

Eat Smart, Move More Community Grant Program  
2008 – 2009 Summary Report



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**Making Gains in North Carolina Communities:  
Eat Smart, Move More Community Grants  
2008-2009**

In September 2008, the North Carolina Division of Public Health awarded nine *Eat Smart, Move More* Community Grants to promote healthy eating and physical activity in communities, schools and worksites across the state. Each of the nine counties or health districts (groups of counties that share health services) was awarded up to \$20,000 to implement strategies that advance the goals and objectives of *Eat Smart, Move More: North Carolina's Plan to Prevent Overweight, Obesity and Related Chronic Diseases*. These strategies emphasize policy and environmental change, which means they adjust the rules, customary practices and physical surroundings in which North Carolinians live, learn and work as a means of supporting healthy behaviors.

For 2008-09, the community grant interventions combined innovation and collaboration to achieve impressive results:

- An estimated 5,000 North Carolinians were reached.
- Partner-focused: eight of nine interventions involved three or more community partners; several featured six or more.
- More than 40% of the grant-funded counties were first-time awardees.
- Grant-funded activities occurred in communities, schools, faith/religious organizations, healthcare facilities and worksites.
- An estimated 22 new policies or practices were implemented, providing educational programs, healthy behavior incentives and even a master recreation plan.
- An estimated 30 physical changes were made to facilities or environments, including new community gardens, recreational sites/equipment and improvements to the built environment such as walking trails and sidewalks.
- Seven of the nine grant-funded projects were successful in helping community members to become more physically active.

Beyond the tangible impacts, grantees and their partners also enjoyed the benefits of bringing their communities together. In the words of some participants:

“I became involved in this effort because I wanted to help some of our Latino church members grow vegetables of their own...the rest is a love affair with the soil, plants, new friends and delicious produce.”

“We now hear individuals with disabilities commenting to their peers and staff: ‘Don’t buy soda, get water,’ ‘those potato chips are bad for you,’ ‘eat an apple,’ and ‘I want to walk.’ These comments may not sound noteworthy, but...this is a great gift for us.”

“I can do this! I have never successfully grown anything in my life; now I have tomatoes, basil and squash that I grew. I don’t usually eat them, but I will now!”

“I never knew that I could enjoy a meal without salt!”

“I didn’t realize that I was going to be sore after working in a garden—I might have to use this as my regular exercise.”

Organizers around the state describe the grants as an opportunity for strengthening partnerships and inspiring community members. The time and dedication of the grantees and their partners resulted in a variety of activities and accomplishments, summarized below by county.

### **Buncombe**

Buncombe Safe Routes, Safe Rides (“BSR2”) expanded its Safe Routes to Schools efforts in West Asheville schools this year in addition to helping develop after-school programs and the Erwin Middle School Bicycle Club. Organizers focused on providing resources and infrastructure for k-8 bicycle and pedestrian education, emphasizing skill development, safety and a lifelong passion for bicycling. More than 170 students participated in BSR2 activities and 158 students took part in one of the five community and/or school bike-safety training events. Trainers at these sessions verified that the vast majority of students had proficiency in bicycle safety and developed improved bicycle skills.

### **Carteret**

The Carteret County Health Department, in collaboration with County Parks and Recreation and other community partners, is constructing a 1.5 mile walking trail equipped with outdoor fitness stations. This completed trail will be located at Newport Middle School, as part of a dual-use, community/school park project.

### **Chatham**

Chatham County’s program, “Playground Kids Growing Healthy in Goldston,” is an intervention to prevent overweight and obesity in children ages zero to five. Grant recipients constructed an age-appropriate playground area for children and organized healthy eating classes. The playground, located in Goldston, offers families a permanent community resource for physical activity, while the classes sought to help parents improve their healthy eating habits. Grant organizers estimate that the playground reaches about 150 children ages 0-5 now and another 40 children each additional year.

**Davidson**

Davidson County Health Department and Thomasville Parks and Recreation Department collaborated to construct three walking paths and enhance several existing paths and sidewalks in the city of Thomasville. This project encourages physical activity and better cardiovascular health through environmental change: offering and promoting safe, accessible walking trails for Thomasville residents. To advertize the walking trails and related programs, grant organizers participated in two community events that drew more than 1,500 people and where they distributed several hundred goody bags and wristbands.

**Durham**

Durham County's Seasons Project worked with existing African American faith-based partner organizations to improve nutrition and increase physical activity through gardening. In addition, Operation Frontline offered six food preparation and nutrition classes and the County Horticulturist and SEEDS Program assisted participants with developing and maintaining container gardens. More than 370 people signed up and are expected to extend the program's impact to twice as many family and friends by sharing knowledge. Additionally, grant organizers received five requests from other faith groups for help with starting their own garden projects.

**Granville and Vance**

The Granville and Vance Counties WoW! Coalition offered mini-grants to community partners to promote environmental and policy change in support of physical activity and nutrition. The variety of programs that were created impacted elementary and high school students and staff, seniors, physically and mentally handicapped individuals, staff and residents of a psychiatric hospital, and members of three African American churches. The resulting policy and environmental changes covered a broad array of initiatives, including allowing employees to exercise during work time, eliminating vending machines and paving/enhancing walking trails. The total program will likely impact more than 1,000 people.

**Lee**

The Lee County Health Department and North Carolina Cooperative Extension collaborated with the Lee County School System to provide Growing Children and Healthy Families: "Fit for Life in Lee County." The program was administered to 650 fifth grade students and promoted healthy eating, physical activity, growing vegetables in container gardens and participating in a Community Garden project. Ten families were also selected to participate in the Community Garden component: Each family received two raised-bed plots, which reached about 50 individuals. The 650 fifth graders all signed statements pledging to live a healthy lifestyle and 90-95% of participating families increased their consumption of fruits and vegetables, levels of physical activity and their frequency of eating home-cooked meals on a weekly basis.

**Wake**

Wake County Human Services has partnered with Raleigh Parks and Recreation to construct a playground for children with disabilities. The Eat Smart, Move More, Let's Play Project will increase physical activity levels of children with disabilities and educate families about the importance of healthy behaviors.

## **Warren**

Warren County's Eat Smart, Move More Nurturing Parenting Program partnered with the Warren Family Institute (WFI) and other organizations to encourage local parents to increase healthy eating and physical activity in their homes. This initiative offered healthy cooking classes with child nurturing sessions through the Warren Family Institute, which offers a broad variety of activities to support individual families and larger-scale community development. WFI also implemented a healthy foods policy for all its events. Participant survey results showed an increase in knowledge about reading food labels and selecting healthy food choices. Likewise, participants reported consuming less daily soda and salt and more fruits and vegetables.

Community grantees are helping to create a North Carolina where healthy eating and active living are the norm rather than the exception. Although a great deal of success is already evident, it may take a few more years to gauge the full impact of the 2008-2009 community grants. The *Eat Smart, Move More* Community Grant Program is funded by the North Carolina Division of Public Health in support of the *Eat Smart, Move More NC* movement. Information on grant recipients both past and present is available online at [www.EatSmartMoveMoreNC.com](http://www.EatSmartMoveMoreNC.com). Many of the curricula and program materials used by the grantees are available for free download to support healthy changes in the places where North Carolinians live, learn, work, pray and play.

# Success Stories



*Eat Smart, Move More Community Grant Program  
2008–2009*

## Buncombe County Peddling Success

### PROJECT DESCRIPTION

*Buncombe Safe Routes, Safe Rides (BSR<sup>2</sup>)* used its Eat Smart, Move More Community Grant to support the Safe Routes to Schools program. Grant organizers developed a youth program that focuses on bicycle and pedestrian education for kids in grades K-8 grade, emphasizing skills development, safety and a lifelong passion for bicycling. This program will help create a generation of physically active and safe youth and young adults.



The Healthy Buncombe Eat Smart, Move More Coalition partnered with numerous local bicycle, pedestrian and community organizations to develop and implement a bicycle and pedestrian education program. Partners included the Asheville Bicycle and Pedestrian Task Force, Buncombe County Health Center, Buncombe County Schools (and specifically Erwin Middle & Woodfin Elementary Schools), Evergreen Charter School, the Western North Carolina Bicycle Dealers Association, the League of American Bicyclists, the YMCA, the YWCA and the University of North Carolina at Asheville. BSR<sup>2</sup> was implemented in community and school settings. And, while this initiative was designed to reach youth across Buncombe County, special effort was made to reach low-income youth. A major program component targeted Erwin Middle School, where approximately 61% of students qualify for free or reduced meals and a significant number qualify for Medicaid.

### IMPLEMENTATION

BSR<sup>2</sup> implemented two primary program initiatives: a community bicycle rodeo program and an afterschool bicycle club in a local middle school. The rodeo taught safety skills and traffic laws on a simulated streetscape, while considering the needs of different age groups. Community members were trained by the League of American Bicyclists on piloting a bicycle rodeo curriculum that was developed by both the league and the National Bicycle Dealers Association. Organizers purchased 20 bicycles and helmets in a variety of sizes, tools to maintain the bicycles and a 40-foot storage container. Equipment, materials and supplies for the bicycle rodeo course and education program were also purchased.

Although the curriculum is a national program, it was tailored to the community. Organizers conducted two rodeo volunteer training sessions, which produced 42 trained volunteers. Five bicycle rodeo programs were conducted in the spring, reaching 163 youth. A webpage was developed to assist schools and organizations request bike and pedestrian education and to provide the resources that a corps of trained community volunteers needs to help conduct more programs.

The second component of the Community Grant program was the development and support of a bicycle club at Erwin Middle School. Students were recruited for the club via posters and announcements throughout the school. The club had its “kickoff” bike trip to the Virginia Creeper in Damascus, VA. The club then continued to meet monthly (sometimes 2-3 times per month) as weather permitted. Students acquired riding skills, learned maintenance and repair of their bikes, increased physical activity levels and built self-esteem and confidence. The BSR<sup>2</sup> funding paid for travel expenses and educational fees for the nurse practitioner at Erwin’s school-based health center to obtain certification as a League of American Bicyclists Certified Instructor (the national standard for skill and safety training). Not only does she oversee the Erwin program, she represents an additional community instructor (the fourth), which enables organizers to host a greater number of community events.

