



# Childhood Obesity Prevention Research Through a Community Context

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# Project Overview

## Multi-state

- IN, KS, MI, ND, OH, SD, WI

## Multi-disciplinary team

- Nutrition
- Physical activity
- Community development
- Family and youth development

## Funding

- USDA Agriculture and Food Initiative (AFRI) Grant  
#2011-68001-30100





# Innovative Aspects



7 states collaborating

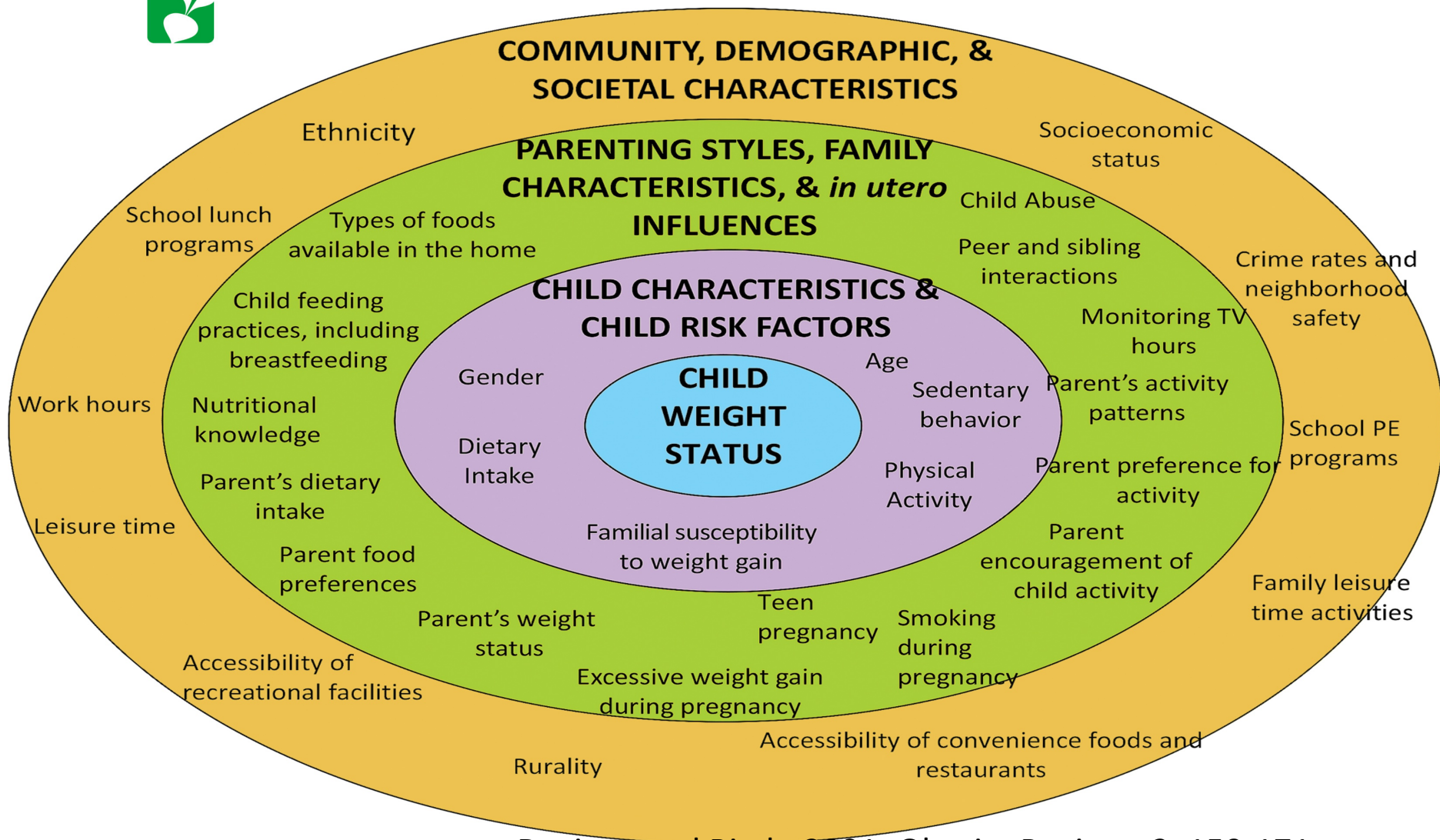
Socio-Ecological Model of  
Childhood Overweight

