foods and perceived accessibility of fruits and vegetables. Linear regression analysis was conducted to predict changes in fruit and vegetable consumption based on perceived affordability of healthy foods, accessibility of fruits and vegetables and race.

**Results:** Participants across all races (White=361; Black=162; other=21) reported statistically significant (p≤0.001) increases in mean pre/post survey scores for fruit and vegetable consumption. Positive perceived affordability of healthy foods and attitudes on accessibility of fruits and vegetables predicted increased fruit and vegetable consumption (p≤0.05), but there was no difference in fruit (p≤0.31) or vegetable (p≤0.83) consumption by race.

**Conclusion:** The learner-centered curriculum, ESBA, contributes to equitable programmatic outcomes for all SNAP-Ed participants, regardless of race. However, improvements in perceived changes in the affordability and accessibility of healthy foods from pre- to post- ESBA are predictive of changes in fruit and vegetable consumption, highlighting the importance of the food environment in making behavior changes.

**Funding:** Supplemental Nutrition Assistance Program - Education

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**Examining the Feasibility of the Online Advanced Cooking Education 4-H After School Club at Low-income, Urban Middle Schools**

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**Objective:** To examine the feasibility of implementing the Advanced Cooking Education (ACE) 4-H After School Club online at low-income serving, urban middle schools. The primary outcome of interest is diet quality improvements.

**Use of Theory or Research:** ACE programmatic activities (mindfulness, food and nutrition career exploration, nutrition education, culinary session) were informed by constructs of the Social Cognitive Theory (eg, self-efficacy).

**Target Audience:** A purposeful sample of three middle schools that receive Title I funding (proxy for low-income serving) in Brooklyn, NY were recruited during the 2021-22 academic year. Participants were 7th and 8th grade students.

**Program Description:** Each week (12 weeks total) participants engaged in a: 1) wellness session via Zoom (2 hours; mindfulness, nutrition career exploration, nutrition education) and 2) self-guided culinary session at home (1 hour; prepared a plant-based ethnic dish using provided groceries).

**Evaluation Methods:** Demographic and the following process evaluation measures were collected: reach (% of students recruited, number attended sessions), retention (% of students who completed intervention), dose response (% of activities implemented, length of sessions), fidelity (% of activities implemented as outlined in the curriculum), and program satisfaction (scale 1=very dissatisfied, 5=very satisfied). Descriptive statistics were calculated.

**Results:** Of the ninety-one 7th and 8th grade students enrolled across the three schools, 64% participated in the study (n=58). Participants were on average 12.2 years, 59% were female, and 88% were Black. Retention was 97%, one student stopped attending at week 8 and another at week 9. For the wellness sessions: mean attendance was 9.6/12, lasted on average 114 minutes (range 102-120 minutes), 90% of activities were implemented, and 84% were implemented as outlined in the curriculum. Program satisfaction scores were as follows: overall (4.4/5), mindfulness (4.2/5), nutrition career exploration (4.4/5), nutrition education (4.4/5), and culinary session (4.5/5).

**Conclusion:** Retention and program satisfaction were high, and curriculum changes were made to improve dose response and fidelity for a forthcoming larger scale ACE study at schools across New York City.

**Funding:** USDA USDA Hatch/Smith Lever

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**Experience, Perceptions, and Preferences of the Pilot Fresh Start Produce Rx Program Participants**

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**Objective:** The objective of this study was to examine the experience, perceptions, and preferences of pilot Fresh Start Produce Prescription (FSPRx) Program participants.

**Background:** Produce prescription (PRx) programs promote the consumption of fruits and vegetables by providing vouchers redeemable at a market or retailer and prioritize individuals with a nutrition and/or health risk. PRx programs have demonstrated impact on nutrition and cardiometabolic outcomes, however, fewer have been implemented in the rural South and research examining the experience and perceptions of rural participants in PRx programming are limited.

**Study Design, Settings, Participants:** This pilot study used a pretest-posttest design and included uninsured patients diagnosed with type-2 diabetes who were recruited from safety net clinics in rural Eastern North Carolina. The 20-week pilot FSPRx Program included a PRx with non-starchy vegetables, group educational classes with a focus on improving food literacy, cooking demonstrations/taste testing that aligned with the PRx, and individualized behavioral support via telephone-based health coaching.

