P41 (continued)

Background: Food insecurity is associated with high rates of obesity and morbidity and mortality. The goal of food programs is to reduce food insecurity. Inaccurate data and decreased participation in food programs minimizes impact. Rural Appalachia has disproportionately higher rates of food insecurity than non-Appalachian areas. This region also has unique cultural norms that pose challenges in addressing food-insecurity issues.

Objective: The purpose of this qualitative study in rural Appalachia was to explore cultural issues related to food insecurity and childhood hunger.

Study Design, Setting, Participants: Semi-structured interviews were conducted with participants living in rural Appalachia (n=13) to elicit perceptions of assessments and interventions addressing food insecurity.

Measurable Outcome/Analysis: Using nVivo software, content analysis was conducted separately by the principal investigator and peer researcher to isolate major themes. Asynchronous themes were discussed and resolved.

Results: Stigma related to self-reliance expectations emerged as a major barrier to reporting food insecurity, childhood hunger, and participation of children in food-assistance programs. These expectations resulted in the fear of being perceived as having poor parenting skills, not providing food for children, fear that child protective services would take the child/ren away due to lack of proper food, concerns about breaking cultural norms of not accepting charity or publicly “airing laundry” and mistrust of government authority.

Conclusions: This study suggests that food security assessments and interventions are likely influenced by the self-reliance, respect for privacy, and the need for earned trust characteristics of the Appalachian culture. Assessment of food security and interventions should be culturally sensitive in order to obtain accurate baseline and post-intervention data, and increase participation in programs. Potential improvements to address stigma-related barriers in data collection and intervention design include omitting questions specific to children since general questions on the HFSSM accurately measure household food insecurity, and interventions with a community-based design.

Funding: University of Kentucky Faculty Research Funds.

P42 Empower WIC Breastfeeding Experts: Use of Interactive Training Platform to Increase Staff Knowledge and Confidence in Breastfeeding Counseling

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Objective: To increase knowledge and confidence of WIC staff in Breastfeeding counseling and education through an interactive, visual breastfeeding curriculum platform.

Use of Theory or Research: Self-efficacy Theory is guiding the training to strengthen WIC staff confidence to train the trainer, promote and support breastfeeding WIC participants. Research suggests interactive learning opportunities provided through face-to-face learning, computer-based learning, and website design contribute to enhanced learning and retention, as well as improved relationship building. Furthermore, presenters who provide meaningful, full-screen imagery while verbally discussing content enhance their ability to engage participants.

Target Audience: WIC State and local breastfeeding coordinators across the United States.

Program Description: US Department of Agriculture, Food and Nutrition Service (FNS) new WIC Breastfeeding Curriculum was unveiled nationally via 7 regionally located in-person trainings to WIC staff. As a skills-based train-the-trainer approach, the trainings provided numerous opportunities for hands-on practice and application and trainer tips. Attendees accessed the interactive training platform as trainers provided orientation to the platform's visual design, including full-screen visuals, animations, videos, and other instructional components. This training empowers WIC staff to deliver effective breastfeeding counseling and education to participants.

Evaluation Methods: Training attendees completed surveys at the conclusion of the training.

Results: In spring 2019, FNS trained 358 WIC Staff for a total of 140 hours of training. All attendees completed the survey, of which 63% identified the training approaches as excellent and 25% as good. Case studies and role playing were identified as most useful. Approximately 41% rated very confident in their ability to understand and train others on content, and 39% rated confident.

Conclusions: Findings from the trainings suggest training approach is effective; there is a need for interactive, visual curriculum platforms to both increase knowledge and trainer confidence. The training strengthens WIC breastfeeding program and nutrition services delivery to participants.

Funding: USDA-FNS.

P43 Partnering with 4-H and High School Culinary Club to Provide School-Based Nutrition Education to Engage Latino Youth in Teaching Cooking Classes to Younger Youth and Adapting Healthy Eating Behaviors

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Objective: To implement Teens as Teachers Cooking Academy Program (TAT CAP) to underrepresented adolescents and explore their experiences in teaching younger youth and how the experience influences their attitudes and behaviors around healthy eating.