- Rural communities
- Low-income families
- Preschool aged children

Community capacity  
development approach



# Foundation



Davison and Birch, 2001- Obesity Reviews 2, 159-171.



# Situation

## Childhood obesity

- Greater risk in rural areas
- Greater risk in low income

## Obese by age 4

- Increased risk of being overweight or obese as an adult





# Why Focus on Environment?

- Growing evidence shows that environment is related to the incidence of obesity
- Healthy choices need to be easy choices
- Environmental changes can improve the health of the whole community, not just individuals



# Choosing the Community

- Two communities per state
- Rural
- Low Income
- Population of 4 year old children
- An active health-related coalition



# Community Coaching



One community per state assigned a “Community Coach”

“A Community Coach: a guide who supports communities and organizations in identifying and achieving their goals.”

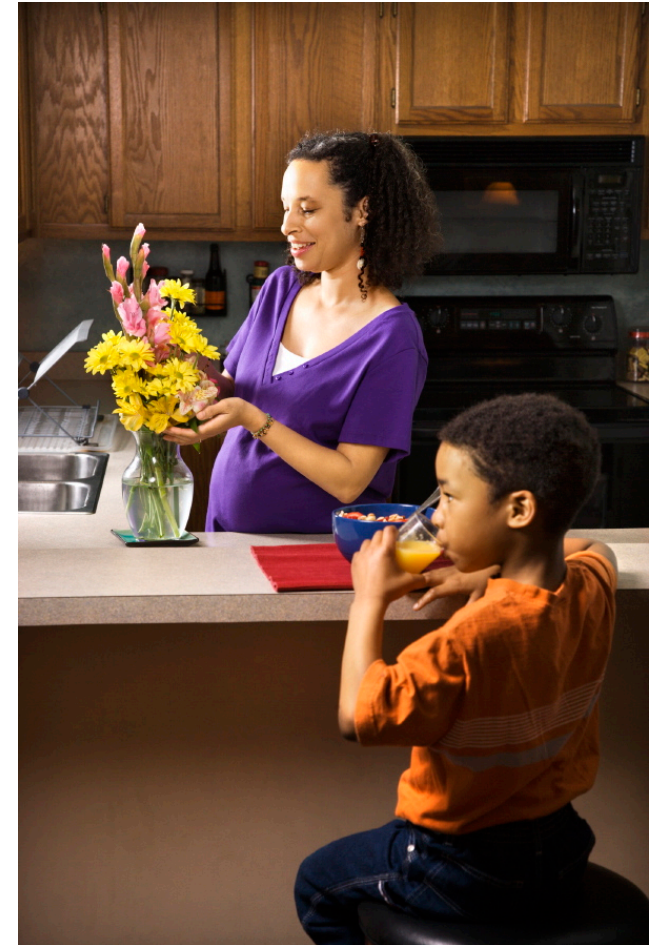
(Emery, Hubbell, & Miles-Polka, 2011)





# Project Goals

1. To empower rural communities to create and sustain environments that support healthy lifestyles for young children, with emphasis on good nutrition and physical activity.
2. Test community coaching model.





# Approach – Methods

## 14 Communities

- Selected Community coalitions identified as part of application
- 1 intervention, 1 comparison community per state
- Community coach hired and placed with intervention coalition





# Funding

**Funding to each community annually, for 4 years**

**Required:**

- one nutrition activity
- one physical activity-related project

## Allowable Expenses for CPCO Coalitions

All communities that have been selected to participate in the Communities Preventing Childhood Obesity project will receive \$5,000 annually for a total of 4 years to support program efforts. The following (table) lists authorized and prohibited uses of this funding.

