P200 (continued)

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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