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engage different intelligences; and tailoring activity duration to be developmentally appropriate. Pragmatic considerations included: essential elements, such as developing culturally relevant educational materials; and logistics, such as working within the financial, time, and space constraints of community-based after-school programs.

Conclusions and Implications: The insight gained from this study lays the foundation for understanding the necessary components for well-implemented and effective interventions for youth-focused NE programs in community-based afterschool settings.

Funding: None

P161 In Defense of Food Curriculum: Investigating Students' Understanding and Application of Food Rules in their Lives

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Objective: The In Defense of Food (IDOF) Curriculum provides students with tools to eat a nutritious diet, despite our complex, confusing food environment. This study examined if learning practical, actionable messages through Michael Pollan's *Food Rules* increased students awareness and understanding.

Design, Setting, and Participants: Post-only design with 22 middle school students in sixth and seventh grade, primarily African American and Hispanic, living in a low-income, urban neighborhood.

Outcome Measures and Analysis: After receiving the IDOF Curriculum, student were asked to state the meaning of the 11 Food Rules they learned in their own words, and to provide examples of how to apply it in their lives. The researcher who conducted the interviews wrote down students' responses verbatim. Each response was scored on a three-point scale, 1=no understanding to 3=full understanding. Descriptive statistics calculated mean scores for each Food Rule. Qualitative analysis determined themes by Food Rule and by the three big messages of the curriculum (Eat food. Not too Much. Mostly Plants.)

Results: Students had good understanding of the Food Rules with 54% of responses receiving a score of 3. For these responses students were able to accurately describe and apply the Food Rule. The mean scores for each Food Rule ranged from 1.73 to 2.68. The qualitative analysis overall indicated that the Food Rules supported the students in understanding and applying the three big messages.

Conclusions and Implications: These findings indicate that learning the Food Rules in IDOF appeared to be an effective way to guide students toward eating better. Further studies with a larger randomized controlled designs are warranted.

Funding: National Science Foundation

P162 'Let's Work Together Towards Children's Nutrition': Building Bridge Between Child Care Providers and Parents for Promoting Child Health

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Objective: To investigate childcare providers' perspectives for communicating with parents to promote children's nutrition and health.

Design, Setting, and Participants: In-person, semi-structured interviews. Licensed center-based child care. Eighteen full-time childcare providers caring for children 2-5 years old, 67% caring for children who pay with federal subsidy.

Outcome Measures and Analysis: Participants were selected using maximum variation purposive sampling. Interviews were conducted until saturation was achieved. NVivo, thematic analysis used to code and identify themes and meta-themes regarding providers' perspectives for parent communication.

Results: Two meta-themes emerged from providers' responses: barriers to communication, and strategies to communication. Barriers to communication include: parents are too busy to talk, parents prioritize food concerns over nutrition, parents allow unhealthy foods, providers are unsure about communicating, and providers weren't sure parents were receptive to nutrition education materials. Five strategies were identified for communication and building bridges between providers and parents: recognize the benefits of engaging and educating parents about nutrition to promote health; leverage policy to communicate positively and avoid conflict with parents; implement center-level practices to reinforce policy; build partnerships with parents through education; foster a respectful relationship between providers and parents.

Conclusions and Implications: Policy and center strategies were identified for fostering a respectful relationship and building bridges between providers and parents to promote child health and nutrition.

Funding: Administration for Children and Families Office of Planning and Evaluation Research, Illinois Transdisciplinary Obesity Prevention Program (I-TOPP)

P163 Evaluation of the Effectiveness of the Drexel University Eat.Right.Now. High School Curriculum in Pennsylvania SNAP-Ed

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Objective: To demonstrate a positive impact on eating behaviors in Philadelphia high school students after

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