	Funding CAN pay for:	Funding CANNOT pay for:
<b>Recruitment</b>	<ul style="list-style-type: none"> <li>• Recruitment, involvement, and recognition of project partners</li> </ul>	
<b>Promotion</b>	<ul style="list-style-type: none"> <li>• Marketing, advertisements, media campaigns in support of the CPCO project</li> <li>• Program enhancement items for participants               <ul style="list-style-type: none"> <li>○ Gift cards, games, toys</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Design of items</li> </ul>
<b>Organizational meeting costs</b>	<ul style="list-style-type: none"> <li>• Materials and supplies               <ul style="list-style-type: none"> <li>○ Pens</li> <li>○ Paper</li> <li>○ Photo copying</li> <li>○ Printing</li> <li>○ Binding</li> <li>○ Janitorial expenses</li> <li>○ Postage for meeting notices</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Refreshments:               <ul style="list-style-type: none"> <li>○ Alcohol</li> <li>○ Food from caterer, restaurant, or store</li> <li>○ Food made in someone's home</li> </ul> </li> </ul>
<b>Event costs</b>	<ul style="list-style-type: none"> <li>• Rental space</li> <li>• Event insurance</li> <li>• Temporary staff</li> <li>• Transportation</li> </ul>	
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• Evidence-based curriculum, must be selected from toolkit provided               <ul style="list-style-type: none"> <li>○ Purchase curriculum</li> <li>○ Training</li> <li>○ Implementation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Costs incurred for vendor programs, materials, and supplies that lack evidence effectiveness               <ul style="list-style-type: none"> <li>○ Even if supplies are evidence-based, if they were not selected from the toolkit provided, they can</li> </ul> </li> </ul>

# Assessment Tools



- Socio-ecological Model of Childhood Overweight Assessment Toolkit
- *Active Where?* Parents survey, initial + end
- *CHLI* tools: Initial + end assessments
- *Coalition Self-Assessments*: annually
- *Ripple Mapping*: End
- Reflections: Regularly
- Post-intervention interviews: Coalitions and coaches
- Insights leading to “Best Practices”



# Active Where? Survey

## Parents of 4-year-olds completed a community assessment

- At start and end of project
- Team adjusted wording for rural, age application
- Asks about physical surroundings, access to services, safety, physical activity
- Gathered brief demographic data, etc.

State Community Interviewer Month Year Survey #

**Active Where? Survey**

We need your help to make our study a success. Your honest answers to the items in this survey are very important to us.

Remember....

- we want to know what you think,
- there are no right or wrong answers,
- everything you tell us will be kept strictly confidential (secret).

Many of the questions are about your child's activities. Please answer these questions for your child with the most recent birthday who is between the ages of 3 and 5 years (closest to 4 years old) and who lives in this house most of the time.

Please tell us your: 1. Child's Age: \_\_\_\_\_ 2. Child's Gender: Male Female

1. How many days a week does your child live at this address?

0 1 2 3 4 5 6 7

2. Do you consider the neighborhood you live in a town, small village, or rural?

Town Small Village Rural

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Authors:  
Jacqueline Kerr, Ph.D., James Sallis, Ph.D., Dori E. Rosenberg, M.P.H., Gregory Norman, Ph.D., Brian Saelens, Ph.D., & Nefertiti Durant, Ph.D.