Thirteen students participated in the Erwin Bicycle Club this year. This number was limited by the number of larger bicycles available. Fortunately, at the end of the grant cycle, sufficient funds were available to purchase an additional six bicycles for next year.

Both the rodeo and after-school program components of BSR<sup>2</sup> were developed with a focus on sustainability. The \$18,584 awarded through the grant and community support provides us with enough equipment and materials to continue hosting top-notch, professional events. To sustain and expand the equipment base in the future, a local youth group that repairs donated bikes will provide enough additional bicycles to conduct rodeos for a full class of elementary school students. The Blue Ridge Bicycle Club and the Western North Carolina Bicycle Dealers Association are enthusiastic about the program and have committed to providing in-kind and fiscal support.

Next year, there will also be a nominal fee of about \$35 to purchase expendable materials and supplies. With the purchase of the bikes, storage and supportive equipment, the Erwin Middle Bike Club will continue as an afterschool club alternative to traditional school sporting activities. Because grant funds were not used to support staff involvement, staff support for the program will continue on a volunteer basis.

### **PROJECT OUTCOMES AND IMPACT**

One hundred seventy-two students participated in BSR<sup>2</sup> activities this year. One hundred fifty-eight students took part in one of the five community and/or school bicycle rodeo events. These numbers were based on parental consent forms signed at each event.

Thirteen students participated in the Erwin Bicycle Club. Attendance was logged on a score card at each session. Students also took part in rodeos conducted as a component of the program's skill building (but are not included in the rodeo number cited above).

On July 9<sup>th</sup> (after the grant cycle ended), 15 rising Erwin Middle students participated in a drop-out prevention program, in which rising 6<sup>th</sup> graders were introduced to Erwin Middle School and participated in a two-day camp. One of the camp components was "Gearing Up for Healthy Adventure" and featured two days of bike riding with the Bike Grant equipment.

The program resulted in the following policy changes:

- The Blue Ridge Bicycle Club has committed to support Healthy Buncombe's bicycle rodeo program financially as well as with volunteers.
- The WNC Bicycle Dealers Association has committed to support Healthy Buncombe's bicycle rodeo program. Staff will continue to staff the bicycle check/maintenance station of the rodeos and the organization has loaned us a trailer to assist us in transporting equipment.
- An agreement between Healthy Buncombe and the Buncombe County Board of Education was reached in support of the placement of a physical storage building on school property.

The program resulted in the following environmental changes:

- A community and school bicycle rodeo program has been established and will be sustained into the future.
- Bicycles, helmets, tools, educational equipment and a storage facility are in place to serve the bike education needs of the Erwin Middle Bike Club and the community as a whole. Beyond grant activities, equipment has been used for an educational program at the YWCA and a summer drop-out prevention program.
- A wiki has been established to publicize and allow community organizations to request rodeos, facilitate/support volunteer efforts, advocate for active transportation issues and share news and information. The wiki can be viewed at:  
<http://sites.google.com/site/healthybuncombe/dashboard/bicycle-education-advocacy>.

The program resulted in the following behavior changes and personal impact:

- Among bicycle rodeo volunteers, 71% responded that participants had some degree of proficiency in bicycle safety and traffic skills and most showed skill development. Less than 2% of respondents felt there was little baseline proficiency in skills coupled with little skill development.

A parent who completed the stakeholder survey commented:

*“I frequently take my children riding bicycles around our neighborhood. My son and daughter ages 8 and 6 both enjoyed the rodeo very much and have made more of an effort to use hand signals. They were very proud of their bicycle licenses. They probably need to attend a rodeo every spring to remind them of their skills. It raises their awareness of the greater bicycle community and what is expected of them by the community. It lets them know that all of these people (that they look up to) are concerned about their safety, want them to wear their helmet, are telling them to look both ways. These are things they hear from Mom and Dad but hearing it also from neighbors, other parents, and the wider community makes a stronger impression on them. I think they will remember the fun they had and how great they felt and associate that with good bicycling practices.”*

When asked what she felt was the most valuable aspect of the rodeo, the parent answered *“The feeling of empowerment and belonging my children went away with.”*

Another parent commented that the program, *“Helped me feel more confident as a parent with a child riding as well.”*

Ultimately, the primary behavior change in the Erwin Bicycle Club was increased physical activity. Many of the students reported riding their bikes more often at home. Bike club leaders observed that students demonstrated increased endurance and stamina as the program progressed through the year. Students also demonstrated an increase in key behaviors/skills required for safe and fun bike riding.

Surveys were conducted with both bicycle rodeo volunteers as well as stakeholders in the bicycle rodeo program. Stakeholders included organizers, community partners and parents. Links to both surveys can be found at: <http://sites.google.com/site/healthybuncombe/dashboard/bicycle-education-advocacy>.

Behavior change in students participating in the Erwin Middle School Bicycle Club was directly observed by program staff while working with students throughout the school year. In addition, a student scorecard was used to assess: 1) attitude; 2) getting along with peers; 3) riding safely; 4) wearing a helmet; 5) listening to adult leaders; 6) ABC Quick Check (bike safety assessment used before each ride); 7) helping younger students/peer leadership; 8) dressing appropriately and 9) following directions.

One 8<sup>th</sup> grader, a 14-year-old special-education student with Asperger’s syndrome, became very passionate about cycling. He earned a cycling jersey for managing his behavior while participating in the club activities. He wore this jersey at every event and he was very enthusiastic. His bike club experience has led him to participate in community cycling activities on his own, including participation in local races. His mother is very pleased with the opportunities this program provided for her son. She was glad to find an outlet for her child’s energy. She said she felt that cycling offered her son a means to challenge himself, improve his confidence and achieve better weight control. She is determined to support his continued interest in cycling.

Another bike club participant (a 7<sup>th</sup> grader) volunteered time after school to help with a bicycle rodeo for elementary school kids. The student initiated this himself. He helped younger students unload their bikes and review the ABC Quickcheck (a bike safety check list) with the students before they began their rodeo. The ABC Quickcheck safety check list is a part of curriculum of the Erwin Bike Club program. He was

able to demonstrate riding techniques to other students. This event helped to instill peer leadership skills for this 7<sup>th</sup> grader.

This initiative has been positive for the community in many ways. Many activities have been implemented locally over the past several years to promote safe walking and biking and to provide community education. However, the bicycle rodeo program has served to bring together bike and pedestrian groups from across the county. It is a very concrete program, provides clear/concrete roles for a variety of organizations, and its focus on children and fun makes it an appealing program. It has also served as a focal program to draw attention to other bike and pedestrian advocacy issues, including a high school driver's education class on bicycle safety, commuter education programs, media activities and bike parking programs at community events. The wiki site for the bicycle rodeo program has evolved into a site for all local bicycle education and advocacy activities. In addition, the process for developing evaluation tools for the rodeo program has led to the development of tools to track all other activities.

An additional and unexpected outcome of the rodeo program was the opportunity to pilot a national curriculum. Healthy Buncombe's Active Community Team Chair is involved at the national level with the League of American Bicyclists and was approached to be the first organization trained as "Community Instructors," which included the bicycle rodeo curriculum Buncombe used. BSR<sup>2</sup> organizers have been able to provide many recommendations and suggestions to the League on how to improve the curriculum.

The Erwin Bicycle Club has also seen unexpected partnerships and resources develop. One of these partnerships is with TAASC, The American Adventure Service Corps. TAASC is a youth service program through which members restore and then donate bikes to a worthy cause. This coming year, bikes will be donated to the Erwin Middle Bike Club and for use in other community bike activities. In regard to sustainability of both the Bike Club and the rodeo program, TAASC can provide additional bikes to expand the program and for replacing equipment in the future.

## **LESSONS LEARNED**

One of the biggest lesson learned for both the rodeo and bike club programs was what can (and can not) be realistically accomplished. Both programs took a significant amount of time in organization, equipment and labor. To recruit volunteers, the program needs well-attended events. Through the evaluation process, organizers identified a minimum number of participants required to offer a rodeo and the types of venues that attract sufficient participation. The coalition determined that most future rodeos will be scheduled in association with large community events and with a select group of organizations and schools. The equipment needs were also significant. Organizers anticipated setting up two rodeo kits but were able to create only a single rodeo kit. In retrospect, however, it would not have been feasible to work with two equipment sets or to try to schedule events such that two sets would be needed. All five rodeos were held during a two month period, which was challenging for staff to find enough leaders and volunteers. In the future, events will be spaced out and a new plan for scheduling was developed for the upcoming year. In addition, finding spaces that simulate a street layout was a significant challenge.

The Bicycle Club found that it takes an immense amount of time organizing the students in terms of fitting them with bikes and helmets, teaching and reinforcing basic safety skills and transporting students and bikes to local venues. Little time was left for incorporating the planned nutrition education into the



program. Inclement weather and the cancellation of bike club meetings provided additional challenges. Tidbits of nutrition education occurred via casual conversation during bike club outings. In the future, staff will plan classroom-based activities such as nutrition education, videos, etc, for bad weather days. When the weather is good, the kids really just want to ride their bikes. Given the goal of helping students develop a passion and life-long skills, the Erwin staff sees this as a positive!

