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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