

**CHNA 17
SPECTRUM ACCESS
PROJECT SHOWCASE MAY 2011**

**Funding Provided by:
Mount Auburn Hospital &
Cambridge Health Alliance**

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CHNA 17

Arlington Belmont Cambridge Somerville Waltham Watertown

CHNA 17's mission is to promote healthier people and healthier communities by providing a forum to identify, prioritize, collaborate, design and track local and regional health promotion strategies and to tell the stories of lessons learned.

Who we are

The Community Health Network Area 17 (comprised of Watertown, Arlington, Cambridge, Somerville, Waltham and Belmont) is a group of individuals and organizations from all of the 6 member communities who meet to think together about how to make our communities healthier, and to share resources. Members include people who think about transportation, land use, healthcare, nutrition, elder services, substance abuse and many other topics. The CHNA meets once every two months. Members are part of an email distribution list and attend meetings.

The CHNA has existed since 1992, sometimes with (and for many years without) funding. The group's work is currently funded primarily through an allocation from Mouth Auburn Hospital. The Cambridge Public Health Department also contributes to the CHNA's community grants.

Steering Committee

The CHNA steering committee is composed of CHNA members who are committed to moving the work of the group forward. The steering committee provides oversight for the coordinator as well as guidance and administrative decision-making for the group. The steering committee does most of its work by email and meets in person a few times each year to review progress and plan for the future. We are looking for steering committee members, particularly from member communities outside of Cambridge.

Current Members:

Elizabeth Aguilo (Paine Senior Services)
Mary Johnson (Mt. Auburn Hospital)
Marilyn Lee-Tom (Community Day Center Waltham)
Kristin French (Wayside Multi-Service Center)
Stacey King (Cambridge Public Health Department)
Frank Connelly (Cambridge Prevention Coalition)

Support Staff

Coordinator: Sadie Simone
Regional Center for Healthy Communities: Elizabeth Theriault

MINI-GRANT OVERVIEW
Improving Consumer Access to and Comfort With Services

It is recognized that consumers who feel listened to, understood and responded to by knowledgeable staff are best able to access the services they need. To feel listened to, consumers require a sufficient time for each interaction, during which they are given an opportunity to explain their situation and their unique concerns. To feel understood, there must be a connection between providers and consumers that is respectful and authentic, recognizing the humanity of both provider and consumer. For consumers to feel responded to adequately, providers must be well trained, compassionate and have all of the resources that they require. Sensitive follow-up is also imperative, which can take time, energy and coordination. It is also the case that many people experience barriers to ever reaching a service provider, and therefore outreach to consumers must be done in a thoughtful, respectful and flexible way that builds trust and understanding.

CHNA 17 Mini-grants support organizations that address client/consumer comfort on in a variety of methods, from new methods of consumer care, staff/ consumer interactions and improved access through additional services. The CHNA recognizes the significant challenges inherent in creating projects that will meet the needs of vulnerable populations and seeks to stimulate CHNA 17 communities to develop collaborative, locally informed proposals to address this issue.

Cambridge Community Center, Inc. and Margaret Fuller Neighborhood House, Inc.

How Do I Cook Now? A Practical Education Course for Community Residents with Adult Onset Diabetes

PROJECT DESCRIPTION

This project involved Cambridge Area IV and Riverside residents with diabetes in the design and implementation of a series of workshops that will combine cooking skills with nutritional, medical and practical information. A multi-session planning process followed by the implementation of workshops reaching individuals with Adult Onset Diabetes. The project is a collaboration between the Cambridge Community Center and the Margaret Fuller Neighborhood House—two long standing Cambridge organizations that provide services and support to the lowest-income residents of Cambridge.

