

# ANNUAL REPORT

July 2013-December 2014

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Family  
Resiliency  
Center

Strengthening families  
for life's challenges.



ILLINOIS

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1,000

clients served each year by The Autism Program

54%

growth in funding during the last year

## LETTER from the DIRECTOR



I am pleased to introduce the Family Resiliency Center 2014 Annual Report. It has been a busy year for our researchers, students, and active collaborations with partners across the state and nation. At the core of our activities is an investment in advancing knowledge, practices, and policies that will allow families to thrive under challenging conditions. Much of our work focuses on promoting family health, recognizing that it can be taxing to provide nutritious foods when children refuse to eat what is put before them or when families have limited economic means.

In this report we describe how researchers are disentangling the

complex circumstances of picky eating. Many children refuse to eat some foods at some time during development. Some children might eat only white foods or refuse to eat foods of a certain texture—but why do some children persist in *pickiness* while others do not? Looking at how children refuse to eat certain foods at home but may eat the same food in child care settings, Drs. Lee and Donovan and graduate student Luchini are finding some interesting patterns based on over 100 observations in homes and child care settings. These findings have been used to inform one of our Mealtime Minutes public ser-



**22**

students from 20 disciplines enrolled in the FRC's 494 course

**278**

families enrolled in the STRONG Kids 2 study

**4.7**

million dollars in total funding

**170**

million impressions made by the latest Mealtime Minutes PSAs

vice announcements, which have made over 170 million impressions across the United States.

Over the past several years, the Family Resiliency Center has developed a portfolio of research projects evaluating the effectiveness and community needs of food security programs. During 2014, with support from the Walmart Foundation, we evaluated the efficiencies and community needs of 12 summer and after-school programs across the nation. Visiting with cafeteria staff, site supervisors, and participating children who would otherwise have gone hungry during the day brought home the urgent need to support these important programs. Although the summer

and after-school programs are aimed directly at feeding children, they often provide needed relief to families that allows them to allocate limited funds to other basic needs.

We have expanded our educational programming this year with a Higher Education Challenge Grant from the USDA. In partnership with Purdue University and California State, Fresno, we are flipping the classroom to educate talented undergraduates across the country about the multiple causes and consequences of childhood obesity. This class is directly linked to our active research program in childhood obesity prevention. Many of these students go on to become researchers in

obesity prevention or medicine, and some have come to work with us at the Family Resiliency Center. I am encouraged by the talent and dedication in these young scholars.

It has been a very productive year for the FRC, with a 54% increase in total funds received during the past fiscal year. This only comes about through successful partnerships and collaborations. All of our work is built upon creating and sustaining collaborations through partners who are equally committed to advancing knowledge, practice, and policy so that families may thrive. To all our partners we are grateful.

— Dr. Barbara Fiese

# The Christopher Family Foundation Food and Family Program

The Food and Family Program, funded by a generous gift from the Christopher Family Foundation, explores the interaction between food, families, and communities. The program's mission is to find ways to strengthen the relationship between food and family using novel approaches with collaborations among researchers across campus. The following projects (along with Sprouts on page 8) feature a few highlights of the Food and Family Program from the past year.

The **Dinnertime—Kids Eat It Up!** project has developed a regional campaign to promote shared family mealtimes. Colleagues in the College of Media will evaluate the effectiveness of Mealtime Minutes—public service announcements (PSAs; see page 4) produced over the last several years with support from the Pampered Chef, Ltd.—in several Midwest markets.

The project's goal is to capture what happens after getting positive publicity via different types of media. "If there's positive media coverage about the value of family mealtimes or PSAs related to family mealtimes, then we want to see if that information is driving traffic to a website or to a social media outlet—who's coming in, and how long they're staying there." says John Wirtz, Principal Investigator and Assistant Professor in the College of Media.

On one level, the project is hoping to raise more awareness about the value of family meals. Says Wirtz, "There are some proven strategies to make family mealtimes easier so we have an awareness component to the project. We're just trying to make sure that people are aware of why family meals are so valuable."

The other aim of the project is to provide evidence on how website traffic and social media en-

gagement connect in the Midwest market and inform future national campaigns. As Wirtz points out, "The degree to which people come to the site and become engaged, that's proof of concept. If we can show what's happening and how it's working, then we can hopefully scale it up in the future."



