

# Healthy Girls, Healthy Women Evaluation

Conducted by:  
Julie Wright

[jwright1@bu.edu](mailto:jwright1@bu.edu)

Managed by:  
Daisy P. Ortega  
[dortega@hria.org](mailto:dortega@hria.org)

[www.hria.org](http://www.hria.org)  
[www.youthworkcentral.org](http://www.youthworkcentral.org)

Health Resources in Action, Inc

# Deliverables

- SWOT Analysis
- Logic Model
- Visuals
- Analysis of Evaluation
- Curriculum Tweaks
- Evaluation/Analysis Procedures – not completed



# Healthy Girls, Healthy Women Program

Healthy Girls, Healthy Women is a peer leadership program for low-income, girls of color aged 12 – 18 from Boston neighborhoods that are disproportionately affected by obesity and issues of weight. Healthy Girls, Healthy Women is a year-long program that addresses the need for obesity prevention and promotion of physical, emotional and relational health through training six Peer Leaders to facilitate series of health and leadership workshops for approximately 180 girls around the city of Boston.

# Strengths

- **Curriculum aligns with the research for other evidence based programs**
- HGHW builds upon development of PL's physical, intellectual, psychological & emotional, and social development
- A melding of youth engagement and civic activism
- Data collected at each workshop
- **Pre and post evaluations are available for participants and peer leaders.**
- Focus on empowering female youth with a louder voice and building self-efficacy, utilizing peer leaders' power, knowledge and experience  
→ to affecting change within communities through peer development
- PLs are paid to assist in their own recruitment and retention; give them some financial responsibility; legitimize the role of young people within HRiA and the importance of what they are doing; recognizes the importance of their knowledge and time contribution to the success of HGHW
- Summer program eliminates/reduces the achievement gap seen during summer breaks between advantaged and disadvantaged students
- Physical activity components within each workshop
- **Influence of positive peer modeling to cause a shift in social norms**
- Small budget with a large percentage going to peer leaders

# Weaknesses

- Primary focus is on a select group of peer leaders, which limits the impact to participants
- Participants are required to fill out a large amount of evaluations
- Trouble acquiring sites and students
- Age of workshop participants varies
- **Frequent staff and peer leader transitions lead to a loss of knowledge or lessons learned**
- **Operates in year-to-year increments – no long range goals or strategic plan**
- Community center space limits effectiveness of program delivery
- **No consistent advocacy, family, or community component**
- **Internet/social media visibility**
  - Lacks a social media component
  - Difficult to find information through the HRiA website or a Google search
    - Funding, awareness, media

# Opportunities

- HGHW mission fits with growing funding initiatives
- Media is taking notice of the issues focused on in HGHW workshops
- Curriculum is adaptable
- **HRiA is an innovative organization with numerous resources and departments**
- Definite need for the goals of HGHW in Boston communities
- **HGHW's model is scalable**

# Threats

- Inconsistent historical data for HGHW
- No HGHW logo
- **HGHW has many focuses**
  - Difficulty in conveying the work of HGHW, mission, and achievements
  - Shift of focus from peer leaders to participants
  - No long range plan for consistency and structure
- Funding
  - Funding organizations would like to see a larger number of individuals impacted, but primary concentration is on PL development
  - HGHW has a large organizational budget which may dissuade funders from giving money
- **Program model is difficult to convey and is not found on the HRiA website or internet search**

# Social Ecological Model: **Currently**

- Intrapersonal
  - Knowledge, attitudes, beliefs, self-efficacy, motivation of peer leaders and participants. Behavioral capability and job training of PLs
- Interpersonal
  - Knowledge, attitudes, and social norms of family, friends, community center staff
- Institutional or organizational
  - Changing social norms among participants  
→ broader shift in social norms
- Community
  - Workshops topics relevant to specific communities
- Policy
  - Raises awareness (critical consciousness) of root causes



