

P20 Making the New Sodium School Meal Standards Work in Your Community: Lessons Learned from the Field

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Objective: To share lessons learned about barriers and facilitators to sodium reduction in school meals.

Target audience: Public health practitioners, school administrators and nutrition personnel.

Theory, Prior Research, Rationale: The school environment can significantly influence children's health because many children consume over half of their calories at school. Yet, sodium levels in school meals exceed recommendations. The Healthy, Hunger Free Kids Act requires reductions of 25-50%. Public health and school leaders expect implementation challenges caused by limited availability, accessibility, and cost of products; necessary modifications to practices and infrastructure; and preparing palatable substitutes.

Description: In 2010, CDC launched the Sodium Reduction in Communities Program to reduce sodium through systems and environmental changes. Health departments in 3 diverse US communities collaborated with local districts to utilize dynamic, multi-level, community based approaches to sodium reduction in school meals.

Evaluation: Evaluators conducted 29 semi-structured interviews with program staff and partners to collect implementation strategies, and facilitators and barriers to use.

Conclusions and Implications: Cross-site thematic analysis identified common strategies: engaging decision makers and food service personnel in planning and implementation; conducting menu and recipe analyses; embedding sodium reduction language in broader messaging; and revising recipes. Prior relationships between health departments and districts and joint commitment to improving meals facilitated implementation. Barriers included difficulties with procurement administration, and perceptions of cost and palatability of substitute items. Effectively redesigning school menus to the updated standards for sodium can be a cost-effective and efficient way to minimize children's risk of developing hypertension. These early findings can assist with institutionalizing the revised standards and minimizing pitfalls of the process.

Funding: Centers for Disease Control and Prevention.

P21 Little Books and Little Cooks Parenting Education Program

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Objective: To increase nutrition knowledge and improve healthy eating habits of families; to strengthen the relationship between parent and child; and to improve preschoolers' cooking skills.

Target audience: Preschoolers and their parents.

Theory, Prior Research, Rationale: Bronfenbrenner's Ecological Model is used to address several factors impacting obesity among preschoolers. Whereas parental feeding practices influence young children's eating behaviors, food preferences and dietary patterns (Ventura & Birch, 2008), a few studies show that reading children's books about healthy eating encourages children to try new foods and make healthy choices (Murphy & Hammerschmidt, 2008) and involving young children in cooking is the best way to teach healthy eating (Dodge & Colker, 1996). Learning healthy eating habits at a young age can reap benefits for a lifetime (Savage, Fisher & Birch, 2007). Cooking is one activity that can help improve children's school readiness and parents' knowledge of healthy eating (Spears, 2000).

Description: This program is a 7-week parenting education program designed to increase positive parent-child interaction skills by reading children's books about healthy eating/nutrition followed by preparing a healthy recipe and eating together.

Evaluation: A parent self-report survey instrument (parents' feeding, child's eating, family's eating style) based on previously validated tools is administered pre and post program along with a pre and post observation checklist (child cooking skills, parent-child interaction during cooking and mealtime) which was created for this program.

Conclusions and Implications: Participant families showed promising results in enhancing children's cooking skills, along with reported improved parent-child interaction and parents' feeding practices, increasing fruits and vegetable consumption for children and decreasing children's picky eating.

Funding: Supplemental Nutrition Assistance Program - Education.

P22 Creating a Recipe for Success: An Emotion-driven, Communication Plan for Older Adult Nutrition Education

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Objective: Share the process for improving effectiveness of a nutrition education program for older adults using an emotion-driven, communication plan.

Target audience: Congregate meal participants.

Theory, Prior Research, Rationale: The Chef Charles Club was created in 2003 to provide monthly nutrition education to low-income, congregate meal participants throughout Iowa. Qualitative and impact evaluation have been used to measure program effectiveness and the program's theoretical framework was reviewed by an outside expert. In 2012, program staff determined that it was also important to update communication strategies to ensure that the program remains relevant to the lives of older adults going forward.

Description: Communication and marketing experts conducted 4 focus groups and individual interviews with

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