



## **Motivating Action through Community Health Outreach**



**Empowering our Youth.**

**PROGRAM OVERVIEW**



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## I. Executive Summary

Since 1980, childhood obesity rates have tripled in the United States and historically disadvantaged communities have been the most affected demographic. Along with the increase in obesity rates, attendant health problems such as type 2 diabetes and hypertension have also risen dramatically in children and adolescents. The long term consequences are dire for these individuals, their communities and on the nation as a whole. A group of medical students at Weill Medical College of Cornell University decided to tackle this epidemic head on, and implemented **MACHO**, a **Movement Against Childhood Obesity**, to address the growing problem. Since then, MACHO has been renamed to highlight the multi-factorial and collaborative approach the program has taken towards addressing the epidemic, and the acronym **Motivating Action through Community Health Outreach** has been adopted.

MACHO is a holistic and innovative behavioral modification program designed to combat the childhood obesity epidemic at the grassroots level. The program targets adolescents living in underserved communities. Our aim is to incite lasting change by teaching adolescents about the importance of nutrition, fitness and personal development, to empower them to take control of their health and their lives. Our immediate focus is not only on making healthier choices, but also on instilling key values and skills which can be applied to other endeavors in life through our personal development arm. We aim to work with parents and other stakeholders to ensure that we are able to tailor our program to the specific needs of each participant, and to create a supportive ecosystem that fosters healthy living.

Through collaboration with community organizations, our curriculum aims to build a community of individuals who are passionate about healthy living. Our curriculum emphasizes the use of both short and long term metrics to ensure that we are able to meet our goals. The curriculum is adaptive, and allows us to tailor our approach by incorporating regular feedback and to evolve with the changing trends of our target demographic and community.

MACHO is a student-run volunteer program based in the Community Service Office of Weill Cornell Medical College (WCMC). The program was originally designed as a collaboration between students at WCMC and Settlement Health, a federally qualified community health center in East Harlem. We have since grown to include volunteers from other institutions, such as Hunter College, and collaborate with organizations such as Convent of the Sacred Heart, the Boys Club of New York and Red Rabbit.

The program continues to grow due in large part to our generous supporters. Alumni of the medical school continue to play a key role in the development and success of the program. In addition, all our volunteers, participants and our personal network of family and friends have allowed us to build a tight community around the central issue of teaching our youth to live healthier lives. With this community, the possibilities are endless, as we look towards continuing to work together to achieve our mission.

## II. MISSION, VISION, CORE VALUES

*“Sometimes it falls upon a generation to be great. You can be that generation...” Nelson Mandela*

### MISSION

One thing is certain: when we treat our bodies with respect by eating healthy and exercising regularly, we have more energy to accomplish the things we love to do in life.

MACHO believes in **empowering youth with practical tools to take control of their health and their lives through proper nutrition, fitness and personal development.** We strongly believe that teaching youth about healthy living at an early age is a key component in empowering them to realize the limitless potential that they have.

#### How do we accomplish this MISSION?

- Motivating Action by building a community of empowered youth through dissemination of information that inspires the adoption of healthy living habits
- Motivating Action by taking a holistic, adaptive and individualized approach towards addressing poor nutrition and sedentary lifestyles
- Motivating Action by partnering with community organizations to build a supportive network of empowered individuals and families



*Aaliyah, age 7, shows off her best MACHO pose.*

## VISION

During a session on a Saturday afternoon last May, the kids shared with us what MACHo means to them. Using their creativity to create posters exemplifying the spirit of MACHo, they spoke about everything they love about the program, whether it was to be healthy and "to have a healthy heart," "because I love my friends," or "because the sports we play together are fun." These are just a few of the reasons why these kids are committed to MACHo.



Whether it is trying their hand at a new and exciting sport such as fencing, joining in on a zumba class, or learning about healthy snack choices, these children are learning essential tools that they can use throughout their lives to maintain positive health.

