

Rural Health Care Services Outreach Grant Program
Grant#: D04RH23613
Samaritan North Lincoln Hospital
3043 NE 28th Street
Lincoln City, OR 97367-4518

Coast to Cascades CATCH Program
Final Evaluation Report
August 2015

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EXECUTIVE SUMMARY

The Coast to the Cascades Coordinated Approach to Child Health (CATCH) program was designed to help the children and families of rural Lincoln and east Linn counties attain higher-quality lives free of preventable disease, injury and disability due to illnesses related to poor nutrition and obesity. Schools and communities targeted by this program were comprised of children and families impacted by health disparities and inequities.

The overarching goals of the program were to (1) increase physical activity (2) improve nutrition and (3) establish a program that could be sustained after grant funding ended.

Selected program successes include the following:

- The objective to implement CATCH programs in 21 sites, serving at least 4,000 students over the course of three years was exceeded. CATCH was implemented in 27 sites, exposing (in the third year alone) at least 6,875 students to the CATCH curricula.
- The intensity of activity among children in physical education classes increased significantly - from 42% (before) to 55% (after) of time in physical education classes spent in moderate to vigorous activity (MVPA).

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- Preschool and afterschool educators implemented CATCH enthusiastically and comprehensively.
- Nutrition education was delivered in elementary schools during physical education classes and in regular classrooms.
- Educators in preschool and afterschool programs embraced the nutrition education vocabulary, frequently mentioning the value of the coordinated delivery of nutrition education lessons in both schools and out-of-school programs.
- Tasting Tables were implemented at all settings (preschool, school and afterschool) as monthly tastings in the lunchroom, snacks, and during special events such as Family Fun Night and school fairs.

Key findings related to sustainability are:

- Training objectives were fully met, creating a cadre of educators who have the capacity and commitment to continue implementing CATCH.
- A cultural shift has occurred, bringing healthy eating and active living to the forefront of attention in schools and across local communities.
- Coordination of school and community activities around healthful eating and activity has increased and is expected to grow.
- Community leaders have pledged to continue working together to prevent childhood obesity through sustained involvement in the CCCWN and the COPs.
- Samaritan Health Services has created a permanent position for the CATCH Program Director; as a result, the Director will continue to provide ongoing support to current and new CATCH sites and engage community partners in health-promoting activities.

Educators reported frustration with the preeminence of academics over physical activity in school settings, the inability to have an impact on unhealthy home environments, and school food services that are slow to make healthful changes. Recommendations for sustaining and growing local movements that support healthy eating and physical activity are provided.

BACKGROUND and PURPOSE

Background. Federal funding provided the foundation for a regional initiative to prevent childhood obesity in Linn and Lincoln counties. It began in 2010 when the Coast to Cascades Community Wellness Network (CCCWN) was developed with support from a Rural Health Network Development Planning Program (HRSA-10-020) grant. The CCCWN is comprised of 25 leaders from diverse community organizations across a tri-county region who have committed to work together to improve the health and well being of local individuals and families.

The CCCWN quickly identified childhood obesity as a community emergency. The percentages of children in Linn and Lincoln counties who were overweight or obese ranged from 25% to 44%. Fewer than a quarter of the children in these areas consumed at least five servings of fruits and vegetables per day. Further, the rural counties served by the CCCWN had fewer health, community and financial resources available to

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commit to obesity prevention and control efforts. Access in these counties to proven methods of preventing and controlling obesity was limited. In 2012, the CCCWN developed, submitted, and was awarded a grant from the Rural Health Network Development Planning Program (HRSA-12-083) to support implementation of the Coast to the Cascades CATCH program.

Purpose of the evaluation. The evaluation was designed to strengthen program delivery through continuous quality improvement, to document program effectiveness, and to provide high-quality data to guide decision making about future program development.

Brief description of project. The overarching aim of the Coast to the Cascades CATCH program was to help the children and families of rural Lincoln and east Linn counties attain higher-quality lives free of preventable disease, injury and disability due to illnesses related to poor nutrition and obesity. The schools and communities targeted by this program were comprised of children and families disproportionately impacted by health disparities and inequities due to low economic status and who lived in communities where social and physical environments contributed to poor eating habits and very limited physical activity. Program goals and measurable objectives, as specified in the original proposal, can be found in Attachment A.