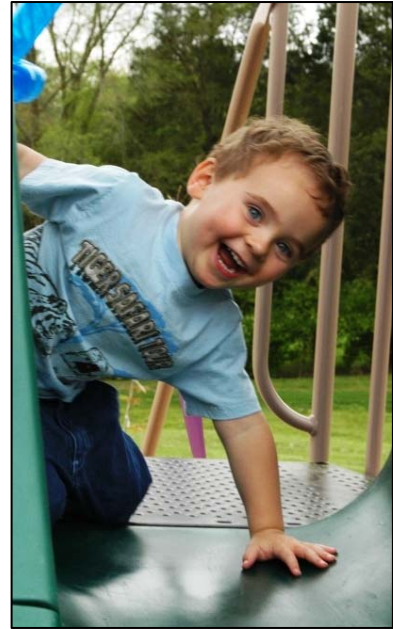
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## Parents and Kids Getting Healthy in Goldston

### PROJECT DESCRIPTION

The Chatham County Public Health Department was awarded a 2008–2009 Eat Smart, Move More Community grant to prevent overweight and obesity in children ages zero to five in Goldston. The initiative focused on two components: 1) constructing an age-appropriate playground area in the community and 2) healthy eating classes for parents and caregivers of children in the priority age range. The goal was to have the playground constructed and classes completed by spring of 2009. The individuals who participated in the classes were predominantly African American women, who owned daycare businesses in the community or worked as caregivers for children.



The Chatham County Public Health Department was blessed to have great partners participating in the project. Two of the partners: Palmer’s Daycare and Unique were essential to the success of this project. The directors of the two organizations were always willing to go the extra mile to assist with the project. For example, each called community members on the morning of classes to remind participants to attend. The Town of Goldston was also a pivotal partner. The mayor was very helpful handling the construction of the playground.

The major resource required for this project was land for the playground, which is now located in the Curt Askins Park. The playground equipment’s manufacturer describes its product this way: *“Designed for children ages 2–5, Circuit Play® Beginnings focuses on developing different physical abilities in a circuit format. The elements are spaced apart so children can master each element on their own before moving to the next element. Once children have mastered all elements separately, they can begin to master the entire circuit by moving through all the elements. This allows children to progress at a pace with which they feel comfortable, thereby helping them to develop their self-confidence. You can choose from a wide variety of ground-level play events that are designed for children to climb, cross, balance, traverse, crawl through and pull themselves over.”*

<http://playgroundsofthecarolinas.com/PlaySystems/CircuitPlayBeginnings/>

Additionally, the instructor for the health eating classes, Zach Deaton, a nutritionist and registered dietician with the Chatham County Public Health Department and a major hit with the ladies who participated, used handouts from Eat Smart, Move More and some of the curriculum from WE CAN as free resources for the class.

Mt. Herman AME Zion church allowed us to use their fellowship hall to hold the classes. Partnership for Children and Active Chatham also supported the project.

### IMPLEMENTATION

The first and most important step in this project was developing relationships with partners in the community. The relationship with Town of Goldston, Palmer's Daycare and Unique was a critical first step to this initiative. For the playground, the next step was to choose the type of equipment to use. Partnership for Children assisted in this process. The bidding process for hiring the company to build the playground followed. Fortunately, there was funding available to enhance the playground area with trees and shrubs to create natural barriers and future shade. Once completed, a ribbon cutting was held to promote and celebrate the new playground.

The healthy cooking classes were held at Mt. Herman AME Zion church. Class topics included: the Basics of Healthy Eating, Food Labels and More, Move More, Rethink Your Drink, Portion Sizes and Healthy Eating On the Run. Healthy recipes were given out and, during each class, taste tests of healthy foods were conducted. The healthy eating classes were held from January–April 2009.

The project will be sustained by several efforts. The Town of Goldston agreed to maintain the playground. The health promotion coordinator met with directors of Unique and Palmer's Daycare to continue their relationship and assist as a resource for both organizations. A grant has been written to continue providing healthy eating classes and developing community gardens in Goldston and the surrounding communities.

## **OUTCOMES AND IMPACT**

This year's reach for the playground will be an estimated 152 children ages 0–5 and should increase by 38 children each additionally year. This estimate is based on a calculation of:

350 students at the local K-8 school;

$350 / 9 = 38$  this is an estimated number of children in each grade;

$38 \times 4 = 152$  (estimated number of children in Kindergarten multiplied by 4 to incorporate number of children who are ages 2, 3, 4, 5).

The increase each year of 38 represents the children who will turn two and be able to use the playground.

The healthy eating classes directly affected six people, all of which regularly attended the healthy eating classes. Indirectly, the classes could potentially affect thirty or more people, assuming that each of the six participants can affect five others (family, friends, etc.).

Policy and environmental changes to increase physical activity and nutrition are important components of preventing obesity. The Chatham project obtained four promises from participants in the healthy eating class: 1) increase healthy foods in the home and/or childcare center, 2) limit sweetened beverages in the home and/or childcare center, 3) encourage and support physical activity and 4) limit screen time. The program's environmental change was the construction of a playground area at the Curt Askins Park in Goldston.

The playground successfully increased physical activity in children ages 0–5. According to playground patron survey results, over half of the respondents have used the playground five or more times since it opened. Most reported that their children visit the playground a few times a week. All respondents reported that the playground will definitely help their child be more active. One community member said, "They [the children] are doing more on their own since

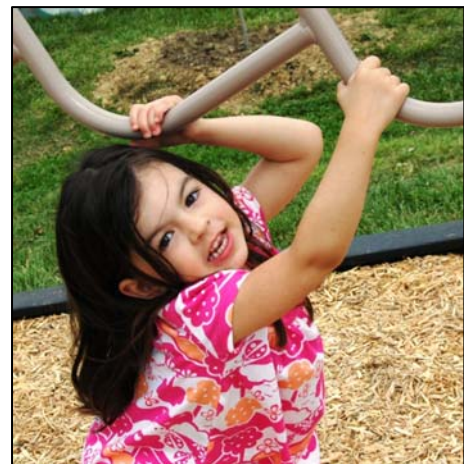
they began [coming to the playground].” Seventy-one percent of respondents said that prior to this playground, there was no other park that they visited regularly. The director of Palmer’s Daycare said, “[The playground] has been a blessing.”

The healthy eating class was successful in increasing knowledge of nutrition. Although only four pre-post tests matched, each survey showed improvement on statements regarding food, eating, nutrition and weight. Participants reported via informal focus groups that they made changes in the following areas: 1) reading food labels at the store, 2) drinking more water and 3) having healthy foods at home. One participant reported that she “learned a lot from the visuals, like the fat content models.”

“Each friend represents a world in us, a world possibly not born until they arrive, and it is only by this meeting that a new world is born.” This quote by Anais Nin is representative of our partnership with Palmer’s Daycare, Unique and the Town of Goldston. Each of these organizations became a friend through our work on this project. It is through these people that we were able to have a successful project and healthier community.

## LESSONS LEARNED

- *Start Early: Barriers are likely.* Organizers learned this lesson from several barriers that held up the process of hiring a company to build the playground. It is the county’s policy to require three bids when costs are expected to exceed \$2,500. One of the bidding companies took over a month to submit their bid. A second barrier was that the grant money had not been approved by county commissioners and could not be spent until approval was granted. Due to these hold ups, there was extra stress with the project. It is important to start early with a project and expect barriers so that there is time to deal with issues.
- *It’s all about the community.* Community partnerships are essential to a successful project, as is community buy in. The playground was a project that the community had supported for several years and the equipment is still being used regularly. On the other hand, healthy eating classes were not asked for by community members and it was a lot harder to keep participants interested in attending the classes.
- Partners recommended using an array of venues to reach the community with information. It was suggested to hold the classes in a central location such as the park or the library and to consider timing, as evenings may work better for many participants. Several of the partners mentioned the value of working with the community. One partner stated, “Working with the community was my favorite part of the project.”



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## **Eat Smart, Move More Community Grants: MOVE MORE THOMASVILLE**

### **PROJECT DESCRIPTION**

The Davidson County Health Department and Thomasville Parks and Recreation collaborated on a project to promote and encourage physical activity and cardiovascular health through environmental changes—offering and promoting safe, accessible walking trails for Thomasville residents and visitors. The grant project ran from October 2008 until May 2009, although community use of the walking trails will continue. The project setting was the local community and the target audiences were residents and visitors to Thomasville.

Thomasville was selected because of a high poverty rate (84% of children in Thomasville City Schools receive free or reduced lunch). Furthermore, students and their families report low levels of physical activity: 12% of middle school and 17% of high school students in Thomasville City Schools report being physically active on zero of the last 7 days, according to the local Youth Risk Behavior Survey results. Project resources included staff time to implement the project, grant funds from Eat Smart, Move More NC and \$1,750 raised locally to purchase additional incentives for increasing physical activity.

The primary partners were the City of Thomasville, Thomasville Parks and Recreation, Thomasville Tourism Department and Thomasville City Schools. Other partners involved were Thomasville YMCA, PACE (People Achieving Community Enhancement), farmers' markets, Thomasville Medical Center and Davidson Health Alliance (a local Healthy Carolinians partnership).

### **IMPLEMENTATION**

The planning committee generally met twice per month during the grant period. An Action Plan helped guide the committee as it implemented the following action items:

- Determined three potential routes for the walking trail
- Determined trail improvements
- Made recommendations to the City about sidewalk improvements
- Developed a layout for each marker
- Developed new signage for existing walking trails
- Approached local businesses about providing additional funds
- Ordered asphalt for trail repairs
- Ordered markers
- Ordered goody bags
- Purchased billboard campaign
- Hosted a kick-off event at Spring Days Festival on May 2<sup>nd</sup>
- Promoted routes at Family Fit and Fun Fair on May 15<sup>th</sup>



The City of Thomasville completed sidewalk improvements, installed signs and markers and agreed to maintain the embedded markers. The City of Thomasville, Thomasville Parks and Recreation and Thomasville Tourism all agreed to sustain the project. Thomasville Parks and Recreation will promote the walking trails and downtown routes and Thomasville Tourism agreed to assist with the cost of printing additional guidebooks in the future. All signs and markers are permanent fixtures.

### **OUTCOMES AND IMPACT**

We estimate the number reached through the downtown walking routes, enhanced walking trails and increased awareness is 2,600. We distributed 400 goody bags and 200 wristbands at Spring Days and

1,500 people attended the Family Fit and Fun Fair. There was an article in the local newspaper about the grant and we purchased two billboards for the month of May that promoted Move More Thomasville.