*MACHo aims to curb the incidence of preventable chronic diseases in our most affected communities by educating, motivating and inspiring our youth to become change agents so that together we can then begin to build social and human capital.*



*With a little teamwork, the MACHo kids learn new yoga poses and the importance of balance in life.*

## CORE VALUES

1. **RESPECT** for myself and others
2. Invest in my **HEALTH**, because it is the building block for success in life
3. Set **SMART GOALS** towards achieving my dreams and aspirations
4. Complete **INTEGRITY** in pursuing my dreams
5. Be **PERSISTENT** in pursuing my goals
6. Remain **CURIOUS** - learn from both failures and successes
7. Develop the **COURAGE** to think differently
8. Have the **HUMILITY** to constantly seek areas of improvement



### III. The MACHO Program

#### a. Introduction

Obesity rates in both adults and children have sky-rocketed throughout the nation over the past few decades, as have the many attendant health risks such as diabetes and hypertension. Low-income, minority communities seem to be particularly vulnerable to this alarming trend, and East Harlem, our initial community of focus, is no exception. In 2007 the New York City Department of Health and Mental Hygiene reported that 4 in 10 head start children, 1 in 3 high school student, and 6 in 10 adults in East Harlem were overweight or obese. This is in stark comparison to their neighbors in the Upper East Side who arguably are amongst the healthiest demographic in the city. In fact, geographic disparities in obesity prevalence can be seen across all ages as compared to Manhattan as a whole. For example, within adults ages 45-64, 39% of East Harlem residents are considered obese compared to 19% of adults within this age among all Manhattan adults. Perhaps the most perplexing finding is that this rise in obesity is associated with health risks previously uncharacteristic of children, such as type II diabetes, high cholesterol, and hypertension. The causes are multi-factorial, and include availability and pricing of healthy food options, prevalence of low nutrition, high calorie diets, access to safe playgrounds, parks and exercise facilities and lack of access to information to name a few. The multi-dimensional nature of the causes of the childhood obesity epidemic, coupled with the time commitment required to achieve meaningful changes, has made it a difficult problem to tackle. Left unattended, childhood obesity will result in dire consequences for the affected individuals, their communities and the nation as a whole. The effects on an already overburdened healthcare system cannot be overstated. MACHO grew out of the need for students in the medical field and beyond to begin to address this epidemic head on.

#### b. What is MACHO?

The acronym stands for Motivating Action through Community Health Outreach. It is a holistic and innovative approach towards tackling the childhood obesity epidemic. Our aim is to empower socioeconomically disadvantaged adolescents with practical tools to begin to take personal responsibility in their health and in their lives. We target adolescents between the ages of 8 - 13, and aim to work with parents and other stakeholders to create an ecosystem which encourages healthy living. Our goal is to provide them with tools that foster the internalization of the values of healthy living in order to reverse the current pediatric obesity epidemic through behavioral modification. These adolescents will then serve as change agents in their families, schools and in their communities.

Why the small h? Originally, the MACHO acronym stood for 'Movement Against Childhood Obesity. In 2011, the team voted to replace this acronym with the new name, Motivating Action through Community Health Outreach in order to highlight the multi-factorial approach being taken and to move away from the stigma associated with the word obesity. However, our commitment and goal of addressing the childhood obesity epidemic remains, and thus we have opted to maintain the small h as reference to our roots.