MAJOR ACCOMPLISHMENTS

During this grant period, we know that our project has had an important impact on our workshop participants as well as our group leaders, planners and guest presenters. Feedback from all has been overwhelmingly positive as indicated by our evaluation summaries, anecdotes from participants and comments by special guest presenters. We have created a curriculum for a six-week peer-driven diabetes education and support group, as well as a list of available local experts willing to participate in this workshop series. We have also designed related marketing materials and we collected handouts and informational sheets. This workshop series is highly replicable and we would like to offer it on a more or less continuous basis as long as the need remains in our community and the resources are available to continue.

KEY LEARNING'S

With several false starts, we realized how difficult it was to manage a community design

process. We had expected to bring together residents of two Cambridge neighborhoods, staff members from two Settlement Houses, experts from the Cambridge Public Health Department, and local nutritional, nursing, and cooking professionals to design and implement a program addressing the needs of residents with Adult Onset Diabetes. We had hoped that the planning process would be completed by the end of the summer of 2010. Because of our slow start, and the difficulty of recruiting community members to become involved, this process took significantly longer. We eventually decided that focus groups would be our best way to gather community input. Our four focus groups were not completed until December of 2010.

It was apparent from our focus groups that the community wanted more than “cooking demonstrations”. They were interested in having a wide range of speakers and activities.

IMPACT ON INDIVIDUALS OR THE COMMUNITY

Again and again participants indicated that sharing their challenges in coping with Diabetes was extremely important to them. One participant: *“Up until these groups, I was afraid to share that I had diabetes. I was embarrassed and did not want anyone else to know. I thought it was all my fault. It has made such a difference to know that others are the same as me.”*

Another participant: *“You know-- I never take my medication because I forget. A second participant immediately says: Oh I'll call you every morning. (She has been calling every morning since that session and it has been a great help!)”*

Adapted from the 2010 final report by David Gibbs and Barbara Kibler

CitySprouts, Inc.

Citysprouts summer internship pilot

PROJECT DESCRIPTION

The summer internship gives youth a hands-on experience in healthy eating and environmental education. For four mornings a week, the youth enrolled in CitySprouts summer program learn the skills to grow food, learn to prepare it, and to share skills and knowledge with peers and family.

MAJOR ACCOMPLISHMENTS

With funding from CHNA 17 in 2010, CitySprouts developed a pilot “nested” within their summer program. The project was a collaboration with the City of Cambridge Youth Programs at two sites. CitySprouts looked at the success of the program in two ways. Was the collaboration successful and were they able to see a change in knowledge and practice for the youth interns around healthy eating. CitySprouts determined the project successful on both levels. Many of the 19 interns in the program reported trying new vegetables and sharing them with their families. The collaboration increased CitySprouts efficacy in reaching and serving more low-income families.

KEY LEARNING'S

The focus of this pilot was the collaboration between CitySprouts and CYP. The initial groundwork of this partnership-and any partnership-requires time and other resources as the two groups develop their shared process. A key learning we would like to share is the value of investing in partnerships, especially public-non-profit partnerships such as this one. We found that the resources each side brought to the project were highly complimentary. For instance, CYP brought important background on the youth and their families that was invaluable to CitySprouts in selecting and supporting interns. CitySprouts in turn brought the flexibility and community experience that elevated the interns summer experience to the level where they felt empowered to share and teach about what they were learning.

IMPACT ON INDIVIDUALS OR THE COMMUNITY

The following are three short examples of how the CitySprout's internship empowers youth to be engaged in healthy-food, and to share their knowledge and excitement with others.

- One of the favorite activities cited by our interns was the Supermarket Snoop, a very local field trip to the supermarket or neighborhood store. The interns loved walking through the food aisles reading food labels, figuring out how far food had traveled from field to shelf, and talking about the role of advertising in marketing food.

- The Peabody team really enjoyed harvesting from the garden and taking produce to nearby Zing! Pizza in Porter Square, who created a special summer CitySprouts pizza featuring the school produce.

