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high levels of appearance satisfaction, which may keep them from engaging in health behaviors.

Objective: To describe the association between appearance satisfaction (AS), dietary habits, measures of adiposity and general health perception among AAW.

Study Design, Setting, Participants, Intervention: A cross sectional study of AAW adults in the southeastern U.S. (n = 74) recruited through flyers and snowballing techniques.

Outcome Measures and Analysis: Independent variables included adiposity (waist-to-hip ratio (WHR), percent body fat (PBF), fruit and vegetable intake and general health perception. AS was the dependent variable. The REACH 2010 St. Louis Healthy Heart Survey and Multidimensional Body-Self Relations Questionnaire-Appearance Scales (MBSRQ-AS) assessed health behaviors and AS. Pearson correlations were used to examine associations between variables of interest. Variables significantly associated with AS were placed into an ordinal regression models.

Results: Mean PBF = 38.6%, mean WHR = 0.85 cm, and mean AS score = 3.53 (range 1–5). Mean fruit intake = 2.30 and mean vegetable intake = 2.05 servings per day. PBF was negatively associated with AS ($P < .001$), [OR = .937 95% CI (.892, .984)]. Poor general health perception was negatively associated with AS ($P = .01$), [OR = .026, 95% CI (.001, .449)].

Conclusions and Implications: Participants' appearance satisfaction increased as percentage of body fat and poor general health perception decreased. Appearance satisfaction was not associated with fruit and vegetable consumption. In general, AAW's appearance satisfaction is not a deterrent to their health. Despite associating poor general health perception and increased PBF with decreased AS, AAW in this sample did not engage in positive health behaviors. Practitioners should consider using metabolic indicators of health to motivate AAW towards positive health behaviors.

Funding: African American Studies and Research Program.

P199 “Should We Go Out for Dinner Tonight?” Understanding Restaurant-Related Food Choices in the Family

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Background (Background, Rationale, Prior Research, and/or Theory): Families are dining out more than ever which may be problematic as eating out is associated with poor dietary quality. Understanding parent decisions related to dining out is important.

Objective: To explore factors influencing families' decisions related to eating out, and their practices and food choices in the restaurant setting.

Study Design, Setting, Participants, Intervention:

A descriptive, cross-sectional study involving the design and dissemination of a survey for parents and caregivers with at least one child aged 4–12. The survey was developed using a compilation of peer-reviewed literature, five constructs from Furst et al.'s conceptual model of the food choice process, and exploratory interviews (n = 7). Once the survey was complete and put into an online platform, test-retest (n = 15) and cognitive interviews (n = 3) were executed to assess validity and reliability. Convenience sampling was employed using email and social media to recruit participants.

Outcome Measures and Analysis: Results for test-retest reliability were assessed using Spearman's rho. Descriptive statistics were used to examine survey responses and Cronbach alpha was used to test internal consistency of the theoretical constructs.

Results: Questions with weak reliability (<0.6) were removed or changed during cognitive interviews (n = 15). Survey respondents (n = 349) were predominantly middle-to high-income (86.9%) mothers (84.5%). Internal consistency was strong for Ideals ($\alpha = 0.79$), Resources ($\alpha = 0.79$), and Social Framework ($\alpha = 0.75$). Food Context ($\alpha = 0.67$) demonstrated moderate internal consistency, and Personal Factors ($\alpha = 0.52$) demonstrated low internal consistency. Time, convenience, health, and the experience were the most important factors in the decision to eat out. Parents (63.6%) limit children's food options, and 66.8% stated children order from the children's menu.

Conclusions and Implications: This study provides a valid and reliable method, with strong theoretical framework, to assess family food choices when dining out. Findings provide insights into key influences of family decisions related to dining out and menus. Future research should explore strategies to promote healthful children's menu options complimenting parents' desired experience.

Funding: None.

P200 SNAP-Ed Evaluation Framework: Southeast Regional Common Indicator Results

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Objective: To share an effective process and program results of an eight-state regional evaluation project that collected common indicators for policy, systems and environmental change (PSE) interventions.

Target Audience: SNAP-Ed practitioners and partners, nutrition educators, program evaluators, collaborative groups and coalitions.