The grant focused on environmental changes by establishing three new walking routes in downtown Thomasville, enhancing existing walking trails and increasing awareness of existing trails and new routes.

As a result, there are more people participating in Thomasville Parks and Recreation's Move More Thomasville program. Through Move More Thomasville, participants complete a log sheet of monthly physical activity and turn the log sheet in for a drawing. The number of participants has increased significantly since this time last year.

	2008	2009
May	9	27
June	6	17

Additionally, this project brought together agencies and community organizations that were already addressing physical activity individually and allowed them to share resources and ideas to make their community partnership stronger. According to the post-survey that was conducted, these partners all indicated that working together was in itself a positive outcome.

#### **LESSONS LEARNED**

- Cheaper is not always better; you get what you pay for... Our group went with a particular granite company to develop the markers because they were considerably cheaper than the local company. They took forever to create the markers and customer service were not satisfactory.
- Working with our local community partners went very well. Everyone knew everyone and someone had worked with someone else before so integrating everyone into this project went very well.

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## Durham County Success Story: Eating Smart and Moving More is in Season!



### PROJECT DESCRIPTION

Durham's 2008-2009 initiative, called The Seasons Project, targeted faith-based organizations in Durham, NC. The program enabled participants to create container and raised-bed gardens to produce fresh fruits, vegetables and herbs. By doing the physical gardening themselves and then consuming the food produced, participants increased their levels of physical activity and healthy eating.

The project targeted members of the Durham African American faith community and built upon the foundations and relationships established by Eat Smart, Move More Community

Grants received in previous years. This program has expanded in complexity and reach with every year, illustrating a model of sustainable, community-based partnerships and programming.

Partners for this project included the Durham County Health Department's Health Education and Nutrition Divisions, SEEDS (a nonprofit community gardening organization), the InterFaith Food Shuttle and the Durham Cooperative Extension Agency.

During the project, a new relationship was formed with an additional community organization, CAARE Inc. In the fall of 2008, CAARE Inc. opened a Wellness Center and is currently developing a free clinic at its site. This organization hosted one of the events for one of the faith-based organizations that could not accommodate an Operation Frontline series, recruited additional participants and provided transportation. Activities for the project began late October and continued through May 2009.

### IMPLEMENTATION

Durham's program focused on a series of workshops and activities to empower participants with new knowledge and demonstrate how and where to apply their skills. This process included:

Operation Frontline (OFL) Series: Steps included recruiting the three sites for healthy cooking classes as well as skilled volunteers to serve as chefs, class managers and dietitians. After a workshop focused on creating marketing materials, church-site coordinators were asked to recruit at least 15 participants, preferably low income. The OFL series was implemented at three different sites and totaled 36 participants. In the last session, class members prepared meals for a potluck dinner where they modified their favorite recipes to create healthy dishes.

Container gardens: The Durham County Health Ministry Network recruited several churches to join the container gardening project. Five church congregations participated in workshops and planting, along with individuals from several other churches. The gardens varied from small, container-sized herb gardens to a ¼ acre land garden.

Capacity building workshops: Durham's community grant activities always seek feedback on participants' training interests. Based on this information, the 2008-2009 grant organizers offered gardening workshops through SEEDS and Cooperative Extension, a marketing workshop with health educators from the Durham County Health Department and herb-use and harvesting workshops through

Cooperative Extension and DCHD. In addition, organizers offered a Families Eating Smart & Moving More workshop; however, we did not effectively communicate our train-the-trainer objective, and so few participants attempted to teach others what they had learned. We also taught the importance of stretching and making gardening part of an exercise routine.

At the Durham County Health Ministry Network meetings, organizers highlighted tools and resources from the Eat Smart, Move More NC website that could be used for programs and activities. Two churches responded that they have used at least some of the materials mentioned. One rain barrel workshop was held and a total of nine rain barrels were constructed. Although more participation was expected, another session will be scheduled in the late summer. While waiting for the gardening component of the grant to take off, organizers also started the Operation Frontline series and conducted a Fitness Leader Training.

To sustain the project and its impact, Durham's program focused on developing the following:

Cooking skills developed: By the end of the OFL series, participants were modeling their skills by modifying recipes to make them healthier. When future events are held, participants will be asked to do the same for potlucks and share the modifications.

Gardens: Organizations and individuals are responsible for maintaining their gardens. All have been given supporting literature and resources and contact information for project representatives and the Master Gardener. Health educators will visit site gardens bi-monthly and Cooperative Extension will make recommendations for land and container crop rotation. This workshop will be conducted late summer.

Policies/practices: Will remain in place, but should be monitored periodically. The DCHD Health Educators will take on that responsibility. Two churches have started including recipes in their communications (bulletin boards and newsletters)

## **OUTCOMES AND IMPACT**

Direct reach (people who physically participated in activities, workshops, etc.) was 373. However, these participants and ongoing activities have the potential to reach twice as many through friendships, families and church membership.

In terms of policy change, the following was adopted:

Church practices: Land gardens, container gardens, use of ESMM tools from the website; one church developed a written policy for the use of items in their garden. Another church did not finish before the close of the grant but should have one in place by the end of the summer.

Potlucks: Two churches have incorporated recipe modifications available for those who donate food through potluck events.

Environmental changes included four container gardens, two raised-bed gardens and one traditional land garden. Since the grant ended, there have been five requests to start faith-based gardens, thanks to word-of-mouth communication and media coverage. The installation of rain barrels was another notable environmental change to help conserve water and provide nourishment for gardens.

Behavior changes were measured through surveys, interviews and self reports. After preparing the land gardens, several church members remarked that they understand why it is important to stretch before gardening. One participant contacted the Health Promotion Coordinator and said, "It is a great thing you all are doing. I use to garden in my community all the time in upstate New York and, although the South has the land, you don't see it much down here. Please include me in your project even if my church does not choose to participate." This participant shared her experience with a church that was not her own and

participated in the garden project with her own church. She also brought out her sister, who she says typically just stays in the house. We put her in contact with SEEDS, which rents garden plots, as she said she wanted her own garden. Other participants were quoted as saying:

- “I never knew that I could enjoy a meal without salt!” said a program participant after a cooking demo using fresh herbs. The demonstration was followed by the planting of fresh herbs in small containers.
- “I didn’t realize that I was going to be sore after working in a garden - I might have to use this as my regular exercise.” This comment came from a church member that readily admits to never exercising.
- “I can do this! I have never successfully grown anything in my life; now I have tomatoes, basil and squash that I grew. I don’t usually eat them, but I will now...Honestly, I don’t like vegetables, but it’s just something different when you grew them.”

Additionally, three churches went beyond container gardening and planted full-sized gardens. This was so much more than we anticipated. And we discovered that the Coca Cola bottling company will donate barrels for converting into rain barrels.

## **LESSONS LEARNED**

Participation: Initially, when the faith-based organizations were surveyed, much interest was expressed in the container gardens and the workshops associated with the project. Unfortunately, three of the sites that expressed the most interest had a change in commitment. This caused partners to rethink strategy. Eventually, other churches expressed interest. Two sites exceeded the container garden expectations and identified space for ground gardens. After reporting to the group the progress at the quarterly Durham County Health Ministry Network meetings, more churches indicated interest. Organizers were able to accommodate two additional requests as well as focus on sites with high commitment levels by expanding their containers to full gardens. After the funding period, four additional churches expressed interest in community gardens and requested assistance.

Workshops and information overload: In the future, the educational component and planting may need to be separated; if not, organizers must schedule additional time, although this could complicate retaining the initial participants. I would recommend a follow-up reference so that the less experience gardeners will not have to depend on the gardeners from the congregation. This is helpful if leadership or membership changes to sustain the project.

Digital cameras vs disposable cameras: Disposable cameras were distributed with the anticipation that the participants would photograph the progress of the gardens and the associated events. Very few cameras were returned and many of the shots taken could not be used. Reasons included: cameras lost, child used it and took other pictures, pictures taken were not focused or were shots that had nothing to do with the project. There were, however, enough shots to create a storyboard. I would not recommend the disposable cameras. The digital camera requested for the project was not approved for the grant, I would recommend approval in the future. Overall, costs both monetary and picture quality would have been well worth the equipment request for a digital camera at \$150. Organization partners used their own personal digital cameras and were willing to share the photos. This too was something to work out as the files were often too large to share via email. We did manage to use some of the online posting services, but visitors must pay to receive copies of the photos with some programs.

Durham residents are a well-studied group and they often expect incentives in return for participation in community programs. We did not encounter this expectation while implementing the project. On the contrary, many appreciated the knowledge and skills they were receiving, the benefits of which can last a lifetime. Participants seemed actively engaged in learning about living a healthier lifestyle; however, the tough economy may have generated more interest than usual. Fortunately, the community saw that

organizers were interested in sustainability and did not abruptly pull up stakes as soon as the grant ended. A lack of long-term interest by programmers has soured some community organizations towards participating in local projects.

Regarding our partners, one site commented “Well, I guess we should have taken advantage of the opportunity while it was early.”

Several people at a different container garden site expressed they didn’t anticipate the large amount of work involved, but were excited about what will be produced, while others were surprised that the initial planting was so easy. Participants were also given seed packages and crop rotation information for fall planting.

Finally, we discovered that people definitely learned more from the demonstrations of planting. Even some veteran gardeners found the workshops helpful and mentioned they would implement the recommendations themselves.

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## **Vance-Granville Partners Come Out in Force for Community Health Mini-Grants**

### **PROJECT DESCRIPTION**

The Granville-Vance District Health Department's 2008-2009 Community Grant project offered mini-grants to community partners to promote environmental and policy change in support of physical activity and nutrition. Our project ultimately impacted 11 organizations: two schools, three churches, one hospital/worksites, one parks and recreation department (plus two related worksites), one YMCA, one senior center, two worksites and two county boards of commissioners and the communities they govern. The target audience of the project was extremely varied and included elementary and high school students and staff, seniors, physically and mentally disabled, staff and residents of a psychiatric hospital and congregants of three African American churches. In addition, the program reached community members that participate in Parks and Recreation activities, community members that *want* to participate in YMCA activities, the staff of a drug treatment center and the staff of an African American school and church. It is likely that many in these organizations would qualify as low-income.