P43 (continued)

Use of Theory or Research: Having adolescents serve as teachers of younger children is a promising approach to support positive youth behaviors. Research showed that teenagers improved their teaching skills, social and emotional learning during cross-age teaching by role modeling and hands-on cooking experience. It empowers youth to make healthy food choices by increasing their self-efficacy. A limited program has been implemented and evaluated among Latino adolescents in a high school setting.

Target Audience: Low-income Latino high school (HS) students who participated in Culinary Art Club.

Program Description: The TAT CAP was developed through the partnership between University of California (UC) 4-H, CalFresh, and a local HS. UC Extension staff and HS chef gave trainings to 25 Latino HS students for them to use evidence-based cooking curriculum to teach the elementary students how to cook. During the sessions, teen teachers went over nutrition-related topics, cooking demonstrations, and gave younger youth hands-on culinary experience.

Evaluation Methods: A post-program teen teacher survey assessed their attitudes and behaviors towards healthy eating, self-efficacy in cooking and teaching, and their experience of being teen teachers.

Results: Twenty-five HS students attended TAT CAP program and 19 completed the post-program survey. Over 50% of participants reported they paid attention to how many fruits and vegetables they were eating, ate breakfast most of the days, and ate meals with families after the program; 78% had given their family ideas of healthy meals and snack; and 100% participants said they learned healthy food choices. On average, over 90% of youth were confident in safe cooking behaviors, making change to a recipe, and being a teen leader.

Conclusions: TAT program suggested an engaging way for Latino teenagers to learn nutrition and empower them to role model healthy eating behaviors to younger youth.

Funding: Supplemental Nutrition Assistance Program - Education.

P44 Influences of Provider Nutrition Knowledge and Self-Efficacy on Nutrition Practices and Policies of Oklahoma Family Child Care Homes

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Background: Early child care and education (ECE) are favorable locations for early obesity prevention. Few studies include Family Child Care Homes (FCCH) compared to larger ECE settings. Several ECE interventions show that introducing or improving a written policy has positive effects on food environment and foods served. However, a gap exists on possible influences of policies and practices in FCCHs.

Objective: To determine impact of FCCH providers' nutrition knowledge and nutrition self-efficacy on program nutritional practices and policies.

Study Design, Setting, Participants: This cross-sectional study uses baseline data from an intervention study (Happy Healthy Homes) of FCCH providers caring for 2- to 5-year-old children within 60 miles of Oklahoma City.

Measurable Outcome/Analysis: From October 2017 to November 2018 providers completed surveys including demographics, nutrition knowledge, nutrition self-efficacy (confidence and barriers), and NAP SACC practices and policies. Spearman's rank-order correlation, linear regression, and logistic regression were used via SPSS version 25.

Results: Forty-nine FCCH providers participated (100% women, 45 ± 13 years old). Confidence self-efficacy is inversely correlated with barriers self-efficacy ($r(47) = -0.4, P = .004$). Nutrition knowledge was not correlated with confidence or barriers self-efficacy. Multivariate linear regression indicates nutrition knowledge as the strongest predictor of nutrition practices (std $\beta = 0.442, P = .001$) followed by confidence self-efficacy (std $\beta = 0.358, P = .001$), while barriers self-efficacy does not (std $\beta = -0.061, P = .651$). There was no association between knowledge, self-efficacy, and nutrition policies.

Conclusions: As FCCH provider nutrition confidence increases, barriers to serving healthy foods decrease. However, nutrition knowledge was not related to either confidence or barriers self-efficacy. Collectively, knowledge and self-efficacy were associated with FCCH practices. Results suggest that increase in knowledge and confidence may have a positive effect on nutrition practices in the FCCH. However, they do not necessarily influence each other. Knowledge and self-efficacy each need to be included in provider training opportunities.

Funding: USDA.

P45 Identifying Barriers and Facilitators to Implementing Policy, Systems, and Environmental Change Work in Cooperative Extension Using the Consolidated Framework for Implementation Research

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Background: Following guidance provided in the 2014 National Framework for Health and Wellness,

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