-Lastly, youth interns returned to Gately in November to cook up some of their favorite herb and vegetable dips for the season celebration. Many adults guests were clearly moved by how the CitySprouts youth team so proudly and competently served their healthy dip and vegetables to the crowd of 125+

Adapted from the 2010 final report by: Jane Hirschi

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Phillips Brooks House Association, Inc. (PBHA) *Cambridge Youth Enrichment Program's Health Initiative*

PROJECT DESCRIPTION

CYEP's Health Initiative, Summer 2010 raised campers' and teens' awareness of the health services available to them in Cambridge and taught campers about health and nutrition using a variety of methods in several different settings.

MAJOR ACCOMPLISHMENTS

Once camp started, each of CYEP's 17 classrooms was required to spend at least one hour a week on a tailored health and nutrition curriculum (most classes far exceeded the minimum). In fact, many classes made health their summer focus. Not only were students exposed to information through lectures, but they also engaged in stimulating project-based learning. Creative lessons undertaken by classes included calculating the sugar and fat content in common foods, preparing easy-to-make healthy snacks, boating (above), dancing, swimming, and yoga. Campers' health and fitness were evaluated every week in the workshop. For example, at the beginning of camp, only half of the campers could complete a mile run in under 15 minutes, but by the end of the summer every camper was completing the run in less than 15 minutes. Through the workshop campers gained a comprehensive understanding of their health and body image.

KEY LEARNING'S

Given the right tools – interactive, hands-on curriculum, project-based activities, age- and condition- appropriate exercise – children from many different backgrounds can become excited about improving their health, nutrition, and fitness. Thanks to the research, hard work, and creativity of the CYEP senior counselors, the children were ecstatic to participate in the *Health Initiative, Summer*

2010 and showed significant gains in their level of fitness throughout the summer.

IMPACT ON INDIVIDUALS OR THE COMMUNITY

A young overweight camper who had been dealing with weight issues her entire life took her mother to the grocery store, showed her which ingredients to buy, and made healthy trail mix for the entire workshop. She also started a calorie log and plans to join a summer sports league in the summer of 2011.

Adapted from the 2010 final report by Ben Graeff
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East End House

The Whole Girl

PROJECT DESCRIPTION

The Whole Girl is designed to provide an opportunity for girls in the East End House and Kennedy-Longfellow Middle School Program to engage with strong and supportive female role models in activities that have been traditionally difficult for females to access, such as science and technology, or are sensitive topics that are more effectively discussed in single gender groups, such as understanding changing bodies and emotions.

MAJOR ACCOMPLISHMENTS

The Whole Girl project took place over 10 months in the East End House Middle School Program and served a total of 48 girls in 6th-8th grades. Girls participated in two programs that taught them technology skills, helped them think critically about self-image and role models, guided them through self-reflection and self-awareness activities, addressed physical and emotional health, discussed values like friendship and trustworthiness, and explored possible careers and colleges and what it takes to get there.

KEY LEARNING'S

East End House staff learned that some presumptions made about girls' interests - for instance, plans for yoga and dance classes - were incorrect. Without student buy-in, certain classes fizzled before they had hardly begun. Contrastingly, classes based on student input and leadership have been wildly successful, even beyond the original population that participated in focus groups and advised on the topics in the first place. The impact of youth voice, leadership, and culture in the success of a youth-development project like The Whole Girl cannot be underestimated, and should precede any program development.

IMPACT ON INDIVIDUALS OR THE COMMUNITY

The Whole Girl's Career and College Class recently did a teambuilding activity to start off a session. The group stood in a circle; in front of them were two concentric circles of rope. Teachers read off statements, and if the girls agreed strongly, they stepped into the innermost circle; if they "sort of" agreed, they stepped into the outside circle; and if they didn't agree at all, they stayed where they were.

Statements included things like: *I am smart; I am not afraid to try new things; I am adventurous; I think I have something valuable to teach other people; I am willing to take positive risks; I am independent; I can be a good role model; I am a leader; I know at least one adult I can turn to and trust; I am a loyal friend.*

Girls conversed with each other and made honest decisions about where to stand, often taking risks to honestly disagree with something their peers all agreed with. This was a short icebreaker activity that spoke to the trust built up between the program's teachers and the students, who all treated each other with respect and openness. Participation was 100%, and the girls were very willing to delve into serious topics. All in all, this one short icebreaker is an example of how staff gained confidence and skill in engaging young female students in self-reflection, self-awareness, and youth development activities.