Both parents and daycare providers understand the potential problems associated with feeding children. What's not clear, though, is the cause of picky eating behaviors and whether these behaviors are the same at home as they are at daycare providers. The **Mealtime Strategies for Picky Eating Behaviors** project supports the development of systematic evaluation of feeding behaviors in both settings.

The project has completed more than 100 observations in home and child care settings, looking for the origin of picky eating behaviors. Evidence of setting effects and perceptions about picky eating will be translated to materials for child care providers and parents, which will aid in reducing parent and provider frustrations at mealtimes and help in developing healthy eating habits in young children.

Save the Date

THE FOOD AND FAMILY CONFERENCE

September 17, 2015

The University Club

Chicago, Illinois

# Mealtime Minutes




Created with support from The Pampered Chef, Ltd., the Mealtime Minutes PSAs provide practical solutions to real-world mealtime problems. These brief vignettes help inform families about strategies to address common mealtime challenges such as picky eating, work/life stress, sibling conflict, managing strong emotions at mealtimes, and creating quality shared time together.

Overall, eight PSAs have been created since 2011. The 2013 PSAs have had nearly 200 million impressions. The newest PSAs, **Food-Mood** and **Power-Up**, have made nearly 170 million impressions since being released. To view the latest Mealtime Minutes or any of the previous PSAs, scan the QR code or go to [familyresiliency.illinois.edu/MealtimeMinutes.htm](http://familyresiliency.illinois.edu/MealtimeMinutes.htm).



- **Cooking With Kids**  
Adults who develop cooking skills tend to enjoy cooking more. Children who learn cooking skills are more likely to increase their consumption of nutritious foods, including fruits and vegetables. Cooking together helps create family traditions and provides opportunities to share family stories.
- **Food-Mood**  
Many parents report that meal preparation is stressful. Planning ahead can help reduce stress and fatigue and lead to a better experience.
- **Managing Strong Emotions**  
Cranky actions at the table rarely begin the moment a child sits down. Parents can recognize these unwanted behaviors and develop methods to prevent them before the meal begins.
- **Pester Power**  
A recent national survey reported that parents believe that the media has a negative influence on their children's eating habits. This can lead to a frustrating experience at the grocery store, as over half of children's requests for food while shopping are for sweets and snacks. Parents often yield to this pestering because they feel pressured.
- **Picky Eater**  
Picky eating behaviors have been identified as a major barrier to having shared family mealtimes. Parents serve as important role models in helping children develop healthy eating habits, which is especially important as food preferences are formed early and remain stable throughout childhood.
- **Power-Up**  
Excessive screen media has been associated with an increased risk for obesity and poor sleep habits. Limiting the amount of screen time can lead to healthier habits.
- **Sibling Conflict**  
Families frequently identify sibling conflict as a barrier to pleasant family mealtimes. It's important to develop effective solutions to calmly resolve this conflict.
- **Work/Life Stress**  
Parents report that not being able to balance work/life stress is a major barrier to shared family mealtimes. Stress from the work day spills over into family time, and this can adversely impact the physical and emotional health of family members.



*“Food insecurity is one of the leading challenges facing the U.S. due to the magnitude of the problem (almost 50 million Americans are food insecure) and the extensive health consequences associated with food insecurity. While we know quite a bit about the solutions to food insecurity, numerous questions remain. And, in particular, we need to know more about why some families are able to avoid food insecurity while others are not and how communities seek to address food insecurity. The Family Resiliency Center is taking a leadership role in the U.S. today in answering both of these questions.”*

— Craig Gundersen

Soybean Industry Endowed Professor of Agricultural Strategy

## Tackling Food Insecurity

Food insecurity—or not having access to enough food to live an active, healthy lifestyle—affects millions of children across the U.S. The U.S. Department of Agriculture administers several programs that serve meals to low-income children who might otherwise not have enough access to healthy food. While participation in the National School Lunch Program is widespread, participation in out-of-school and summer feeding programs remains stubbornly low.

In 2012, The Walmart Foundation began a partnership with targeted grantees (National League of Cities, the YMCA of the USA, and Texas Hunger Initiative) to address this issue and to increase participation in the Summer Food Service Program and the Child and Adult Care Food Program.

In January 2014 the Walmart Foundation awarded a \$270,000 grant to the FRC to examine the impact of these partnerships. The **Out of School and Summer Feeding Program Evaluation** seeks to address the impact of operating

programs year round, as well as examining additional factors that might contribute to the efficiency and effectiveness of program delivery. The research team is using a mixed-method approach to further understand the practices of grantees, sponsors, and program delivery sites and their relations to program efficiency and participation.

