NP56 (continued)

99 instances (19%) were from SSB. Test-retest reliability was more than adequate ($r=.71$, $p<.0001$). Convergent validity using dietary energy density, vitamins A and C, potassium, sodium, fiber, and water was demonstrated ($p<.05$ -.01). Factor analysis confirmed two components, the first for healthful snacks and the second for other snacks. Child's BMI percentile was marginally related to focus on snacks two years later ($p=.073$) demonstrating some predictive validity.

Conclusions and Implications: These findings support evidence for reliability and validity of the 13-item focus on snacks. This tool be useful in assessing the child's snack behaviors that are under control of the parent.

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NP57 Detroit Child Health Incubator Research Project: Creating a Transformational Community

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Objective: Building a learning community to address childhood obesity prevention through a food justice lens.

Description: Reports on partners' creative collaborative strategies to create a web of relationships and community climate supporting healthful family lifestyles.

Evaluation: Applying participatory methods to the formative and outcome evaluation of the CHIRP learning community and evaluation and dissemination of specific programs/activities.

Conclusions and Implications: Through their increasingly collaborative efforts, the CHIRP community partners have fostered a web of resources and relationships that provide a supportive community climate which facilitates the transition to and maintenance of healthful lifestyles for families with young children.

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NP58 Implementation Feasibility of School Modules Designed to Enhance the Evidence-Based Switch Obesity Prevention Program

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Objective: The purpose of this study was to evaluate the implementation feasibility of school modules designed to enhance school engagement and student involvement in the evidence-based Switch obesity prevention program.

Description: The school-based Switch program promotes healthy lifestyles by helping youth to "switch what they do, view and chew". Six schools from three Iowa school districts involved in a Switch pilot study were recruited to evaluate three new school modules designed to enhance Switch integration in classroom, physical education, and lunchroom settings. Online training and support was provided to the school Switch teams but the implementation and the integration of the Switch modules was handled completely by the schools.

Evaluation: The evaluation examined factors that influenced successful implementation of the integrated 'Switch Classroom', 'Switch PE', and 'Switch Lunchroom' modules by the school Switch teams. Detailed implementation measures were conducted throughout the program implementation process using daily report logs and a weekly implementation survey. Barriers, facilitators, motivations and perceptions of implementation were obtained from Switch school leaders at the end of programming using a survey of implementation drivers, the Self-Regulation for Educators Questionnaire, and questions that measured perceived competence, outcome expectations, training received, support, and satisfaction associated with the implementation of the Switch program. Implementation outcomes across schools, school lunchrooms, physical education classes, classrooms will be described. The association between drivers (barriers, facilitators, and motivations) and implementation outcomes will be estimated using multilevel linear models.

Conclusions and Implications: The evaluation provides feedback of the utility of the Switch modules for enhancing school implementation of the Switch.

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NP59 Classroom Teacher Impact on Student Physical Activity

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Objectives: The objectives were to examine demographic and physical activity characteristics of preschool and elementary school teachers, and understand the impact of these characteristics on weekly minutes of physical activity offered to their students. Discuss strategies and barriers impacting school physical activity data collection.

Description: Niños Sanos, Familia Sana (NSFS) was a multi-component intervention to prevent obesity in Mexican-Heritage children in rural California. Data collected on classroom physical activity was a dosage component of the NSFS study and included data from teachers in both the treatment and comparison communities. The sample included 57 preschool through 3rd

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grade teachers of a predominantly Latino student population. Teachers completed a Physical Education (PE) Weekly Reporting Form and a Teacher Physical Activity demographic survey. Data were collected from teachers during 2 different seasons for a total of 8 weeks during the 2013-2014 school year at the participants' schools.

Evaluation: Teachers averaged 204.5 minutes of self-reported personal physical activity per week. Stepwise regression analysis of teacher variables showed only weekly minutes of personal physical activity as a significant predictor of PE time ($t = 2.29$, $p = .028$). Teacher's gender, age, and self-rated fitness level were not significant.