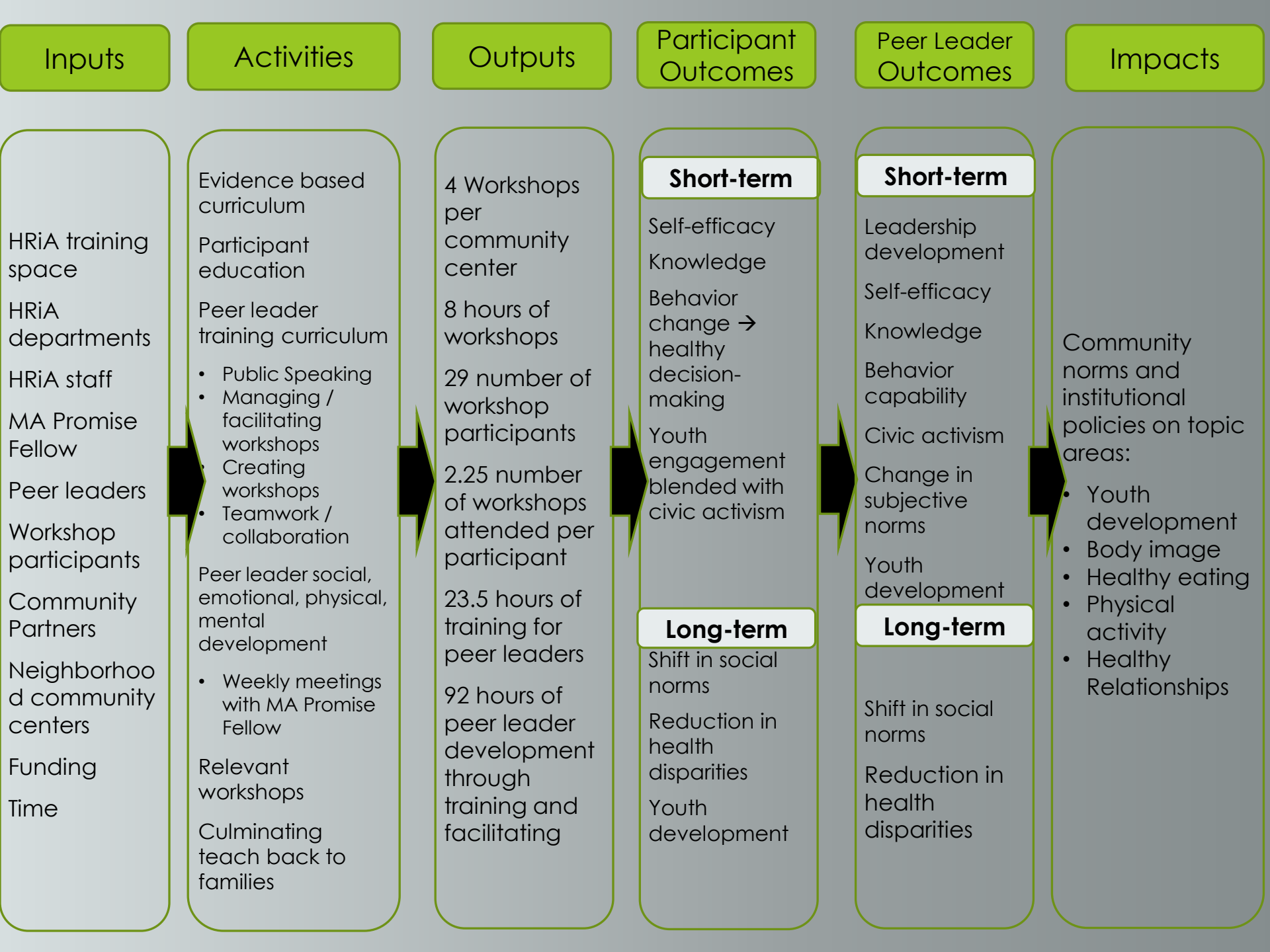
# Social Ecological Model: **Future potential**

