FP12 (continued)

Objective: The goal of this project is to support 60 child care centers in improving physical activity (PA) policies and practices for early childhood. Seventy-five percent of these centers were expected to become recognized as MOve Smart Child Cares.

Description: MOve Smart Child Care is a recognition program based on best practices for early childhood physical activity. The coaching project provided approximately 20 hours of assistance for each center. Coaches offered 2 hours of formal training for all staff. They assessed each center’s PA practices, then provided individualized assistance on policy development, use of space and equipment, staff role modeling, how to incorporate PA through the day and other topics as needed. Help was also given to complete the center’s MOve Smart application.

Evaluation: Participating center directors completed a 16 question self-assessment survey prior to the coaching intervention. Their responses showed how close the center was to meeting each of the MOve Smart guidelines. For each question, participants were also asked if they were satisfied with their current practice or wanted to improve it. After the coaching intervention, centers completed the same survey to measure changes. Success was also measured by the number of coached centers that successfully submitted a MOve Smart application.

Conclusions and Implications: Preliminary results from the first 27 pre and post assessments showed significant improvement in ten indicators: indoor and outdoor PA time, adult-led structured PA, available play equipment, PA in classroom learning, written PA policy, staff training in PA, amount of sedentary time, visual promotion of PA, and family education on children’s PA.

Funding: USDA Team Nutrition Training Grant #CNTN-14-MO, CDC1305 Cooperative Agreement

FP13 Using Social Media to Educate School Nutrition Professionals
Susan Patton, MS, RD, LDN, Susan.Patton@education.ohio.gov, Ohio Department of Education, 25 South Front Street, Columbus, OH 43215-4182; A. Seybold, MPH, Wright State University; M. Orlowski, PhD, MCHES; J. Saunders, MPA, Dayton Children's Hospital

Objective: Schools that enroll in Team Nutrition (TN) projects often have positive outcomes, and develop useful resources. Our challenge was to find timely, accessible means to share the outcomes and resources with all schools across the state. The goal of this project was to develop a blog site in which 100 school nutrition professionals are engaged.

Description: The blog promotes fruit and vegetable consumption during school meals, and also builds capacity for project evaluation and facilitates local dialogues in support of school nutrition. We develop original content, post resources, and share school nutrition research. A graduate public health student, supervised by a faculty member, maintains the blog.

Evaluation: In the initial seven months of the blog, the site has 897 visitors, 2546 views and 574 resource downloads. Agency partnerships are important drivers of traffic to the site. Participation peaks after emails from the Ohio Department of Education in 3 points of interest on Thursdays. A statewide taste test event was effective in reaching schools not enrolled in the TN-funded projects.

Conclusions and Implications: Most of the content (21 of 24 posts) are original articles. School success stories are a growing category of posts and this type of story increases the number of unique visitors to the site. Professionally designed signs, posters, and stickers are popular downloads. Reposts, the third category of content, has been used minimally.

Conclusion: Participation in the site, www.OHIOsmarterlunchrooms.com, is growing. Future activities will expand the scope of content, add video content, and recruit local nutrition advocates.

Funding: USDA Team Nutrition Training Grant #CNTN-14-OH(C), Team Nutrition Training Grant

FP14 Nebraska Team Nutrition Supports Sustaining Healthy Nebraska Schools Through the Coordinated School Health (CSH) Initiative
Zainab Rida, PhD, RD, LDN, zainab.rida@nebraska.gov, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68508; J. Hill

Objectives: The objectives were to identify the successful strategy of implementing both the structure and process for Coordinating School Health; describe the key components of the Nebraska model, success stories for policy, systems and environmental changes; identify the key components to implementing best practices in nutrition and physical activity, and describe the process for implementing successful institutes for Nebraska schools participate in NSLP and community partners.

Description: Coordinated School Health (CSH) is an evidence-based strategy and systems-building process by which schools, school districts, and communities develop capacity and create an infrastructure that supports continuous improvement in health-promoting environments for students and staff. The CSH Nebraska Initiative was designed as a series of in-depth Institute-based trainings focused on both the structure and the process of CSH. The structure outlines eight components needed to address a student’s holistic health needs: health education, physical education, health services, nutrition services, counseling and psychological services, healthy school environment, health promotion for staff, and family and community involvement. The process integrates the efforts and resources of education and the health community to provide a full set of programs and policies without duplication or fragmentation by emphasizing needs assessment, planning based on data and sound science, analysis of gaps and redundancies, and evaluation.

Continued on page S140
FP14 (continued)

**Evaluation:** Process and outcome evaluations were conducted with each participating school/district via submission of a yearly report outlining policy, systems, and environmental changes that were implemented within the year-long Institute process.

