

P37 (continued)

program and apply for recognition. Results of focus groups with program participants and other evaluation underway will be reported in the poster.

Conclusions and Implications: This program is successful in promoting positive changes in child care center feeding programs. This model may be replicated by others.

Funding: USDA Team Nutrition.

P38 FoodFight's Teacher Wellness Program Educates School Staff Based on Theory: Healthy Teachers Equals Healthy Students

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Objective: Working to combat the obesity epidemic and pervasive chronic diet-related disease, FoodFight's Teacher Wellness Program is designed to arm teachers, principals and school staff with the knowledge necessary to transform their own health and wellbeing, serve as role models for students and become agents of change in their schools and communities.

Target audience: Our program targets school staff directly but also reaches students, parents and their communities through the additional resources we offer (student curriculum, parent wellness workshops, garden grants, etc.).

Theory, Prior Research, Rationale: FoodFight recognized that the ability to effect lasting change in the culture of health and wellness in schools is limited without educating and gaining the buy-in of school staff, whose attitudes and behavior shape school culture.

Description: FoodFight educators and chefs teach participants about: the basic principles of a healthy diet, reading food labels, navigating the supermarket, the impact of marketing on consumer choices, and the politics influencing our food system. Teachers also have the opportunity to be paired with a wellness coach for 6 months to help them make lasting behavioral changes.

Evaluation: FoodFight partners with the Program in Nutrition at Columbia University. Using a pre-test and post-test survey, information is gathered on baseline and post-intervention data related to participants' behaviors toward food, attitudes, knowledge and skills.

Conclusions and Implications: FoodFight's ultimate goal is a national, systemic change in the culture of health and wellness in schools. In 2013, through a partnership with the Whole Kids Foundation, we are expanding our Teacher Wellness Program to serve 1,200 educators in up to 6 additional U.S. cities.

Funding: Whole Kids Foundation.

P39 Idaho's SNAP-Ed Program from Good to Great

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Objective: Idaho SNAP-Ed objectives: to increase dietary quality in adults by increasing fruit and vegetable, whole-grains and low-fat dairy consumption; to ultimately, reduce health care costs.

Target audience: Idaho's SNAP-Ed Program, Eat Smart Idaho, is designed to help limited resource adults and families better manage food resources and encourage healthy lifestyles.

Theory, Prior Research, Rationale: Idaho's SNAP-Ed (Supplemental Nutrition Assistance Program Education) program is Eat Smart Idaho and is administered through University of Idaho (UI) Extension. In 2010 the Child Nutrition Reauthorization: Healthy Hunger Free Kids Act included provisions that made major changes to SNAP-Ed. The Food Research and Action Center reported a 23.7% increase in SNAP participation in Idaho from December 2009 to December 2010. The economic downturn and the increase in SNAP clientele has lead for the need for highly impactful and improved programing from Idaho SNAP-Ed.

Description: UI faculty spent the last year using evidence-based information to move Eat Smart Idaho from good to great in programming and evaluation. Poster will include: focus group results from both target audiences and partnering agencies; results from a validated Food Behavior Checklist from University of California, Davis; system management tools, using Snap Survey Software; cost benefit analysis results of Idaho's program, and Idaho's SNAP-Ed public value statement.

Evaluation: Food Behavior Checklist changes included a 50% increase in fruit consumption, a 50% increase in vegetable consumption, a 49% increase in consumption of low-fat dairy, a 54% increase in whole grains, and a 47% increase physical activity.

Conclusions and Implications: Information shared in this poster will be applicable to other SNAP-Ed programming sites.

Funding: Supplemental Nutrition Assistance Program - Education.

P40 Plan, Shop, Save, Cook: Influence of SNAP on Program Outcomes

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Objective: The objective of this study was to determine characteristics of Plan, Shop, Save, Cook (PSSC) participants that are associated with greater response to the program.

Target audience: n=1373 adults, 62% Hispanic, 24% non-Hispanic white, 8% non-Hispanic black, 6% other.

