA Audits</td>
<td>Parks and recreational amenities and segments at Granger, Grandview, Toppenish &amp; Sunnyside</td>
</tr>
<tr>
<td>Interviews</td>
<td>School principals, nutrition services, PE teachers, school nurses, other constituents</td>
</tr>
<tr>
<td>Parents’ Focus Groups</td>
<td>Parents of children in 3rd – 5th grades</td>
</tr>
<tr>
<td>Family Environment</td>
<td>Families with at least one child in 3rd–5th grades (grocery receipts, accelerometer, dietary logs, surveys, and interviews).</td>
</tr>
</tbody>
</table>
S.W.O.T. Analysis
Analysis of **Strengths**, **Weaknesses**, **Opportunities** & **Threats**

Community Infrastructure around Nutrition & Physical Activity

- **STRENGTHS:**
  - What are the existing assets, resources... of this community?

- **WEAKNESSES:**
  - What's not working?
  - What can be improved on realistically speaking?

- **OPPORTUNITIES:**
  - What potential is there for improvement?
  - How can we achieve this?

- **THREATS:**
  - Factors that can negatively impact study?
  - What things impede physical activity and good nutrition?

HELPFUL / +
HARMFUL / -
Selection of Two Towns

- Review SWOT Results
- Review Community Characteristics
- Two Towns: Intervention Votes
  - Toppenish 9 votes
  - Sunnyside 4 votes

Project Naming Contest
Wrap Up

- Please provide names and contacts for potential future CAB members
- Next CAB meeting: April, 2014
- Celebration of Life/Open House, October 29, 2013, 4:00pm-7:00pm, Sunnyside Office
Agenda

- Introduction
- Data Summary
  - Key Informant Interviews
  - Parent Focus Groups
  - NEMS
  - RALA
- Timeline
  - Next SCM - April
  - CAB/Town Hall Meeting - May
- Wrap Up

Key Informant Interviews

Current School Policies

- Policies exist
- Inform teachers, staff, students, parents of policies
- Need involvement of teachers, staff, students, and parents to implement and monitor policies
- Open dialogue about policies and ability to revise local school policies
Key Informant Interviews
Program/Policy Ideas

- More structured recess and after school programs
- Open gym in evening for family physical activities
- Display posters with healthy foods
- Menu boards with nutritional information
- Cooking classes
- Field days
- Family Health Night-cooking and physical activity
- Make lunch & breakfast with fresh local produce & meats
- More time PE and Recess

Parents’ Focus Groups: Levels to Intervene

<table>
<thead>
<tr>
<th>Level</th>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>- Learn about healthy cooking through cooking classes</td>
</tr>
<tr>
<td></td>
<td>- Stronger motivation for eating healthy and PA</td>
</tr>
<tr>
<td></td>
<td>- Understanding about PA: benefits (high energy and healthier body)</td>
</tr>
<tr>
<td>Family</td>
<td>- Spousal support (spouse can influence each other)</td>
</tr>
<tr>
<td></td>
<td>- More interaction with children (means moving more)</td>
</tr>
<tr>
<td></td>
<td>- Positive parental modeling on healthy eating and PA – setting examples</td>
</tr>
<tr>
<td></td>
<td>- More PA and healthy eating activities for families (grandparents, parents,</td>
</tr>
<tr>
<td></td>
<td>children, and extended families)</td>
</tr>
<tr>
<td>School</td>
<td>- Encouragement from coaches and teachers on healthy eating and PA</td>
</tr>
<tr>
<td></td>
<td>- Healthy lunch at school for all grade levels (Currently- not all grade level</td>
</tr>
<tr>
<td></td>
<td>are healthy)</td>
</tr>
<tr>
<td>Community</td>
<td>- Community-Wide events:</td>
</tr>
<tr>
<td></td>
<td>1) health fairs, 2) cooking classes, 3) education, 4) farmers market,</td>
</tr>
<tr>
<td></td>
<td>5) more FHCRC liked activities</td>
</tr>
<tr>
<td></td>
<td>- Physical Environment:</td>
</tr>
<tr>
<td></td>
<td>1) Safety (better lighting, supervision of children, fenced activity areas),</td>
</tr>
<tr>
<td></td>
<td>2) Access (park availability, indoor spaces, community gardens)</td>
</tr>
<tr>
<td></td>
<td>3) Quality: better kept community facilities</td>
</tr>
</tbody>
</table>
Nutrition Environment Survey (NEMS-S)

Stores by Town

- Grocery Stores: 23, 40%
- Convenience Stores: 14, 25%
- Other Stores: 4, 7%

Number & Type of Store

- Grocery: Granger (3), Toppenish (2), Sunnyside (1), Grandview (18)
- Convenience: Granger (2), Toppenish (3), Sunnyside (2), Grandview (10)
- Other: Granger (6), Toppenish (2), Sunnyside (5), Grandview (4)
Nutrition Environment Survey (NEMS-S)

Availability of Select Healthier Items

- Milk: 5%
- Fruit: 29%
- Vegetables: 100%
- Ground Beef: 92%
- Hot Dogs: 22%
- Bread: 100%
- Chips: 23%
- Cereal: 75%

Convenience vs. Grocery

Nutrition Environment Survey (NEMS-R)

Sit Down Restaurants
Fast Food Restaurants
Fast Casual Restaurants

Dynamic Sizing is easy!
Nutrition Environment Survey (NEMS-R)

Restaurants by Town

- Granger: 2, 3%
- Toppenish: 17, 25%
- Sunnyside: 16, 23%
- Grandview: 34, 49%

Number & Type of Restaurant

<table>
<thead>
<tr>
<th>Type of Restaurant</th>
<th>Granger</th>
<th>Toppenish</th>
<th>Sunnyside</th>
<th>Grandview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sit Down</td>
<td>7</td>
<td>7</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Fast Casual</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Fast Food</td>
<td>14</td>
<td>12</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Specialty</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Availability of Healthier Menu Items All Towns