The Coast to Cascades CATCH program to prevent childhood obesity was driven by the regional CCCWN and guided by local Childhood Obesity Partnerships (COPs). Childhood Obesity Partnerships - subgroups of the CCCWN - were formed in Lincoln and Linn counties and given the task of researching and recommending evidence-based initiatives and programs that could be implemented locally to address the growing epidemic of childhood obesity.

CATCH program implementation was supported by an administrative team consisting of the Project Director, Program Director, County Coordinators and site-based Champions. Administrators, teachers and staff were provided with CATCH equipment and trained to implement CATCH curricula in their preschools, schools and afterschool programs. During this project, CATCH was implemented in 27 sites. A description of the CATCH curricula can be found in Attachment B.

Baseline data. Baseline data submitted on the grant application documented the unhealthy status of children living in the communities served by the project and the paucity of opportunities for physical activity and nutrition education in these areas. Before this grant project, CATCH had been pilot tested but not yet widely implemented in the tri-county region.

EVALUATION METHODS

Data collection methods and sources. The CATCH program evaluation was based on the logic model approach and used participatory evaluation strategies. Quantitative baseline and annual measures were aligned with Performance Improvement Measurement System (PIMS) requirements. Sources of quantitative data included CATCH program records, meeting attendance records, meeting minutes, school enrollment records and

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surveys. Systematic processes were followed to track and report these required data elements. Physical activity level and lesson context during physical education classes were assessed using the System for Observing Fitness Instruction Time (SOFIT) protocol, a direct observation instrument.

Qualitative data were gathered via structured observations of regularly scheduled meetings and during special events. Additionally, each year focus groups, one-on-one interviews, and open-ended surveys were conducted. During year three of the program, when qualitative data were collected extensively in order to gather summative perspectives on program successes and challenges, data were gathered via one or more of these methods from nearly 100 stakeholders (duplicated count) consisting of educators and administrators (school, preschool and afterschool sites), food service staff, CATCH Champions, CATCH program staff and coordinators, CATCH curriculum trainers, community members and parents.

Data analysis and limitations. Standard quantitative and qualitative data analysis strategies were used. While other communities may benefit from learning about the processes and strategies used in implementing this program, conclusions and recommendations for improvement were developed specifically for the participating communities. As other communities adapt and replicate this program in their local areas, their results are likely to vary based on unique community characteristics and needs.

RESULTS AND DISCUSSION

The purpose of this final report is to provide a summative description of the most important lessons learned and the project's most significant outcomes and impact. Those wishing to replicate this program may obtain annual reports by contacting JoAnn Miller, Project Director, at jomiller@samhealth.org.

Generally speaking, this project was remarkably successful. Most implementation objectives were accomplished in a timely manner and when unanticipated impediments arose, effective workarounds were developed quickly. Ongoing monitoring of program implementation for purposes of continuous quality improvement contributed to early identification and resolution of problems. The Project Director and Program Director(s) diligently followed the work plan and tracked activities closely, gathering quantitative counts of events/participants as well as qualitative feedback and perspectives. These data were provided to the funders as part of required progress and PIMS reports, the sustainability plan and the strategic plan. All reports (implementation and financial) were submitted to HRSA on schedule.

The original proposal had projected that over the three-year period of the program at least 4,000 students would be served in 21 sites. This projection was exceeded significantly. In the third year alone, approximately 6,875 students participated in the CATCH program at 27 sites. Many of the 6,875 students participated in daily CATCH activities for at least two years, helping to establish life-long habits of healthier eating and physical activity.

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Each of the participating sites (see below) implemented the age-appropriate CATCH program for their sites. Teachers, administrators, and staff in each of these sites were trained in the CATCH curriculum and provided with a set of CATCH equipment. Other than training and equipment, sites received no other compensation for their participation. Each site made significant in-kind contributions to the program in terms of staff time and physical space.

