P186 (continued)

Objective: To identify common attributes of New York City (NYC) wellness programs and whether their reported deliverables address components of the district wellness policy.

Design, Setting, Participants, and Intervention: In this descriptive analysis, the websites of NYC school wellness programs serving a minimum of 25 public schools were examined to identify program attributes and reported deliverables. These deliverables were compared to the components of the NYC Department of Education Wellness Policy that are up to schools to implement and subsequently are ideal for wellness program assistance: school wellness councils, nutrition education and promotion, physical activity opportunities and physical education, and staff wellness.

Outcome Measures and Analysis: Wellness program attributes are described by descriptive statistics.

Results: The 19 wellness programs were provided across 678 of the 1,532 NYC public schools. The most common required inputs from schools were school staff (30%) and space (15%). In addition to these inputs, 25% of programs required participating schools to have a large percentage of low-income students, and 45% had specific age or grade requirements. Wellness programs provide a variety of resources to schools: food (25%), program staffing (25%), and training for school staff (40%). The most common wellness policy components addressed were nutrition education and promotion (58%) and physical activity opportunities and physical education (47%). Staff wellness (11%) and school wellness councils (21%) were least often addressed.

Conclusions and Implications: Serving 678 schools, wellness programs provide essential resources to address components of the NYC district wellness policy. Findings suggest that NYC schools may need additional resources to implement the staff wellness and school wellness council policy mandates.

Funding: NIH

P187 Healthier Habits: Nutrition Education Through Food Banks in Mexico

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Objective: To demonstrate the impact on knowledge, attitudes and dietary practices of food insecure families in poverty through a model of food partnership.

Theory, Prior Research, Rationale: Nutrition education is not typically part of local food assistance programs in food banks. Food banks are important venue for community-based nutrition education to address malnutrition in vulnerable populations in sustainable programs that should include nutrition screening and education. Providing nutrition programs through partnerships food

banks provides opportunities to encourage healthy behaviors.

Target Audience: Five thousand two hundred fifty-three mothers linked to the 8 food banks.

Description: A nutritionist and a psychologist gave theoretical and practical nutrition workshops twice a month for a year in each food bank using materials and educational tools.

Evaluation: A pre and post intervention assessment was performed using a Knowledge, Attitudes and Practices survey (KAP). The pre and post KAP survey shows positive results, the consumption of three or more fresh vegetables a day increased from 52% to 62%, the consumption of two or more fruits a day increased from 39% to 45%.

Conclusions and Implications: It is important to implement food assistance programs with nutrition education, mothers learn to better utilize the food they receive and the health benefits of their families are higher.

Funding: FEMSA Foundation

P188 Two Year Results of an Extension Online Diabetes Education Class

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Objective: To evaluate the effectiveness of an online class designed to help individuals with diabetes and their families learn how to prepare healthy meals, and make informed choices when eating out and grocery shopping.

Theory, Prior Research, and Rationale: Many busy individuals are unable to attend traditional diabetes classes. On-line classes offer a viable alternative since they are self-paced, yet interactive.

Description: The class consists of 16 different activities including presentations, virtual shopping tours, discussion forums, quizzes, cooking demonstration videos, websites links, and app reviews.

Evaluation: Since April of 2014, 60 participants have enrolled and twenty percent completed all 16 activities. Participants completed on average 5 activities. The first four activities, a quiz and three presentations, had the highest completion rates (60%, 54%, 46%, and 44% respectively). The three discussion forums had the lowest rates of completion (3%, 7%, and 20%). The evaluation asked participants to rate their self-efficacy before versus after the class on a scale of 1 "Extremely Not Confident" to 5 "Extremely Confident." After the class, participants were more confident that they could manage their blood sugars (average 3.11 before vs. 4.11 after), make informed choices when eating out (3.33 before vs. 4.33 after), and make informed choices when grocery shopping (3.4 before vs. 4.33 after).

