P123 (continued)

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Background: Healthy Eating Index (HEI) is a useful tool that can be used to assess dietary quality via adherence to the Dietary Guidelines for Americans.

Objective: The aim of this study was to evaluate diet quality of pregnant women participating in the WIC program and to examine possible associations with demographic variables, nutrition knowledge, and key health indicators.

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 recruited from the WIC program at a community health center.

Measurable Outcome/Analysis: Dietary intake was evaluated using two 3-day food records, the first set completed at baseline and the second at follow-up, around 28 weeks of gestation. Food records were analyzed and scored based on HEI-2015. An HEI score above 80 was considered adequate, between 60 and 79.99 average, and below 60 low. Participants' demographic data and key health indicators, including height and pre-pregnancy weight, were recorded. Nutrition knowledge was assessed. Descriptive and inferential statistics were used to analyze data.

Results: The mean HEI score of the sample was 59.1 at baseline, and 56.8 at follow-up. There was a significant difference in the distribution of participants' HEI scores among the 3 HEI categories at both baseline and follow-up ($P < .05$). Half of the participants had a HEI score below 60 at baseline, while 66.6% were in the low HEI category at follow-up. HEI was negatively correlated with pre-pregnancy BMI ($r = -.314$, $P < .05$). The only variable that was predictive of HEI score at both baseline and follow-up was knowledge of anemia ($F(3, 47) = 3.84$, $P < .05$).

Conclusions: The suboptimal status of the diet of study participants warrants the need for additional dietary counseling for WIC-enrolled pregnant women.

Funding: None.

Nutrition Education Program Design Implementation and Evaluation

P125 Role of Cooperative Extension in Obesity Prevention Efforts: Program Implementation, Effectiveness, and Implications

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Objective: To demonstrate how Cooperative Extension (CE) can successfully implement federally-funded obesity prevention programs across limited-resource populations and settings.

Use of Theory or Research: Supplemental Nutrition Assistance Program - Education (SNAP-Ed) evaluation framework was utilized spanning multiple levels of the Social-Ecological Model (SEM).

Target Audience: Preschoolers, youth, and adults.

Program Description: During 2019, 2 federally-funded nutrition education programs namely CalFresh Healthy Living, University of California (CFHL, UC) and Expanded Food & Nutrition Education Program (EFNEP) were implemented in preschool, schools, and community settings in 2 counties through CE.

Evaluation Methods: Age-appropriate observational tools and surveys were used to assess participants' goals, intentions and behaviors about healthy eating, physical activity, and food resource management. Policy, systems, and environmental (PSE) changes including community partnerships were also recorded.

Results: CFHL, UC evaluation results indicated behavioral and organizational changes through direct nutrition education ($n = 10,761$ children and youth, and 822 adults reached) and indirect nutrition education ($n = 31,421$) across 74 locations of various settings from preschools, schools, to community. PSE changes were recorded at 42 sites reaching 21,087 participants with 59 PSE changes across all settings (eg, 41 nutrition changes, 15 PA changes, and 3 nutrition/PA changes combined). EFNEP evaluation results indicated behavioral changes in nutrition, food resource management, and PA practices among adult participants ($n = 187$) who completed the program.

Conclusions and Implications: CE plays a critical role in obesity prevention efforts by implementing federally-funded nutrition education programs in local communities to empower children, youth, and families with knowledge and skills to make healthy living choices. The CE System with offices in most counties across the state brings together expertise and capacity to promote healthy living among qualified settings and the SNAP-Ed eligible population. Taken together, CE is a good fit for obesity prevention programming to achieve a broader impact that has public value significance.

Funding: Supplemental Nutrition Assistance Program – Education, USDA-NIFA

Nutrition Across the Life Cycle

P126 Pediatric Feeding Disorder Seminar Impacts Students' Attitudes

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Objective: To evaluate the effectiveness of a seminar focusing on care for children with disability-related feeding issues.

