FP3 (continued)

Nutrition created the CHOP program. Colorado Team Nutrition contracted with LiveWell chefs to provide culinary trainings featuring key food service practices targeted to improve fresh fruit and vegetable offerings. Grant participants were given funding to plant gardens and teach the Grow it, Try it, Like It! Team Nutrition curriculum to children in care. Sites received technical assistance from their county Master Gardeners to plant their garden. Additionally, sites received technical assistance and support from the Team Nutrition Grant Educator.

Evaluation: The CHOP evaluation was organized around seven evaluation questions, each answered through a quasi-experimental pre/post study design. The evaluation protocol was introduced in year one, and methods for year two were revised based on lessons learned. The evaluation results will refine program implementation for future years, and a final report produced in October 2019.

Conclusions and Implications: Distribution of funds through a competitive subgrant program is an effective method for promoting Farm to ECE activities in child care homes and centers. Data collected in year two indicates in-person culinary trainings increase knowledge of key food service practices. The CHOP grant activities were associated with improved “healthfulness” of the food environment and had a positive impact on the number of seasonal, fresh or garden produce prepared for children in participating centers and homes. The program did not appear to influence knowledge of the 2015 Dietary Guidelines or CACFP new meal patterns.

Grant Year: 2016

FP4 Power-Up with Produce Supported Some Changes in Determinants of Fruit and Vegetable Intake of Rural Elementary Students

Alyce Fly, PhD, afly@indiana.edu, Indiana University, 1025 E 7th St PH 116, Bloomington, IN 47405; Elizabeth Foland, MS, RD, Indiana State Department of Education; Sarah Kenworthy, RD, Indiana Department of Education; Taylor Erickson, BS, Indiana University; Elizabeth Kaschalk, MS, Indiana University; Chen Lyu, MS, Indiana University; Maya Graves, BS, Indiana University; Anna Stuckey, Indiana University; Olivia Isaacs, MS, Indiana University; Jamie Simko, MS, Indiana University; Velarie Ansu, MS, Indiana University; Stephanie Dickinson, MS, Indiana University

Objective: Using athletes that children value to model eating fruit and vegetables (FV) could be an effective tool to increase FV consumption.

The objective was to evaluate a nutrition intervention with athlete mentors aimed at increasing student preferences, knowledge of FV and decreasing FV neophobia.

Description: Eleven rural Indiana elementary schools were recruited into five strata and randomly assigned to control (n=6) or intervention (n=5) in a cluster RCT. Intervention students received an assembly featuring college athlete mentors, a tasting session, followed by six

different videos (< 90 second/video) shown in classrooms (once a month) reinforcing program concepts about FV nutrition.

Students completed Qualtrics surveys to assess FV familiarity, preferences, knowledge, and habits in September 2017 (pre), May 2018 (post-one), and September 2018 (post-two). Interactions between groups over time were compared using linear mixed models with random effects for school, class; $\alpha = 0.050$.

Evaluation: FV preferences for control students (CON) decreased more than intervention students (INT) from pre- to post-one ($P = .016$), with no difference between groups from post-one to post-two ($P = .118$) and pre- to post-two ($P = .482$). Vegetable neophobia decreased from pre to post-two in INT vs. CON ($P = .019$), although overall treatment x time interaction was only marginally significant ($P = .064$). Food group knowledge increased from pre to post-one in INT vs. CON ($P = .001$) and maintained at post-two ($P = .050$). FV plate fraction knowledge marginally improved for INT from pre- to post-one ($P = .066$) and increased from pre- to post-two ($P = .005$). There were no differences in FV familiarity, frequency, variety, fruit neophobia, trying new FV, and being able to select high nutrient dense FV-containing foods.

Conclusions and Implications: The intervention to improve FV nutrition produced benefits in some, but not all, outcomes. Some improvements in nutritional attitudes and knowledge creates optimism that this program may enhance student nutrition. Program benefits may be enhanced with additional attention to components that support variety, frequency, familiarity, and comfort in trying FV.

Grant Year: 2016

FP5 Lessons Learned From the Healthy Schools Healthy Students Project: Strategies to Improve Future Team Nutrition Interventions

Natoshia Askelson, PhD, MPH, University of Iowa College of Public Health, Public Policy Center; Patrick Brady, MS, University of Iowa College of Public Health, Public Policy Center; Grace Ryan, MPH, University of Iowa College of Public Health, Public Policy Center; Carrie Scheidel, MPH, carrie.scheidel@iowa.gov, Iowa Department of Education, 400 E 14th St, Des Moines, IA 50319

Objective: To determine the success and challenges encountered when implementing the Healthy Schools, Healthy Students (HSHS) intervention.

Description: HSHS was a multi-component nutrition intervention targeting 4th grade students focused on improving nutrition knowledge, MyPlate awareness, and fruit and vegetable attitudes and preferences. The project included classroom-based nutrition education, cafeteria coaching with older students, and taste tests with 606 students in 10 schools.