Continued on page S16

P40 (continued)

Theory, Prior Research, Rationale: Lack of resource management skills is associated with greater food insecurity in low-income populations. The University of California CalFresh Nutrition Education Program implemented the 4-lesson PSSC program in 2011-12 to improve food resource management while making healthful choices in Supplemental Nutrition Assistance Program Education (SNAP-Ed) adults.

Description: At enrollment (pre) and 1 month later (post), PSSC participants completed a 6-item food behavior survey, indicating the frequency (0=never to 4=always) of planning meals, using a list, comparing prices, reading labels, thinking about healthy choices, and eating varied meals. They also completed one item related to food insecurity (running out of food, 0=never to 4=always).

Evaluation: The percent of participants reporting improvements in food behaviors ranged from 54% in reading labels to 35% in comparing prices. Before PSSC, food behaviors and food security did not differ among SNAP recipients (n=866) and SNAP-eligible nonrecipients (nonSNAP, n=506). Greater pre-post change in mean (SD) food behavior scores was observed in nonSNAP compared to SNAP participants [+4.5(3.8) vs. +3.9(3.7), $p < 0.02$ Wilcoxon test]. However, pre-post change in the six food behaviors was correlated with greater food security only in SNAP participants (Pearson's correlation coefficient $r=0.17$, $p < 0.0001$).

Conclusions and Implications: Statewide evaluation can be useful in refining messages for different audiences in the SNAP-Ed program.

Funding: Supplemental Nutrition Assistance Program – Education, University of California CalFresh.

P41 Prioritizing Food Group Messages: Topics with Most Potential for Improved Consumer Behavior

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Objective: To identify educational messages that may have the most potential for improved consumer behavior, based on current consumption practices in relation to dietary recommendations.

Target audience: Nutrition educators and their clientele.

Theory, Prior Research, Rationale: This analysis builds on prior studies that identified food group intakes in comparison to recommendations and intakes of nutrient-dense versus typically consumed foods.

Description: The 2010 Dietary Guidelines encourages increasing consumption of underconsumed food groups and choosing foods in nutrient-dense forms. These recommendations can lead to numerous educational messages for consumers, which may be overwhelming. For each food group, this analysis compared intakes to recommendations

and nutrient-dense to typical food choices, to determine where consumer choices differ most from the ideal and which messages provide the most opportunity for improving behavior.

Evaluation: For fruits, dark green vegetables, beans and peas, whole grains, and seafood, the difference between intake and recommendations is greater than the difference between nutrient-dense and typical choices. Therefore, priority messages should focus on how to increase intake. For starchy vegetables, meat, and poultry, priority messages should focus on how to select these foods in more nutrient-dense forms. For dairy products and red and orange vegetables, both increased intake and making nutrient-dense choices are important messages.

Conclusions and Implications: Prioritizing messages on which to focus may help consumers feel less overwhelmed with all of the nutrition messages they hear. This analysis provided an objective method for selecting a message for each food group that may have the most likelihood of making a difference, by allowing consumers to focus on fewer behaviors for improvement.

Funding: Centers for Disease Control and Prevention.

P42 Nudging Students towards Healthful Choices through Education Enhanced by Environmental Cues

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Objective: To influence student fruit and vegetable choices through 4th and 5th grade classroom nutrition education integrated with cafeteria nudge marketing and choice architecture.

Target audience: 4th and 5th grade students, teachers, cafeteria staff.

Theory, Prior Research, Rationale: Social marketing and learning; behavioral economics.

Description: Over the 2011-2012 school year, 34 Maryland schools in 6 school systems participated in Project Re-Fresh, an integrated classroom education and cafeteria improvement program to increase student fruit and vegetable choices. School foodservice staff collaborated with University of Maryland Extension educators to create and implement comprehensive, relatively low cost changes in school cafeterias. Cafeteria nudges, the environmental cues or structuring to influence behavior, were unique to individual schools and districts, yet easily replicable, and coordinated with monthly 4th and 5th grade ReFresh curricular lessons when feasible. Some schools served as controls, others as either a cafeteria only or cafeteria and classroom intervention.

Evaluation: Analysis of cafeteria production records indicates that offering students more variety of fruits and

Continued on page S17