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Conclusions and Implications: Visiting the communities with a mobile kitchen, preparing healthy meals based on regional vegetables, trying to improve knowledge, culinary and back to the family eating practices as well as to reduce food waste inside the home proved to have a positive effect on the behavior of children of those mothers who attended more than 50% of the sessions.

Funding: FEMSA Foundation

P42 Improving the Nutrition and Physical Activity Environment Through Self-Assessment in Nebraska Family Childcare Homes

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Objective: To determine if family childcare homes in Nebraska meet best practices for nutrition and physical activity, and if focusing on nutrition and physical activity policies and practices was effective in improving the childcare environment

Design, Setting, and Participants: Family childcare homes funded by the Child and Adult Care Food Program (CACFP) (n = 109) participated in a pre-post evaluation using the Nutrition and Physical Activity Self-Assessment for Child Care (NAP SAAC). NAP SAAC is a validated measure to assess compliance with best practices.

Outcome Measures and Analyses: Wilcoxon Signed Rank Test was conducted using SAS statistical software to examine the extent to which the NAP SAAC scores differed significantly from pre-test to post-test

Results: At baseline, all childcare homes met minimum standards for most of the best practices. Nevertheless, at post NAP SAAC intervention, childcare homes demonstrated significant improvement in almost half of the Breastfeeding items (10 out of 22), in three quarters of the Child Nutrition items (33 out of 44), in over three quarters of the infant and child physical activity items (16 out of 20), in over two thirds of the outdoor play and learning items (10 out of 15) and in almost three quarters of the screen time items (11 out of 15).

Conclusions and Implications: Although family childcare homes in NE were meeting standards at pre-test, they were still able to strengthen their policies and practices by using NAP SAAC. Continued technical training and support and participation in CACFP may assist programs in sustaining improved practices and policies. Considering the high standard for participating in CACFP, future studies comparing these findings to non-CACFP participating programs are warranted.

Funding: Nebraska Department of Health and Human Service, Nebraska Department of Education, Nebraska Extension

P43 Experiential Cooking and Nutrition Education Program Improves Parameters Related to Cooking at Home in Elementary and Middle School Children

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Objective: This study determined whether participating in an experiential cooking and nutrition education intervention improved attitudes and behaviors related to cooking at home among youth.

Target Audience: Elementary and middle-school students (n=1010), in schools with minimum 80% participation in free- or reduced-price lunch, were enrolled.

Theory, Prior Research, Rationale: The program, based on the Social-Ecological Model of behavior change, was designed to increase cooking at home since foods prepared at home have higher nutritional quality than foods prepared away from home.

Description: The program was an after-school nutrition and cooking course (Common Threads Cooking Skills and World Cuisine or Family Cooking Class) taught by chef-instructors. Students received 12-20 hours of instruction. Weekly lessons provided an introduction to nutrition, cooking skills, and hands-on meal preparation.

Evaluation: Students were surveyed during the first and last class of the intervention. Items were analyzed using logit models. Scales were analyzed by Wilcoxon Signed Rank Test. 68% of the students were girls, 37% Hispanic, 33% African-American, 13% Caucasian. Participating in the program increased the proportion of students who strongly agreed that they: enjoyed cooking at home from 66 to 72%, told their family about healthy eating from 42 to 49%, showed their family how to cook from 13 to 32%, and preferred home-cooked to fast-food from 45 to 51% (all p < 0.05). The program increased the proportion of students with high scores for availability of fresh foods in the home from 34-45% (p < 0.05).

Conclusions and Implications: Hands-on, experiential cooking and nutrition education may improve parameters predictive of cooking at home in elementary and middle-school children.

Funding: Walmart Foundation

P44 Encourage Practice Inspire Change in Kids (EPIC Kids) Diabetes Prevention Program at the YMCA

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Objective: The goal of EPIC Kids is to promote adoption of behaviors associated with a healthy weight trajectory and prevent excess weight gain while supporting growth and development in children at risk for type 2 diabetes. Objectives include making physical activity integral to life, healthy eating, and creating home environments to ensure healthy behaviors are the easy choice.

Target Audience: Children - 9-12-years-old - who have ≥ 1 type 2 diabetes risk factors and their caregivers.

