P91 (continued)

Study Design, Setting, Participants, Intervention:

Research into primary source historical records of the US Food Administration (USFA) 1917-18 at Stanford University as well as publications and artwork produced about this federal agency.

Outcome Measures and Analysis: Conservation messages, media campaigns, food education programs, and the role of nutrition professionals reveal a highly focused effort to conserve food and boost agricultural output while improving nutritional intake.

Results: The USFA, a national, decentralized community organizing effort, encouraged all Americans to pledge to eat less meat, buy local foods, serve just enough, use what is left and save food. These prescient recommendations and food education efforts emanated from federal and state levels with the goal of sending food to American troops and people of Europe during World War I. Beautiful posters created by graphic artists promoted food conservation efforts and were at the core of the national media campaign. With the primary slogan for the campaign, Food Will Win the War, messages were crafted to appeal to immigrant groups, homemakers, businessmen, children, and schools. Librarians, home economists, Extension agents, dietitians and food educators were organized to support state and local programs and displays.

Conclusions and Implications: Conservation messages resonate 100 years after the US Food Administration succeeded in its goal. The federal government can utilize the organizational structure of the US Food Administration and state governments as a model to engage citizens, businesses, and agriculture in food conservation efforts.

Funding: None

P92 Building Future Food Trade Professionals Impact on Local Food Systems Through Experiential Education

Kathy Savoie, MS, RD, ksavoie@maine.edu, UMaine Extension, 75 Clearwater Drive, Suite 104, Falmouth, ME 04105; Ellen Turcotte, BS, Maine Region 10 Technical High School

Objective: To increase Food Trade students' current and future impact on utilizing nutritious, local foods within the food trade business.

Theory, Prior Research, Rationale: Experiential Learning Theory provided the framework for this programs' focus on engaging students in an immersive experience.

Description: Target audience was Food Trade students, Maine Region Ten Technical High School (n = 30). Food Trade students experienced 494 hours/student of food, nutrition and agriculture education. The Local Food Procurement program included: lessons, field trips and experiential activities through the Region 10 Cafe. Lessons included: nutrition, local food systems and sus-

tainability. Field trips to farms to experience the production, harvesting, and storage of vegetables, wild game and grains. Students utilized the information gained to improve existing practices of their cafe to focus on increasing local food procurement. Students planned, prepared and served a meal one day per week for six months at their cafe.

Evaluation: Students conducted a Consumer Food Preference Survey of cafe diners to learn more about consumer demand. The survey (n=133) revealed: 77% rated locally grown/produced foods as very important, 98% believe local foods stimulate local economy, 95% believe local foods are fresher, and 85% believe local foods are better for the environment. Students increased the usage of nutritious, local foods on their cafe menu by \$2,000, representing a 25% increase of local foods purchased. Analysis of student journals revealed that 100% of students gained knowledge of general nutrition, local foods, procurement and food systems.

Conclusions and Implications: Educating tomorrow's food trade professionals on nutrition and local foods is a vital component towards sustaining an economically viable local food system.

Funding: Maine Agriculture in the Classroom

P93 Consumer Definitions of "Healthy Foods": a Pilot Survey

Donna Winham, DPH, RD, MCHES, dwinham@iastate.edu, Iowa State University, 2302 Osborn Drive, Ames, IA 50011; Shelly Palmer, Iowa State University

Objective: Consumer perceptions of what defines a "healthy" food are not well known, nor is it clear if consumers differentiate between more or less nutritious food options. This information is essential to develop appropriate nutrition education messaging.

Study Design, Setting, Participants: A convenience sample of adults completed an online pilot test survey in Fall 2016. The survey was available in both English and Spanish. Participants were recruited from email listservs, snowball sampling, and health clinics.

Outcome Measures and Analysis: Qualitative theme analysis was applied to open-ended responses for "How do you define a healthy food?" Descriptive statistics for multiple choice questions about food options were compared by Hispanic vs. non-Hispanic groups.

Results: Respondents were 76% female, 68% non-Hispanic with an average age of 38±14 years. Eighty-seven percent wrote an answer to the "healthy foods" question. Trends in qualitative responses were evaluated and recoded into common themes of: nutrition, whole foods, ethical considerations, and satiety. The most common responses (35%) focused on the nutrition of the food, followed by nutrition and whole foods (33%), e.g. "Nutritious, as fresh as possible and if made, with few ingredients and no preservatives." For multiple choice questions, significantly more non-Hispanics picked the healthier options of brown rice (white rice), canned fruits in 100% juice (syrup), and whole

Continued on page S60

P93 (continued)

canned beans (refried) than Hispanics. More Hispanics picked corn tortillas (flour), 100% juice (fruit nectar), and chicken breast (leg) than non-Hispanics.

