Centering Equity in Direct Education Curriculum Selection: A New Tool From Washington State SNAP-Ed

**Objective:** Washington State SNAP-Ed Curriculum, Training, and Website team (CTW), in partnership with Leah’s Pantry, developed a curriculum rubric that incorporates participant lived experience, principles of health and racial equity, and trauma-informed education practices.

**Use of Theory or Research:** CTW conducted the following: A literature review on incorporation of equity principles in direct education, key informant interviews with SNAP-Ed implementers, and focus groups with the SNAP-Ed eligible audience. Qualitative research identified common themes around needs and desires for nutrition education.

**Target Audience:** The tool was created for use in assessing curricula in Washington State SNAP-Ed by the CTW Team and program implementers.

**Program Description:** In 2021, Washington State SNAP-Ed developed an Equity and Anti-Racism Strategic Plan, establishing a framework for change. To support these efforts, CTW collaborated with Leah’s Pantry to create a new rubric that evaluates curricula on principles of health and racial equity and trauma-informed education practices. Along with continued anti-racism and equity trainings, this tool helps SNAP-Ed implementers provide inclusive, community-responsive programming.

**Evaluation Methods:** Formative evaluation was iterative, with focus groups and key informant interviews providing insight for the criteria and rating scale development. CTW continues to coordinate with the WA State SNAP-Ed Evaluation team to assess effectiveness as well as applicability of curricula selection to diverse audiences.

**Results:** Major themes from formative evaluation informed the language and criteria for the two versions of the rubric. Previous curriculum assessment tools were limited in scope, complexity, and flexibility. The new rubric emerged with the ability to assess curricula based on content, ecological factors, instructional design, physical activity, and facilitator experience. The Implementer version encourages consideration of connections to multilevel PSE approaches and to note modifications. An Explainer Guide aids users with definitions and examples.

**Conclusion:** Development of tools to assess curricula from multiple perspectives increase the quality of nutrition education in Washington and help to achieve WA SNAP-Ed’s commitment to equity, anti-racism, and justice.

**Funding:** Supplemental Nutrition Assistance Program - Education

Change in Dietetic Students’ Attitudes Toward Older Adults Following a Nutrition Education Program for Older Adults

**Objective:** This exploratory study’s aim is to capture nutrition student instructors’ attitudes toward aging. Furthermore, we assessed their desire to work with older adults following participation in a reverse mentoring and service-learning nutrition education intervention, where students teach older adults how to use the "Start Simple with MyPlate App."

**Study Design, Settings, Participants:** Five student instructors were recruited and trained through the Department of Health and Exercise Science to deliver an 8-week nutrition education for older adults enhanced by technology.

**Measurable Outcome/Analysis:** Data collection occurred before and after the 8-week intervention through a survey containing both open and close-ended questions. The Geriatrics Attitudes Scale (GAS) was used to assess student instructors’ attitudes toward aging and working with older adults. Descriptive statistics reporting includes mean, standard deviation, percentages, and frequencies. A paired-sample t-test examined changes in GAS scores.

**Results:** Five student instructors, ages 20-28, completed the intervention. At baseline, three students regularly interacted with older adults. All students agreed the program enhanced their professional development. At baseline and post-intervention, three out of five students planned on working with older adults in their careers. Changes in pre- and post-intervention GAS scores were not statistically significant (54.6±5.7 vs. 57.0±4.95, d=0.487).

**Conclusion:** Preliminary data shows no change in student instructors’ attitudes toward aging nor desire to work with older adults; however, our sample of students already had a generally positive attitude toward aging. These pre-

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