**Conclusions and Implications:** By participating in the CSH Institute series, school teams were able to acquire new skills and knowledge to help them get buy-in from essential stakeholders, form partnerships and pursue environmental changes within their specific settings.

**Funding:** USDA Team Nutrition Training Grants #CNTN-09-NE, #CNTN-11-NE, #CNTN-13-NE, #CNTN-14-NE

FP15 South Dakota Team Nutrition: PhotoVoice and Farmers Grow MyPlate

Suzanne Stluka, MS, RD, LDN, Suzanne.Stluka@sdstate.edu, South Dakota State University Extension, SWG 435, Box 2275A, Brookings, SD, 57007; M. Olesen, MS, RDN, LN; K. Wells, MEd; J. Cotton, South Dakota Department of Education; S. Kangas

**Objective:** To engage students in the PhotoVoice project as part of an assessment of school lunchroom environments. To motivate students to use MyPlate to eat healthfully as well as to teach how MyPlate foods are produced.

**Description:** Integration of Photovoice as a component of Smarter Lunchrooms was used to gain a comprehensive snap-shot of school lunchroom environments through a youth’s perspective. Farmers Grow MyPlate uses each of the Choose MyPlate food groups as the focus to provide hands-on lessons on nutrition, physical activity, food preparation, food safety, arts/crafts, and food production. Pilot tests in 2015 resulted in slight revisions. Lesson implementation, food preparation activities and especially field trips to farms and markets are being supported in 2016 with sub-grants for use in summer day camps, school classrooms, after-school programs, and summer child care settings.

**Evaluation:** Photos taken by youth prompted critical dialogue surrounding their school’s lunchroom environment resulting in development of a Smarter Lunchroom’s action plan. Pre- and post-surveys using the K-2 and 3-5 Expanded Food and Nutrition Education Program surveys will be analyzed for all children who participate in Farmers Grow MyPlate.

**Conclusions and Implications:** Schools were able to make evidence based decisions on future programming and efforts based off of Photovoice results. Pilot programs reported good results for the Farmers Grow MyPlate implementation and the curriculum has been finalized. Eleven sub-grants for implementation have been awarded and program activities are underway in a variety of settings including second and third grade classrooms, Boys and Girls Club after school programs, 4-H groups, and summer feeding sites.

**Funding:** USDA Team Nutrition Training Grant #CNTN-14-SD(C)

FP16 Maryland’s Team Nutrition Wellness Champions for Change: School-Level Wellness Policy Implementation

Megan Sweat Lopes, MPH, megan.sweatlopes@maryland.gov, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21030; L. McCoy, RD, MS, University of Maryland Extension

**Objective:** To develop a school-level Wellness Champion training. To provide training, technical assistance, and resources to schools. To improve school-level wellness policy implementation and monitoring.

**Description:** The school environment directly impacts the health and wellness of children. The implementation of system-level Local Wellness Policies (LWP) in schools may positively influence the school environment and student health behaviors. Under Maryland’s 2014-2016 TN training grant, the Maryland State Department of Education, in collaboration with University of Maryland Extension, University of Maryland Baltimore, and local health departments, provided a Wellness Champions for Change (WCC) training, technical assistance (TA), and/or resources to 60 school-level Wellness Champions in five local school systems to support school-level LWP implementation. Within each school system, one third of enrolled schools received training (WCC), one third received training and technical assistance (WCC + Technical Assistance), and one third received delayed training following the completion of the pilot (control).

**Evaluation:** Baseline (Spring 2015) and follow-up (Spring 2016) surveys completed by 5 members of each school community, including the Wellness Champion. The survey measures LWP implementation and related school-level wellness team activities. Survey and semi-structured interviews with WCC and WCC+TA participants to identify activities following training and overall perceived impact of WCC and/or TA on school-level LWP implementation.

**Conclusions and Implications:** Survey results will share the impact of the WCC and the added impact of WCC + TA on LWP implementation. Process measures will inform modifications to WCC and/or WCC + TA. The project developed as part of this Team Nutrition Pilot Study will be fully evaluated as part of a USDA AFRI Childhood Obesity Prevention Program Project.

**Funding:** USDA Team Nutrition Training Grant #CNTN-14-MD

FP17 Idaho’s Chef Designed School Breakfast Workshop

Brenda Thompson-Wattles, RD, bthompsonwattles@sde.idaho.gov, Idaho State Department of Education Child Nutrition Programs, 650 West State Street, PO Box 83720, Boise, ID 83720; J. Butler, MEd

**Objective:** The Chef Designed School Breakfast (CDSB) workshop was designed to promote the importance of the School Breakfast Program (SBP), provide information on serving style options, offer recipes

Continued on page S141