### c. Our Approach

As students in the medical field, we cannot watch on the sidelines as the obesity epidemic takes on global significance and puts the most vulnerable amongst us at increased health risks. It is from this understanding that MACHO was born. The elevated risk of obesity and the health disparities within our target communities make programs such as MACHO a crucial element for reversing the trend. Due to the lack of financial and physical resources available in our targeted neighborhoods such as East Harlem, approaches to tackling the epidemic must be creative and cost-effective. The cultural diversity amongst our target population also creates unique obstacles for addressing health needs. This complexity is compounded by our focus on the adolescent population, who have unique stressors such as the physical and social changes they are undergoing as well as susceptibility to the influence of peer pressure. We believe that with our individualized approach, these obstacles and challenges actually represent a window of opportunity to instill values of healthy living during a time when kids begin to yearn for independence and begin to undergo changes towards becoming young adults. We have an opportunity to affect the trajectory of their lives by emphasizing behavioral modification and personal development skills at a critical time period of changes. To accomplish our mission, we have designed a modular curriculum which can be adapted to various community settings from afterschool programs to churches. Keeping kids active in a fun, stimulating and rewarding environment is central to our approach. We also produce newsletters to disseminate information about the program and promote healthy living within our community. Furthermore, understanding the importance of getting the whole family involved in this important dialogue, our family engagement team ensures that parents remain actively involved with the program. Knowing that we cannot address this problem alone, an important aspect of our community building efforts involves partnering with organizations who share our mission to ensure that we are approaching the problem from a variety of angles. Through this multi-factorial approach we are uniquely positioned to address the needs of our community.

### d. Participants

Considering the multi-factorial causes of obesity, we consider all adolescents living within a given demographic as at risk. MACHO is therefore open to all adolescents between the ages of 8 - 13 living within a specified demographic location. Since we focus on teaching adolescents practical tools for success which will immediately be applied to healthy living, as well as other aspects of their lives, we believe that all adolescents, regardless of current health risks, will benefit from the program. Our selection process emphasizes parental involvement as we have determined this to be an important key to success, and we work together with parents in the design and implementation of the program.

### e. Volunteers

MACHO initially begun as a graduate medical student initiative and has now grown to include graduate, undergraduate and high school students and professionals from various backgrounds who share in our singular mission of empowering our youth through healthy living. Volunteers commit for at least one year, and serve as teachers, teaching assistants, mentors and in various roles across the MACHO organizational structure.





*...you're it! The MACHO kids enjoy a game of tag in Central Park.*

f. Metrics for success

Metrics for the program are both short and long term focused. We begin by collecting baseline information on anthropometric data such as BMI as well as Performance, Knowledge, Attitudes and Practices. In the short to medium term, we are tracking changes from baseline data. We also collect regular feedback and adapt the curriculum on an ongoing basis. This feedback system allows us to gauge our impact and to adapt our approach when necessary. They therefore serve not only as metrics, but also as program development tools. In the medium to long term, our goal is to continue to measure changes from baseline as well as other proxies of internalization of core values of the program such as school performance and college attendance. Although these are not the direct goal of the program, these measures reflect upon the longer term behavioral modification we aim to achieve through healthy living. We plan to maintain long term interaction with participants through building a tight knit community, through our mentoring program, and in the future, through establishing a stronger social media presence.

### g. Program & Curriculum Overview

MACHO runs afterschool programs, a mentoring program and also participates in family engagement and community engagement/outreach activities. For our afterschool and mentoring program, we work at community partner sites where we aim to convey the message of healthy living to our target group of eight to thirteen year old participants. We keep our classes small in order to maintain a roughly 1:4 ratio of teachers and teaching assistants to participants. The first portion of each session is dedicated to homework help because we have identified the need to improve literacy as an important aspect of youth empowerment. These activities also allow us to better tailor our lessons to the specific literacy level of each participant. Furthermore, our research from prior years demonstrated that many of our participants stayed up late into the night doing homework and understanding the important link between adequate sleep and health outcomes, we decided to include this important component to our programming. We also include an exercise component to each of our sessions, often inviting consultants who expose participants to new forms of exercises ranging from calisthenics to yoga and fencing. Our master curriculum has been built in a modular fashion to allow flexibility to adapt our lesson plans to the specific needs of the various community organizations with whom we partner, be it community centers, schools or churches. The structure of the master curriculum is a 2 day a week after-school session coupled with a weekend mentoring/personal development component. For the after-school program, our volunteer graduate/undergraduate teachers lead the nutrition, physiology and exercise classes with the help of teaching assistants, who include high school students and former program participants. The Personal Development day is our mentoring program where we use a multi-generational group-mentoring model. Mentor teams are composed of undergraduate/graduate students who mentor high school students who then serve as mentors to our middle school and elementary school participants in a conveyor belt approach to mentoring. The mentor teams work on a group projects to be presented at the end of each semester based on a specific theme such as “Improving the Health of my Family”. Mentor teams also go on field trips that are designed to be fun, educational and to help foster a closer relationship between team members. Other parts of the MACHO program include a family engagement arm which puts together a parent/guardian focused curriculum that mirrors the our youth curriculum and focus group roughly once a month to constantly inform and collect feedback from parents to continually adapt and improve the program. Outreach and community engagement is another critical component of the program. We participates in health fairs and school assembly visits as a way to improve dissemination of our message and to raise awareness of the program within our target community. Lastly, we have also begun to develop a strong social media presence in 2011 as a way to further disseminate the message of healthy living within our community and to a wider audience..

