P46 (continued)

participate in sessions related to food groups and nutrition, food handling and healthy preparations. They analyse the importance of sharing meal times with others, and the value of developing periodical physical activity. Monthly, there are workshops with parents and teachers. This program encourages school healthy environments by promoting fairs and healthy food in stores. We work with Carrefour Foundation, Femsa Foundation and local authorities.

Evaluation: A participative evaluation, using quantitative and qualitative methods, and indicators of changes in food practices-buying, preparation and consumption-, revealed that 80% of participants have acquired healthy habits in their households: physical activity, healthy meals, fresh food.

Conclusions and Implications: Nutrition education is a necessary tool for contributing improving nutrition in families and society. This process is a long-term one as behavioural changes are gradual. Program can be transmitted to other institutions.

Funding: None.

P47 A Multi-Strategy Nutrition Education Intervention in Colorado Public Schools

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Objective: Enhance collaboration efforts between SNAP-Ed programs to increase the effectiveness of health based interventions.

Target Audience: Low-income elementary school-aged children, their families, and school environment.

Theory, Prior Research, Rationale: Project draws on several behavior change theories and models, primarily Social Cognitive Theory, Piaget's Cognitive Development Theory, Stages of Change Model and Social Ecological Framework.

Description: The Integrated Nutrition Education Program (INEP) addresses the need for healthy, life-long nutrition behaviors to prevent obesity and other chronic illness by working with children and their families through a school-based nutrition curriculum. In alignment with the social ecological model, learning for the students is enhanced by providing nutrition education to both the student and adult, while working to make evidence-based policy and environmental changes that increase healthy eating in the school setting. This multi-strategy project builds upon two additional research-based nutrition programs. INEP is the primary agency responsible for coordinating this collaboration and the goal is to achieve greater effectiveness in our interventions.

Evaluation: Evaluation includes quantitative (e.g. plate waste) and qualitative (e.g. observations) measures. Evaluation is designed to measure program impact on students, parents, school staff, school environment, and the partner-

ship between multiple agencies. Evaluation has shown positive trends. Students (71%) and parents (58%) report that students are eating more fruits and vegetables because of the nutrition classes.

Conclusions and Implications: Initial analysis of the enhanced partnership, primarily focused on participant graduation numbers and qualitative reporting. Our goal is to help develop best practices for enhancing collaborative efforts between agencies working on school based interventions.

Funding: Supplemental Nutrition Assistance Program - Education.

P48 Use of the Community Readiness Model to Develop and Evaluate a Chef-Based Training Program for School Nutrition Professionals

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Objective: Develop and implement a culinary training program for school nutrition professionals that has the potential to change the paradigm of school nutrition in Oklahoma.

Target Audience: Kitchen staff in six pilot Oklahoma school sites that participate in the USDA Child Nutrition Programs. Sites were diverse in geographic location, meal preparation system, and grade level.

Theory, Prior Research, Rationale: Meeting the USDA school nutrition meal patterns and standards includes using less processed foods. The Academy of Nutrition and Dietetics recommends the use of chef-based training model to help meet the requirements. Based on six dimensions, Community Readiness describes the extent to which a group of people are ready to engage in change. When program planners do not match strategies to readiness sustained success is unlikely.

Description: Prior to developing the chef-based pilot training focus groups were conducted in each school to assess readiness to use less processed food. Findings were used to address the lowest scoring dimensions (i.e., knowledge of efforts and resources). The two-day training sessions focused on 1) increasing awareness and misconceptions of why changes are needed and 2) increasing skills and knowledge.

Evaluation: Post-training assessments measured change in staffs' readiness. Across schools, readiness moved from vague awareness to preparation. Knowledge of efforts increased 4 units; resources did not change.

Conclusions and Implications: Stage-matched training improved staffs' readiness to use less processed foods. Future efforts should include 1) specific application of knowledge and skills to school nutrition, including on-site chef consultations and 2) addressing school stakeholders' attitudes toward school nutrition to move readiness to initiation and expansion stages.

Funding: Centers for Disease Control and Prevention, Expanded Food and Nutrition Education Program,

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