- **Everything from the previous slide, PLUS:**
- Intrapersonal
  - Social media training
- Interpersonal
  - Involving friends and family members in occasional workshops or activities
- Institutional or organizational
  - Informing and influencing localized policies and norms in schools, community centers, public transit centers
    - Signage at public transit areas, food offerings in lunch rooms,
- Community
  - Shift social norms in schools through groups, clubs, social media, and presence in schools
    - Working with local advertisers to promote healthy advertising, body image
    - Do a nutrition workshop (healthy snack preparation) at a local grocery store
- Policy
  - Include advocacy component, partnership with a school/university (BUSPH), media campaign, and utilizing the Boston media as a launch pad for communicating HGHW ideas



# Investment in Peer Leaders

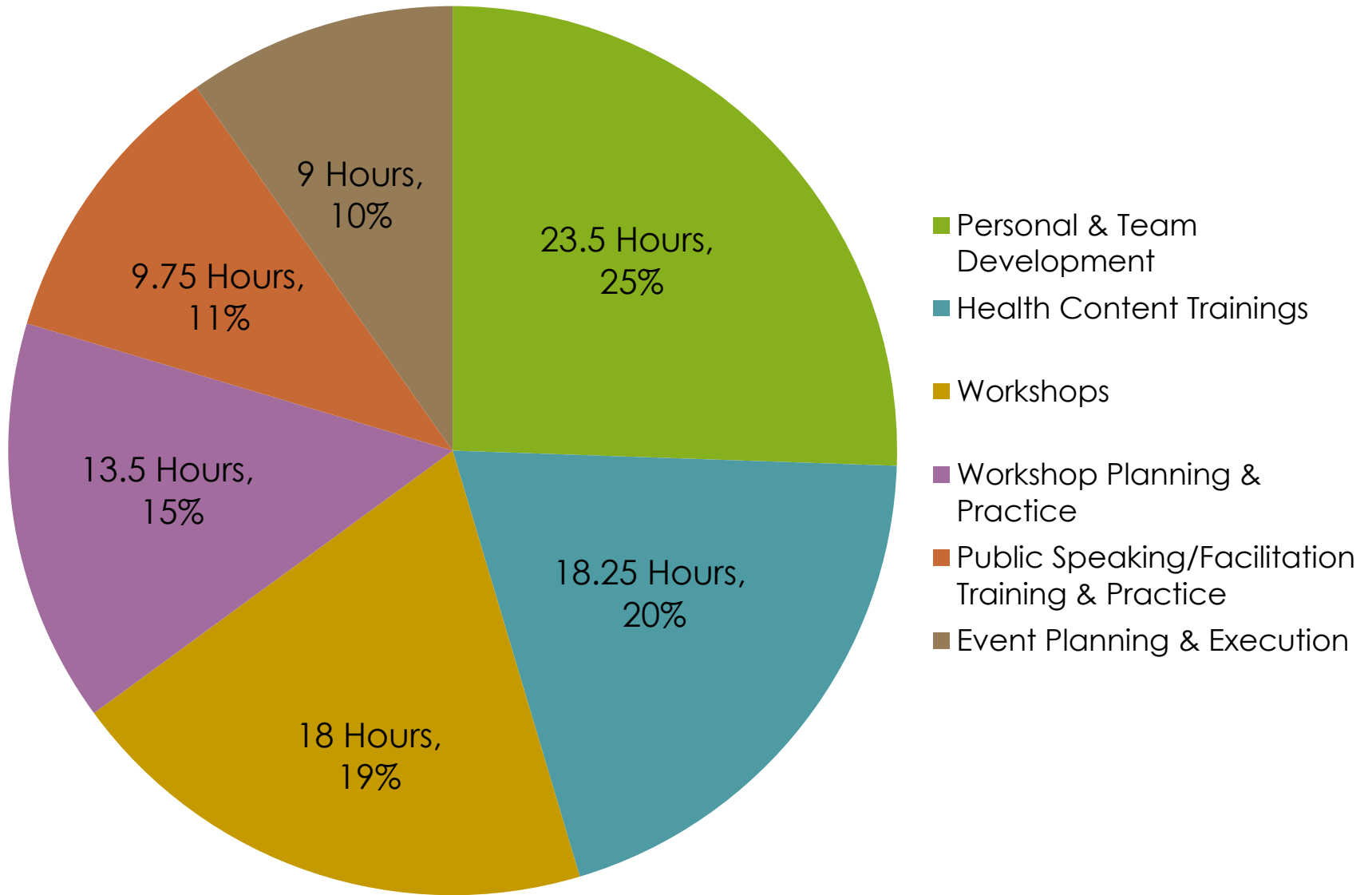
- Public speaking
- Managing/facilitating workshops
- Communication skills
- Creating workshops
- Collaboration with peers