#### Overview of our Weekly After-School and Personal Development Program:

	Day 1			Day 2			Day 3		
Group 1	Snack + HW	Exercise	Nutrition	snack	Exercise	Physiology	Exercise	Group Project	P.D. Curriculum
Group 2	Snack + HW	Nutrition	Exercise	snack	Physiology	Exercise	Group Project	P.D.	Exercise

Nutrition (Day 1)	Length (weeks)	FAP: Fitness/Anatomy/Physiology (Day 2)	Length (weeks)	PD: Personal Development (Day 3)	Length (weeks)
Basic nutritional knowledge, skills and attitudes baseline assessment (1)	1	Basic physical and physiology baseline assessment; intro to the macho superset (1)	1	My future dreams assessment; Success, Happiness & Your Health (1)	1
Energy & Nutrition (2a, 2b) - Defining Energy & Metabolism - Sources of energy - Calories & Energy	2	Energy & Metabolism (2a, 2b) - Defining Energy & Metabolism - The body's sources & uses of energy - Types of energy	2	Energy & My Future Dreams (2a, 2b) - Energy: Success & Happiness - Energy: Health - Energy: My Future	2
The Basic Food Groups (3a, 3b, 3c, 3d) - Macronutrients - Micronutrients	4	The Basic Exercise Types (3) - FABSSE <sup>1</sup> - FABSSE & the Superset	1	Setting Goals (3a, 3b) - The importance of goals - The SMART goal system	2
Reading Nutrition Labels (4a, 4b) - How to read nutrition labels - Macro and Micronutrients in nutrition labels	2	How YOUR BODY works (4a, 4b) - General structure of the body - Intro to function of the various body parts	2	Know Thyself (4) - What matters most to me - Role models - Peer pressure	1
The Food Plate (5a, 5b) - Introduction to the Food Plate - Design your food plate	2	Your Muscles, Heart & Lungs (5a, 5b, 5c) - Location & function - Relation to nutrition	3	Mood (5) - Effect of mood on nutrition - Understanding my moods	1
Portion Sizes (6a, 6b) - Understanding portion sizes & Balanced Diets - Portion sizes & My Food Plate	2	Your Liver, Pancreas, Stomach & Intestines (6a - c) - Location & Function - Relation to nutrition	3	Habits (6a, 6b) - Good Habits - Unhealthy habits	2
Assessing my nutrition (7a, 7b) - My diet assessment - How can I improve my diet?	2	Your Brain, Bones & Circulatory System (7a-c) - Location & Function - Relation to nutrition	3	Balance (7) - Defining balance - Balancing my life	1
Reassessment (8)	1	Reassessment (8)	1	Reassessment (8)	1
Eating healthy at home (9)	1	Staying fit at home (9)	1	Personal Decision Making (9)	1
Nutrition at school and in my community (10)	1	Staying fit at school and in my community (10)	1	Making Healthy Choices at school and in my community (10)	1
Nutrition around the world (11)	1	Fitness around the world (11)	1	Health around the world (11)	1
Review + My healthy snacks portfolio	1	Review + Design your own superset (12)	1	My Personal Pledge (12)	1

## MASTER CURRICULUM OVERVIEW

<sup>1</sup> FABSSE – Flexibility, Agility, Balance, Strength, Speed, Endurance. These represent the different types of physical fitness we aim to incorporate into our routine exercises.

