O8 (continued)

need to understand the impact of the DPP when implemented with fidelity in Extension, as well as implementation barriers and facilitators.

Objective: The objective of the present study was to evaluate barriers and facilitators of DPP implementation in Extension in Georgia.

Study Design, Setting, Participants: The present study was part of a 12-month, multi-site, hybrid type 2 effectiveness-implementation trial. The implementation evaluation utilized 3 qualitative semi-structured interviews (post-recruitment and mid- and post-implementation) with 12 Extension professionals implementing the DPP in 13 counties across all regions of Georgia.

Measurable Outcome/Analysis: The Consolidated Framework for Implementation Research (CFIR) was used to identify barriers and facilitators of DPP implementation in Extension. Interviews were coded deductively by 2 independent analysts based on CFIR constructs. Constructs were then rated (-2 to +2) to indicate their influence on implementation. Constructs with a strong influence on implementation were then evaluated for their influence on RE-AIM (Reach, Effectiveness, Adoption, Implementation, Maintenance) framework domains.

Results: Preliminary analyses suggest that program length (Time [-2]) and the Intervention's Source (+2) from CDC had strong influences on Reach of the program; the DPP's Evidence Strength and Quality (+2) and the Tension for Change (+2) for more evidence-based Extension programming had strong positive influences on Adoption; and Networks and Communications (+2) had a strong positive influence on Implementation, especially during the COVID-19 pandemic.

Conclusion: Extension's infrastructure, culture, and need for evidence-based programming make it well-suited for DPP implementation. Results of this study can inform implementation strategies to improve the public health impact of DPP implementation in Extension in the future.

Funding: University of Georgia Interdisciplinary Seed Grant.

Working with Federal Assistance Programs: SNAP-Ed & EFNEP

O9 Coping with COVID-19: A Qualitative Study with Former SNAP-Ed Nutrition Education Participants

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Background: Little is known about the ways in which evidence-based interventions with established behavior outcomes may have prepared participants in coping with changes to shopping, cooking, and eating during the COVID-19 pandemic.

Objective: This project assesses the extent to which participants maintained health behaviors after nutrition education interventions and how program learnings informed strategies to cope with the COVID-19 pandemic.

Study Design, Setting, Participants: Using a qualitative case-study approach, participants (n = 41) were recruited at least 6 months post-intervention from 5 Michigan Supplemental Nutrition Assistance Program Education (SNAP-Ed) programs. Structured interviews occurred via telephone by 13 trained interviewers in August and September 2020.

Measurable Outcome/Analysis: Interviews were audio recorded and transcribed. A 5-person evaluation team collaboratively developed inductive codes, double-coded each interview, and analyzed data using NVivo software.

Results: Based on NVivo theming, participants reported to have learned strategies regarding healthier shopping, cooking, and eating that were maintained after the class. Prominent examples included reading food labels, making food substitutions, incorporating a variety of fruits, vegetables, and leaner meats into meals, and reducing sodium intake. New obstacles to shopping, cooking, and eating were identified by participants amid the pandemic. Common obstacles were shopping routine changes, increased cooking at home, and food access and attainability. Most participants reported that new habits established from classes were not only maintained during the pandemic but helped them deal with changing circumstances caused by the pandemic.

Conclusion: Although nutrition education classes occurred before the pandemic, participants gained knowledge and skills that helped them maintain healthy habits during the pandemic and cope with changes to shopping, cooking, and eating. Results from this study were shared back with SNAP-Ed programs that recruited participants. Findings can help future nutrition education programs identify and incorporate coping strategies into future classes, contributing to sustainable outcomes and better preparing participants for the ongoing pandemic and possible future public health crises.

Funding: Supplemental Nutrition Assistance Program - Education.

O10 Pivoting Amidst COVID-19: Feedback and Behavioral Outcomes Among SNAP-Ed Virtual Nutrition Education Participants

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Objective: To evaluate Health Promotion Council's (HPC) virtual implementation of the Just Say Yes (JSY) curriculum, and assess participants' behavioral outcomes.

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O10 (continued)

Use of Theory or Research: JSY was developed by the NY Department of Health in response to focus groups and market research with food pantry clients showing minimal fruit/vegetable intake and interest in learning healthy, affordable dishes. Data indicate JSY increases intent to consume produce, utilize curriculum recipes, and exercise.