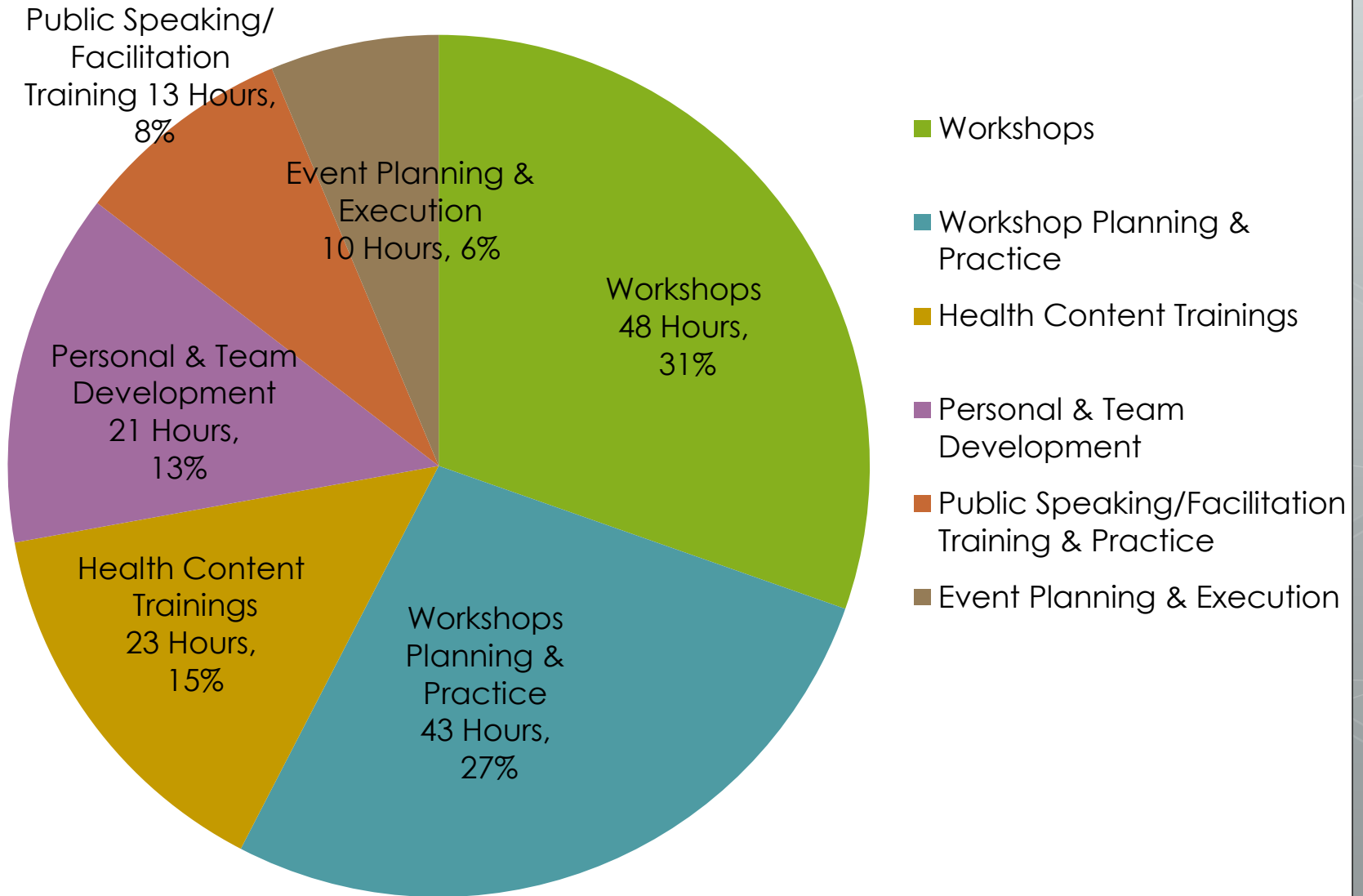
# Peer Leader Training

- Suggestions
  - Add a group facilitation component to the training
    - Include role-play with participants to encourage flow and on-the-spot feedback to participants during workshops
  - Add an advocacy component to the training
    - Media awareness
  - Include some social media training (FB, Twitter, workshop blogging)
  - Tape or record public speaking training

# HGHW Peer Leader Time Distribution For 2012 - 2013



# Anticipated PL Time Distribution



# Peer Leader Focus Group

- 10 – 14 year olds are the most responsive and the most enjoyable age group
  - Versus younger and older
- 3 out of 4 PL's said Body Image is their favorite topic
  - It stimulates more conversation among groups (not younger group) and is a very relevant topic for them