**Measurable Outcome/Analysis:** Audio-recorded phone interviews with a sub-sample of program participants (n=14) lasting 25-60 minutes were conducted post-program and transcribed verbatim. Transcripts were analyzed by members of the research team independently (n=4) utilizing a codebook to identify themes and subthemes via deductive content analysis.

**Results:** Themes from participants experience with the program included self-reported nutrition and health improvements (eg, diet quality, acceptance of vegetables,
blood sugar, and weight loss), the effectiveness of health coaching on self-efficacy and motivation for lifestyle changes, and social support (eg, group classes). Preferences included hands-on and discussion-based group classes (eg, activities, cooking, taste-testing), expanded education around diabetes self-management, additional cooking support (eg, direct involvement in cooking vs. demonstrations, more recipes), and scheduling of classes (evening vs. afternoon).

Conclusion: The FSPRx program was well received by rural uninsured patients with type-2 diabetes. Future programs should continue to examine and evaluate the experience, perceptions, and preferences of participants in PRx programming within rural regions to better understand and overcome barriers to implementation and utilization of a PRx.

Funding: The Duke Endowment (Foundation)

Extension State-wide Nutrition Education Needs Assessment Survey Development

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Background: For over one hundred years, Colorado State University Extension has been providing up-to-date nutrition education to the local community to meet their emergent needs.

Objective: Identify Coloradans’ nutrition education needs and preferred methods of information delivery, so that researchers and educators can redevelop and deliver education materials that best support Coloradans.

Study Design, Settings, and Participants: In phase 1 of the needs assessment, researchers designed and conducted eight phone focus groups. Researchers conducted four with Latina and four with non-Latina women from four different urban and rural regions within Colorado. Questions were scripted and pertained to nutrition concerns and information and information delivery methods.

Measurable Outcome/Analysis: Focus group recordings were transcribed by a third party. Each participant response was entered into Excel, listed under the column labeled with the question from the protocol. Two researchers used content analysis and manually and independently coded responses from each focus group and independently compiled summaries for each of the focus groups and an overall summary, achieving 100% intercoder agreement. Together, researchers analyzed their summaries for themes.

Results: Focus groups included 19 non-Latina and 15 Latina participants. Common themes identified were health or nutrition related and pertained to challenges with accessibility and affordability of fresh fruits and vegetables and a need for more information and resources on shopping and cooking on a budget, gardening, and food preservation.

Conclusion: Focus group results provided direction for developing a survey, incorporating selected themes, that more accurately identifies the needs of Coloradans related to nutrition education. Researchers are conducting cognitive interviews to assure face validity of the survey. Analysis of the survey results will take place after dissemination via Qualtrics online to adult Coloradans next summer. Once completed, survey results will guide researchers in the creation of appropriate education materials and delivery methods to meet the needs of Coloradans.

Funding: None

Feasibility of a Nutrition Label Education Intervention With Computer Gamification to Promote Learning With Year 10 Students

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Background: Nutrition label education promotes healthier diets via the use and understanding of this information, whilst gamification of nutrition education is already known to influence knowledge acquisition and health-related behavioural change among younger people.

Objectives: Evaluate the feasibility of a nutrition label education intervention with school students which features a new computer game “Food Decisions” where players can make food choices using virtual products in various settings; assess potential for enjoyable learning and impact on confidence and knowledge mediators of healthier food choices.

Study Design, Settings, Participants: A non-controlled, pre-post experimental intervention delivered at a UK secondary school by Teachers and Researchers to students in Year 10 (14 yrs old) in January 2023. The Intervention includes a 1-hour classroom nutrition label education session and individual computer game play. All 30 pupils in the year group were invited to participate following University ethical approval.

Measurable Outcome/Analysis: Pre and post-questionnaire instruments adapted from validated tools were used to assess confidence (10 point scale) and knowledge (% correct quiz answers) of making healthier choices (MHC) and levels of perceived learning and enjoyment playing the game (five point “emoji” scales). Descriptive statistics and pre-post mean differences were analysed using paired t-tests and Chi-Squared.

Results: Consent was obtained for 27 pupils, with 20 participants submitting both pre and post questionnaires (94% White British, 56% female, 93% played computer games at least once a week). Most participants perceived the game was “fun” (95%) and rated it “really good” (65%). Participants’ pre-post levels of confidence in MHC

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