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eat fewer high-fat and high-sugar foods; and play actively 60 minutes a day. CHFFF was developed iteratively by nutrition and youth development experts and front-line educators to fill a void in practical, evidence-based curricula focused on obesity prevention behaviors for this age group.

Evaluation: CHFFF was evaluated in 3rd-6th grade EFNEP participants during the 2014–2015 school year in 27 after-school and 28 in-school groups taught by six specially-trained educators in five NY counties. Youth completed the self-reported behavior survey three times: twice pre-intervention about 6 weeks apart, and one post-intervention. The survey had moderate-to-good reliability. Dietary intake scores were created based on factor analysis. Results were based on 561 youth who completed all three surveys and participated in at least four of the six lessons. Statistical analyses included linear and logistic mixed models, controlling for both group and educator as random effects. Following CHFFF, youth improved significantly compared to their no-intervention control period in overall diet quality, vegetable intake, fruit intake, soda/fast food intake and choice, and the frequency with which they read nutrition facts labels, shared about healthy eating with their family, and tried a new food.

Conclusions and Implications: Results provide evidence for the effectiveness of this user-friendly and readily available curriculum, already used in at least 30 states.

Funding: USDA.

P159 Clearing the Path to Hispanic Health: Improving Awareness of Healthy Eating and Family Dynamics

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Objective: This study aimed to examine Hispanic mothers' perceptions of the nutrition education and family routines lessons of Abriendo Caminos, a culturally-tailored childhood obesity prevention intervention.

Target Audience: Hispanic mother-child dyads ($n = 36$) with at least one child between the ages of 6–18 in central Illinois.

Theory, Prior Research, Rationale: There is a need to implement and evaluate health programs that address the high prevalence of obesity among Hispanic children. Community-based programs that are culturally-tailored and incorporate the family unit can facilitate the

adoption of healthy behaviors. Evaluation findings will enable cultural adaptation of the lessons' content and activities.

Description: Abriendo Caminos is a randomized-controlled intervention consisting of six 2-hour weekly workshops. Participants received nutrition lessons focused on healthy dietary patterns that follow federal dietary recommendations and include traditional Hispanic foods. The family routines lessons promote planning of shared family mealtimes, positive family interactions, and cultural traditions.

Evaluation: Four focus groups were conducted with mothers in Spanish after workshop lessons were complete by bilingual and bicultural researchers. Two researchers took detailed notes. Data were analyzed using thematic coding analysis to consider areas of improvement for nutrition and family routines lessons. Major themes identified were: increased child self-efficacy in applying healthy dietary practices; mothers were motivated to incorporate new foods into meals; greater emphasis on family-oriented activities is needed, and inclusion of mental/emotional health topics would support positive parenting practices.

Conclusions and Implications: Overall, mothers were satisfied with the Abriendo Caminos program. They reported learning new ways to improve their family's health and observed positive behavior changes in their children. However, mothers seek to learn about emotional health topics to improve communication with their children. Therefore, Abriendo Caminos adaptations will incorporate activities that foster the parent-child relationship and maintain program fidelity and goals.

Funding: USDA.

P160 College Students Find Social Media Effective in Promoting USDA's MyPlate Guidelines

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Objective: To evaluate the impact of using Instagram to promote MyPlate guidelines.

Theory, Prior Research, Rationale: Social Cognitive Theory asserts that individuals learn by observation. Nutrition majors can model healthy eating by posting pictures of their nutritious meals on Instagram and pointing their peers to the USDA's MyPlate website.

Target Audience: University students and nutrition majors.

Description: Coached by faculty, senior nutrition majors in a one-credit MyPlate Ambassador class collaborated using an Instagram account to encourage healthy eating on campus. Prior to beginning, they set guidelines for posts and agreed each picture would depict their plates featuring at least three food groups. Captions described the foods, health benefits, recipes and links to

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www.ChooseMyPlate.gov. Students promoted the site through Facebook and posted on Instagram 3–4 times/week. After six weeks, the 475 followers were sent an IRB approved survey.

Evaluation: Survey data were collected only from students at the university. Of the 72 respondents, almost all ($n = 70$) were female and most ($n = 67$) followed other nutrition related accounts. Most ($n = 56$) had heard of MyPlate prior to joining the account. Almost half ($n = 32$) reported using the nutrition tips somewhat frequently. Favorite features of the account were food pictures, healthy eating tips and recipes. Suggestions for improvement included more recipes and videos. All ($n = 8$) nutrition majors completed an IRB approved survey to assess their experience. Most ($n = 7$) felt their skills in providing nutrition education and leadership improved while many ($n = 6$) stated creative abilities increased. All indicated the project should continue and write-in responses showed students believe Instagram is a valuable way to show a healthy meal to peers.

Conclusions and Implications: Nutrition majors and non-majors benefitted from this project. Future programs could investigate whether Instagram is an effective educational tool for males and can further assess ways to promote healthy eating for females via pictures posted by peers.

Funding: None.

P161 Conversations with High School Educators: Focus Groups Evaluating Diabetes Risk Factors and Resource Gaps in High Schools

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Background (Background, Rationale, Prior Research, and/or Theory): U.S. adolescent obesity rates have increased from 6% in 1971 to 20% in 2011. Adolescents who are overweight or obese are more likely to develop type 2 diabetes. Few previous studies have addressed diabetes prevention among high school students. To our knowledge, no studies have utilized high school educators as key informants to identify factors influencing adolescent food and physical activity behaviors.

Objective: To identify the factors contributing to the increase in obesity and diabetes among adolescents, as perceived by high school educators.

Study Design, Setting, Participants, Intervention: High school health, physical education, and foods educators in a western state were invited for focus group participation. Educators responded to semi-structured interview questions in three categories: School Food and Physical Activity Environment, General Health Habits of High School Students, and Gaps in Nutrition and Physical Activity Resources.

Outcome Measures and Analysis: Complete transcripts of focus groups were thematically coded in NVivo 11 Pro for factors influencing adolescent diabetes risk and resource gaps.

Results: Four focus groups (two urban, two rural) were held, with 11 high school educators (eight females) participating. Teaching experience ranged from two to 20 years. Limited differences were observed in urban and rural schools. Thematic analysis revealed schools with declining emphasis on nutrition and physical activity. One semester health classes provide approximately six lessons on nutrition and physical activity. Recent state policy changes have decreased physical education requirements. Many parents and students lack knowledge about nutrition, exercise, and cooking; most lack application skills. Food insecurity is rampant, yet students and families chose convenience and fast foods regularly. Significant resource gaps exist. Programs utilizing peer modeling and technology may increase student engagement.

Conclusions and Implications: A successful diabetes prevention program should emphasize knowledge and application techniques for behavior change. Students may respond to programs based in technology and peer teaching. Cooking skills and family outreach may improve program success.

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P162 Developing a Food Production Record Template for Use as an Evaluation: Tool in School Lunchrooms

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Objective: The objective of this project was to develop an adaptable food production record template for the evaluation of nutrition interventions. This was accomplished through testing the multiple iterations of the template with food service staff (FSS) over two years.

Target Audience: Twenty-six FSS were selected to participate based on their involvement in two school lunch interventions offered by Iowa Team Nutrition.

Theory, Prior Research, Rationale: Production records provide information that can be used in the evaluation of lunchroom interventions. However, production record data are often incomplete or not detailed enough to be used for evaluation.

Description: Over the course of two years, a production record template was developed based on pilot testing of different forms, feedback from FSS and the USDA Iowa Advisory Council, and discussions among research staff. The final template collects the following information: quantity prepared, serving size, number of servings prepared,

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