- Suggestions
  - Facilitate at more community centers
  - Have more and different topics
- 4 out of 4 PL's said they have grown from HGHW
  - More comfortable with public speaking and leading
  - It has impacted relationships with their friends and family
  - It has improved them mentally, physically and emotionally
  - Better nutrition and more active
- Not interested in social media component

# Curriculum

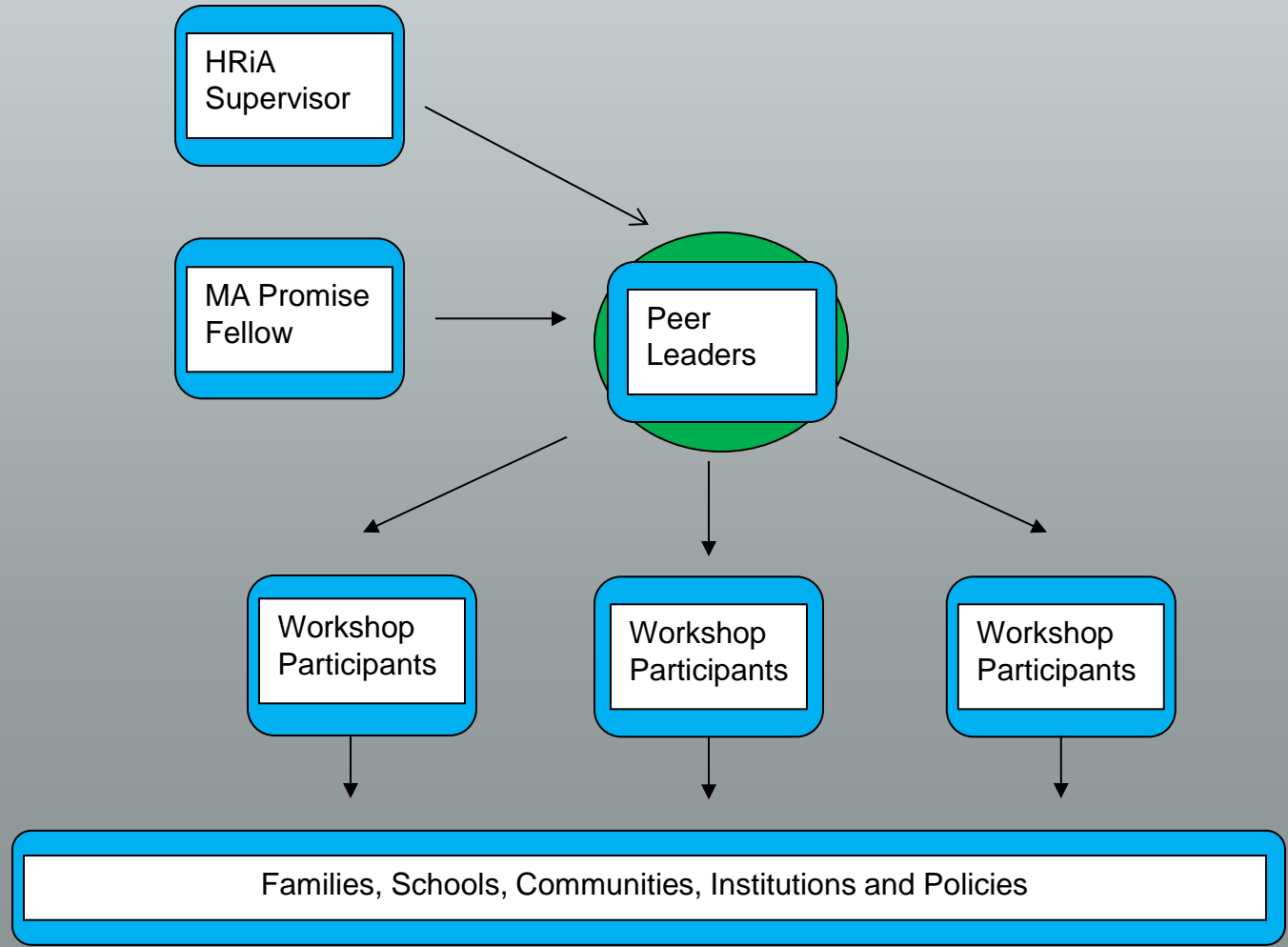
- Healthy Eating
  - Include component on fast food and corner stores in workshops
- Physical Activity
  - Physical activity definition that is age appropriate
- Body Image
  - This workshop is awesome for 10+
  - Needs tweaking for younger girls
- Healthy Relationships
  - Partner with Girlz Radio for advocacy component



