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principles to increase healthy choices made by students during lunch. This was accomplished by involving students in intervention activities and encouraging communication between students and food service staff (FSS) through communication training and planned interactions.

Target Audience: Students, food services directors, and FSS from six middle schools participated in this intervention.

Theory, Prior Research, Rationale: This project was based on behavioral economics and grounded in prior work conducted with high school students.

Description: This intervention consisted of two components: changes to the lunchroom and communication training for FSS. Students worked with food service staff throughout the year to identify and implement changes to their lunchroom. Training was provided to FSS through webinars, and visual materials were distributed that encouraged positive communication with students at the service line.

Evaluation: The evaluation of this project included a lunchroom assessment tool, online surveys with parents, students, and staff, food production records, and in-depth interviews with food service directors. Assessment tool scores, online surveys, the number of servings of fruits, vegetables, and milk varieties were compared pre and post intervention. Interviews were audio recorded, transcribed, and coded for relevant themes.

Conclusions and Implications: The intervention implemented low/no cost changes and encouraged positive communication between FSS and students to promote healthy food choices. Five schools improved their scores on the assessment tool. Food production record data indicated that servings of fruit ($n = 2$), vegetables ($n = 3$), and milk ($n = 4$) increased following the intervention. Response to the project from food service directors was positive, as they noted improved communication and relationships with their students as a result of the project. No changes were seen in comparison of surveys that indicated an intervention effect. Lunchroom interventions should include students to identify changes and more importantly focus on increasing student interaction with staff.

Funding: USDA Team Nutrition.

P74 Key Informants' Perceptions of Needs Among Nevada's Supplemental Nutrition Assistance Program Education (SNAP-Ed) Target Audience

Megan Wahrenburg, MS, mwahrenburg@cabnr.unr.edu, University of Nevada, Reno, 1664 N Virginia Street, M.S. 202, Reno, NV 89557; Jamie Benedict, PhD, LD, RDN; Heather Kerwin, MPH

Background (Background, Rationale, Prior Research, and/or Theory): Interviews with key informants throughout Nevada were conducted for the purpose of describing the most pressing nutrition and physical activity education needs of the SNAP-Ed target audience and examining relevant community characteristics and other

environmental factors that shape behavior. The findings will complement other assessment data and be used to guide SNAP-Ed programming in the future.

Objective: Describe key informants' perceptions regarding the nutrition and physical activity education needs of SNAP participants and others residing in low-income communities in Nevada.

Study Design, Setting, Participants, Intervention: Semi-structured interviews were conducted with professionals ($n = 35$) who had knowledge of SNAP households and others residing in low-income communities. Participants were strategically selected to include those from a variety of Nevada geographies and those with expertise in various disciplines, many of which had daily contact with members of the target audience. Interviews were conducted by phone and audio-recorded.

Outcome Measures and Analysis: Qualitative data on nutrition and physical activity education needs and potential policy, systems, and environmental (PSE) approaches to stimulate behavior change was analyzed using the grounded theory approach.

Results: Key informants indicated that education on healthful shopping, food resource management, and cooking is necessary to achieve healthful diets. However, they noted that environmental barriers often make it difficult for Nevadans to make healthful choices. Possible PSE approaches included improved access to healthy food and opportunities for physical activity, incentives for healthy behavior, nutrition signage in grocery stores, and increased collaboration among community partners. In general, the informants voiced optimism and enthusiasm for moving forward as reflected in the following theme that emerged from the interviews, "Let's make the healthy choice the easy choice-we can do it!"

Conclusions and Implications: This study provided new information that can inform SNAP-Ed programming, including potential methods to make it easier for SNAP households and others residing in low-income communities to choose healthful foods and be physically active more often.

Funding: Supplemental Nutrition Assistance Program—Education.

P75 Long-Term Impact of the Child Health Assessment in the Pacific (CHAP)

Undergraduate Summer Fellowship Program

Marie K. Fialkowski, PhD, RD, mariekf@hawaii.edu, University of Hawaii, Manoa, 1955 East West Road, AgSci 216, Honolulu, HI 96822; M'Randa Sandlin, PhD; Rachel Novotny, PhD, RD; Margaret Hattori-Uchima, PhD, RN, University of Guam; Patricia Coleman, BS, Northern Marianas College; Chrystie Naeole, PhD, Chaminade University

Objective: To evaluate the long-term impact of the Child Health Assessment in the Pacific Undergraduate Summer Fellowship Program (CHAP) on alumni educational and career goals.

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Target Audience: Ten undergraduate alumni from the first CHAP cohort.

Theory, Prior Research, Rationale: In a region with limited childhood health assessment training or resources, examining the long term impact of a program geared toward enhancing capacity in childhood health assessment is important to sustainably address needs.

Description of Course and Curriculum: During CHAP, students were paired with a mentor to conduct a child health assessment summer field experience. Prior to the field experience, students completed two online courses (basic nutrition and field assessment), a one-week hands-on training, and monthly virtual sessions for background knowledge and skills.

