FP14 (continued)

Evaluation: Process and outcome evaluations were conducted with each participating school/district via submission of a yearly report outlining policy, systems, and environmental changes that were implemented within the year-long Institute process.

Conclusions and Implications: By participating in the CSH Institute series, school teams were able to acquire new skills and knowledge to help them get buy-in from essential stakeholders, form partnerships and pursue environmental changes within their specific settings.

Funding: USDA Team Nutrition Training Grants #CNTN-09-NE, #CNTN-11-NE, #CNTN-13-NE, #CNTN-14-NE

FP15 South Dakota Team Nutrition: PhotoVoice and Farmers Grow MyPlate

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Objective: To engage students in the PhotoVoice project as part of an assessment of school lunchroom environments. To motivate students to use MyPlate to eat healthfully as well as to teach how MyPlate foods are produced.

Description: Integration of Photovoice as a component of Smarter Lunchrooms was used to gain a comprehensive snap-shot of school lunchroom environments through a youth's perspective. Farmers Grow MyPlate uses each of the Choose MyPlate food groups as the focus to provide hands-on lessons on nutrition, physical activity, food preparation, food safety, arts/crafts, and food production. Pilot tests in 2015 resulted in slight revisions. Lesson implementation, food preparation activities and especially field trips to farms and markets are being supported in 2016 with sub-grants for use in summer day camps, school classrooms, after-school programs, and summer child care settings.

Evaluation: Photos taken by youth prompted critical dialogue surrounding their school's lunchroom environment resulting in development of a Smarter Lunchroom's action plan. Pre- and post-surveys using the K-2 and 3-5 Expanded Food and Nutrition Education Program surveys will be analyzed for all children who participate in Farmers Grow MyPlate.

Conclusions and Implications: Schools were able to make evidence based decisions on future programming and efforts based off of Photovoice results. Pilot programs reported good results for the Farmers Grow MyPlate implementation and the curriculum has been finalized. Eleven sub-grants for implementation have been awarded and program activities are underway in a variety of settings including second and third grade classrooms, Boys and Girls Club after school programs, 4-H groups, and summer feeding sites.

Funding: USDA Team Nutrition Training Grant #CNTN-14-SD(C)

FP16 Maryland's Team Nutrition Wellness Champions for Change: School-Level Wellness Policy Implementation

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Objective: To develop a school-level Wellness Champion training. To provide training, technical assistance, and resources to schools. To improve school-level wellness policy implementation and monitoring.

Description: The school environment directly impacts the health and wellness of children. The implementation of system-level Local Wellness Policies (LWPs) in schools may positively influence the school environment and student health behaviors. Under Maryland's 2014-2016 TN training grant, the Maryland State Department of Education, in collaboration with University of Maryland Extension, University of Maryland Baltimore, and local health departments, provided a Wellness Champions for Change (WCC) training, technical assistance (TA), and/or resources to 60 school-level Wellness Champions in five local school systems to support school-level LWP implementation. Within each school system, one third of enrolled schools received training (WCC), one third received training and technical assistance (WCC + Technical Assistance), and one third received delayed training following the completion of the pilot (control).

Evaluation: Baseline (Spring 2015) and follow-up (Spring 2016) surveys completed by 5 members of each school community, including the Wellness Champion. The survey measures LWP implementation and related school-level wellness team activities. Survey and semi-structured interviews with WCC and WCC+TA participants to identify activities following training and overall perceived impact of WCC and/or TA on school-level LWP implementation.

Conclusions and Implications: Survey results will share the impact of the WCC and the added impact of WCC + TA on LWP implementation. Process measures will inform modifications to WCC and/or WCC + TA. The project developed as part of this Team Nutrition Pilot Study will be fully evaluated as part of a USDA AFRI Childhood Obesity Prevention Program Project.

Funding: USDA Team Nutrition Training Grant #CNTN-14-MD

FP17 Idaho's Chef Designed School Breakfast Workshop

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Objective: The Chef Designed School Breakfast (CDSB) workshop was designed to promote the importance of the School Breakfast Program (SBP), provide information on serving style options, offer recipes

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