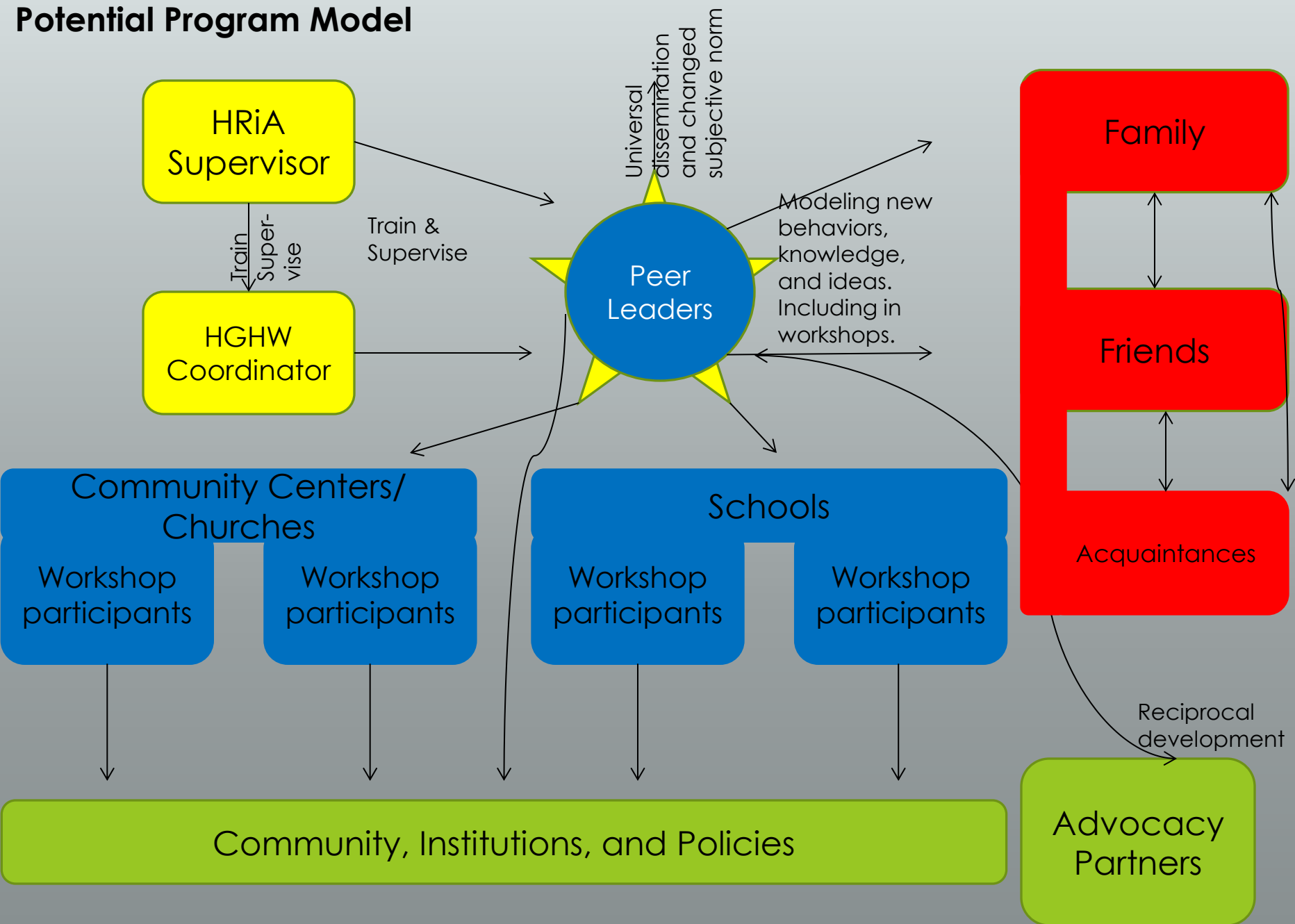
# Overall Curriculum Suggestions

- Recap at each workshop of previous workshop (no more than 10 minutes)
- Include social media components into the curriculum for participant awareness
  - Ex. Healthy relationships and visibility of personal life on Facebook
