NP8 (continued)

assessments) were conducted with children from the intervention neighborhoods.

Evaluation: Here, we report on the observed purchase patterns of children and their responses to the coupon intervention in participating stores, as well as follow-up assessments with individual children. Across more than 2,900 separate purchase events we noted only modest coupon usage in the intervention phase. However, chip and candy purchases decreased significantly, and the percentage of purchase events that included at least one targeted healthier food item tripled.

Conclusions and Implications: Initial results indicate that kids-only coupons can play a role in shifting snacking behavior outside of school settings. We anticipate that additional results from more active promotion of the coupons (i.e. combining the discounts with other promotional materials) will be of even greater magnitude.

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NP9 Fighting Obesity Among Low-Income 9-14 Year Olds: A Home-Based Intervention Using Mobile Phones to Deliver Customized Nutrition Outreach

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Objective: To fight obesity and poor nutrition among 9-14 year olds in families who patronize food pantries.

Description: We have developed a mobile phone application with customized recipes and practical, evidence-based ideas about healthy eating, keyed to each household's needs. Formative studies and usability trials have shaped the app.

Evaluation: A randomized field trial is nearly completed. Early results show that mothers (who are household cooks) and their 9-14-year-old children use the app intensively, across a month-long study period. Experimental cooks who were provided the app are three times more likely to use fresh vegetables in meals and snacks than control cooks who were provided the same vegetables by their pantries, but lack the app.

Conclusions and Implications: Further data analysis is underway.

Funding: USDA Grant #2012-68001-19592

NP10 Developing the Mentoring, Education, and Nutrition Knowledge for Teachers to Reduce Obesity Risk in Children (M.E.N.T.O.R.) Project: In-Service and Pre-Service Teacher Needs Assessment Results

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Objective: To assess in-service (SCTs) and pre-service (PCTs) teachers' knowledge, beliefs and self-efficacy for creating an anti-obesogenic school environment. The secondary aim was to determine the perceived usefulness of programmatic materials.

Description: This is a cross-sectional study of 85 PCTs (92.9% female) recruited from upper-level elementary education reading courses and 24 SCTs (80% female; Mean(SD)=13.58(9.35) years experience teaching) from a Title 1 public elementary school in the southeast region of the United States. Participants completed a self-report questionnaire measuring demographics, nutrition knowledge, beliefs about the school food environment, and self-efficacy for teaching nutrition. Descriptive statistics for each study variable were calculated by SPSS v.22.0.

Evaluation: SCTs and PCTs reported low levels of nutrition knowledge with an average of 66%±14.69 and 70%±12.79 respectively. Consequently, only 30.4% of SCTs and 29.1% of PCTs indicated that they have the skills necessary to teach nutrition concepts effectively. Seventy-five percent of SCTs and 96.5% of PCTs reported it is important to have a healthy school environment. Lack of training in nutrition was a major issue with SCTs (93.9%) indicating in-service training and reference materials on nutrition education were not available. Despite this, 77% indicated that these resources had moderate or great potential to improve nutrition education. SCTs and PCTs both reported that audio and visual aids along with laboratory materials and computer software would be useful materials for nutrition education.

Conclusions and Implications: Results from this study suggest a need for nutrition education among SCTs and PCTs and will guide the development of a nutrition education program that leverages PCTs as agents of change to improve children's nutrition behaviors.

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NP11 Best Practices and Lessons Learned From the Choose to Change Project: Nutrition Education and Interventions for Preschool Children

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Objective: The Choose to Change (C2C) project incorporates preschool and family-based intervention components designed to improve knowledge and attitudes about daily practices that contribute to unhealthy eating and sedentary behavior in early childhood. The goal of the project is to positively impact preschool children's dietary habits and physical activity patterns while in preschool and to sustain healthy behaviors through teacher and parent reinforcement and modeling.

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NP11 (continued)

Description: Three cohorts of children (N = 458) were enrolled to a randomized controlled trial for one academic year. Children and families were subsequently followed for two additional years with annual assessments provided. The study is now closed to enrollment. Annual assessments are in process.

Evaluation: In this study, we examined reports from preschool teachers and parents to identify common practices with regard to nutrition education in the preschool and home settings. We compare those practices to select child health outcomes (e.g., obesity risk). Additionally, we review the nutritional components presented to participants as part of the C2C intervention at school and during Family Fun Nights.

Conclusions and Implications: Evidence-based nutrition education and skills development can be similarly disseminated in the preschool and home settings. Providing this material multiple times, and in multiple formats, may be necessary to illicit change over time. Intervention implementation and information dissemination lessons learned will also be reviewed.

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NP12 A Social Marketing and Environmental Change Intervention: Get Fruved Years 01-02

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Objectives: Identify components and outcome assessments of the Get Fruved project.

Description: Get Fruved is a Community Based Participatory Research project utilizing social marketing and environmental change (designed and implemented by college students in partnership with researchers and Extension professionals) to promote health and prevent unwanted weight gain among older adolescents entering college. Fruved student organizations/groups on four intervention campuses developed and implemented a 24-week intervention, began to function as a coordinating center for campus health promotion activities, matched health peer mentors with first year students, and advocated for environmental and policy change. Four additional university campuses served as control sites.

Evaluation: Physical assessments and surveys were completed with 493 intense intervention participants (students who developed and implemented the intervention), 85 control intensive intervention participants, and 1,148 diffuse intervention and control participants (first year college students). Survey only information was collected from an additional 4,595 first year students. The primary

outcome is weight change; additional outcomes include a wide-range of health-related behavior.

Conclusions and Implications: Baseline assessments are being analyzed and one year post assessments will be completed in May, 2016. In the next two years of the project, the peer-led intervention will continue to be tested on the college campuses and college students will work with high school students to develop, implement, and evaluate the intervention on high school campuses. In the final years of the project, the intervention will be disseminated to additional college and high school campuses.

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NP13 Barriers to the Delivery of Children's Physical Activity in California's Central Valley

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Objectives: The Niños Sanos, Familia Sana project is a multifaceted intervention to slow down the rate of BMI increase in young children in two Mexican-origin communities using a Community Based Participatory Research approach. This study focused on the physical activity component to examine where schoolteachers engage their students in physical activity, identify the barriers to class daily physical activity, and determine teacher's perceptions regarding strategies to increase daily classroom physical activity.

Description: During the 2014-2015 school year, thirty-two preschool through third grade teachers from the intervention and control communities completed a Classroom Barriers to Physical Activity survey.

Evaluation: Descriptive statistics revealed that the students in the treatment community tended to have physical activity on a playground (84.6%). A higher percentage of teachers in the control group (68.4%) reported they use the classroom for physical activity. Furthermore, teachers in the control group indicated that spending physical activity time in the classroom was a high barrier to daily physical activity.

Conclusion and Implications: By understanding the barriers for delivering physical activity in elementary schools, we can gain a stronger understanding of the development and implementation of physical activity interventions for low-income rural communities.

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NP14 Fuel for Fun: Cooking With Kids Plus Parents and Play – Year 4 Achievements

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