P57 (continued)

Program Description: University of Arkansas, Division of Agriculture, Cooperative Extension Service (UACES) and Cleveland County Childhood Obesity Prevention Committee collaborated to implement nutrition and gardening education with tasting activities to encourage increases in student willingness to consume fruit and vegetables in 2 school districts. Arkansas Farm Bureau funded raised beds for each elementary grade. Master Gardeners helped with installation. UACES provided Whole Kids Foundation School Garden Lesson Plans. UACES Agriculture and FCS Agents developed Constant Contact newsletters for teachers containing schedules, recipes, photos, and success stories. UACES assisted with hands-on education in the garden. School cafeteria staff implemented UACES Arkansas Foods curriculum, which provides lessons, tasting activities, and parent newsletters for Arkansas-grown foods. Students planted strawberries, cabbage, sweet potatoes, tomatoes, zucchini, cucumbers, and more. At 1 school, students grew more than 300 pounds of sweet potatoes, cured, and tasted them in the cafeteria.

Evaluation Methods: Students completed tasting surveys. Teachers were surveyed on student behaviors.

Results: Eighty percent of students surveyed reported liking sweet potatoes they tasted. Teacher surveys show 72% reported increased student willingness to eat fruits and vegetables.

Conclusions: Students increased willingness to eat fruits and vegetables, based on student tasting surveys and teacher observation of student behavior. Programming will continue in future years to sustain behavior change, with the goal of decreasing obesity rates.

Funding: Supplemental Nutrition Assistance Program - Education.

P58 Healthy Eating and Staying Active as We Age Curriculum: Pilot Initial Efficacy

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Objective: To assess changes in nutrition, physical activity, food safety, and food resource management practices as a result of participation in Healthy Eating and Staying Active as We Age (HESA).

Use of Theory or Research: Older adults are at a greater risk for malnutrition, chronic diseases, and falls. By 2034, older adults are projected to outnumber children for the first time in US history. Due to this shift in demographics, nutrition education and health-related resources for older adults has become increasingly critical.

Target Audience: Virginia SNAP-eligible adults (n = 278) ages 45 years and older.

Program Description: HESA is a nutrition education program developed by Virginia SNAP-Ed consisting of

nine 60-minute lessons (including nutrition education, food tasting experiences, physical activity, and hands-on learning activities). Lessons were implemented by SNAP-Ed Peer Educators in community settings across Virginia.

Evaluation Methods: Paired t-tests were used to analyze pre- and post-intervention surveys rated on a Likert type scale. Participants' food resource management, nutrition and physical activity, food safety behaviors, and perceptions of food accessibility and affordability were evaluated.

Results: A sample of HESA participants (n = 278) reported statistically significant ($P < .003$) improvements in frequency of shopping with a grocery list and planning their grocery shopping, consumption of fruits (2.73 ± 1.15 pre to 3.40 ± 1.18 post), vegetables (2.76 ± 1.22 pre to 3.39 ± 1.13 post), dairy (2.64 ± 1.18 pre to 3.14 ± 1.20 post), lean protein (3.15 ± 1.10 pre to 3.61 ± 1.03 post), sugar-sweetened beverages (SSBs, 2.36 ± 1.26 pre to 2.00 ± 1.06 post), and physical activities levels (2.95 ± 1.22 pre to 3.27 ± 1.16 post). There were also statistically significant increases ($P < .003$) in the perceived affordability and accessibility of healthy foods, and perceived opportunities to be physically active.

Conclusions: SNAP-Ed implementing agencies such as Virginia's FNP are required to use evidence-based curricula. This was the initial step in the process of creating an evidence-based curriculum to address the needs of older adults.

Funding: Supplemental Nutrition Assistance Program - Education.

P59 The Future of Clinical-Community Linkages – Nutrition Education Takes Root in Maine's Underserved Communities Through a Learning Partnership with SNAP-Ed

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Objective: Explore the impact of exposing health professions students to the social determinants of health through a learning partnership with Maine Supplemental Nutrition Assistance Program-Education (SNAP-Ed).

Use of Theory or Research: SNAP-Ed's program theory is informed by the Social-Ecological Model, supporting training competencies for health professions students to understand the social determinants of health and ensure a Social-Ecological Approach to clinical care.

Target Audience: Students enrolled in health professions programs (eg, medicine, physical therapy, physician assistant, dental medicine).

Course/Curriculum Description: The learning partnership exposes Maine's Care for the Underserved

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