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with FBO partnerships, personal affiliations, level of involvement, and attitudes toward religion and faith. Agents' readiness, comfort engaging with FBOs, and interest in pursuing a faith-based nutrition and physical activity program were also assessed. Interviews were audio-recorded and transcribed. A thematic analysis approach was used to analyze and report patterns and themes within the data according to community-based participatory research constructs.

Results: Factors most important to agents when partnering with FBOs included compatible climate, sense of shared values and principles, and effective partner leadership. Concerns were raised about lack of awareness of religious beliefs, particularly among respondents who do not identify with a religious sector. Strategies to develop and strengthen partnerships between Agents and FBOs in their community were identified, including working alongside health ministries of FBOs, participating on a community coalition where FBO leaders are active, and providing FBO partners with up-to-date nutrition-related resources tailored to their desires and needs.

Conclusions and Implications: The results highlight challenges and opportunities for building SNAP-Ed and FBO partnerships for health interventions.

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P57 Schools as Hubs of Health: A Case Study on Comprehensive Nutrition Education Program Delivery

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Objective: To pilot a comprehensive nutrition education and obesity prevention program delivery model at one school site over a four month intervention period.

Target Audience: Low-income elementary school students, school staff, parents, and collaborating community organizations.

Theory, Prior Research, Rationale: Research consistently shows that implementing changes across multiple levels of the Social-Ecological Model (SEM) can improve eating and physical activity behaviors. To build a comprehensive obesity prevention service delivery model this program targeted multiple levels of the SEM through environmental changes; youth development; and inquiry-based, learner centered and experiential nutrition education curricula.

Description: During the 2014-15 academic year, UC Cal-Fresh piloted a comprehensive nutrition education program, based on the socio-ecological model, at a school site in Santa Maria, CA. This included interventions in staff training, classroom education, lunchroom environment, garden-based education, parent education, food demonstrations, youth engagement, and school-wide events.

Evaluation: Evaluation included pre and post nutrition knowledge surveys and anthropometrics, tracking and retrospective observation of student nutrition and physical

activity behaviors, school environment assessments, fidelity observations, and a partnership assessment survey. Results revealed numerous successes, including significant gains in student nutrition knowledge and behaviors, positive changes to school environments, and positive developments in community partnerships, as well as opportunities to improve future programming.

Conclusions and Implications: Overall, moving to a comprehensive model resulted in positive changes in students, staff, and community partnerships. Future interventions should include a greater emphasis on physical activity, support for teachers in the garden, parent involvement, and a longer intervention period.

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P58 Food Safety Knowledge and Psychosocial Indicators in Relation to Garden and Personal Behaviors in Early Childcare Educators

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Objective: Early childcare (ECC) educators play an important role in reducing foodborne illness risks in children who participate in farm-to-preschool programs (F2P). To inform F2P development, the purpose of this project was to determine food safety (FS) knowledge and behaviors of ECC educators, and to examine knowledge and FS attitudes modeled on social cognitive theory (SCT) in relation to FS behaviors.

Design, Setting, and Participants: Online and paper surveys were sent to a random sample of 600 ECC centers in MA and NH, with oversampling of CACFP participants. Farm and garden and FS-related knowledge, psychosocial attitudes, and practices were assessed using a 47-item survey.

Outcome Measures and Analysis: A FS knowledge score was created by summing correct responses to five knowledge questions. Personal FS and garden-related behavior scores were created by summing the values for six and four questions, respectively. Psychosocial factors were grouped based on constructs of SCT. Psychosocial indicators and FS knowledge scores were related to behavior scores using linear regression and Pearson's correlation coefficient where appropriate.

Results: Educators' (n=118) FS knowledge was moderate, and was associated with personal FS behaviors (p=0.0003) but not garden-related behaviors. Self-efficacy and self-regulation tended to be associated with garden-related behaviors. Observational learning (p=0.001) and an overall psychosocial score (p=0.05) were associated with garden-related behaviors.

Conclusions and Implications: Following recommended FS practices is an essential part of farm-to-preschool programs. Findings indicate that a F2P training program

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