- Give peer leaders not facilitating a task

# Visual Program Model

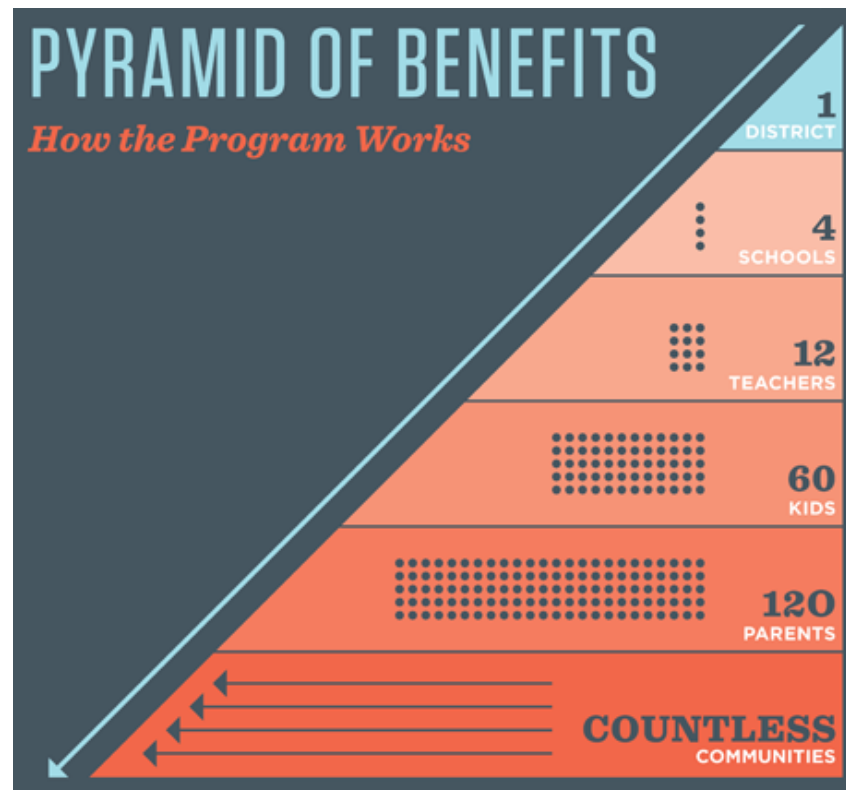


# Potential Program Model



# Pyramid of Impact

- Create a visual that shows the SEM impact, from intrapersonal to community wide
- Example:



