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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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