NP20 (continued)

Evaluation: All school staff reported satisfaction with the SWITCH™ implementation process. Reports of school- and setting-level implementation were relatively high (2.0 to 2.8 on a 3.0-point scale) but student engagement (based on use of the online tracking system) varied greatly over time and across schools. Three high-implementation schools had average tracking rates exceeding 70% (range: 72–90%) while three low-implementation schools had rates lower than 30% (range: 0–23%).

Conclusions and Implications: This feasibility study supports the utility of the new implementation framework for promoting school and student engagement with SWITCH™. Further testing regarding effectiveness and scale-up of this evidence-based school wellness intervention is warranted.

Funding: 2015-68001-23242.

NP21 Foodmania: Effects of a Curriculum Using Media Literacy as the Catalyst to Improve Parent-Child Discussion and Food Behaviors

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Objective: To increase youth fruit and vegetable consumption by enhancing parent-child discussion of food marketing and food labels.

Description: The curriculum employs principles from the social-ecological model, social cognitive theory, and the message interpretation process model from communication. The working hypothesis was that youth consumption of fruits and vegetables is increased through improved family communication about food marketing and improved home food environments. The curriculum targeted parents and 9-to-14-year-old youth, tested in Washington State. Six units comprised 1 hour with youth and parents separately, followed by a joint session, based on the Strengthening Families model. Activity-oriented lessons emphasized parent-child communication skills surrounding media management in the home and critical discussion of media messages about food.

Evaluation: Two cycles of pre/post data collection employed a matched group design, along with focus groups. Analyses have included Bayesian and structural modeling, as well as qualitative and social media analyses. Controlling for pretest, results indicate that increases in child-initiated discussion and parent-facilitated critical discussion of media increased parental efficacy toward nutritional changes in the home. Parents' efficacy posi-

tively predicted discussion about, and use of, nutrition facts labels, which in turn improved the ratio of healthy-to-less-healthy food in the home. Additionally, for the intervention group, parents' use of negative mediation positively predicted youths' critical thinking toward advertising content. Critical thinking positively predicted youth reports of child-initiated discussion, which in turn predicted discussion of nutrition facts labels and youth consumption of fruits.

Conclusions and Implications: Media literacy-based nutrition education can help families communicate effectively about persuasive food marketing and credible sources of nutrition information. Children also benefit by initiating discussions about food and marketing. Low participation among Latino/a families despite their prevalence in the targeted communities indicates a need for culturally sensitive and linguistically appropriate programming.

Funding: 2012-68001-19618.

NP22 "Get Fruved": the RCT Year

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Objective: To describe the Get Fruved project through year 04.

Description: Get Fruved is a health promotion intervention utilizing Community Based Participatory Research (CBPR) to develop and test a social marketing and environmental change intervention to prevent unwanted weight gain among older adolescents. Initially this included college campus students and then transitioned to college students mentoring high school students with the aim of conducting the intervention at the high school level. The five-year project has five phases. In phases I-III the CBPR partnerships were forged, college intervention developed, college intervention feasibility/pilot tested, and a high school intervention developed. During Phase IV (year 04), the college intervention is being tested utilizing a cluster randomized controlled trial (RCT) at 31 intervention and 32 control colleges and the high school intervention is being feasibility/pilot tested at five schools from four states.

Evaluation: To date, 8,215 college students and 1,387 high school students have completed assessments. Prevention of unwanted weight gain is the primary outcome for the RCT, but since the intervention focused not on weight and instead on health-related behaviors associated with obesity prevention, numerous health-related behaviors were

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assessed. Assessments include dietary intake, stress, physical activity, sleep hours, perceptions of the campus environment, readiness to change, and students' priorities.

Conclusions and Implications: To date, 16 new instruments/methods have been developed and validated, three college courses created, 91 presentations conducted, three manuscripts published, and college and high school toolkits created (providing a systematic approach to promoting health for obesity prevention). Data are currently being analyzed. In Phase V, high school intervention effectiveness will be tested using an RCT model.

Funding: 2014-67001-21851.

NP23 Growing Strong Generations Strengthening Project on an American Indian Reservation: Year 2 Activities

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Objectives: To assess the feasibility of an 8-week pilot study of the Growing Strong Generations gardening program, and implement educational pathways in public and community health sciences for students at a tribal college.

Description: The pilot study used a quasi-experimental pre-test/post-test design involving one experimental group of children, age 6 – 9, and their parents. Trained facilitators delivered 10 gardening sessions to children enrolled in a summer program on an American Indian reservation. Topics included seed planting, weeding, and composting. Parents received activities to do with their child at home. Parents also participated in a "Dinner in the Garden" event at the end of the program. The partnership worked collaboratively to implement a new Health Promotion Practices Associate of Arts (AA) degree at Salish Kootenai College (SKC) that enables students to seamlessly transfer to the Community Health and Prevention Sciences Bachelor of Science degree at the University of Montana (UM).

Evaluation: The primary aim of the pilot study was to determine intervention feasibility. Of the 50 children eligible to recruit to the study, 41 expressed interest; and 22 were enrolled in the study. Improvements were observed in number of daily servings of fruits consumed and total kilocalorie intake, but not in number of daily servings of vegetables consumed or child self-efficacy to grow and eat fruits and vegetables. Seventy people (27 families) attended the Dinner in the Garden event and reported high satisfaction (mean rating of 4.7 on a scale of 1 – 5). SKC initiated the new AA degree. Five courses were developed to align with UM prerequisites. Three students are currently enrolled.

Conclusions and Implications: This Strengthening project planted seeds for implementing the kids gardening program, and established educational experiences to prepare students to assist with research activities and promote health-related careers.

Funding: 2016-69001-24996.

NP24 Healthy Caregivers Healthy Children Phase 2 (HC2): Two Year Follow-Up Results

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Objective: The Healthy Caregivers, Healthy Children Phase 2 (HC2) project examines the relationship between the child care centers (CCC) nutrition/physical activity environment and child body mass index (BMI) over one school year.

Description: Despite widespread use of and the high prevalence of obesity among preschool-aged children, most states lack CCC nutrition/physical activity policies. A total of 24 CCCs, serving low resource families with > 50 2-to-5 year olds attending, were randomized to an intervention (n = 12) or control (n = 12) arm. The HC2 intervention arm CCCs receive implementation of a daily curricula for teachers/parents; children; snack, beverage, physical activity, and screen time policies; and technical assistance with menu modifications. Control arm schools receive an attention control safety curriculum. The Environment and Policy Assessment and Observation tool (EPAO) and child height and weight was collected (Fall/2015, Spring/2016, Spring 2017).

Evaluation: Mean child BMI z score increased in control centers from .43 to 1.1 while it held relatively consistent (.46 to .52) in HC2 treatment over two school years. EPAO total nutrition score improved in the HC2 treatment centers over two school years (12.4 to 14.4) while a slight increase was seen in control schools (12.5 to 13.1). EPAO physical activity scores also increased significantly over the course of two years for the intervention centers (10.2 to 12.3) and remained relatively constant for control centers (10.5 to 10.7).

Conclusions and Implications: The HC2 program has shown improvements in policy standards that have been maintained for two years. Child care center's obesity prevention programs that incorporate curriculum and policies to promote healthy eating can support healthy BMI growth trajectories in children.

Funding: 2015-68001-23232.

NP25 Impact of Potential Changes in SNAP Benefits on Diet Quality and Lifestyle

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Objective: To address the impact of modifying the USDA Thrifty Food Plan (TFP) on diet quality and lifestyle among a Head Start program eligible population.

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