The research team selected 12 sponsors located across the U.S. and has completed site visits that included program observation, staff interviews, and data collection.



In Decatur, Illinois, recent cuts in the Supplemental Nutrition Assistance Program and the departure of several large corporations is straining the ability of local resources to meet food demands in the community. The **Assessing Food Security in Decatur** project, supported by Feeding America through the generosity of the Howard G. Buffett Foundation, was created to develop strategies that enable community stakeholders to fight hunger in their community.

Twenty-eight key stakeholders in Macon County were interviewed between June 2014 and September 2014 about the essential challenges facing those at risk of food insecurity and what can be done to address them. Along with the interviews, the research team utilized census-tract level “Map the Meal Gap” information to establish food insecurity rates. Based on this data, the FRC identified existing resources, perceived needs, barriers to food access, and potential future pathways for increased efficiencies to serve food insecure individuals and families in the Decatur area.

The assessment concluded in Fall 2014 that while the distribution of services seems to be directed to areas of need, there is room for improvement. The FRC provided recommendations in the areas of leadership and coordination, informal and formal food assistance, economic development, and transportation. The full report will be released at [go.illinois.edu/Decatur](http://go.illinois.edu/Decatur).

# STRONG Kids 2: A Collaborative Look at Obesity

About 1 in 8 preschool-aged children in the U.S. are obese, with the percentage of children aged 6 to 11 years in the U.S. who are obese growing from 7% in 1980 to nearly 18% in 2012. Children who are obese are more likely to suffer from serious health problems like type 2 diabetes, cardiovascular disease, and cancer as adults.

The first STRONG Kids research study, started in 2007, involved about 500 families recruited throughout the area. “What was learned from that earlier project is that we started too late,” says FRC director Dr. Barbara Fiese. “The kids were 2 1/2 to 3 years old and were followed until they were about 5 years old. We found that their habits had already been established very early—habits like diet, sleep, and physical activity.”

Supported by a \$1 million grant over five years from the Dairy Research Institute, **STRONG Kids 2** looks at the interaction between biological and environmental factors in predicting early nutrition.

“We are actively involved in recruiting 400 families within this region, starting at birth, and we’re over halfway there,” says Fiese. Currently, 278 families have been enrolled in the study, and the project is recruiting an average of 18 participants a month. Approximately 250 one-week, 220 six-week, 190 three-month, and 30 12-month visits have been completed so far.

Biological samples and height and weight measurements are being collected from this study sample, and the mothers are being