Adapted from the 2009 final report By Caitlin McCormick

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Joseph M. Smith Community Health Center, Inc.

JMSCHC Language Services Project

PROJECT DESCRIPTION

This program is a patient service excellence training for patient service representatives, health benefits counselors, managed care representatives, prevention and wellness navigators, and outreach workers at our Waltham and Allston health centers. The purpose of the training is to increase the comfort of patients and enhance access to care through improving the customer service skills and professionalism of JMSCHC staff, and the quality of health center operations as a whole.

MAJOR ACCOMPLISHMENTS

Our major accomplishments were fostering better customer service skills, increased competency when dealing with patients, and improved internal staff relations among patient-facing staff. Staff supervisors attended external training sessions on customer service, supervisory skills, dealing with conflict, and other related topics. They then held monthly staff meetings where all relevant patient-facing staff members were trained in the same topics. As a result, our patients were happier as was indicated by positive feedback on patient surveys.

While we will not continue to send supervisors out for external training, internal monthly training sessions within the health center will continue. Some of the same topics will be covered, both as a refresher for existing staff and as a new topic for new staff. Supervisors may also choose to cover different topics they have learned about independently.

KEY LEARNING'S

An unexpected result was that staff members not only worked toward improving their customer service and communication skills with patients, but also with each other. Staff used the techniques learned during training to better communicate with other staff, to show greater respect toward different cultural viewpoints among staff members, and to problem solve as a team. Staff members who participated in the training became better customer service representatives all around.

IMPACT ON INDIVIDUALS OR THE COMMUNITY

While there was no one moment that captured the spirit of the project, being able to see the change in staff following the training sessions and their efforts to smile, be polite and exhibit patience while doing their work captured the project's impact. We were able to see that patients really valued the service they received.

Adapted from the 2010 final report by: Justine Egan

Institute for Community Health

“Getting to Know You” Enhancing Patient and Staff Comfort with the Collection of Race, Ethnicity and Language Data

PROJECT DESCRIPTION

Through the development and dissemination of enhanced training and educational materials, this project increased both patient and registration staff comfort with this process, which is critical to improving data accuracy, enabling the monitoring of care quality for patients and, ultimately, to improving overall health for all patients.

MAJOR ACCOMPLISHMENTS

The project has succeeded in providing resources to patients and staff at the Cambridge Health Alliance (CHA) that help patients feel comfortable with answering questions about their race/ethnicity/language (REL), thereby allowing the collection of accurate information. Several tools were designed to inform and educate both patients and staff about this data collection process. Our patient education efforts focused on developing a poster helping patients to better understand the reasons for this data collection, while providing answers to frequently asked questions such as the difference between race and ethnicity.

For registration staff, we have created an online training module that reviews why accurate REL information is important, provides best practices and tips in asking for this information, and shares sample answers for patients' frequently asked questions. Through the training, staff therefore learn key principles in this data collection, including asking non-leading questions, allowing patients to self-identify, providing guidance to patients who may be confused, and sensitively responding to patient questions/concerns.

Altogether, these efforts serve to better equip CHA to ensure the provision of equitable care to all patients. Specifically, by improving staff and patient comfort with REL data collection, we are able to improve the accuracy of this

data. This, in turn, enables the meaningful comparison of health outcomes by patient population, which further allows CHA to identify disparities that may exist, implement interventions to address those disparities, and monitor progress towards eliminating gaps.

