P83 Formative Evaluation of a Culturally Adapted Spanish Nutrition Education and Obesity Prevention Curriculum for Low-Income Hispanic Adults

Ariathni Powell, MS, RD, LD, Ariathni.powell@gmail.com, University of Georgia, 280 Dawson Hall, Department of Foods and Nutrition, University of Georgia, Athens, GA, 30602; Brigitte Herron, PhD, University of Georgia; Laurel Sanville, MS, LD, RDN, University of Georgia; Edda Cotto-Rivera, MPH, CHES, University of Georgia; Ana Soler, MPH, BSW, SeSo, Inc.; Jung Sun Lee, PhD, RDN, University of Georgia

Objective: To conduct an exploratory formative evaluation of a culturally adapted nutrition education program for SNAP-eligible Hispanic/Latino adult Georgians

Use of Theory or Research: Nutrition education programs for low-income Hispanics/Latinos must be culturally tailored to be effective.

Target Audience: Spanish-speaking SNAP-eligible adult Georgians

Program Description: “Hablemos de Comida: Comida: ¡Por SU Salud!” (HCPSS) is a cultural adaptation of “Food Talk: Better U,” an evidence-based program focusing on healthy weight management by University of Georgia SNAP-Ed. A comprehensive needs assessment informed systematic translation and cultural tailoring. The program consists of four 90-minute didactic lessons taught by bilingual paraprofessionals focusing on portion control, limiting added sugar, and making small healthy changes. The program content is interactive and features physical activity using culturally appropriate music and 6 Hispanic/Latino-inspired, low sodium recipes.

Evaluation Methods: A mixed-method formative evaluation was conducted using self-administered participant surveys (n = 15), program administrative data, key informant interviews with program developers and providers (n = 6), program participant focus groups (n = 3), and in-class observations (n = 10) in 1 pilot county in 2019.

Results: Focus group and key informant interview findings suggested acceptability and cultural appropriateness of HCPSS. Major themes from development and implementation phases emphasized the importance of attending to diversity and cultural appropriateness for target audiences and language, translation, and other interpersonal facilitator skills such as cultural competence and humility. A team-based approach was recommended to address cultural diversity, recruitment barriers, ongoing staff training needs, and other population-specific barriers regarding language, literacy, and mistrust. Administrative data and class observation data suggested high fidelity but the importance of fully bilingual paraprofessionals and additional training for physical activity.

Conclusion and Implications: This study found that the culturally adapted nutrition education and obesity prevention programming targeted to low-income Hispanics/Latinos and strategies to strengthen ongoing development and implementation efforts was feasible.

Funding: Supplemental Nutrition Assistance Program - Education.

P84 WITHDRAWN

P85 iCooks: A Virtual Cooking School and Nutrition Education Program Delivered to SNAP-Ed Youth Participants in Arkansas

Dianna Bowen, MS, University of Arkansas, Division of Agriculture, Cooperative Extension Service; Katie Holland, MS, RDN, kholland@uaex.edu, University of Arkansas, Division of Agriculture, Cooperative Extension Service, 2301 South University Ave, Little Rock, AR, 72204; Amy McClelland, MS, RD, University of Arkansas, Division of Agriculture, Cooperative Extension Service; Sarah David, MBA, MM, University of Arkansas, Division of Agriculture, Cooperative Extension Service

Objective: To implement a virtual cooking school to promote healthy eating and teach youth basic cooking and food safety skills.

Use of Theory or Research: Studies show cooking-related programs combined with nutrition education have the potential to improve children's diet quality and are associated with more positive food choices.

Target Audience: Students in SNAP-Ed eligible schools.

Program Description: The University of Arkansas, Division of Agriculture, Cooperative Extension Service, SNAP-Ed Program conducted a virtual cooking school to reach SNAP-Ed youth during the COVID-19 pandemic. The iCooks cooking school was offered to students in the Lonoke School Systems, and 11 families with a combined total of 24 youth in grades 3-12 participated in the program. The iCooks cooking school consisted of 5 lessons delivered weekly. Each lesson included a demonstration video of the recipe, instruction, healthy eating and food safety information. Ingredients to prepare the recipes at home were provided to participants. The lessons also included a physical activity component and an eating together as a family activity. A private Facebook group was created for participants to post pictures of themselves cooking, comment on recipes, and share what they learned.

Evaluation Methods: A pre/post survey for students was used to evaluate knowledge gained and changes in eating habits. Parents were surveyed to assess the effectiveness of the program.

Results: One hundred percent of participants increased knowledge about how to prepare healthy foods; 100% indicated they could now make food safely to avoid food-borne illness; 84% were willing to try food in new and interesting ways; 89% were willing to taste new foods they had not tried before; 89% indicated they paid more attention to how many fruits and vegetables they ate daily; and 100% indicated they learned the importance of healthy eating habits.

Conclusion: iCooks, a virtual cooking school and nutrition education program, has been successful in increasing