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Description: EFNEP's Families Eating Smart and Moving More is an evidence-based curriculum first developed in 2006 and revised once every five years to integrate current research as well as implementer, partner, and participant feedback. This revision includes video and social media strategies to engage participants and contemporary strategies to engage program partners in policy and environmental changes (PSE) that support healthy eating, access to safe, healthy foods, and physical activity of program participants. Partnership strategies are included in each lesson as a guide for educators.

Evaluation: Curriculum effectiveness has been measured using required pre and post 24-hour participant recall and food behavior surveys. Anecdotal success stories are collected to report policy and environmental changes.

Conclusions and Implications: Quantitative data demonstrates consistently high impacts in individual dietary change, physical activity, food resource management, and food safety for each revision of the curriculum. Evaluation of strategies from this revision will be completed over the next five years.

Funding: Expanded Food and Nutrition Education Program

P82 Exploring the Role of Fathers in the Women, Infants, and Children (WIC) Supplemental Nutrition Program

Dan Dychtwald, MS, ddychtwald@me.com, Drexel University, 1601 Cherry Street, Philadelphia, PA 19102; Brandy-Joe Milliron, PhD, Drexel University

Objective: Evidence suggests that men can play an influential role in improving pregnancy, breastfeeding, and early childhood outcomes. However, the role that programs like the Women, Infants, and Children (WIC) nutrition program play in fostering paternal participation is not known. While men may not be qualified for WIC, their partners and children may benefit from WIC's nutrition subsidies, health screenings, and nutrition education. Therefore, the primary objective of this research was to explore the experiences, expectations and attitudes of men towards WIC, including their exposure to WIC-Education.

Study Design, Setting, Participants: This study employed a convergent mixed methods design combining surveys and in-depth interviews. Couples were recruited at WIC offices in Philadelphia, Pennsylvania.

Outcome Measures and Analysis: Interviews were audio-recorded and transcribed verbatim. Data were analyzed and common themes identified via thematic analysis and verified using NVivo-10 Software.

Results: Although this study is ongoing, thus far nine couples have been interviewed (mean age: 32 years; mean number of children: 2). Fathers' experiences were grouped into two primary themes. Emergent themes highlighted the lack of paternal participation, which

was exemplified by 78% of men reporting no interaction with WIC (including WIC-Ed). Related sub-themes included coercion fears and WIC office inaccessibility as deterrents to paternal involvement. The second major theme, the need for paternal participation, documented the desires of fathers to improve parenting skills and their knowledge of nutrition in support of their partners and children.

Conclusions and Implications: There may be missed opportunities for fostering the male role within WIC programming, particularly WIC-Ed.

Funding: None

P83 Food Security and Food Resource Management Outcomes of Haitian EFNEP Participants

Jennifer Walsh, PhD, RD, walsh5jr@jmu.edu, James Madison University, 235 Martin Luther King Jr. Way, MSC 4301, Harrisonburg, VA 22807; Danielle De Vries-Navarro, MS, LDN, RDN, University of Florida; Karla Shelmutt, PhD, RD

Objective: To determine whether there is a difference in program outcomes related to improved food security and food resource management (FRM) skills between Expanded Food and Nutrition Education Program (EFNEP) Haitian and non-Haitian participants. Target audience is Haitian and non-Haitian female EFNEP Participants in Palm Beach County, Florida.

Theory, Prior Research, Rationale: The Eating Smart, Being Active curriculum is based on Social Cognitive Theory, with published efficacy, and used in Florida's EFNEP program. Since 2010, the population of Haitian residents in south Florida has increased by over 22,000, increasing Haitian EFNEP participants. Assessment of Haitian EFNEP participants' knowledge and behavior related to program objectives is needed to identify educational opportunities.

Description: A retrospective analysis of pre- and post-program evaluation outcomes was conducted among Haitian (n=102) and non-Haitian adult EFNEP participants (n=136) completing the program between October 2014 and September 2015. Trained, multi-lingual nutrition educators implemented the 8-week program.

Evaluation: Likert-type EFNEP checklist items, ranging from "never=1" to "almost always=5", were used to assess food security (1 item) and FRM (3 items). Differences in change from pre- to post- between Haitian and non-Haitian participants were determined using Student's t-test. Food security scores increased more from pre- to post- for Haitian versus non-Haitian participants (1.4 ± 1.9 versus 0.6 ± 1.6 , $p=.001$). Similarly, scores for FRM improved more for Haitian versus non-Haitian participants ($<.05$).

Conclusions and Implications: Participants from Haiti may benefit from EFNEP in ways that enhance food security and FRM. Adapting programming to be

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linguistically and culturally appropriate may enhance outcomes.