# Recommendations going forward: Web Presence and Branding

- Increase visibility on the internet and on the HRiA website
  - Facebook, twitter, Instagram
  - On website include “alumni” stories
- Create a logo
- Use more visuals to explain the model and show impact
- Add a social media component to the workshops
- Add social media to PL job description

# Recommendations (cont): Workshops and Curriculum

- Give peer leaders who are not facilitating a task or purpose during workshops
- Reduce the amount of evaluations the participants fill out
  - Feedback from workshops can be lessened or filled out at one workshop per week
- Involve the families and community members into at least one activity
- Include an advocacy component
  - In a school, partnering with another girls organization, through the media, etc.
  - Ongoing through length of employment
- Include a review of the previous topic into each workshop curriculum

# Recommendations (cont): HGHW Model

- Hire a coordinator specific for HGHW
- Partner with schools, churches, and community centers
- Focus on a specific age group
  - Range of 10 – 14 year olds

# HGHW Goals

- Address community, social & health issues
- Encourage girls to affect change within their communities through peer development
- Use the power, knowledge, and experience of young women (girls) to affect change
- Give peer leaders vocational training, leadership skills, and empowerment to build personal responsibility
- MA Promise Fellow to supervise, facilitate, and play a supporting, advisory role for PL's
- Pay peer leaders to assist in recruitment and retention; encourage financial responsibility; legitimize their role; recognize their knowledge and time contribution
- Use relevant workshop topics
- Positive peer modeling to influence change in behaviors and social norms



# Mission Statement

- Affecting change through girls empowering girls to lead healthy lives
- Facilitating peer led empowerment through girls helping girls to act, advocate and lead with healthy life choices
- Utilizing the influence of positive peer modeling to affect change among female youth
- Affecting change and empowering action through female peer led workshops

Affect, change, empowerment, girls, lead, help, facilitate, health, youth, action, life, voice, awareness, influence, modeling, positive, female

# Evidence Based Research

- Big Brother Big Sister School-based Mentoring Study  
[http://ies.ed.gov/ncee/wwc/pdf/single\\_study\\_reviews/wwc\\_bbbs\\_031213.pdf](http://ies.ed.gov/ncee/wwc/pdf/single_study_reviews/wwc_bbbs_031213.pdf)
- Impact Evaluation of US Dept of Ed Student Mentoring Program  
[http://ies.ed.gov/ncee/wwc/pdf/quick\\_reviews/schoolbasedmentoring\\_062309.pdf](http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/schoolbasedmentoring_062309.pdf)
- Changing Multiple Adolescent Health Behaviors Through School-Based Interventions: A review of the literature.  
<http://www.ncbi.nlm.nih.gov/pubmed/23782095>
- Food Trust – Youth as Agents to Change (Specifically for corner-store initiatives)  
[http://thefoodtrust.org/uploads/media\\_items/summer2011issuebrief.original.pdf](http://thefoodtrust.org/uploads/media_items/summer2011issuebrief.original.pdf)
- Tapping Youth as Agents for Change: Evaluation of a peer leadership HIV/AIDS intervention <http://www.ncbi.nlm.nih.gov/pubmed/12090963>
- Public Health Advocacy – Engaging Youth as Advocates  
<http://www.publichealthadvocacy.org/heacbp.html#tom>
- Confronting the Glass Ceiling for Youth Engagement  
<http://www.youthworkcentral.org/uploads/Confronting%20the%20Glass%20Ceiling%20of%20Youth%20Engagement.pdf>
- **Logic Model Guide:** WK Kellogg Foundation Logic Model Development Guide <http://www.wkcf.org/knowledge-center/resources/2006/02/wk-kellogg-foundation-logic-model-development-guide.aspx>
- **Public Health Theories and Models:** Theory at a Glance: A Guide for Health Promotion Practice  
<http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf>

# Future Suggestions

- Have future intern call, visit or email programs with similar models
  - successes, failures, and business model
- Create pyramid of impact



# Thank you!!

- Questions – feel free to contact me
  - [jwright1@bu.edu](mailto:jwright1@bu.edu)
  - 845.224.6641