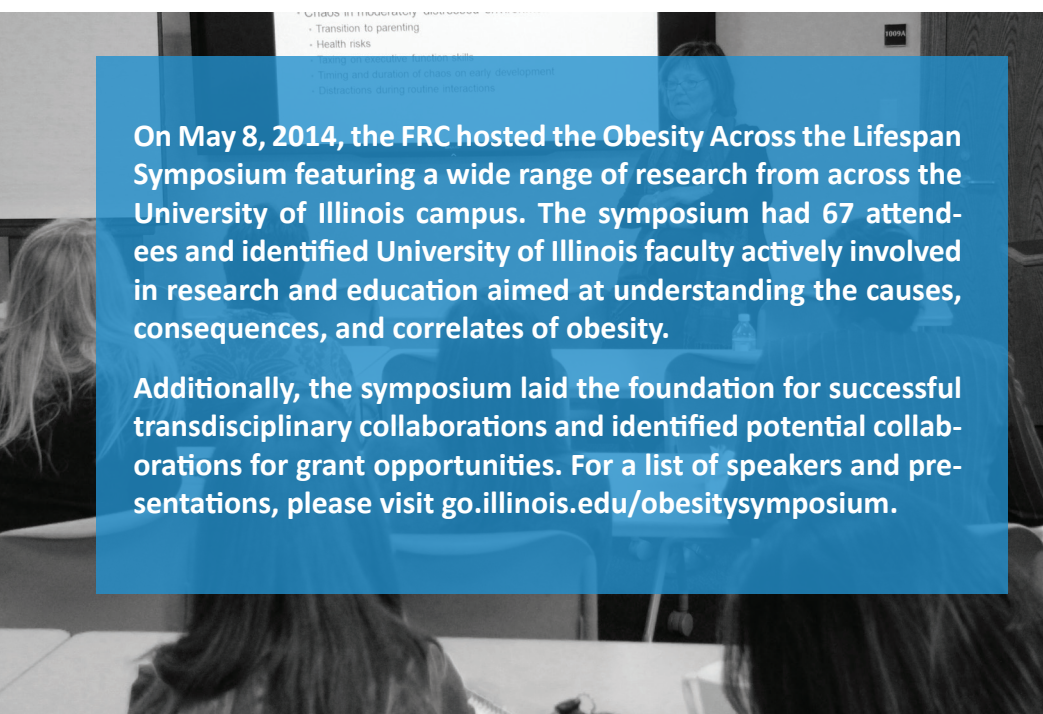
## STRONG Kids Brown Bag Series

Launched in Fall 2014, the STRONG Kids Brown Bag Series seeks to bring together experts from across disciplines to explore issues impacting obesity.

- **Temperament—Potential Linkages to Biological Variations and Emotion Regulation** presented by Dr. Kelly Bost, October 2014
- **A Primer on the Gut Microbiota** presented by Dr. Sharon Donovan, November 2014
- **Family Chaos—Potential Linkages to Emotion Regulation and Economic Stability** presented by Dr. Barbara Fiese, December 2014

surveyed about weaning, dietary habits, household routines, feeding styles, and dairy consumption.

According to project coordinator Jen Themanson, the study has been going well. “In the last year, we have been successful in recruiting hundreds of families into the program, and it was exciting to do our first visit with three-month-olds and then actually one-year-olds this past summer. It’s exciting for me as a coordinator and exciting for the family specialists to see the growth, continuation, and connection with the families in the program and the impact our research has.”



On May 8, 2014, the FRC hosted the Obesity Across the Lifespan Symposium featuring a wide range of research from across the University of Illinois campus. The symposium had 67 attendees and identified University of Illinois faculty actively involved in research and education aimed at understanding the causes, consequences, and correlates of obesity.

Additionally, the symposium laid the foundation for successful transdisciplinary collaborations and identified potential collaborations for grant opportunities. For a list of speakers and presentations, please visit [go.illinois.edu/obesitysymposium](http://go.illinois.edu/obesitysymposium).

# Redefining Education



With a blended classroom that enrolls students from over 20 disciplines, conducts field-based research, and offers professional development opportunities, the FRC's Human Development and Family Studies (HDFS) 494 undergraduate course is redefining education.

Started in Fall 2009, HDFS 494 STRONG Kids Transdisciplinary Undergraduate Research Course was conceived as an opportunity for undergraduate students to gain hands-on research experience by working on active FRC research projects while simultaneously gaining a working knowledge of the multiple influences impacting childhood obesity. The course engages students in field-based research components such as height and weight collection of study participants, biological assay analysis in the lab, observation of feeding practices in homes or child care settings, and policy analysis of federal- and state-supported food programs.

After receiving a \$750,000 National Institute of Food and Agriculture Higher Education Chal-

lenge grant from the USDA in September 2013, the **Transdisciplinary Obesity Prevention Research Sciences (TOPRS)** project was created to take the class a step further and turn a traditional classroom into a blended, online format implemented in Fall 2014.

Working with colleagues from California State University, Fresno, and Purdue University, the FRC has been creating video microlectures on a variety of topics (such as epidemiology, genetics, and pediatric nutrition) that will allow instructors to *flip* the classroom. Students watch 15-minute lectures before class and, once in the classroom, engage in interactive activities and discussions that reinforce and build upon the messaging presented in the microlectures.

The flipped approach is intended to teach scientific knowledge or research skills more efficiently, says project coordinator Jill Bowers. "Students watch the microlectures on their own time, and then class time is used to engage students in hands-on activities and discussions around these lectures.

It gives students more control because they have more opportunities to ask questions, learn what they want to know, and apply the information to their own research projects and academic training."

The TOPRS course will be implemented at California State University, Fresno, and Purdue University in 2015. After testing and evaluating the course at each site, the curriculum will be rolled out nationally. The FRC will work with national professional societies such as the Obesity Society, the American Society of Nutrition, the National Council on Family Relations, and other universities to disseminate this curriculum.

The curriculum is intended to be freely offered to other institutions for adoption, either by module or as a whole. Brenda Koester, Assistant Director of the FRC, explains, "The curriculum can be used in its entirety, or if you're already addressing childhood obesity or other complex issues in a course but do not have someone with pediatric nutrition specialty, for example, you can use our module to incorporate it into your course. You'll have an online lecture featuring a topic expert, as well as discussion questions and in-class activities related to the topic."