<table>
<thead>
<tr>
<th>Menu Item</th>
<th>Sit Down</th>
<th>Fast Casual</th>
<th>Fast Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bread</td>
<td>23</td>
<td>31</td>
<td>43</td>
</tr>
<tr>
<td>Main Dish Entrees</td>
<td>23</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Main Dish Salads</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Dressings</td>
<td>29</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>Fruits</td>
<td>23</td>
<td>23</td>
<td>12</td>
</tr>
</tbody>
</table>
Rural Active Living Assessment (RALA)

Segment Walkability in Sunnyside

Percentage

Segment Walkability in Toppenish

Percentage

Presence & Condition of Physical Activity Amenities

<table>
<thead>
<tr>
<th>Presence &amp; Condition</th>
<th>Granger</th>
<th>Toppenish</th>
<th>Sunnyside</th>
<th>Grandview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiking/Walking Trail</td>
<td>Yes / Poor</td>
<td>Yes / Good</td>
<td>Yes / Good</td>
<td>Yes / Good</td>
</tr>
<tr>
<td>Biking Paths</td>
<td>No</td>
<td>No</td>
<td>Yes / Good</td>
<td>Yes / Good</td>
</tr>
<tr>
<td>Public Park</td>
<td>Yes / Poor</td>
<td>Yes / Good</td>
<td>Yes / Poor</td>
<td>Yes / Poor</td>
</tr>
<tr>
<td>Public/School Playground</td>
<td>Yes / Good</td>
<td>Yes / Good</td>
<td>Yes / Poor</td>
<td>Yes / Poor</td>
</tr>
<tr>
<td>Swimming Pool</td>
<td>No</td>
<td>Yes / Good</td>
<td>Yes / Good</td>
<td>Yes / Poor</td>
</tr>
<tr>
<td>Recreation Center</td>
<td>No</td>
<td>No</td>
<td>Yes / Good</td>
<td>No</td>
</tr>
<tr>
<td>Playing Fields/Courts</td>
<td>Yes / Poor</td>
<td>Yes / Good</td>
<td>Yes / Poor</td>
<td>Yes / Good</td>
</tr>
<tr>
<td>Composite Score</td>
<td>47</td>
<td>57</td>
<td>77</td>
<td>60</td>
</tr>
</tbody>
</table>
Rural Active Living Assessment (RALA)

Town & School Policies & Programs

<table>
<thead>
<tr>
<th></th>
<th>Granger</th>
<th>Toppenish</th>
<th>Sunnyside</th>
<th>Grandview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Rec. Department</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Organized Public or Private</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Transportation Available for</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kids to Use to Get To/From</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Allows Use of outdoor</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>facilities when school not in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>session</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Late bus option for Sponsored</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Walk to School” Programs</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Participation in “Safe Routes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>to School”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schools Offer PA initiatives</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>besides PE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composite Score (Max =100)</td>
<td>40</td>
<td>70</td>
<td>71</td>
<td>95</td>
</tr>
</tbody>
</table>

Community Characteristics

<table>
<thead>
<tr>
<th></th>
<th>Granger</th>
<th>Sunnyside</th>
<th>Grandview</th>
<th>Toppenish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Town Population</td>
<td>3,246</td>
<td>15,858</td>
<td>10,862</td>
<td>8,949</td>
</tr>
<tr>
<td>Population density (per sq.</td>
<td>1,813.4</td>
<td>2,391.9</td>
<td>1,743.5</td>
<td>4,281.8</td>
</tr>
<tr>
<td>miles)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Town Area (sq. miles)</td>
<td>1.80</td>
<td>6.63</td>
<td>6.31</td>
<td>2.09</td>
</tr>
<tr>
<td>Number of Schools</td>
<td>4</td>
<td>8</td>
<td>6-8</td>
<td>9</td>
</tr>
<tr>
<td>Approximate # of students</td>
<td>1,523</td>
<td>6,257</td>
<td>3,605</td>
<td>3,300</td>
</tr>
</tbody>
</table>

Yakima County Total Population: 243,231
Yakima County Total Area: 4,312 (sq. miles)
Yakima County Population Density: 56 people (per sq. mile)
Nutrition Environment Survey (NEMS-S)

**Stores** - Rate the availability, pricing, and quality of:
- Skim or low-fat milk
- Fresh fruits and vegetables
- Whole grain bread
- Lean ground beef
- Low-fat hot dogs
- Baked/low-fat chips
- Low-sugar cereal.

Nutrition Environment Survey (NEMS-R)

**Restaurants** - Rate the availability of healthy options:
- Main dish entrees & salads
- Low-fat or fat-free dressings
- Fresh fruits in regular and kids’ menus.
COMMUNITY ADVISORY BOARD MEETING
MAY 15, 2014

Agenda

- Welcome
- Review of Needs Assessment Data – 20 min
  - Key informant interviews
  - Focus group
  - Environmental Audits
- Pilot Projects – 60 min
- Selecting Two Pilot Activities – 10 min
- Wrap Up
Key Informant Interviews: School Policies

- Policies exists
- Inform teachers, staff, students, parents of policies
- Need involvement of teachers, staff, students, and parents to implement and monitor policies
- Open dialogue about policies and ability to revise local school policies

Key Informant Interviews: Policy Ideas

- **Physical Activity**
  - More structured recess and after school programs
  - Open gym in evening for family physical activities
  - Field days
  - Family Health Night-cooking and physical activity
  - More time PE and Recess

- **Nutrition**
  - Display posters with healthy foods
  - Menu boards with nutritional information
  - Cooking classes
  - Make lunch & breakfast with fresh local produce & meats
Parent Focus Groups: Program Ideas

Individual
- Learn about healthy cooking through cooking classes
- Stronger motivation for eating healthy and PA
- Understanding about PA: benefits (high energy and healthier body)

Family
- Spousal support (spouse can influence each other)
- More interaction with children (means moving more)
- Positive parental modeling on healthy eating and PA — setting examples
- More PA and healthy eating activities for families (grandparents, parents, children, and extended families)

School
- Encouragement from coaches and teachers on healthy eating and PA
- Healthy lunch at school for all grade levels (Currently - not all grade level are healthy)

