P181 Loving Support Award of Excellence in the Special Supplemental Nutrition Program for Women, Infants and Children (WIC)

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Objective: To recognize and celebrate WIC local agencies that provide exemplary breastfeeding programs and support services through the USDA's Loving Support Award of Excellence (LSA).

Target Audience: WIC Local agencies.

Theory, Prior Research, Rationale: Scientific findings indicate breastfeeding and human milk are the normative standards for infant feeding and nutrition. Therefore, the LSA was developed in response to The Healthy, Hunger-Free Kids Act of 2010, which required USDA to implement a program to recognize exemplary breastfeeding support practices at WIC local agencies.

Description: The LSA intent is to provide models and motivate local agencies to strengthen their breastfeeding promotion and support activities and ultimately increase breastfeeding initiation and duration rates among participants. Questionnaires with supportive documentation are completed annually by local agencies who nominate themselves for an award.

Evaluation: Questionnaires and supportive documentation are evaluated and scored at the state, regional, and national level based on three levels of performance: Gold, Gold Premiere, and Gold Elite. The awards recognize agencies that demonstrate model practices, as well as agencies at varying stages of implementing exemplary breastfeeding promotion and support practices. Examples of evaluation criteria include peer counselor effectiveness, breastfeeding rates and community partnerships that build a supportive and enabling breastfeeding environment.

Conclusions and Implications: In 2015, out of 77 questionnaires received, 50 Gold and 5 Gold Premiere recipients were awarded. The Loving Support Awards of Excellence highlight successful breastfeeding practices that effectively address breastfeeding barriers via education, support and role modeling with the goal of increasing breastfeeding rates.

Funding: USDA

P182 Impact of a Nutrition Education Intervention on Nutrition Knowledge and Dietary Intake of Fruits, Vegetables, and Milk Among Fourth and Fifth-Grade Elementary School Children

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Objective: The purpose of this study was to determine the effect of a nutrition education intervention on nutrition

knowledge and fruit, vegetable, and milk consumption among fourth and fifth graders.

Design, Setting, Participants, and Intervention:

The study used a pretest-posttest design. Thirty-six students in fourth- and fifth-grade from a low-income elementary school were selected to receive the intervention. Eight 45-minute lessons on healthy food choices were carried out weekly for over a 3-month period.

Outcome Measures and Analysis: Nutrition knowledge, fruit, vegetable, and milk consumption were measured using a validated questionnaire. Mean differences were assessed using paired t-test. All data analyses were performed using SPSS 22.0.

Results: Nutrition knowledge significantly increased ($p=.001$) from 15.58 to 19.73, baseline, and post intervention respectively. Milk consumption increased among students reporting consuming two servings of milk daily from 13.9% at baseline to 33.3% post intervention. However, there was no significant change in the consumption of fruits and vegetables ($p>0.178$). It could have been lack of preferred fruits and vegetables offered in the school cafeteria and/or at home.

Conclusions and Implications: Results from the study suggest that a nutrition education intervention improved nutrition knowledge and milk consumption but did not change the fruit and vegetable intake. For nutrition education to be effective in changing behavior, it is critical that it is accompanied by environmental changes, such as offering fruits and vegetables both at home and school.

Funding: East Lubbock Promise Neighborhood

P183 The Effectiveness of Song-Based Nutrition Education Among Adolescents

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Objective: To determine the effectiveness of a song-based nutrition education intervention in improving knowledge, attitude and practice of healthy eating among adolescents.

Design, Setting, Participants, and Intervention:

Pretest-posttest quasi-experimental non-equivalent groups design. Nutrition education was conducted in eight public junior secondary schools in Ibadan, Nigeria. One hundred and thirty six adolescents (75 boys, 61 girls, mean age 13.5 ± 1.4) constituted the participants for the study. Nutrition education was conducted once a week for a period of eight weeks in both the intervention and comparison groups. Intervention group received nutrition education using 'healthy eating songs' in addition to traditional classroom nutrition education while comparison group received only traditional classroom nutrition education.

Outcome Measures and Analysis: Changes in knowledge, attitude and practice of healthy eating were examined. Analysis of Covariance (with pretest and demographic

Continued on page S80