Participating elementary schools in Lincoln County were Sam Case Elementary and Taft Elementary. Participating afterschool programs in Lincoln County were Crestview Heights, Sam Case, Taft, Toledo, Neighbors for Kids, and Yachats Youth and Families Activity Program (YYFAP). Participating early childhood programs in Lincoln County were Samaritan Early Learning Center, Siletz Illahee Child Care Center, Siletz Head Start, and YYAFP Early Childhood.

Participating schools in Linn County were Scio Charter, Cascades, Green Acres, Hamilton Creek, Lacombe, Pioneer, Riverview, Foster, Hawthorne, Holley and Oak Heights. Participating afterschool programs in Linn County were Boys and Girls Club Sweet Home, Boys and Girls Club Lebanon, and Scio Youth Club. The Boys and Girls Club - Kids Club in Lebanon was the only participating early childhood program in Linn County.

The following section of the report is organized around the three overarching goals of the program: increase physical activity, improve nutrition and sustainability.

Physical Activity

Key findings related to physical activity are:

- Physical education teachers were the first and most enthusiastic implementers of CATCH. As a result, the intensity of activity among children in physical education classes increased significantly - from 42% (before) to 55% (after) of time in physical education classes spent in moderate to vigorous activity (MVPA). The frequency and length of physical education classes did not change due to scheduling and space limitations.
- Classroom teachers, who are most focused on academic instruction, were slower to embrace the importance of daily physical activity in the lives of their students. Increases in the intensity and frequency of physical activity in regular classroom had a slow start but enthusiasm among teachers began to grow as school cultures shifted to embrace the critical importance of healthy movement and nutrition.
- Preschool and afterschool educators implemented CATCH enthusiastically and comprehensively; the intensity and frequency of physical activity among children in these settings has increased.

CATCH physical activities in schools were implemented during physical education classes and regular classes. Objectives related to the goal of increasing physical activity pertained to intensity (40% of physically-active time to be spent in moderate to vigorous physical activity) and frequency (30 minutes daily, at least five days a week). Both the

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CATCH for Schools and CATCH Kids Club curricula were used in school settings because some educators preferred the adaptability of the Kids Club curriculum. The CATCH School Coordination Kit and supplemental materials made it possible to utilize both curricula effectively in the school setting.

Intensity of physical activity during gym classes increased as a result of the adoption of CATCH, at a statistically significant level. To quantitatively measure changes in the intensity of physical activity during gym classes before and after CATCH was implemented, a total of 473 Kindergarten through fifth grade students were observed during 67 physical education lessons. Their activity levels were measured using the System for Observing Fitness Instruction Time (SOFIT) protocol. Compared with baseline physical activity level measurements, standing decreased from 40% to 32% ($p=0.006$), walking increased from 22% to 31% ($p=0.0001$), vigorous activity increased from 20% to 23% ($p=0.036$) and moderate to vigorous physical activity (MVPA) increased from 42% to 55% ($p=0.0001$). The percentage of time that children spent in MVPA during physical education classes (55%) was an exciting outcome. With CATCH, the recommendation of the Department of Health and Human Services that children spend 50% of time in MVPA was surpassed.

Unfortunately, over the three-year period of the program, physical education classes in schools were not offered more frequently and the length of physical education classes was not increased. In most schools with dedicated physical education teachers, children participated in physical education class three times a week for approximately 30 minutes per class both before and after the CATCH program was implemented. Most physical education teachers did not believe that the amount of time children spend in physical education class will increase in the future, despite new Oregon regulations that children are to be physically active 150 minutes per week by 2017. In the words of one physical education teacher:

“Schools are penalized if they do not meet state regulations for academic subjects. There are no penalties for failing to meet physical activity regs.” (PE Teacher)

Although increasing the frequency and intensity of physical activity in regular classrooms through implementation of CATCH activities has been slow to gain momentum and acceptance, there has been progress. Teachers often commented on practical considerations that limit the level of physical activity that can occur in classrooms (e.g., space and equipment storage). Further, the pressure on classroom teachers to focus exclusively on academics is strong. Still, teachers understand that children need to move. They often used CATCH physical activities when kids “need to get their wiggles out” or incorporated physical activity into transition times between subjects or projects.

