



Food and Nutrition Service
U.S. DEPARTMENT OF AGRICULTURE

Team Nutrition Training Grants

Fiscal Year 2017 Highlights



TeamNutrition.USDA.gov



Cover Page Captions

Fiscal Year 2017 Team Nutrition Training Grant activities taking place across the United States.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at usda.gov/oascr/how-to-file-a-program-discrimination-complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

USDA is an equal opportunity provider, employer, and lender.

Table of Contents

05 Introduction: Team
Nutrition Training Grants

07 Fiscal Year 2017 Team
Nutrition Training Grants:
Across the United States

Grant Highlights by Project Type

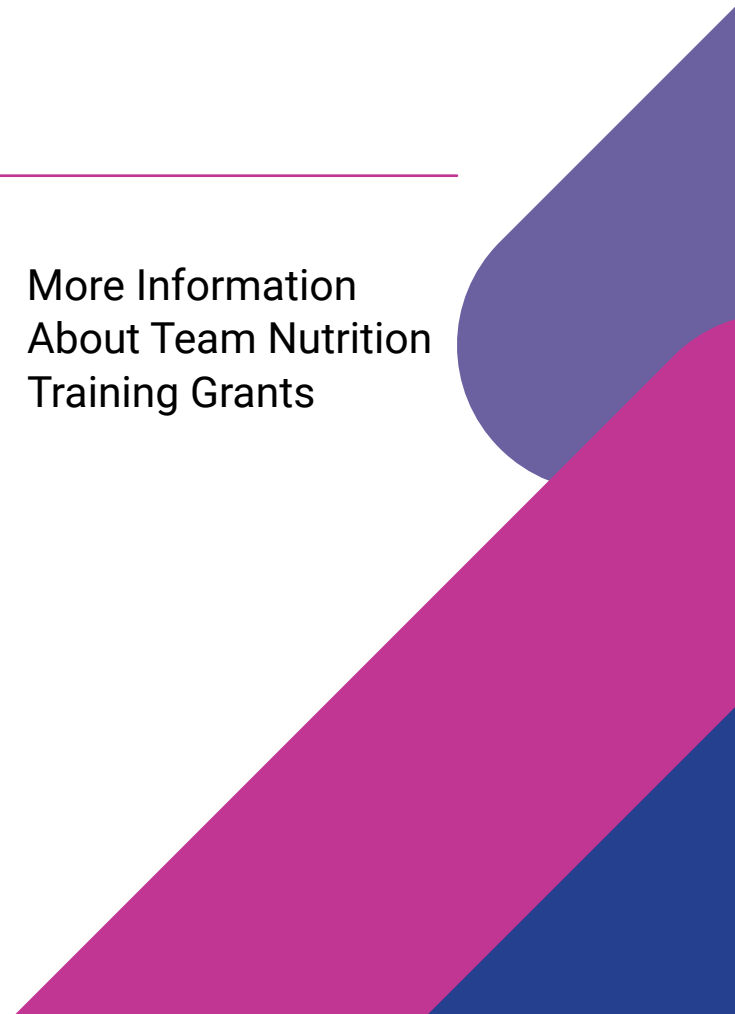
08 Training and
Technical Assistance

16 Healthy Food
Environments

20 Nutrition
Education

25 Training and
Nutrition Education
Resources Mentioned
in This Booklet

27 More Information
About Team Nutrition
Training Grants



Introduction

Team Nutrition Training Grants

The Food and Nutrition Service (FNS) administers the nutrition assistance programs of the U.S. Department of Agriculture (USDA). Team Nutrition is an FNS initiative that supports the Child Nutrition Programs (CNP), including the National School Lunch Program (NSLP), School Breakfast Program (SBP), and the Child and Adult Care Food Program (CACFP).

To accomplish this work, Team Nutrition utilizes three behavior-focused strategies:



Provide training and technical assistance to child nutrition professionals so they can prepare and serve nutritious meals that appeal to children.



Deliver nutrition education to help children gain the knowledge, skills, and motivation to make healthy food and physical activity choices as part of a healthy lifestyle.



Build support for healthy school and child care environments that encourage nutritious food choices and physically active lifestyles.

As part of these efforts, FNS awards competitive Team Nutrition Training Grants to State agencies that administer the CNP at the State level. These grants offer agencies funding to support their important programming efforts. This publication provides information about the activities and interventions funded by Fiscal Year (FY) 2017 Team Nutrition Training Grants (August 31, 2017 – September 30, 2020¹) and their notable outcomes.²

Fiscal Year 2017: Team Nutrition Training Grants

On August 31, 2017, FNS awarded more than **\$5 million** in Team Nutrition Training Grants³ to **11 State agencies** that administered the NSLP or CACFP.

State agencies used these grants to implement and evaluate nutrition education, meal service training, and environmental changes in school or child care settings. This booklet showcases only a small portion of the wide array of grantee activities conducted.

¹ The FY 2017 Team Nutrition Training Grant period of performance was scheduled to end on September 30, 2020. The COVID-19 public health emergency significantly impacted the implementation, continuation, and/or completion of planned activities of many grantees. FNS provided grant period of performance extensions of up to 1 year to allow grantees time to modify (if needed) and complete activities.

² Information included in this booklet was derived from State-reported data submitted to FNS.

³ Team Nutrition Training Grants are authorized under Public Law 111-296, which amended Section 19 of the Child Nutrition Act of 1966.

National School Lunch Program/School Breakfast Program Grantees

Eight State agencies conducted grant activities to assist students participating in the NSLP and SBP with meeting the recommendations set forth in the *2015–2020 Dietary Guidelines for Americans* by providing appealing and nutritious meals, nutrition education, and school environments conducive to healthy eating.



