**P131 (continued)**

**Conclusions:** Overall, participants in Deliciously Healthy have reported finding the program beneficial. Despite a small sample size, the finding of statistical significance related to participants selecting fruits and vegetables, adjusting recipes to make it healthier, and use of the recipe templates are encouraging. The remaining interviews will reveal whether the new behaviors are sustainable.

**Funding:** None

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**P132 Pilot Year Evaluation of a STEAM and Nutrition Summer Program for Low-Income, Urban Youth**

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**Background:** Racially and ethnically diverse and low-income youth are more likely to experience academic and health-related disparities. The newly developed Project Science and Technology Reinforced by Innovative Dietary Education (Project stRide) is a STEAM and nutrition summer camp program supported by a USDA CYFAR grant. It is designed for elementary-aged youth with the purpose of reinforcing content learned over the school year and improving dietary behaviors.

**Objective:** To conduct a process evaluation of the Project stRide pilot program, assess needs for future camp staff implementation, assess post-lesson knowledge, and evaluate change in self-efficacy, attitudes towards STEAM, and skin carotenoid levels.

**Study Design, Setting, Participants:** The study used a mixed methods design to collect pre/post-test data for youth and interviews with staff. The program was delivered once a week for six weeks by nutrition and 4-H professionals to low-income, racially, and ethnically diverse youth (n = 40; grades 4-7) attending two urban summer camps in Rhode Island. Participants were 71.8% Black, 28.2% White, and 32.4% identified as Hispanic or Latino.

**Measurable Outcome/Analysis:** Program process measurements, interviews with camp staff, and weekly post-lesson questions for youth were collected along with pre/post measures. T-tests assessed pre/post attitudes towards STEAM, Asking for Fruit and Vegetable Self-Efficacy (AFVSE), and skin carotenoid levels with a significance level of $P < 0.05$.

**Results:** Overall, 67.5% of youth attended 4 or more lessons. Interviews with summer camp staff indicated the program was engaging and well-structured. Staff suggested shorter videos and stand-alone activities with basic concepts and understandable directions. For most lessons, youth scored ≥70% on post-lesson questions. There were no changes in attitudes towards STEAM, AFVSE, or skin carotenoid scores.

**Conclusions:** Project stRide had an overall promising pilot year with post-lesson questions indicating youth comprehension of the content. Modifications to curriculum content and delivery will be made in order for this program to be successful and sustainable in future years.

**Funding:** USDA

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**P133 Pivoting to Online Nutrition Education During the COVID-19 Pandemic: Results and Lessons Learned from Cooking Matters**

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**Objective:** Evaluate the process and outcomes associated with pivoting Cooking Matters curriculum to online nutrition education during the COVID-19 pandemic.

**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 receiving services or programming from schools and community-based organizations across the United States from June 2020 until June 2021.

**Program Description:** Cooking Matters curriculum was pivoted to an online nutrition education setting at the onset of the COVID-19 pandemic to teach participants how to shop for and prepare healthy meals on a limited budget.

**Evaluation Methods:** With support from IMPAQ International, LLC (a third-party evaluator), Cooking Matters online delivered programming was evaluated through 9,187 participant surveys completed post-participation and through virtual/Zoom in-depth interviews with 24 individuals from 13 partner organizations implementing the curricula.

**Results:** Participants reported high confidence to apply food skills such as making mealtimes positive and high intention to use food skills in the future such as onesaving tips. Over 90% of participants were satisfied with the instructor and class environment. Partners described that online programming accommodated more participants due to lack of physical space limitations, was convenient for participants because it decreased travel time, allowed for food preparation in participants’ kitchens, was more burdensome for staff, decreased curriculum engagement at times, and did not foster the same communal ties as in-person.

**Conclusions:** Online delivery allowed Cooking Matters to continue offering programming during the pandemic. To ensure responsiveness to participant and partner needs,