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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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and amount leftover for each meal component. The template tested asked about fruit, vegetable, and milk components, as those were the focus of the interventions. Materials were also developed to train food service staff.

Evaluation: FSS from 20 schools were trained on using the template and asked to complete for one week in the fall of 2017. Seventeen schools were able to fill in the template with no or minimal assistance and three were able to complete it with extensive assistance. The research team was able to calculate the number of servings of the targeted meal components from all schools, except for one school who did not report milk.

Conclusions and Implications: Providing FSS with production record templates and requesting targeted information resulted in school FSS providing production data that can be used to evaluate intervention outcomes. To improve the quality of data collected, training should be provided to FSS who will complete the template.

Funding: USDA Team Nutrition.

P163 Eat, Smart, Plan, Shop, Save, and Live; All the Best Words are Already Taken: Creating an Online Nutrition Education Curriculum for Idaho

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Objective: To overcome barriers to in-person class attendance through creation of an online adult nutrition education curriculum and expand the reach of Idaho's Supplemental Nutrition Assistance Program Education (SNAP-Ed), Eat Smart Idaho.

Target Audience: Idaho's adult SNAP-eligible population.

Theory, Prior Research, Rationale: Recommended practices from evidenced based studies and similar online curricula and websites serving SNAP eligible audiences guided the project. Design was based on several adult learning theories including the concept of andragogy and adults as self-directed learners; and the need to be motivated internally. Participants provide their own explanation of why they need to learn this material at the beginning of each lesson. Actual graduates from the in-person course explain how the content has helped them.

Description: Plan, Shop, and Go—Eat Smart Idaho is more than a slide show. It includes Idaho-specific content, audience centered videos, interactive mini games, knowledge quizzes, an achievement system, and social media activities. The audience is encouraged to actively participate by sharing their experiences, motivations, and recipe ideas. Hosted on eExtension Campus, this 5-lesson curriculum covers food resource management, healthy eating, physical activity, and food safety.

Evaluation: Knowledge assessment, intent-to change evaluation, and qualitative feedback on the curriculum content and design are used to determine efficacy and provide direction for continuous improvement.

Conclusions and Implications: The online curriculum, Plan, Shop, and Go—Eat Smart Idaho, could help increase the reach of Idaho SNAP-Ed, and provide evidence-based, interactive, and convenient nutrition and physical activity education to limited income Idahoans.

Funding: Supplemental Nutrition Assistance Program—Education.

P164 Ecological Approach to Family Style Dining: A Responsive Feeding Program for Child Care Providers for Improving Children's Dietary Intake

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Objective: To develop a scientifically based responsive feeding program for child care providers caring for young children (2–5 years) for improving children's food acceptance and dietary intake.

Target Audience: This program is applicable to providers seeking to improve the mealtime environment and children's dietary quality in a child care setting, and could be used by nutrition researchers, Extension professionals, and practitioners conducting behavioral nutrition interventions.

Theory, Prior Research, Rationale: This approach was guided by the socio-ecological, adult learning and social cognitive theory. Research regarding best practices regarding responsive feeding and child care providers' motivators, facilitators and barriers for implementing responsive feeding informed the development of the intervention.

Description: The curriculum comprises seven online lessons: role modeling, peer modeling, sensory exploration, supporting self-regulation in eating, allowing children to serve themselves, using praise and rewards effectively, and family engagement. The curriculum includes verbal examples to illustrate the use of responsive feeding practices as an alternative to controlling feeding practices to encourage children to try new or less preferred foods and manage food refusal. Each lesson consists of short videos showing best practices in realistic settings, practical solutions for overcoming barriers, applied problem-solving and goal setting. Child care providers receive 12 in-service hours and a certificate for completing the seven lessons.

Evaluation: One hundred percent of providers (n = 173) agreed that the videos improved their desire to learn and 86% expressed that as a result of watching the videos, they will implement responsive feeding in the workplace. Participants complete an online formative assessment regarding their attention, relevance, confidence, satisfaction after each lesson. Participants also complete an online pre and post-assessment survey regarding their knowledge, attitudes and practices. Further, children's food acceptance and dietary intake is measured.

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