“Teachers feel more motivated to provide “brain breaks” that involve physical movement of some kind.” (Teacher)

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Educators in preschool and afterschool programs successfully increased both the intensity and frequency of children's physical activity in their settings because they were not encumbered by the same physical or scheduling limitations as the schools. Preschool teachers enjoyed the structure provided by CATCH and reported improvements in behavior that resulted from participating in CATCH physical activities.

Educators in afterschool sites also embraced CATCH – appreciating the new ideas provided by the curriculum and the new equipment. Afterschool program educators developed innovative approaches for accommodating large age differences in children - sometimes children who are ages 5 through 12 are in the same place at the same time. With supervision, older children and volunteers can facilitate CATCH physical activities. Because of the accessible and adaptable nature of the CATCH curricula, older children could be given the task of selecting physical activities and leading younger children in the games. The fact that this provided older children with an opportunity to develop leadership skills was noted.

“A lot of our gym time has gone from chaos to structure. There are fewer kids waiting in line and goofing off. Kids are in the activities and being active. They leave with red sweaty faces. They are getting a workout and having a blast doing it.” (Afterschool Educator)

Nutrition Education

Key findings related to nutrition education are:

- Physical education classes seamlessly integrated nutrition education with physical activity.
- Classroom teachers adopted the Go, Slow, Whoa vocabulary and incorporated these concepts in their classroom teaching as well as during casual conversations with students about what they ate for lunch and snacks.
- Educators in preschool and afterschool programs also embraced the nutrition education vocabulary, frequently mentioning the value of the coordinated delivery of nutrition education lessons in both schools and out-of-school programs.
- Tasting Tables, which featured local “Go foods”, were implemented at all settings (preschool, school and afterschool) as monthly tastings in the lunchroom, snacks, and during special events such as Family Fun Nights and school fairs.

Conversations during focus groups and meetings revealed universal approval of CATCH age-appropriate nutrition education strategies, which can be delivered in a consistent manner in both educational and community settings. CATCH uses a roll-off-the-tongue vernacular for identifying most healthy to least-healthy foods through its Go, Slow, Whoa vocabulary. In fact, the Go, Slow, Whoa vocabulary taught by the CATCH nutrition curriculum appears to have “gone viral” throughout the schools, in families, and in the wider community. From the perspectives of program stakeholders, this component of the curriculum has created a strong foundation on which to continue to promote healthy eating.

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Physical education teachers integrated nutrition education with physical activity. For example, while children were transitioning between activities, the teacher would shout out foods (e.g., broccoli) and the children would shout back “Go!” As evidenced in the comment below, children were reportedly taking the nutrition education concepts home where they would influence the shopping and eating patterns of their parents.

“I’ve noticed a change in the kids. They are coming and asking me questions about certain foods. A parent told me that her husband had gone in for a health exam and he was pre-diabetic. He sat down to eat something and their kid said “Dad, don’t eat that. That’s a Whoa food.” (PE Teacher)

All teachers, regardless of the setting (preschool, school, and afterschool), said they often talked with individual children about what they ate for lunch or snack using the Go Slow Whoa vocabulary, congratulating them on Go choices.

“Kids are reading labels now. A lot of the food they bring into the cafeteria are pre-packaged stuff for lunches like these little sandwiches and cookies. So I have them read labels and tell me whether it is a Go Slow Whoa food. They are starting to get that.” (Teacher)

Tasting tables featuring a local “Pick of the Month” have become institutionalized, offered at least monthly at most sites. At most schools, tasting tables are set up in the school’s lunchroom. When possible, the cafeteria will also serve the “Pick of the Month” several times each month, prepared in different ways; repeated exposure is an effective way to introduce children to new foods. By year three, Tasting Tables were even offered weekly at one site due to popular demand.