Conclusion and Implications: Our results suggest that for the few who completed the class, the course achieved its goal of helping them become more efficacious at managing diabetes with nutrition, and making more informed choices when eating out and grocery shopping. The results

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also suggest that the class needs to be more accessible, shorter, and consist of activities that require less typing.

Funding: None

P189 Building Healthier Kindergarten Students Through Nutrition Education

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Objective: The goal of the Building a Healthy Me (BHM) program is to promote a healthy diet, defined as one that includes nutrient-rich foods. This provides positive messages of what students can eat, not what is forbidden and encourages sensible eating patterns that can be maintained long term.

Target Audience: California Kindergarten students and their families. Program delivered in English and Spanish.

Theory, Prior Research, Rationale: The program is based on an integration of the Health Belief Model and Social Cognitive Theory. Early childhood is an ideal time to solidify a strong foundation of good nutrition. School classrooms allow for a large reach of students and many parents are actively involved in their children's school work.

Description: This 8-unit classroom-based nutrition education program covers food group classifications, healthy snacks, and the importance of breakfast. Family homework builds on key concepts to encourage dialogue and improved home food environment.

Evaluation: A quasi-experimental design assessed changes in the outcomes, with pre- and post-surveys completed in the intervention group in 2013-14 school year.

Conclusions and Implications: Results from the student surveys showed significant improvements in students' nutrition knowledge for all of the content areas tested after receiving the BHM lessons. Students in the intervention classrooms had a greater percentage of correct nutrition knowledge answers on the post-survey than students in the control classrooms. This suggest that the BHM program was most effective at improving kindergarten students' nutrition knowledge.

Funding: Dairy Council of California

P190 Implementation of a Nutrition Education Program in Primary Schools in an Area With Patrimonial Poverty in Monterrey, Mexico

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Objective: To implement an educational intervention program for the promotion of healthy lifestyles through the improvement of nutrition practices in children of primary schools in an area with patrimonial poverty in Monterrey, Nuevo Leon, Mexico.

Design, Participants, and Intervention: The implementation was carried out during 2015 in 6 primary schools with 1450 children and 316 parents through the following activities: 9 school workshops, 5 workshops for parents and school community, children's clubs for a healthy lifestyle and evaluation of the nutritional status (weight and height) of 820 students.

Outcome Measures and Analysis: A pre and post intervention assessment was performed, using a Knowledge, Attitudes and Practices survey (KAP). The data analysis was descriptive.

Results: We found a 3.5% higher prevalence for obesity in children participating when comparing with the prevalence reported at state level; however, a decrease in the daily consumption of two or more sugar-sweetened beverages at school was found (51% vs. 9%). The consumption of two or more fresh vegetables a day increased from 27% to 47% after the intervention and the consumption of foods with high energy density decreased from 48% to 40%. Additionally, 5 children's clubs for a healthy lifestyle were formed and activities in favor of healthier school environments were carried out by each one.

Conclusions: The intervention resulted in improved nutrition-related knowledge in children participating in the program, and therefore, better tools that allow them to select healthier foods and to be transmitters of information to their families.

Funding: FEMSA

P191 Childcare Teacher Perceptions of Their Role in Child Health and Nutrition

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Objective: Examine childcare teacher's perceptions of their role in child health and obesity prevention specifically pertaining to nutrition and physical activity.

Design, Setting, and Participants: This cross-sectional, qualitative study included individual interviews with 30 childcare teachers and directors. Interviews were conducted from fall 2014 through spring 2015. All interviews were digitally recorded and audio files were transcribed. Transcripts were independently coded by three researchers using NVivo software, then analyzed for themes.

Outcome Measures and Analysis: All participants were women, 57% were Caucasian, 70% worked full time in childcare, and 39% had 1-5 years' experience with young children (2-5 years).

Results: Four themes emerged from the interviews: teachers perceive their role in cognitive and social development and being a good citizen but not necessarily health habits,

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