Partners involved in our project include

- Vance and Granville County Commissioners, county managers and staff;
- Vance-Granville WoW! (Working on Wellness) members, which includes Granville and Vance County Cooperative Extension, Maria Parham Hospital, United Way of Vance County, Henderson-Vance Family YMCA, Aycock Recreation Center, Oxford Parks and Recreation, Curves, Vance County and Granville County Red Cross and other members at large;
- Eleven Mini-grant recipients.

Resources included \$18,875 in Eat Smart, Move More Community Grant funding, one Health Promotion Coordinator to coordinate the project, administrative support for finances, additional funds (about \$5,000) raised by Zeb-Vance Elementary School to complete its project and in-kind contributions from mini-grant organizations to coordinate and implement projects. The timeframe was October 2008–July 2009.

### **IMPLEMENTATION**

We followed the following steps in implementing our program:

- a) Announced and promoted mini-grant opportunity as soon as we were notified of funding (using articles, newspaper and radio ads—all prepared before notification of funding was received);
- b) Held information sessions in each county by early October (scheduled before notification of funding) to review the RFP and instructions, concepts of environmental and policy change, and the Families Eating Smart and Moving More series;
- c) Applications were due by 10/15/08, funding of awards occurred by 11/1/09 (required setting review dates for WoW members beforehand). Grant period for mini-grantees was from 11/1/08–4/30/09;
- d) Three lunch-and-learn sessions were organized to provide technical assistance, share about projects and increase understanding about Eat Smart, Move More resources and targeted health behaviors. Framed Eat Smart, Move More Partner signs were distributed to WoW members and mini-grantees;
- e) Funds were disbursed on a reimbursement basis—mini-grantees submitted budget reports with receipts for reimbursement;
- f) Four mini-grantee organizations elected to offer Families Eating Smart and Moving More to constituents, three of whom completed the pre and post-tests. The fourth, a worksite for mentally and physically disabled persons, determined that the limitations of the group would impact the validity of the test responses;

- g) WoW members worked with Kenosis Designs, a marketing firm, to develop ESMM business cards to publicize the ESMM message;
- h) WoW members created ESMM stickers to be used by partners and mini-grantees to increase awareness of logo and partner associations;
- i) Mini-grantees submitted project summary reports by 6 June, which were reviewed by WoW Members (along with one community submission) to determine county recognition award winners. WoW members also determined award design, arranged for purchase and engraving of plaques;
- j) Award summaries and plaques given to County Board Chairs, mini-grantees received awards at county board meetings on July 6, 2009.

**OUTCOMES AND IMPACT**

We believe about 4,500 people were impacted by the mini-grant projects. This was determined by reports from grantees:

- Zeb-Vance ES: 600 students and staff;
- Western Vance HS: 200 students and staff;
- Spring Street Church: 400+ members;
- VC Senior Center: 150 members (59 participated this year);
- YMCA: 10 open slots/week = 520 potentially impacted (27 to date);
- Community Workforce Solutions: 230 trainees, staff and family members;
- Christian Faith Center: 47 staff impacted by worksite policy and facility; possibly 400+ impacted by newsletter (not listed on website but reach appears significant);
- Central Regional Hospital: 1,400 patients and staff;
- Oxford Parks and Recreation: 400+ county and city employees impacted by expanded facility hours, at least 500 participants and family members impacted by new concession guidelines;
- New Grassy Creek Church: 150 members (75 active);
- R.J. Blackley Alcohol and Drug Abuse Treatment Center: 155 staff.



Mini-grantees received plaques from the Granville-Vance County Board Chairperson

Policy and Environmental Change:

As a result of the mini-grant program, partners made the following policy changes:

- R.J. Blackley ADATC implemented and wrote a comprehensive wellness policy for employees—covering physical activity on work time, vending machine and meeting offerings, review of wellness goals at orientation and farmers’ market goals;
- Community Workforce Solutions implemented a written policy to “create an environment which teaches and promotes healthy eating habits and physical activity.” The company increased physical activity options for workers/trainees from one to five times per week, sent regular health messages and recipes home to families and added weekly health lesson to activities with workers;

- Christian Faith Center implemented a written policy to allow employees to exercise on work time and agreed to include the Eat Smart, Move More logo and health tips in its monthly newsletter;
- Oxford Parks and Recreation implemented a written policy to require all concession stands (and contracted concessionaires) to offer healthy snack and drink choices. Additionally, funding has been increased for their gym to support longer business hours to benefit city and county employees.
- YMCA opened beginner yoga class to 10 non-members per week.
- Vance County Senior Center is offering a guided, incentivized walking program called “Walk Across NC” two times per year;
- Spring Street and New Grassy Creek Missionary Baptist Churches both implemented wellness committees;
- Western Vance High School plans to incorporate a new greenhouse and walking trail/challenge course into its curriculum.

As a result of the mini-grant program, partners made the following environmental changes:

- Zeb-Vance Elementary School completed 1/3 mile paved sidewalk around school, with signage soon to follow. The trail will be dedicated to the memory of two deceased students;
- Western Vance High School completed 1/3 mile walking trail with a challenge course and signage and constructed a greenhouse for science classes;
- Community Workforce Solutions eliminated vending machines and developed a cantina to sell healthy snacks and drinks. Managers incentivized and trained employees to staff the cantina, and may replace hotdogs with a lower fat option to improve nutrition options;
- Both the Christian Faith Center and R.J. Blackley ADATC created and equipped workout spaces for their employees;
- Central Region Hospital measured and marked a walking path and created signage for a pathway and gym to encourage heart-healthy behaviors;
- Spring Street Church purchased a Wii system and projector to enable group and individual use of the system;
- New Grassy Creek Church marked and created signage for a walking path on church grounds. The church also purchased sports equipment for events.

#### Behavior Changes and Personal Impacts:

Base on pre- and post-test evaluations, the following changes were noted among participants of the Families Eating Smart and Moving More class series:

- The number of participants who eat fried foods, red meats, chips, etc.,
  - several times per day decreased 53% (from 12.5% to 5.9%)
  - a few times per week decreased 51% (from 51.8% to 25.5%)
  - once a week *increased* 340% (from 8.9% to 39.2%)
- The number of participants who eat fast foods
  - several times a day decreased to 0%
  - a few times a week decreased 30% (from 28.6% to 20%)
  - "never" increased 124% (from 10.7% to 24.0%)
- The number of participants who drink sugar-sweetened beverages
  - several times a day decreased 71% (from 21.4% to 6.3%)
  - about once a day decreased 46% (from 19.6% to 10.4%)
  - never *increased* 46% (from 28.6% to 41.7%)

- The number of participants who eat fruits and veggies
  - several times a day increased 146% (from 16.1% to 39.6%)
- The number of participants who engage in physical activity
  - less than 1 time/week decreased 55% (from 32.1% to 14.3%)
  - 3-4 times a week *increased* 124% (from 16.1% to 36.7%)
  - 5+ times a week *increased* 187% (from 7.1% to 20.4%)

*(Note – pre-test was administered in November/December, post-test was administered in June, Families Eating Smart and Moving More classes were taught in March/April)*

Organizers of the 2008-2009 grant program conducted a six-question pre-and post-survey of health behaviors and readiness to change. One grantee, Community Workforce Solutions, reported in their survey, “The most significant and exciting aspect of this entire project is quite simple and may not seem impressive to an outsider. Through this educational process, we now hear individuals with disabilities commenting to their peers and staff: “Don’t buy soda, get water,” “those potato chips are bad for you,” “candy makes you fat,” “eat an apple” and “I want to walk.” These comments may not sound noteworthy, but we know the people we support now have some understanding of things they can do to make themselves healthier and feel better. This is a great gift for us.”

A key success for project organizers was enabling partners to contribute, while not taxing their capacity. In the 2008-2009 program, partners formed application review teams, attended lunch-and-learn sessions, conducted site visits, developed the Eat Smart, Move More business cards, reviewed project summaries and applications for recognition awards and selected the format for the award plaques. Their involvement was extensive yet manageable because most of it occurred at scheduled meetings. Of the 18 exit survey respondents, nearly 78% said they liked the collaboration between stakeholders, 83% said the project was “very much” worth the time they invested in it and 94% would do it again.

## **LESSONS LEARNED**

- Communicating the concept of environmental and policy change can be difficult and not all the grant applications reflected a sufficient understanding of it. Organizers need to do a better job of explaining the importance of this point, along with the sustainability piece.
- Grant organizers received a lot of vague info in the summary reports. Partners need to understand the importance of providing examples of evidence, such as proof of written policies, statistics, dollars leveraged, etc.
- Implementing Families Eating Smart and Moving More was cumbersome. Although the series was mostly successful, grantees made unrealistic assumptions about attendance numbers. Additionally, scheduling sessions for multiple sites in two different counties was taxing.
- Exit survey comments consistently commented about reaching more people: “do more P.R.,” “expand it,” “ask for more funds,” “open it up to more [people],” etc.
- Talk with community partners—share the lessons they have learned.

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## Growing Children and Healthy Families: “Fit for Life in Lee County”

### PROJECT DESCRIPTION

The Lee County Health Department and North Carolina Cooperative Extension collaborated with the Lee County School System to provide Growing Children and Healthy Families: “Fit for Life in Lee County.” The program was administered to 650 fifth grade students and promoted healthy eating, physical activity, growing vegetables in container gardens and participating in a Community Garden project. Ten families were also selected to participate in the Community Garden component; each family received two raised-bed plots, which reached about 50 individuals.



