P71 Barriers to Attendance in a Father-focused Adolescent Obesity Prevention Program: Padres Preparados, Jóvenes Saludables

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Background: Latino family-centered, community-based intervention studies to prevent childhood obesity have primarily involved mothers; therefore, little information about father participation is available. A Latino father-focused program to prevent adolescent obesity was conducted with low participation from some fathers.

Objective: The study aim was to determine factors associated with fathers' attendance in an adolescent obesity prevention program.

Study Design, Settings, Participants: Data were from 147 fathers participating in the Padres Preparados, Jóvenes Saludables program, a randomized controlled trial to prevent Latino adolescent (10-14 years) obesity. Eight weekly (2-hour) sessions were conducted in the Minneapolis/St. Paul metropolitan area (2017-2020). Participants were randomly assigned to intervention or waitlist control groups after baseline data collection.

Measurable Outcome/Analysis: The program facilitator recorded father presence or absence at each session. Attendance data were used in cluster analysis to identify attendance patterns. Predictor variables were measured at baseline with surveys and via anthropometric measures, including demographics, socioeconomic status, adolescent weight status, adolescent weight concerns, food-related activities with adolescents, family meal frequency, food assistance program participation, family stress, number of children, neighborhood safety, assigned group, site, and session season. Multinomial logistic regression analyses were used to examine associations between attendance patterns and predictor variables after assessing appropriateness for inclusion in regression models.

Results: Three attendance patterns were identified for all fathers: consistently high attendance (52%), declining attendance (18%), and non-attendance (30%). Compared to fathers with a consistently high attendance pattern, fathers with a non-attendance pattern were more likely to be assigned to the waitlisted control group (OR: 7.9 [95% CI: 2.6-23.9]; $P < 0.01$) and have lower household income (OR: 2.8 [95% CI: 1.0-7.8]; $P = 0.04$). No predictors were associated with declining attendance compared to consistently high attendance.

Conclusion: Maintaining contact with control families during waiting periods and providing online sessions to

increase flexibility for low-income families could address Latino father non-attendance.

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P72 Comparison of EFNEP Educators' and Low-Income High School Teens' Opinions of a Game-Based Nutrition and Physical Activity Curriculum

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Background: The Expanded Food and Nutrition Education Program (EFNEP) has provided limited education to teens. Thus, differences between educators' and teens' perceptions of lessons taught, particularly when a gamification approach is used, are not available.

Objective: To compare EFNEP educators' and low-income, urban teens' impressions of a classroom-based, nutrition and physical activity (PA) curriculum that utilized a gamification approach.

Study Design, Settings, Participants: The intervention, a 10-week EFNEP curriculum taught between 2018-2020, and interviews took place at Brimm High School in Camden, NJ. This was a comparative study inquiring the opinions of EFNEP educators' and 9th-grade teen participants' perceptions of the lessons taught. Researchers conducted semi-structured, 1-on-1, face-to-face interviews with the educators and teens (who attended over 80% of the lessons).

Measurable Outcome/Analysis: Two independent coders performed a thematic analysis of interview transcripts. Findings were discussed until both researchers reached a consensus.

Results: A high level of agreement was evidenced between the teens' ($n = 25$) and EFNEP educators' ($n = 9$) that gamified lessons prompted greater participation and engagement than other types of lessons. Educators presumed that 2 videos (a walk-indoors DVD featuring an adult cast and a sustainability video encouraging reduced red meat consumption and increased plant-based foods consumption) and a food safety lesson based on a cookout, would not be relatable to teens. However, the teens reported favorable knowledge and/or intention to change regarding their PA (75%) vegetable intake (40%), and food safety practices (>33%). The curriculum resulted in positive overall impacts regarding the teens' PA (through the use of dance as PA), improved fast food choices, decreased intake of sugar-sweetened beverages, and improved snack choices.

Conclusion: Educators and teens valued gamified lessons as an effective educational approach for working with this