Arizona

Department of Education



Kansas State

Department of Education



Louisiana

Department of Education



Michigan

Department of Education



Minnesota

Department of Education



Montana

Office of Public Instruction



Virginia

Department of Education



Wisconsin

Department of Public Instruction

Child and Adult Care Food Program Grantees

Three State agencies conducted grant activities to improve the nutritional content of meals and snacks offered in child care centers and family day care homes participating in the CACFP to be consistent with the updated CACFP meal patterns and to assist participating children in following healthy eating patterns that align with the recommendations set forth in the *2015–2020 Dietary Guidelines for Americans*.



Iowa

Department of Education



Missouri

Department of Health and Senior Services

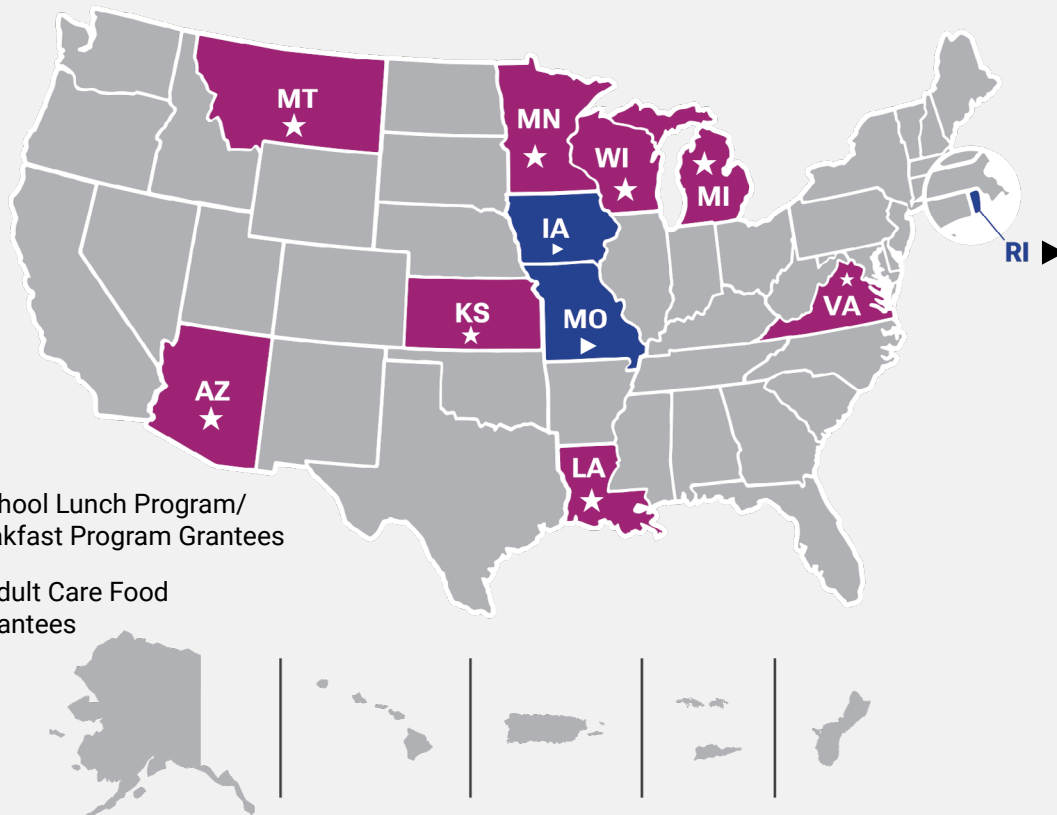


Rhode Island

Department of Education

FY 2017 Team Nutrition Training Grants

Across the United States



At a Glance

Total Grant Funds Awarded

\$5,397,716

Funds Awarded Per Grant

≤\$500,000

Number of Grants

11

Length of Grants

3–4 Years⁴

Reach of Grants⁵

Children

>59,000

Child Nutrition Program Operators

>3,900

Project Types

Training and Technical Assistance

29

Healthy Food Environments

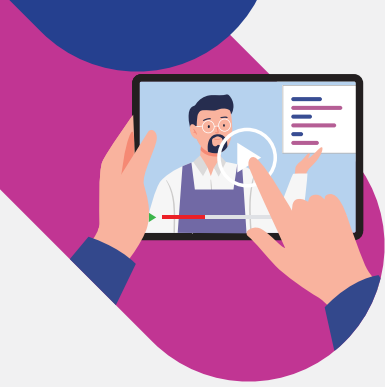
14

Nutrition Education

14

⁴ The planned period of performance of the FY 2017 Team Nutrition Training Grant was 3 years. However, 9 of the 11 grantees were granted an extension of up to 1 year due to the COVID-19 public health emergency.

⁵ These figures include only unduplicated counts from State-reported data. Data from Arizona was excluded because unduplicated counts were not available.



Training and Technical Assistance

Training and Technical Assistance was provided to program operators to improve skills for preparing and serving nutritious meals that appeal to children.

Iowa Department of Education

The Iowa Department of Education (DOE) used their Team Nutrition Training Grant to improve child care environments in day care homes and child care centers by:

- Engaging staff, parents, and the community around healthy eating practices among children, and
- Providing training for child care providers on healthy meals for children.

Using a train-the-trainer model, Iowa DOE provided Healthy Habits Start Early training to 2 home sponsoring organizations, which in turn trained 32 home day care providers. This training covered providing healthy meals in the day care setting, delivering nutrition education, and engaging staff, parents, and the community to support healthy eating practices for children. The home sponsoring organizations also participated in Culinary Skills for Healthy Meals in CACFP training led by a professional chef using a train-the-trainer model. This training addressed topics such as knife skills, using standardized recipes, organizing the food preparation workspace, equipment, and ingredients (mise en place), hands-on food preparation, best practices for serving appealing meals for children, and the Institute of Child Nutrition's meal pattern training.