*"The flipped classroom is more student-centered and collaborative in that it provides guidance and works with students to engage in the learning process."*

— Dr. Jill Bowers  
TOPRS Coordinator



# Creating a Healthy Habits Curriculum

The transition into kindergarten is a great opportunity for families to establish healthy eating, sleeping, and physical activity habits. The **Sprouts—Growing Healthy Habits** project is a pre-K and kindergarten-level healthy habits curriculum that has been piloted at local schools for the past three years.

The curriculum is a comprehensive approach to teaching children about healthy habits. There are eight weekly lessons that have been implemented in three different classrooms at Booker T. Washington Elementary School in Champaign, Illinois, as well as in area child care centers. Topics include farm to table (how food is grown and makes it to the table) cooking and family meals, healthy sleep habits, food groups and grocery shopping, picky eating, healthy snacks and beverages, and energy balance. The lessons include a hands on activity and interactive book reading component and have been aligned to STEM principles and the Common Core Curriculum.

*“One of the students had never had a red pepper, and during a picky eating lesson she was really nervous about trying one. She tried it and liked it. And then she got really excited and ran off to get all of her friends to try it, too. It was great to see. You could see the program working right in front of us.”*

— Elizabeth Villegas  
Sprouts Coordinator

Kindergarten and pre-K students aren't the only ones benefiting from the Sprouts program. It is also an opportunity for HDFS 494 students (refer to page 7) to gain practical research experience. Students typically spend some time in the classroom beforehand to learn classroom behavior techniques and management skills. One group of students is responsible for conducting the evaluation of the program through structured testing of the children's knowledge before and after the Sprouts program.

The 494 students in Sprouts absolutely love the project, says FRC researcher Meghan Fisher. “It's unlike any other type of project they may have been involved with, where they may just enter data or do office work. With this project they get to spend time with the kids and learn skills. These are students who go to professional school or different disciplines, but they've never had the chance to get this type of experience before—they're getting it through this project.”

During the first year of the project (2012), a lot of time was spent discussing curriculum with teachers. One thing that the FRC research team determined was that many teachers don't have any formal education in the area of healthy habits and nutrition, so the healthy habits modules being developed can be adopted and used in pre-kindergarten and kindergarten classrooms to fill a gap in current curriculums.

## A 494 Experience

With a background in Molecular and Cellular Biology and a desire to attend medical school, Tanis Klingler appreciated the holistic nature of HDFS 494.



Tanis Klingler

Whether through looking at genetic predisposition, exercise, or sleeping habits, the diversity of subject matter appealed to her.

“It was a diverse group of students from all different backgrounds, all different experiences,” said Klingler. “We were able to generate discussion about different topics related to childhood health and childhood obesity, and many other topics. I thought it was a well-rounded experience of understanding all the factors that are contributing to child health, and that it's not just one thing.”

After graduating in May 2014, Klingler joined the FRC as a STRONG Kids 2 Family Specialist before attending medical school. STRONG Kids 2 (refer to page 6) looks at mother–infant pairs for insights into how individual biology interacts with the family environment to promote healthy eating habits in young children.

Currently, the lessons are being tested for the children's gain in knowledge about healthy habits, such as how much sugar is in certain beverages and what makes for good sleep habits. Once evaluated, the curriculum has the potential to be distributed nationally through organizations with existing infrastructure.

# How Do Everyday Products Affect Children?

## COTC Community Advisory Board

The community advisory board evaluates COTC strategy to improve the efficacy of COTC activities.

- **Susan Buchanan**  
Director, Great Lakes Center for Children's Environmental Health, Region 5 Pediatric Environmental Health Specialty Unit
- **Jane Lanigan**  
Associate Professor of Human Development, Extension Specialist for Just in Time Parenting, and Co-Leader of eXtension Alliance for Better Child Care, Washington State University Vancouver
- **Jan Maruna**  
Executive Director, Illinois Network of Child Care Resource and Referral Agencies
- **Brandon Meline**  
Director, Maternal and Child Health Management, Champaign-Urbana Public Health District
- **Sessy Nyman**  
Vice President for Policy and Strategic Partnerships, Illinois Action for Children
- **Aisha Ray**  
Rochelle Zell Dean's Chair, Senior Vice President for Academic Affairs, and Dean of Faculty, Erikson Institute Graduate School in Child Development
- **Lori Van Horn**  
Director, Child Development Laboratory, Southern Illinois University

In 2013, the University of Illinois became one of the 14 **Children's Environmental Health Research Centers** (CEHCs) across the country, led by Dr. Susan Schantz of the Beckman Institute. After receiving an \$8 million grant jointly awarded by the U.S. Environmental Protection Agency and the National Institute of Environmental Health Sciences, the Illinois CEHC began researching the effects of chemicals found in consumer products on the long-term health of children.

