NP3 (continued)

Description: The project aims to improve family routines and parent-child eating and physical activity (PA) interactions. Research activities will be conducted in 3 phases: formative research; intervention development; and an intervention efficacy study.

Evaluation: Year 2 focused on Formative Research. Parents provided input on: preschoolers' mobile device use (n=191 technology surveys); beliefs and patterns of child mobile device use and feasibility of using mobile devices to deliver preschooler nutrition and PA education (n=29 telephone interviews); family mealtime and PA routines (ecocultural family interviews, EFI, n=16 to date). Additional data will be collected on parental beliefs and practices related to PA (face-to-face interviews); observed maternal and child dietary intake at dinnertime (Remote Food Photography Methodology); and mealtime environment and practices (mini-focus groups).

Conclusions and Implications: Parents of preschoolers in rural Colorado often use technology and respond favorably to the concept of mobile apps to improve children's school readiness and to promote physical activity. Parents struggled to envision how apps could improve children's nutrition and feeding behaviors. The EFIs conducted thus far suggest that parents value ideals for mealtime and PA, but also express high stress levels and desire effective, fun and low pressure strategies to reduce mealtime and PA challenges.

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NP4 Effectiveness of Supports for Family Mealtimes on Obesity Prevention Among Head Start Preschoolers: The Simply Dinner Study

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Objective: To test the main, additive and interactive effects of six intervention components reflecting differing levels of supports for healthy family mealtimes on promoting diet quality reducing childhood obesity.

Description: While obesity prevention efforts emphasize the importance of healthy family meals, barriers to family mealtimes are intensified for low-income families. Using the Multiphase Optimization Strategy, we are testing six intervention components to promote family mealtimes in a Screening Phase (N=520), which will result in the implementation and evaluation of a "final" intervention model in the Confirming Phase (bundling the most effective components, N=250). Components

include meal delivery: home delivery of prepared healthy family, including recipe to use at home; ingredient delivery: home delivery of ingredients and recipe to cook a healthy family meal; community kitchen: sessions in which families prepare healthy meals to cook at home; didactics: nutrition education with recipes cooking lessons: cooking lessons with recipes; and cookware/flatware: delivery of flatware/ cookware to utilize for family meals.

Evaluation: The current screening phase analyses will test, on an intent-to-treat basis using ANOVA models, whether each intervention factor has a significant effect on frequency of healthy, family mealtimes and dietary quality pre- to post-intervention. We are currently engaged in data collection.

Conclusions and Implications: Results will inform policy (e.g. where limited resources may be best allocated) and interventions (e.g. supports most effective in promoting family meals).

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NP5 Development of the Growing Strong Generations Project

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Objective: To develop a culturally appropriate set of out-of-school gardening activities for children and families on an American Indian reservation and assess preliminary feasibility of implementing the activities, and, explore new educational pathways in public and community health sciences for students enrolled at a tribal college.

Description: Project investigators and staff collaboratively developed and implemented a Dinner in the Garden family event and 9 summer garden sessions for Native and non-Native children and their families on the reservation. The partnership worked collaboratively to explore educational experiences to prepare students to assist with research activities and promote careers to address chronic health problems in rural and Native communities.

Evaluation: Seventy-five community members attended the Dinner in the Garden summer family event. Caregivers reported high satisfaction (mean rating of 4.7 on a scale of 1 - 5). Twenty-eight children regularly attended the garden sessions. Further data analysis of the garden sessions is underway and findings will be presented at the conference. We held 12 meetings during this initial year that resulted in creating a 2-year Associate of Arts degree in Health Behavior and Prevention Sciences at a tribal college and a Memorandum of Understanding between the University of Montana and the tribal college leading to a 4-year degree in behavioral and community/public health.

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