Evaluation: Alumni from the first cohort were sent a survey via email to assess how CHAP impacted their educational and career goals one year after they completed the program. Of the 10 students who completed the program, 7 completed the survey. In response to the open-ended question on how CHAP impacted their educational goals, alumni stated that CHAP clarified their educational pathway (e.g. nutrition [3], nursing [1], family and consumer resources [1]), inspired them to pursue graduate study after graduation ($n = 3$), and gave them the skills (e.g. communication, assessment, evaluating tools) to be successful in other courses. In response to the open-ended question on how CHAP impacted their career goals, alumni stated that their participation gave them the skills to be successful in their current jobs ($n = 2$), confirm their career choice ($n = 2$), or exposed them to new career (e.g. nutrition, community engagement). Alumni stated that CHAP motivated them to be more inquisitive about foods ($n = 3$).

Conclusions and Implications: Long-term follow-up suggests that CHAP contributed meaningfully to the educational and career goals of this group of alumni. Further follow-up is needed to determine if these alumni become practicing health professionals in the region focused on children to give a true pulse of CHAP's impact.

Funding: NIFA.

P76 Nutrition Driven: Improving Vegetable and Fruit Intake Through the EFNEP and Palm Beach County Food Bank Partnership

Jennifer Walsh, PhD, RD, walsh5jr@jmu.edu, James Madison University, Department of Health Sciences, 235 Martin Luther King Jr. Way, MSC 4315, Harrisonburg, VA 22807; Danielle DeVries-Navarro, MS, LDN, RDN, University of Florida IFAS Palm Beach County Extension; Nicole Owens, PhD, University of Florida, Department of Family, Youth, and Community Sciences; Karla P. Shelnut, PhD, RD

Background (Background, Rationale, Prior Research, and/or Theory): Palm Beach County (PBC) Food Bank's mobile food pantry, the Marjorie S. Fisher Nutrition Driven Program (ND), was established in 2014. ND

provides fresh produce and whole grains to participants in EFNEP series-based nutrition education classes in food insecure areas of PBC.

Objective: To assess the difference in vegetable and fruit (VF) intake among participants of traditional EFNEP (TRAD) series-based education versus an enhanced program (ND) complemented by interactive recipe demonstrations coordinated with take-home foods.

Study Design, Setting, Participants, Intervention: A non-randomized, pre-post comparison study was conducted over 8 weeks at 8 community sites in PBC. Fifty-one limited-resource adults (≥ 18 years) responsible for preparing household meals ($n = 26$ intervention; $n = 25$ comparison) completed the study. Most were female (85%) and of white (45%) or Black/African-American (35%) race with about half Hispanic ethnicity.

Outcome Measures and Analysis: VF intake frequency was assessed pre- and post-programming using a 6-item VF screener, and daily cups eaten and variety was assessed using a weekly survey. To assess differences between groups, Student's t-tests and Repeated-Samples Friedman's Two-Way Analysis of Variance by Ranks tests were conducted with pair-wise comparison.

Results: Frequency of daily intake for dark-green, orange-colored, and other vegetables increased significantly more for ND versus TRAD participants (0.7 ± 0.4 vs. 0.1 ± 0.1 , $P < .001$; 0.4 ± 0.2 vs. 0.01 ± 0.1 , $P < .001$; 1.9 ± 0.6 vs. 0.3 ± 0.5 , $P < .001$, respectively); no differences were noted for fruit juice and beans. Cups of daily vegetables eaten increased significantly more from pre- to post-assessment for ND than TRAD participants ($1.7 \pm .8$ vs. $0.1 \pm .77$, $P < .001$). ND participants reported intake of significantly more types of vegetables over the study duration compared to TRAD participants (14.5 ± 2.2 vs. 10.3 ± 4.0 , $P < .001$, respectively).

Conclusions and Implications: Using formal partnerships to engage families with limited-resources in enhanced nutrition education with interactive recipe demonstrations coordinated with take-home foods may support increased VF intake frequency, amount, and variety.

Funding: The University of Florida Department of Family, Youth and Community Sciences; Palm Beach County Food Bank.

P77 Nutrition-Related Beliefs, Behaviors and Needs Among Individuals with Cancer and Their Caregivers

Brandy-Joe Milliron, PhD; bm645@drexel.edu, Drexel University, Department of Nutrition Sciences, 1601 Cherry Street, Third Floor, Suite 383, Philadelphia, PA 19102; Dan Dychtwald, MS; Jonathan Deutsch, PhD, Drexel University, Center for Food and Hospitality Management; Yuxi Zeng, MS; Kira Sy, MS, Drexel University, Department of Nutrition Sciences; Byron Barksdale, Hope Lodge, American Cancer Society; Ochi Ogbogu; Lora Packel, PhD, PT, University of the Sciences, Department of Physical Therapy

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