Community
- Community-Wide events:
  1) health fairs, 2) cooking classes, 3) education, 4) farmers market,
  5) more FHCRC liked activities
- Physical Environment:
  1) Safety (better lighting, supervision of children, fenced activity areas),
  2) Access (park availability, indoor spaces, community gardens)
  3) Quality: better kept community facilities

Nutrition Environment Survey (NEMS-S)
Nutrition Environment Survey (NEMS-S)

Stores by Town

<table>
<thead>
<tr>
<th>Town</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Granger</td>
<td>4, 7%</td>
</tr>
<tr>
<td>Toppenish</td>
<td>14, 25%</td>
</tr>
<tr>
<td>Sunnyside</td>
<td>23, 40%</td>
</tr>
<tr>
<td>Grandview</td>
<td>N=57</td>
</tr>
</tbody>
</table>

Number & Type of Store

Grocery

<table>
<thead>
<tr>
<th>Store Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convenience</td>
<td>12</td>
</tr>
<tr>
<td>Other</td>
<td>22</td>
</tr>
</tbody>
</table>

Convenience

<table>
<thead>
<tr>
<th>Item</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk</td>
<td>58%</td>
</tr>
<tr>
<td>Fruit</td>
<td>20%</td>
</tr>
<tr>
<td>Vegetables</td>
<td>100%</td>
</tr>
<tr>
<td>Ground Beef</td>
<td>100%</td>
</tr>
<tr>
<td>Hot Dogs</td>
<td>42%</td>
</tr>
<tr>
<td>Bread</td>
<td>67%</td>
</tr>
<tr>
<td>Chips</td>
<td>75%</td>
</tr>
<tr>
<td>Cereal</td>
<td>24%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Store Type</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convenience</td>
<td>58%</td>
</tr>
<tr>
<td>Grocery</td>
<td>20%</td>
</tr>
</tbody>
</table>
Nutrition Environment Survey (NEMS-R)

Restaurants by Town

- Sit Down Restaurants
- Fast Food Restaurants
- Fast Casual Restaurants

Granger: 2 (3%)
Toppenish: 17 (25%)
Sunnyside: 34 (49%)
Grandview: 16 (23%)

Number & Type of Restaurant

- Sit Down
  - Granger: 7
  - Toppenish: 1
  - Sunnyside: 2
  - Grandview: 8

- Fast Casual
  - Granger: 6
  - Toppenish: 6
  - Sunnyside: 6
  - Grandview: 6

- Fast Food
  - Granger: 7
  - Toppenish: 7
  - Sunnyside: 0
  - Grandview: 0

- Specialty
  - Granger: 0
  - Toppenish: 1
  - Sunnyside: 2
  - Grandview: 2

Total Restaurants (N): 69
Nutrition Environment Survey (NEMS-R)

Availability of Healthier Menu Items, All Towns

<table>
<thead>
<tr>
<th>Item</th>
<th>Sit Down</th>
<th>Fast Casual</th>
<th>Fast Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bread</td>
<td>28</td>
<td>31</td>
<td>12</td>
</tr>
<tr>
<td>Main Dish Entrees</td>
<td>43</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Main Dish Salads</td>
<td>29</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Dressings</td>
<td>22</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Fruits</td>
<td>23</td>
<td>11</td>
<td>8</td>
</tr>
</tbody>
</table>

Rural Active Living Assessment (RALA)

Town Center Segments | Neighborhood 1 & 2 Zone Segments | Isolated School Zone Segments | Thoroughfare Zone Segments
Rural Active Living Assessment (RALA)

Segments by Town

<table>
<thead>
<tr>
<th>Town</th>
<th>Residential</th>
<th>Commercial</th>
<th>Industrial</th>
<th>Public/Civic</th>
<th>Open Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Granger</td>
<td>5</td>
<td>16</td>
<td>8</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Toppenish</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Sunnyside</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Grandview</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

N=99

Segment Land Use

<table>
<thead>
<tr>
<th>Land Use</th>
<th>Residential</th>
<th>Commercial</th>
<th>Industrial</th>
<th>Public/Civic</th>
<th>Open Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residential</td>
<td>10</td>
<td>16</td>
<td>8</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Commercial</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Industrial</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Public/Civic</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Open Space</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

Rural Active Living Assessment (RALA)

Segment Walkability in Sunnyside

<table>
<thead>
<tr>
<th>Feature</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sidewalks</td>
<td>19</td>
</tr>
<tr>
<td>Street Shoulders</td>
<td>9</td>
</tr>
<tr>
<td>Cross walks &amp; Street signage</td>
<td>6</td>
</tr>
<tr>
<td>Other safety features</td>
<td>12</td>
</tr>
</tbody>
</table>

Segment Walkability in Toppenish

<table>
<thead>
<tr>
<th>Feature</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sidewalks</td>
<td>7</td>
</tr>
<tr>
<td>Street Shoulders</td>
<td>0</td>
</tr>
<tr>
<td>Cross walks &amp; Street signage</td>
<td>15</td>
</tr>
<tr>
<td>Other safety features</td>
<td>22</td>
</tr>
</tbody>
</table>

Commercial
Residential
### Rural Active Living Assessment (RALA)

#### Presence & Condition of Physical Activity Amenities

<table>
<thead>
<tr>
<th></th>
<th>Granger</th>
<th>Toppenish</th>
<th>Sunnyside</th>
<th>Grandview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiking/Walking Trail</td>
<td>Yes / Poor</td>
<td>Yes / Good</td>
<td>Yes / Good</td>
<td>Yes / Good</td>
</tr>
<tr>
<td>Biking Paths</td>
<td>No</td>
<td>No</td>
<td>Yes / Good</td>
<td>Yes / Good</td>
</tr>
<tr>
<td>Public Park</td>
<td>Yes / Poor</td>
<td>Yes / Good</td>
<td>Yes / Poor</td>
<td>Yes / Poor</td>
</tr>
<tr>
<td>Public/School Playground</td>
<td>Yes / Good</td>
<td>Yes / Good</td>
<td>Yes / Poor</td>
<td>Yes / Poor</td>
</tr>
<tr>
<td>Swimming Pool</td>
<td>No</td>
<td>Yes / Good</td>
<td>Yes / Good</td>
<td>Yes / Poor</td>
</tr>
<tr>
<td>Recreation Center</td>
<td>No</td>
<td>No</td>
<td>Yes / Good</td>
<td>Yes</td>
</tr>
<tr>
<td>Playing Fields/Courts</td>
<td>Yes / Poor</td>
<td>Yes / Good</td>
<td>Yes / Poor</td>
<td>Yes / Good</td>
</tr>
<tr>
<td>Composite Score (Max = 100)</td>
<td>47</td>
<td>57</td>
<td>77</td>
<td>60</td>
</tr>
</tbody>
</table>