Conclusions and Implications: These results indicate consumers define healthy foods by the nutritional components; calories, fat, sugar, and salt. Differences in knowledge of nutritious vs. less nutritious food products vary across ethnic identities. Baseline knowledge should be assessed.

Funding: None

P94 Demographics, Anthropometric Measurements, Vegetable Consumption, and Food Waste of Community Supported Agriculture (CSA) Members in Central Minnesota

Emily Heying, PhD, emily.heyning@gmail.com, St. John's University, 37 College Avenue South, Saint Joseph, MN 56374; Kendra Butkowski, BA, St. John's University

Objective: To investigate the relationship between demographics/anthropometric profiles and vegetable consumption and food waste in central Minnesota Community Supported Agriculture (CSA) members.

Study Design, Setting, Participants: After IRB approval, participants were recruited from the CSA member pool prior to the 2016 CSA season. Participants chose a 4-digit ID number to ensure confidentiality and allow for comparison of data over time. Participants were given an initial survey inquiring about demographics, anthropometric profiles and then were surveyed for four weeks regarding their vegetable consumption and food waste from the CSA. A final survey inquired about self-efficacy regarding eating and waste behavior.

Outcome Measures and Analysis: After the CSA season ended, the weekly survey data were pooled and compared. An ANOVA test was utilized to determine differences in food waste and vegetable consumption among demographics/anthropometrics such as income level, ethnicity, and BMI.

Results: Demographics for participants and spouses were as follows (n=36): 94% white/Caucasian, 64% had earned a master's degree or higher, and 47% had a combined household income of >\$100,000. The average BMI for women and men were 25.7 + 4.5 and 25.7 + 5.5 kg/m², respectively. Vegetable consumption and food waste did not differ based on demographics or anthropometrics. No correlations between self-efficacy of eating or waste behaviors and actual vegetable consumption and food waste were detected.

Conclusions and Implications: CSA shares increase vegetable consumption during the season. However, current research indicates that those who have access to CSA shares are predominately white/Caucasian, well-educated, and have an income well above poverty. The results of this study confirm existing research and indicate the need to explore avenues to expand CSA accessibility to under resourced populations.

Funding: CSB/SJU Undergraduate Research Grant, CSB Nutrition Department

P95 Elementary School Gardens: Survey Findings Identifying Barriers and Opportunities for Garden-Based Learning

Diane Smith, MA, RD, diane.smith@wsu.edu, WSU Extension Skagit County, 11768 Westar Lane, Burlington, WA 98233; Christina Hansen, MS, Anacortes School District; Tessa Bryant, BA, WSU Americorps

Objective: A survey of elementary schools in Skagit County, WA identified barriers and opportunities to having a garden on school grounds and describes how the school gardens are used in instruction such as science, health, and food systems.

Rationale: School garden programs are gaining popularity in elementary schools in the United States evidenced by a substantial increase from 11.4% in 2006-07 to 26.6% in the 2012-13 school year (Turner, 2014). Encouraged by Michelle Obama's establishment of the White House garden in concert with celebrity food education activists like Alice Waters and Jamie Oliver there is increasing attention on getting American school children outside and growing food.

Description: Target audience was Community Educators, Extension, Curriculum Specialists. Forty-four percent of elementary schools in Skagit County reported having a school garden used in school instruction and after-school programming. A survey was conducted to describe the status of school gardens and the garden-based curricula in use. The study explored if, and if so how, school gardens influenced fruit and vegetables intake to address the overweight epidemic, impact food access and increase learning opportunities.

Evaluation: Common barriers for the successful management and coordination of elementary school gardens were consistent across both schools with and without gardens. Garden organization, budget, structure, and sustainability were key challenges experienced. Evidence-based curriculum consistent with Common Core learning objectives was limited and teachers did not have enough time nor receive training to include garden-based learning in lesson plans.

Implications: There is interest in utilizing gardens as an experiential learning strategy; however, low utilization of garden space for intentional garden-based learning was evident in survey responses. A need for organizational support, evidence-based curriculum, and teacher training is indicated.

Funding: None

P96 Evaluating Barriers to SNAP Acceptance in Alabama Farmers Markets

Krysta P. Kellegrew, BS, RD, Alabama Cooperative Extension System/Auburn University;

Alicia R. Powers, PhD, arp0042@auburn.edu, Alabama Cooperative Extension System/Auburn University, 206 Duncan Hall, Auburn University, AL 36849;

Barb Struempfer, PhD, Alabama Cooperative Extension System/Auburn University; Sondra Parmer, PhD; Katie Funderburk, RD, MS