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nutrition and to increase physical activity among employees.

Theory, Prior Research, Rationale: Via formative research, an extensive review of the worksite literature and existing programs; interviews and focus groups with business leaders; and focus groups with low- and middle-income working Californian adults was conducted on the California Fit Business Kit (Kit), a tool for assessing organizational need and readiness for PSE change.

Description: Target audience were employees at worksites that qualify for SNAP-Ed programming. Based upon preliminary findings from formative research, promising strategies to promote healthy eating and physical activity at worksites were identified. The Michigan Fitness Foundation is currently implementing the Kit, an emerging intervention, among low-wage worksites participating in SNAP-Ed programming.

Evaluation: This intervention is being conducted among 12 worksites using the Kit's Check for Health Scorecard, which is based on 12 wellness components related to nutrition and physical activity. Quantitative and qualitative results will be reported as basic descriptive statistics and themes using SPSS and NVivo, respectively.

Conclusions and Implications: There are few tools available to date designed to prioritize PSE strategies to promote healthy eating and physical activity at low-income worksites. The preliminary findings from the use of the Kit at California worksites will be compared to priority PSE strategies identified in Michigan worksites. This tool may be useful in assisting employers with improving employee health and reducing health care costs related to poor nutrition and sedentary behaviors among low-income populations.

Funding: Supplemental Nutrition Assistance Program - Education

P169 Barriers of Culture, Acculturation and Religion on Nutrition Behaviors of Arab Muslim Mothers of Young Children in the US

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Objective: To explore the relationships among acculturation, cultural/religious barriers, eating patterns and physical activity (PA) levels.

Design, Setting, Participants, and Intervention: An online questionnaire including a food frequency questionnaire and questions related to leisure time PA, acculturation, food choices, barriers to eating habits and PA, and religious strength was distributed. Arab Muslim mothers of young children living in the US (n=477) from 13 Arab countries participated in the survey.

Measures and Analysis: Factor analysis was used to categorize barriers to healthy eating and PA and to determine dietary patterns. Correlation and regression analysis were conducted to evaluate the relationships among barriers, acculturation, dietary patterns, strength of religious faith, and PA levels where appropriate.

Results: Cost, feeling hungry and low self-control, negative attitude towards healthy eating, family preference and disorganization were barriers to eating healthy. Four dietary patterns were identified: fruits/vegetables; animal products; saturated fat foods; and beverages/grains. Acculturation significantly influenced fruit/vegetable, saturated fat foods and beverages/grain intake ($P < 0.01$) and barriers related to cost significantly influenced consumption of foods rich in saturated fat ($p < 0.05$). Dress code and negative perception, lack of motivation and stress, and responsibilities were barriers to PA. Barriers significantly influenced PA levels ($p < 0.001$) but strength of religious faith did not. Acculturation and the barriers of lack of motivation and stress, and responsibilities were associated with higher PA levels ($R^2 = 0.178$, $p < 0.001$).

Conclusions and Implications: Understanding the influences of barriers and acculturation on Arab Muslim women will help nutrition educators develop culturally appropriate strategies to prevent overweight and obesity in this growing community.

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P170 Evaluation of Current Educational Materials to Prevent Early Childhood Obesity: A Content Analysis

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Objective: Educational materials available in print or printable download on topics related to feeding, activity and childhood obesity prevention intended for parents with children ages birth to 2 years (B-24) were collected and evaluated to determine appropriateness and accuracy of content.

Study Design and Analysis: Sources of materials were recommended by a child nutrition advisory committee, key leaders, parents and health and education providers. Materials were collected from pediatrician offices, WIC, family/community centers, nutrition education programs, government, hospitals, and Early Head Start from a Northeast US state. Materials were screened for relevance, duplication and then inventoried and coded (n=136). An adapted version of the previously validated "Developing and Assessing Nutrition Education Handouts" (DANEH) tool was used for analysis by two trained researchers.