#### Town & School Policies & Programs

<table>
<thead>
<tr>
<th></th>
<th>Granger</th>
<th>Toppenish</th>
<th>Sunnyside</th>
<th>Grandview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Rec. Department</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Organized Public or Private Transportation Available for Kids to Use to Get To/From Activities</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>School Allows Use of outdoor facilities when school not in session</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Late bus option for Sponsored programs</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>“Walk to School” Programs</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Participation in “Safe Routes to School”</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Schools Offer PA initiatives besides PE</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Composite Score (Max = 100)</td>
<td>40</td>
<td>70</td>
<td>71</td>
<td>95</td>
</tr>
</tbody>
</table>
## Evidence-based Interventions

- **Recommendations from:**
  - Research-tested Intervention Programs (RTIPs)
  - Community Guide Task Force
  - Cancer Planet
  - COCOMO (CDC) recommended strategies
  - Systematic Review/Meta analyses (Review of many studies)

- **Important points**
  - Multi-level (one level needs to include policy)
  - Synergistic
  - Sustainable
  - Generalizable

## Pilot Project # 1

1. Hold education and social events for families at the community garden and community agencies

2. Bring a fruit/vegetable stand or farmers’ market to the town center.

3. Develop walking and biking routes around town.

4. Lead monthly group walking and biking events for families
### Pilot Project # 2

1. Lead monthly group walking and biking events for families
2. Hold a potluck, cook-off at the end of the monthly walking/biking events and provide nutrition education
3. Hold walking groups at the high/middle school track for families
4. Develop walking and biking routes around town

---

### Pilot Project # 3

1. Incorporate one 10-minute activity break during school day.
2. Change recess to before lunch instead of after lunch and provide equipment to play games or activities
3. Develop curriculum on healthy eating for the school curriculum and offer fresh fruit or vegetable snack
4. Hold family events at schools
Pilot Project #4

1. Increase opportunities for physical activity (peer-led Go Active, cultural dancing, Zumba, line dancing, and soccer).

2. Encourage more intramural leagues

3. Hold family nights: combination of family physical activities, nutrition education, and potluck with healthy foods

4. Incorporate nutrition and physical activity education in school curriculum

Let’s Discuss and Narrow Down
Wrap Up

- Town Hall Meeting today
  - 5:30-6:30pm English
  - 6:30pm – Dinner
  - 7:00-8:00pm Spanish
- Please provide names and contacts for potential future CAB members
- Next CAB meeting: October, 2014
Agenda

- Introduction
- Intervention – Logistics and Details
- Socio-ecological Model
- Social Cognitive Theory
- Intervention Mapping
- Discussion
- Wrap-up
### Every 3 Months

<table>
<thead>
<tr>
<th>Activities</th>
<th>Detail of Each Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Month 1</td>
<td>Walking Groups</td>
</tr>
<tr>
<td>- Walking Groups Bi-weekly</td>
<td>- One hour on Tuesdays and Thursdays</td>
</tr>
<tr>
<td>- Physical Activity for Children Daily</td>
<td>- Identify a leader</td>
</tr>
<tr>
<td>- Fruit and Vegetable Stand Bi-weekly</td>
<td>- Gather up (5 minutes)</td>
</tr>
<tr>
<td></td>
<td>- Walking or other activities (45 minutes)</td>
</tr>
<tr>
<td></td>
<td>- Discussion (10 minutes)</td>
</tr>
<tr>
<td>Month 2</td>
<td>Fruit and Vegetable Stand</td>
</tr>
<tr>
<td>- Walking Groups Bi-Weekly</td>
<td>- 10:00am-3:00pm on Wed and Saturdays</td>
</tr>
<tr>
<td>- Physical Activity for Children Daily</td>
<td>- Set up, trade, sell, give</td>
</tr>
<tr>
<td>- Fruit and Vegetable Stand Bi-Weekly</td>
<td>- Cooking demonstration with recipes</td>
</tr>
<tr>
<td></td>
<td>- Clean up</td>
</tr>
<tr>
<td>Month 3</td>
<td>Family Nights</td>
</tr>
<tr>
<td>- Walking Groups Bi-weekly</td>
<td>- Two hours on Thursdays</td>
</tr>
<tr>
<td>- Physical Activity for Children Daily</td>
<td>- Set up</td>
</tr>
<tr>
<td>- Fruit and Vegetable Stand Bi-weekly</td>
<td>- Physical activity (45 minutes)</td>
</tr>
<tr>
<td>- Family Nights Quarterly</td>
<td>- Nutrition education (45 minutes)</td>
</tr>
<tr>
<td></td>
<td>- Guest speaker (20 minutes)</td>
</tr>
<tr>
<td></td>
<td>- Booths and sharing tables</td>
</tr>
<tr>
<td></td>
<td>- Clean up</td>
</tr>
</tbody>
</table>

#### A Social-Ecological Model

- **Individual:** genotype, knowledge, beliefs, experience
- **Organizational:** School, church, etc.
- **Interpersonal:** Family, friends, social network
- **Community:** Local culture, natural & built environment
- **Policies, Laws, Other Cultures**
Nutrition and Physical Activity

Healthy Eating and Physical Activity:
skills, alternative behaviors (inactive to active)

Environment
- Family and Friends
- School
- Community

Person
- Can I do it (confidence)?
- Do I think it’s a good idea (expectations)?
- Is it meaningful (expectancies)?