# CHLI - Community Healthy Living Index

## Three assessments:

- Neighborhood
  - Early Childhood Program Assessment
  - Community-At-Large
- Conducted before and after
- Coalition members provided information

### NEIGHBORHOOD ASSESSMENT

YMCA association/CHLI number: \_\_\_\_\_ Assessment date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Name of Community team: \_\_\_\_\_ **COMMUNITY-AT-LARGE ASSESSMENT**

CHLI point person: \_\_\_\_\_

\_\_\_\_\_ YMCA association/CHLI number: \_\_\_\_\_ Assessment date: \_\_\_\_/\_\_\_\_/\_\_\_\_

### EARLY CHILDHOOD PROGRAM ASSESSMENT

YMCA association/CHLI number: \_\_\_\_\_

Name of Community team: \_\_\_\_\_

CHLI point person: \_\_\_\_\_

Names of CHLI coordinators assigned to early childhood program: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Names and titles of individuals interviewed at early childhood \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### I. GENERAL INFORMATION

Note: Community is roughly defined as the area within a 10-mile radius or a 20-minute drive from a central location. Generally speaking, communities are typically made up of many neighborhoods, schools, libraries, shopping destinations, parks, recreational facilities, and other community destinations.

1. Name of community (provide best description): \_\_\_\_\_

2. Location of community: \_\_\_\_\_

2.a, Zip code(s): \_\_\_\_\_

2.b, County (or counties): \_\_\_\_\_

3. Community setting (check the best description):

Urban  Suburban  Rural

Rough definitions of urban, suburban, and rural settings are below. Recognize that these are only general guidelines, and each situation may be unique.

- Urban: an area that has an assortment of shopping destinations, a school, a place of worship, parks or recreational facilities, or other community destinations less than or equal to a half mile or a 10-minute walk from most homes

- Suburban: an area that has an assortment of shopping destinations, a school, a place of worship, parks or recreational facilities, or other community destinations approximately one mile or a 20-minute walk from most homes



# Coalition Self-Assessment Surveys

## Coalition Self-Assessment Survey

- completed annually
- queries aspects of being a coalition member and processes used
- hard copy and electronic versions

COALITION NAME

\_\_\_\_\_

Date

\_\_\_\_\_



**Instructions:** Please answer questions as they pertain to your invc coalition. If you are new to this coalition, please answer to the bes perspective of the meetings you've attended.

Please place an X on the line for each answer as in the sample.

**Sample Question:**

1. No   X                        2. Yes \_\_\_\_\_

Developed by: Erin Kenney, Ph.D. and Shoshanna Sofaer, Dr.PH. School of Public Affairs, Baruch College, City University of New York, 2000. Adapted by Communities Preventing Childhood

For use and/or adaptations of this document, please credit Erin Kenney, Ph.D. ; School of Public Affairs, Baruch College, City University of New York, 2000.

Q12. How are decisions usually made regarding coalition priorities, policies and actions? Check the **main way(s)** you think decisions are usually made. CHECK NO MORE THAN TWO.

1. \_\_\_\_\_ Coalition members vote with majority rule
2. \_\_\_\_\_ Coalition members discuss the issue and come to consensus
3. \_\_\_\_\_ The coalition chair makes final decisions
4. \_\_\_\_\_ The coalition executive or steering committee makes final decisions
5. \_\_\_\_\_ The lead agency for the project makes final decisions
6. \_\_\_\_\_ Don't know

Q13. Please check a number to show how **comfortable** you are overall with the **coalition decision-making process**.

- \_\_\_\_\_ 1. Not at all comfortable    \_\_\_\_\_ 2. Somewhat Comfortable    \_\_\_\_\_ 3. Very Comfortable

Q14. Please check a box to show how much you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
The coalition has <b>clear and explicit procedures</b> for making important decisions.					
The coalition <b>follows standard procedures</b> for making decision.					
The <b>decision making process</b> used by the coalition is <b>fair</b> .					
The <b>decision making process</b> used by the coalition is <b>timely</b> .					
The coalition makes <b>good decisions</b> .					

Q14a. Check the number that represents the amount of conflict in your coalition.

- \_\_\_\_\_ 1. More conflict than I expected
- \_\_\_\_\_ 2. Less conflict than I expected
- \_\_\_\_\_ 3. About as much conflict as I expected.

Q14b. Check the box that best represents your opinion of how much conflict within the coalition was caused by each of the following factors.