KEY LEARNING'S

Our efforts in this project were geared towards creating products that would remain beyond the funding period. All document resources on the collection of REL information will be available through the CHA staff website (intranet) and maintained collaboratively with the project team and the IT department. (We are also exploring the possibility of making these resources available in the CHA external website so that other hospitals might make use of them.) This will allow staff the ability to search for and print out resources as necessary, eliminating the need for efforts to ensure that print resources in key languages are adequately stocked at each site. Among the resources available on the intranet is the ethnicity list tool. Updated versions of the tool (with a current list of ethnicities) will be available on the intranet to ensure that staff will always have access to the most up-to-date information.

Adapted from the 2010 final report by: Susan Choi

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Parents Helping Parents

Parent Support Group St. Mary's Shelter Waltham

PROGRAM DESCRIPTION

Parents Helping Parents (PHP) will maintain a parent support group at the Mary's House shelter operated by the Middlesex Human Service Agency. This support group will follow a mutual support model facilitated by a trained volunteer. The group will meet throughout the year on a weekly basis. Since the group is not curriculum-based, there is no start or end date thus permitting any parent in the shelter to join the group at any time.

MAJOR ACCOMPLISHMENTS

During calendar year 2010, 20 parents with 29 children attended the support group for one or more meetings. Because Mary's House provides temporary shelter, many parents stay for only a few weeks although some stay for several months. Nonetheless, the parents attending the Mary's House group participated in PHP's annual parent survey conducted in November, 2010 to determine the effectiveness of the program.

The surveys reflect the parents' self-assessment regarding several variables that relate to the strengthening of protective factors. Answers from the surveys reflect positive change in protective factors after participating in a group. Some of the questions asked included:

"I know what makes me angry."

"I how to control my emotions."

"I can ask for help when I need it."

Research has shown that these protective factors are associated with reduced incidence of child abuse and neglect.

KEY LEARNING'S

When an outside organization offers a support group in a shelter, it is extremely important that both organizations respect the work that the other is doing. Sometimes this is hard and requires regular communication. Conversely, parents attending group need to understand that the group facilitator has no influence with the shelter and any problems related to the operation of the shelter have to be brought to the appropriate person. However, these issues can be discussed in group and the parents can develop strategies to try to resolve issues that arise in the shelter

IMPACT ON INDIVIDUALS OR THE COMMUNITY

At one group meeting as the time came to an end, a parent said she was interested in learning more about ADHD because one of her children was very active and hard to settle down. The next week the group facilitator brought in some material describing ADHD and gave it to the parent. A new member of the group said one of her children was diagnosed with ADHD and living in a shelter was especially hard on children who were hyperactive. This parent had developed several strategies for dealing with her child and a lively discussion ensued.

Adapted from the final report by: Randall Block

Somerville Public Health Department

Increasing Access and Capacity for Mental Health Intervention at the Community Level: Mental Health First Aid Training for Somerville Community Agencies serving diverse populations.

PROJECT DESCRIPTION

The implementation of a Mental Health First Aid (MFHA) program in the City of Somerville. MHFA is a groundbreaking public education program that helps the public identify, understand and respond to signs of mental illness and substance abuse disorders. The motivation for this work is informed by the recent learning's of the Somerville Trauma Response Network during local efforts to support the Haitian population related to the physiological and psychological impact of the earthquake. Interactions with this community reinforced the need to increase understanding of mental health issues and to reduce stigma in assisting immigrants from various cultures in accessing appropriate services.

MAJOR ACCOMPLISHMENTS

With support from CHNA funding we had two staff trained in Mental Health First Aid who are now certified to train individuals in this area. We have now held two trainings, with 49 participants and have two additional trainings scheduled for this fiscal year.

KEY LEARNING'S

There is a strong emphasis on early intervention, recovery and self-care in this program. This has allowed participants to move away from the fear and crisis related to mental health and look at early identification and self care supports that can be implemented while awaiting access to professional help. A major emphasis is on opening the conversation. National data confirms that individuals tend to express feeling to a peer or family member before a profession; also that someone is much more

likely to seek professional help if it is suggested by someone. As reflected in the comments about it seems that participants are able to see the value of Listening and the power of opening up the conversation and informing someone at risk that they can feel better, that mental illness is treatable and there are a range of treatment options.

