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,

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