P22 (continued)

total fruit and vegetable intake). However, fruit consumption was moderately correlated (0.33). Similar results were observed when recall results were compared with DILQ findings.

Conclusions and Implications: While agreement was low, these instruments may be more useful for measuring fruit than vegetable intake in 3rd-grade students.

Funding: Supplemental Nutrition Assistance Program - Education

P23 After-School Nutrition Clubs Increase Fruit and Vegetable Preference Among Youth Participants

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Objective: To utilize after-school Nutrition Clubs to help youth experience new foods, develop cooking skills, and become more accepting of a wider variety of foods.

Target Audience: Elementary and middle school youth aged 8-14 years.

Theory, Prior Research, Rationale: Social cognitive theory was used for program development.

Description: During the 2012-2013 school year, 7 after-school Nutrition Clubs were created to deliver nutrition education and help students develop cooking skills, provide opportunities to experience new foods, and become accepting of a wider variety of foods.

Evaluation: Surveys assessing student consumption and preference of fruits, vegetables, dairy, and whole grains, and student efficacy in choosing and preparing fruits and vegetables, were administered at the beginning of the first club session and at the final club session. A total of 80 matched pairs of pre/post surveys were analyzed for changes.

Conclusions and Implications: A total of 104 youth were reached through 7 after-school Nutrition Clubs. Club length ranged from 7-16 sessions, with students receiving an average of 13.6 hours of nutrition education. Students reported that on the day prior to survey administration, they doubled the number of fruits eaten from 1 fruit at the beginning, to 2 fruits at the conclusion of the program. Preference increased significantly for 8 of 25 food items assessed: squash, peaches, pears, oranges, bananas, brown breads, brown rice, and oatmeal. When grouped, preference increased significantly for fruits, vegetables, and whole grains, from "like a little" to "like a lot." Students reported a significant increase in their ability to prepare their favorite fruits and vegetables at home.

Funding: Supplemental Nutrition Assistance Program - Education

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P24 Application of the Social Cognitive Theory to the Design and Evaluation of a Community-based Diabetes Education Program

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Objective: Create and evaluate a diabetes education program modeled after the "Dining with Diabetes" curriculum utilizing Social Cognitive Theory (SCT).

Target Audience: People with diabetes or their caregivers.

Theory, Prior Research, Rationale: Social Cognitive Theory.

Description: "Dining with Diabetes" is a community-based diabetes education program that originated from West Virginia Extension. University of Illinois Extension implemented the program in 2000 and evaluation indicated significant improvements in participant knowledge and self-efficacy. Since then, participant feedback indicated that more information regarding carbohydrate counting, dining out, physical activity, and managing doctor's visits is needed. Additionally, instructors noted that SCT mediators of behavior change were not fully addressed in the design of the original intervention. Therefore, the program was redesigned to incorporate participant feedback and target behavioral mediators. The new program consisted of four, 3-hour sessions that included four major goals: managing meal plans, managing diabetes-related complications, meal preparation, and physical activity. The evaluation included 20 questions measuring outcome expectancies, self-efficacy, and behavior change related to the four major goals.

Evaluation: 238 participants completed the new program. Student's t-test of the summed score was significant (Pre-mean 53.19 + 11.02, Post-mean 63.84 + 10.09, $p < .001$). Self-efficacy and behaviors for meal planning and preparation showed the most improvement. Areas of least improvement were related to outcome expectancies and self-efficacy for doctors' visits, and physical activity behavior.

Conclusions and Implications: The redesigned diabetes education program indicated significant overall improvements for the participants. Self-efficacy and behaviors related to meal planning and preparation improved the most. Revisions for managing health complications and physical activity should be considered.

Funding: None

P25 Promotora Impact on Participation in Community Nutrition Programs in New Mexico

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