	None	Some	A Lot	Don't Know
Differences in opinion about coalition mission, goals and objectives				
Differences in opinion about specific objectives				
Differences in opinion about the best strategies to achieve goals				
Personality clashes				
Fighting for power, prestige and/or influence				
Fighting for resources				
Differences in opinion about who gets public exposure and recognition				



# Ripple Effect Mapping

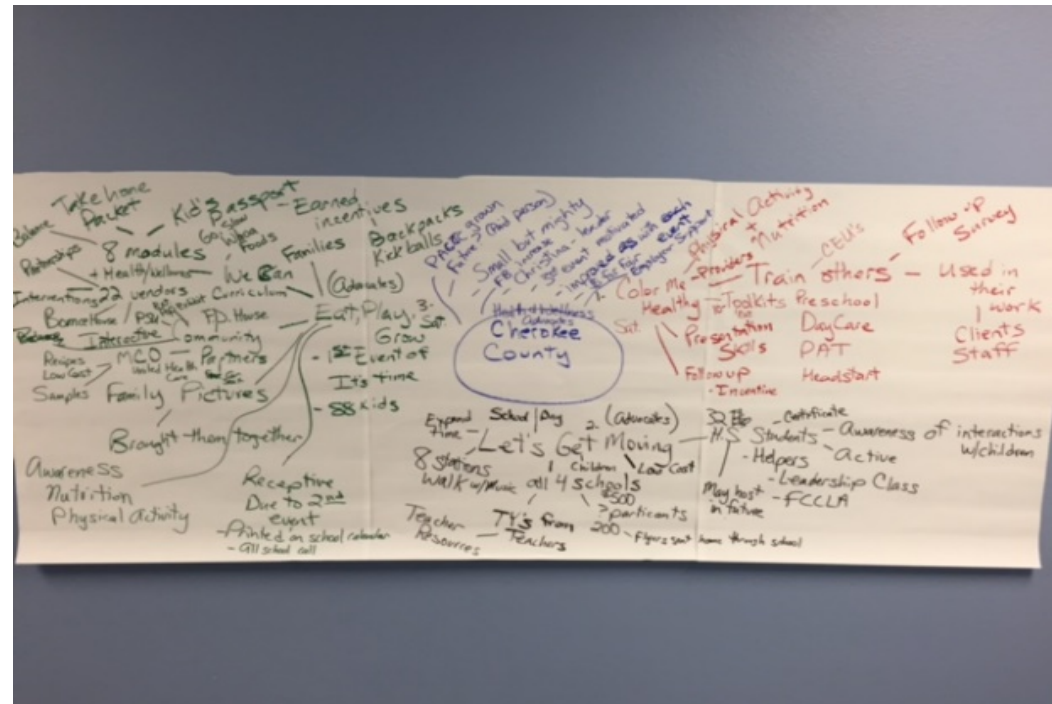
Method used to better understand the “ripple effects” and relationships of this project on individuals, groups, communities, and regions.



# Mapping Community Progress

## Ripple Mapping

- Coalition Members
- At the end of the project
- Discussion was invited, recorded observed
- Number of participants varied/state



