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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O12 (continued)

how peer educators perceive program recipes and related participants' recipe acceptability and preparation behaviors.

Objective: To examine peer educators' acceptability of recipes through evaluation of sensory attributes (appearance, flavor, texture, and saltiness or sweetness), preparation behaviors, and participants' perceived behaviors.

Study Design, Setting, Participants: Eight online surveys were conducted with peer educators (100% female, 47% African American, 14-28 responses per recipe) in the University of Georgia EFNEP and SNAP-Ed programs. Educators completed the surveys independently in a location of their choice. Survey links were sent to educators in a single document, and weekly reminders paced them to complete 2 surveys per week.

Measurable Outcome/Analysis: Sensory acceptability of 16 recipes was evaluated on a 9-point hedonic scale (0=Dislike Extremely; 5=Neither Like nor Dislike; 9=Like Extremely). Preparation intent and behaviors of educators and participants were evaluated on a similar scale. Standard range of acceptability is ≥ 7 .

Results: Thirteen recipes received acceptable ratings on most sensory attributes and preparation questions. Three recipes (Curly Noodles Supreme, Easy Cheesy Broccoli Soup, and Ranch Sauce) received unacceptable ratings. Across all recipes, recipe acceptability, preparation intent, and program participant perception were not significantly different by educators' program, length of employment, and quadrant district in Georgia.

Conclusion: The findings suggest that peer educators for the nutrition education of low-income Georgians reported overall acceptable sensory attributes and preparation behaviors related to the program recipes and indicate areas for improvement in select recipes. Sensory evaluation methodology could be used to improve nutrition education recipes for higher acceptability and healthier recipe preparation behaviors in low-income participants.

Funding: Supplemental Nutrition Assistance Program - Education.

School Age Children/School-Based Programs

O13 Acceptability, Perceived Benefits, and Unintended Consequences of a Virtual Nutrition Intervention for Adolescents with Autism Spectrum Disorder (ASD)

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Background: Adolescents with ASD exhibit an increased prevalence of problematic eating behaviors, such as food selectivity, or consuming a narrow range of foods, and consume more energy-dense foods and fewer fruits and vegetables than typically developing children.

Objective: The purpose of this study was to examine the acceptability, perceived benefits, and unintended

consequences of a virtual implementation of BALANCE (Bringing Adolescent Learners with Autism Nutrition and Culinary Education), an 8-week theory-driven nutrition intervention for adolescents with ASD.

Study Design, Setting, Participants: A qualitative study design was used. Twenty-seven adolescents aged 12-20 years who attended the BALANCE intervention and their parents participated in the study. Twenty-one parents participated in an interview. Six focus groups with 1 to 5 adolescents in each group were conducted. Data were collected virtually via Microsoft Teams.

Measurable Outcome/Analysis: Focus groups and interviews were audio-recorded and transcribed. Data were analyzed for a priori and emergent themes regarding intervention acceptability (likes, dislikes, satisfaction, and suggestions for improvement), perceived benefits, and unintended consequences.

Results: The intervention was generally acceptable to participants. Parents described, "I was so impressed," "I feel like [he] was so happy," and "he is more open to try new things." Themes for acceptability included "virtual format," "group setting," "autonomy/independence," "sensory components," "interaction," "reinforcement," and "parent component." Themes for perceived benefits included "diet changes," "healthy weight," "knowledge/awareness," "behavioral skills," "self-efficacy," "outcome expectations," "outcome expectancies," and "other lifestyle changes." "Anxiety/discomfort" during intervention lessons was an emergent theme regarding unintended consequences.

Conclusion: Our findings suggest that a virtual implementation of BALANCE was acceptable according to adolescents with ASD and their parents based on their reported perceptions and feelings about the intervention. Based on participant feedback, many adolescents with ASD may benefit from small group interventions, and virtual interventions are a convenient option for some adolescents and parents.

Funding: University of South Florida.

O14 Sugar-Sweetened Beverage Consumption Among Youth in North Carolina

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Background: Sugar-sweetened beverage (SSB) consumption among youth contributes to diet-related chronic disease including obesity, type 2 diabetes, and poor oral health.

Objective: Collect data to inform the development of a social marketing campaign aimed at reducing SSB consumption among youth age 11-17 in North Carolina (NC).

Study Design, Setting, Participants: Cross-sectional survey data collected from September 9, 2020 through

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