P202 (continued)

goal for this research. Plans for campus wellness initiatives and policy updates with our newly renovated student center, dining facilities and vending operation contracts provides timely promotion for our interventions.

Description of Course and Curriculum: The Community Nutrition course includes exploration of community, state and national food and nutrition programs with emphasis on program goals, intervention and policy formulation. Students involved in the Advanced Food Systems Class are also included due to the focus on motivational theory and skills used to influence and for decision making in leadership roles.

Evaluation: Students involved in the data collection learned how to complete campus environmental audits, interpret survey data while meeting course learning objectives. So far, 67 students are involved in this project. Students were receptive to this experiential learning related to research.

Conclusions and Implications: Faculty led research projects can be used for skill development in program planning and motivational techniques as well as exposure to CBPR research methods.

Funding: USDA.

P203 Using Community-Based Participatory Research to Ignite Youth to Create Healthier Communities

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Background (Background, Rationale, Prior Research, and/or Theory): The growing rate of childhood overweight and obesity suggests a need for more effective obesity prevention programs. Community-Based Participatory Research (CBPR) is a collaborative approach that allows participation from community members, organizational representatives and researchers to share their expertise in order to enhance knowledge and develop interventions that benefit the whole community.

Objective: Ignite program is a five-year, multiple-state (Ohio, South Dakota and Kansas) project using CBPR process to address overweight and obesity among 6-8th grade youth. As part of Ignite program, a virtual focus group discussion was conducted, with the main purpose of enabling community members (community leaders, school administrators, and adolescents) to report the policy changes, successes, challenges, and sustainability of Ignite.

Study Design, Setting, Participants, Intervention: At the end of Year 4 of programming, a virtual focus group of school administrators and counselors (n = 4), commu-

nity leader (n = 1), Extension educators (n = 2), and youth (n = 13) from the steering committees from each of the three intervention communities was conducted. Focus group participants discussed priority issues and program implementation associated with Ignite.

Outcome Measures and Analysis: Focus group discussion was recorded, transcribed, and thematically analyzed using NVivo software (QSR International Pty Ltd. Version 10, 2012).

Results: The themes identified were policy changes (e.g. enhancing availability of breakfast, lunch and healthy snack programs, adding more before, after and in-school wellness programs, and increasing educational opportunities to support healthful eating behaviors and physical activity), successes (e.g. youth and community involvements, school staff engaged, and other wellness supported policy change), challenges (e.g. ecologically spread out in rural area, lack of time and money, and state laws), and new income sources (e.g. other grants, foundation support, incomes from healthy vending machines, and donations).

Conclusions and Implications: CBPR program promoted healthier dietary and physical activity environment in the intervention schools and communities.

Funding: USDA.

P204 Using the Socio-Ecological Model to Explore Factors Contributing to Sugar-Sweetened Beverage Consumption Within a Hispanic Population

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Background (Background, Rationale, Prior Research, and/or Theory): The Hispanic population has the highest consumption of sugar-sweetened beverages (SSB) in the U.S., which is connected to poor health outcomes, such as higher rates of obesity and diabetes.

Objective: To explore personal, social, cultural and environmental factors influencing SSB consumption in the Hispanic/Latino population utilizing the socio-ecological model.

Study Design, Setting, Participants, Intervention: Grounded Theory utilizing structured focus groups to explore contributing factors associated with SSB consumption. Focus groups were conducted within community centers and local universities. Adults age 18 and older were recruited from Hispanic/Latino organizations using flyers and key personnel.

Outcome Measures and Analysis: Focus groups were audio-recorded and transcribed; data were coded independently by two researchers; codes were compared and organized into categories. Categories were organized within the socio-ecological model. Connections among categories were extracted and themes emerged.

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