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BACKGROUND¹:

- Childhood obesity is disproportionately higher among low-income women and children, racial and ethnic minorities, and rural populations.
- Maternal and child health (MCH) has traditionally focused on individual services. To effectively promote sustainable change, healthy eating and active living (HEAL) initiatives are beginning to apply a policy, systems, and environmental (PSE) framework for change.
- This technical assistance (TA) opportunity uses a novel individual + policy, systems, and environmental framework to harmonize individual services and PSE in MCH nutrition planning.

I + PSE applied to HEAL²:



METHODS: TA Activities³:



Evaluation:

Process and outcome data evaluated included:

- Semi-structured, in-depth interviews conducted post TA delivery with MCH nutrition leaders in four States:
 - Interviews were audio recorded, transcribed, and themes and subthemes were characterized by two, independent coders through qualitative analysis and thematic coding.
- Annotations documenting learning process from monthly, individual coaching meetings, community of practice (CoP) calls, and surveys conducted mid- and post-intervention with the four MCH nutrition leaders:
 - Qualitative analysis and thematic coding were used to triangulate themes and subthemes for coaching and CoP meeting notes.
 - Survey data were analyzed via mixed-methods and used to further triangulate themes and subthemes

RESULTS:

Themes → Subthemes → Quotes

- Themes were guided by interview questions and include facilitators, barriers, expectations, and outcomes
- Most salient subthemes and representative quotations are represented below; these are not representative of all subthemes or quotations



CONCLUSIONS AND IMPLICATIONS:

- MCH nutrition leaders from four states reported their experiences through key informant interviews identifying the facilitators, barriers, expectations, and outcomes associated with a 1-year technical assistance opportunity that they engaged in with their MCH nutrition team members.
- Facilitators cited by all teams included mentorship by the facilitator and coaching of the TA effort and the other team members who supported the process. Learning activities broadened the thinking process and pushed teams to move projects/strategic plans forward by identifying new directions for work.
- Barriers mentioned were "time limitations" making it difficult for team members to meet as frequently or as long as they would have liked resulting in team members having to work alone. This was cited as "being difficult" and slowing down project progress.
- TA participants reported that expectations were exceeded for this opportunity stating that the guidance and direction they received - particularly through individual coaching and mentoring - was very valuable.
- Identification of "expansion possibilities" were mentioned by all teams as positive outcomes. Teams also mentioned a number of possibilities to incorporate I + PSE into their work, but also recognized the reality of the lack of existing funding and/or infrastructure to facilitate forward movement.

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