

O06 (continued)

support services website, and is being utilized by university financial aid officers when counseling students.

Evaluation Methods: There is an electronic record when a student completes the screener; therefore, there is a count of the number of students that completed the screener and the number that were determined to be “potentially eligible” for SNAP. When a student applies for SNAP, the university is contacted by the county social services office to verify student status. To evaluate whether “potentially eligible” students actually apply for SNAP benefits, University staff match ‘potentially eligible’ students to those that applied for SNAP.

Results: Between October 27, 2021, and January 19th, 2022, approximately 159 students completed the SNAP Eligibility Screener. Of those 159 students, 29 students were ‘potentially eligible’ for SNAP benefits. Among the ‘potentially eligible’ students, 8 students have applied for SNAP benefits.

Conclusions: Educating students about SNAP and supporting them throughout the application process is one strategy that may lead to healthy eating and reduced food insecurity.

Funding: Center for Disease Control and Prevention; North Carolina Department of Health and Human Services.

O07 Communicating Program Impact by Congressional District for WSU SNAP-Ed

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Objective: To develop program impact briefs using Washington State University (WSU) Supplemental Nutrition Assistance Program Education (SNAP-Ed) data by congressional district.

Use of Theory or Research: Geocoding was used to connect county-based program data into congressional districts. Geocoding is a form of spatial analysis that links information to geographic locations. It is often used in nutrition research to identify gaps in programming or assess access to food resources.

Target Audience: Washington State Senators, Representatives, and their staff.

Program Description: It is critical to communicate the program value of federally funded nutrition education programs to decision makers. However, the WSU SNAP-Ed data management system, Program Evaluation and Reporting System (PEARS), does not divide data by congressional district. Many Washington counties span multiple congressional districts, so traditional county-based reporting does not communicate program impacts by federal or state legislative districts. This project used data from WSU SNAP-Ed reported into PEARS. SNAP-Ed programming ranges from direct education to

statewide policy, systems, and environmental changes. PEARS data included reach (direct and indirect), qualitative impact stories, and descriptions of partnerships and activities.

Evaluation Methods: We used a freely available online geocoding platform to add congressional district information to street addresses associated with WSU SNAP-Ed PEARS Data.

Results: Ninety-nine percent of WSU SNAP-Ed evaluation data had an associated address and was successfully linked to a federal legislative district. Broad social media-based projects could not be linked to districts. We compiled data by federal district for number of participants reached by direct education; number of participants reached by policy, systems, and environment initiatives; number of indirect activities with nutrition messages; list of community partners; examples of program activities, and quotes and impact stories.

Conclusions: Geocoding software is effective for translating county-based program data into reports by congressional district. Reports showcase positive impacts on communities, particularly historically marginalized communities.

Funding: Supplemental Nutrition Assistance Program - Education.

O08 A Mixed Method Study of Whether Appalachian Ohioans Conceptualize Food Security in Alignment with the Prevailing Measure

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Background: In the US, food security is monitored annually via the Household Food Security Survey Module (HFSSM). The measure focuses primarily on a household’s monetary means. There is heightened interest in developing food security measures that embody more nuanced conceptualizations of household food security.

Objective: To explore whether current conceptualizations of food insecurity among a rural Appalachian sample diverge from HFSSM constructs.

Study Design, Setting, Participants: A study recruitment postcard was mailed to all residential addresses in the Athens County region of Appalachian Ohio in late

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June 2020. Adult recipients were first invited to complete quarterly surveys, containing a demographic questionnaire and the HFSSM, for one year. Based on HFSSM-based food security categorizations, a purposively selected subsample of respondents were invited for in-depth semi-structured interviews (n = 16, May-June 2021). Our maximal variation sample included households demonstrating consistent food security (n = 7, 44%), transient insecurity (n = 5, 31%), and persistent insecurity (n = 4, 25%). Interviewees reflected on whether the HFSSM-based status aligned with how they would characterize their household's food security status.

Measurable Outcome/Analysis: Verbatim transcripts were coded in NVivo and themes identified via template analysis, a process that leveraged both a priori codes (based on HFSSM constructs) and emergent codes reflecting measure-diverging constructs.

Results: While individuals characterized their food insecurity experiences in partial convergence with the HFSSM measure (e.g., noting insufficient money for food), there were several diverging themes. Food security was primarily discussed through a communal, and notably non-monetary, lens in which food reciprocity (e.g., bartering), collective responsibility (i.e., thinking beyond one's own household), and resourcefulness (e.g., gardening) defined their food (in)security experience.

Conclusion: This study demonstrates that food security may be conceptualized in ways that account for non-monetary assets and embody a communal ideology. The development and testing of a food security measure containing items in line with these constructs may be warranted for – and help to capture food insecurity more accurately in – rural regions where traditions of resourcefulness and reciprocity persist.

Funding: NIH; The Ohio State University's Initiative for Food and AgriCultural Transformation; National Center for Advancing Translational Sciences; The Ohio State University's Office of Outreach and Engagement; Clinical Research Center/Center for Clinical Research Management of The Ohio State University Wexner Medical Center.

Digital Education for Youth and Students

009 Exploring Challenges, Successes, and Benefits of Online YPAR Programming from Both Nutrition Educators and Youth's Perspectives

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Background: Implemented as part of a Supplemental Nutrition Assistance Program-Education (SNAP-Ed) program, YPAR (Youth-led Participatory Action Research) aims to empower youth to achieve policy, systems, and environmental (PSE) changes that support community health and nutrition. During the COVID-19 pandemic, YPAR programming had to be adapted to online delivery, in compliance with health and safety guidelines.

Objective: The objective of this study was to ascertain the challenges, successes, and benefits of online YPAR programming, plus future program implications, from the perspectives of the youth and the nutrition educators.

Study Design, Setting, Participants: Qualitative interviews were conducted via Zoom with all 8 nutrition educators who aimed to implement YPAR programming during the 2020-2021 school year. A retrospective Qualtrics survey was used to gain information from 54 youth who participated in the online YPAR program.

Measurable Outcome/Analysis: Researchers performed a thematic analysis of the interviews and youth survey responses to the open-ended questions. Descriptive statistics were calculated for youth and educators' preferences for future programming.

Results: Top challenges for nutrition educators were difficulties building relationships – especially when cameras were off; adapting the in-person YPAR curriculum for online delivery; and planning and facilitation required more time for online meetings. The top successes and benefits were online format encouraged innovative use of technology; it allowed folks to connect with each other even during tumultuous times; made some planning, documentation, and logistics elements of meetings easier. Top challenges for youth were internet and technical difficulties; communication and connection; difficulty focusing or lack of engagement. Finally, 50% of nutrition educators and 45% of youth respondents preferred using a hybrid format (a mix of in-person and online delivery).

Conclusions: Delivering the YPAR program online presented expected challenges, but also provided successes and benefits. Consequently, most participants preferred a hybrid format (mix of in-person and online) for future YPAR programming.

Funding: Supplemental Nutrition Assistance Program - Education.

010 Incorporating Experiential-Learning and Reflection Related to Sustainable Food Systems in an Undergraduate Dietetic Course

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