P58 (continued)

would benefit from a theory-driven FS curriculum which focuses on improving knowledge while addressing psychosocial factors including self-regulation, self-efficacy, and observational learning.

Funding: USDA National Institute of Food

P59 A SNAP-Ed Curriculum for English Language Learners to Increase Self-Reported Fruit and Vegetable Intake

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Objective: To evaluate the impact of a SNAP-Ed curriculum for English language learners (ELLs) on fruit and vegetable consumption.

Target Audience: Participants (n=159) were primarily low income (82%), non-white (66%), female (77%), and under the age of 40 (57%).

Theory, Prior Research, Rationale: Previous assessment identified a need for a nutrition curriculum designed for audiences with limited English skills. A nutrition curriculum was developed based on the Theory of Planned Behavior and ELL Standards, pilot tested, and implemented for several years as a standard SNAP-Ed curriculum for ELLs. The effectiveness was recently tested with participants across the state of Minnesota in FY2015.

Description: The curriculum addresses diet quality through fruit, vegetable, sugar, and fat intakes, food resources and food safety. Lesson objectives are specific and measurable skills, knowledge gains or desirable behaviors. Learning activities are based on language skills and interests.

Evaluation: Participants completed a validated 6-item fruit and vegetable behavior checklist immediately before and after the program. About 70% of participants attended 4 or more lessons. The Wilcoxon signed-rank test was performed to compare pre-post responses. Self-reported frequencies of eating more than one kind of fruit and vegetable daily, and eating two or more vegetables at main meals increased ($p = 0.031$, 0.027 and < 0.001 , respectively). Self-reported daily servings of fruits and vegetables also increased (both $p < 0.001$).

Conclusions and Implications: Implementation of this curriculum resulted in significant self-reported improvements in fruit and vegetable consumption. Further evaluation is necessary to test effects on other diet-related outcomes.

Funding: Supplemental Nutrition Assistance Program - Education

P60 A Reasoning Exercise Results in Student Food Rules on the Digital Library

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Objective: To describe an exercise in which students wrote rules for healthy eating using Dietary Guidelines for Americans 2010 (DGA) and Food Rules an Eater's Manual (FREM) (1), and subsequent digital distribution of their work.

Target Audience: The audience is educators and students wishing to engage in scientific writing that contextualizes nutrition and results in digital publication of classwork.

Prior Research and Rationale: As previously reported, instruction in critical thinking and writing reasoned statements builds confidence in food choice, promotes knowledge retention, and provides for class discussion.

Description of Course and Curriculum: This was a natural science curriculum undergraduate nutrition course. Students studied DGA and FREM and proposed a Food Rule as part of a 500-word statement describing strength of DGA support and comparing it to FREM. Rules with strong, moderate, and limited DGA support were acceptable as the goal was to demonstrate proficiency in scientific reasoning and to contextualize application using a popular publication. Students voluntarily granted publishing rights to the University.

Evaluation: "Avoid the salt shaker," and "desire what can expire," were typical rules. A rubric scored statements as good, fair, or unsatisfactory based on description of DGA support, comparison to FREM, and scientific reasoning for healthy eating. January 2016 saw over 2,900 rule views on the Digital Library.

Conclusions and Implications: Using nutrition principles in conjunction with a popular publication provides experience in contextually relevant scientific reasoning. Joining the digital commons supports the learning community by sharing outcomes beyond the classroom.

Funding: None

P61 Southeast Learning Community: Selecting Common Evaluation Indicators

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Objective: To share an effective process and tools for multiple agencies to come to a consensus on common evaluation indicators and measures.

Target Audience: SNAP-Ed Practitioners and Partners, Collaborative Groups and Coalitions.

Theory, Prior Research, Rationale: The Public Health Institute (PHI) Center for Wellness and Nutrition (Center) conducted a needs assessment of the SNAP-Ed Southeast Region in 2015 to prioritize technical assistance support. Through key informant interviews with state agencies and a regional survey with implementing agencies, the majority of respondents were interested in using the Western Regional Evaluation Framework Indicators to evaluate their program. An Evaluation Workgroup was then formed.

Description: The Center, is currently leading the Southeast Learning Community a unique project funded through the Centers for Disease Control and Prevention that engages SNAP-Ed practitioners in the Southeast

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