At all sites, there were reports of children who were trying new foods enthusiastically. Tasting Tables also facilitated communication about nutrition. Teachers talked with children about the foods they tried when they return to the classroom after lunch. Educator observations included the following:

“The kids really enjoy the tasting tables because they get to try different foods. They’ll say, “This is such a cool thing, did you try this and did you try that?” They get excited about trying new foods that they don’t normally get at their house.” (Teacher)

At most sites, children taste the fruit or vegetable and then “vote” on whether or not they like it by placing a sticker on a posted chart. Most sites have also incorporate Tasting Tables at school events and have become more aware of the importance of providing Go food snacks at those events. Volunteers typically staff the tables.

“We are graphing the “likes” where parents can see the chart. That way they can see what their kids like to eat.” (Teacher)

Sustainability

That the fight against childhood obesity in Linn and Lincoln counties will be sustained – even expanded - is a key success story of this program. Sustainability is attributable to three primary factors –the capacity and commitment of educators to continue CATCH in preschools, schools and afterschool programs; a cultural shift in educational settings and communities that has embraced the critical importance nutrition and physical activity to the health and well being of children, families and communities; and leadership commitment to sustain and grow CATCH in educational settings and to continue working together to promote community activities aimed at preventing childhood obesity.

Educator Capacity and Commitment. Each year, educators and administrators in new implementing sites were given copies of the CATCH curricula and trained on the delivery of CATCH nutrition and physical education components. Once trained, an educator has the capacity to continue to deliver the program after grant funding has ended. CATCH trainers provided training in the first two years of the program and Oregon Extension Agents provided CATCH training in the third year of the program. Because Oregon SNAP-Ed recently adopted CATCH as an approved nutrition education curriculum, Extension Agents are now able to provide CATCH nutrition component training to local educators and community members in Oregon communities. As a result, newly implementing sites will be able to access CATCH training, free of charge, and continuing sites will have access to refresher training.

The presence of CATCH-trained educators in these communities will contribute to sustained capacity for delivering curriculum aimed at improving children’s health through increased physical activity and improved nutrition. During CATCH meetings in year three of the program, educators were introduced to the world of grants as a means of obtaining small amounts of funding to replace worn out equipment. While a few individuals were familiar with grants (e.g., directors of preschool and afterschool programs), most were new to the grant world. Because it is easier for administrators of 501c3 organizations (preschool and afterschool programs) to submit grants than it is for teachers in schools, plans were developed for the submission of collaborative applications. For example, the director of an afterschool program offered to write a collaborative grant for community gardens in CATCH communities. Grant seeking related to obesity prevention has become a topic of discussion and an action item in local meetings.

*“Potential funders we are considering for grants related to child health are Oregon Community Foundation, Northwest Health Foundation, Ford Family Foundation and Social Accountability grants from Samaritan Health Services.”
(Afterschool Educator)*

Cultural Shift. The cultural shift toward the promotion of healthy eating and activity is physically evident at most facilities and is confirmed during the conversations that occur during meetings. Most schools and out-of-school programs display CATCH-branded materials (e.g., posters) as a means of drawing attention to the new emphasis on healthy eating and activity. Student votes on Tasting Table foods are displayed so parents can

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see the foods their children tasted and talk with the children about what they liked. This cultural shift was frequently mentioned during meetings and interviews.

“People buy into it. Our board, the teachers, the principals, me. There is this belief in CATCH so that’s another reason it will live on as well.” (Teacher)

CATCH messaging is consistent with other community activities aimed at increasing physical activity and healthier eating; CATCH vocabulary and branding appears to be bubbling to the top in terms of recognition by many community members. Conversations between preschool, school and afterschool educators have been facilitated by the common themes provided by CATCH. Discussions at local Childhood Obesity Partnerships confirm the integration of CATCH activities with other community activities aimed at improving individual and community health.

“CATCH has been able to begin to bridge the divide between the community and school environments. Historically, it has been rather challenging for outside groups to make in-roads into school culture.” (COP member)

When children leave school and go to their afterschool program, they bring their knowledge and enthusiasm for CATCH.