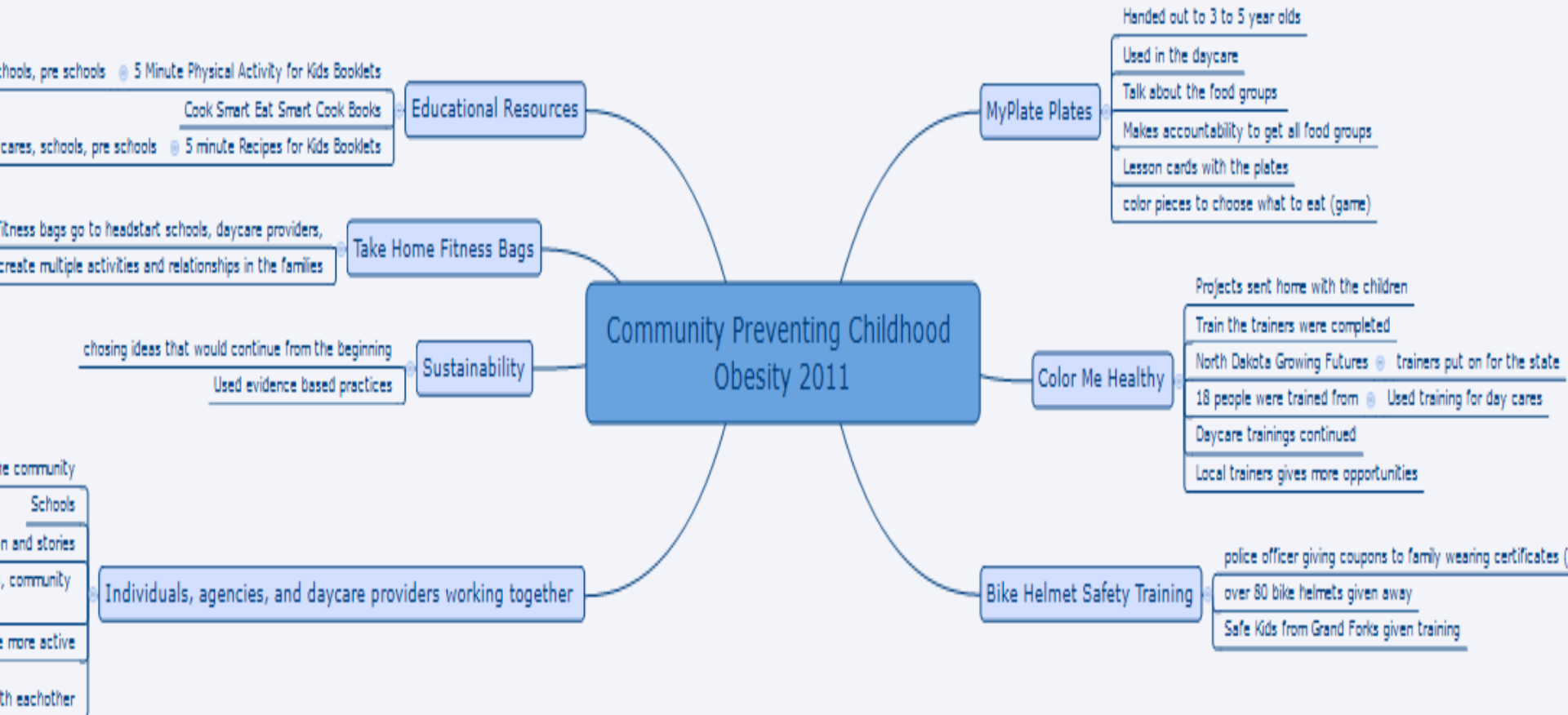


# Mapping process

1. Post a large piece of white paper on the wall and write “the project name” or purpose of the session in the middle of the map. (Some used Xmind to electronically record map)
2. Draw out several branches from the list identified
3. Ask and probe participants about the activities, programs, services, collaborations/connections, funding that resulted from the coalition’s work with our project - CPCO