<table>
<thead>
<tr>
<th>Determinants</th>
<th>Constructs</th>
<th>Objectives</th>
<th>Intervention activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affordable Healthy food not available in the community.</td>
<td>Environment</td>
<td>Provide opportunities for access to affordable healthy food environment</td>
<td>Fruit and vegetable stands (trade, sell, give)</td>
</tr>
<tr>
<td>Parents do not know how to eat healthy and cook healthy meals for family.</td>
<td>Behavioral capability</td>
<td>Promote mastery learning through skills training (knowledge, practice, feedback)</td>
<td>Nutrition education at the fruit and vegetable stands; Family nights</td>
</tr>
<tr>
<td>Parents and children do not have good role models for healthy eating and cooking.</td>
<td>Observational learning</td>
<td>Provide opportunities to engage with credible and appropriate role models of the target behavior.</td>
<td>Bilingual nutritionist and cooks to teach nutrition education that serve as credible role models for parents; parents as role models for children.</td>
</tr>
<tr>
<td>Parents and children lack feedback on how they eat and cook</td>
<td>Reinforcement</td>
<td>Provide rewards, vicarious experiences</td>
<td>Feedback from the bilingual nutritionist and other parents and children going to the fruit and vegetable stand and the family nights.</td>
</tr>
<tr>
<td>Parents do not think that family will enjoy healthy meals because they are perceived as being tasteless.</td>
<td>Expectations</td>
<td>Provide discussion around how to prepare a healthy meals that are tasty and attractive to the family.</td>
<td>Group discussion on what they want their families’ beliefs and perceptions about healthy meals after going to the fruit and vegetable stand and the family nights.</td>
</tr>
<tr>
<td>Parents don’t think about the connection between healthy eating and personal values.</td>
<td>Expectancies (personal values)</td>
<td>Provide discussion on personal values that have meaning to a person.</td>
<td>Group discussion on personal values of healthy eating and healthy cooking.</td>
</tr>
<tr>
<td>Parents do not have confidence in eating and cooking healthy.</td>
<td>Self-efficacy (confidence)</td>
<td>Break behavior into small components, identify required skills, show progress towards behavior, ensure person takes credit for success, and capitalize on collective efficacy.</td>
<td>Nutrition education and cooking demonstrations at the fruit and vegetable stand and family nights; feedback on trying new healthy recipes at home, group’s efficacy</td>
</tr>
<tr>
<td>Determinants</td>
<td>Constructs</td>
<td>Objectives</td>
<td>Intervention activities</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Opportunities for PA not available in the community.</td>
<td>Environment</td>
<td>Provide opportunities for physical activity in the environment</td>
<td>Group walks/physical activity and family nights; physical activity for children</td>
</tr>
<tr>
<td>Parents do not know how to make time for family to be physically active.</td>
<td>Behavioral capability</td>
<td>Promote mastery learning through practice, feedback, knowledge, and discussion</td>
<td>Discussions about incorporating physical activity in family life during walking/physical activity groups.</td>
</tr>
<tr>
<td>Parents and children do not have good role models for being physically active.</td>
<td>Observational learning</td>
<td>Provide opportunities to engage with credible and appropriate role models of the target behavior.</td>
<td>Observe peers that serve as credible role models being physically active; provide discussions about strategies to being physically active at walking groups. Give opportunities to children to observe parents being physically active at family nights.</td>
</tr>
<tr>
<td>Parents and children lack feedback on how they are doing with their physical activity.</td>
<td>Reinforcement</td>
<td>Provide rewards, vicarious experiences</td>
<td>Feedback from other parents attending the walking groups and the family nights. Feedback from other children and teachers about being physically active.</td>
</tr>
<tr>
<td>Parents do not think that family will enjoy being physically active together.</td>
<td>Expectations</td>
<td>Provide discussion around how to make physical activity fun for the whole family.</td>
<td>Group discussion on what they want their families’ beliefs and perceptions about physical activity as a family to be after attending the groups walks and the family nights.</td>
</tr>
<tr>
<td>Parents don’t think about the connection between physical activity and personal values.</td>
<td>Expectancies (Personal Values)</td>
<td>Provide discussion on personal values that have meaning to a person.</td>
<td>Group discussion on personal values of physical activity.</td>
</tr>
<tr>
<td>Parents do not have confidence in being physically active in a regular basis.</td>
<td>Self-efficacy (Confidence)</td>
<td>Break behavior into small components, identify required skills, show progress towards behavior, ensure person takes credit for success, and capitalize on collective efficacy.</td>
<td>Group discussions at the group walks and family nights; feedback on trying to be more active at home as a whole family, group’s efficacy</td>
</tr>
</tbody>
</table>

### Discussion Points

- Moving from big ideas to manageable programs
- Innovative ideas compelling to funders
  - Opportunities for physical activity for children
- Funders want to see results
  - Nutrition Education – Where is the best place?
- Host agency for each program component
Wrap Up

- Next Meeting October?
- Thank You!
COMMUNITY ADVISORY BOARD MEETING
OCTOBER 23, 2014

Agenda

- Introduction
- Program Components
- Research Design
- Program Activities
  - Family Night
  - Physical Activity & Healthy Eating
  - Fruit and Vegetable Stand
  - Policy (potentially at schools or community)
- Discussion
- Wrap-up
Program Components

- Family nights
- Increase opportunities for physical activity and healthy eating
- PA-policy potentially at schools
- Fruit & vegetable stand “Trade, Sell, & Give”

Overall Design

- A pilot pragmatic trial to observe the impact of the physical activity and health eating program.

- Children (grades 3rd-5th) and their parents from the intervention and the control communities.
  - Recruitment through schools
Intervention Community

Recruit, Enroll, and Collect Baseline Survey

Mid Follow-Up Survey

Final Evaluation Survey

Sustainability Evaluation Survey

Control Community

Program Activities

Kick off Family Night (January, 2015)
- Introduction (e.g., CAB or SC members)
- Explain the project
- Group PA, Potluck, Raffle, and Gift basket for winners (parents and children)

Mid point Family Night (March, 2015)
- Introduction (e.g., CAB or SC members)
- A platform to give status (Town hall type discussion)
- Group PA, Potluck, Raffle, and Gift basket for winners (parents and children)

Wrap up Family Night (May, 2015)
- Introduction (e.g., CAB or SC members)
- A platform to provide feedback
- PA, Potluck, Awards (higher attendance), Raffle, and Gift basket for winners (parents and children)

- Physical Activity and Healthy Eating
- Fruit and vegetable stand
- Policy potentially at schools or community
Physical Activity and Healthy Eating

- Focus: intergenerational (grandparents, parents, and children)
  - PA outdoor or indoor exercise group
  - Health Eating activity indoor

- 10-16 people per group

- Mondays and Wednesdays: PA

- Tuesdays and Thursdays: Healthy Eating

Healthy Eating

Knowledge

Skills

Mastery

Reinforce
Physical Activity

Knowledge, Skills, & Mastery

Reinforce

Partner with Food bank or other agencies
“Trade, Sell, Give”
Provide funds to build infrastructure

Fruit and Vegetable Stand
Policy

- School-related PA policy
- Community Policy
  - Ciclovía program (originated in Bogota) opens up 120 kilometers of roads every Sunday to people walking, bicycling, dancing, playing, and enjoying the freedom of car-free streets.

Colombia, Bogota
Latin American Countries

US
Discussion Points

- Program components
- Funding Status & Timeline
- IRB

Wrap Up

- Next CAB Meeting – January or February?
- Thank You!
STEERING COMMITTEE MEETING JANUARY 22, 2015

Collaboration for a Healthy Community

Today’s Agenda

- Introduction
- Project Overview
  - IRB
  - Recruitment
  - PA and Healthy Eating classes
  - Family Night
  - Ciclovia
- Start of Project in Sunnyside
- Discussion
  - Childcare
  - Fruit and vegetable stand
  - School policy
- Wrap-up
Recruit, Enroll, and Collect Pre Intervention Survey Data

Intervention Community
• Family Night
• PA and Healthy Eating Classes
• Ciclovia

Control Community
• No intervention

Post Intervention Survey Data

Control Community
• Family Night
• PA and Healthy Eating Classes
• Ciclovia

Final Survey Data

Family Nights

- Welcome and Introduction
- Explain the project
- Group PA
- Food, Raffle, and Gift baskets
- Wrap-Up
PA and Healthy Eating

Knowledge

Mastery, Skill Building

Goal Setting
All you have to say is.....

CHALLENGE
ACCEPTED

Ciclovia - Latin America
Ciclovia - US

Project Update

- IRB Update, Date Submitted, Earliest Start Date
- Recruitment
- PA and Nutrition Classes
  - Assistance with securing childcare
- Family Night (March 23\textsuperscript{rd})
  - Attendance
  - Volunteers for set-up, cleanup, and childcare
- Ciclovia (July 11)
  - Need volunteer to assist in planning
Start of Project in Sunnyside

- Earliest start date – August
- Planning logistics for Sunnyside

Discussion

- How can we move forward with the fruit and vegetable stand?
  - “Trade, Sell, & Give”

- Where are we?
  - School policy to reverse recess and lunch for next school year
  - Improvement of playgroup equipment for elementary schools
Wrap Up

- Next Steering Committee Meeting
  - March?

- Thank You!
COMMUNITY ADVISORY BOARD MEETING
JANUARY 29, 2015

Today’s Agenda

- Introductions
- Project Name
- Project Overview
  - Design
  - Recruitment
  - Family Night
  - PA and Healthy Eating classes
  - Ciclovía
- Start of Project in Sunnyside
- Discussion
  - Fruit and vegetable stand
Project Name

- United We STRIDE, a life of active living and healthy eating
- Translation: Unidos Adelante, una vida activa llena de alimentos saludables
- other suggestions?

Project Design

Recruit, Enroll, and Collect Pre Intervention Survey Data

- Intervention Community
  - Family Night
  - PA and Healthy Eating Classes
  - Ciclovía

- Control Community
  - No intervention

Post Intervention Survey Data

- Intervention Community
  - Family Night
  - PA and Healthy Eating Classes
  - Ciclovía

- Control Community
  - Family Night
  - PA and Healthy Eating Classes
  - Ciclovía

Final Survey Data
Family Night

- Welcome and Introduction
- Explain the project
- Group Physical activity
- Food, Raffle, and Gift baskets
- Wrap-Up

Physical Activity and Healthy Eating

Knowledge

Mastery, Skill Building

Goal Setting

All you have to say is.....
Ciclovía - Latin America

Ciclovía/Open Streets - US
Ciclovía

- Ciclovía (tentatively Sat. July 11)
  - Need volunteers to assist in planning
  - Open to community
  - Suggested running time 9:30am to 1pm

Start of Project in Sunnyside

- Earliest start date – August 17th
- Planning logistics for Sunnyside
Discussion

- How can we move forward with the fruit and vegetable stand?
  - “Trade, Sell, & Give”

Wrap Up

- Next Community Advisory Board Meeting
  - April?

- Thank You!
Today’s Agenda

- Update on Nutrition and PA Classes - 10 minutes
- Ciclovia Planning - 35 minutes
  - Update on permit
  - Confirm volunteers for PA and game sessions at ciclovia
  - Duration of PA and games
  - Confirm volunteers for face painting
  - Master of ceremonies?
  - Tables from community agencies at ciclovia?
  - Supplies
- Steering Committee Membership and Meetings - 5 minutes
- NIH Call for Proposal - 5 minutes
### Needs Assessments

<table>
<thead>
<tr>
<th>Individual Level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Lack of motivation</td>
<td>X</td>
</tr>
<tr>
<td>- Misconception about healthy (and unhealthy) food: taste, cost, preparation</td>
<td>X</td>
</tr>
<tr>
<td>- Lack of time to cook healthy food</td>
<td>X</td>
</tr>
<tr>
<td>- Children’s perception that it’s ok to eat junk food</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family Level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Parental modeling and interaction around nutrition and physical activity</td>
<td>X</td>
</tr>
<tr>
<td>- Children’s/Spouses’ preferences dictating healthy habits</td>
<td>X</td>
</tr>
<tr>
<td>- Technology distraction</td>
<td></td>
</tr>
<tr>
<td>- Consistency in family support</td>
<td>X</td>
</tr>
</tbody>
</table>