Conclusions and Implications: Individual teachers have an impact on the minutes of physical activity of their students. Future interventions should include working with classroom teachers to increase their own physical activity routines as a means of sustainably increasing the time devoted to physical activity in their classrooms.

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NP60 Cooking, Eating and Playing Together: iCook 4-H Year 4

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Objective: Outcome assessments of the two-year iCook4-H intervention for youth/adult dyads and program dissemination across 5 states.

Description: iCook 4-H was a control/treatment intervention study with 4 assessment periods. The family-centered intervention for obesity prevention in youth was a 6-session, biweekly, out-of-school program with continued newsletters and booster sessions to encourage at-home cooking, eating and playing together. To test the feasibility of dissemination, a control/treatment design was used. Primarily Cooperative Extension staff ($n = 13$; 14 sites) led iCook 4-H for 57 dyads, with minimal researcher assistance.

Evaluation: In year 4, physical assessments, surveys, and program evaluation were conducted on 130 intervention dyads, 57% of baseline sample (youth = 11.3 ± 0.7 years). In dissemination, only program evaluation was used which included fidelity of implementation, conducted on 27% of total sessions.

Conclusions and Implications: Over the 2-year intervention, adjusting for baseline, BMI z-score was greater for treatment youth (0.60, $n = 90$) compared to control (0.38, $n = 40$) ($p = 0.01$). Fruit/vegetable intake over time

was 2.16 vs 1.67 cups/day for treatment youth vs control, respectively ($p = 0.052$). For adults, based on Cooperative Extension Checklist, kitchen proficiency improved for treatment versus control in frequency of checking food labels and not letting meat and dairy sit out for over 2 hours ($p = 0.01$). Program dissemination was successful based on fidelity testing; 91% of session objectives were met, 97% of leaders were rated effective in program delivery, and dyads were engaged (91% of time for adults and 88% for youth). Results varied for the iCook 4-H intervention, and dissemination of program in multiple settings was successful.

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NP61 The WAVE~Ripples for Change: Obesity Prevention in High-School Soccer Players (Year 3 of 5)

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Objective: Test a 2-year mixed-reality obesity prevention intervention among soccer players (14-19y).

Description: In Oregon, 50 soccer teams were recruited and 48 teams ($n = 612$ soccer players, 46.9% varsity team, 3% both varsity and junior varsity) from 13 schools were enrolled in August 2015. There were 33 teams ($n = 451$) in the intervention group (IG) and 15 teams ($n = 161$) in the comparison group (CG). At baseline/Phase 1, all participants were assessed for body composition, and nutrition and physical activity behaviors and knowledge. At school-based minicamps (total of eight hours over two weeks), the IG received four face-to-face (F2F) lessons about sports nutrition with recipe tasting, and orientations to Rippleville - the virtual learning environment designed to reinforcement F2F learning objectives. In addition, the IG received a 2-hr grocery shopping and meal planning workshop (Phase 2). During Phase 3, IG and CG tracked physical activity (Fitbits), in addition to food intake, sleep, injury, and bowel health for 7 consecutive days.

Evaluation: Five-hundred-and-sixty-seven youth completed baseline assessments (56.6% females, 46.2% White, 37.8% Hispanic/Latino, 4.5% Asian/Pacific Islander, 1.9% African American, 0.8% American Indian/Alaskan Native). Mean age = 15.3 ± 1.2 y and mean BMI = 22.1 ± 3.6 . Comparing IG and CG, baseline age, BMI and MVPA differed significantly in males; BMI, steps, sleep, grain, vegetable, and protein intakes differed significantly in females.

Conclusions and Implications: Key findings from the evaluation of operational feasibility and fidelity include greater needs for frequent incentives for the participants and strategies to utilize Rippleville to engage participants in virtual experiential learning.

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