The program targeted a population of diverse ages, races and economic balance. The timeframe for the project was August 2008 through September 2009. Program partners included the Lee County Health Department, N.C. Cooperative Extension, Lee County School System and local businesses, who provided discounted supplies. Additionally, the WXXL Radio Station and Sanford Herald Newspaper provided media coverage, while several volunteer organizations contributed about 25 volunteers to provide labor and skills. Volunteers included master gardeners, a 4-H community garden committee, raised-bed construction crew, 4-H members, Oak Ranch youth and staff and Extension Community Association members.

The program comprised three components:

Fit for Life: This component focused on classes about nutrition and physical activity. Students learned about the Food Guide Pyramid and maintained a “Strive for Five” journal, in which they tracked for seven weeks their daily intake of fruits and vegetables and levels of physical activity. Participants filled out pre-evaluation surveys at the beginning of the program to provide baseline measures for comparison with behaviors at the end of the program. There was also parent evaluation to measure the value of the program in changing the eating and exercise habits of an entire family. At the end of the seven-week program, each class that completed their “Strive for Five Journal” and those who made progress participated in a celebration and the “Movin’ and Groovin’ Challenge.”

Growing Healthy Kids: The second component used vegetable container gardens to teach students that growing their own food is fun, easy and beneficial to their health. This activity was closely aligned with Lee County Schools’ science curriculum requirements so that students’ hand-on experiences reinforced classroom lessons. Classes focused on why different crops are grown at different times of the year.

Community Garden Project: The Community Garden Project targeted whole families in an effort to reinforce the importance of eating fruits and vegetables and being physically active, which the students learned through the “Fit for Life” part of the program. By incorporating educational components into the community gardening experience, participants learned a variety of life skills.

### OUTCOMES AND IMPACT

The program’s impact was carefully monitored through evaluations, journals, parent evaluations and informal interviews. Sustainability will be addressed by the Community Garden Advisory Committee, building the knowledge and skills of the community and implementing policy and environmental

changes. The project has been able to incorporate local expertise and culturally appropriate programming to build rapport with community partners and increase support for continuity.

Reach: About 650 fifth graders participated in the classes and container gardening and 10 families engaged in the community garden project. If the program is renewed next year and beyond, the potential reach is even higher.

Policy Change: The three partners have incorporated Eat Smart, Move More curricula in healthy eating and physical educational programs offered to the public and will encourage community partners to implement/adopt a policy and environmental change. Six hundred and fifty fifth graders signed a statement pledging to live a healthy lifestyle and “eat five fruits and vegetables each day, be physically active and promote health and wellness to their entire family.”

Environmental Change: It appears that the container gardens at the six elementary schools will be implemented by future fifth grade classes. Community partners are stronger as a result of the program and several partnerships have been formed.

Behavior Change and Personal Impact: Using the Fit for Life Family Survey, the grant coordinator identified the following behavior changes and personal impacts among participating families:

- 95% increased the amount of fruits and vegetables consumed.
- 95% increased their levels of physical activity they participated in together.
- 95% made positive changes to their eating habits.
- 90% reported eating more meals at home instead of going out to restaurants.
- 45% of students learned that farming plays an important role in their everyday life.
- 50% of students increased their knowledge about food products that come from animals.
- 96% of students learned that everything they eat can be traced back to a plant.
- 99% of students claimed they would drink water the next time they exercised.
- 15% of students learned more about the food guide pyramid and the importance of variety.

One participant said: “I feel honored to have been asked for input about the Community Gardens Project. Thank you. I became involved in this effort because I wanted to help some of our Latino church members grow vegetables of their own...the rest is a love affair with the soil, plants, new friends and delicious produce. I have enjoyed documenting with my camera, which has afforded me the opportunity to merge two of my ‘extra-curricular’ interests: gardening and photography. I have pictures ranging from the empty raised beds, which were constructed by master gardeners, to harvesting produce for a sales venture try at the Farmers' Market. These are available if you should want to see them. I found pleasure in arranging pictures on a tri-board for display; you are welcomed to see/use it. Now then, let me say that:

- Seeing the 70’s Hispanic pastor showing a preschooler how to use his spade to plant a pepper was a moving moment for me. (Yes, I did get the picture.)
- Overhearing a black woman participant teaching a Latino man to pronounce "squash" was just short of being evangelical.
- Finding out that a fellow gardener, during our time of summer drought, noticed that my garden was thirsty and proceeded to water it for me, was a gift in itself.
- You just ‘had to be there’ to get the full measure of sharing our first ripe Sweet 100 cherry tomatoes at the end of the row. Even the newspaper reporter savored the flavor with us!
- Every respectable garden deserves a scarecrow, so I made one with some of the children. I am certain it would have made the crows smile to have seen Bill Stone placing popcorn kernels in the scarecrow's mouth for teeth.

- The Farmers' Market experience gave one little girl the opportunity to learn how much five sweet basil clusters would cost at five cents each. She smiled with satisfaction as she counted back change from a dollar.
- We are looking forward to the canning experience next week when we will be able to view our tomatoes through the glass walls of jars, thanks to Stephanie.
- Then, we plan to celebrate with a covered dish banquet by the gardens on September 21st. Participants are encouraged to prepare and bring a dish made from veggies grown in the garden. We will share our recipes. That day we will clear our gardens "back to where we started from" in preparation for next year's gardeners.
- I have not made mention of the exceptional educational sessions offered in connection with this project. I am confident that Bill and Stephanie have supplied your every need in this respect. Both of them are real assets to our community.
- The grant committee to whom you will be reporting needs to know that they did themselves proud by affording this opportunity for community gardening, fellowship, and education across cultures, races, genders and ages.
- If the tomato is really the love apple, then the first community garden at the McSwain Center is a virtual valentine for vegetable lovers.

#### **LESSONS LEARNED:**

- Utilizing volunteers and community resources are essential for a successful program. By sharing the workload and responsibility with volunteers, we were able to reach a much larger population than we would otherwise have been able.
- It is essential to know what you are trying to achieve at the outset of the program and to design appropriate evaluation tools to help measure your impacts. Before our program started, we designed evaluation tools to compile data for all three components of the program. This data was vital to sharing the success of the program with the community and our funding sources.
- Flexibility was also very important. Since we worked primarily with the school system, it was imperative to adapt to their needs and scheduling concerns throughout the program.
- Be sure to develop a good working relationship with the school systems and at least one "lead" teacher at every school.
- Collaborate and develop relationships with your local partners (Health Departments, Cooperative Extension, Hospital, Nutritionists, etc.)
- Marketing – promote your program heavily in your community. Take a lot of pictures and get your local media outlets to cover what you're doing. This will help inform the community of your project and increase the level of buy in.



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## **Warren County Success Story: Parenting Class Learns to Eat Smart, Move More**

### **PROJECT DESCRIPTION**

The Warren County Eat Smart, Move More Nurturing Parenting Program was held from October 7, 2008 until January 13, 2009 at the Warren Family Institute. This program was a collaboration between the Warren County Health Department, Warren Family Institute and Warren County Cooperative Extension. The partners involved were Larissa Mills, Health Promotion Coordinator, Warren County Health Department; Lori Parrott, Family Support Specialist, Warren Family Institute; Arnetta Wilson, Nutrition Program Assistant, Warren County Cooperative Extension and the Fitness and Nutrition Committee of Healthy Carolinians of Warren County. The target audience was parents of children ages 0-12 and included seven low-income African American women, one low-income Caucasian woman and one American Indian man. The settings involved were the community and worksite.

Resources for the project consisted of an Eat Smart, Move More North Carolina Community Grant in the amount of \$9,800. Funds were spent on sub-contracting fees, travel, cooking equipment, food for each lesson, incentives, educational materials and advertising. Cooperative Extension provided tools for each lesson such as food thermometers, dice boards and measuring spoons. Warren Family Institute provided the facility space.

### **IMPLEMENTATION**

The first component of the Warren County Eat Smart, Move More Nurturing Parenting Program established a healthy foods policy at Warren Family Institute. Before our program started, Warren Family Institute served lunch, snacks, sodas and other foods to parents without considering nutritional value. The Family Support Specialist, Nutrition Program Assistant and Health Promotion Coordinator met and discussed different healthy food options for the parenting program as well as other Warren Family Institute events. After that meeting, Warren Family Institute adopted a healthy food options policy to provide one or more servings of healthy food choices, such as fruits and vegetables, whole grain products, low-fat milk and water. Additionally, the institute pledged to promote healthy eating opportunities in Warren County and surrounding areas.

The second component of the Warren County Eat Smart, Move More Nurturing Parenting Program consisted of healthy cooking classes, which began after the Nurturing Parenting classes. The first five minutes of class were devoted to physical activity and then the Nutrition Program Assistant taught from the Expanded Food Nutrition Education Program (EFNEP) curriculum. After each session, parents would apply what they learned by preparing a healthy meal consisting of a meat, sides and dessert. At the end of the program, participants were awarded a certificate of completion by the Nurturing Parenting Program and EFNEP and were given a fruit basket. A healthy lunch was served at the end of the ceremony.

## **OUTCOMES AND IMPACT**

The goal of the Warren County Eat Smart, Move More Nurturing Parenting Program was to increase healthy eating and physical activity by 10 percent, which was measured by an EFNEP survey. On the first and last day of the program, participants filled out a 20-question survey, which was used to compare health behaviors throughout the course of the program. Results showed that participants increased their knowledge about reading food labels and selecting healthy food choices. In addition, the participants have decreased the amount of daily soda they drink, reduced their use of salt and are serving a variety of fruits and vegetables for meals. Because of this grant, Warren County has successfully incorporated healthy cooking classes with their parenting classes. Parents and their children are eating healthier on a low budget and moving more. Grant organizers estimate that a total of 30 people were reached through the program.

Additionally, the Family Support Specialist conducted home visits with the participants and observed that parents were conscientious with the food they served their families. On their evaluations, every parent wrote that this program was beneficial and would recommend it to someone they knew.

Many of the program's partners benefited as well. The Family Support Specialist started a daily routine of walking. The Warren Family Institute staff takes thirty minutes to walk together, as a way of supporting each other. The Health Promotion Coordinator is making quick and healthy meals, such as fruit salads, hearty vegetable salad, turkey sloppy joes and chicken quesadillas. She rarely cooked dinner before but, thanks to this program, she learned to cook meals that are more nutritious and shares them with her family.

