P73 (continued)

principles to increase healthy choices made by students during lunch. This was accomplished by involving students in intervention activities and encouraging communication between students and food service staff (FSS) through communication training and planned interactions.

Target Audience: Students, food services directors, and FSS from six middle schools participated in this intervention.

Theory, Prior Research, Rationale: This project was based on behavioral economics and grounded in prior work conducted with high school students.

Description: This intervention consisted of two components: changes to the lunchroom and communication training for FSS. Students worked with food service staff throughout the year to identify and implement changes to their lunchroom. Training was provided to FSS through webinars, and visual materials were distributed that encouraged positive communication with students at the service line.

Evaluation: The evaluation of this project included a lunchroom assessment tool, online surveys with parents, students, and staff, food production records, and in-depth interviews with food service directors. Assessment tool scores, online surveys, the number of servings of fruits, vegetables, and milk varieties were compared pre and post intervention. Interviews were audio recorded, transcribed, and coded for relevant themes.

Conclusions and Implications: The intervention implemented low/no cost changes and encouraged positive communication between FSS and students to promote healthy food choices. Five schools improved their scores on the assessment tool. Food production record data indicated that servings of fruit ($n = 2$), vegetables ($n = 3$), and milk ($n = 4$) increased following the intervention. Response to the project from food service directors was positive, as they noted improved communication and relationships with their students as a result of the project. No changes were seen in comparison of surveys that indicated an intervention effect. Lunchroom interventions should include students to identify changes and more importantly focus on increasing student interaction with staff.

Funding: USDA Team Nutrition.

P74 Key Informants' Perceptions of Needs Among Nevada's Supplemental Nutrition Assistance Program Education (SNAP-Ed) Target Audience

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Background (Background, Rationale, Prior Research, and/or Theory): Interviews with key informants throughout Nevada were conducted for the purpose of describing the most pressing nutrition and physical activity education needs of the SNAP-Ed target audience and examining relevant community characteristics and other

environmental factors that shape behavior. The findings will complement other assessment data and be used to guide SNAP-Ed programming in the future.

Objective: Describe key informants' perceptions regarding the nutrition and physical activity education needs of SNAP participants and others residing in low-income communities in Nevada.

Study Design, Setting, Participants, Intervention: Semi-structured interviews were conducted with professionals ($n = 35$) who had knowledge of SNAP households and others residing in low-income communities. Participants were strategically selected to include those from a variety of Nevada geographies and those with expertise in various disciplines, many of which had daily contact with members of the target audience. Interviews were conducted by phone and audio-recorded.

Outcome Measures and Analysis: Qualitative data on nutrition and physical activity education needs and potential policy, systems, and environmental (PSE) approaches to stimulate behavior change was analyzed using the grounded theory approach.

Results: Key informants indicated that education on healthful shopping, food resource management, and cooking is necessary to achieve healthful diets. However, they noted that environmental barriers often make it difficult for Nevadans to make healthful choices. Possible PSE approaches included improved access to healthy food and opportunities for physical activity, incentives for healthy behavior, nutrition signage in grocery stores, and increased collaboration among community partners. In general, the informants voiced optimism and enthusiasm for moving forward as reflected in the following theme that emerged from the interviews, "Let's make the healthy choice the easy choice-we can do it!"

Conclusions and Implications: This study provided new information that can inform SNAP-Ed programming, including potential methods to make it easier for SNAP households and others residing in low-income communities to choose healthful foods and be physically active more often.

Funding: Supplemental Nutrition Assistance Program—Education.

P75 Long-Term Impact of the Child Health Assessment in the Pacific (CHAP)

Undergraduate Summer Fellowship Program

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Objective: To evaluate the long-term impact of the Child Health Assessment in the Pacific Undergraduate Summer Fellowship Program (CHAP) on alumni educational and career goals.

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