P91 (continued)

Target Audience: The audience most interested in SHFPP include food systems colleagues who work with low-income populations and those who provide nutrition education support to food pantries.

Theory, Prior Research, Rationale: SHFPP was based on the Socio-Ecological Model (SEM). The SEM provided a framework for understanding the multifaceted and interactive effects of the environment and the individual. Using pantry staff interviews, client surveys, and focus groups, the SHFPP team developed a toolkit to help pantries with making educational, environmental, and policy changes to community food pantries (Canto, Park-Mroch, & Ingham, 2017). This presentation builds upon the work of the SHFPP team and investigated further into the facilitators and barriers to making safe and healthy changes in food pantries.

Description: The SHFPP toolkit included 25 tools in four specific areas: “Give your pantry a healthy boost”, “Promote food safety in your pantry”, “Develop your action plan”, and “Evaluate your efforts”. Several pantries who used the toolkit to make changes were interviewed. We summarized the interview data into two topic areas, facilitators and barriers to making healthy and safe changes.

Evaluation: In-depth interviews with a convenience sample of nine community food pantry staff are presented. The sample included pantry representatives of urban and rural pantries; pantries who provided pre-boxed food packages and those who gave their clients food choices; and pantries whose clientele belonged to Latino and African American groups. Specific tools in the SHFPP toolkit were reported to be helpful for food pantries who make safe and healthy changes including nutrition education efforts, donor education, and developing food donation and distribution policies.

Conclusions and Implications: Community pantries who make healthy and safe changes to operations and pantry environment should focus on communication and education of their staff, clientele, and donors.

Funding: Supplemental Nutrition Assistance Program—Education.

P92 What Works: Identifying Effective Nutrition Education Curricula Delivered to Low-Income California Adults

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Background (Background, Rationale, Prior Research, and/or Theory): California’s Local Health Departments (LHDs) deliver nutrition education to a half million low-income Californians annually through the USDA’s Supplemental Nutrition Assistance Program—Education (SNAP-Ed). LHDs select interventions from a menu of evidence-based approaches, including curricula

approved by USDA or the California Department of Public Health, delivering these interventions with fidelity within their local communities.

Objective: Our objective was to identify the best performing adult nutrition education curricula, as shown by improvement in one or more key indicators: fruit and vegetable (FV) intake, sugar-sweetened beverage intake, and food security.

Study Design, Setting, Participants, Intervention: Each of 13 LHDs delivering nutrition education to adult SNAP-Ed participants in FFY 2016, FFY 2017, or both collected a standard survey measure from participants pre- and post-intervention. Class series were taught in a variety of settings where low-income adults are reached, such as public housing, food banks, and senior centers.

Outcome Measures and Analysis: Univariate analyses were based on pre-post data collected in FFY 2016–2017 for classes (N = 237) receiving one of 10 nutrition education curriculum. The standardized mean difference for each class was calculated using pre- and post-scores on each of the three indicators. Curriculum means were weighted by the inverse of the variance for each class.

Results: For FV, the overall, average effect size across classes was 0.91, representing just under one standard deviation increase in FV consumption pre-to-post assessment. Analysis of the effect sizes by curriculum type suggest that there are statistically significant differences among the 10 curricula delivered to California SNAP-Ed participants, with over and under-performing curricula identified. For example, the “Eat Healthy, Be Active” curriculum was 79% more effective at increasing FV intake ($d = 1.63$) compared to the overall average effect within California.

Conclusions and Implications: Evidence-based curricula are not equally successful at improving three key indicators of dietary change among SNAP-Ed recipients in California. We will present multivariate analyses of factors that discriminate curriculum performance.

Funding: Supplemental Nutrition Assistance Program—Education.

Nutrition Education Research Methods

P93 Contributing Factors for Effective Nutrition Education Interventions in Children: A Systematic Review

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Background (Background, Rationale, Prior Research, and/or Theory): Nutrition education is a critical

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