The types of chemicals in question are commonly found in everyday products, such as the lining of metal food and drink cans, lotions, makeup, perfume, soaps, and other personal care products.

One part of the Children's Environmental Health Center is the Illinois Kids Development Study (I-Kids), led by Dr. Schantz. The goal of I-Kids is to record prenatal exposure to household and environmental chemicals over the course of pregnancy. After birth, the study will track the infant's development to learn whether exposure to different environmental chemicals during the pregnancy is associated with physical and mental development.

Complimentary to the I-Kids study are animal studies that systematically vary the amount

of exposure to environmental chemicals thought to affect brain and physical development. The combination of human and animal studies will allow investigators to more precisely determine the effects of different chemical exposures on development.

The FRC is coordinating the **Community Outreach and Translation Core** (COTC) for the Children's Environmental Health Center. Through collaboration with its community advisory board and the scientific investigators of the CEHC, it will translate findings from the center to the public in meaningful ways. The COTC Community Advisory Board has identified child care providers as a community that would benefit from more knowledge about the effects of chemical exposure on child development. The FRC is currently working on developing public service announcements that will inform child care providers and parents of young children about actionable steps that can be taken to reduce exposure to potentially harmful household chemicals.

The FRC is also actively surveying home-based child care providers on their knowledge about household products that may be associated with risk for poor health outcomes for young children to inform future community outreach efforts.

*"I Just wanted to say thank you again so much for all of your help at TAP. I really appreciated your insights and all the information you provide. As parents of a newly diagnosed child with autism, we are always searching for resources, and you're the best place to start not only for our son but for us too."*

— Parent of a newly diagnosed child with ASD



## The Autism Program

An autism diagnosis can be overwhelming, but the FRC and **The Autism Program** (TAP) work together to help families with the challenging disorder. TAP is part of a state-wide network of resources for Autism Spectrum Disorders (ASD) in Illinois. Their mission is to foster the development of community networks that promote best practice in the diagnosis, treatment, and education of all children with ASD.

Considered one of the first points of contact for families who have children with ASD, TAP operates a resource room in the FRC that is open 46 hours a week. The resource room provides information and resources, visual supports, consultation services, referrals, and technical assistance to parents, caregivers, school staff, and individuals with autism. All of the materials are free and can be customized to meet individual needs.

TAP serves approximately 1,000 clients every year and distributes thousands of learning aids and customized educational materials. Additionally, it provides training for parents and professionals, hosts workshops for families, and holds individual consultations for clients.

TAP also provides excellent learning opportunities for undergraduate and graduate students. One of the most sought-after internships on campus, the program usually staffs about 12 interns a semester. These students have the opportunity to meet clients and collectively brainstorm creative solutions for them, all for course credit hours. TAP provides 100 hours a week in

*"Thank you so much! I seriously don't know what I would do without your services this year."*

— Local teacher

hands-on student work, and the students play an integral role in the day-to-day function of TAP by maintaining a strong social media presence and creating learning materials for the resource room.

## The Be Safe Workshop

In October 2014, TAP hosted the Be Safe Workshop. This two-day event focused on teaching essential safety skills when interacting with law enforcement officials to teens and adults with ASD and similar learning needs.

Along with teaching parents, educators, and service providers the necessary skills so they can be retaught to individuals with ASD, the workshop aired Be Safe the Movie, an interactive screening of movie episodes detailing encounters with police officers. Participants watched these episodes and engaged with local law enforcement officers to practice key safety skills. To learn more about the event, please scan the QR code.

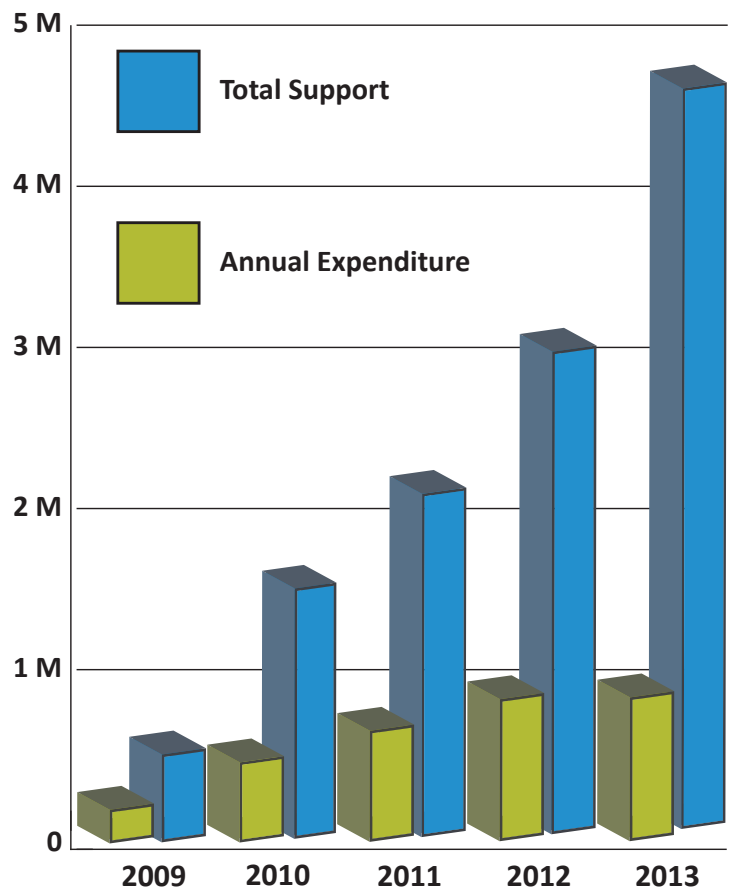


TAP's resource room is available on a drop-in basis. Parents and professionals can meet with staff free of charge to provide personalized strategies for meeting the many challenges of ASD.

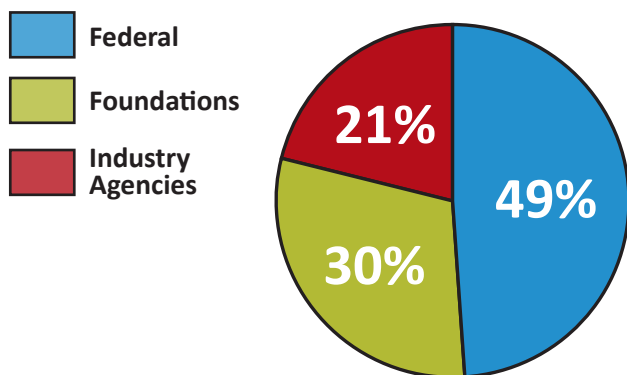
# Five-Year Funding History

The FRC has experienced a significant growth in funding in the last five years through a combination of public and private partnerships and federal sources. Much of this growth is due to seed funding from private foundations, such as the Christopher Family Foundation (refer to page 3), that allows faculty members to conduct interdisciplinary work and document their success in collaboration.

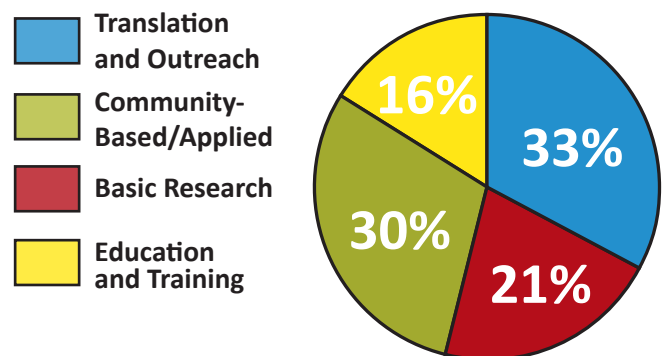
Additionally, the center has five years of funding from the Dairy Research Institute; has received multiple grants from Feeding America, the nation's leading domestic hunger-relief organization; and has obtained significant backing from the Walmart Foundation to study after-school and summer feeding programs.