## Sectional Overview

### Nutrition Overview:

Nutrition sessions will cover fundamentals of nutrition to provide students with a complete set of tools to make healthier food choices at home, school and within their communities. By the end of the program, the students will be empowered with knowledge to properly assess their nutrition, know how to prepare healthy snacks, know how to improve their diet and that of their family and community. Students will also understand the link between nutrition, fitness, physiology and their personal dreams.

### Fitness/Anatomy/Physiology Overview:

Fitness/Anatomy/Physiology sessions will provide students with knowledge of the basic types of exercises and body parts involved in the production and usage of energy. Lessons will encourage students to discover new ways to remain active at home, school and within their communities. By the end of the program, students should be able to understand how the body works, as well as the link between staying physically active, nutrition and their personal dreams.

### Personal Development Overview:

The Personal Development (P.D.) sessions will provide an opportunity for mentors to interact with participants on a weekly basis. A group mentoring model will be implemented. The goal of the personal development section is to promote life skills and literacy towards developing life-long healthy habits. Mentors may use narrative lessons, personal reflection, blogs, digital photography, art, reading materials and other activities to promote the values of literacy and life skills. Each session will consist of an opportunity to discuss lessons learned during the week, discuss the topic of the day and participate in a group project which will culminate in a group presentation at the end of each semester. Groups will also participate in fun and educational field trips to further develop ties.

### Exercise Sessions Overview:

The exercise sessions are designed to expose kids to a variety of exercises, from yoga to fencing to kickboxing. Every day, we begin our exercise sessions with a MACHO superset, which are a set of exercises that can be done in any setting. The superset is a modified set of calisthenic exercises. Kids are encouraged to do the MACHO superset on their own at home every morning. We also regularly invite professional instructors, dancers and others to lead these sessions.





*The MACHO kids enthusiastically show off their well-deserved certificates on Graduation day - a notable accomplishment!*

## IV. Governance & Organizational Structure


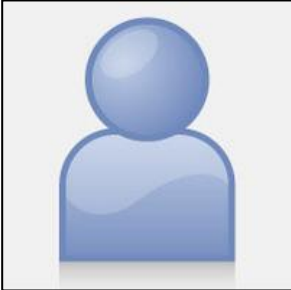





Teamwork is central to our mission and is thus emphasized amongst participants of the program and also built into the very core of our organizational structure. The work of the organization is set within our organization By-Laws and overseen by an Advisory Board comprised of Faculty Advisors and Directors from Cornell University, Hunter College, Hunter School of Public Health and Social Work as well as representatives from the communities within we work including parents of participants and other community leaders. Officers and Team Leaders from our seven core program teams make up an Internal Board which meets regularly to ensure that program objectives and deliverables are met in a timely and efficient manner and in accordance with the By-Laws of the organization.


## V. ABOUT US:





MACHO was founded in 2009 by a group of Weill Cornell Medical College students who were inspired to help children in urban areas learn proper nutrition, fitness and leadership skills to promote wellness and develop the skills for personal success. We are now a collection of students and professionals, interested in medicine and public health, dedicated to teaching, mentoring and empowering the youth to achieve their health and personal goals. While we have diverse backgrounds, interests, and future ambitions, we share one goal: provide kids with the knowledge and skills to lead healthy, fulfilling lives. Please meet a few members of the MACHO team!