Theory, Prior Research, Rationale: The Public Health Institute (PHI) Center for Wellness and Nutrition (CWN) conducted a series of collaborative calls with the Southeast SNAP-Ed state and local agencies to select common indicators from the SNAP-Ed Evaluation Framework. CWN conducted an analysis of current survey tools and

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developed templates for all 24 agencies to collect common indicators and measures. In FFY 2017, all eight states reported data for Nutrition Supports Adopted, Indicator MT5 in the SNAP-Ed Evaluation Framework.

Description: CWN worked with the SNAP-Ed Southeast Regional Office, eight state coordinators, and 24 Local Implementing Agencies to collect common evaluation indicators, across their existing interventions during federal fiscal year 2017. CWN developed a system for data collection that would permit reporting across the 24 agencies.

Evaluation: CWN staff aggregated data for five variables across 24 agencies. Results will be reported for SNAP-Ed Evaluation framework indicators MT5a (PSE changes), MT5b (policy changes), MT5c (systems changes), MT5d (environmental changes), and MT5f (reach).

Conclusions and Implications: It is now more important than ever to show the collective impact of federal nutrition programs and how they support communities in meeting the recommended dietary guidelines. PSE changes support consumers in making wise decisions about their health behaviors. Results will demonstrate the accrued gains of community-level efforts across an entire geographic region, the southeastern United States. Results will be discussed in terms of the potential for replication, adaptation to regional needs, and scalability.

Funding: USDA.

P201 Teaching About Healthy Eating in Early Care and Education: Strategies and Challenges

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Background (Background, Rationale, Prior Research, and/or Theory): Young children do not consume recommended amounts of fruits and vegetables (Grimm, et al., 2014). Early care and education (ECE) is an important setting for promoting healthy eating (Larson, Ward, Neelon, & Story, 2011). However, ECE teachers lack nutrition training (Lisson, et al., 2016), report barriers to teaching about healthy eating (Carraway-Stage, et al., 2014), and little is known about how they approach teaching about healthy eating.

Objective: To examine how ECE teachers promote healthy eating.

Study Design, Setting, Participants, Intervention: In-depth qualitative interviews were conducted with 48 ECE teachers, center directors, and teacher trainers.

Outcome Measures and Analysis: Data were analyzed using thematic analysis (Braun and Clarke, 2006). All interviews were coded by two coders and discrepancies resolved by three researchers. Two researchers generated themes from the codes.

Results: Interviewees reported using three contexts to teach preschool-aged children about healthy eating and promote fruit and vegetable consumption: mealtimes, activities designed to promote healthy eating, and activities designed around another objective. Almost all interviewees reported promoting healthy eating during mealtimes by providing healthy meals, serving food family style, role modeling, and/or encouraging children to try new foods. Some interviewees also described using activities specifically designed to teach about healthy eating (e.g. gardening, cooking, and taste tests). Finally, a few interviewees also incorporated healthy eating into activities designed around another objective such as mathematics, arts and crafts, and music, thus addressing two learning objectives at once and reinforcing messages about healthy eating throughout the entire day. The most commonly mentioned challenge in promoting healthy eating was a lack of financial resources.

Conclusions and Implications: Our results suggest ECE professionals need strategies to incorporate messages and role modeling around healthy eating and fruit and vegetable consumption into multiple contexts, not just mealtimes, and suggestions for obtaining low-cost resources or modifying activities to reduce the cost.

Funding: University of Arizona.

P202 Use of Get FRUVED™ Healthy Campus Environmental Audits to Teach Community Nutrition Program Planning and Leadership

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Objective: The objective of the USDA funded Get FRUVED™ project is to decrease obesity in college-aged individuals through behavioral intervention and environmental support. Data related to healthy eating and sleep habits, physical activity, stress management, along with vending options were reviewed in a needs assessment assignment with the goal to develop four nutrition education interventions, social media messages, and organize a town hall meeting.

Target Audience: Undergraduate and graduate students, university administrators at Sam Houston State University who completed the Get FRUVED™ pre-intervention strategies survey, wellness advocates, university wellness committees and university nutrition and dietetic educators.

Theory, Prior Research, Rationale: Community Based Participatory Research (CBPR) applied to the Get FRUVED™ intervention project is designed to capture the overall impact and effect of evidence-based programming using participant data. Teaching students the value of using data to forecast, capture, assemble and sustain community-based interventions is the overriding

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