IMPACT ON INDIVIDUALS OR THE COMMUNITY

Following the most recently completed training, a school nurse reported that the following morning at work she was asked to do an intervention with a youth who was suspected of having issues with substance abuse. The nurse reported utilizing her skills learned the previous evening (on the last day we cover substance use disorders) in particular listening nonjudgmental and empowering through questioning to raise awareness of his choices not only in the immediate but in the future as well. She described witnessing a change in the youth's demeanor and expression, which lead to a rich discussion on what he wanted for himself and how using substances might not be the best choice for him. The nurse reported that she felt successful in engaging the youth toward his own recovery and the he reported feeling supported.

Adapted from the 2010 final report by: Patricia Contente

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Thom Charles River Early Intervention

Improving Access to Early Intervention for Children Who are Homeless and Live in a Hotel

PROJECT DESCRIPTION

The goal of this project is to offer EI services that are more comfortable and accessible to mothers of infants and toddlers with a social worker based in the Hotel being a more familiar presence.

MAJOR ACCOMPLISHMENTS

Funding from the Grant was hugely successful in enabling Early Intervention to serve families who are homeless. It facilitated our covering the cost of basing a social worker on-site at the Home Suites Inn for 5 hours/week. Two social workers split the time and increased their familiarity to the parents and were more readily accessible to them to discuss parenting, child development, local supports and resources and other topics. The social worker's availability and continued presence provided much needed support to these women and men and increase their awareness of and comfort with Early Intervention providers. We were able to ensure services and supports were in place for these vulnerable parents, infants and toddlers as quickly as possible.

Parents participated in focus groups to discuss how Early Intervention could be more helpful to them at the hotel. Parent support was provided by group discussions. Some of the topics proposed by the parents included: Transition from Shelter to a Home; Creating a Safe Space; and Learning to Play.

KEY LEARNING'S

Listening to the parents and being able to work from the place they are coming from...not working back from where you think they should be is key.

IMPACT ON INDIVIDUALS OR THE COMMUNITY

We received a letter from a Mom who was finally placed in housing with her son: "I was a participant of your program through a homeless shelter. This situation for me was very hard and embarrassing. Never once did Jessie make me feel the way I felt. She was always encouraging and understanding without judgment and that made a world of difference."

Adapted from the 2010 final report by: Lorraine Sanik

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Wayside Multi- Service Center/ Watertown Youth Coalition

Watertown Welcomes Diversity

PROJECT DESCRIPTION

The goal of Watertown Welcomes Diversity (WWD) is to create a safe and supportive school culture which promotes students' full access to academic learning and support services when needed.

MAJOR ACCOMPLISHMENTS

With CHNA grant funding, Wayside has developed and is overseeing the implementation of a professional development mini-course conducted by field experts in bullying prevention and school climate change for middle school and high school administration, guidance, faculty, assistants and specialists to take place during the 2010 – 2011 academic year. The outcome from the first year will be a strategic plan outlining the next two years of the project and will be presented to the Superintendent and address rolling the professional development training out to the entire school faculty and staff.

Approximately 200 faculty from Watertown Middle School and Watertown High School participated in the faculty workshop "Best Friends, Worst Enemies: Understanding the Social Lives of Children" facilitated by Dr. Michael Thompson. Participants received skills and resources to assist them in their roles to better understand childhood social relationships and how to work with parents to support positive behaviors in school.

KEY LEARNING'S

Changing institutional culture is a considerable undertaking. Even when the right stakeholders are involved and committed to the task, significant work must be done at the

group level first in order to move forward. We learned that although the group had a shared vision and expectations for the entire school, it became evident that our initial step should be to establish a shared vision and expectations for the group. The individual training and consulting sessions were integral to establishing a supportive group norm in order to work towards our larger goals.

