P44 (continued)

Objective: The goal of EPIC Kids is to promote adoption of behaviors associated with a healthy weight trajectory and prevent excess weight gain while supporting growth and development in children at risk for type 2 diabetes. Objectives include making physical activity integral to life, healthy eating, and creating home environments to ensure healthy behaviors are the easy choice.

Target Audience: Children - 9-12-years-old - who have ≥ 1 type 2 diabetes risk factors and their caregivers.

Theory, Prior Research, Rationale: Evidence-based, efficacious community interventions for diabetes prevention in youth remain a critical need. We adapted the successful adult-focused YMCA Diabetes Prevention Program (YDPP) to serve children and families at risk. Prior studies suggest effective interventions are family-centered, target diet and physical activity, and include parents.

Description: EPIC Kids is a 12-week program led by YMCA lifestyle coaches consisting of weekly interactive sessions designed to engage families in healthy eating and physical activity, help them set goals around energy balance, and teach them to structure the home environment to support healthy lifestyle behaviors.

Evaluation: Potential public health impact was evaluated using program reach, efficacy, adoption, implementation, and maintenance data collected from YMCA administrators ($n=4$), lifestyle coaches ($n=12$) and families ($n=47$) using qualitative and quantitative methods. Thirty six percent of screened families were eligible to participate; participants expressed high program satisfaction ($>87\%$ enjoyed weekly activities) and 75% reported high likelihood of adopting recommended changes. Weekly attendance was 65%; program sessions were implemented as planned.

Conclusions and Implications: EPIC Kids offers a community-based youth diabetes prevention program delivered by an organization located in over 10,000 U.S. communities.

Funding: NIH

P45 Social Cognitive Theory-Based Cooking Program for Student-Athletes' Healthy Food Choices and Food Preparation Self-Efficacy

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Objective: To determine the effect of Social Cognitive Theory-based cooking classes on student-athlete self-efficacy for making healthy food choices and preparing food.

Target Audience: Collegiate student-athletes enrolled in a Life Skills course ($N=22$), ages 18-22 years.

Theory, Prior Research, Rationale: The cooking classes aimed to increase student-athletes' self-efficacy by utilizing the modeling aspect of the Social Cognitive Theory and by including hands-on cooking and meal assembling experiences. Previous studies have reported a positive association between self-efficacy and health behavior change.

Description: Student-athletes attended 4, 1-hour workshops that focused on breakfast, lunch, dinner, and snacks, respectively. Each class involved food demonstrations, hands-on food preparation, and food sampling.

Evaluation: Student-athletes completed pre and post surveys, which assessed self-efficacy for making healthy food choices and preparing food. The Wilcoxon signed-rank test was used to compare student-athletes' pre and post responses. Student-athletes reported increased self-efficacy for most healthy food choices (5/7) and cooking skills (10/11), ($P<0.5$). Greatest improvements in median self-efficacy were reported for steaming vegetables (2 vs. 4, $p<0.0001$), stir-frying vegetables (2 vs. 3.5, $p=0.001$), and baking fish (2 vs. 4, $p=0.001$). Most (86%) reported planning to make the recipes again and all were in favor of including cooking workshops in the life skills course in the future.

Conclusions and Implications: Student-athletes accepted the hands-on cooking classes and reported increased self-efficacy for making healthy food choices and preparing food following the program's completion. Further research is needed to determine the effect of these classes on student-athletes' diets.

Funding: None

P46 Eat.Right.Now. High School Curriculum for Pennsylvania SNAP-Ed Helps Philadelphia Students Eat Healthier

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Objective: To positively impact the eating behaviors of Philadelphia high school students after receiving nutrition education utilizing the Drexel University High School Curriculum.

Target Audience: High school students from SNAP-Ed eligible schools in the School District of Philadelphia assigned to Drexel University's Eat.Right.Now. Nutrition Education Program.

Theory, Prior Research, Rationale: SNAP-Ed guidance requires the use of evidence-based nutrition education interventions. Minimal evidence-based curricula for high school students exists. These results will support the establishment of an evidence-based, high school curriculum for SNAP-Ed.

Description: High schools were randomly selected SNAP-Ed eligible high schools assigned to Drexel University's Eat.Right.Now. Program. The intervention utilized the modified Youth Risk Behavior Survey (YRBS). Students received a baseline survey followed by a five-lesson series using the Drexel University High School curriculum, and a post-intervention survey. A total of 1100 baseline and 972 post-intervention surveys were completed.

Evaluation: Baseline and post-intervention surveys were compared to the 2011 YRBS results for Philadelphia high school students. At baseline, intervention students demonstrated higher intakes of fruits ($p<0.0001$), vegetables

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