Theory, Prior Research, Rationale: Evidence-based, efficacious community interventions for diabetes prevention in youth remain a critical need. We adapted the successful adult-focused YMCA Diabetes Prevention Program (YDPP) to serve children and families at risk. Prior studies suggest effective interventions are family-centered, target diet and physical activity, and include parents.

Description: EPIC Kids is a 12-week program led by YMCA lifestyle coaches consisting of weekly interactive sessions designed to engage families in healthy eating and physical activity, help them set goals around energy balance, and teach them to structure the home environment to support healthy lifestyle behaviors.

Evaluation: Potential public health impact was evaluated using program reach, efficacy, adoption, implementation, and maintenance data collected from YMCA administrators ($n=4$), lifestyle coaches ($n=12$) and families ($n=47$) using qualitative and quantitative methods. Thirty six percent of screened families were eligible to participate; participants expressed high program satisfaction ($>87\%$ enjoyed weekly activities) and 75% reported high likelihood of adopting recommended changes. Weekly attendance was 65%; program sessions were implemented as planned.

Conclusions and Implications: EPIC Kids offers a community-based youth diabetes prevention program delivered by an organization located in over 10,000 U.S. communities.

Funding: NIH

P45 Social Cognitive Theory-Based Cooking Program for Student-Athletes' Healthy Food Choices and Food Preparation Self-Efficacy

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Objective: To determine the effect of Social Cognitive Theory-based cooking classes on student-athlete self-efficacy for making healthy food choices and preparing food.

Target Audience: Collegiate student-athletes enrolled in a Life Skills course ($N=22$), ages 18-22 years.

Theory, Prior Research, Rationale: The cooking classes aimed to increase student-athletes' self-efficacy by utilizing the modeling aspect of the Social Cognitive Theory and by including hands-on cooking and meal assembling experiences. Previous studies have reported a positive association between self-efficacy and health behavior change.

Description: Student-athletes attended 4, 1-hour workshops that focused on breakfast, lunch, dinner, and snacks, respectively. Each class involved food demonstrations, hands-on food preparation, and food sampling.

Evaluation: Student-athletes completed pre and post surveys, which assessed self-efficacy for making healthy food choices and preparing food. The Wilcoxon signed-rank test was used to compare student-athletes' pre and post responses. Student-athletes reported increased self-efficacy for most healthy food choices (5/7) and cooking skills (10/11), ($P<0.5$). Greatest improvements in median self-efficacy were reported for steaming vegetables (2 vs. 4, $p<0.0001$), stir-frying vegetables (2 vs. 3.5, $p=0.001$), and baking fish (2 vs. 4, $p=0.001$). Most (86%) reported planning to make the recipes again and all were in favor of including cooking workshops in the life skills course in the future.

Conclusions and Implications: Student-athletes accepted the hands-on cooking classes and reported increased self-efficacy for making healthy food choices and preparing food following the program's completion. Further research is needed to determine the effect of these classes on student-athletes' diets.

Funding: None

P46 Eat.Right.Now. High School Curriculum for Pennsylvania SNAP-Ed Helps Philadelphia Students Eat Healthier

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Objective: To positively impact the eating behaviors of Philadelphia high school students after receiving nutrition education utilizing the Drexel University High School Curriculum.

Target Audience: High school students from SNAP-Ed eligible schools in the School District of Philadelphia assigned to Drexel University's Eat.Right.Now. Nutrition Education Program.

Theory, Prior Research, Rationale: SNAP-Ed guidance requires the use of evidence-based nutrition education interventions. Minimal evidence-based curricula for high school students exists. These results will support the establishment of an evidence-based, high school curriculum for SNAP-Ed.

Description: High schools were randomly selected SNAP-Ed eligible high schools assigned to Drexel University's Eat.Right.Now. Program. The intervention utilized the modified Youth Risk Behavior Survey (YRBS). Students received a baseline survey followed by a five-lesson series using the Drexel University High School curriculum, and a post-intervention survey. A total of 1100 baseline and 972 post-intervention surveys were completed.

Evaluation: Baseline and post-intervention surveys were compared to the 2011 YRBS results for Philadelphia high school students. At baseline, intervention students demonstrated higher intakes of fruits ($p<0.0001$), vegetables

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