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Use of Theory or Research: Adult Learning Theory maintains that adults learn through experience. To gain experience in working with those with disabilities, nutrition majors established the Nutrition and Disability Club (NDC). Since club activities often focus on adults, faculty mentors and the NDC planned an event featuring feeding issues impacting nutritional status and growth of children with intellectual and physical disabilities. Undergraduate nutrition students have little exposure in providing care for this population or the team approach to treatment in coursework, so an extracurricular seminar can meet this need.

Target Audience: Undergraduate and graduate students in nutrition and health-related majors.

Course/Curriculum Description: A 1.5-hour evidence-based seminar featured presentations by a pediatric hospital's Feeding Team (Registered Dietitian Nutritionist, Physician, Speech Language Pathologist, and Psychologist). Each provider reviewed their discipline's role and approach to addressing feeding issues in children with autism spectrum disorder, down syndrome, and cerebral palsy. Nutrition majors and students with health-related majors were invited.

Evaluation Methods: Immediately following the seminar, participants were sent an IRB-approved survey via e-mail. Before distribution, the survey was tested for face validity and content.

Results: Of the 138 students who attended, about half (n = 76) completed the survey. Most respondents were undergraduate (n = 71), female (n = 70), and nutrition majors (n = 44). Most students (n = 48) strongly agreed their attitude about working with a child with disabilities improved due to the seminar. The majority (n = 55) responded the seminar had a strong positive impact on their ability to work as part of a multidisciplinary team. Most (n = 59) strongly agreed their understanding of their role as a health care provider improved, and most (n = 59) grew in their awareness of the need for support from other professions.

Conclusions: An extracurricular seminar can be an effective way to expose students to treatment of pediatric disability-related feeding issues.

Funding: University of Delaware Career Services Center Faculty & Staff Career Innovation Grant.

Nutrition Education Program Design Implementation and Evaluation

P127 A Statewide Survey of SNAP Participants: Barriers to Achieving a Healthy Diet

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Background: Per the SNAP-Ed Guidance, states are required to demonstrate knowledge of the needs of the target population and barriers to accessing healthy foods and physical activity. To help ensure that Nevada's SNAP-Ed plans meet these criteria, a comprehensive needs assessment was conducted in 3 phases from 2016 to 2019. The third and final phase involved a statewide survey of SNAP households.

Objective: To measure the opinions of SNAP participants regarding nutrition, food security, and physical activity needs; barriers to making behavioral changes; and preferences for information and assistance.

Study Design, Setting, Participants: A descriptive, cross-sectional survey was conducted among a stratified random sample of Nevada's SNAP participants (n = 1,014). Participants had the option of completing the survey online (42%) or by telephone (58%); and in English (93%) or Spanish (7%).

Measurable Outcome/Analysis: Each participant was assigned a weight to ensure that estimates reflected key characteristics of Nevada's SNAP population. Descriptive and inferential statistics were computed using SAS; $\alpha < .05$. Results reported here are limited to 1 survey part.

Results: Respondents overwhelmingly agreed (92%) that choosing healthy foods and drinks was important to them. The most common barriers to achieving a healthy diet were cost (52%), the convenience of unhealthy foods (35%), concerns that healthy foods spoil too quickly (32%), peer norms (22%), difficulty in getting to a store that sells healthy options (21%), and time (20%). Regression analysis results revealed that having less than a high school education and living alone were related to a greater number of barriers.

Conclusions: Needs assessment results indicate that SNAP participants are interested in choosing healthy foods and drinks but are confronted with barriers. Some of these barriers may be better addressed with direct education, while others through the use of policy, system, and environmental (PSE) approaches. Program development should consider the unique needs of participants living alone and those with limited education.

Funding: Supplemental Nutrition Assistance Program - Education.

P128 Measuring the Long-Term Effectiveness of a SNAP-Ed Curriculum

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Background: The Supplemental Nutrition Assistance Program-Education (SNAP-Ed) aims to improve the die-

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