### Class Overview

<table>
<thead>
<tr>
<th>Mod</th>
<th>Topic</th>
<th>Menu</th>
<th>PA</th>
<th>Giveaway</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Our Values</td>
<td>Chicken Tacos</td>
<td>Aerobics</td>
<td>Soccer Ball</td>
</tr>
<tr>
<td>2</td>
<td>PA is Key to Living Well</td>
<td>Picadillo</td>
<td>Salsa</td>
<td>Pedometer</td>
</tr>
<tr>
<td>3</td>
<td>Catch the Rainbow Everyday</td>
<td>Tomato and Asparagus Salad</td>
<td>Zumba</td>
<td>Cutting Boards</td>
</tr>
<tr>
<td>4</td>
<td>My Plate Part I</td>
<td>Chicken Tostadas</td>
<td>Aerobics</td>
<td>Food Basket</td>
</tr>
<tr>
<td>5</td>
<td>My Plate Part II</td>
<td>Chicken Enchiladas</td>
<td>Salsa</td>
<td>Precise Portions</td>
</tr>
<tr>
<td>6</td>
<td>To Be or Not to Be Organic I</td>
<td>Chicken Avocado Salad*</td>
<td>Zumba</td>
<td>Water Bottles</td>
</tr>
<tr>
<td>7</td>
<td>To Be or Not to Be Organic II</td>
<td>Cactus Salad*</td>
<td>Aerobics</td>
<td>Potato Peeler</td>
</tr>
<tr>
<td>8</td>
<td>Gardening</td>
<td>Corn Salad</td>
<td>Salsa</td>
<td>Seed Packets</td>
</tr>
<tr>
<td>9</td>
<td>Canning</td>
<td>Fruit Salad with Frozen Yoghurt</td>
<td>Zumba</td>
<td>Oven Mitt</td>
</tr>
<tr>
<td>10</td>
<td>How to Shop on a Budget</td>
<td>Back Beans Quezadilla</td>
<td>Aerobics</td>
<td>Shopping Lists</td>
</tr>
<tr>
<td>11</td>
<td>PA is Key to Living Well Refres.</td>
<td>Salmon with Raspberry Salad</td>
<td>Salsa</td>
<td>Jump Ropes</td>
</tr>
<tr>
<td>12</td>
<td>Catch the Rainbow Refresher</td>
<td>Whole-grain Spaghetti with Veggies</td>
<td>Zumba</td>
<td>Measuring Cups</td>
</tr>
<tr>
<td>13</td>
<td>My Plate Part I Refresher</td>
<td>Fish Ceviche</td>
<td>Aerobics</td>
<td>Food Basket</td>
</tr>
<tr>
<td>14</td>
<td>My Plate Part II Refresher</td>
<td>Chicken Tacos</td>
<td>Salsa</td>
<td>Measuring Spoons</td>
</tr>
<tr>
<td>15</td>
<td>Our Values Refresher</td>
<td>Fruit Pico de Gallo</td>
<td>Zumba</td>
<td>Water Bottle</td>
</tr>
</tbody>
</table>
ICE BREAKER!

Humm... Is this really healthy?

- Kids – Who is a detective and what do they do?
- Today we will become food detectives
- Break into 4 groups
- Let’s investigate and discover clues that show these products pretending to be healthy.
ICE BREAKER!

What did you discover?

TOPIC DISCUSSION

Goal Setting
WEEKLY FAMILY CHALLENGE

My Family Can...
What is on your family’s plate?

My Family’s Goal is to Make half our plate fruits and vegetables.

Sunday Tuesday Wednesday Thursday Friday Saturday Sunday

Sunday Tuesday Wednesday Thursday Friday Saturday Sunday

All you have to say is......

GIVEAWAYS

Wilson

Digital Pedometer

Measuring Cups

Healthy Choices

Measuring Spoons

Nalgene Water Bottle

Pace

12
Ciclovia Planning

Diagram Map of Ciclovia Site
Other Discussion Topics

- Steering committee membership
- NIH call for proposal

Wrap Up

- See you at Ciclovia
- Next CAB Meeting
  - October?
- Thank You!
### TODAY’S AGENDA

- CAB Survey – 10 minutes (with lunch)
- Introduction – 3 minutes
- Project Update – 10 minutes
  - Needs Assessment
  - Intervention Development and Mapping
  - Pilot Study for Toppenish and Sunnyside
- Toppenish Ciclovia Debrief – 10 minutes
- Planning the Sunnyside Ciclovia – 20 minutes
- Future CAB meetings – 5 minutes
- Wrap up - 2 minutes
CAB SURVEY

TELL US WHAT YOU THINK

INTRODUCTION

introduce yourself
NEEDS ASSESSMENT

- Focus Groups with Parents (n=29)
- Key Informant Interviews with School Constituents (n=20)
- Family Environment (n=62)
- Food Outlets (Restaurants and Stores)
- Physical Activity Infrastructure

Placing the pieces together….

- Many, many… CAB and Steering Committee Meetings
- SWOT Analysis
- CAB votes for the intervention and control communities
If there is a problem, there is a solution

• Reviewed evidence-based intervention
• Packaging and repackaging of the intervention by the Steering Committee and the CAB
• Final vote through town hall
• Selected the project name
**PILOT STUDY**

- **Toppenish**
  - Intervention completed
  - Currently on data entry and programming
  - Next step: hypothesis testing

- **Sunnyside**
  - Family night
  - Nutrition and PA classes
  - Currently planning Ciclovia

---

**CICLOVIA DEBRIEF**

See Report (previously emailed by Cindy, but can provide extra copies upon request)
OTHER ITEMS

- Future CAB meeting
- Questions and Comments
- Wrap up
COMMUNITY ADVISORY BOARD
MEETING MARCH 17, 2016

Collaboration for a Healthy Community

Agenda

- Introduction
- Collaboration for Healthy Community Review
- Dissemination
- Sustainability
- Wrap up
**STRIDE ~ Roadmap at a Glance**