“Now we have a common language. We’re all trying. Even the tasting tables, that seems sort of minor but the kids all know what it is. The kids at school, the kids at the afterschool sites know what CATCH is. It gives all of us educators a chance to share ideas like “how do you do this?” We are all using and sharing the same resources from the same source. It makes it so much easier to work together.” (Afterschool Educator)

Leadership Commitment and Support. The CCCWN is an active leadership board and it will continue to function. Samaritan Health Services provides staff support and meeting spaces to support the continuation of this entity. Childhood Obesity Partnerships (COPs) will continue in both counties as well. These groups meet on a regular basis and include broad representation of community health advocates. Meetings are convened formally and minutes are maintained and circulated.

Linn County COP has been particularly active over the past several years and contributes significantly in planning and implementing the annual regional Childhood Obesity Prevention Summit. In a move toward increased vibrancy, the Lincoln County COP merged in June 2014 with the local Community Wellness Education Committee and County Health workgroup for the Community Health Improvement Plan to form a Healthy Lifestyles and Wellness Committee.

Finally, in a stunning reflection of commitment to community health, Samaritan Health Services has chosen to permanently fund the position of CATCH program director. The creation of this new position within SHS’s operational budget will ensure that educators and COPs will have the staff support that is essential for ensuring ongoing momentum

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and success. This investment in community health was well received by CATCH stakeholders.

Because Samaritan has been the driving force behind this, it has established a whole new respect for the Samaritan system. People are saying, Samaritan is making this happen all over Lincoln and Linn county, all for the sake of the children. (Afterschool Educator)

Lessons Learned. Two significant barriers to preventing childhood obesity were mentioned most frequently -- the home environment and school food services. Physical education teachers also expressed frustration about the preeminence of academics over physical activity.

At the same time that teachers feel optimistic about what children are learning about physical activity and nutrition, they feel a sense of frustration about less healthy influences at home. In fact, when asked about the most significant barriers to preventing childhood obesity, family influences were most frequently mentioned.

“We’ve done a good job as a community making it normal for the kid to think about activity and food. It’s in schools and before and afterschool programs but bringing whole families on board is harder. If the parents aren’t on board with the kids when we’re teaching CATCH, I don’t know if we’ll be able to fully transform the lives of these kids. It’s got to be normal at home, too. That’s the next step.” (Afterschool Educator)

Preschool and afterschool programs were more successful in providing healthier food options for children because they could control what was purchased and served in their facilities.

“Our local cook used to use a lot of packaged goods but she has now shifted to using fresh foods. She even purchases locally raised natural meats. We are now a soda-free zone.” (Afterschool Educator)

Schools, on the other hand, were less successful. A few changes were made but for the most part change occurred more slowly in school cafeterias, especially when outside vendors provide the food service. Even in those locations, however, interesting changes have been noted.

“Sodexo is a hard nut to crack but we’ve made some progress. We have whole-wheat buns now for the hotdogs. We have a contract that doesn’t allow much flexibility.” (PE Teacher)

DISSEMINATION OF PROJECT FINDINGS

Progress and other required reports written in previous years of the program have provided detail about annual changes in the number of participating sites and children.

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Rural communities interested in implementing CATCH can be provided with these reports as well as other documentation to guide replication, including details about necessary resources, processes and strategies.

Project findings have been widely disseminated. Project findings were disseminated at meetings of the Oregon Public Health Association, the Oregon Rural Health Conference and the Northwest Regional Rural Health Conference. Each year, at least one article was published in Heart to Heart, a publication reaches 27,000 households in the tri-county region. Local newspapers covered stories about CATCH events in their communities.

CONCLUSIONS AND RECOMMENDATIONS

A program that was launched and implemented through federal funding will now be sustained in Linn and Lincoln counties. Because of the participatory nature of the program and its evaluation approach, continuous improvements to the implementation process have been made in an ongoing manner. Regional and local leaders have been involved throughout the program and are proud of its success. As well, educators have helped to steer program implementation and enjoy a sense of responsibility for its success. These stakeholders did not wait for an evaluation report when opportunities to strengthen and sustain the program arose. For that reason, most of the following recommendations for sustaining and growing efforts to prevent childhood obesity have already been put into place or are under consideration. These include:

