NP11 (continued)

provides a small step to promote health equity and facilitates parents' and other primary caregivers' efficacy to prevent and reduce overweight and obesity in their children.

Funding: 2015-68001-23248.

NP12 Community-Based Participatory Research Targeted Toward the Prevention of Adolescent Obesity: Ripple Effect Mapping Outcomes

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Objective: To conduct an analysis of the impact of a five year, tri-state, community-based adolescent overweight and obesity prevention program, Ignite: Sparking Youth to Create Healthy Communities, in three minority, limited resource middle schools and surrounding communities using ripple effect mapping (REM).

Description: REM is a guided focus group method involving six to twelve participants per session centering around one topic and collecting responses from questions; each question addressing a different ripple of impact at different levels of the community. Seven REM sessions among three intervention communities were conducted by trained moderators. Participants included both target youth (6–8 graders), former students, and adults.

Evaluation: REM was conducted at post-assessment to capture perceived qualitative outcomes contributed to Ignite programming in addition to quantitative methods used to evaluate changes pertaining to community food and physical activity environments, student health perceptions and behaviors, as well as indicators of youth empowerment.

Conclusions and Implications: The project aims to identify a potential framework for creating community-focused, sustainable and effective adolescent obesity prevention programs. Outcomes reported from REM data support this aim. Some outcome trends included an increased student awareness and importance of positive health behaviors, as well as the willingness to adopt these health behaviors; positive changes in school culture related to collaboration, involvement and commitment to wellness; an increase in school-community partnerships; improvements in the school physical environment; and increased opportunities for physical activity before, during and after school and in the community. Resource capitals predominantly cited for these changes were the value placed on

people and the community culture, as well as the importance of social, financial and political resources.

Funding: 2012-68001-19619.

NP13 Connecticut Fitness and Nutrition Clubs in Motion, a 4-H STEM Program—Summary and Outcomes

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Objective: To summarize fifth year findings and outcomes of an obesity prevention project.

Description: This 4-H STEM afterschool and wrap around program was conducted in five cities in three counties of Connecticut. In the fifth year, three intervention sites in two cities were analyzed. Teen mentors, aged 16 to 19 years, along with 4-H adult leaders, taught third and fourth graders about nutrition, fitness and gardening. Activities included hands-on nutrition lessons, constructing and building garden beds on school sites, indoor garden grow labs, garden planting/maintaining/harvesting, healthy food demonstrations, fitness games, zumba, circuit games or interactive Wii games.

Evaluation: The fifth year evaluation consisted of a mixed methodology approach with pre and post surveys, qualitative interviews, and physical measures.

Conclusions and Implications: In the fifth year, community interactions were as follows: 20 garden beds installed, 12 family fitness nights, 31 after school sessions, 17 summer events, and five farmers market events. The study findings show youth had improvements in 20 meter PACER scores, hand-grip strength, push-ups, and sit-and-reach, as well as enhanced self-efficacy relative to social capital (an unintended result). Interview findings indicate children enjoyed the program, being outside and learned new things related to nutrition. Consequently, 4-H programs led by teen mentors with a focus on nutrition, fitness, and gardening may have positive influences on youth.

Funding: 2012-68001-19956.

NP14 Designing Web-Based Parenting Education Modules for a Childhood Obesity Prevention Program Using a Community-Engaged Perspective

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