	<p>My name is Crystal Castañeda and I am a third year medical student at Cornell Medical School. I grew up outside of Chicago and went to Yale University for undergrad. I worked for a year in Washington, DC after graduating at an inpatient medical facility that serves the homeless. I love traveling, reading, cooking, dancing, participating in community service and outreach, and learning about different cultures and customs. I know that being mentally, physically, and emotionally healthy in today's world can be extremely difficult but I love learning about ways to make it fun <i>and</i> possible!</p>
	<p>My name is Nii Koney. I am a kid at heart and enjoy working with youth to see them achieve their full potential. I am a huge proponent of youth empowerment and look forward to bringing this passion to MACHO. I am originally from Ghana, grew up between West Africa and Brooklyn, New York. I studied chemistry at Williams College and worked in drug development for some years before returning to graduate school to pursue an MD/MBA.</p>
	<p>My name is Jermaine Myers, and I am a third-year medical student at Weill Cornell. I was born in Linstead, Jamaica, but grew up in south Florida. Although I love the Florida sunshine, I am slowly venturing northward, having done my undergraduate degree in Public Health at Johns Hopkins. In my free time, I love to hang out with friends--whether out dancing, catching a movie, or just lounging around. One of my greatest passions includes learning about health disparities, especially as they affect medically-underserved communities. I hope to bring this passion to the Movement Against Childhood Obesity (MACHO), to help curb the incidence of preventable ailments--hypertension, diabetes, heart disease, stroke, disability--in historically underserved populations, so that these communities can begin to build the social and human capital necessary to effect change.</p>

	<p>My name is Alyssa Marchman and I am a third year medical student at Cornell Medical School. I grew up outside of New York City and went to Boston College. I enjoy swimming, playing soccer, and learning about nutrition and health. I look forward to working with MACHO this year and bringing my enthusiasm for nutrition and exercise.</p>
	<p>My name is Nakesha King and I am a fourth year medical student at WCMC. I was born in Germany, but I grew up in Boston. I went to college at Johns Hopkins University in Baltimore, Maryland. I love playing sports, especially boxing and basketball. Sports keep you active and competitive. You don't have to limit yourself to weights in order to stay in shape. Just having fun can be enough.</p>
	<p>My name is Sarah Coates, and I am currently a second year medical student at Weill Cornell Medical College. I grew up in West Texas and attended the University of Texas at Austin. I am currently the curriculum coordinator, and I'm very excited to be a part of MACHO this year. In my free time, I enjoy learning more about healthcare politics and nutrition, watching football, and working out.</p>
	<p>My name is Chava Cogan, and while I am currently doing coursework to prepare for medical school, I have spent the past two years teaching math and science classes at the High School of Arts and Technology in Manhattan. I grew up on both coasts - in Connecticut and Los Angeles and went to the University of Pennsylvania. I am an avid traveler and yoga enthusiast. I very much look forward to a great year with MaCHO!</p>
	<p>My name is Diana Mosquera and I am a second year medical student at Weill Cornell Medical College. I grew up in Queens, where I went to Forest Hills High School and then to Stony Brook University. In both high school and college I joined clubs that did a lot of community service, like volunteering at the nearest hospital. I try to exercise at least 3 times a week by running or doing yoga, and my favorite fruit is the mango. I look forward to meeting all of you guys!</p>



	<p>My name is Maggie Rivara and I am a Clinical Social Worker providing counseling to adolescents at the High School of Environmental Studies in Manhattan. There I work with youth to help support them through challenges, encourage their personal strengths and motivate them to work towards their goals. In my free time I love to cook and create healthy and fun vegetarian recipes to share with family and friends, practice yoga and pilates and enjoy participating in any type of activity in the outdoors.</p>
	<p>My name is Rebecca Roediger and I am a second year medical student at Weill Cornell Medical College. I grew up in St. Louis, MO and went to college at Stanford University, where I was involved in theater and community service. Now in med school, I like to spend my free time going for runs in Central Park and cook delicious but healthy meals. I look forward to sharing my love of cooking and nutrition with MaCHO this year.</p>
	<p>My name is Dan Cook and I am a second year medical student at Weill Cornell Medical College. I grew up outside of Boston and went to Tufts University, where I played basketball for four years. In my free time, I continue to play basketball, but I also enjoy football, weight lifting, running, and watching the Celtics. I look forward to bringing my passion for athletics and fitness to MaCHO this year.</p>
	<p>My name is Diane Addison and I am originally from Ghana, but I have lived in various places including Oklahoma, Senegal, and Switzerland. I am in graduate school at Columbia University and I am studying international affairs as well as public health. Nutrition and all aspects of health are very important to me. Everyday, I make time to focus on and learn about ways to improve my health. One of my favorite things to do is go jogging in central park when the weather is nice. I look forward to meeting everyone in MACHO!</p>
	<p>My name is Mimi Levine and I'm a second-year medical student at Weill Cornell Medical College. I grew up in New York City, and I'm excited to be back here for medical school! I love to sing, listen to and play music, and cook. As a vegetarian, I have to say that my favorite foods are vegetables -- all kinds. I can make a killer vegetable stir fry that I hope to share with MACHO.</p>

