O16 (continued)

the research staff. Food intake was assessed with the Block Kids Food Frequency Questionnaire. SCT psychosocial determinants were examined with a validated instrument. Wilcoxon signed ranked tests were used to compare pre- and post-intervention means for BMI z-score, fruit and vegetable intake, added sugar intake, and SCT determinants.

Results: Mean BMI z-score ($P = 0.01$) and mean added sugar intake ($P = 0.026$) significantly decreased. There was no significant difference for fruit or vegetable intake. Three of 7 psychosocial determinants of dietary intake significantly improved after the intervention: behavioral strategies ($P = 0.010$), self-efficacy ($P < 0.001$), and outcome expectations ($P = 0.009$).

Conclusion: The findings suggest that BALANCE may improve some psychosocial determinants of dietary intake immediately after the 8-week intervention. The results are also promising regarding dietary intake and BMI z-score. Future research should examine efficacy of the intervention compared to a control group and include follow-up measures to detect long-term outcomes of the intervention.

Funding: University of South Florida.

Early Childhood Care & Education

O17 Associations Between Community Nutrition Environments and Early Care and Education Barriers to Classroom Nutrition Practices

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Background: Early Childhood Education (ECEs) directors and teachers experience substantial barriers to implementing childhood nutrition recommendations. Diet in older children is influenced by nutrition environments surrounding homes and schools; influence of the community environment on ECEs is not understood.

Objective: Determine associations between community nutrition environments and ECE barriers to classroom nutrition practices, by ECE context [Head Starts, community-based childcare (CBCs), and family child care homes (FCCHs)].

Study Design, Setting, Participants: Cross-sectional study including licensed Oklahoma ECEs. Locations of 457 grocery stores were determined in-person. Locations of participating ECEs and grocery stores were geocoded and analyzed using ArcMap 10.6.

Measurable Outcome/Analysis: ECEs were considered located within a "Food Desert" if no grocery stores were available within a 0.25-mile radius for urban ECEs, or 10-mile

radius for rural ECEs. Presence of barriers to serving healthier foods and beverages were reported. Fisher's exact test was used to compare differences in barriers among those within Food Deserts versus Non-Deserts. Benjamini Hochberg calculations for False Discovery Rate were applied ($\alpha < 0.004$).

Results: Fifty-four Head Starts, 159 CBCs, and 160 FCCHs participated with 24%, 27% and 37% respectively- being located within a Food Desert. ECE descriptive characteristics including food purchasing and meal planning strategies varied by ECE context. Among Head Starts and CBCs, barriers were not different by Food Desert status ($P > 0.0004$). In FCCHs only, those located within Food Deserts reported a 20% higher prevalence of concern for food waste compared to those within Non-Deserts ($P < 0.004$).

Conclusion: Food Desert status was related to reported barriers in FCCHs only; therefore, those provider's experiences and perceptions may be most susceptible to influence of the community nutrition environment, compared to other ECE contexts. Findings suggest a need for future research and policy implementation to support FCCHs residing in low-access areas and experiencing difficulty implementing classroom health practices.

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O18 Hispanic Caregivers' Communication Preferences for Content, Delivery and Sources of Nutrition Education: Qualitative Findings

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Background: Nutrition education interventions to improve child healthy eating behaviors often rely on caregivers to support these behaviors at home, yet it is difficult to engage caregivers in interventions.

Objective: To explore communication preferences of low-income Hispanic female caregivers of preschoolers on preferred content and delivery of nutrition education to augment a child-focused classroom-based nutrition literacy program.

Study Design, Setting, Participants: Qualitative interviews ($n = 25$) in Spanish with Hispanic female caregivers of 3- to 5-year-old children in Washington, D.C., area. Audio-recorded phone/Zoom interviews transcribed verbatim in Spanish and translated into English. Transcripts coded using NVivo v12. Two coders independently developed codebook (ICR = 89%), reconciled discrepancies with PI, and identified themes and subthemes within them between codes.

Measurable Outcome/Analysis: Caregivers' mean age was 35.5 ± 6.3 , 72% had high school education or less,

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