O5 (continued)

Outcome Measures and Analysis: First, we reviewed relevant legal, programmatic, and funding data sources. Quantitatively, we completed descriptive analyses, categorizing policies, initiatives, and funding by legislative vehicle, agency, and funding source. Qualitatively, we conducted 92 interviews with 142 key stakeholders, using a semi-structured interview protocol covering: nutrition education initiative overview, specific activities, collaboration and coordination, legal and regulatory framework, funding, opportunities, and challenges. Interview transcripts and typed notes were coded for themes based on interview topics, then again for emergent codes, capturing additional sub themes.

Results: The majority of New York State and City initiatives that can support nutrition education are authorized by federal legislation and receive federal funding. In FY 2016, the federal government supported approximately 70 initiatives which can support nutrition education. Initiatives were categorized into three types: nutrition education (NE) main focus/NE required; different main focus/NE required; and different main focus/NE not required. These initiatives span health, social service, education, elder, child care, and agricultural policies, promoting nutrition education across the lifespan in all of the settings where Americans live, work, learn, and play. New York State agencies administered approximately 28 of these federal initiatives, while New York City agencies administered approximately 20.

Conclusions and Implications: Potential cuts to federal funds threaten many state and local initiatives that help New Yorkers eat well. To increase access to nutrition education, federal, state, and local governments must expand the scope, reach, and sustainability of nutrition education initiatives.

Funding: New York State Health Foundation.

Nutrition Education and Food Systems for Youth

O6 Young Adults' Attitudes Towards Food Production Practices: Continuity Over Time and Linkages to Dietary Behaviors and Intake

Nicole Larson, PhD, MPH, RDN, larsonn@umn.edu, University of Minnesota School of Public Health, 1300 South Second Street, Suite 300, Minneapolis, MN 55454; Melissa Laska, PhD, RD; Dianne Neumark-Sztainer, PhD, MPH, RD

Background (Background, Rationale, Prior Research, and/or Theory): Prior research suggests that adolescents who value sustainable agriculture practices have more healthful dietary patterns; however, little is known regarding the continuity of these attitudes over time.

Objective: This study provides information on the continuity of attitudes towards food production

practices among a population-based sample of young adults. Additionally, relationships between attitudes and measures of dietary behavior and intake were investigated.

Study Design, Setting, Participants, Intervention: Food production attitudes, dietary behavior, and diet quality markers were assessed in 2015–2016 as part of the fourth wave of the Project EAT study. A total of 1,830 young adults (57% female, mean age = 31) responded to the Wave 4 survey online or by mail, and Wave 2 survey data collected in 2003–2004 were available for a subsample of 1,620 participants.

Outcome Measures and Analysis: Participants were asked to report how important it is for their food to be organic, not processed, locally grown, and non-genetically modified. A semi-quantitative food frequency questionnaire was completed along with measures of fast-food restaurant use and preparing food at home. The analysis incorporated response weights to account for attrition since baseline and demographic covariates were included in regression models.

Results: The percentage of young adults who supported a food production practice (reported it was somewhat or very important) ranged from 38.9% for organic to 54.3% for not processed, and 52.9% of young adults supported 2+ practices. Support for a given practice was higher among young adults who indicated support a decade earlier (e.g. organic: 59.9%; not processed: 61.1%), but attitudes reported in 2015–2016 were only weakly correlated with attitudes reported in 2003–2004. Supporting 2+ production practices was associated with less frequent consumption of food from fast food restaurants, greater involvement in household food preparation, and multiple markers of higher diet quality (e.g. more whole fruit, less sugar-sweetened beverages).

Conclusions and Implications: Results suggest it may be fruitful to link efforts to promote healthy eating behavior to messaging for young adults around the use of sustainable agriculture practices.

Funding: NIH.

O7 Educating From the Ground Up: A Pilot Study to Determine the Feasibility of a Public Housing Complex Garden Program for Children and a University CSA Outreach Program

M. Elizabeth Miller, PhD, RD, LD, mille736@miamioh.edu, Miami University, 420 S Oak Street, Oxford, OH 45056; Amy Skeels; Aisha Fichtner

Background (Background, Rationale, Prior Research, and/or Theory): Community gardening initiatives have been utilized to increase vegetable consumption in children and reduce childhood obesity. Little knowledge exists about the feasibility and impact of gardening and Community Supported Agriculture (CSA) programs on vegetable consumption in children of patrons of food pantries or low-income housing complexes.

