P47 (continued)

perception of interference was more common among parents having at least one preadolescent or adolescent child versus only younger children (26% versus 13%, $P = .01$), but was not related to parent age, gender, household composition (one or more adults), employment, or education. Perceived interference was also associated with a lower family meal frequency, greater difficulty scheduling family meals, more frequent parental fast food intake, and more time spent helping child(ren) to be physically active (all $P < .01$).

Conclusions and Implications: Research is needed to identify strategies that help parents manage family mealtimes when children are involved in organized activities.

Funding: NIH.

Nutrition Education Program Design Implementation and Evaluation

P48 WITHDRAWN

P49 Assessing SNAP-Ed Program Success Through Teacher Surveys

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Objective: To develop a survey to assess satisfaction and perception of implemented intervention success among teachers participating in SNAP-Ed programming.

Target Audience: Teachers in eligible schools participating in SNAP-Ed programming.

Theory, Prior Research, Rationale: Evaluation of SNAP-Ed programming is vital to ensuring the success of interventions. Teachers in eligible schools are instrumental in the delivery of SNAP-Ed programming in Arkansas, so a survey was developed to assess teacher satisfaction and how they perceived the success of programs.

Description: The University of Arkansas, Division of Agriculture, Cooperative Extension Service (UACES) delivered SNAP-Ed programming to 41,038 students in 239 schools across the state in FY17. Teachers assist with program delivery and evaluation of students and parents, so ensuring teachers are satisfied with the program is vital to maintaining their support. An original four-page survey, specific to one curriculum, was refined to a shorter survey in 2010 to assess teacher satisfaction. It was revised again in 2014 to expand it to a second curriculum, and once more in 2015 to make it appropriate for all UACES school-based nutrition education programs. The teacher survey provides an additional evaluation of student and parent behavior change, complementary to parent and student surveys completed with school-based programs.

Evaluation: UACES staff review survey responses annually to determine efficacy of questions measuring teacher satisfaction and perception of program success. Questions were modified annually based on survey responses and usefulness of data.

Conclusions and Implications: Teacher satisfaction is vital to maintaining their continued support of SNAP-Ed programming. Surveys show that overall, teachers are satisfied with the nutrition education programs. Teachers are able to provide observational data on in-school behavior change, such as children trying and eating more fruits and vegetables. County Agents use survey data to improve the local implementation of the program based on teacher feedback.

Funding: Supplemental Nutrition Assistance Program—Education.

P50 Assessment of Purdue Extension's New Digital Social Marketing Campaign Designed to Reach Low-Income Indiana Residents

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Background (Background, Rationale, Prior Research, and/or Theory):

In Federal Fiscal Year (FFY) 2017, Purdue Extension launched a statewide digital social marketing campaign, "Easy As: Eat, Gather, Go," to reach low-income Indiana women with children, the primary target audience of the Supplemental Nutrition Assistance Program-Education (SNAP-Ed). The campaign promoted fruit and vegetable consumption, family mealtime, and physical activity. The overarching strategy of the campaign was to build and promote a website that contained information for eating healthy on a budget. Purdue Extension contracted with Altarum to conduct an outcome evaluation of the campaign.

Objective: To assess reach and awareness of Purdue Extension's social marketing messages among the target audience.

Study Design, Setting, Participants, Intervention:

Altarum employed a cross-sectional, multi-mode data collection protocol of web and paper surveys, drawing from a representative sample of low-income Indiana residents. In total, 1,172 surveys were returned.

Outcome Measures and Analysis: All statistical analyses were performed on the whole sample as well as subgroups. Confidence intervals were calculated to estimate significant differences among respondents at the $\alpha = 0.05$ level.

Results: More than one-quarter (29%) of respondents reported exposure to the campaign. Slightly more than one-third (34%) of female respondents with a child age 10 or younger were exposed to the campaign. Respondents who reported participating in one or more assistance programs were significantly more likely to have been exposed to the campaign than respondents who did not (33% and 25%, respectively). Younger respondents, ages 18 to 24, were significantly more likely to have been exposed to the campaign than older respondents, ages 55 to 64 (49% and 24%, respectively). If any respondent had a child under age 18, their exposure (33%) was significantly higher than all others (24%).

Conclusions and Implications: In FFY 2017, Purdue Extension successfully launched a new social marketing campaign recognized by one-third of the target population surveyed. Exposure to the campaign was significantly higher among limited-resource and younger respondents.

Funding: Supplemental Nutrition Assistance Program—Education.

P51 Barriers and Facilitators to Implementing Parent Strategies to Improve Vegetable Intake Among Low-Income Children

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Background (Background, Rationale, Prior Research, and/or Theory):

Vegetable intake among children is below recommendations despite positive benefits. Addressing parental barriers and facilitators to implementation of behavioral strategies to increase child vegetable intake may help increase frequency of use.

Objective: To qualitatively assess barriers and facilitators for low-income parents to implement behavioral strategies to increase child vegetable intake at meals consumed at home.

Study Design, Setting, Participants, Intervention:

Parent-child dyads ($n = 44$) participated in six weekly adapted Cooking Matters for Families sessions at community centers throughout the Twin Cities Metropolitan area. Most participants were women 30–39 years, racially/ethnically diverse (40% Hispanic, 27% African American), and had low/very low food security. After meal preparation and nutrition education segments, a behavioral strategy was introduced to parents (1/week). Parents discussed how each strategy could be used at home and how the previous week's strategy was implemented. Discussion questions focused on barriers and facilitators to using the strategy.

Outcome Measures and Analysis: The discussions were audiotaped and transcribed verbatim. A codebook was developed and used to code transcripts via NVivo software. Inductive thematic analysis was applied to identify barriers and facilitators to using strategies.

Results: Potential for food waste was a barrier to using a bigger spoon to serve vegetables, using a MyPlate to indicate an adequate amount of vegetables, and serving two vegetables. Time was a barrier when extra steps were required, such as serving vegetables first or serving two vegetables; however, saving time was a facilitator for having the child help prepare vegetables. Child vegetable liking was identified as a barrier or facilitator for most strategies. Other barriers and facilitators included cost, access to vegetables, family meal frequency, and ages of family members, especially other children. Strategies that were easy to implement (i.e. bigger spoon) were considered helpful for increasing child vegetable intake.

Conclusions and Implications: Behavioral strategies for low-income parents intended to improve child vegetable intake should be easy, time-efficient, and cost-effective.

Funding: USDA.