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linguistically and culturally appropriate may enhance outcomes.

Funding: None

P84 How do EFNEP Participants Describe Aerobic Activity?

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Objective: In order for education and educational assessments to be effective, teachers and learners must “speak the same language.” The purpose of this investigation, which was part of a larger project undertaken by the NC2169 EFNEP Related Research, Program Evaluation and Outreach, was to determine what words best described aerobic activity to EFNEP participants.

Study Design, Setting, Participants, Intervention: Forty semi-structured, cognitive interviews were conducted with EFNEP participants from New Jersey, Tennessee, and Washington to assess different terminologies describing aerobic activity.

Outcome Measures and Analysis: Content analysis was employed to catalogue and categorize responses.

Results: The 2008 Physical Activity Guidelines for Americans recommend adults engaging in at least 150 minutes of moderate level aerobic activities/week. Despite wide usage of “aerobics” in describing moderate to vigorous physical activities, it was not understood as such by research participants in a question designed for its assessment. A common misconception was that “aerobics” meant “any” type of exercise. Cardio was tested as an alternative; however, EFNEP participants described cardio as being more masculine activities like push-ups, as opposed to aerobics, which were described as being more feminine, like dancing. Also, cardio was described as being done outdoors (e.g., sports), while aerobics were described as being indoors/in a gym with other people. The broader term “exercise” with accompanying examples was the only terminology participants clearly understood.

Conclusions and Implications: Nutrition educators must attend to the terminology they use when they teach and evaluate moderate to vigorous aerobic activity. “Exercise” as opposed to “aerobics” may be better understood when communicating this concept to EFNEP participants.

Funding: NIFA

P85 Increasing Children’s Exposure to and Preferences for Fruits and Vegetables at Summer Food Service Program Sites

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Objective: To pilot an intervention to increase children's exposure to and preferences for fruits and vegetables (FV) at Summer Food Service Program (SFSP) sites. Target audience is low-income children attending SFSP sites in North Carolina.

Theory, Prior Research, Rationale: The SFSP is a federal nutrition program that provides free, nutritious meals and snacks to children ages 18 and younger in low-income areas during the summer. The USDA recommends that SFSP sites use fun and interesting nutrition education activities to get children excited about trying new, healthy items on the menu.

Description: An eight-session series of fun, interactive nutrition education activities at two SFSP sites in Chapel Hill, NC was provided. Through a partnership with the Chapel Hill-Carrboro City Schools SFSP, special FVs (e.g. sugar snap peas, colored cauliflower) were served in addition to the regular lunch menu during six of the sessions. Nutrition education activities took place immediately prior to lunch and were designed to get children excited about eating FVs and tasting the featured items.

Evaluation: Pre- and post-surveys were administered measuring exposure to and preferences for the featured FVs. Rating forms were completed after each featured item was served. Over 125 children attended at least one session. Eighty-five percent tasted at least one FV. Thirty-three percent tasted at least one FV they had never tried before, with 83% of those children liking at least one of the new items they tried.

Conclusions and Implications: Combining nutrition education with the introduction of FVs at SFSP sites may be a way to encourage children to try new FVs, and increase their preferences for them.

Funding: Supplemental Nutrition Assistance Program - Education

P86 Knowledge of Anemia and Iron Rich Food Sources and Blood Hemoglobin Levels of Racially Diverse Pregnant Women Participating in the WIC Program

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Objective: Although iron deficiency and anemia during pregnancy is common in U.S., it is more prevalent among low-income women. The objective of this study was to assess knowledge of pregnant women participating in the WIC program regarding anemia and iron rich foods sources, and to evaluate their blood hemoglobin levels.

Study Design, Setting, Participants: A cross-sectional study using survey methodology was conducted. Sixty pregnant women between 12 and 24 weeks of gestation and carrying a single fetus were

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recruited from the WIC program at a community health center.

