P43 (continued)

Use of Theory or Research: Having adolescents serve as teachers of younger children is a promising approach to support positive youth behaviors. Research showed that teenagers improved their teaching skills, social and emotional learning during cross-age teaching by role modeling and hands-on cooking experience. It empowers youth to make healthy food choices by increasing their self-efficacy. A limited program has been implemented and evaluated among Latino adolescents in a high school setting.

Target Audience: Low-income Latino high school (HS) students who participated in Culinary Art Club.

Program Description: The TAT CAP was developed through the partnership between University of California (UC) 4-H, CalFresh, and a local HS. UC Extension staff and HS chef gave trainings to 25 Latino HS students for them to use evidence-based cooking curriculum to teach the elementary students how to cook. During the sessions, teen teachers went over nutrition-related topics, cooking demonstrations, and gave younger youth hands-on culinary experience.

Evaluation Methods: A post-program teen teacher survey assessed their attitudes and behaviors towards healthy eating, self-efficacy in cooking and teaching, and their experience of being teen teachers.

Results: Twenty-five HS students attended TAT CAP program and 19 completed the post-program survey. Over 50% of participants reported they paid attention to how many fruits and vegetables they were eating, ate breakfast most of the days, and ate meals with families after the program; 78% had given their family ideas of healthy meals and snack; and 100% participants said they learned healthy food choices. On average, over 90% of youth were confident in safe cooking behaviors, making change to a recipe, and being a teen leader.

Conclusions: TAT program suggested an engaging way for Latino teenagers to learn nutrition and empower them to role model healthy eating behaviors to younger youth.

Funding: Supplemental Nutrition Assistance Program - Education.

P44 Influences of Provider Nutrition Knowledge and Self-Efficacy on Nutrition Practices and Policies of Oklahoma Family Child Care Homes

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Background: Early child care and education (ECE) are favorable locations for early obesity prevention. Few studies include Family Child Care Homes (FCCH) compared to larger ECE settings. Several ECE interventions show that introducing or improving a written policy has positive effects on food environment and foods served. However, a gap exists on possible influences of policies and practices in FCCHs.

Objective: To determine impact of FCCH providers' nutrition knowledge and nutrition self-efficacy on program nutritional practices and policies.

Study Design, Setting, Participants: This cross-sectional study uses baseline data from an intervention study (Happy Healthy Homes) of FCCH providers caring for 2- to 5-year-old children within 60 miles of Oklahoma City.

Measurable Outcome/Analysis: From October 2017 to November 2018 providers completed surveys including demographics, nutrition knowledge, nutrition self-efficacy (confidence and barriers), and NAP SACC practices and policies. Spearman's rank-order correlation, linear regression, and logistic regression were used via SPSS version 25.

Results: Forty-nine FCCH providers participated (100% women, 45 ± 13 years old). Confidence self-efficacy is inversely correlated with barriers self-efficacy ($r(47) = -0.4, P = .004$). Nutrition knowledge was not correlated with confidence or barriers self-efficacy. Multivariate linear regression indicates nutrition knowledge as the strongest predictor of nutrition practices (std $\beta = 0.442, P = .001$) followed by confidence self-efficacy (std $\beta = 0.358, P = .001$), while barriers self-efficacy does not (std $\beta = -0.061, P = .651$). There was no association between knowledge, self-efficacy, and nutrition policies.

Conclusions: As FCCH provider nutrition confidence increases, barriers to serving healthy foods decrease. However, nutrition knowledge was not related to either confidence or barriers self-efficacy. Collectively, knowledge and self-efficacy were associated with FCCH practices. Results suggest that increase in knowledge and confidence may have a positive effect on nutrition practices in the FCCH. However, they do not necessarily influence each other. Knowledge and self-efficacy each need to be included in provider training opportunities.

Funding: USDA.

P45 Identifying Barriers and Facilitators to Implementing Policy, Systems, and Environmental Change Work in Cooperative Extension Using the Consolidated Framework for Implementation Research

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Background: Following guidance provided in the 2014 National Framework for Health and Wellness,

Continued on page S37