

Program Development: Conception

- AU mission and personal commitment to give back to the community
- Exposure to issue
 - Nutrition Education Certification Program – 18 credit course
 - Urban Health for Teachers - 3 credit course
- Contacts in Ward 7 middle school



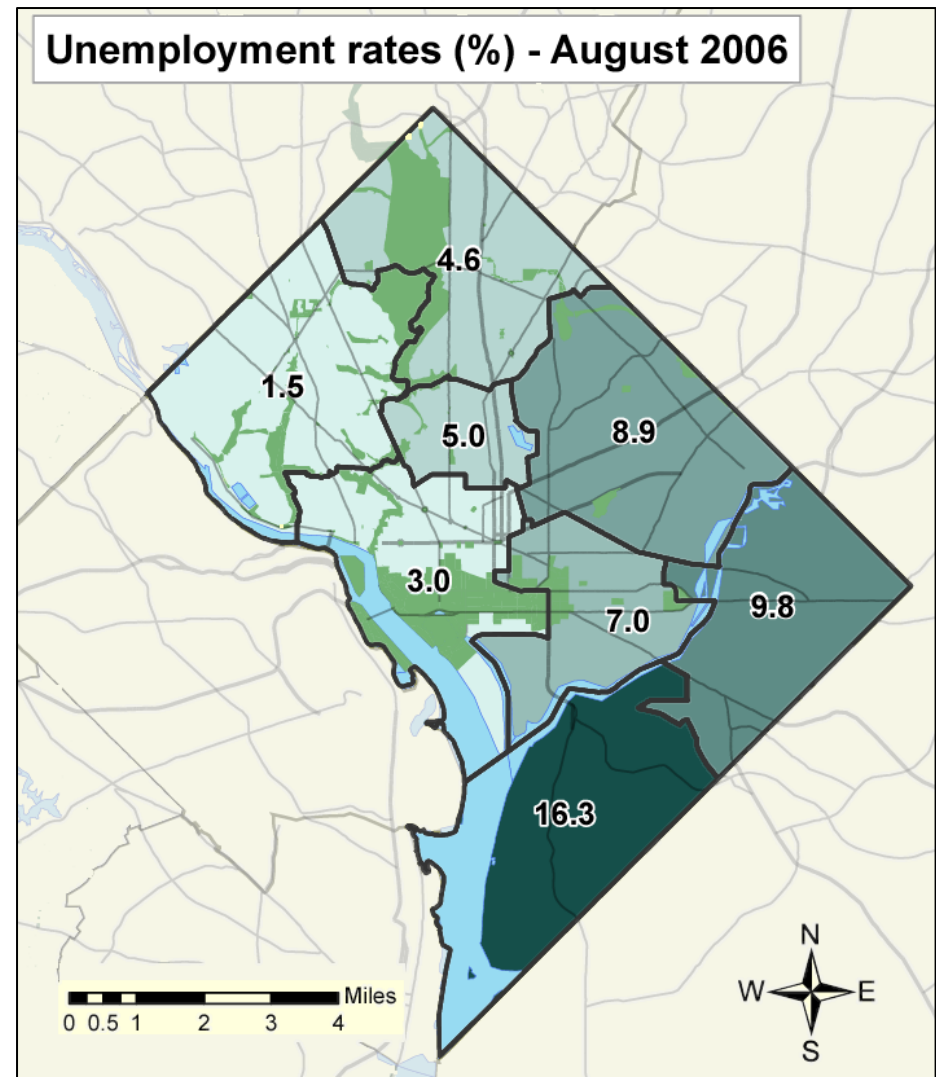
Development Process

- Conducted needs assessments and focus groups
- Networked
 - School administrators, teachers, food service staff
 - DC government stakeholders
 - Advocacy organizations
- Performed literature reviews
- Developed ambitious program involving 4 domains of influence then tailored it to meet the target audience's need



DC's Disparities-Ward 7

- 70,000 residents
- 97% African American
- 25% poverty rate
- 37% of children poor
- 67% female headed households
- 17,000 people receive food stamps (24%)



Population and community

- Children at Kelly Miller MS
 - Only 25% meet or exceed the reading and math standards for their grade
 - 100% African American
 - All meet criteria for free breakfast and lunch
 - School/classroom characteristics
- Community
 - 2 grocery stores
 - Abundant liquor stores, churches, hair salons, corner stores and fast food



Program Development: Key Questions

- How do we motivate kids who can't see a future?
- How can we empower them to care about their health?
- How can we inspire teachers to incorporate and model nutrition and fitness concepts and behaviors into their curriculum?
- How can we foster outcomes that are self-sustaining?



Community Voices for Health: Kids Take Action

- Goals: Youth empowerment
 - Healthier food choices
 - Speak up about need for access to better food and physical activity
- Curriculum
 - Healthy Schools Act in DC
 - Media and advertising
 - Food and PA access and barriers
 - Basic concepts about intake and expenditure of calories
 - Community assessment with cameras
- Small group social marketing projects
 - Skits, rap songs, poetry, posters
- Modeling
 - Fruit snacks and fitness breaks



Film



Outcomes

- Pre and post Media Smart survey
- Teacher commitment to incorporating and modeling health
- HealthierUS School Challenge with improved food menu
- Students voiced concerns and needs
- Students demonstrated strengths
- Students will implement a school garden in the fall
- AU will conduct professional development program



Funding

- AU funded development and pilot
- Tailored goals and target audience to funder's objectives
- Submitted grants to foundations
- Received grant for professional training of Kelly Miller staff



Professional considerations

- Patience and ability to tolerate uncertainty
- Entrepreneurial personality
- Emotionally demanding
- Networking essential
- Flexibility
- Dedication
- Commitment
- Motivated by higher cause



Lessons learned

- Classroom management and poor attendance major challenge
- Needs assessment essential
- Be prepared to modify constantly
- Kids and school were receptive to the lessons
- Progress was documented in a six-week period



Moving Forward

- Healthy Schools Act implemented in October
- Professional development
- Kelly Miller commitments
- Conference of stakeholders
- Continue to fundraise



Summary

| | GoBeFul | Kids Take Action |
|---------------------|---|---------------------------------|
| Development | Business model | Social marketing model |
| Population | Middle and upper income | Low-income |
| Funding | Base salary essential Fees and sales | Base salary essential Grants |
| Professional | 5 Ps | 5 Ps |
| Content | Nutrition | Youth empowerment |
| Parents | Involved | Difficult to involve |
| Materials | Printed | Low-budget |

