



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

3

Obese and Overweight - Nationally

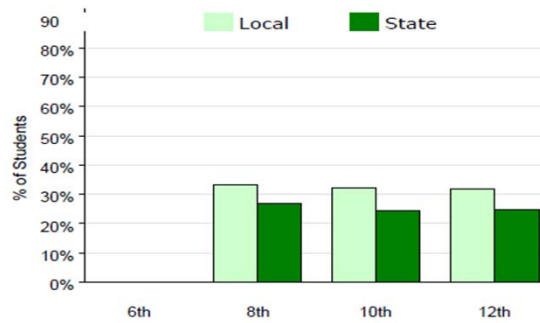
- Childhood obesity has more than tripled in the past 30 years.
- In 2008, more than one third of children and adolescents were overweight or obese.
- National Health and Nutrition Examination Survey results on overweight

Race/Ethnicity	Children & Youth
Mexican origin	22%
African American	22%
Non-Hispanic White	14%
American Indian	39%

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Obese and Overweight Yakima Valley & State

Obese or Overweight
Compared to the State, All Grades, 2010



Prevalence	6th	8th	10th	12th
Local	N/A	33% ±3*	32% ±3*	32% ±3*
State	N/A	27% ±2	24% ±2	25% ±3

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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.

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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

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Principles of Community Based Participatory Research

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

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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

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CAB Organization

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

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Meeting and Communication Plan

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

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Program Planning Activities-Year 1 (2013)

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

Wrap Up

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

COMMUNITY ADVISORY BOARD MEETING MAY 23, 2013

Collaboration for a Healthy Community

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

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Program Planning Activities-Year 1 (2013)

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

Needs Assessment Activities

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

We Need to Protect our Research Participants!

6

- 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

Principle	Applications
Respect for Persons	<ul style="list-style-type: none">• Informed consent• Privacy (Confidentiality/Anonymity)
Benefits/Harms Beneficence	<ul style="list-style-type: none">• Protecting participants from harm• Assessment of risks and benefits
Justice	<ul style="list-style-type: none">• Choosing participants

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

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

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.



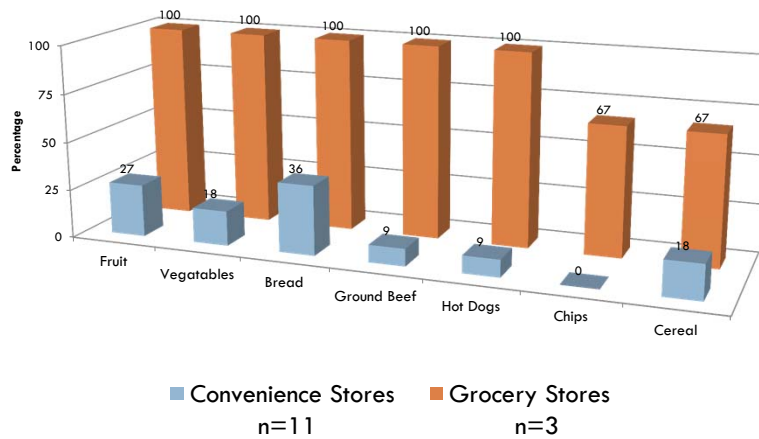
Summary by Town

	Stores		Restaurants		RALA	
	# of Audits	Status	# of Audits	Status	# of Audits *	Status
Grandview	16	0	19	4	24	0
Granger	4	Complete	2	Complete	17	Complete
Sunnyside	23	Complete	34	Complete	36	19
Toppenish	14	0	18	0	29	0

* Including TWA & PPA Assessments

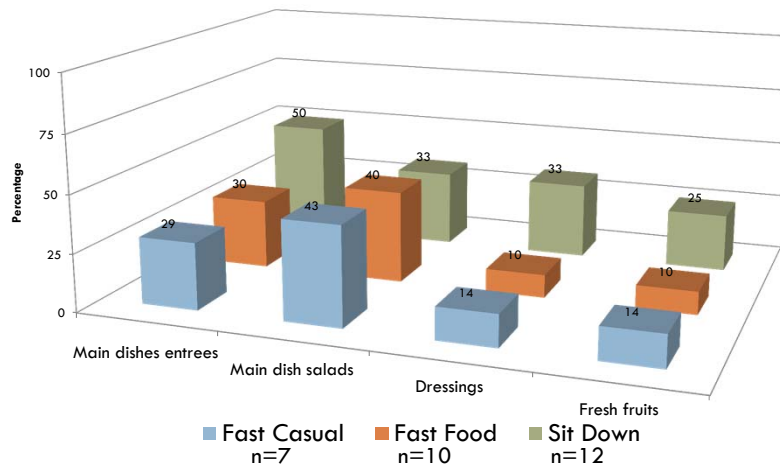
Store Results

Availability of healthier choices by type of store



Restaurant Results

Availability of healthier choices by type of restaurant



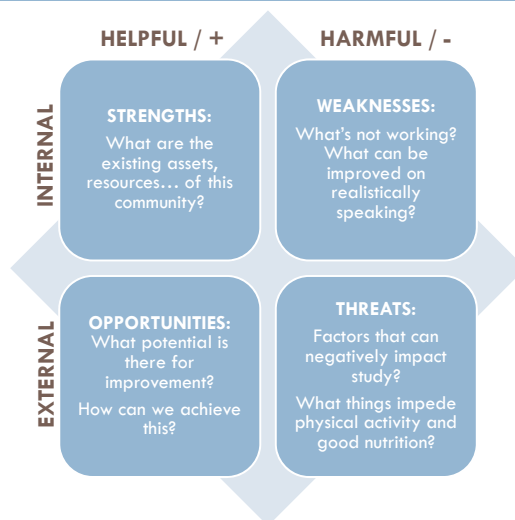
Upcoming Program Activities

Activities	Who, What, Where
Stores and Restaurant Audits	Grocery stores and restaurants –Grandview, Toppenish
RALA Audits	Parks and recreational amenities and segments at Granger, Grandview, Toppenish & Sunnyside
Interviews	School principals, nutrition services, PE teachers, school nurses, other constituents
Parents' Focus Groups	Parents of children in 3 rd – 5 th grades
Family Environment	Families with at least one children in 3 rd -5 th grades (grocery receipts, accelerometer, dietary logs, surveys, and interviews).

S.W.O.T. Analysis

Analysis of Strengths, Weaknesses,
Opportunities & Threats

Community Infrastructure around Nutrition & Physical Activity



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

1

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

Key Informant Interviews Current School Policies

2

- 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

Program/Policy Ideas

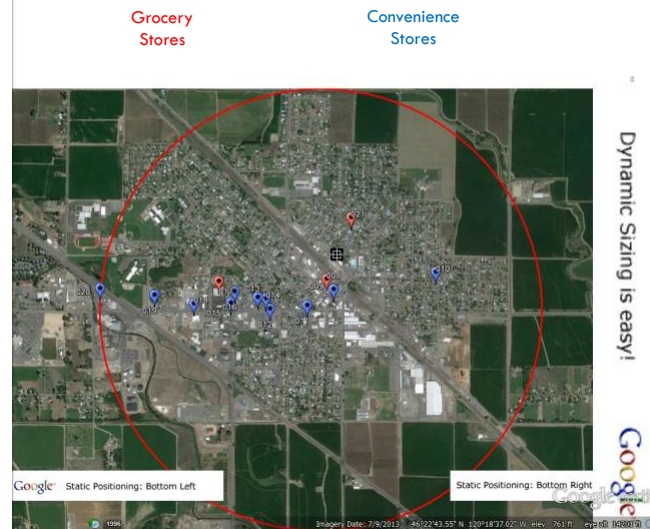
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- More structured recess and after school programs
- Open gym in evening for family physical activities
- Display posters with healthy foods
- Menu boards with nutritional information
- Cooking classes
- Field days
- Family Health Night-cooking and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

	Parents' Focus Groups: Levels to Intervene
Individual	<ul style="list-style-type: none"> -Learn about healthy cooking through cooking classes -Stronger motivation for eating healthy and PA -Understanding about PA: benefits (high energy and healthier body)
Family	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -Community-Wide events: <ol style="list-style-type: none"> 1) health fairs, 2) cooking classes, 3) education, 4) farmers market, 5) more FHCRC liked activities -Physical Environment: <ol style="list-style-type: none"> 1) Safety (better lighting, supervision of children, fenced activity areas), 2) Access (park availability, indoor spaces, community gardens) 3) Quality: better kept community facilities

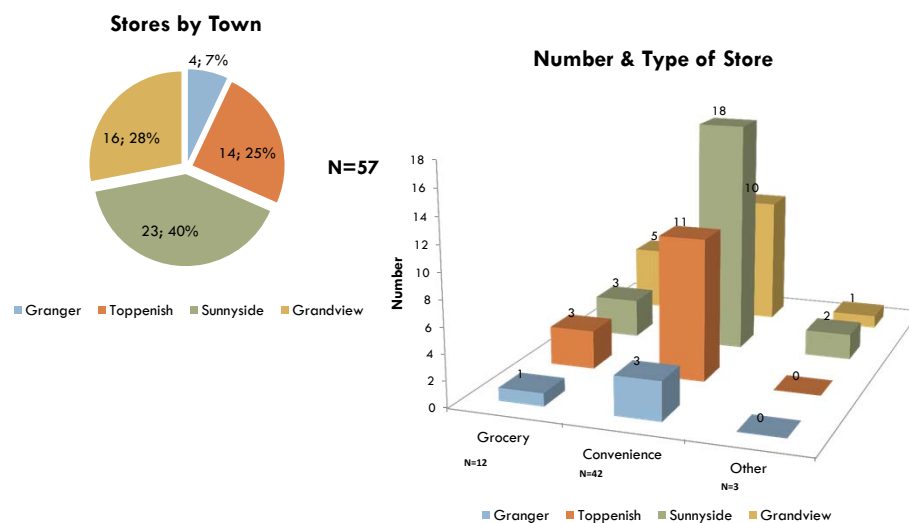
Nutrition Environment Survey (NEMS-S)

5



Nutrition Environment Survey (NEMS-S)

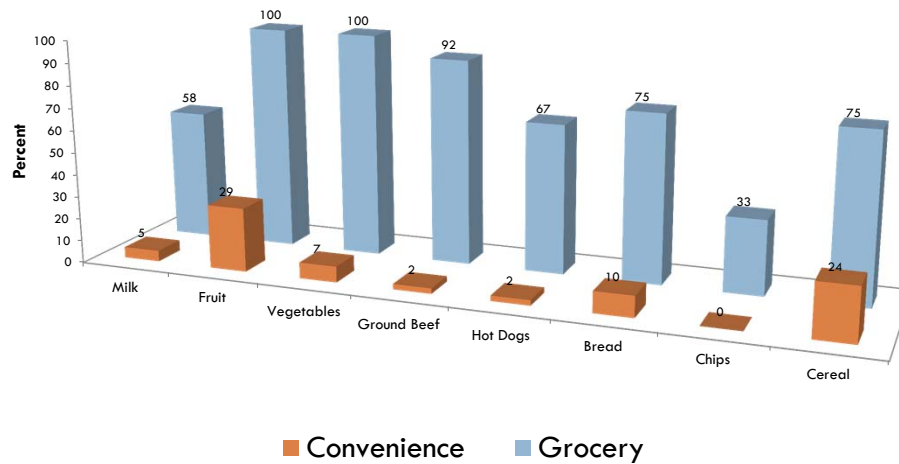
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Nutrition Environment Survey (NEMS-S)

7

Availability of Select Healthier Items



Nutrition Environment Survey (NEMS-R)

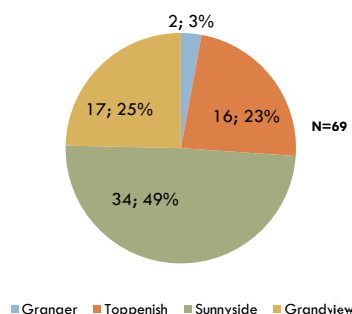
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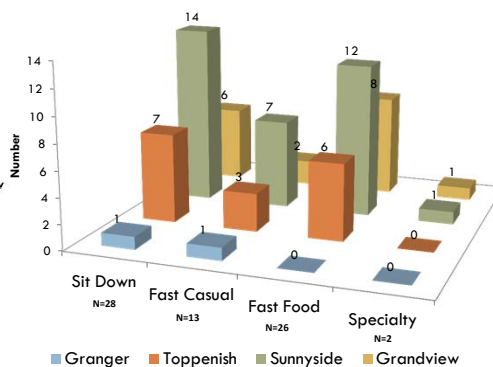
Nutrition Environment Survey (NEMS-R)

9

Restaurants by Town



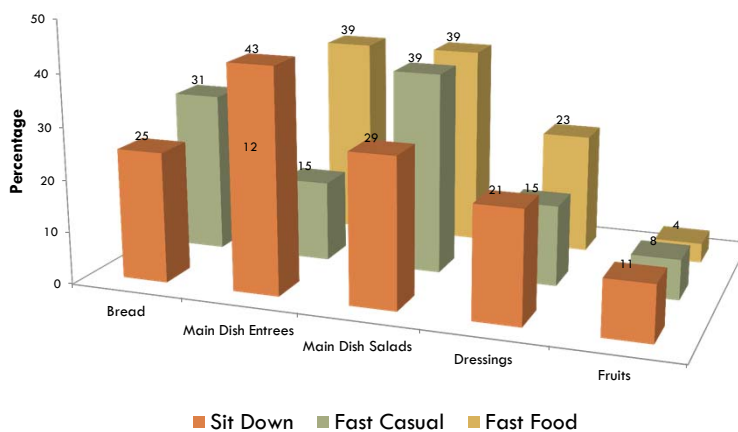
Number & Type of Restaurant



Nutrition Environment Survey (NEMS-R)

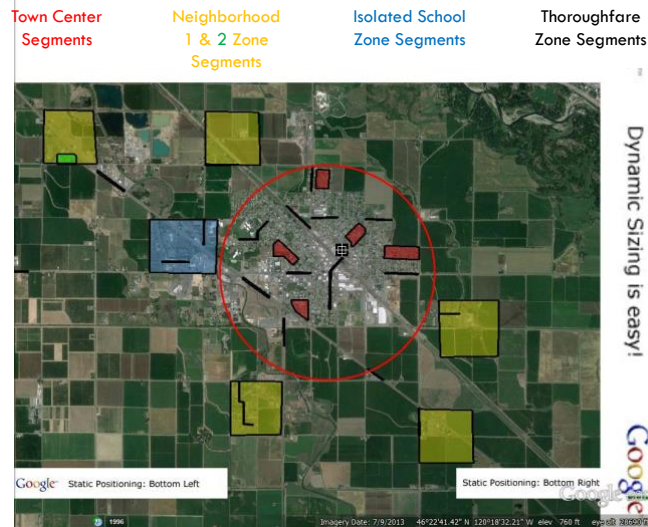
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Availability of Healthier Menu Items_All Towns



Rural Active Living Assessment (RALA)

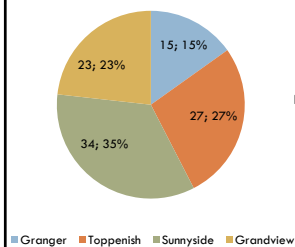
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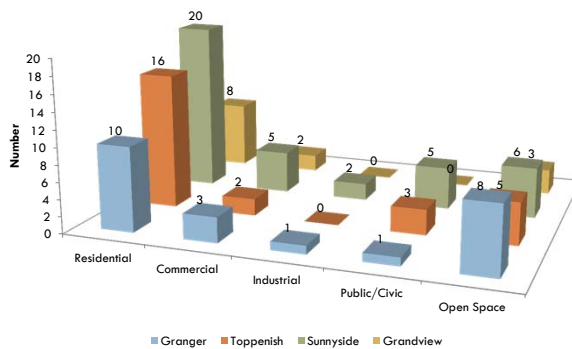
Rural Active Living Assessment (RALA)

12

Segments by Town



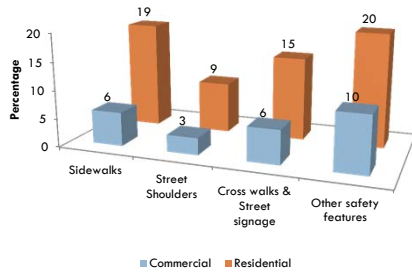
Segment Land Use



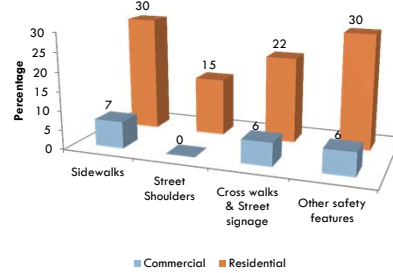
Rural Active Living Assessment (RALA)

13

Segment Walkability in Sunnyside



Segment Walkability in Toppenish



Rural Active Living Assessment (RALA)

14

Presence & Condition of Physical Activity Amenities

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

Rural Active Living Assessment (RALA)

Town & School Policies & Programs

15

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

Community Characteristics

16

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

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)

17

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)

18

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

Collaboration for a Healthy Community

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

3

- 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

4

- **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

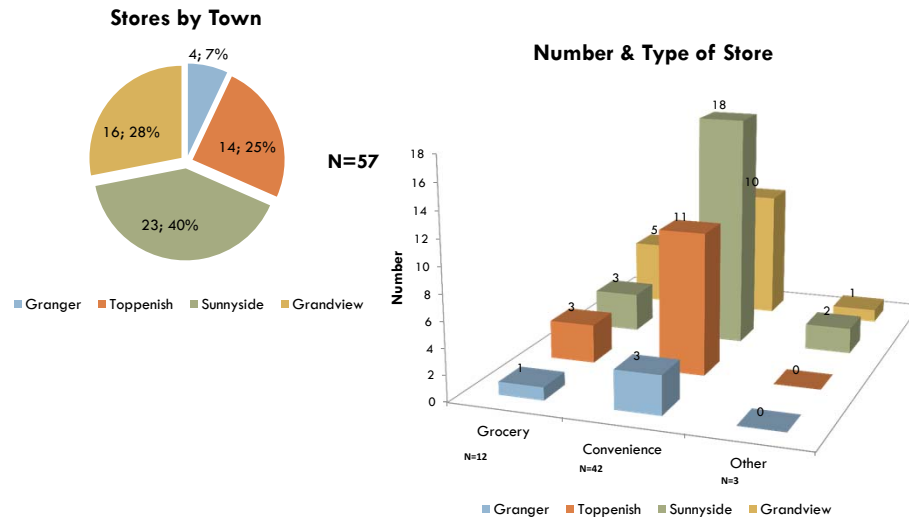
Parent Focus Groups: Program Ideas	
Individual	<ul style="list-style-type: none"> -Learn about healthy cooking through cooking classes -Stronger motivation for eating healthy and PA -Understanding about PA: benefits (high energy and healthier body)
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Nutrition Environment Survey (NEMS-S)

6

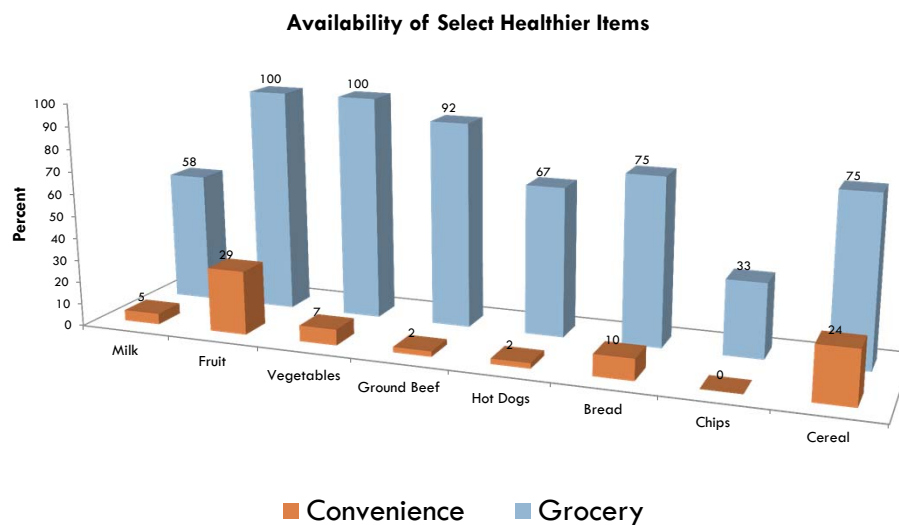
Nutrition Environment Survey (NEMS-S)

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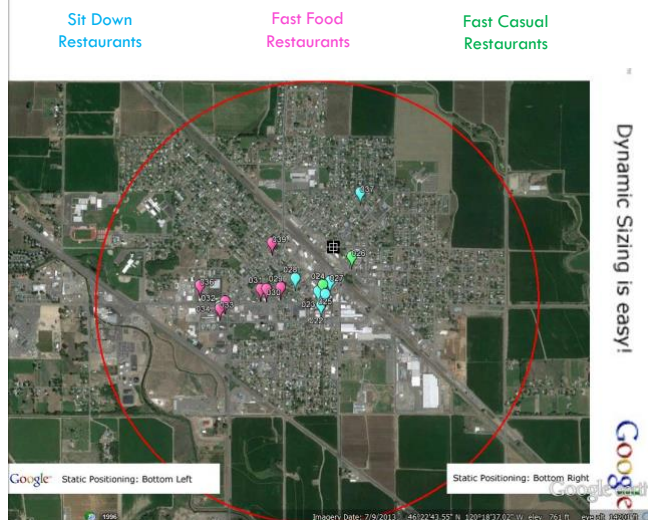
Nutrition Environment Survey (NEMS-S)

8



Nutrition Environment Survey (NEMS-R)

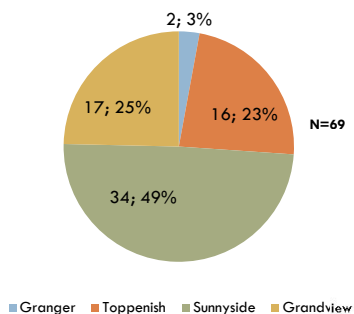
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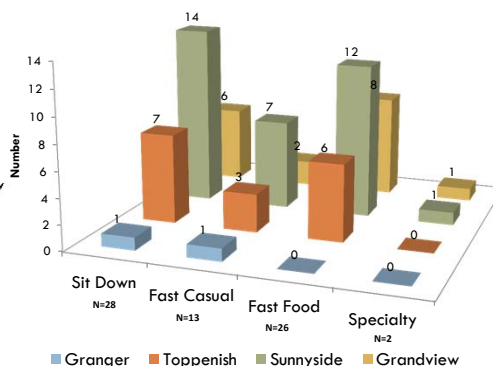
Nutrition Environment Survey (NEMS-R)

10

Restaurants by Town



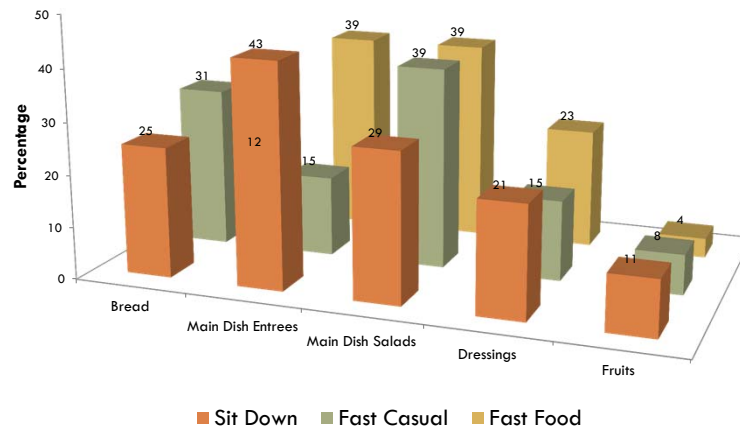
Number & Type of Restaurant



Nutrition Environment Survey (NEMS-R)

11

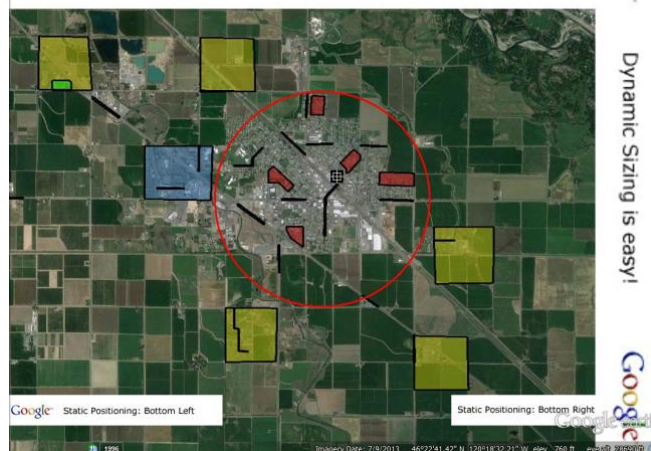
Availability of Healthier Menu Items_All Towns



Rural Active Living Assessment (RALA)

12

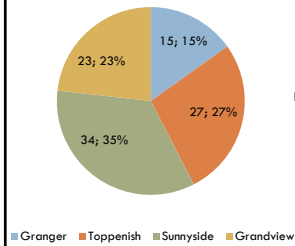
Town Center Segments Neighborhood 1 & 2 Zone Segments Isolated School Zone Segments Thoroughfare Zone Segments



Rural Active Living Assessment (RALA)

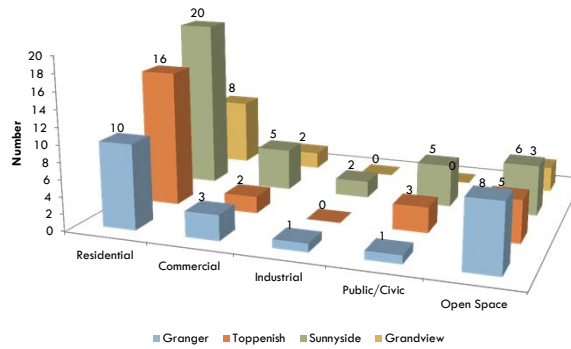
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Segments by Town



N=99

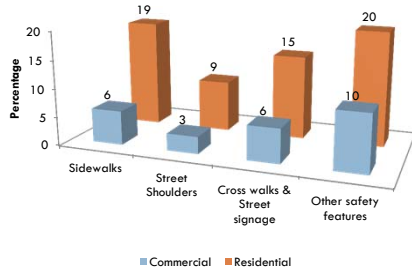
Segment Land Use



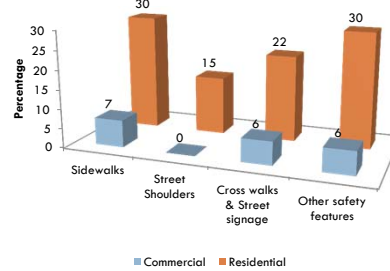
Rural Active Living Assessment (RALA)

14

Segment Walkability in Sunnyside



Segment Walkability in Toppenish



Rural Active Living Assessment (RALA)

15

Presence & Condition of Physical Activity Amenities

	Granger	Toppenish	Sunnyside	Grandview
Hiking/Walking Trail	Yes / Poor	Yes / Good	Yes / Good	Yes / Good
Biking Paths	No	No	Yes / Good	Yes / Good
Public Park	Yes / Poor	Yes / Good	Yes / Poor	Yes / Poor
Public/School Playground	Yes / Good	Yes / Good	Yes / Poor	Yes / Poor
Swimming Pool	No	Yes / Good	Yes / Good	Yes / Poor
Recreation Center	No	No	Yes / Good	Yes
Playing Fields/Courts	Yes / Poor	Yes / Good	Yes / Poor	Yes / Good
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Rural Active Living Assessment (RALA)

Town & School Policies & Programs

16

	Granger	Toppenish	Sunnyside	Grandview
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Late bus option for Sponsored programs	No	Yes	No	Yes
"Walk to School" Programs	No	No	Yes	Yes
Participation in "Safe Routes to School"	Yes	Yes	Yes	No
Schools Offer PA initiatives besides PE	Yes	Yes	Yes	Yes
Composite Score (Max =100)	40	70	71	95

Evidence-based Interventions

17

□ 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)

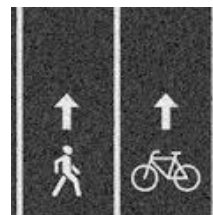
□ Important points

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

Pilot Project # 1

18

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

19

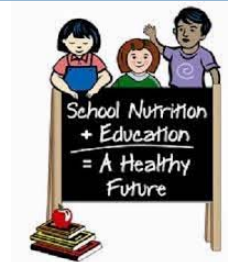
1. Lead monthly group walking and biking events for families
2. Hold a potluck, cook-off at the end of the monthly walking/biking events and provide nutrition education
3. Hold walking groups at the high/middle school track for families
4. Develop walking and biking routes around town



Pilot Project # 3

20

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

21

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



22

Let's Discuss and Narrow Down

Wrap Up

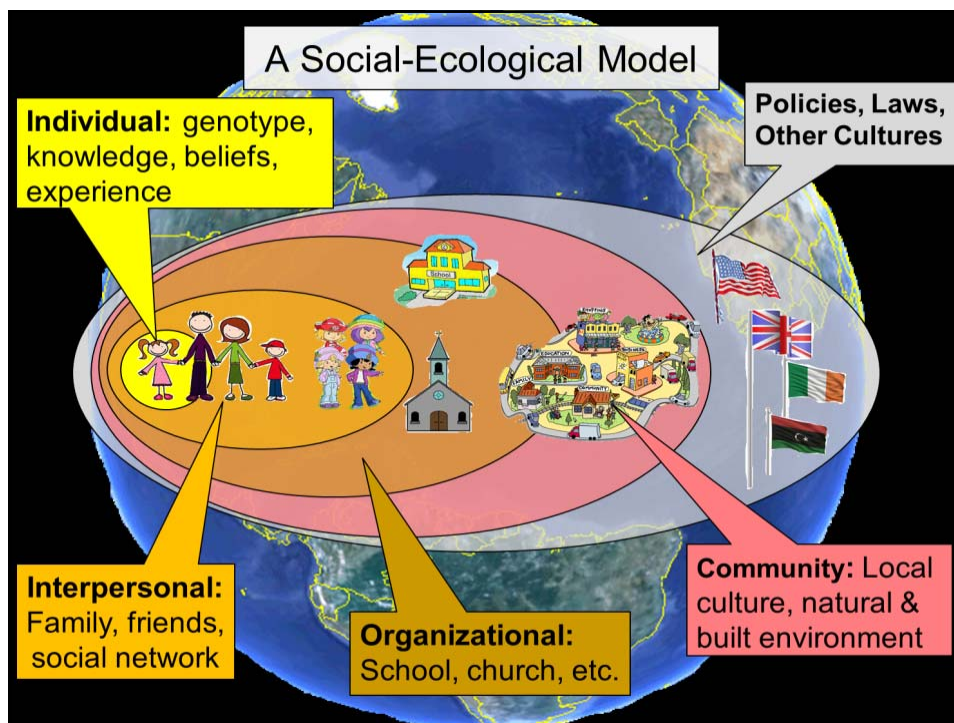
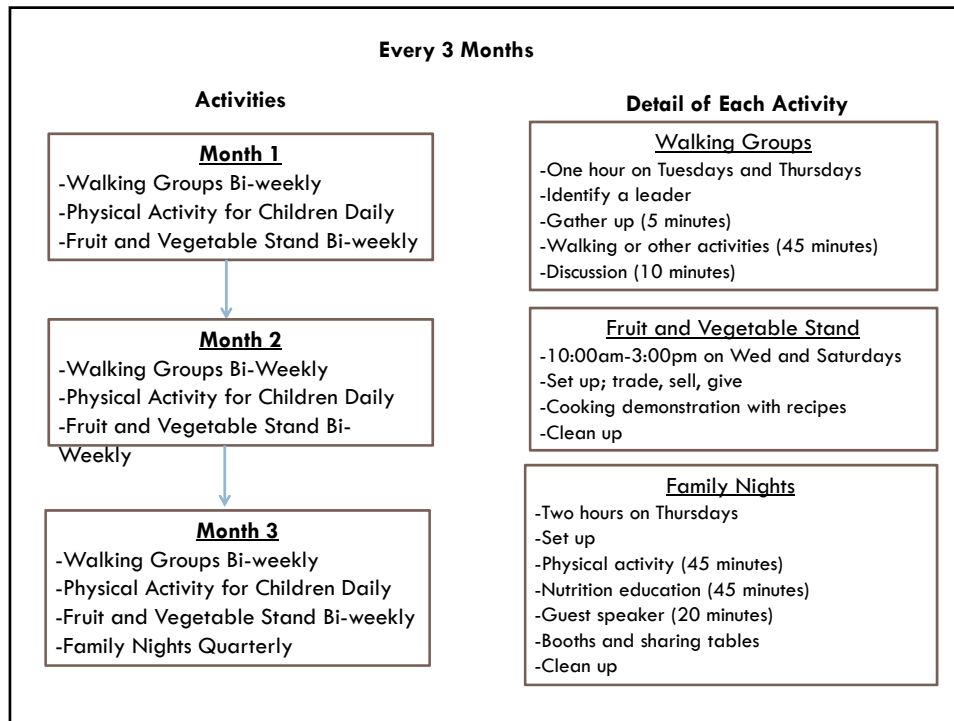
- Town Hall Meeting today
 - 5:30-6:30pm English
 - 6:30pm – Dinner
 - 7:00-8:00pm Spanish
- Please provide names and contacts for potential future CAB members
- Next CAB meeting: October, 2014

STEERING COMMITTEE MEETING JULY 17, 2014

Collaboration for a Healthy Community

Agenda

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



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)?

Determinants	Constructs	Objectives	Intervention activities
Affordable Healthy food not available in the community.	Environment	Provide opportunities for access to affordable healthy food environment	Fruit and vegetable stands (trade, sell, give) a
Parents do not know how to eat healthy and cook healthy meals for family.	Behavioral capability	Promote mastery learning through skills training (knowledge, practice, feedback)	Nutrition education at the fruit and vegetable stands; Family nights
Parents and children do not have good role models for healthy eating and cooking.	Observational learning	Provide opportunities to engage with credible and appropriate role models of the target behavior.	Bilingual nutritionist and cooks to teach nutrition education that serve as credible role models for parents; parents as role models for children.
Parents and children lack feedback on how they eat and cook	Reinforcement	Provide rewards, vicarious experiences	Feedback from the bilingual nutritionist and other parents and children going to the fruit and vegetable stand and the family nights.
Parents do not think that family will enjoy healthy meals because they are perceived as being tasteless.	Expectations	Provide discussion around how to prepare a healthy meals that are tasty and attractive to the family.	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.
Parents don't think about the connection between healthy eating and personal values.	Expectancies (personal values)	Provide discussion on personal values that have meaning to a person.	Group discussion on personal values of healthy eating and healthy cooking.
Parents do not have confidence in eating and cooking healthy.	Self-efficacy (confidence)	Break behavior into small components, identify required skills, show progress towards behavior, ensure person takes credit for success, and capitalize on collective efficacy.	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

Determinants	Constructs	Objectives	Intervention activities
Opportunities for PA not available in the community.	Environment	Provide opportunities for physical activity in the environment	Group walks/physical activity and family nights; physical activity for children
Parents do not know how to make time for family to be physically active.	Behavioral capability	Promote mastery learning through practice, feedback, knowledge, and discussion	Discussions about incorporating physical activity in family life during walking/physical activity groups.
Parents and children do not have good role models for being physically active.	Observational learning	Provide opportunities to engage with credible and appropriate role models of the target behavior.	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.
Parents and children lack feedback on how they are doing with their physical activity.	Reinforcement	Provide rewards, vicarious experiences	Feedback from other parents attending the walking groups and the family nights. Feedback from other children and teachers about being physically active.
Parents do not think that family will enjoy being physically active together.	Expectations	Provide discussion around how to make physical activity fun for the whole family.	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.
Parents don't think about the connection between physical activity and personal values.	Expectancies (Personal Values)	Provide discussion on personal values that have meaning to a person.	Group discussion on personal values of physical activity.
Parents do not have confidence in being physically active in a regular basis.	Self-efficacy (Confidence)	Break behavior into small components, identify required skills, show progress towards behavior, ensure person takes credit for success, and capitalize on collective efficacy.	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

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

Collaboration for a Healthy Community

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

3

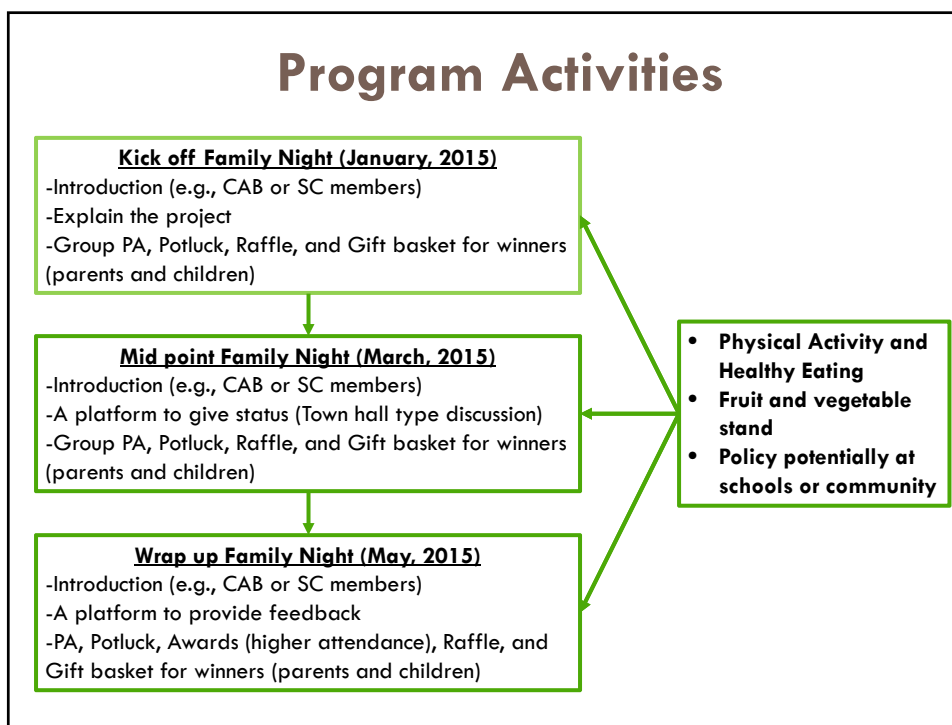
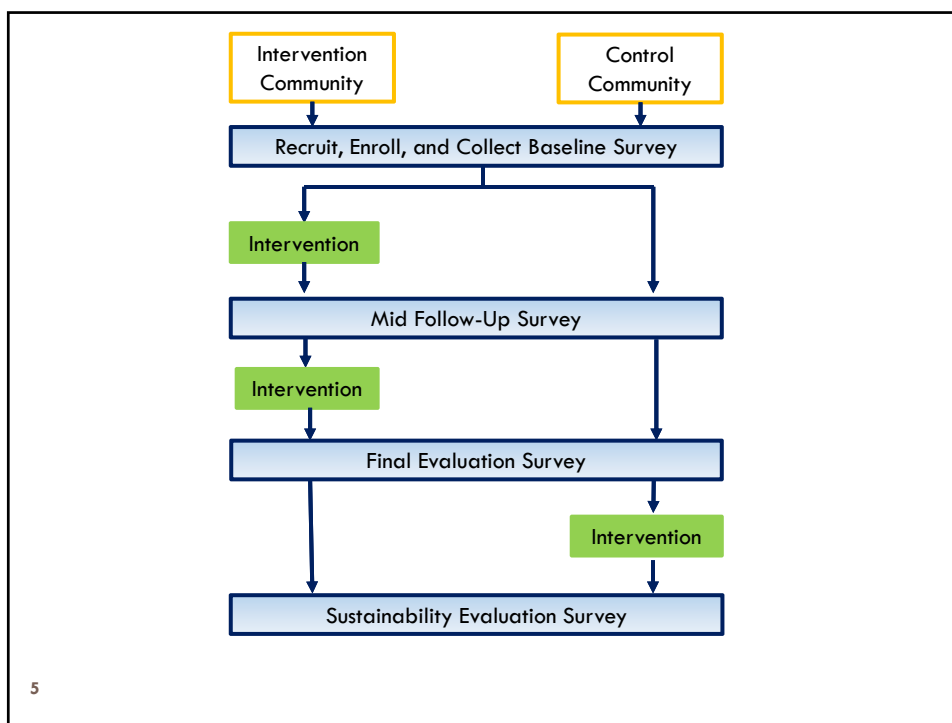
- Family nights
- Increase opportunities for physical activity and healthy eating
- PA-policy potentially at schools
- Fruit & vegetable stand
“Trade, Sell, & Give”



Overall Design

4

- 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



Physical Activity and Healthy Eating

7

- 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



Physical Activity

Knowledge, Skills, & Mastery



Reinforce



9

Fruit and Vegetable Stand

10

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



Policy

11

- 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

1



Latin American Countries



13

US



14

Discussion Points

- Program components
- Funding Status & Timeline
- IRB

Wrap Up

- Next CAB Meeting – January or February?
- Thank You!

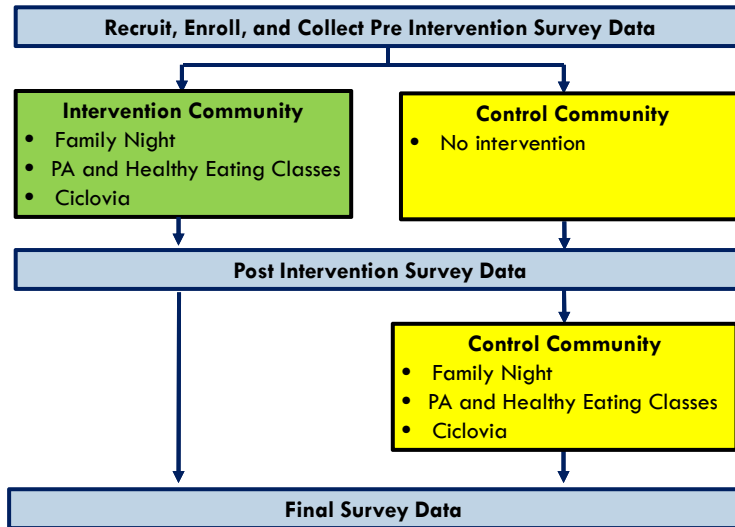
STEERING COMMITTEE MEETING JANUARY 22, 2015

Collaboration for a Healthy Community

Today's Agenda

- Introduction
- Project Overview
 - ▣ IRB
 - ▣ Recruitment
 - ▣ PA and Healthy Eating classes
 - ▣ Family Night
 - ▣ Ciclovía
- Start of Project in Sunnyside
- Discussion
 - ▣ Childcare
 - ▣ Fruit and vegetable stand
 - ▣ School policy
- Wrap-up

Project Design



3

Family Nights

4

- 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



6

Ciclovia - US



7

Project Update

8

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

Start of Project in Sunnyside

9

- Earliest start date – August
- Planning logistics for Sunnyside

Discussion

10

- 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

Collaboration for a Healthy Community

Today's Agenda

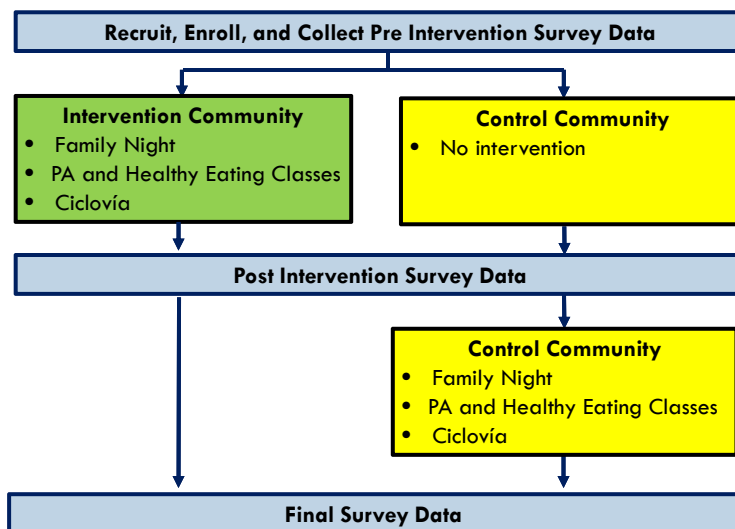
- Introductions
- Project Name
- Project Overview
 - ▣ Design
 - ▣ Recruitment
 - ▣ Family Night
 - ▣ PA and Healthy Eating classes
 - ▣ Ciclovía
- Start of Project in Sunnyside
- Discussion
 - ▣ Fruit and vegetable stand

Project Name

3

- 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



4

Family Night

5

- 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.....

CHALLENGE
ACCEPTED

Ciclovía - Latin America



7

Ciclovía/Open Streets - US



8

Ciclovia

9

- Ciclovia (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

10

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

Discussion

11

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

Wrap Up

- Next Community Advisory Board Meeting
 - April?
- Thank You!



COMMUNITY ADVISORY BOARD/CICLOVIA PLANNING MEETING JUNE 17, 2015

Collaboration for a Healthy Community

Today's Agenda

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

Needs Assessments	Classes
Individual Level	
- Lack of motivation	X
- Misconception about healthy (and unhealthy) food: taste, cost, preparation	X
- Lack of time to cook healthy food	X
- Children's perception that it's ok to eat junk food	X
Family Level	
- Parental modeling and interaction around nutrition and physical activity	X
- Children's/Spouses' preferences dictating healthy habits	X
- Technology distraction	
- Consistency in family support	X

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

ICE BREAKER!



Hummm... 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

COOKING DEMONSTRATION

PHYSICAL ACTIVITY

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.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

All you have to say is.....

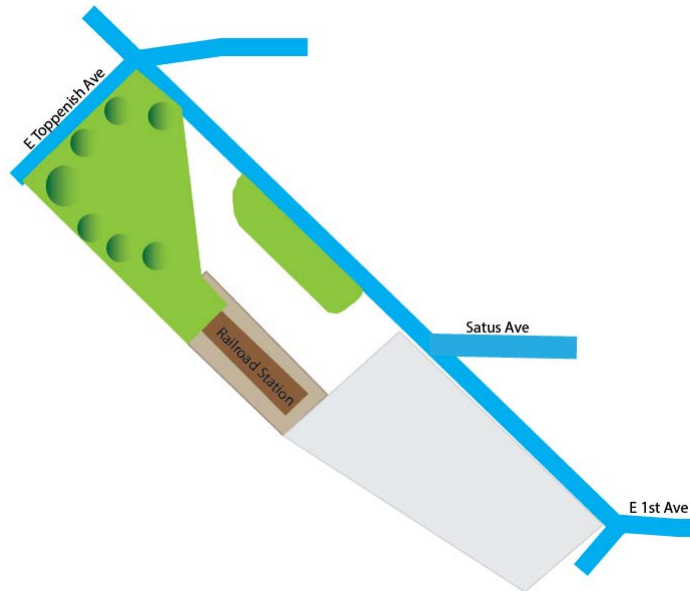
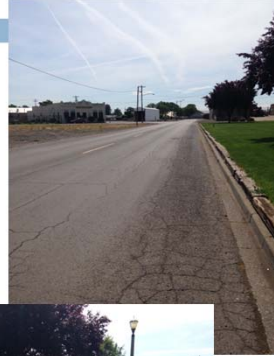
CHALLENGE
ACCEPTED

GIVEAWAYS



Ciclovia Planning

13



14

Diagram Map of Ciclovia Site

Other Discussion Topics

15

- Steering committee membership
- NIH call for proposal

Wrap Up

- See you at Ciclovía
- Next CAB Meeting
 - October?
- Thank You!

12



COMMUNITY ADVISORY BOARD MEETING 9, 25, 2015

Together We STRIDE

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 Ciclovía Debrief – 10 minutes
- Planning the Sunnyside Ciclovía – 20 minutes
- Future CAB meetings – 5 minutes
- Wrap up - 2 minutes

CAB SURVEY

3

**TELL US WHAT
YOU THINK**

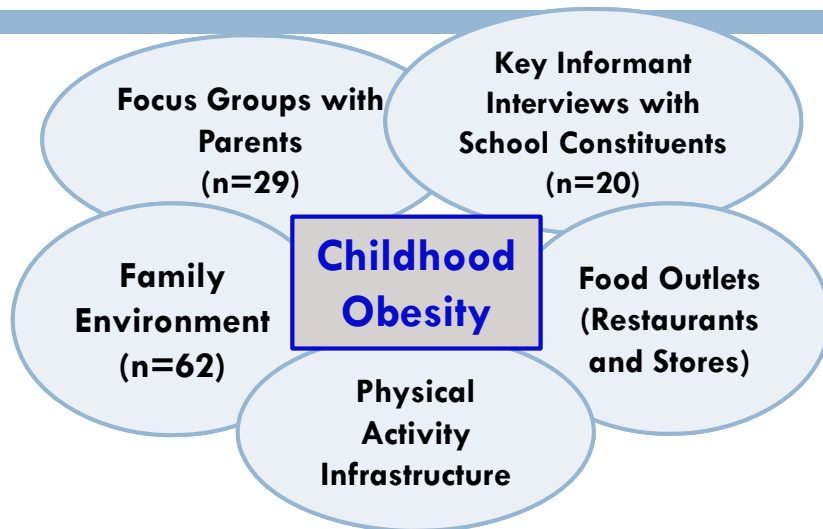
INTRODUCTION

4



NEEDS ASSESSMENT

5



Placing the pieces together....



- Many, many... CAB and Steering Committee Meetings
- SWOT Analysis
- CAB votes for the intervention and control communities

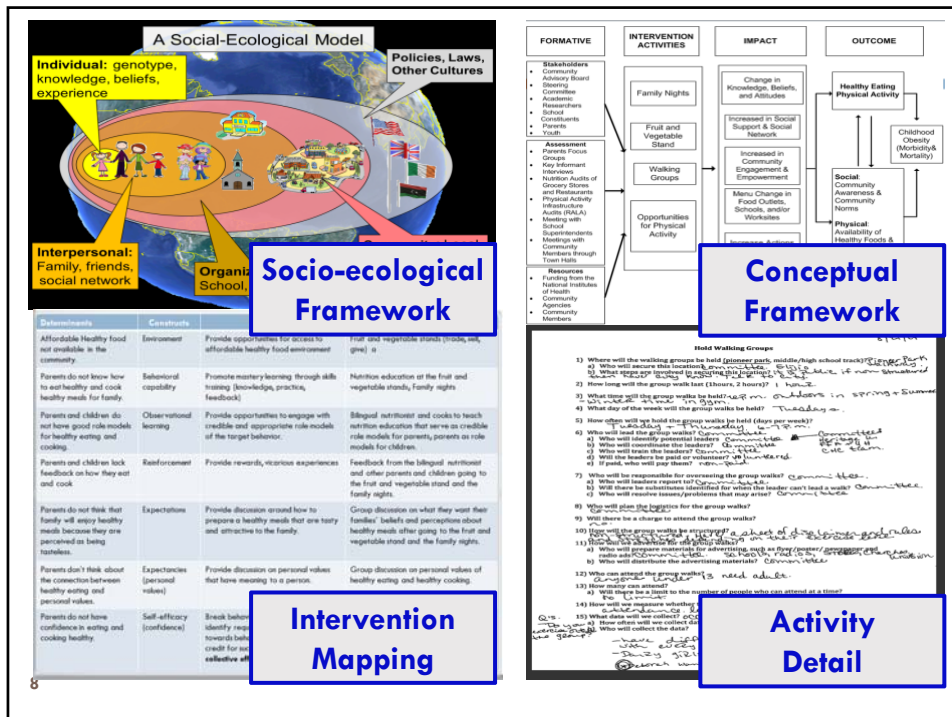
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If there is a problem, there is a solution



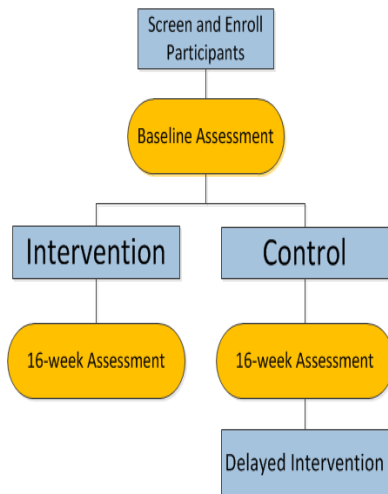
- Reviewed evidence-based intervention
- Packaging and repackaging of the intervention by the Steering Committee and the CAB
- Final vote through town hall
- Selected the project name

7



PILOT STUDY

9



- **Toppenish**

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

- **Sunnyside**

- Family night
- Nutrition and PA classes
- Currently planning Ciclovía



CICLOVIA DEBRIEF

10

[See Report](#) (previously emailed by Cindy, but can provide extra copies upon request)

OTHER ITEMS

11

- ☐ Future CAB meeting
- ☐ Questions and Comments
- ☐ Wrap up



COMMUNITY ADVISORY BOARD MEETING MARCH 17, 2016

Collaboration for a Healthy Community

Agenda

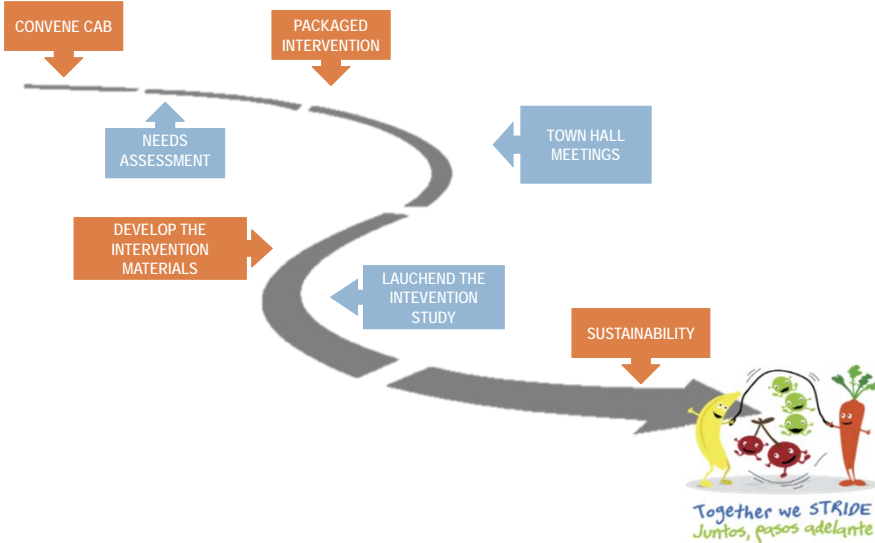
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- ☐ Introduction
- ☐ Collaboration for Healthy Community Review
- ☐ Dissemination
- ☐ Sustainability
- ☐ Wrap up



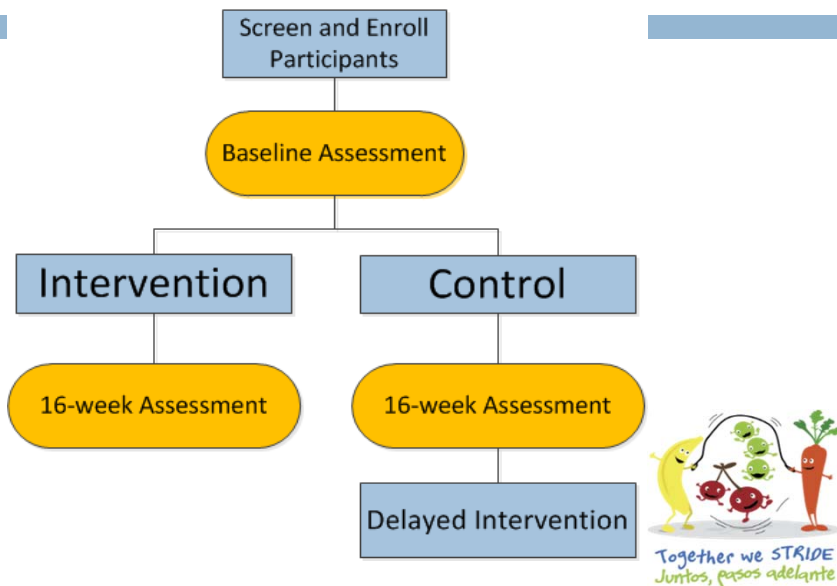
STRIDE ~ Roadmap at a Glance

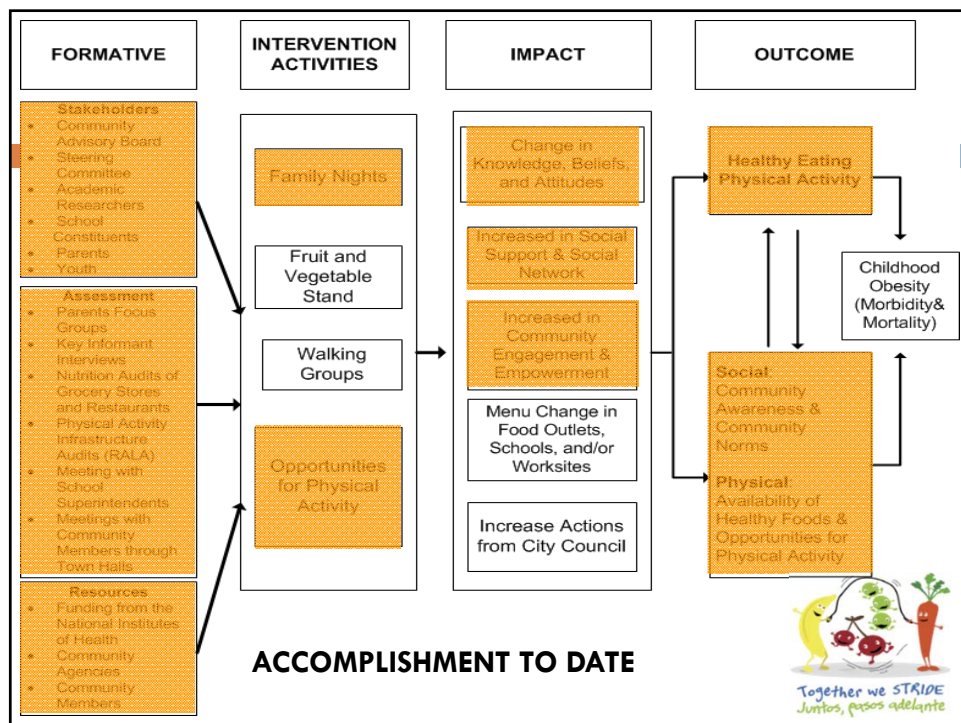
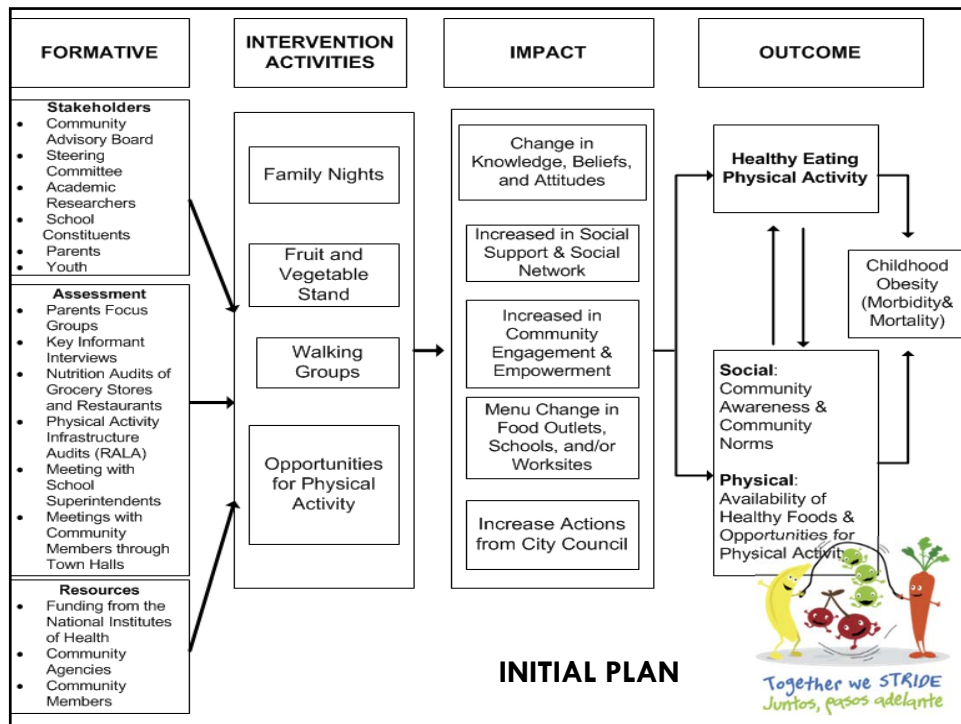
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PILOT STUDY

4





Program Components

7

- Family Night
- Nutrition and physical activity classes
- Ciclovía – Open street event



Family Night/Noche de familia



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

Family Night

10



11



12

Toppenish Ciclovía

13

Sunnyside Family Night

14



Hey Nathan it's me [REDACTED] I wanted to send a picture of our plants were growing

Class Participants

16




Sunnyside Community Event

17

18



DISSEMINATION

Be a voice for your community,
your vote can make a difference!

Join us at this meeting where you
will select a project that will help
our children live healthier lives.


Town Hall!

THURSDAY, MAY 15TH
ENGLISH 5:30-6:30 P.M.
SPANISH 7:00-8:00 P.M.

TOPPENISH MIDDLE SCHOOL CAFETERIA
BUFFET STYLE DINNER AT 6:30PM!

QUESTIONS: GENOVEVA IBARRA 509-827-6339

Centro para Promover la Salud Comunitaria
Center for Community Health Promotion




¡Sea la voz de su comunidad, su
voto hace la diferencia!

Únase a nosotros para escoger un
proyecto que le ayudará a nuestros
hijos a tener una vida más sana.

**Junta
Comunitaria**

JUEVES, 15 DE MAYO
INGLÉS 5:30-6:30 P.M.
ESPAÑOL 7:00-8:00 P.M.

LUGAR: CAFETERÍA DE TOPPENISH MIDDLE SCHOOL
CENA PROVEIDA A LAS 6:30PM!

PREGUNTAS: GENOVEVA IBARRA 509-827-6339

Centro para Promover la Salud Comunitaria
Center for Community Health Promotion





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!



SPONSORED BY



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



Comunidad de Toppenish
Ciclovía
 LA AVENIDA ASOTIN LIBRE DE CARROS...
¡para pedalear, rodar y pasear!

Disfruten de diversión y actividad física desde la calle
 East Toppenish hasta la avenida East 1st

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



PATROCINADO POR



Las actividades incluirán: Zumba, hula hoop, paseos en bicicleta, consejos para consumir alimentos saludables, recetas, pintura de cara para niños, juegos, premios, bocadillos saludables y muchas cosas más!

21



DAILY SUN NEWS
 SUNNYSIDE, WASHINGTON

Home News Sports Opinion Lifestyle Obituaries and Births Events Media Classifieds Special Sects

Families get fit at health fair



Photo by John Fannin
 Zumba instructor Juan Laras leads a class during Friday's health and fitness fair.

By John Fannin As of Tuesday, December 15, 2016 8:00 p.m.

★ Sign in to favorite this Discuss Comment, blog about Share this Email, Facebook, Twitter

SUNNYSIDE — From apples to Zumba, Sierra Vista Middle School was jumping last Friday during a community health and fitness fair sponsored by Fred Hutchinson and Oregon Health Sciences University.

The fair was themed "Together We STRIDE" and wrapped up a 15-week nutrition course offered to local families. Connoisseur Items manages Fred Hutchinson's center for community health promotion here, and said the program and fair were paid for through a federal grant.

She said grants not only provided the class and fair here, but one previously held in Toppenish, as well.



Photo by John Fannin
 Karelie Garlan gets in some exercise with a hula hoop.



Together we STRIDE
 Juntos, pasos adelante

Active living environment assessments in four rural Latino communities

Cynthia K. Perry^{a,w}, Corey Nagel^a, Linda K. Ko^{b,c}, Catherine Duggan^b, Sandra Linde^d, Edgar A. Rodriguez^e, Beti Thompson^{b,c}

* School of Nursing, Oregon Health & Science University, 3455 SW 15 Veterans Medical Rd, Portland, OR 97239, USA

² Public Health Sciences, Fred Hutchinson Cancer Research Center, 1100 Fairview Ave., N, Seattle, WA 98100, USA

* *Seaside Community Hospital, 1035 Tacoma Ave., Seaside, WA 98148, USA*

* Quality Control-Shared Resources, Fred Hutchinson Cancer Research Center, 1100 Fairview Ave. N, Seattle, WA 98109 USA

ARTICLE INFO

Available online 21 September 2015

Keywords:
Physical activity
Rural
Active living
Latino
Hispanic
Built environment

ABSTRACT

Objective: Latinos and rural residents are less active and have a greater prevalence of overweight/obesity compared with their non-Latino white and urban counterparts. The objective of this study was to assess the action/lifestyle environment in four rural, predominantly Latino communities.

Methods. Assessments were taken using the Rural Active Living Assessment (RALA) in four rural predominantly Latino communities in Central Washington from September–November 2013. Street Segment Assessments of town center, thoroughfare, neighborhood and school zones were assessed for features related to walkability. Physical activity amenities, programs and policies in each town were assessed. Scores were generated for amenities, programs and policies. Data were analyzed with descriptive statistics and logistic regression.

Results. A total of 302 segments were assessed. Sidewalks in good condition were present in 32% of segments and shoulders in 44% of segments. Half of street segments were rated as walkable. Parks and playgrounds were available; however, half of these were rated in poor condition. All four districts offered after school physical ac-

Conclusions: These four rural towns have some policies, programming and infrastructure in place that support active living. The information from the RAAIA can be used to inform program and policy development to enhance physical activity in these rural communities.

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ment of the Food Environment in Rural Towns in Eastern Washington

Fruitful food and food environment scores in these rural areas with large percentages of Hispanic residents in Kansas. (Hatchings). Events in was collected in food stores using the National Environment Measure Survey (NEMS). Data were recorded on availability of a variety of fresh fruits, vegetables, whole grain bread, and other food items. Availability of specific healthy items differed between grocery, convenience, and other types of stores. All grocery stores sold at least 1 fresh fruit. Many grocery stores had fresh vegetables, while grain bread, lean ground beef, canned hot dogs, baked or fried fish chips, and lean sugar corn. Convenience stores make up a large percentage of available food stores in rural towns in Kansas. They sell vegetables and have limited stocks of healthy food. The low food environment scores of stores are indication that stores have room for improvement.

METHODS

- **1** Innovative tree collected in 34 food stores (5 grocery, 11 convenience and 8 Other type stores) from July to October 2013 (Table 1).
- **2** Other type stores included stores with a limited amount of food options compared to convenience stores.
- **3** Trees were identified within a one mile radius of a designated store center using Google Earth software (Figure 1).
- **4** Using the NEONet tool, tree stores, tree authors recorded data on availability of a variety of fruits, vegetables and nuts (Figure 2) as well as tree ground level, latitude/longitude, tree health, water and sunlight, based on tree tags, and tree owner contact (Figure 3).
- **5** We created the database and assessed their tree store availability (88.2%).
- **6** We generated food environment scores using a composite

RESULTS



AIM

To assess the food environment in three rural towns with large percentages of Hispanic residents in Eastern

INTRODUCTION

- Hispanics are at increased risk for the obesity, which places them at increased risk for a variety of health conditions including cancer.
- Side fences for both obesity and cancer indicate limited access to healthy affordable foods.
- This problem is especially prevalent in low-income communities such as rural towns. The study assessed the availability of healthy foods and diet environments scores in three rural towns with large percentages of Hispanic residents (33.2%, 52.2% and 52.9% in Essex,

CONCLUSIONS

Convenience stores make up a large proportion of available food sources in rural towns in Eastern Washington and have limited stocks of beneficial foods. The low food environment score of grocery convenience and other type stores are indications that more have room for improvement. Increasing the variety of healthy food offerings in food stores could be the first step in improving the food environment in rural towns.

CONTACT

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COLLABORATION



CAB Questionnaire (5 item scale)



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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

CAB Questionnaire (5 item scale)



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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

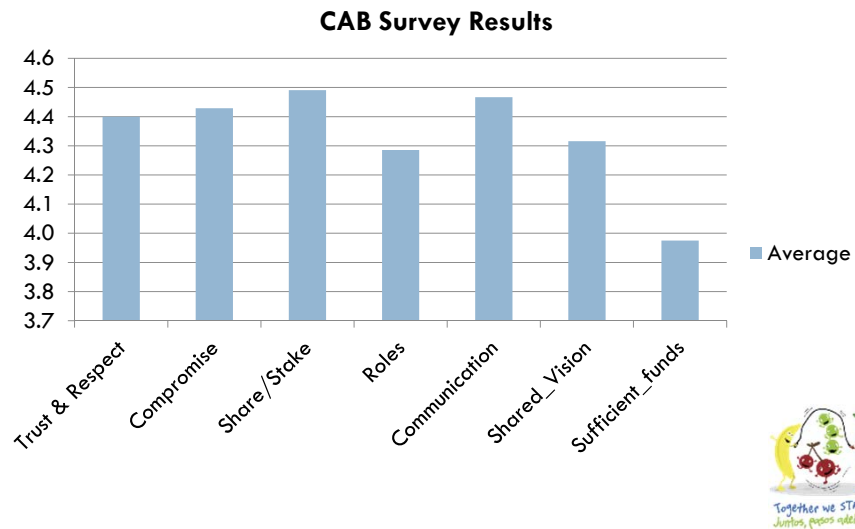
- The people in this CAB are dedicated to the idea that we can make this project work
- My ideas about what we want to accomplish with this collaboration seem to be the same as the ideas of others

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

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Sustainability ~ Next Steps



Wrap Up

- Other Things
- Next Meeting
 - ▣ Early May