Results: Main topics of the materials included breastfeeding or formula feeding (29%); mealtime or food topics (23%); complementary feeding (15%); physical activity or sedentary behavior (9%) or multiple topics

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(24%). The analysis revealed that the materials often contained inaccurate or conflicting information when compared to national recommendations, were on a reading level greater than the 5th grade (76%), lacked cultural appropriate (61%) or relevant images (53%), were text or topic dense and, lacked easy to read font (51%). Approximately 40% or more of the materials were not specific about children ages B-24 unless it was a developmental handout.

Conclusions and Implications: Future nutrition education efforts should consider developing simple, evidence-based, culturally appropriate outreach materials on a lower reading level for parents of children B-24 to prevent early childhood obesity.

Funding: USDA, The Child Health and Development Institute of Connecticut, Inc.

P171 Exploring Mobile Device Use among Preschoolers: A Feasible Intervention Strategy for Rural Families?

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Objective: This study aimed to elicit input from Head Start/preschool parents on child mobile device use to inform nutrition and physical activity intervention strategies for families in rural Colorado.

Study Design, Setting, Participants: Semi-structured telephone interviews were conducted to explore parental beliefs, opinions and rules regarding child mobile device use (e.g. smartphones, tablets); content, frequency and purpose of child device use; and parental opinions regarding the feasibility of using mobile devices and applications (apps) to deliver nutrition and physical activity education for preschoolers.

Outcome Measures: Interviews were recorded and transcribed verbatim, and data were content analyzed into categorical responses to research questions.

Results: Parents (n=29) were 93% mothers, 38% Hispanic, 41% with high school degree, and 65% low-income. Most parents co-used mobile devices with their preschooler. Parents reported concerns about potential overuse of these devices, yet viewed their child's use as positive for building school-readiness skills. Parents use devices for behavior management and most have specific rules tied to using entertainment-related apps. Using apps to encourage child physical activity was favored by parents, but they found it difficult to envision how apps could improve children's nutrition and feeding behaviors. The idea of children using devices

to be ready for a technology-driven world appealed to parents, particularly in balance with traditional play.

Conclusions and Implications: Parents of preschoolers in rural Colorado respond favorably to the concept of mobile apps to improve children's school readiness and to promote physical activity. Developers of mobile apps will be well served to integrate school readiness skills (e.g. vocabulary, counting, etc.) into app development.

Funding: USDA

P172 Families Eating Smart Moving More: Development of a Program Assistant Guide for the Head Start Audience

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Objective: Development of an evidence-based teaching guide for Expanded Food and Nutrition Education Program (EFNEP) Program Assistants (PAs) in North Carolina (NC). This resource provides guidance to help PAs adapt an existing curriculum, Families Eating Smart & Moving More, to educate Head Start (HS) teachers on positive health behaviors.

Theory, Prior Research, Rationale: Classroom nutrition education can improve children's eating habits and long-term weight status, making teachers important partners for encouraging healthy lifestyles. However, HS teachers may not be prepared to serve as role models for children due to their limited knowledge. Professional development opportunities targeting teacher health behaviors are needed.

Description: Target audience were Head Start teachers in NC. The guide presents EFNEP PAs with guidance for educating HS teachers including planning considerations, solutions to potential barriers, and classroom tips for making nutrition education more adaptable to HS audience.

Method: PAs delivered the 6-lesson series to HS teachers in seven NC centers to provide context to the guide's development. After implementation, two HS nutrition coordinators and 30 teachers in seven ENC centers provided feedback on how to best implement the program in the HS environment. Data was collected in the form of interviews and teacher journals.

Conclusion and Implications: EFNEP will use the guide to train PAs in other counties to help HS teachers improve their personal nutrition and physical activity-related health behaviors. Future research will explore teachers' efficacy to implement more nutrition education in their classrooms after participating in Families Eating Smart, Moving More.

Funding: East Carolina University Office of Public Service and Community Relations

P173 WITHDRAWN