Target Audience: SNAP-Ed eligible adult Philadelphia residents who participated in a virtual JSY series conducted by HPC from 10/2020-1/2021.

Program Description: HPC is a Pennsylvania SNAP-Ed implementing partner in Philadelphia. Due to COVID-19, HPC pivoted from in-person to virtual programming. HPC nutrition educators taught JSY's 13 weekly lessons via Zoom, supplementing the interactive 30-45 minute classes with self-recorded cooking demonstrations of recipes meeting USDA Dietary Guidelines and JSY content.

Evaluation Methods: A survey administered via a secure online platform collected self-reported behavioral outcomes and participant feedback on various virtual programming dimensions. Outcome assessment utilized tools associated with JSY evaluation indicators identified in the SNAP-Ed Toolkit. Within 3 weeks of completion, nutrition educators disseminated the survey to participants who completed at least 1 virtual JSY lesson.

Results: Of eligible individuals, 27% ($n = 6$) completed the survey. All respondents strongly agreed they enjoyed virtual participation. Eighty-three percent ($n = 5$) strongly agreed they learned something new, and had prepared provided recipes; 67% ($n = 4$) strongly agreed cook-along videos were useful. Most respondents indicated trying to eat more fruits (83%) and vegetables (67%) after JSY. The frequency of several healthy behaviors increased when respondents compared actions before and after participation. Additional responses will be available as HPC continues JSY virtually throughout 2021.

Conclusion: Virtual provision of JSY facilitated HPC's programmatic resilience, allowing for continued services empowering individuals to maximize nutritional/dietary health. Resultsant participant satisfaction, uptake, and behavior change may support virtual programming utility and viability as a complement to in-person implementation.

Funding: Supplemental Nutrition Assistance Program - Education.

O11 Association Between Food Security and Food Skills Education Among Cooking Matters Participants

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Objective: Test the association between food security and food skills education among Cooking Matters participants.

Use of Theory or Research: Cooking Matters uses evidence-based curricula built upon the Social Cognitive

Theory, with a focus on increasing self-efficacy through participatory food skills education to enable positive behavior change.

Target Audience: Low-income adults, parents and caregivers, and families during 2017 and 2019.

Program Description: Cooking Matters for Adults, Cooking Matters for Parents, and Cooking Matters for Families curricula were applied to teach participants how to shop for and prepare healthy meals on a limited budget.

Evaluation Methods: Cooking Matters participants completed pre and post course surveys. Food security was assessed with 1 item to capture "How often do you worry your food might run out before you get money to buy more?" Never or rarely (food secure) versus sometimes, often, or always (food insecure) responses were collapsed. Chi-square tests were applied to test the relationship between food security or food insecurity and demographics, dietary choices, cooking behaviors, and food resource management from pre to post ($P < 0.05$).

Results: In total, 20,018 Cooking Matters participants responded to the food security question during 2017 ($n = 9,893$) and 2019 ($n = 10,125$). Worry about running out of food significantly decreased from 56.5% to 53.5% ($P < 0.001$), with 2,622 (13.1%) of all participants decreasing worry. Participants who identified as male, Hispanic or Latino, non-Caucasian, aged 18-39, those with lower education levels, and larger household sizes were significantly more likely to decrease worry about running out of food than other demographic groups ($P < 0.01$). Participants that decreased worry were significantly more likely to increase healthy dietary choices, positive cooking behaviors, and practice food resource management skills than decrease these variables ($P < 0.01$).

Conclusion: More research is needed to understand the relationship between changes in food security and food skills education.

Funding: None.

O12 The Inside Scoop: Sensory Evaluation Feedback from Peer Educators Provides Important Perspective on Direct Education Recipes

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Background: Federal nutrition education programs such as the Expanded Food and Nutrition Education Program (EFNEP) and the Supplemental Nutrition Assistance Program-Education (SNAP-Ed) utilize a peer educator model to teach low-income Americans about healthy eating behaviors. Recipe demonstrations are an important part of such programs and may influence participants' eating and food preparation behaviors at home. Little is known about

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