P66 (continued)

stores offered senior shopping hours, the majority of study participants reported not using these services due to inconvenient times. Purchasing larger quantities of items and selecting more shelf stable, canned, and frozen items were also reported.

Conclusion: Providing older adults with training and education on using online grocery shopping services may help this population have safe and simple access to healthy food items. In addition, training grocery store workers to pick out good quality produce may encourage more older adults to use these online services. Modifications to grocery store-instated senior hours should consider more convenient times to best support older adults. Because the grocery store emerged as an enjoyable place, it is especially crucial that grocery stores continue to enforce the policies that allow older adults to feel safe purchasing their groceries.

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P67 Virtual Nutrition Education for Older Adults: A Food Smarts Intervention in Citywide Congregate Meal Sites

Anna Ng, RDN, anna@leahspantry.org, Leah's Pantry, 3019 Mission St., San Francisco, CA, 94110; Adrienne Markworth, MA, Leah's Pantry

Objective: To evaluate the virtual implementation of Food Smarts, a learner-centered cooking and nutrition curriculum, in citywide congregate meal sites using process evaluation methods.

Use of Theory or Research: Older adults are at high risk for inadequate nutrition, which can contribute to loss of independence, disease complications, increased health-care costs and short-term mortality. Virtual nutrition education can be an effective intervention to encourage older adults to adopt behaviors that improve nutritional status and support healthy aging.

Target Audience: Older adults (aged 60 years and older) enrolled in congregate meal programs in San Francisco.

Program Description: Virtual Food Smarts workshops were delivered via online platform Zoom and participants joined via personal devices from home. Each workshop consists of 4 weekly classes and the duration of each class is 60 minutes. Topics included plant-based eating, nutrition labels and chronic disease prevention. Within a 6-month period, 10 series of classes for 7 congregate meal sites were delivered.

Evaluation Methods: An online post-workshop satisfaction survey was administered via email after the last class. Survey evaluated nutrition-related knowledge and dietary behaviors as a result of class participation.

Results: Out of 477 participants, 331 participants attended 2 or more classes and 108 survey responses were collected. Nearly 100% participants expressed positive behavior change in all measures. Behavior measures with

the largest changes included increased consumption of fruits and vegetables (98%), increased knowledge of whole grains and beans (99%) and increased confidence in ability to prepare food for self (99%).

Conclusion: The virtual delivery of Food Smarts has demonstrated success in improving dietary behaviors and self-management of nutritional health for nearly all participants. These results can be used as preliminary data for informing future interventions and virtual nutrition education programs for older adult populations.

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Nutrition Education Program Design Implementation and Evaluation

P68 A Formative Evaluation of a STEAM and Nutrition Education Summer Program for Low-Income Youth

Jacquelyn Potvin, BS, jpovtin@uri.edu, University of Rhode Island, 45 Upper College Rd, Kingston, RI, 02881; Kelsi Chappell, MS, RDN, University of Rhode Island; Kate Balestracci, PhD, RD, University of Rhode Island; Geoffrey Greene, PhD, LDN, RDN, University of Rhode Island; Sara Sweetman, PhD, University of Rhode Island; Sarah Amin, PhD, MPH, University of Rhode Island

Background: Project Science and Technology Reinforced by Innovative Dietary Education (Project stRide) aims to provide a science, technology, engineering, arts, mathematics (STEAM), and nutrition education curriculum to low-income, racially and ethnically diverse, incoming 5th and 6th-grade youth. A formative evaluation of Project stRide was conducted from May-July 2020 to gain insights from expert content reviewers and identify revisions before piloting.

Objective: The objective of this study was to conduct an expert content review of the Project stRide curriculum to assess the content, cultural sensitivity, feasibility, and curriculum standard adherence to inform revisions to the curriculum.

Study Design, Setting, Participants: Nine experts spanning the fields of nutrition education, cultural competency, elementary education, summer youth programming, and STEM outreach were recruited to participate in an expert content review survey and virtual interviews.

Measurable Outcome/Analysis: Experts completed a 63-item questionnaire containing open- and closed-ended questions covering the lessons. Virtual interviews included follow-up questions. Interviews were recorded, transcribed, and coded in NVivo by 2 coders. An inductive approach was used to identify themes.

Results: Inter-rater reliability for the 2 coders yielded an unweighted kappa value of 0.83. Seven core themes were identified: (1) effectively promoting youth engagement, (2) increased lesson guidance or support needed, (3) activity

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