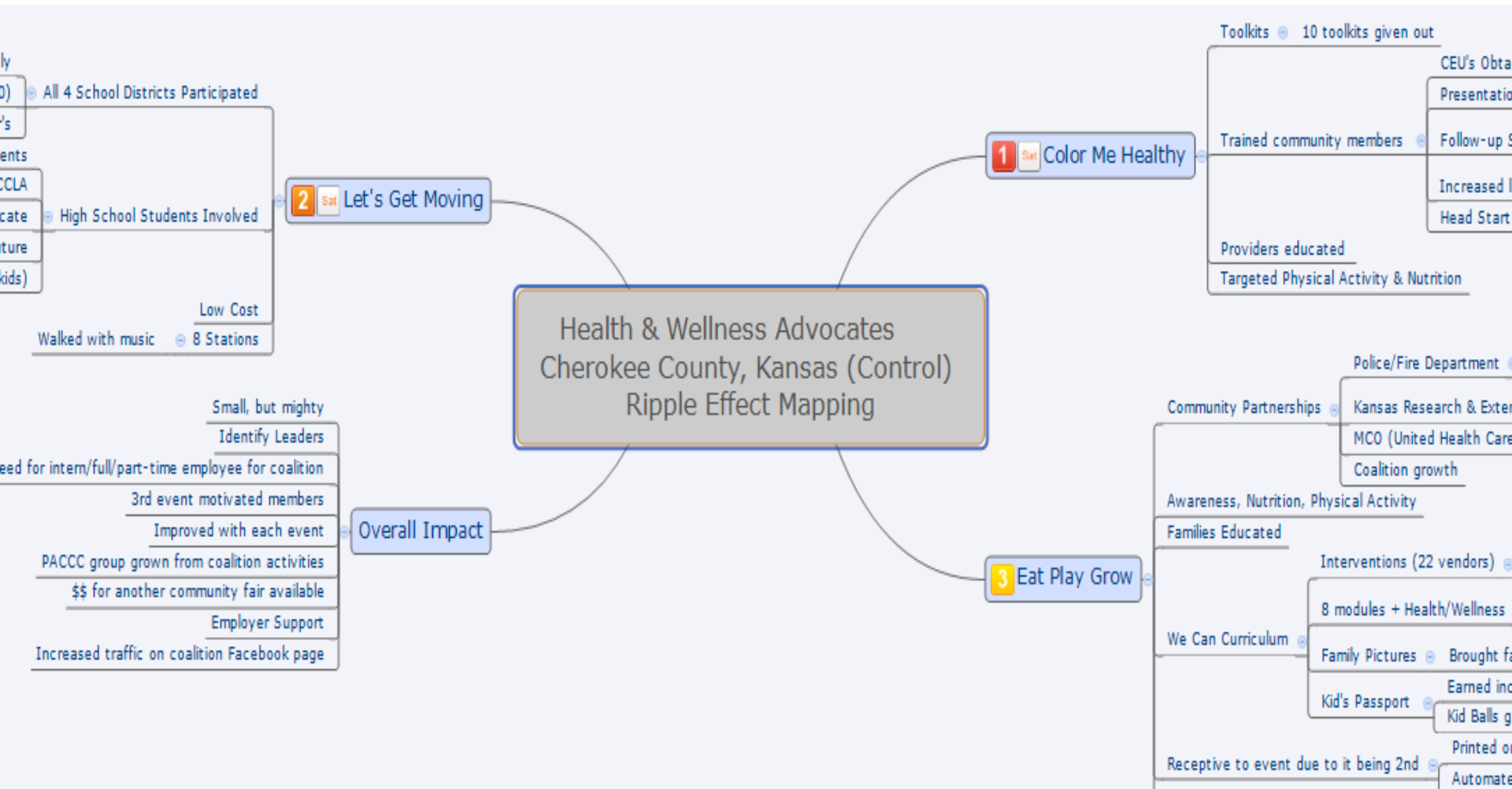


# Mapping Results – ND





# Mapping Results – KS Control





# Results

Which capitals from *the Community Capital Framework* increase from community coaching?

Human, Social, Political, and Built capitals were **higher** in coached communities:

- human capitals (89 vs 82 comparison commun)
- social capitals (108 vs 81 comparison commun)
- political capitals (27 vs 11 comparison commun)
- built capitals (29 vs 27 comparison commun)



# Results

What is the difference between coached and non-coached communities terms of the *Socio-Ecological Model* levels or rings?

Coached communities employed more programs, services, and activities under the organizational, community, and public policy rings than the non-coached communities.



# Results

Is there a significant difference in the number of “ripples” between coached and non-coached communities?

Yes, a difference **was** observed between the intervention and comparison communities.

