P19 (continued)

uses the Dietary Guidelines and MyPlate as the foundation for basic nutrition.

Description of Program Intervention: The program includes experiential skill acquisition through hands-on cooking classes, which includes meal preparation, grocery shopping, food budgeting, and nutrition. Participants receive low-cost recipes and free groceries after each class to replicate the recipes at home.

Evaluation: Post program evaluation results at the end of the six-week program indicated increased skills and confidence in participant's ability to plan and prepare healthy meals. A survey of 150 participants indicated improvement in cooking skills, increase in vegetable and fruit consumption, increase in whole grains, lean meat, chicken or fish consumption, and increase in the number of people who reported making meals that include at least 3 food groups.

Conclusions and Implications: Experiential cooking programs were an effective method of empowering low-income families with knowledge and skills to prepare healthy and affordable meals.

Funding: Supplemental Nutrition Assistance Program - Education

Additional Funding: Share Our Strength

P20 A Nutrition Education Intervention on Achieving Healthy Weights Among Adolescents for Nutrition Educators for Low-Income Families

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Objective: To develop, implement, and test a nutrition education intervention for low-income families related to adolescent obesity.

Target Audience: Nutrition educators for low-income families.

Theory, Prior Research, Rationale: Adolescents residing in poorer counties of Georgia are nearly twice as likely to become obese. The University of Georgia Cooperative Extension has not developed nutrition education interventions related to adolescent obesity in Georgia, so such a program was needed.

Description: A pilot nutrition education intervention was developed, implemented, and tested to address target behaviors for obesity prevention in adolescents outlined by the American Academy of Pediatrics. The curriculum incorporated a variety of interactive learning experiences including hands-on activities, group work, videos, a food demonstration, and PowerPoint presentations. A convenience sample of 10 UGA Cooperative Extension providers (mean age: 56.3 ± 7.0 , 20% African American, 30% Hispanic) were recruited. The participants attended two five-hour workshops over a two-week period. The participants completed a pre- and

post-test assessing knowledge and confidence about adolescent obesity.

Evaluation: Participants reported significantly increased knowledge (mean $\pm$ SD, 8.00 ± 2.12 vs. 9.00 ± 2.31 , $p = 0.016$) and confidence significantly increased in 3 of 4 topics ($p < 0.05$). All participants were highly satisfied with the interactive style of the intervention.

Conclusions and Implications: Knowledge and confidence of the Cooperative Extension providers significantly increased. This pilot study may serve as a model for adolescent obesity interventions for nutrition educators of low-income families in Georgia.

Funding: None

P21 Withdrawn

P22 Validation of Two Measures of Fruit and Vegetable Intake in Third-Grade Students

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Objective: Brief dietary instruments are used to assess fruit and vegetable intakes in adults because they are inexpensive and easy to administer compared other methods. However, use with young children without prior validation may compromise accuracy. Therefore, the purpose of this study was to validate two brief methods to estimate fruit and vegetable intakes among 3rd-grade children.

Study Design, Setting, Participants, and Intervention: Two brief instruments were used to estimate intake and frequency with 3rd-grade students ($n=108$) in one school in Minneapolis in 2012/2013. These included a single retrospective question each about usual fruit and usual vegetable intake illustrated with measuring cup pictures to estimate amounts (FVQ) and a food record based on A Day in the Life questionnaire (DILQ) that measures intake frequency. Three 24-hour recalls were conducted using Nutrition Data System for Research, the first on the same day the questionnaires were completed and the remaining several days later. Two weekday and 1 weekend day recalls were collected by trained interviewers.

Outcome, Measures and Analysis: An algorithm derived from NHANES data was used to convert frequencies assessed in the DILQ into amounts. Deattenuated Pearson correlation coefficients were used to compare intakes assessed with the 24-hr recalls and the FVQ and DILQ.

Results: Correlations were low between 24-hour recall and FVQ results (0.08 for total vegetable intake, 0.20 for

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