- Sustain and increase support among regional leaders in the CCCWN and community health advocates in the COPs for coordinating community activities aimed at preventing childhood obesity. Staff support for these two entities, provided by Samaritan Health Services, will ensure that these entities do not flounder or fade away.
- Coordinate and enhance health-promoting activities in educational and community settings to sustain the culture shift in schools and communities that have embraced the critical importance of better nutrition and increased physical activity for children, families and communities.
- The CATCH Director will continue to provide programmatic support to current CATCH sites and will facilitate access to CATCH training for new sites.
- Continue to encourage the development and submission of proposals for equipment replacement to local funders among current and new CATCH participants.
- Be watchful for new federal grant opportunities that would make it possible to invigorate current practices through the addition of new and innovative strategies aimed at improving individual and community health.
- Promote greater understanding about CATCH and related health-promoting activities by posting this report on appropriate websites and other social media, and sharing best-practices and lessons-learned at local, regional and national meetings.

Attachment A: Program Goals and Objectives

Goal 1: Establish CATCH as a sustainable program for the promotion of health and the attainment and maintenance of a health weight for Lincoln and Linn county children.

Objectives:

1. By October 2012, establish two local CATCH committees to provide local oversight and support for implementation of their local CATCH Programs (one in Lincoln and one in Linn County), train members, and establish a schedule of meetings.
2. By October 2012, launch the three-year staggered plan for implementing CATCH programs in at least 9 sites in year one, 19 sites in year two, and 21 sites in year three, serving at least 4,000 children over the three-year period.
3. By February 15, 2013, with input provided by CCCWN members, CATCH committees and key stakeholders, develop and submit to HRSA the 5-year strategic plan.

Goal 2: Increase the consumption of fruits and vegetables among children in Lincoln and Linn counties.

Objectives:

1. By August 2015, provide at least 4,000 children with the opportunity to consume new health fruits and vegetables at least once a month for 8 months at 100% of CATCH sites.
2. By August 2015, teach at least 4,000 children the skills to enable them to select healthy foods and prepare healthy snacks by delivering nutrition education at 100% of CATCH program sites and increase offering of fruits and vegetables in at least 50% of school cafeterias.
3. By August 2015, institutional a health-food component to promote healthy food choices at existing annual events (e.g., health fairs, family nights, carnivals at 100% of program sites.

Goal 3: Improve health, fitness and quality of life through increased physical activity among children in Lincoln and Linn counties.

Objectives:

1. By August 2015, 90% of students at each CATCH K-5 program site will participate in at least 30 minutes of physical activity five days a week.
2. By August 2015, at least 40% of the physical activity time in 90% of each CATCH K-5 program site is moderate to vigorous physical activity.
3. By August 2-15, 90% of pre-school-aged children at CATCH sites participate in CATCH activities 5 days a week.

Attachment B: CATCH Curricula

The Coordinated Approach to Child Health (CATCH) program was identified following a review of evidence-based childhood obesity prevention programs. Extensively evaluated since 1991, studies on CATCH's effectiveness had documented improvements in dietary intake and physical activity levels among children. As a comprehensive coordinated curriculum, it was designed to bring together schools, families and communities. The CCCWN agreed with the COPs' recommendation to implement CATCH because it was evidence-based, targeted both children and families, was easily sustainable, and it complimented existing obesity prevention activities in the region.

The following three CATCH curricula were implemented:

CATCH for Schools (in-school, K-5). CATCH for Schools uses a comprehensive strategy that coordinates nutrition education and physical activity in physical education classes, regular classrooms, the cafeteria, and the home.

CATCH Kids Club (afterschool, K-5). CATCH Kids Club coordinates with the in-school program; its adapted manuals provide scripted teaching lessons for both professional and non-professional instructors. Games, songs, nutritional facts, recipes, handouts, and letters home are available in both English and Spanish.

CATCH Early Childhood (preschool). In this curriculum, CATCH concepts are modified to be age appropriate for 3-5 year old children; children are engaged in fun and educational hands-on activities such as classroom-based gardening and lively dance/music activities.

The physical activity component of CATCH augmented the limited opportunities for physical activity in preschools, schools and afterschool programs. The nutrition components of CATCH educated children and families about healthy eating and increased children's access to healthy foods through tasting tables, healthy snacks, and meals.