

# Planting Seeds of Nutrition: Nutrition Intervention for Community Assets in Twin Towers

Abbie Hill, Kim Steinhebel, and Emily McDermott

## Community Assessment

The goal was to address the social and environmental aspects of nutrition behaviors in the Twin Towers neighborhood, as well as the assets present in the community.

### Data collected through:

- Semi-structured interview of key informants, Libby and Megan, from East End Community Center
- Secondary sources
  - American Journal of Community Psychology
  - National Academy of Sciences
  - USDA
  - Dayton and Montgomery Public Health

### Findings:

- Ethnic breakdown of Twin Towers neighborhood: 51% white, 17% black, 25% hispanic, 6% two or more
- 100% eligible for free lunch
- SNAP district
- Key informants are useful for developing initiative and bringing about change in a community
- Enhancing competence and environmental support may improve empowerment capacity of the community members and aid in achieving desired outcome(s)

### PES statement:

- Limited knowledge of food programs available (NB-3.3) related to lack of advertisement and communication regarding the programs as evidenced by only 52 families participating in backyard gardens, 80 Ruskin Elementary students in Miracle Makers, and 15 youth teens who participate under FARE.

## Nutrition Intervention

### Procedure:

1. Starting at 3:30pm, kids ranging from kindergarten to third grade went from table to table in small groups for 4 minute rotations
2. At our table, we asked the kids about their favorite fruits, vegetables, and any gardening exposure
3. At 5:00pm, parents and guardians started to come pick up their kids
4. Three parents participated in taking the pre and post-test

### Adults:

- Handout providing information on the food programs available
- A short information session given after the pre-test to aid in increasing knowledge
- Due to low guardian presence at family night, the handouts were taken to be distributed at school

### Kids:

- Identifying different fruits
- Asking questions about fruits, vegetables, and gardening

### Objectives:

- **Process-** A brochure containing information on all of the programs was printed and presented at an after school Miracle Makers event at Ruskin Elementary.
- **Impact-** 75% of participants will improve their scores from pre-test to post-test after a discussion and education regarding programs available and what they provide.
- **Outcome-** 50% of those who attended the intervention during the Miracle Makers Event at Ruskin Elementary signed up for a FARE program.



## Evaluation and Conclusion

- **Process-** A brochure containing information on all of the programs was printed and presented at an after school Miracle Makers event at Ruskin Elementary.
  - Due to low parental attendance, handouts were given to Libby to be distributed at school events.
- **Impact-** 75% of participants will improve their scores from pre-test to post-test after a discussion and education regarding programs available and what they provide
  - 2/3 of participants improved their scores (n=3)

### Other observations due to high participation of kids:

- Evaluation based on participation observation
  - Low knowledge of fruits versus vegetables
  - Excitement regarding gardening

## REFERENCES

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