Total ripple score among intervention communities was 37 and among the control communities was 33.



# Ripple Mapping

*We all came together, all the coalition members and our coach and the project director, and we went over all the different projects that we've actually done and realized that we did a lot more than we actually thought we did. So we just kind of looked at the big picture and thought "Oh, that was a good idea, that really worked out well" or "we really didn't get much turn out for this type of thing"*

*– Coalition Member*





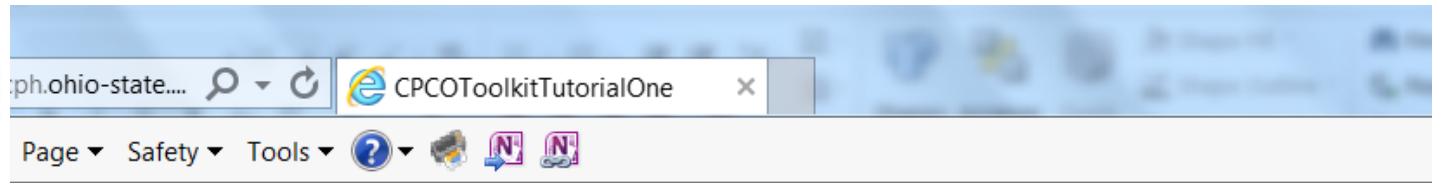
# Best Practices

Online modules for community coalitions

1. Readiness
2. Socio-Ecological Model
3. Using Evidence-Based Strategies
4. Evaluation
5. Community Coaching



# Screenshot of online toolkit Module 1

A screenshot of the 'CPCOToolkitTutorialOne' web application. The interface is blue-themed. On the left is a 'Menu' sidebar with a tree view under 'TUTORIAL 1', including 'Section 1 Objectives' and various sub-topics. The main content area has a teal header 'TUTORIAL ONE' and a large white box with the text 'Is Your Coalition "Ready" to Make a Change in Childhood Obesity?'. To the right of this box is an 'OBJECTIVES:' section with a list of three bullet points. At the bottom of the main area are a search bar, a speaker icon, and 'PREV' and 'NEXT' navigation buttons.

**COMMUNITIES**  
Preventing Childhood Obesity

ph.ohio-state... CPCOToolkitTutorialOne

Page Safety Tools ? [Globe] [N] [N]

**CPCOToolkitTutorialOne** Resources Notes

**Menu**

TUTORIAL 1

**Section 1 Objectives**

- Tutorial 1 - Shaping
- Attributes of coalition readiness
- Diverse coalition membership
- Building membership
- Competent and skilled leadership
- Case Study
- Competent and skilled leadership: Tool...
- SMART objectives
- SMART example
- Sense of time
- Community receptiveness
- Action Steps

Search...

**TUTORIAL ONE**

**Is Your Coalition "Ready" to Make a Change in Childhood Obesity?**

**OBJECTIVES:**

In this tutorial you will learn:

- How to define coalition readiness
- What are the key attributes related to coalition readiness
- Specific strategies to increase the readiness of your coalition

PREV NEXT





# Insights



Community Coaching is being “refined”

- No “right” way

Relationships and partnerships are essential

- Coalition members
- Coaches, staff, students

Reflection is critical

Sustaining community involvement over an extended time is challenging

Working in 7 states is challenging, yet rewarding

**NDSU** EXTENSION  
SERVICE

**MICHIGAN STATE  
UNIVERSITY  
EXTENSION**



**South Dakota  
State University**



**UW  
Extension**  
University of Wisconsin-Extension



**THE OHIO STATE  
UNIVERSITY**

COLLEGE OF FOOD, AGRICULTURAL,  
AND ENVIRONMENTAL SCIENCES



**COMMUNITIES**  
Preventing Childhood Obesity



**K-STATE**  
Research and Extension

**PURDUE EXTENSION**

**P U R D U E U N I V E R S I T Y**



# Research Team

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# Questions?

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