Funding: None

P84 How do EFNEP Participants Describe Aerobic Activity?

Cheng Li, MS, cl852@scarletmail.rutgers.edu, Rutgers University, 11 Suydam Street, 2nd Floor, Room 203, New Brunswick, NJ 08901; Debra Palmer-Keenan, PhD, Rutgers University

Objective: In order for education and educational assessments to be effective, teachers and learners must “speak the same language.” The purpose of this investigation, which was part of a larger project undertaken by the NC2169 EFNEP Related Research, Program Evaluation and Outreach, was to determine what words best described aerobic activity to EFNEP participants.

Study Design, Setting, Participants, Intervention: Forty semi-structured, cognitive interviews were conducted with EFNEP participants from New Jersey, Tennessee, and Washington to assess different terminologies describing aerobic activity.

Outcome Measures and Analysis: Content analysis was employed to catalogue and categorize responses.

Results: The 2008 Physical Activity Guidelines for Americans recommend adults engaging in at least 150 minutes of moderate level aerobic activities/week. Despite wide usage of “aerobics” in describing moderate to vigorous physical activities, it was not understood as such by research participants in a question designed for its assessment. A common misconception was that “aerobics” meant “any” type of exercise. Cardio was tested as an alternative; however, EFNEP participants described cardio as being more masculine activities like push-ups, as opposed to aerobics, which were described as being more feminine, like dancing. Also, cardio was described as being done outdoors (e.g., sports), while aerobics were described as being indoors/in a gym with other people. The broader term “exercise” with accompanying examples was the only terminology participants clearly understood.

Conclusions and Implications: Nutrition educators must attend to the terminology they use when they teach and evaluate moderate to vigorous aerobic activity. “Exercise” as opposed to “aerobics” may be better understood when communicating this concept to EFNEP participants.

Funding: NIFA

P85 Increasing Children’s Exposure to and Preferences for Fruits and Vegetables at Summer Food Service Program Sites

Jessica Soldavini, MPH, LDN, RD, Jessica.m.sold@gmail.com, University of North Carolina at Chapel Hill, 2224 McGavran-Greenberg Hall, Chapel Hill, NC 27599

Objective: To pilot an intervention to increase children's exposure to and preferences for fruits and vegetables (FV) at Summer Food Service Program (SFSP) sites. Target audience is low-income children attending SFSP sites in North Carolina.

Theory, Prior Research, Rationale: The SFSP is a federal nutrition program that provides free, nutritious meals and snacks to children ages 18 and younger in low-income areas during the summer. The USDA recommends that SFSP sites use fun and interesting nutrition education activities to get children excited about trying new, healthy items on the menu.

Description: An eight-session series of fun, interactive nutrition education activities at two SFSP sites in Chapel Hill, NC was provided. Through a partnership with the Chapel Hill-Carrboro City Schools SFSP, special FVs (e.g. sugar snap peas, colored cauliflower) were served in addition to the regular lunch menu during six of the sessions. Nutrition education activities took place immediately prior to lunch and were designed to get children excited about eating FVs and tasting the featured items.

Evaluation: Pre- and post-surveys were administered measuring exposure to and preferences for the featured FVs. Rating forms were completed after each featured item was served. Over 125 children attended at least one session. Eighty-five percent tasted at least one FV. Thirty-three percent tasted at least one FV they had never tried before, with 83% of those children liking at least one of the new items they tried.

Conclusions and Implications: Combining nutrition education with the introduction of FVs at SFSP sites may be a way to encourage children to try new FVs, and increase their preferences for them.

Funding: Supplemental Nutrition Assistance Program - Education

P86 Knowledge of Anemia and Iron Rich Food Sources and Blood Hemoglobin Levels of Racially Diverse Pregnant Women Participating in the WIC Program

Arezoo Rojhani, PhD, RD, arezoo.rojhani@wmich.edu, Western Michigan University, 1903 West Michigan Avenue, Kalamazoo, MI 49008; Angel Gullon-Rivera, PhD, CFLE, Western Michigan University; Qingyi Zhang, BS, RD; Sunmin Lee, PhD, RD

Objective: Although iron deficiency and anemia during pregnancy is common in U.S., it is more prevalent among low-income women. The objective of this study was to assess knowledge of pregnant women participating in the WIC program regarding anemia and iron rich foods sources, and to evaluate their blood hemoglobin levels.

Study Design, Setting, Participants: A cross-sectional study using survey methodology was conducted. Sixty pregnant women between 12 and 24 weeks of gestation and carrying a single fetus were

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