IMPACT ON INDIVIDUALS OR THE COMMUNITY

At the first strategic planning session, participants were asked to write down their vision of what a welcoming school would look like. Their words were affirmations of hope and possibility:

"The environment at Watertown High School shows every student, teacher, administrator and support staff enjoying their experience. Respect runs rampant through the building community and translates to a happier, healthier school community."

"Watertown High school is a welcoming warm place. Teachers, administrators, and students are listened to, supported, and understood in a warm, caring environment"

"I am walking into a school where union teachers and students treat each other warmly and respectfully".

Collectively, their visions represent a remarkable alignment of optimism in how they can be change agents in making their schools a safe place for all students to be able to achieve social and academic successes.

*Adapted from the 2010 final report by: Kristin French
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kristin_french@waysideyouth.org*

CHNA 17 Mini-Grant Recipients 2011

Boston Area Gleaners

Farm Gleaning \$5,000

Funding from the CHNA will support Boston Area Gleaners work to glean local farm fields of surplus produce and deliver to area food pantries, shelters, and soup kitchens. This includes rescuing surplus from Arlington' Farmers Market for five months of the year.

Cambridge Community Center

Taking Care of You \$5,000

This project will enroll Cambridge Area IV and Riverside residents with diabetes in a peer-designed comprehensive series of workshops that will combine cooking skills with nutritional, medical, exercise, mental health, and practical information. The project is a collaboration between the Cambridge Community Center and the Margaret Fuller Neighborhood House, and the Cambridge Department of Public Health.

Cambridge Economic Opportunity Committee (CEOC)

Senior Economic Security Initiative \$5,000

The goals of the project are to: discuss with seniors the difficulties in making ends meet; systematically chip away at the stigma of enrolling in public benefit / income support programs; provide interventions to help seniors obtain all economic supports, to help resolve financial problems and prevent future scams and elder abuses.

Food For Free

Tricycle Truck Food Delivery \$5,000

Tricycle Truck Food Delivery will build on Food For Free's existing Produce Rescue and Distribution program by employing Metro Pedal Power to bring food rescued or purchased by Food For Free to three food programs. Metro Pedal Power is a Somerville-based delivery company that uses human-powered tricycle trucks for all of their deliveries.

GWARC

Training for Direct Care Staff \$5,000

Our project is a multi-part training program for our 30 direct care staff members, to equip our staff with knowledge, skills and strategies to improve the quality of care and interactions they provide daily for our consumers with intellectual and developmental disabilities who also have significant chronic health conditions.

Youth on Fire/ Aids Action Committee

Leadership opportunities for homeless and Street Involved Youth \$5,000

Youth on Fire offers members opportunities for pro-social interaction with their peers and mainstream society. This project will provide food, supplies, and transportation funds for Youth on Fire Speakers Bureau engagements, Youth Advisory Board meetings, peer health outreach, and YOF participation in hiring interviews for prospective staff.

Springwell

Living your life Diabetes self-management **\$5,000**

This workshop is part of Springwell's Healthy Aging community education initiative. DSM is a 6 -week Workshop specifically designed to support seniors with Type 2 Diabetes. Trained peer leaders will present an evidence-based, educational workshop to an estimated 48 Waltham, Watertown, and Belmont seniors.

Somerville Homeless Coalition

Homeless Prevention **\$5,000**

Our homeless prevention program will assist families who are at-risk of becoming homeless with financial resources and one-on-one case management. Our goal will be to prevent our target population from becoming homeless and allow them to remain in their homes.

ACKNOWLEDGEMENTS AND APPRECIATION

Thank you to the many individuals and organizations involved in the CHNA 17 mini-grant projects.

Mount Auburn Hospital
Cambridge Department of Public Health and the Cambridge Health Alliance

Massachusetts Department of Public Health
Regional Center for Healthy Communities (Metrowest)

Cambridge Community Center, Inc.

Cambridge Youth Enrichment Program

East End House

Joseph Smith Community Health Center, Inc.

Parents Helping Parents

Somerville Public Health Department

Wayside Youth and Family Services

and

CHNA 17 Community Members