Research Methods

029 Online Nutrition Education Resources for Low-Income Georgian Populations: Interest Among Community and Clinic-Based Organizations

Darci Bell, BS, LD, RDN, db99966@uga.edu, University of Georgia, 228 Towns Walk Dr, Athens, GA, 30606; Edda Cotto-Rivera, MPH, CHES, University of Georgia; Allisen Penn, EdD, University of Georgia; Jung Sun Lee, PhD, RDN, University of Georgia

Background: Community and clinic-based health care organizations play a vital role in administering nutrition education to low-income populations facing various financial and geographical barriers. Technology-based, online programs are accessible, flexible, and low-cost options to provide this audience with reliable nutrition education.

Objective: This study examined the current status of nutrition education and needs for online nutrition education resources among low-income Georgians from community and clinic-based health care providers' perspectives.

Study Design, Setting, Participants: A statewide online survey was conducted in a sample of 163 community key informants (86.8% female, 18.3% African American) serving a SNAP-eligible population. Purposive and convenience sampling methods were used to recruit 113 respondents from University of Georgia Cooperative Extension (UGA CE) and 50 community and clinic-based health care providers (HCPs), respectively. The survey included questions assessing nutrition education programs, partnerships, and eLearning experience and interest.

Measurable Outcome/Analysis: Descriptive analyses were conducted to summarize sample characteristics and responses to the online survey's key domains.

Results: Existing nutrition education programs were more prevalent in UGA CE settings (87.5%) than HCP settings (56.3%). Overall, experience in providing online programs was low among UGA CE and HCP respondents (18.8% and 28.3%, respectively). Participants from both groups expressed interest in offering online nutrition education programs to their clients (75.6% for UGA CE and 84.8% for HCPs), especially those from rurally based organizations. The most preferred format of online nutrition education programs was interactive scenario/game-based learning. Perceived challenges to offering online programs included client interest and motivation, access to technical assistance, and funding.

Conclusion: Organizations serving low-income Georgian populations are interested in offering online nutrition education programs to expand their current services and better reach their clientele. The findings of this study will inform the implementation and dissemination strategies for evidence-based online nutrition education programming for low-income Georgians.

Funding: None.

030 Meeting the Shopper Online: Adapting Food Retail Programming During COVID-19

Cori Sweet, MPH, RDN, csweet5@utk.edu, University of Tennessee Extension, 2621 Morgan Circle Dr, Knoxville, TN, 37996; Christopher Sneed, PhD, University of Tennessee Extension; Jeanmarie Salie, MPH, University of Tennessee Extension; Elizabeth Anderson Steeves, PhD, RD, University of Tennessee Nutrition; Janie Burney, PhD, RD, University of Tennessee Extension; Karen Franck, PhD, University of Tennessee Extension; Jennifer Ward, PhD, MPH, University of Tennessee Extension

Objective: To determine the effectiveness of adapting healthy food retail components for online delivery.

Use of Theory or Research: Small food retail stores that accept SNAP/EBT are important food sources for low-income Americans, especially in areas where traditional grocery stores are difficult to access. SNAP-Ed recognizes healthy food retail interventions as an approach to encourage healthy eating and support direct nutrition education.

Target Audience: Small food retail stores that accept SNAP/EBT in low-income census tracts were targeted.

Program Description: Shop Smart Tennessee is an 8-week small food retail program that uses taste testing, educational handouts, and in-store marketing to encourage healthy customer selections. In response to COVID-19, in-store program components were modified for the pilot to be delivered on social media. Food demonstration videos were developed to replace taste testings, and educational handouts were translated to social media posts. Educators posted videos and educational content to the partnering store's Facebook page or tagged the store in posts.

Evaluation Methods: To assess the effectiveness of online delivery methods we used participant surveys linked to food demonstration video posts, social media metrics, and nutrition educator feedback.

Results: Five stores participated in this pilot. Thirty-seven videos were posted to Facebook with 4,320 views and 863 engagements. Forty-three people completed online participant surveys, with 89% (n = 38) responding they would likely make the recipe at home. Nutrition educator feedback suggested store managers were supportive of online delivery and that it was an acceptable alternative to in-store programming.

Conclusion: This pilot demonstrated that components of food retail programming can be adapted for social media. This method was well received by participants, store managers and nutrition educators. It allowed us to reach store customers from a different angle and can be used to inform future food retail work involving social media. Upcoming projects should focus on assessing impact of social media content delivery coupled with in-store engagement efforts.

Funding: Supplemental Nutrition Assistance Program - Education.

031 Determining Low-Income Fathers' Preferred mHealth Nutrition-Related Topics, Features, and Delivery Methods

Amy Mobley, PhD, RD, amy.mobley@ufl.edu, University of Florida, PO Box 118210, Gainesville, FL, 32611; Kim

Continued on page S15