P45 (continued)

Cooperative Extension (CE) nutrition education programs in Louisiana shifted towards making policy, systems, and environmental (PSE) changes to promote healthy eating and increased physical activity according to the social-ecological model of behavior change. The transition to PSE work from an exclusive focus on direct nutrition education posed challenges for CE staff in Louisiana. In order to better understand barriers and facilitators to implementing PSE change work, we conducted qualitative semi-structured interviews with CE staff using constructs from the Consolidated Framework for Implementation Research (CFIR).

Objective: To identify CE staff's perceived barriers and facilitators to implementing PSE change interventions according to CFIR constructs.

Study Design, Setting, Participants: Qualitative semi-structured interviews were conducted with 5 Cooperative Extension staff using an interview guide with questions based on constructs from the Consolidated Framework for Implementation Research (CFIR).

Measurable Outcome/Analysis: Interviews were transcribed verbatim. Transcripts were independently coded by 2 researchers using codes defined a priori according to CFIR constructs. Coding differences were resolved through consensus.

Results: Though all 39 CFIR constructs were relevant, 16 emerged through interviews with CE agents as either barriers or facilitators to the implementation of PSE change work. The adaptability of PSE work and its relative advantage over traditional direct education emerged as major facilitators to its implementation. Major barriers to the implementation of PSE change work included the relative priority of PSE change work within CE agents' organizations, the complexity of PSE change work, and a lack of resources to support implementation.

Conclusions: Implementing PSE change work poses a challenge for CE staff who have traditionally conducted only direct nutrition education programs. Cooperative Extension programs should ensure PSE change work is presented as a priority to all staff within the organization. Training materials for PSE change work should prepare CE staff for the complexity of these interventions and emphasize their advantages over direct education.

Funding: Supplemental Nutrition Assistance Program - Education.

P46 Can a Healthy School Celebrations Teacher Toolkit Change Classroom Food Options? The Food Hero Campaign Experience

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Objective: Test the Food Hero (FH) social marketing (SM) campaign, "Healthy School Celebrations Teacher Toolkit" (HSC), which is designed to increase healthy food choices offered in Oregon classrooms as part of Oregon State University Extension (OSU-E) SNAP-Ed (Supplemental Nutrition Assistance Program-Education).

Use of Theory or Research: FH is an evidence-based SM campaign using benchmark criteria and social cognitive and diffusion of innovations theory.

Target Audience: Elementary school teachers (n = 68) in 13 schools with ≥50% United States Department of Agriculture (USDA) free/reduced meals participation during the 2018-19 school year.

Program Description: In 2016, OSU-E developed HSC to increase healthy food choices offered in classrooms outside the USDA's School Breakfast/Lunch programs. HSC provides numerous teacher resources including comprehensive training, cooking equipment/supplies, parent letters, suggested policy guidelines, recipes, buying guides, and ongoing local OSU-E support.

Evaluation Methods: Teachers attending an initial HSC training were asked to complete a post-HSC 1-page questionnaire at the end of the school year to assess their use of HSC including, recipe/s prepared, kit components most important for achieving healthy celebrations, how much HSC increased their confidence in preparing recipes with students, and their intention to use HSC the following year.

Results: Overall, 73% of the teachers used HSC during the school year (mean = 2.5 times; mean = 26 students/classroom; n ≥ 1,300 students). The recipes teachers used most often were smoothies (51%), especially FH Popeye Power and Peach Carrot smoothies, followed by FH Fruit Pizzas (28%); 91% reported increased confidence in conducting food preparation activities with students. Cooking equipment/supplies and policy guidelines were rated the most important HSC components. Finally, 77% reported they were very/extremely likely to use HSC the following school year.

Conclusions: The HSC is a successful strategy to promote healthy food choices in the classroom. HSC is available via open access through the online FH Community Toolkit.

Funding: Supplemental Nutrition Assistance Program - Education.

P47 EFNEP and SNAP-Ed Programs in the Early Child Care and Education Setting: Opportunities to Impact Both Adults and Youth

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Objective: Describe opportunities to strengthen behavioral outcomes in EFNEP and SNAP-Ed direct education through engagement in policy, systems and environment outreach projects in early childcare settings.

Use of Theory or Research: Educators in childcare settings are well-positioned to positively influence the nutritional habits of young children, however they may lack opportunities to learn about the nutritional care and feeding of this audience. This presents opportunities for EFNEP/SNAP-Ed programs to continue the shift in focus to instilling healthy habits earlier in the lifecycle. They can engage childcare employees in education related to best practices for infant and toddler feeding, the need for healthy mealtime environments and the importance of role-modeling healthy behaviors.

Target Audience: Employees of early childcare and education centers participating in WVU FNP Programs in 2018.

Program Description: WVU FNP partnered with WVSTARS to offer 6.0 hours of professional development to employees in exchange for participation in a modified version of the Nutrition Education Aimed at Toddlers curriculum (Michigan State University). Marketing materials were created for front-line staff to recruit participants and programs launched in 2018.

Evaluation Methods: Outcomes were evaluated using both the EFNEP Food & Physical Activity Questionnaire and the Web-based Nutrition Education and Evaluation Reporting System (WebNEERS) software.

Results: Sixty-five people participated across 5 counties and 90% received continuing education credit. Graduation rates and behavioral outcomes in core EFNEP areas were similar or better than both overall West Virginia and national EFNEP levels, however improvements in fruit and vegetable intake and consumption of sugar sweetened beverages were lower than expected.

Conclusions: Behavioral outcomes for child care center employees indicate a greater need for engagement around sugar sweetened beverage and fruit and vegetable consumption. Integrating existing FNP PSE support programs such as Rethink Your Drink, Kids Farmers Markets, gardening and Food of the Month at child care centers offers an opportunity to strengthen behavioral outcomes of child-care center staff as well as influencing health behaviors of children and families.

Funding: USDA.

P48 Identifying Nutrition Education Strategies for Refugees in Western Countries: A Scoping Review

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Background: A growing number of refugees are resettling in Western countries. Refugees face many challenges upon resettlement including a new food environment. In the United States, government and private entities provide nutrition education to refugees, which may help them navigate their new environment. A literature review on the effectiveness of nutrition education with resettled refugee populations in Western countries has not been previously published.

Objective: To identify different strategies used in nutrition education targeting refugees.

Study Design, Settings, Participants: Scoping review of nutrition education with refugees in the United States and other Western countries.

Methods: A scoping review of peer-reviewed articles published between 1980 and 2018 was conducted. The methodology was based on the method of Lavee. A systematic article search was done using electronic databases. Of 1,655 identified articles, 20 met the inclusion criteria.

Results: The scoping review identified 13 outcome-focused studies and 7 curriculum development and evaluation studies. Seven studies used a rigorous design and showed positive impacts on the nutrition knowledge and behaviors of refugees. Topics included in nutrition education programs are relevant to challenges refugees face such as using SNAP benefits and shopping at grocery stores. Strategies used to enhance effectiveness included needs assessment prior to delivering nutrition education, a client-centered approach, and iterative and collaborative approaches with refugee communities.

Conclusions: The scoping review showed that nutrition education improved refugees' nutrition knowledge and behavior. However, more research with rigorous design is needed to further determine the most effective nutrition education methods for these populations.

Funding: Utah State University Extension.

P49 Adding Parent Feeding Information to an Established Nutrition Education Program: Fidelity Across 2 States, 2 Languages in a Randomized Control Trial

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