## Funding Sources by Percentage



## Types of Funded Research



*Note: All graphs are exclusive of Illinois Transdisciplinary Obesity Prevention Program (I-TOPP) funding.*

# Sources of FRC Funding

Project	Funding Agency	PIs	Amount	Dates
<b>Current Support: \$4,766,330*</b>				
<b>Development of Self-Direction in Youth-Program-Family Interaction Systems: Latino and Non-Latino Adolescents</b>	William T. Grant Foundation	Larson, Raffaelli	\$640,034	2010-2015
<b>Food and Family Program</b>	Christopher Family Foundation	Family Resiliency Center	\$900,000	2010-2015
<b>Mealtime Minutes</b>	The Pampered Chef, Ltd.	Family Resiliency Center	\$100,000	2010-2015
<b>Illinois Childhood Activity Program</b>	National Cancer Institute (NIH)	Fiese, Fitzgibbon	\$96,036	2011-2015
<b>Illinois Transdisciplinary Obesity Prevention Program</b>	USDA/NIFA	Donovan, Fiese, Buchner, Johnson	\$4,500,000	2011-2016
<b>An Integrated Proposal to Advance Parental Management of Daily Routines Associated With Child Obesity and Nutrition</b>	USDA/NIFA	Jones, Fiese, Donovan, Ebata, Teran-Garcia	\$118,459	2012-2014
<b>STRONG Kids 2: A Cells-to-Society Approach to Nutrition in Early Childhood</b>	Dairy Research Institute	Fiese, Donovan	\$1,100,000	2012-2017
<b>Novel Methods to Assess the Effects of Chemicals on Child Development</b>	NIEHS/EPA	Schantz (PI), Fiese (Co-I)	\$743,106 supporting the COTC (\$7,621,069 supporting the Illinois CEHC)	2013-2018
<b>Transdisciplinary Obesity Prevention Program (Undergraduate)</b>	USDA	Fiese (PD), Donovan (Co-I), Teegarden (Co-I), Hammons (Co-I)	\$750,000	2013-2016
<b>Assessing Food Security in Decatur</b>	Feeding America	Fiese (PI), Gundersen (Co-I), Koester (Co-I)	\$45,000	2014
<b>Out of School and Summer Feeding Program Evaluation</b>	Walmart Foundation	Fiese (PD), Koester (PD), Gundersen (Co-I)	\$273,695	2014-2015

\*Exclusive of I-TOPP funds awarded to Food Science and Human Nutrition.

Project	Funding Agency	PIs	Amount	Dates
<b>Pending Support: \$3,490,079</b>				
<b>Improving Feeding Practices in Childcare Settings: An Integrated Project</b>	USDA/NIFA	Speirs (PI), Fiese	\$148,373	2014-2016
<b>Improving the Health of Hispanic Children and Their Families With a Community-Based Curriculum: "Abriendo Caminos"</b>	USDA/NIFA	Wiley (Co-PD), Teran-Garcia (Co-PD)	\$3,341,706	2015-2020
<b>Completed Support: \$785,727</b>				
<b>Family Routines and Medical Adherence in Children With Asthma</b>	NICHD/NIH	Fiese	\$388,528	2008-2011
<b>Abriendo-Caminos: Clearing the Path to Prevent Childhood Obesity in Mexican Immigrant Children</b>	Robert Wood Johnson Foundation	Wiley (PI)/ Fiese (Co-I), Teran-Garcia (Co-I)	\$75,000	2009-2011
<b>Examining Food Marketing Promotion to Children in the Retail Food Store Environment</b>	Robert Wood Johnson Foundation	Grigsby-Toussaint (PI), Fiese (Co-I)	\$150,000	2009-2011
<b>Sustaining the Psychosocial Wellness of Family Child Care Providers</b>	ACF	Wiley (PI), Schwartz (Co-I)	\$24,996	2011-2013
<b>The Role of Head Start and Child Care Classrooms in Early Childhood Obesity: A Cumulative Risk Model</b>	ACF	McBride (PI), Dev (Co-I)	\$22,203	2011-2013
<b>Evaluation of the Backpack Program to Reduce Childhood Food Insecurity</b>	Feeding America	Fiese, Koester	\$100,000	2012-2013
<b>Illinois School Breakfast Report</b>	Illinois No Kid Hungry Campaign	Fiese, Koester	\$25,000	2013

## FRC External Advisory Board

Gary Evans, Cornell University • Andrew Fuligni, UCLA

Marlene Schwartz, Yale University • Thomas Weisner, UCLA

Find complete profiles at [familyresiliency.illinois.edu/about/ExternalAdvisoryBoard.htm](http://familyresiliency.illinois.edu/about/ExternalAdvisoryBoard.htm).





Find us online at:  
[www.familyresiliency.illinois.edu](http://www.familyresiliency.illinois.edu)