1. **CONVENE CAB**
2. **NEEDS ASSESSMENT**
3. **DEVELOP THE INTERVENTION MATERIALS**
4. **PACKAGED INTERVENTION**
5. **TOWN HALL MEETINGS**
6. **LAUNCHING THE INTERVENTION STUDY**
7. **SUSTAINABILITY**

**PILOT STUDY**

- **Screen and Enroll Participants**
- **Baseline Assessment**
  - **Intervention**
    - **16-week Assessment**
  - **Control**
    - **16-week Assessment**
    - **Delayed Intervention**
Program Components

- Family Night
- Nutrition and physical activity classes
- Ciclovia – Open street event
## Class Overview

<table>
<thead>
<tr>
<th>Mod</th>
<th>Topic</th>
<th>Menu</th>
<th>PA</th>
<th>Giveaway</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Our Values</td>
<td>Chicken Tacos</td>
<td>Aerobics</td>
<td>Soccer Ball</td>
</tr>
<tr>
<td>2</td>
<td>PA is Key to Living Well</td>
<td>Picadillo</td>
<td>Salsa</td>
<td>Pedometer</td>
</tr>
<tr>
<td>3</td>
<td>Catch the Rainbow Everyday</td>
<td>Tomato and Asparagus Salad with Lemon</td>
<td>Zumba</td>
<td>Cutting Boards</td>
</tr>
<tr>
<td>4</td>
<td>My Plate Part I</td>
<td>Chicken Tostadas</td>
<td>Aerobics</td>
<td>Food Basket</td>
</tr>
<tr>
<td>5</td>
<td>My Plate Part II</td>
<td>Chicken Enchiladas</td>
<td>Salsa</td>
<td>Precise Portions</td>
</tr>
<tr>
<td>6</td>
<td>To Be or Not to Be Organic I</td>
<td>Chicken Avocado Salad*</td>
<td>Zumba</td>
<td>Water Bottles</td>
</tr>
<tr>
<td>7</td>
<td>To Be or Not to Be Organic II</td>
<td>Cactus Salad*</td>
<td>Aerobics</td>
<td>Potato Peeler</td>
</tr>
<tr>
<td>8</td>
<td>Gardening</td>
<td>Corn Salad</td>
<td>Salsa</td>
<td>Seed Packets</td>
</tr>
<tr>
<td>9</td>
<td>Canning</td>
<td>Fruit Salad with Frozen Yogurt</td>
<td>Zumba</td>
<td>Oven Mitt</td>
</tr>
<tr>
<td>10</td>
<td>How to Shop on a Budget</td>
<td>Black Beans Quesadilla</td>
<td>Aerobics</td>
<td>Shopping Lists</td>
</tr>
<tr>
<td>11</td>
<td>PA is Key to Living Well Refres.</td>
<td>Salmon with Raspberry Salad</td>
<td>Salsa</td>
<td>Jump Ropes</td>
</tr>
<tr>
<td>12</td>
<td>Catch the Rainbow Refresher</td>
<td>Whole-grain Spaghetti with Veggies</td>
<td>Zumba</td>
<td>Measuring Cups</td>
</tr>
<tr>
<td>13</td>
<td>My Plate Part I Refresher</td>
<td>Fish Ceviche</td>
<td>Aerobics</td>
<td>Food Basket</td>
</tr>
<tr>
<td>14</td>
<td>My Plate Part II Refresher</td>
<td>Chicken Tacos</td>
<td>Salsa</td>
<td>Measuring Spoons</td>
</tr>
<tr>
<td>15</td>
<td>Our Values Refresher</td>
<td>Fruit Pico de Gallo</td>
<td>Zumba</td>
<td>Water Bottle</td>
</tr>
</tbody>
</table>

## Family Night

10
Giveaways

Toppenish Ciclovia
Toppenish Ciclovia

Sunnyside Family Night
Hey Nathan, it's me [BLANK]. I wanted to send a picture of our plants were growing.

Class Participants

[Image of Class Participants]
Sunnyside Community Event
DISSEMINATION
Community of Toppenish
CICLOVIA
A CAR-FREE ASOTIN AVENUE...

To bike, roll & stroll!

ENJOY FUN AND PHYSICAL ACTIVITY FROM EAST TOPPENISH AVE TO EAST 1ST AVE

SATURDAY, JULY 18
9 A.M. TO 2 P.M.
A FREE EVENT!

Sábado, 18 de julio
9 A.M. A 2 P.M.
¡UN EVENTO GRATIS!

Activities include Zumba, hula hoops, bike-riding, healthy eating tips, recipes, face painting, games and prizes, and healthy snacks.

Activities include Zumba, baila anillos, bicicleta, consejos para comer alimentos saludables, juegos, pintura facial, juegos, juegos, actividades saludables, y juegos de niños.

Families get fit at health fair

By John Parra

Families get fit at health fair

SUNRISE, WASHINGTON

Families get fit at health fair

Families get fit at health fair

Together we STRIKE

Together we STRIKE

Together we STRIKE
CAB Questionnaire (5 item scale)

Trust & Respect
- People involved in our CAB always trust one another
- I have a lot of respect for the other people involved in this CAB

Compromise
- People involved in our CAB are willing to compromise on important aspects of our project

Share/Stake
- The organizations that belong to our CAB invest the right amount of time in our collaborative efforts
- Everyone who is a member of our CAB wants this project to succeed
  - The level of commitment among the CAB members is high

Roles
- People in this CAB have a clear sense of their roles & responsibilities
- There is a clear process to making decisions among the partners in this collaboration

Communication
- People in this CAB communicate openly with one another
- I am informed as often as I should be about what goes on in the collaboration
- The people who lead this CAB communicate well with the members

Shared_Vision
- The people in this CAB are dedicated to the idea that we can make this project work
- My ideas about what we want to accomplish with this collaboration seem to be the same as the ideas of others

Sufficient_Funds
- Our CAB had adequate funds to do what it wants to accomplish
- Our Cab has adequate people power to do what it wants to accomplish
CAB Survey Results

Sustainability ~ Next Steps
Wrap Up

- Other Things
- Next Meeting
  - Early May