	<p>My name is Analia Almanzar. I'm currently employed at Weill Cornell Medical College in the office of curriculum and educational development. I'm also a graduate student at Long Island University pursuing a master's degree in school psychology. As a school psychologist I hope I'm able to help students achieve academic success and develop good interpersonal and social skills. I'm really happy to be part of the macho program because it will help me gain valuable experience working with students and their families.</p>
	<p>My name is Bak Keung Ko, an undergraduate at Hunter College. I am pursuing a Biology major and Specials Honors Curriculum with the intent of going onto medical school. In addition to my passion for medicine, I am also interested in public health. As president of <u>Exploring Culinary Health Outreach</u> (ECHO) at Hunter College, my goal is to promote healthy lifestyles through various means, including health initiatives, outreach and culinary art. I feel that MACHO resonates with my club's goals, therefore I hope to contribute in the same way to the program.</p>
	<p>My name is Sarah Yun, and I am an undergraduate psychology/neuroscience student at Hunter College. I am originally from Orange County, California, but have been leading a rather nomadic lifestyle for the last decade. Prior to Hunter, I was a finance major at Tulane University down in New Orleans when I decided to take time off and go travel, only to return to a more specific career path after years of work experience. Although I played multiple sports and was an equestrian all throughout high school, I run, spin, and practice hot bikram yoga to stay in shape today. As an active person who loves being outdoors, I am excited for this opportunity and look forward to sharing this experience with everyone involved.</p>
	<p>My name is Dan Ho. I graduated from Cornell University in 2006 and currently work as a research assistant at Weill Cornell Medical College. One of my current projects focuses on obesity-induced hypertension, which is what got me interested in participating in this program. In addition to my research, I have a great interest in athletics, particularly basketball, football, and tennis. I hope to be able to share my knowledge and passion with the participants of MACHO.</p>



My name is Jane Selegean and I am an undergraduate majoring in Behavioral Neuroscience and Women & Gender Studies with minors in Chemistry and English. Being a tennis player since the age of four and teaching the sport for five summers, the ethic of maintaining a healthy lifestyle has always been a huge part of my life and the decisions I make. It only seems natural to be a part of a wonderful program like MACHO that encourages kids to become great leaders, be active and make healthy choices.



## VI. Partnerships & Collaborations

Partnering and collaborating with institutions and programs that share our mission is central to MACHO. Together, we are able to build a supportive environment that nurtures the adoption of healthy living habits in our communities. We gratefully acknowledge and thank our partner organizations.



*a better future starts at our door*



## VII. Sponsors

All of the families and volunteers who continue to benefit from MACHO would like to gratefully acknowledge and thank our sponsors for making this program possible. In addition to the institutions listed below, we would also like to extend a special thank to all our individual donors without whom we would not be able to carry out the mission of the organization

### DIAMOND SPONSOR



**Weill Cornell Medical College**  
Alumni Association

### GOLD SPONSOR



### SILVER SPONSOR





**MACHo Program**  
**445 East 69th Street, Ste 208**  
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