Outcome Measures and Analysis: The knowledge section of the self-reported questionnaire consisted of three scales (32 items) that assessed general knowledge of anemia, knowledge of anemia during pregnancy, and knowledge of iron rich food sources. Participants' demographic data was collected, and blood hemoglobin levels were recorded. Descriptive and inferential statistics were used to analyze data. Principal Component Analysis was used to validate the three knowledge scales, and to transform participants' scores into tertiles, namely poor, adequate and good. Inter-item reliability was evaluated using the Cronbach's α .

Results: Seventy-eight percent of participants had normal blood hemoglobin levels, while 22% were anemic. Although 83% of participants had adequate knowledge (responded correctly to 67% of the questions) of anemia, anemia during pregnancy, and iron rich food sources, only 5% had good knowledge of these factors.

Conclusions and Implications: The 22% prevalence of anemia in our sample of pregnant women is higher than the 17% reported nationally. These results suggest that pregnant women participating in the WIC program can benefit from more targeted nutrition education on anemia prevention and iron rich food sources.

Funding: Western Michigan University's Department of Family and Consumer Sciences Toms Research Grant

P87 Longitudinal Evaluation of Fruit and Vegetable Preferences Among K-2nd Grade Students Participating in the Fresh Fruit and Vegetable Program (FFVP)

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Objective: To evaluate fruit and vegetable preferences over time, with repeated experience, as part of the Fresh Fruit and Vegetable Program (FFVP).

Study Design, Setting, Participants, Intervention: Fruits (F=28) and vegetables (V=29) were distributed twice a week, over 35 weeks, at a participating FFVP-school (n=236 students, 12 teachers, K-2nd grade). A 3-point Likert emoticon scale was used to evaluate student FV preferences.

Outcome Measures and Analysis: Preference ratings were analyzed, over 35 weeks, by descriptive statistics, Spearman's rho correlations, Mann-Whitney U, and linear regression with predictor variables including grade level, fruit or vegetable served, and time (week).

Results: For the 57 different FV rated for preference, ratings (n=10,335, F= 5,121; V=5,214) revealed that F had higher frequency of children choosing "I like it" than for V (78% F; 38.2% V). Preferences for F were higher ranked than for V ($p<0.01$) and liking distribution (liked, okay, didn't like) was different between F and V ($p<.001$). Significant relations were found between liking and: grade ($r=-0.02$, $P=0.02$), and time ($r=-0.09$, $p<0.001$). Models indicated that V served (compared to fruits; $\beta=-.40$), time point ($\beta=-.07$), and grade level ($\beta=-.02$) accounted for significant variance for preference ratings ($R^2=0.17$, $p<.001$), indicating that preference ratings went down over time. When modeled independently, this remained true for V ($R^2=0.007$, $p<0.001$), but only time remained significant in the F preference model ($R^2=0.008$, $p<0.001$).

Conclusions and Implications: Fruits were preferred over vegetables. Overall preference ratings were negatively impacted by time, grade level, and vegetables served. Being exposed to a variety of FV, generally, did not improve ratings for vegetables.

Funding: University of Illinois Extension

P88 Maryland Expanded Food and Nutrition Education Program Participants Show Improved Diet Quality as Determined by HEI Scores

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Objective: To evaluate the effectiveness of Expanded Food and Nutrition Education Program (EFNEP) by comparing participants' overall diet quality using Healthy Eating Index Score (HEI) when entering and exiting the program. Target audience were limited income families of various races/ethnicities: Caucasian, Black or African American, Asian, Multiple Races, Hispanic/Latinos.

Theory, Prior Research, Rationale: This study used the socioecological model as its theoretical foundation. Evidence suggests that an individual's level of nutrition knowledge has important influence on their HEI Score.

Description: HEI provides an overall picture of the types and quantity of foods people eat, their compliance with specific dietary recommendations, and the variety in their diets. Other factors explaining variations in HEI's across individuals are income and education levels, race, ethnicity, and age. In this study, pre- and post-test data collected from participants of various race/ethnicities were compared.

Evaluation: Secondary analyses were performed on data collected from 2013-2016. Dietary recalls were collected by paraprofessionals. Outcome measures were the differences between HEI-2005 scores at entry and exit. Significance between each group was

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