The Iowa DOE evaluated the Culinary Skills for Healthy Meals in CACFP training for home sponsors and found that after the training, 94 percent of the home day care providers (30 out of 32) improved their meal pattern

knowledge and 81 percent (26 out of 32) saw improvement in cooking self-efficacy (i.e., the belief in one's ability to prepare, cook, and serve meals) compared to before the training.



Additionally, home sponsoring organizations instructed home day care providers on how to complete the online Nutrition and Physical Activity Self-Assessment for Child Care (Go NAPSACC) tool during training. On average, overall scores on the Go NAPSACC increased by 7 percent and the number of best practices met increased by 14 percent, with the largest areas of improvement seen in the nutritional quality of foods provided and feeding practices. Feeding practices include how providers interact with children during meal time, how the provider guides children as they learn to feed themselves, and whether the provider uses food as a method to guide children's behavior.

Iowa's Team Nutrition Training Grant included training on how to provide family-style meal service.



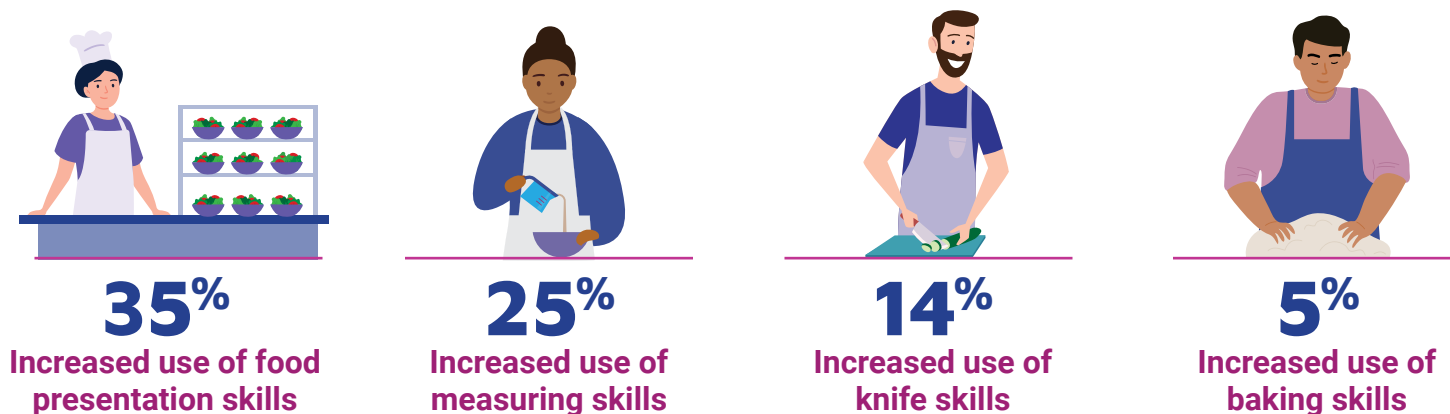


In Louisiana, school nutrition professionals applied measuring skills to portion sliced apples for school meals.

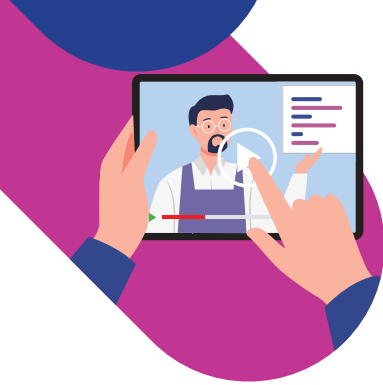
Louisiana Department of Education

The Louisiana Department of Education (LDOE) in collaboration with the Louisiana Culinary Institute (LCI), developed Culinary Skills Training for school nutrition professionals to enhance food preparation skills. A total of 7 Culinary Skills Training sessions were conducted for 151 school nutrition professionals representing 23 Local Education Agencies (LEAs) throughout the State. Sessions covered food presentation, baking bread from scratch, and measuring, recipe, and knife skills. LDOE measured school nutrition professionals' use of culinary skills before and after the training.

Increase in use of culinary skills by school nutrition professionals 6 months post-training



Due to the COVID-19 public health emergency, only 23 of the originally proposed 40 LEAs completed the in-person Culinary Skills Training sessions. As a result, the LCI provided videos for the 17 LEAs who were not able to attend in person. The on-demand training options reached additional school nutrition professionals, cost less, required less time than in-person training, and met health and safety requirements during the COVID-19 public health emergency.



Training and Technical Assistance

Missouri Department of Health and Senior Services

The Missouri Department of Health and Senior Services (DHSS) provided nutritionist- and chef-led training through their Culinary Skills Institute (CSI) to 52 child care providers from 23 child care sites. The aim of the 6-hour CSI training was to increase child care providers' ability to prepare and serve healthy meals and snacks that met the CACFP meal pattern requirements.



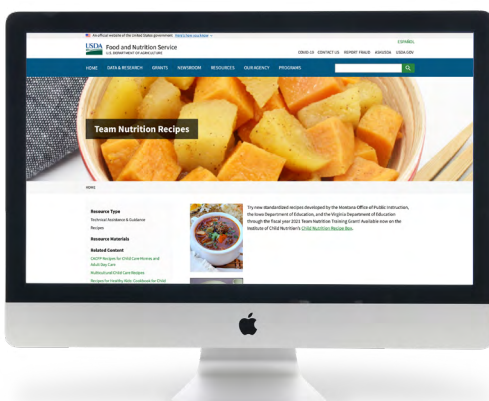
As part of the training, all participants received USDA Team Nutrition's *Recipes for Healthy Kids: Cookbook for Child Care Centers, Recipes for Healthy Kids: Cookbook for Homes*, and the Institute of Child Nutrition's (ICN) *Healthy Cuisine for Kids Culinary Manual*.

CACFP meal pattern knowledge was measured before and after the training using the Missouri CACFP Assessment, which was adapted from the ICN's Child and Adult Meal Pattern Requirements Training Assessment. Participants' CACFP Assessment scores increased from an average of 73 to 81 percent upon completion of the training. In addition, the number of programs offering only low-fat (1 percent) or fat-free milk to children 2 years and older increased by 19 percent, and the number of programs offering vegetables one or more times per day increased by 9 percent.

Programs offering only low-fat (1 percent) or fat-free milk to children 2 years and older



Programs offering vegetables one or more times per day



Team Nutrition recipes can be found at fns.usda.gov/tn/team-nutrition-recipes.

Montana Office of Public Instruction

The Montana Office of Public Instruction (OPI) offered the Montana Cook Fresh Institute, which provided 30 hours of professional development to enhance school nutrition management and culinary skills. Topics covered in the training included food service management, food production, culinary skills, and cooking from scratch using fresh, local, and/or USDA Foods. Two sessions were held, reaching 37 school nutrition professionals.

After both sessions, a pre- and post-survey indicated 100 percent of participants increased their knowledge and skills toward expanding scratch cooking and planning menus, which included a variety of dark-green, red/orange vegetables, and dried beans and peas.

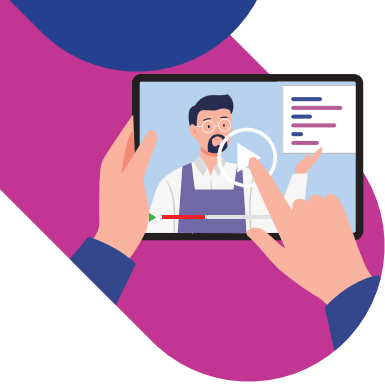
Montana OPI also partnered with Montana No Kid Hungry to develop the Montana Cook Fresh Award Program to recognize school food service staff with exemplary culinary skills. Criteria for this award included on-site meal experience, off-site menu review, and other factors such as emphasis on scratch cooking, leadership, and having a positive attitude toward healthy meal preparation while meeting meal pattern requirements during the Administrative Review.

In Montana, school nutrition professionals were more confident in using their culinary skills to enhance menus and develop recipes after participating in the Montana Cook Fresh Institute training.



Montana Cook Fresh Institute training participants prepared school meal recipes using a variety of dark-green, red/orange vegetables, and dried beans and peas.





Training and Technical Assistance

Minnesota Department of Education

The Minnesota Department of Education (MDE) offered two chef-led culinary training sessions covering knife skills, cooking with fresh vegetables, adjusting seasonings, vegetable subgroups, and the importance of healthy eating. The goal of these sessions was to implement best practices in preparing and serving meals that appeal to children. A total of 45 individuals participated, including school nutrition directors, managers, cooks, and a Family and Consumer Science teacher. The culinary training sessions were evaluated through food production record summaries and meal claim data.

Food production records were collected from 21 schools before and after the training. These records showed students selected more vegetables after the training for four of the five vegetable subgroups. Additionally, food

production records showed an increase in the number of vegetable servings offered to students at school meals after the training. Out of the 21 school records reviewed, 8 schools increased servings of starchy vegetables; 10 schools increased servings of dark-green and red/orange vegetables; 12 schools increased servings of beans, peas, and legumes; and 12 schools increased serving vegetables from the “other” subgroup. Meal counts were analyzed for 31 school sites. After implementing techniques from the culinary training session, 21 of 31 school sites increased meal counts.

MDE also led a statewide campaign, Be Your BEST (Breakfast Encourages Students to Thrive), to increase participation in the School Breakfast Program (SBP). The campaign reached all 676 School Food Authorities (SFAs) in Minnesota and consisted of 3 phases occurring over 3 school years.

Production Record Review of 21 Schools

8 Increased servings of starchy vegetables

12 Increased servings of beans, peas, and legumes

10 Increased servings of dark-green and red/orange vegetables

12 Increased servings of other vegetables

Twenty-three new resources and 3 online training modules were developed and made available on the MDE website and reached a wide audience with almost 2,400 page views by the end of the grant. MDE offered 7 training sessions related to SBP expansion, which reached 650 participants. After the training, 70 percent of participants reported feeling more confident in expanding breakfast service. Additionally, statewide SBP meal counts increased by 300,000 in the first year of the grant.

Additionally, six secondary schools received both technical assistance from nutrition consultants and a \$2,000 sub-grant to help expand their school breakfast participation. A total of 4,730 students benefited and breakfast participation rates increased by an average of 5 percent for the 6 schools that received sub-grant funding.

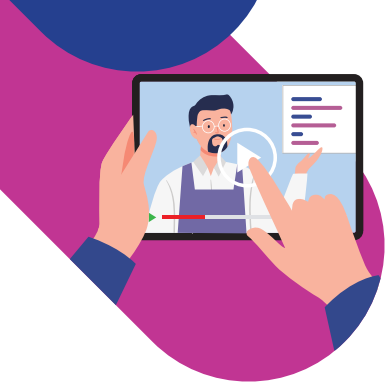
Average increase in SBP participation among schools receiving sub-grants



SBP meal counts did not increase in years 2 and 3 and may have been affected by school closures due to snow and the Coronavirus COVID-19 public health emergency. However, qualitative assessments showed several aspects of breakfast expansion efforts remained in place, such as using a breakfast cart, increased menu options, and signage.

Minnesota's Be Your BEST campaign used grab n' go breakfast options as a method to increase School Breakfast Program participation.





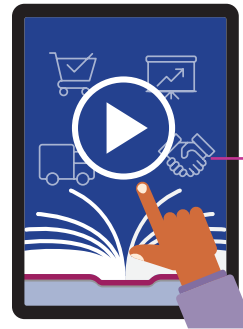
Training and Technical Assistance

Virginia Department of Education

The Virginia Department of Education, Office of School Nutrition Programs (VDOE-SNP) implemented a series of workshops and virtual training for school nutrition directors. The aim of these workshops was to provide a comprehensive training approach for schools and to develop school-specific plans for creating healthier school environments.

The VDOE-SNP implemented eight, 2-day School Nutrition Director's Workshops, which consisted of six, 1-hour modules on the following topics: farm to school, nutrition education and physical activity promotion, community outreach and engagement, menu planning and development, culinary skills, and strategic planning. The most common strategic planning areas participants reported implementing on a pre- and post-survey were farm to school (26 percent), menu planning and development (25 percent), community outreach and engagement (19 percent), nutrition education and physical activity promotion (14 percent), and culinary skills (13 percent).

Additionally, school nutrition directors participated in a two-part training. Part one of the training consisted of reviewing four e-learning (online) modules individually. Then, participants applied the content covered in those modules during an in-person meeting for part two of the training. The e-learning modules included:



- Procurement 101;
- Procurement Profiles;
- Financial Management; and
- Key Performance Indicators.

After the training, participants reported increased confidence levels in data driven decision making (10 percent increase pre- and post-survey) and creating a solicitation for farm to school procurement (8 percent increase pre- and post-survey). Most (96 percent) of the participants indicated they would like more e-learning modules in the future.

During Virginia's School Nutrition Director's Workshops, training participants learned how to make vinaigrette dressing from scratch.





In Wisconsin, school nutrition professionals attended the Teaming Up to Increase Participation Workshop and learned behavioral economics techniques, marketing, strategies, and more.

Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction (DPI) hosted a 1-day Teaming Up to Increase Participation Workshop for 212 school nutrition directors and managers, representing 143 School Food Authorities (SFAs). The purpose of this workshop was to share best practices and strategies for increasing School Meals Program participation. During the workshop, Participants had the option to attend two of the following breakout sessions:

- Serving Appealing School Meals;
- Marketing Your Meals; and
- Serving Up Success: Using Alternative Service Models.

Participants completed a pre-training survey and a follow-up survey 4 and 11 months after the training to measure implementation of best practice strategies. The most common strategies SFAs implemented were behavioral economics techniques (28 percent), such as improving the lunchroom atmosphere, providing alternative entrees on the main serving line, and using attractive displays. SFAs also implemented student engagement activities (21 percent),

alternative breakfast models (20 percent), and marketing initiatives (20 percent). After the workshop, 54 percent of SFAs observed an increase in average daily meal participation. In addition, behavioral economics scores were 11 percent higher 4 months after the training when compared to the pre-training survey. Best practice strategies and behaviors were also sustained 11 months after the workshop.

SFAs implemented behavior economics techniques

28%

SFAs implemented student engagement activities

21%

SFAs implemented alternative breakfast models

20%

SFAs implemented marketing initiatives

20%



Healthy Food Environments

Healthy Food Environments were created and evaluated at schools to encourage nutritious food choices and physically active lifestyles.

Arizona Department of Education

The Arizona Department of Education (ADE) sought to improve elementary school students' knowledge, attitudes, and behaviors related to fruit, vegetables, and whole grains by providing sub-grants to three Local Education Agencies (LEAs) to hire full-time Wellness Policy Coordinators. These Wellness Policy Coordinators aimed to maximize the implementation of the Local School Wellness Policy and used it as the framework to build healthier school environments, offer appealing and nutritious school meals, and provide nutrition education using a multilevel approach. The Wellness Policy Coordinators conducted several activities, including:

- Training school nutrition professionals to implement behavioral economics techniques in the cafeteria;
- Conducting taste tests with students and introducing new, student-approved vegetable recipes for school meal menus; and
- Providing direct nutrition education using **Team Nutrition's Serving Up MyPlate** lessons to fourth and fifth grade students.

After the 2-year intervention period, behavioral economics scores improved by an average of 39 percent across all three LEAs. Significant improvements were seen in the promotion of unflavored milk, activities related to school meal participation, changes to the school nutrition environment, and student involvement. In addition, the percentage of students who knew to "make half their plate fruits and vegetables" increased from 34 to 67 percent and student attitudes towards whole grains improved from 58 to 65 percent.

Students who knew to make half their plate fruits and vegetables increased



34% to 67%

Student attitudes towards whole grains improved



58% to 65%

As part of an Arizona Try-Day Friday taste test event, students sampled a new recipe for BBQ-spiced chickpeas. This recipe was well-received by students, standardized, and added to the school meal menu.



Kansas State Department of Education

The Kansas State Department of Education (KSDE) assisted Local Education Agencies to advance Local School Wellness Policies to the modeling level, which reflects fully implemented and highly effective practices. KSDE hosted 15 regional Students Leading School Wellness into Action Workshops over the course of the grant and conducted nutrition education.



310

School nutrition professionals participated in the workshops

The Students Leading School Wellness into Action Workshops communicated updates about the Kansas School Wellness Policy Model Guidelines, which serve as a foundation for establishing, building, and implementing Local School Wellness Policies in Kansas. The workshops also identified relevant KSDE programs, resources, and strategies to strengthen and implement wellness policies. A total of 310 school nutrition professionals, 228 students, and over 600 other school staff and community partners participated.

Pre- and post-surveys measured participants' knowledge, awareness, and confidence related to improving wellness policies in their schools.

Kansas' Students Leading School Wellness into Action Workshops engaged students in creating healthier school environments.

After the workshops, the largest improvements were seen in understanding the updated Model Guidelines (35 percent average increase); awareness of programs and resources related to Local School Wellness Policies (32 percent average increase); and knowledge of how to move their district's wellness policies toward the modeling level (26 percent average increase).

KSDE also examined progress on the implementation of the new Kansas School Wellness Policy Model Guidelines using the Wellness Impact Tool. KSDE found schools that participated in two workshops and a nutrition education activity had 21 percent of their wellness policies at the modeling level, whereas schools that did not participate in grant activities had 11 percent of their wellness policies at the modeling level.

Understanding the updated Model Guidelines

35% ↑

Awareness of programs and resources related to Local School Wellness Policies

32% ↑

Knowledge of how to move their district's wellness policies toward the modeling level

26% ↑





Healthy Food Environments

Michigan Department of Education

The Michigan Department of Education (MDE) partnered with 39 Michigan State University Extension educators to facilitate their project, the Lunchroom Detective Program. This program aimed to increase selection of fruits and vegetables at school lunch, increase school meal participation rates using behavioral economics, and improve students' nutrition knowledge.

The Lunchroom Detective Program initially reached 1,029 students in fifth through eighth grades in 46 schools. However, due to school closures related to the COVID-19 public health emergency, a total of 438 students completed the pre- and post-survey and 29 schools completed the program. Activities in the Lunchroom Detective Program included:

- Coaching for school nutrition professionals on behavioral economics strategies;
- Sub-grants to schools to implement environmental changes in the cafeteria; and
- A series of five hands-on classroom lessons that encouraged healthy eating and discussed strategies to reduce food waste.

After completing the program:

- 34 percent of the students improved their nutrition knowledge;
- 91 percent of the schools improved their behavioral economics scores;
- 63 percent of the schools saw an increase in students' consumption of low-fat milk; and
- 50 percent of the schools saw an increase in students' fruit consumption.



Students participating in Michigan's Lunchroom Detective Program helped reduce food waste in the cafeteria.

MDE also offered four regional Make One Change—Becoming a Wellness Champion training sessions to 911 school nutrition professionals. These training sessions aimed to improve participants' knowledge, attitudes, and behaviors towards creating student-centered school meal programs and becoming Wellness Champions in their districts. The training covered Local School Wellness Policies, the connection between nutrition and health, and School Breakfast Program (SBP) requirements.

After the training, knowledge about Local School Wellness Policy requirements and how to participate in school meal programs increased by 75 percent and 50 percent, respectively; understanding the connection between nutrition and health increased by 18 percent; and knowledge about the SBP meal pattern requirements increased by 7 percent. In addition, 94 percent of participants reported an increase in their familiarity with Team Nutrition's *Local School Wellness Policy Outreach Toolkit*.

Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction (DPI) provided a 1-day Wellness Collaborative Workshop focused on sharing best practices for improving the school wellness environment. The Wisconsin DPI also offered sub-grants to School Food Authorities (SFAs) to attend the workshop and implement strategies in their schools.

The Wisconsin DPI received sub-grant applications from 10 SFAs. Of these 10 SFAs, 5 were randomly assigned to a control group and did not receive sub-grant funding. Of the control group, two SFAs opted not to participate and three SFAs were invited to the workshop but did not attend. Another five SFAs were randomly assigned to the intervention group and received \$2,500 in sub-grant funding. They were required to form and send a wellness committee consisting of a school administrator, school nutrition professional, health or physical education teacher, and two or more additional members of the school community to the workshop.

Training topics covered in the workshop included:

- Policy and Environment;
- Nutrition Services;
- Health Education;
- Physical Activity; and
- Employee Wellness and Community Engagement.

During the training, the wellness committees developed action plans to implement wellness strategies in their schools. Following the training, each wellness committee met at least three times during the school year to advance their selected strategies.

Percent improvement in WellSAT-I 3.0 category for SFAs that attended workshops

Improvement in Policy and Environment scores

79%

Improvement in Wellness and Community Engagement scores

43%

Both the control and intervention SFAs completed an adapted version of the Wellness School Assessment Tool for Implementation (WellSAT-I 3.0) before and again 8 months after the workshop to evaluate changes in their school environments. The Wisconsin DPI compared WellSAT-I 3.0 scores of SFAs who attended the workshops against SFAs who did not attend. The SFAs who attended the workshop improved their total combined scores by 15 points, while the SFAs who did not attend only improved their total combined scores by 6 points. The biggest improvements in scores were seen in Policy and Environment (79 percent) and Wellness and Community Engagement (43 percent) for SFAs who participated in the workshop compared to those who did not (20 percent and 23 percent increase, respectively).



Team Nutrition's *Local School Wellness Policy Outreach Toolkit*:

This toolkit is a collection of ready-to-go communication tools for school staff and parents and is available at fns.usda.gov/tn/local-school-wellness-policy-outreach-toolkit.



Nutrition Education

Nutrition Education was delivered to children so they could gain the knowledge, skills, and motivation to make healthy food and physical activity choices as part of a healthy lifestyle.

Montana Office of Public Instruction

The Montana Office of Public Instruction awarded sub-grants to four school districts to implement Team Nutrition's *Discover MyPlate* lessons. Teachers delivered 6 lessons and 2 taste tests to 118 kindergarten students.

In addition, taste-test evaluations showed students were more willing to try new foods and had greater preference for the red/orange vegetable (red pepper) after the lessons.

Increase in students' knowledge of MyPlate

35%

Increase in recall of MyPlate food groups

17%

Increase in the benefits of physical activity

21%



In Montana, kindergarten students try new foods as part of the *Discover MyPlate* lessons.

Increase in students' knowledge of the importance of eating breakfast

22%

Increase in students' knowledge of the health benefits associated with eating colorful fruits and vegetables

23%

"I definitely do think the students' knowledge, attitudes, and motivations to eat healthy foods did change after finishing the lessons. They think about making healthy choices. I hear them talking about it. It provides a helpful and direct connection to the cafeteria. It prompts students to connect what they are learning in class to what they are eating from the salad bar and the hot lunch line." - **Teacher**



Discover MyPlate: Nutrition Education for Kindergarten is available on the Team Nutrition website at fns.usda.gov/tn/discover-myplate-nutrition-education-kindergarten.

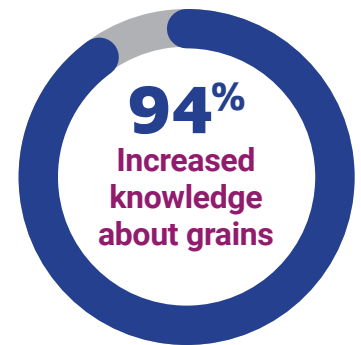
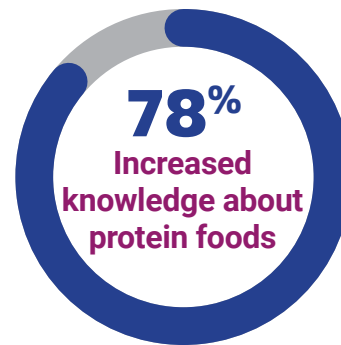
Kansas State Department of Education

The Kansas State Department of Education provided Team Nutrition's *Discover MyPlate* and *Serving Up MyPlate* lessons to 62 schools, reaching more than 15,000 students in kindergarten through sixth grade. A subset of 1,691 students was analyzed to see if food group knowledge, MyPlate knowledge, and attitudes improved after receiving the *Discover MyPlate* or *Serving Up MyPlate* lessons.

Post-test scores improved for all food group knowledge questions, with the largest improvements seen in knowledge about the MyPlate Protein Foods and Grains groups. The number of classes where the majority of students correctly answered the MyPlate Protein Foods and Grains group questions increased by 78 percent and 94 percent, respectively.

Students who received the *Serving Up MyPlate* lessons for levels two and three had consistently higher post-test scores on MyPlate knowledge and attitude questions compared to before receiving the lessons. After the lessons, more students responded correctly to food group

In Kansas, Team Nutrition's *Serving Up MyPlate* lessons introduced the importance of eating from all five food groups using the MyPlate icon and a variety of hands-on activities.



knowledge questions overall (86 percent) when compared to the pre-test (75 percent). Also, more students reported wanting to eat vegetables (56 percent) and whole grains (66 percent) most days or every day, when compared to the pre-test (48 and 57 percent, respectively).





Nutrition Education

Louisiana Department of Education

The Louisiana Department of Education implemented Team Nutrition's *Serving Up MyPlate* lessons and other MyPlate nutrition education to 623 students in grades 1–10 at 14 schools during the first year of the grant. In total, 492 students completed the pre- and post-survey, appropriate to their grade level. MyPlate recognition increased by 19 percent and food group knowledge increased by 24 percent. Additionally, favorable attitudes toward vegetables and whole grains increased by 14 and 9 percent, respectively.

Students were also asked to complete an evaluation survey that asked, “If you were to give friends healthy eating advice, what three things would you tell them?” The most frequently cited advice included:

- Eat lots of fruits and vegetables;
- Eat whole grains; and
- Be active.

In the second year of the grant, 672 students in 11 schools participated in nutrition education lessons initially, but due to the COVID-19 public health emergency, schools closed, and further grant activities did not occur.



In Louisiana, Team Nutrition's *Serving Up MyPlate* lessons and other MyPlate nutrition education improved student attitudes towards vegetables.

Student MyPlate recognition increased by

19%

Student food group knowledge increased by

24%



Serving Up MyPlate: A Yummy Curriculum is available on the Team Nutrition website at fns.usda.gov/tn/serving-myplate-yummy-curriculum.

Missouri Department of Health and Senior Services

The Missouri Department of Health and Senior Services (DHSS) implemented their project, Growing with Missouri Harvest of the Season, to increase familiarity and willingness to try 14 pre-selected fresh fruits and vegetables among preschool children, child care staff, and families. Growing with Missouri Harvest of the Season included several activities, including gardening, farm field trips, classroom cooking, and family engagement.



In Missouri, children charted their way through *Grow It, Try It, Like It!* lessons by coloring a map of Tasty Acres Farm.

The Missouri DHSS awarded sub-grants of \$4,000 to local public health agencies to facilitate training, technical assistance, and community collaboration at child care sites. Child care directors, food-service staff, and classroom teachers received training on integrating farm to early care and education in the classroom and Team Nutrition's *Grow It, Try It, Like It!* lessons. At least one lesson was implemented at every site. Additionally, Missouri DHSS sent *Nibbles for Health* newsletters to parents to encourage healthy food choices at home.

In total, 134 child care center staff at 22 child care sites participated in the program, serving 1,273 children.

Noticeable improvement in children's abilities to identify fruits and vegetable were observed in the following foods

The children's abilities to identify fruits and vegetables was measured before and after the program and they improved their ability to identify the following foods:

23%	Tomatoes	16%	Lettuce
23%	Sweet Potatoes	14%	Spinach
21%	Green Beans	11%	Winter Squash
17%	Cantaloupe		

The Missouri DHSS also measured child care center staff's perceptions of how much children liked each fruit or vegetable based on experiences with children in their care. Child care center staff reported most or all the children in their care liked or loved the following vegetables more after the training than compared to before the training: summer squash (17 percent); cucumber (11 percent); spinach (11 percent); sweet potato (9 percent); tomatoes (7 percent); and bell peppers (4 percent).

Children learned about sweet potatoes through the activities in *Grow It, Try It, Like It!*





Nutrition Education

Rhode Island Department of Education

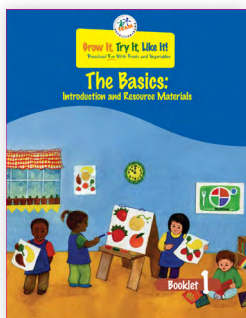
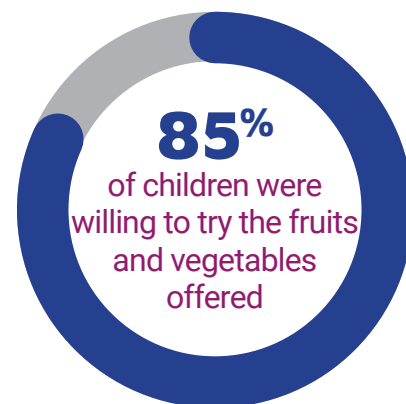
The Rhode Island Department of Education (RIDE) collaborated with Farm Fresh Rhode Island educators to provide in-class demonstrations and training on Team Nutrition's *Grow It, Try It, Like It!* Curriculum to increase children's acceptance of fruits and vegetables at child care. RIDE also adapted the curriculum to incorporate locally grown foods into activities. These training sessions reached 257 child care operators and 859 children. Each demonstration included:

- Reading a story about a fruit and/or vegetable;
- Completing a hands-on gardening activity;
- Sampling the prepared fruit and/or vegetable; and
- Modeling behaviors to encourage children to try the fruit and/or vegetable.



The *Grow It, Try It, Like It!* lessons use hands-on gardening activities to teach children how foods grow.

After the training, operators were more confident in their ability to introduce new produce to children and teach them about nutrition and how foods grow. During the lessons, 85 percent of the children were willing to try the fruits and vegetables offered. Apples were the most liked (98 percent), followed by roasted parsnips (88 percent), roasted purple potatoes (84 percent), snap peas (80 percent), sweet potatoes (76 percent), yellow squash (75 percent), raw eggplant (74 percent), cucumbers (54 percent), and rainbow carrots (53 percent). Children who tried the fruits and vegetables received an "I Tried It" sticker.



Grow It, Try It, Like It! Is available on the Team Nutrition website at fns.usda.gov/tn/grow-it.

Training and Nutrition Education Resources Mentioned in this Booklet



Team Nutrition lessons, including *Discover MyPlate*, *Serving Up MyPlate*, and *Grow It, Try It, Like It!*, are available through the Team Nutrition website at fns.usda.gov/tn/nutrition-education-materials.



Team Nutrition local school wellness policy tools and resources are available at fns.usda.gov/tn/local-school-wellness-policy.



Team Nutrition recipes and cookbooks are available at fns.usda.gov/tn/team-nutrition-recipes.



Additional USDA standardized recipes are available at theicn.org/cnrb/.



The Institute of Child Nutrition's Child and Adult Care Food Program (CACFP) Meal Pattern Requirements Training is available at <https://theicn.org/cacfp/>.



The current edition of the *Dietary Guidelines* for Americans is available at dietaryguidelines.gov. The 2015–2020 *Dietary Guidelines for Americans* was the current version at the time of these grants.

State-Developed Resources

State-developed resources mentioned in this booklet are available through the Institute of Child Nutrition's Child Nutrition Sharing Site (CNSS) at theicn.org/cnss and include:

State Agency:
**Iowa Department
of Education**

Resource Title: Healthy Habits Start Early Toolkit
CNSS Link: theicn.org/cnss/view/approved-public-resources/entry/1314/

State Agency:
**Kansas State
Department
of Education**

Resource Title: Activate Your Rewards
CNSS Link: theicn.org/cnss/view/approved-public-resources/entry/2347/
Resource Title: Brain Breaks in the Classroom and Beyond
CNSS Link: theicn.org/cnss/view/approved-public-resources/entry/2349/

State Agency:
**Kansas State
Department
of Education**
(continued)

Resource Title: Collaborating with Community Health Professionals
CNSS Link: theicn.org/cnss/view/approved-public-resources/entry/2352/

Resource Title: Nutrition and Brain Function Professional Development Class
CNSS Link: theicn.org/cnss/view/approved-public-resources/entry/2350/

Resource Title: Recess Before Lunch Tip Sheet
CNSS Link: theicn.org/cnss/view/approved-public-resources/entry/2345/

Resource Title: Walk/Bike to School Tip Sheet
CNSS Link: theicn.org/cnss/view/approved-public-resources/entry/2346/

State Agency:
**Louisiana
Department
of Education**

Resource Title: Culinary Skills Training Resource Binder
CNSS Link: theicn.org/cnss/view/approved-public-resources/entry/1374/

Resource Title: Culinary Skills Training Pre and Post Survey
CNSS Link: theicn.org/cnss/view/approved-public-resources/entry/1375/

State Agency:
**Minnesota
Department
of Education**

Resource Title: Be your BEST—Breakfast Encourages Students to Thrive
CNSS Link: theicn.org/cnss/view/approved-public-resources/entry/42/

State Agency:
**Minnesota
Department
of Education**

Resource Title: Montana Cook Fresh Training Support Program
CNSS Link: theicn.org/cnss/view/approved-public-resources/entry/2108/

State Agency:
**Virginia
Department
of Education**

Resource Title: Procurement 101: Developing Written Procurement Procedures
Video and User Guide
CNSS Link: theicn.org/cnss/view/approved-public-resources/entry/2085/

Resource Title: Procurement Profile Template
CNSS Link: theicn.org/cnss/view/approved-public-resources/entry/2084/

Resource Title: Financial Management: Mastering the SNP Financial Report Video
CNSS Link: theicn.org/cnss/view/approved-public-resources/entry/2087/

Resource Title: Key Performance Indicator Worksheet
CNSS Link: theicn.org/cnss/view/approved-public-resources/entry/2082/

Resource Title: Key Performance Indicator Worksheet Answer Key
CNSS Link: theicn.org/cnss/view/approved-public-resources/entry/2083/

More Information About Team Nutrition Training Grants

Information about Team Nutrition Training Grants is available at fns.usda.gov/tn/team-nutrition-training-grants. Requests for Applications for Team Nutrition Training Grants are posted through [Grants.gov](https://grants.gov). For questions regarding Team Nutrition Training Grants, please contact TeamNutrition@USDA.gov.

To the FY 2017 Team Nutrition Training Grantees:

Thank you for your dedication to building healthy school and child care environments, and for giving children the tools they need to make healthy lifestyle choices.

