P122 (continued)

licensing agencies and various websites, yielding a list of 120 food trucks. Researchers conducted a cross-sectional, quantitative survey that included questions about attitudes toward healthfulness of menu items. The survey was available in both paper and web formats and delivered using a multi-modal, multi-contact approach that included paper mailings, email messages, telephone calls, and Facebook messaging.

Outcome Measures and Analysis: Survey data were descriptively analyzed using one-way frequencies, measures of central tendency for continuous variables, and chi-square analysis for categorical variables.

Results: Forty-seven food truck operators (39% response rate) responded to the survey, but six were excluded for lack of survey completion. Operators were 51% male, 71% white non-Hispanic, and 41% had obtained a Bachelor's degree. Average age was 39.6 years (standard deviation 9.8 years). Respondents rated taste as the most significant food success factor, with 100% rating it as very or somewhat important, whereas healthfulness was indicated as very or somewhat important by 66% of respondents. Less than a third (29%) were extremely or very familiar with the calorie content of their menu items. Only 20% reported that it is not necessary for food trucks to provide healthful offerings.

Conclusions and Implications: Although food truck operators do not perceive healthfulness to be a particularly important selling feature, many are neutral or open to the importance of selling healthy food to their customers. Food trucks may be one potential unexplored avenue to increasing diet quality of consumers dining away from home.

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P123 Head Start Teachers' Experiences with Healthy Eating and Physical Activity

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Background (Background, Rationale, Prior Research, and/or Theory): Early childhood teachers can play a significant role in helping to develop health behaviors in children by sharing their own health knowledge and modeling positive health behaviors. Unfortunately, teachers often lack the background knowledge needed to understand, interpret, and/or apply health

information accurately in their personal and professional lives.

Objective: The purpose of this study was to examine Head Start teachers' experiences when attempting to improve their personal health behaviors (diet and physical activity) and promote positive health behaviors among children in their classrooms and their families.

Study Design, Setting, Participants, Intervention: Researchers conducted 15 in-depth, semi-structured telephone interviews with Head Start teachers from two Eastern North Carolina counties. Phenomenology was used to guide study design and analysis.

Outcome Measures and Analysis: All interviews were recorded using digital audio and transcribed verbatim. Researchers used open coding to identify emergent themes. Interrelated themes were condensed and presented in a model depicting the "what" and "how" related to teachers' experiences.

Results: Researchers identified four interrelated themes related to teachers' personal and professional experiences with improving and promoting health: interpersonal factors (e.g. awareness of personal health; strategies for improving health); teacher-child and teacher-parent relationships (e.g. parent engagement/support for positive health behaviors; teacher facilitation of child/parent engagement around health behaviors); organizational (e.g. administrative support; center-level policy; workplace/social temptations); and community (e.g. cultural influences; "rules" around food). Themes revealed multi-level factors that affected teachers' ability to improve their own health, and serve as health advocates to children/families.

Conclusions and Implications: Overall, findings indicate teachers want to improve health behaviors personally (individual/family health) and professionally (children/families served); however more barriers than facilitators exist at all levels impacting their ability to improve their own health and facilitate positive behaviors among the children/families they serve. Additional research is warranted to develop strategies for reducing barriers to health promotion.

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P124 Teachers Eating Smart, Moving More: Impacting Head Start Teachers' Personal Health Behaviors Through Hands-on, Food-Based Education

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