## **LESSONS**

The Health Promotion Coordinator learned the importance of communicating more than one time a week to running a successful program. She learned different strategies to recruit participants, based on the type of program. One partner advised that instead of duplicating a program that already exists, find a way in which you can collaborate and figure out what will work best for the community.



The Warren County Eat Smart, Move More Nurturing Parenting Program will continue in the future. The Nutrition Program Assistant will continue to teach the EFNEP curriculum and the Family Support Specialist will continue to follow the healthy eating policy. The Fitness and Nutrition Committee will continue to promote and support the Warren County Eat Smart, Move More Nurturing Parenting Program. Finally, all partners will continue to seek funding to continue this program.



**Contact Information:**

For more information, contact Larissa Mills  
Health Promotion Coordinator  
Warren County Health Department,  
(252) 257-6017  
[lmills@co.warren.nc.us](mailto:lmills@co.warren.nc.us)

# 2008-2009 Community Grant Survey Results Report

Response Rate: 100% (9 of 9 potential respondents)

An electronic end-of-project survey was sent to all nine Eat Smart, Move More Community Grant coordinators in late July 2009. All nine coordinators responded by August 2009.

1. **First and Last Name:** *Answered question:* 9

2. **County (or District):** *Answered question:* 9

3. **Has your county or district received an Eat Smart, Move More Community Grant before (prior to 2008-2009)?**

Response	Percent	Response Count
<b>Yes, and I was involved with that grant project</b>	<b>55.6%</b>	<b>5</b>
Yes, but I was not involved with that grant project	0.0%	0
No (or at least, not that I am aware of)	44.4%	4

*Answered question:* 9

4. **What was the setting of your 2008-09 Eat Smart, Move More Community Grant project? You may choose more than one if needed.**

Response	Percent	Response Count
Childcare Facilities and/or Preschools	0.0%	0
Schools	33.3%	3
Faith/Religious Organizations	22.2%	2
Worksites	22.2%	2
Health Care Facilities	11.1%	1
<b>Community</b>	<b>88.9%</b>	<b>8</b>
Other	0.0%	0

*Answered question:* 9 (see pages 34-36 for additional responses)

5. **How many agencies/organizations other than the local health department partnered on your project?**

Response	Percent	Response Count
0	0.0%	0
1	0.0%	0
2	11.1%	1
<b>3</b>	<b>33.3%</b>	<b>3</b>
4	11.1%	1
5	11.1%	1
6	11.1%	1
7	0.0%	0
8	11.1%	1
9	11.1%	1
10 or more	0.0%	0

(Optional) Comments on partnership: 2 (see pages 34-36 for responses)

*Answered question:* 9

**6. Did your 2008-09 Eat Smart, Move More Community Grant funding help you to obtain additional funding?**

Response	Percent	Response Count
Yes	11.1%	1
<b>No</b>	<b>77.8%</b>	<b>7</b>
Do not know	11.1%	1

If yes, how much additional funding and from whom? 3 (see pages 34-36 for responses)  
 Answered question: 9

**7. Which type(s) of policy change was/were accomplished through your 2008-09 Eat Smart, Move More Community Grant project? You may choose more than one if needed.**

Response	Percent	Response Count
Establishment of a coalition or wellness committee	11.1%	1
<b>Decision to use educational program or curricula on a long-term basis</b>	<b>44.4%</b>	<b>4</b>
Implementation of an incentive program on a long-term basis	11.1%	1
Establishment or enhancement of Bike/Pedestrian Plan	0.0%	0
Establishment or enhancement of Master Recreation Plan	11.1%	1
Establishment of other policy or practice to be adhered to on a long-term basis	22.2%	2
Other	33.3%	3
None	22.2%	2

Answered question: 9

**8. Briefly describe the policy change(s) that was/were accomplished through your grant project (1-3 sentences). If no policy change, type N/A.**

Answered question: 9 (see pages 34-36 for responses)

**9. Which type(s) of environmental change was/were accomplished through your grant project? This includes the establishment of a new environment or the enhancement of an existing environment. You may choose more than one if needed.**

Response	Percent	Response Count
Facility or equipment to support breastfeeding	0.0%	0
Farmers' market or farm stand	0.0%	0
Garden	22.2%	2
<b>Park or recreational facility or equipment</b>	<b>44.4%</b>	<b>4</b>
<b>Built environment (e.g., greenways, trails, paths, sidewalks)</b>	<b>44.4%</b>	<b>4</b>
Physical activity point-of-decision prompt(s)	11.1%	1
Stairwell enhancement(s)	0.0%	0
Other	22.2%	2
None	11.1%	1

Answered question: 9

<b>10. Briefly describe the environmental change(s) accomplished through your grant project (1-3 sentences). If no environmental change, type N/A.</b>		
<i>Answered question:</i>	9	(see pages 34-36 for responses)
<b>11. According to your evaluation results, did your project impact the eating and physical activity behaviors of your target audience?</b>		
(Optional) Comments on evaluation results:	3	(see pages 34-36 for responses)
<i>Answered question:</i>	9	(see page 33 for responses)
<b>12. Below is a list of key steps in a successful Eat Smart, Move More Community Grant project. As you read the list, think about your 2008-09 grant project. Choose up to three things that you and your partners did especially well and up to three that you found to be most difficult.</b>		
(Optional) Comments:	2	(see pages 34-36 for responses)
<i>Answered question:</i>	9	(see page 33 for responses)
<b>13. (Optional) What recommendations do you have for improving the Eat Smart, Move More Community Grant program?</b>		
<i>Answered question:</i>	4	(see pages 34-36 for responses)
<b>14. (Optional) If you have any advice that you would like to pass on to 2009-10 grantees, please provide it here.</b>		
<i>Answered question:</i>	4	(see pages 34-36 for responses)
<b>15. (Optional) Additional comments:</b>		
<i>Answered question:</i>	1	(see pages 34-36 for responses)

## Responses to Survey Questions 11 and 12

**11. According to your evaluation results, did your project impact the eating and physical activity behaviors of your target audience? Please select one answer for every row below.**

	Evaluation results show impact	Evaluation results do not show impact	Evaluation results pending	Did not target this behavior	Response Count
Increase breastfeeding initiation, duration, and exclusivity	0.0% (0)	0.0% (0)	12.5% (1)	<b>87.5% (7)</b>	8
Increase physical activity	<b>77.8% (7)</b>	0.0% (0)	22.2% (2)	0.0% (0)	9
Decrease television viewing	25.0% (2)	0.0% (0)	12.5% (1)	62.5% (5)	8
Decrease sugar-sweetened beverage consumption	37.5% (3)	0.0% (0)	12.5% (1)	50.0% (4)	8
Increase fruit and vegetable consumption	50.0% (4)	0.0% (0)	<b>25.0% (2)</b>	25.0% (2)	8
Right-size portions of foods and beverages	37.5% (3)	0.0% (0)	12.5% (1)	50.0% (4)	8
Prepare and eat more meals at home	37.5% (3)	<b>12.5% (1)</b>	12.5% (1)	37.5% (3)	8

(Optional) Comments on evaluation results: 3 (see pages 34-36 for responses)

Answered question: 9

**12. Below is a list of key steps in a successful Eat Smart, Move More Community Grant project. As you read the list, think about your 2008-09 grant project. Choose up to three things that you and your partners did especially well and up to three that you found to be most difficult.**

	We did especially well with these (choose up to 3)	We had the most difficulty with these (choose up to 3)	Response Count
The project partners worked well together; everyone did his/her part.	<b>100.0% (7)</b>	0.0% (0)	7
The target audience was involved in planning the project.	33.3% (1)	<b>66.7% (2)</b>	3
The project partners promoted the project well, leading to good participation.	33.3% (1)	<b>66.7% (2)</b>	3
The project received good media coverage.	<b>100.0% (1)</b>	0.0% (0)	1
The project reached the intended target audience.	<b>66.7% (2)</b>	33.3% (1)	3
The project resulted in a sustainable change to a policy or environment.	<b>87.5% (7)</b>	12.5% (1)	8
The project evaluation measured the impact of policy/environmental change on behaviors (e.g., eating, physical activity).	0.0% (0)	<b>100.0% (3)</b>	3
The project evaluation measured the impact of interpersonal strategies (e.g., classes, group activities) on knowledge, skills, or behaviors.	33.3% (1)	<b>66.7% (2)</b>	3
The project partners assessed stakeholder satisfaction with the project.	<b>100.0% (2)</b>	0.0% (0)	2
The project partners planned a feasible way to sustain the project after grant funding ends.	<b>50.0% (2)</b>	<b>50.0% (2)</b>	4

(Optional) Comments: 2 (see pages 34-36 for responses)

Answered question: 8

**This page and the next two list the "other," "comment" and "optional" responses for questions 4-15 (questions 7 & 9 N/A)**

**4. What was the setting of your 2008-09 Eat Smart, Move More Community Grant project? You may choose more than one if needed. If other, please specify:**

- > Community - Parks and Recreation
- > Community - Senior Center, Training/Work Center for the Disabled

**5. How many agencies/organizations other than the local health department partnered on your project? (Optional) Comments on partnership:**

- > The partnerships made the grant a success.
- > This project led to the most effective relationship between the partners we have ever had.

**6. Did your 2008-09 Eat Smart, Move More Community Grant funding help you to obtain additional funding? If yes, how much additional funding and from whom?**

- > Supposedly funds from a local fundraiser will be used to support ongoing needs of this program. However, we have not directly received any funds at this time and the specific use of these funds has not been clearly identified.
- > \$1750 from local businesses
- > It helped complete a project which had already raised funds, but was short + secured commitments from both boards of commissioners to sustain the recognition award program once ESMM funding is eliminated.