Continued on page S4

O7 (continued)

Objective: The objective of this pilot study was to determine the feasibility of implementing a community garden program for children living in a low-income housing complex and providing locally sourced produce to a rural food pantry and housing complex as part of the university organic farm's community-building and outreach program.

Study Design, Setting, Participants, Intervention:

This research utilized a quasi-experimental design. A garden was constructed at the public housing complex. Participants were children ages 8–12 who lived at the housing complex and participated in the social cognitive theory-based ParkView Arms Garden Program or participated in the summer supplemental food program at the local food pantry. Both groups received supplemental vegetables and recipes from the university CSA. The intervention group participated in a 10-week summer-camp style garden program.

Outcome Measures and Analysis: Measures included pre and post vegetable consumption and preferences, gardening knowledge and self-efficacy, and body mass index. Due to the small number of subjects in this study, descriptive data was used and analyses were exploratory and graphical.

Results: Eighteen children participated. Initial evidence indicates that the gardening program youth increased self-efficacy for gardening and vegetable preparation and were more willing to taste or try new kinds of vegetables. Two intervention children decreased BMI from obese to overweight. Lessons learned included the positive impact of garden space on the housing community.

Conclusions and Implications: The garden program showed promising impacts and warrants additional research to expand the program. The CSA model may provide a unique opportunity to include families in working on the farm.

Funding: USDA.

O8 Oregon Farm to School Education Grants Reach 20,000 Children and Improve Produce Acceptability

Kristen Giombi, PhD, kgiombi@rti.org, RTI International, 3040 E Cornwallis Road, Research Triangle Park, NC 27709; Caroline Rains, BA; Anupama Joshi, MS, National Farm to School Network; Maximilian Merrill, MS; Jean Wiecha, PhD, RTI International

Background (Background, Rationale, Prior Research, and/or Theory): In 2015, the Oregon legislature allocated \$4.5 million in farm to school funding for school year (SY) 2015–17 with 80% of the funding for procurement grants and 20% for education grants. Education funds were for “food-based, garden-based, or agriculture-based educational activities” for students.

Objective: To estimate how many children the education state funds reached and examine the impact the funded activities had on children's food choice and behaviors related to nutrition.

Study Design, Setting, Participants, Intervention:

We conducted 19 semistructured interviews with stakeholders including education and procurement grantees, producers/distributors, policy advocates, and state partners. We also analyzed data collected by the Oregon Department of Education (ODE) in SY15-16 through annual reports and the ODE Farm to School Baseline and Progress Reports submitted by all grantees.

Outcome Measures and Analysis: Outcome measures included the number of children reached by education grant funds, types of activities funded, the use of Oregon Harvest for Schools materials, and impacts on produce acceptability among children. We conducted descriptive analyses for quantitative data. For qualitative data, we coded repeated ideas, concepts, or elements that emerged and identified themes using a grounded theory approach within and across the different stakeholders.

Results: Education grants reached over 20,000 students in 30 districts with the most reported educational activities being nutrition and food-based lessons, school gardens, and farm field trips. Eighteen of the 24 education grantees used Oregon Harvest for Schools materials. Emerging themes included students eating healthier and better-quality foods, students trying new foods because of gardens and/or because they knew the food was local, and students learning about growing produce in gardens and where their food came from.

Conclusions and Implications: Evidence suggests that state funding for farm to school education grants is reaching many students, encouraging districts to incorporate farm to school educational activities into the curriculum, and positively influencing children's acceptability of produce. Ongoing attention to strengthening policy and continuing funding for education grants is essential for achieving program goals.

Funding: Robert Wood Johnson Foundation.

O9 A is for Apple: Analyzing the Landscape of Nutrition Education Programs in New York City (NYC) Schools

Pamela Koch, EdD, RD, pak14@tc.columbia.edu, Columbia University, Teachers College, Department of Health and Behavior Studies, 525 W 120th Street, Box 137, New York, NY 10027; Julia McCarthy, JD, Center for Science in the Public Interest; Claire Uno, MLIS, Columbia University, Teachers College, Department of Health and Behavior Studies; Heewon Lee Gray, PhD, RD, University of South Florida, Department of Community and Family Health, College of Public Health; Georgia Simatou, MS, Columbia University, Teachers College, Department of Health and Behavior Studies

Background (Background, Rationale, Prior Research, and/or Theory): Nutrition education is important for school students. Yet, schools lack capacity, resources, and expertise to conduct high quality nutrition education. Organizations, including non-profits,

Continued on page S5