Evaluation: As part of a larger mixed methods evaluation, we conducted in-depth interviews with project stakeholders and nutrition educators, along with focus groups of caf-

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FP5 (continued)

eteria coaches. We also visited schools to conduct fidelity checks. These data collections sought to determine what worked, what did not work, and what recommendations participants would have for future interventions. While all participants described the project as successful and did not state major implementation challenges, they described ways the intervention could have been improved. Project stakeholders stated that more communication and technical assistance, particularly before the project, would have been helpful. Nutrition educators stated that the lessons had too much content for the allotted time and that some activities (i.e. sing-along songs) were not age appropriate. Cafeteria coaches requested more training and technical assistance. Nutrition lessons were generally implemented as planned, but often did not include all activities, as discussed in the interviews. All schools implemented at least one of the strategies required for the cafeteria coaching component, but differences made comparisons between schools difficult.

Conclusions and Implications: The process evaluation of the HSHS intervention provides future Team Nutrition grantees and others working to improve school-based interventions with important factors to consider when planning and implementing school-based nutrition education interventions.

Grant Year: 2016

FP6 Supporting Healthy Habits in Childcare with Online Trainings for CACFP Participants

Patti Delger, BS, LD, RDN, patti.delger@iowa.gov, Iowa Department of Education, 400 E 14th St, Des Moines, IA 50319; Bryan Bauer, MA, Iowa Public Television; Tiffany Morgan, MS, Iowa Public Television

Objective: To develop interactive and engaging online trainings for CACFP (Child and Adult Care Food Program) participants, based on adult learning principles and instructional strategy, including audience analysis, and formative evaluation of knowledge gained. The modules support healthy habits in childcare homes and centers.

Description: A training needs assessment of CACFP participants, completed as part of the Iowa Team Nutrition 2017 grant, revealed menu planning and healthy food purchasing were topics of greatest interest. A Registered Dietitian Nutritionist wrote content for the modules and Iowa Public Television provided instructional design consultation on best practices for adult learners; online course template with discussion board; knowledge assessments; video production; and certification procedures. Healthy Menu Makeover and Healthy Food Purchasing modules were developed, including lesson content, assessments, graphics, links to resources, and certificates of completion. The modules were pilot tested by 10 CACFP participants who provided valuable feedback to make the modules relevant to users. The total budget for the project was \$13,500. The modules are available at no cost, can be completed at the participant's own pace and accessed anywhere with an internet connection.

Evaluation: The modules were released in April 2018 and certificates earned through December 2018 included 516 for Healthy Menu Makeover and 288 for Healthy Food Purchasing. A participant is allowed to take a final quiz up to three times to reach a passing grade of at least 80% correct. Demographic survey results report 51% of users are from centers and 38% are home providers.

Conclusions and Implications: The online modules have been a popular and effective training option to meet CACFP training requirements in Iowa. Lessons learned include the value of a needs assessment to determine training topics, implementation of an instructional design process, use of an online learning platform, and use of discussion boards to engage learners.

Grant Year: 2017

FP7 Kansas Training Grows Healthier Futures

Linnea Rieger, MS, lrieger@ksde.org, Kansas State Department of Education, 900 SW Jackson St, Ste 251, Topeka, KS 66612; Emily Brinkman, RN, LD, Kansas State Department of Education

Objective: Evaluate the impact of increased access to quality training on meeting requirements for the updated CACFP meal pattern and implementation of CACFP meal pattern best practices.

Description: As a result of the 2016 Team Nutrition Training Grant, KSDE has developed in-person and online training opportunities including "Updated CACFP Meal Pattern," "Let's Talk About It...Grains to Oz. Eq.," "Family Style Meal Service," and "Growing Healthy Futures with the CACFP." Team Up for CACFP Success workshops were held to allow CACFP sponsors to share experiences and successes in implementing the CACFP best practices.

Evaluation: A comprehensive evaluation plan, using a Child and Adult Care Food Program Survey instrument developed and validated by KSDE, is investigating the impact and project outcomes using quantitative and qualitative data collected during project implementation. Data was also collected via pre- and post-training surveys at the "Updated CACFP Meal Pattern" and "Let's Talk About It...Grains to Oz. Eq." trainings to gather evidence to evaluate program success as related to meal pattern implementation, nutrition education outcomes, and incorporation of best practices.

Conclusions and Implications: Preliminary results, for 2017 and 2018 data, showed that the summative best practices mean scores significantly increased with each additional training attended. In what may be the most important subscale measure of compliance with the CACFP standards, healthy offerings, child care providers that attend the most trainings and participate in additional interventions, offered as part of the Team Nutrition Training Grant, showed consistent and significant improvements. Data analysis between year one and year two demonstrates that feedback loops based on field surveys of best practices can provide more program and evaluation information than regular pre- and post- designs. Regular surveys can be an important part of a continuous improvement data system.

Grant Year: 2016