**8. Briefly describe the policy change(s) that was/were accomplished through your grant project (1-3 sentences). If no policy change, type N/A.**

- > Teachers plan to incorporate what they learned in their everyday curriculum.
- > 1) The Blue Ridge Bicycle Club has committed to support Healthy Buncombe's bicycle rodeo program financially as well as with volunteers. 2) The WNC Bicycle Dealers Association has committed to support Healthy Buncombe's bicycle rodeo program. Staff will continue to staff the bicycle check/maintenance station of the rodeos and the organization has loaned us a trailer to assist us in transporting equipment. 3) An agreement between Healthy Buncombe and the Buncombe County Board of Education was reached in support of the placement of a physical storage building on school property. 4) A community & school bicycle rodeo program has been established and will be sustained into the future.
- > Practices were established at three churches with regards to the gardens.
- > N/A
- > N/A
- > The ESMM funds were used to enhance an existing plan for Raleigh parks and recreation to build a playground that will now be American Disability Act (ADA) accessible. Programming of parks and recreation activities as well as other area disability groups will be implemented once the site is completed.
- > Five participants signed promises to: increase healthy foods in my home and/or childcare center; limit sweetened beverages in my home and/or childcare center; encourage and support physical activity; limit screen time
- > YMCA opens yoga class to non-members, 2 churches create wellness committees, 1 school incorporates 2 separate enviro changes into curriculum, 1 parks/rec increase hours of access + healthy food req for concession stands, 2 worksites implement comprehensive policies, 1 worksite implements PA policy, 1 church incorporates ESMM health tip/logo into monthly newsletter; 1 senior center creates 2x per year incentive and guided walking program.
- > The policy change that was accomplished through the grant project was the adoption of a healthy eating policy for a worksite.

**10. Briefly describe the environmental change(s) accomplished through your grant project (1-3 sentences). If no environmental change, type N/A.**

- > Students signed Health Behavior Contracts
- > 1) Bicycles, helmets, tools, educational equipment and a storage facility are in place to serve the bike education needs of the Erwin Middle Bike Club and the community as a whole. Beyond grant activities, equipment has been used for an educational program at the YWCA and a summer drop-out prevention program. 2) A wiki has been established to publicize and allow community organizations to request rodeos, to facilitate/support volunteer efforts, to advocate for active transportation issues, and to share news and information.
- > Three faith-based organizations initiated container gardens; one land garden and two raised bed gardens. 18 individuals initiated container gardens through workshops conducted through the project.
- > A 1.5 mile walking trail equipped with 20 outdoor fitness stations was constructed as part of 11 acre community and school park project.
- > Developed 3 new walking trails; made improvements to existing trails;
- > Development of an ADA approved playground at a Raleigh park to improve access to areas for children with disabilities to be physically active is the primary environmental policy change that that will be accomplished upon completion of the park. Surfacing as well as playground equipment will be be ADA approved.
- > Playground was constructed for children ages 0-5.
- > 1 school creates/marks walking paths + signage + challenge course + greenhouse, 1 school creates paved walking path, 1 hospital creates walking path + signage, 1 church creates walking path/signage + purchases sports equipment, 2 worksites create and equip workout space for staff, 1 worksite creates healthy snacks cantina for workers.
- > N/A

**11. According to your evaluation results, did your project impact the eating and physical activity behaviors of your target audience? (Optional) Comments on evaluation results:**

- > We will be evaluating participants from two of the programs offered in 3 months.
- > We will evaluate once the playground is completed.
- > We did not target these ESMM behaviors specifically in all the grants. FESMM participants (~50) showed improvements, but our grants overall impacted more.

**12. Below is a list of key steps in a successful Eat Smart, Move More Community Grant project. As you read the list, think about your 2008-09 grant project. Choose up to three things that you and your partners did especially well and up to three that you found to be most difficult. (Optional) Comments:**

- > Project is ongoing. Even though we have not been able to evaluate yet, we anticipate the evaluation to be challenging.
- > The environmental and policy changes should be sustained by the mini-grantees and the county commissioners. We do not have a source of funding for FUTURE mini-grant awards.

**13. (Optional) What recommendations do you have for improving the Eat Smart, Move More Community Grant program?**

- > The grants should be 2 year funding in order to see an impact on the target population.
- > We have enjoyed being the recipients of two ESMM grants. I feel that we have established a good relationship with the PAN branch and we hope it continues.
- > I thought the grant process was very smooth. I liked being able to talk with Jenni about the evaluation component of the project. It was helpful.
- > Truthfully? If there were the time, I bet I am not the only one who could use help with implementing manageable/reliable eval techniques. I suspect many of us come up with whatever we can to include in our proposal and then pay not enough attention to it during the porcess b/c we are so busy trying to make everything else happen. post-award TA for eval (that understands our time limitations) would be great.

**14. (Optional) If you have any advice that you would like to pass on to 2009-10 grantees, please provide it here.**

- > Continue to be creative on ways to increase physical activity and nutrition policy changes within your communities.
- > have fun with your project!
- > I can only advise on my project so have no generic words of wisdom.
- > Make sure that you conduct a program that is not duplicated. Also, make sure that your partner serves your project only and not serve another project doing about the same thing.

**15. (Optional) Additional comments:**

- > For me - this in terms of involving my partners and the grantees, this was the bomb... Thank you! :)

# 1. Introduction

Dear Eat Smart, Move More Community Grant Coordinator,

Thank you for all the time and energy you have put into your grant project over the past year!

This is a short survey to capture a few key pieces of information about your 2008-09 Eat Smart, Move More Community Grant project. It is designed to complement the more detailed success story due August 3rd to Mary Bea Kolbe.

Please complete this survey by 5:00pm on Friday, August 7, 2009.

Thank you,  
Mary Bea Kolbe and Jenni Albright  
on behalf of the Physical Activity and Nutrition Branch, NC Division of Public Health

\* First and Last Name:

\* County (or District):

\* Has your county or district received an Eat Smart, Move More Community Grant before (prior to 2008-09)?

Yes, and I was involved with that grant project

Yes, but I was not involved with that grant project

No (or at least, not that I am aware of)

## 2. Settings, Partners, & Funding

What was the setting of your 2008-09 Eat Smart, Move More Community Grant project?

You may choose more than one if needed.

Childcare Facilities and/or Preschools

Schools

Faith/Religious Organizations

Worksites

Health Care Facilities

Community

Other

If other, please specify:

\* How many agencies/organizations other than the local health department partnered on your project?

(Optional) Comments on partnership:

\* Did your 2008-09 Eat Smart, Move More Community Grant funding help you to obtain additional funding?

Yes

No

Do not know

If yes, how much additional funding and from whom?

### 3. Policy and Environmental Outcomes

\* Which type(s) of policy change was/were accomplished through your 2008-09 Eat Smart, Move More Community Grant project? You may choose more than one if needed.

- Establishment of a coalition or wellness committee
- Decision to use educational program or curricula on a long-term basis
- Implementation of an incentive program on a long-term basis
- Establishment or enhancement of Bike/Pedestrian Plan
- Establishment or enhancement of Master Recreation Plan
- Establishment of other policy or practice to be adhered to on a long-term basis
- Other
- None

\* Briefly describe the policy change(s) that was/were accomplished through your grant project (1-3 sentences). If no policy change, type N/A.

\* Which type(s) of environmental change was/were accomplished through your grant project? This includes the establishment of a new environment or the enhancement of an existing environment. You may choose more than one if needed.

- Facility or equipment to support breastfeeding
- Farmers' market or farm stand
- Garden
- Park or recreational facility or equipment
- Built environment (e.g., greenways, trails, paths, sidewalks)
- Physical activity point-of-decision prompt(s)
- Stairwell enhancement(s)
- Other
- None

\* Briefly describe the environmental change(s) that was/were accomplished through your grant project (1-3 sentences). If no environmental change, type N/A.

## 4. Individual Behavior Outcomes

According to your evaluation results, did your project impact the eating and physical activity behaviors of your target audience?

Please select one answer for every row below.

	Evaluation results show impact	Evaluation results do not show impact	Evaluation results pending	Did not target this behavior
Increase breastfeeding initiation, duration, and exclusivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decrease television viewing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decrease sugar-sweetened beverage consumption	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase fruit and vegetable consumption	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Right-size portions of foods and beverages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare and eat more meals at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Optional) Comments on evaluation results:

## 5. Strengths & Weaknesses

\* Below is a list of key steps in a successful Eat Smart, Move More Community Grant project. As you read the list, think about your 2008-09 grant project. Choose up to three things that you and your partners did especially well and up to three that you found to be most difficult.

	We did especially well with these (choose up to 3)	We had the most difficulty with these (choose up to 3)
The project partners worked well together; everyone did his/her part.	<input type="checkbox"/>	<input type="checkbox"/>
The target audience was involved in planning the project.	<input type="checkbox"/>	<input type="checkbox"/>
The project partners promoted the project well, leading to good participation.	<input type="checkbox"/>	<input type="checkbox"/>
The project received good media coverage.	<input type="checkbox"/>	<input type="checkbox"/>
The project reached the intended target audience.	<input type="checkbox"/>	<input type="checkbox"/>
The project resulted in a sustainable change to a policy or environment.	<input type="checkbox"/>	<input type="checkbox"/>
The project evaluation measured the impact of policy/environmental change on behaviors (e.g., eating, physical activity).	<input type="checkbox"/>	<input type="checkbox"/>
The project evaluation measured the impact of interpersonal strategies (e.g., classes, group activities) on knowledge, skills, or behaviors.	<input type="checkbox"/>	<input type="checkbox"/>
The project partners assessed stakeholder satisfaction with the project.	<input type="checkbox"/>	<input type="checkbox"/>
The project partners planned a feasible way to sustain the project after grant funding ends.	<input type="checkbox"/>	<input type="checkbox"/>

(Optional) Comments:

## 6. Suggestions

(Optional) What recommendations do you have for improving the Eat Smart, Move More Community Grant program?

(Optional) If you have any advice that you would like to pass on to 2009-10 grantees, please provide it here.

(Optional) Additional comments: