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

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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.

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

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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

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